Expanded Learning Coordination and Funding Models: What Afterschool Coordination can look like and how to fund it

According to research, high quality afterschool programming includes a mix of academics and enrichment, high expectations for attendance, quality professional development for staff, the use of data for targeted support and program improvement, and intentional collaboration between after school program staff and school day staff. All of these require a high level of coordination. This tool aims to support principals and school sites in answering two questions: 1) How do you fund coordination? and 2) What can/should coordination look like at your site?

Funding for Coordination: Funding a full-time coordinator will likely require blending some combination of the below funds

Funding source available at your school (Y/N)?	Funding source	How it can be used	Components of a coordinated model that could be funded
	Title I	Title I funds are used for **academic interventions, targeting level 1 and level 2 students** in reading and math. The interventions could include activities such as **STEM or arts programs if those programs are designed to support literacy and math** and will help students pass state assessment. Title I funds can be used to pay for community partners if they are providing academic interventions; it can be used to support coordination of programs if the primary focus of coordinated programs is academic support.	• Coordination if primarily focused on academics • Academic interventions • Teacher academic liaison • Enrichment with academic goals
	Learning Assistance Program (LAP)	LAP funds are used for **academic interventions, targeting level 1 and level 2 students** in reading and math. The main focus of these funds is K-4 literacy. LAP funds cannot be used to fund core instruction – they must be used for interventions. These funds can be used to pay for community partners if they are focused on level 1 and 2 students; in fact, expanded learning opportunities are a major focus area of LAP dollars. **LAP funds can also be used for coordination if the focus is on serving level 1 and 2 students, but Title I would be better used for coordination.**	• Coordination if primarily focused on academics • Academic interventions • Teacher academic liaison • Enrichment with academic goals
	Families, Education, and Preschool Promise Levy (FEPP)	The FEPP funds are focused on **proficiency in ELA and math, on-time graduation, and college and career readiness**. The funds can support before and after school programs and can include community-based organizations, salary costs for school employees who deliver before and after school services to students, **and transportation costs.**	• Coordination • Academic interventions • Teacher academic liaison • Enrichment
	Levy Performance Pay	Levy performance pay funds can be used at the **discretion of each school** and in accordance with the contractual requirements of these funds.	• Discretion of the school
	Free Reduced Lunch (FRL)	FRL funds are to provide **Tier 2 supports, focused on level 1 and 2 students**; the amount each school receives is based on a per pupil allocation, with the amount increasing progressively with each grade band. Traditionally these funds have been used for school supplies, but with other options for supplies e.g. World Vision and Scholastic, these funds can be used flexibly, and could be used to fund community partner programs of various types, expanded learning/enrichment, and coordination.	• Coordinator • Academic interventions • Enrichment • Teacher academic liaison
	PTSA	PTSA funds can be used at the **discretion of the PTSA in partnership with the school**.	• Discretion of the PTSA & school

Coordination Models: The models below present a number of options that may be used at your school site to organize and staff the coordinator position. This is not exhaustive, and there is potential to blend the models below based on budget and staffing constraints, but is meant to spark thinking about how you can build a coordinated expanded learning model at your school. To provide greater coherence and connection between the school day and afterschool, schools may consider hiring staff from partner-provided afterschool programs into open school day positions, such as Instructional Assistants.

Model Description	Staffing	National Example	Example SPS Schools Using this Model
Community Based Organization Lead Agency: Community based organization that provides afterschool and/or school day programming designates a full-time staff person to serve as the coordinator for all afterschool and school day programs. This coordinator spends their full day at the school, providing connection and alignment to school day academic goals. They work closely with the principal or their designee and with all providers at the site to build the afterschool schedule, bring in-school programming in as needed, support targeted enrollment in programs, support program logistics (e.g. room assignments), and run partner meetings approximately monthly.	Community based organization full-time employee; must work closely with school leadership and be recognized as member of school staff	The Children's Aid Society in New York City works with the New York City Department of Education to build community schools. The organization hires coordinators who then become staff at their schools (school staff are involved in the hiring process). Those coordinators serve as the intermediary, linking numerous partner organizations the school population, and the community. As the lead agency, Children's Aid Society leads partnership and community involvement efforts, including identifying and assembling partners, organizing partner meetings, and conducting program oversight. They serve as the go-to partner when opportunities and challenges arrive for other partners onsite.[1]	Seattle World School with Vietnamese Friendship Association Bailey Gatzert with Seattle University
Community Based Organization Afterschool Coordinator: Community based organization that provides afterschool programming designates a part-time staff person to serve as the coordinator for all afterschool programs. This person is onsite during part of the school day to support alignment and for the after school hours; they work to determine the schedule and support logistics for each of the programs onsite. They must have some regular check-ins with school leadership in order to align programming with the school day.	Community based organization part-time employee; school staff person (teacher or school leader) must serve as afterschool liaison to support academic alignment	Woodcraft Ranger's Nvision Afterschool Program offers programing 5 days per week to middle school students. The program includes homework help and then clubs on topics of special interest to students. Nvision employs "both a site coordinator and a teacher liaison… this team facilitates productive working relationships between school and Nvision staff to coordinate teaching content and methods." They also meet with the principal to provide updates and work on continued program alignment to the school day.[2]	Dearborn Park with Communities in Schools Aki Kurose with Seattle Parks and Recreation
School-Based Coordinator: Current school staff person is designated to serve as coordinator. This person should have only part-time responsibilities during the school day or could be hired by the school part or full-time to serve as the coordinator. They work with all afterschool	School staff part or full-time employee, either existing position or new hire	The Natchez Elementary School afterschool program in Wadsworth, Nevada is coordinated by a school staff person who has been at the school for two decades. She served in various positions, such as community liaison, before becoming the full-time afterschool coordinator.	Concord

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[1] http://www.childrensaidsociety.org/files/upload-docs/NCCS_Building%20Community%20Schools.pdf

[2] http://www.afterschoolalliance.org/issue_50_schoolDay.cfm

providers at the site to build the afterschool schedule, support targeted enrollment in programs, support program logistics, and ensure coordination between the partners and the school.		As afterschool coordinator, she manages all administrative aspects of the program, brings in partners and teachers to run various activities, and ensures alignment to the school day curriculum.[3]	
School-Staffed Programs and Coordination: Current school staff provide afterschool programming and coordination. This could take the form of a series of afterschool clubs, or a more comprehensive academic intervention program. Rather than having a single coordinator, staff offering programs coordinate logistics amongst themselves.	School staff working extra time	In Decatur, Indiana, the Bellmont Middle School 21st Century Community Learning Center program hires school day teaching staff to support homework completion and academic interventions and enrichment activities. Because teachers already know their students, academic grouping happens quickly and effectively, and teachers are able to build more informal connections to their students through the afterschool program.[4]	West Seattle Elementary

Elements of Quality Coordination:

1) Establishes regular check-ins with school leader or designee to support school day alignment, target enrollment, and keep school leader up to date on program activities
2) Regularly convenes afterschool partners to stay up to date on school goals and priorities, look at program data, troubleshoot programmatic or logistical challenges, and make program adjustments as needed
3) Participates in school staff meetings, BLT, and other school activities/leadership bodies as appropriate (ability to participate may differ depending on staffing model)
4) Manages MOUs/contracts with all partners establishing program work scope, school and partner needs, and program outcomes
5) Establishes regular check-ins with afterschool providers to check progress towards outcomes and make adjustments as needed
6) Serves as bridge between school day and after school, and supports communication between the two
7) Troubleshoots issues and challenges as they arise

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[3] https://www.naesp.org/resources/1/A_New_Day_for_Learning_Resources/Building_and_Sustaining_Partnerships/Making_the_Most_of_After-School_Time.pdf
[4] http://www.afterschoolalliance.org/issue_50_schoolDay.cfm