

# *Connecting 21st CCLC to ESSA Implementation in Your District*

Shallie Pittman

May 9, 2018

# Agenda

- Background on ACT Now
- ESSA vs NCLB
- New Opportunities for Leveraging Afterschool
- School District Recommendations for Implementing ESSA
- Building Community Partnerships Exercise



# What is ACT Now?

- A statewide coalition that advocates for quality and affordable afterschool programs for Illinois' youth
- Our partners are:
  - Providers
  - Educators
  - State agency members
  - Community advocates
  - Youth organizations
  - Policymakers

# What is ACT Now?

- ACT Now is a resource for:
  - Learning about policy
  - Networking with other providers
  - Receiving advocacy training
  - Learning about strategies for improving quality in afterschool programs
  - Drawing on technical expertise to inform best practices
  - Connecting with experts on professional development
  - Learning about professional development opportunities

# ACT Now's Committees

## Policy and Advocacy Committee

- Provides a forum for ACT Now's public and private partners to develop and pursue a shared policy agenda to increase the quality and availability of afterschool programs

## Professional Development Committee

- Facilitates information sharing and resource coordination to identify and meet the needs of the afterschool field
- Working on planning regional meetings and policy trainings along with developing trainings for our Quality Standards

## Quality Assurance, Outcomes, and Evaluation Committee

- Promotes the adoption of a common system of Quality Standards statewide and the development of capacity-building, assessment, and evaluation tools, including those linked to Standards

# American Education System



Federal legislation provided funding or land for school and special programs, but careful not to intrude on states' rights to make decisions on curriculum and the general operations of schools.

# ESEA Reauthorization 2001



## No Child Left Behind

Signed by Pres. George W. Bush

- States required to have students demonstrate proficiency on state academic standards through a state assessment
- States have to publically report their schools' status
- Incentives earned for greater performance
- Severe consequences imposed on schools not meeting the standards

Keep the baby. Change the water.



# ESEA Reauthorization 2015



## Every Student Succeeds Act

Signed by Pres. Barack Obama

- Decision making switched from the federal government to the state
- More appropriate ways to measure student achievement
- Each state determines how it evaluates success and how it implements tactics for school improvement



# ESSA State Plan Timeline

Timeline	Key Objectives	
January – July	<b>Phase 1 – Educate</b>	<ul style="list-style-type: none"><li>– 46 Listening tours and stakeholder meetings</li></ul>
July – September	<b>Phase 2 – Engage</b>	<ul style="list-style-type: none"><li>– Post Draft 1 State Plan for 6 weeks of comment</li><li>– 28 Listening tour &amp; stakeholder meetings</li><li>– Incorporate comments into Draft 2</li></ul>
October – December	<b>Phase 3 – Expand</b>	<ul style="list-style-type: none"><li>– Post Draft 2 State Plan for 6 weeks of comment</li><li>– 20 Listening tour &amp; stakeholder meetings</li><li>– Incorporate comments and adopt U.S. ED template for Draft 3</li></ul>
January – April 3	<b>Phase 4 – Enhance</b>	<ul style="list-style-type: none"><li>– Submit to Governor for 30 days of review (February 1)</li><li>– Submit to ISBE Board approval (March 15)</li><li>– Submit plan to U.S. Department of Education (April 3)</li></ul>
April 4 – Beyond	<b>Phase 5 – Implement</b>	<ul style="list-style-type: none"><li>– Legislative changes and rulemaking</li><li>– <b>District ESSA and implementation work</b></li><li>– ISBE continuing to reorganize around ESSA</li><li>– IL-EMPOWER</li></ul>



# Why ESSA matters to you?

- Children who are economically and educationally disadvantaged have a right to a well-rounded education.
- State legislature, school boards, teachers and parents are empowered to set the education goals for their state.
- **Allows afterschool programs and community-based organizations to partner with schools to meet the students' educational goals.**



# Afterschool makes a good partner because it is ...

- Cost effective
- Keep kids safe
- Engage kids in learning
- Help working families

# Afterschool is ...





# Leveraging Afterschool

## Title I: Parent and Family Engagement

- Districts **are required to reserve at least 1%** of their Title I funds to carry out parent and family engagement activities.
- Parents and family members of low-income students **must be included** in decisions regarding how these engagement funds are spent.



# Leveraging Afterschool

## Family Engagement

- Improves academic performance, attendance and graduation rates
- Positively impacts attitudes, behaviors and overall well-being
- Reduces dropout rates and at-risk behaviors
- **Afterschool programs provide a crucial bridge between communities and schools**

How school districts can partner with 21st CCLC on family engagement

- Empowering parents
- Facilitating parent school partnerships
- Meeting ESSA requirements



# Leveraging Afterschool

## Title IV Part A: Student Support and Academic Enhancement Grants

Districts receiving \$30,000+ in federal funds are required to spend at least 20% on “**well-rounded**” educational activities.

- **STEM**
- **College and Career Readiness**



# Leveraging Afterschool

## STEM

- U.S. is experiencing a demand for STEM professionals
- **Early interest is a better indicator than grades**

How school districts can partner with 21st CCLC on STEM

- Supporting school projects
- Complementing school learning with real world scientific enquiry
- Improving instruction
- Activating interest
- Closing the opportunity gap
- Preparing STEM workforce



# Leveraging Afterschool

## College and Career Readiness

- Included as a student success/school quality indicator in Illinois' ESSA implementation plan
- **Afterschool and summer learning programs help children avoid pitfalls that can derail their future**

## How school districts can partner with 21st CCLC on CCR

- Exploratory opportunities
- Resource alignment
- Continuous quality improvement
- Workforce skills
- Early acquisition of college and career knowledge
- Tailoring supports to students' interests
- Intensive interventions and wraparound services



# Leveraging Afterschool

## Title II Part B: Literacy Education for All, Results for the Nation (LEARN)

- Provides federal support to States to develop, revise, or update comprehensive literacy instruction plans
- ESSA specifically states that these literacy initiatives can be **“augmented by after-school and out-of-school time instruction.”**



# Leveraging Afterschool

## Literacy

- More than six in 10 students are less than proficient in reading
- **Quality afterschool programs have proven effective in raising students' reading skills**

How school districts can partner with 21st CCLC on literacy

- Aligning afterschool literacy activities with the school day
- Fostering an interest in reading
- Making literacy relevant



# What Do We Do Next?

**UTILIZE ACT NOW'S RESOURCES** to begin conversations with district leaders about how to partner in ESSA implementation

# Familiarize Yourself with ESSA

## School District Recommendations for Implementing ESSA

The ACT Now Coalition is a statewide organization that works to ensure that young people in Illinois have access to quality and affordable afterschool and youth development programs. We believe that an increased commitment to young people beyond the traditional school day is a crucial part of their growth into healthy and productive individuals.

The following are recommendations to assist school districts in incorporating afterschool programs into their Every Student Succeeds Act (ESSA) implementation to boost academic outcomes, provide enrichment experiences, and increase family engagement. The Illinois State Board of Education has already included afterschool programs and our organization in its draft state plan; however, there are many opportunities to expand afterschool programs' roles in district implementation plans. The ESSA statute includes many mentions of afterschool programs and community-based organizations that schools can partner with in order to meet their goals. Further, ESSA repeatedly mentions the importance of Science, Technology, Engineering, and Mathematics (STEM) and college and career readiness, two subjects which afterschool programs are uniquely situated to address.

Studies show that on the whole students who go to afterschool programs have better school attendance, grades, standardized test scores, and behavior in school than students who do not participate in afterschool programs.<sup>1</sup> Data shows that the federally funded 21<sup>st</sup> Century Community Learning Centers (21st CCLCs) improve academic outcomes for students. In 2014, a third of 21st CCLC participants in Illinois improved their grades from fall to spring, an increase from 2013.<sup>2</sup> Surveys of 21st CCLC participants' teachers indicated that students' attendance improved by 56 percent, attentiveness improved by 64 percent, and class participation improved by 72 percent.<sup>3</sup>

This guide is broken into the following topics to show how school districts can leverage afterschool programs to address these areas:

- Family Engagement
- STEM
- College and Career Readiness
- Literacy Instruction
- Training and Evidenced-Based Practices

## Family Engagement

Afterschool programs provide a crucial bridge between communities and schools and can help foster the family engagement called for under ESSA. Parents are a child's very

<sup>1</sup> Durlak, J. A., & Weissberg, R. P. (2010). *Afterschool programs that follow evidence-based practices to promote social and emotional development are effective*. Retrieved from [http://www.expanding-learning.org/docs/Durlak&Weissberg\\_Final.pdf](http://www.expanding-learning.org/docs/Durlak&Weissberg_Final.pdf).

<sup>2</sup> Goodyear, L., Mansori, S., Cox, J., & Rodriguez, S. *Illinois State Board of Education 21<sup>st</sup> Century Community Learning Centers Program: State-level program evaluation 2014-2015*. Retrieved from [https://www.isbe.net/Documents/statewide\\_report\\_1415.pdf](https://www.isbe.net/Documents/statewide_report_1415.pdf).

education boosts educational outcomes.<sup>4</sup> However, parent involvement is often challenged by obstacles such as limited resources and time, language barriers, and levels of trust.<sup>5</sup> Afterschool programs can often transcend these divides by offering an environment where parents feel at ease, providing parent-related activities during times more accessible to working parents, and equipping parents with the tools to become more empowered in their involvement with their child's education.

ESSA's provisions on Parent and Family Engagement in Title I Part B call on education agencies to collaborate with community-based organizations, such as afterschool programs, to carry out parent engagement plans and in using its parent engagement funds. We suggest that districts consider using the following strategies when deciding on their parent engagement plan and how to spend parent engagement funds:

- **Empowering parents.** Afterschool programs help facilitate parent engagement at school and at home by establishing opportunities by which parents can build their skills in various areas. Afterschool programs are skilled at holding events that engage parents. These events often include childcare, offer a meal, and are held at locations and times that are convenient for parents. Event topics may include how to support reading and math skills, navigating the middle/high school selection process, and how to improve parents' own literacy, technology, and financial planning.<sup>6</sup>
- **Facilitating parent school partnerships.** Afterschool programs in partnership with schools can host workshops that help parents navigate the policies and expectations of the school. Workshops may include preparing parents for successful parent-teacher conferences and helping them to access their child's attendance and performance records.<sup>7</sup> Afterschool programs can also serve as advocates, mediators, and/or translators when relationships between schools and parents become strained.<sup>8</sup>
- **ESSA requirements.** Afterschool programs can prepare parents to participate in the ESSA required school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic

<sup>4</sup> Jeynes, W. (2012). *A meta-analysis of the efficacy of different types of parental involvement programs for urban students*. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/a-meta-analysis-of-the-efficacy-of-different-types-of-parental-involvement-programs-for-urban-students>. Fan, W., & Williams, C. (2009). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology*, 30(1), 53-74.

<sup>5</sup> Afterschool Alliance. (2012). *Afterschool: A key to successful parent engagement*. Retrieved from [http://afterschoolalliance.org/documents/issue\\_briefs/issue\\_parents\\_57.pdf](http://afterschoolalliance.org/documents/issue_briefs/issue_parents_57.pdf).

<sup>6</sup> Expanded Schools. (n.d.). *Family engagement: A guide to tools, strategies and resources*. Retrieved from [http://expandedschools.org/sites/default/files/TASC\\_FamilyEngagement\\_Resource%20Guide.pdf](http://expandedschools.org/sites/default/files/TASC_FamilyEngagement_Resource%20Guide.pdf).

<sup>7</sup> Ibid.

<sup>8</sup> Kakli, Z., Kreider, H., Little, P., Buck, T., & Coffrey, M. (2006). *Focus on families! How to Build and support family-centered practices in afterschool*. Retrieved from <http://www.hfrp.org/family-involvement/publications-resources/focus-on-families%21-how-to-build-and-support-family-cen>

ESSA requirements by providing parents opportunities to give feedback on Title I programs/school activities, giving parents a voice in which trainings school personnel attend, and hosting parent and family engagement policy meetings in a language and format that parents can understand.<sup>10</sup>

## Youth Guidance Parent & Family Engagement Program<sup>11</sup>

Chicago-based Youth Guidance's Parent & Family Engagement Program offers specialized trainings and workshops to parents and caregivers that emphasize the importance of their voice and involvement in their child's education. Program staff work closely with families to address challenges such as language barriers, complex work schedules, or a general sense of disenfranchisement, particularly in urban areas plagued by violence and crime. Parent & Family Engagement staff help parents build home-school connections that boost a child's interest and confidence in academics and extra-curricular activities. Youth Guidance's Parent & Family Engagement Program also includes a two-day Parent Leadership Conference and a specialized Parent Connection curriculum that promotes positive parent-teacher relationships.

## STEM

Throughout ESSA there is an emphasis on the importance of STEM learning. The United States is experiencing a rapid growth in the need for STEM professionals. Between 2008 and 2018, the nation's need for STEM professionals will grow by 17 percent—which is more than the projected growth for administrative work, sales, and transportation combined.<sup>12</sup> Research has shown that an early interest in pursuing a STEM field is a better indicator of whether a student will pursue a career in these fields than a student's grades.<sup>13</sup> If we want the next generation of students to be fluent in STEM, we must take an immersion approach. School-age children spend only 20 percent of their waking hours in school—the other 80 percent is spent outside of school.<sup>14</sup> Children discover their passions and pick up new skills as they explore their world in afterschool hours. To allow for the level of exposure and experiences needed to develop fluency in STEM, we must ensure that all communities offer opportunities for students to engage with these subjects in multiple and varied ways, including afterschool programming.

The guidelines for ESSA's Title IV Part A: Student Support and Academic Enhancement Grants (SSAE) indicate that districts receiving more than \$30,000 in federal funds are required to spend at least 20 percent of their funding on "well-rounded" educational activities. An acceptable focus for these funds is to support collaborations among schools and afterschool programs to improve instruction and student engagement in STEM subjects. We recommend that districts consider using SSAE grants from Title IV Part A to invest in out-of-school time STEM experiences. The following are suggested strategies for districts to use:

<sup>9</sup> Henderson, A. T. (n.d.). *Quick brief on family engagement in Every Student Succeeds Act (ESSA) of 2015*. Retrieved from <http://ra.nea.org/wp-content/uploads/2016/06/FCE-in-ESSA-in-Brief.pdf>.

<sup>10</sup> Kakli, Kreider, Little, Buck, & Coffrey, 2006.

<sup>11</sup> Youth Guidance. (n.d.). *Community & afterschool*. Retrieved from <https://www.youth-guidance.org/community-afterschool/>.

<sup>12</sup> Afterschool STEM Hub. (n.d.). *Talking points*. Retrieved from <http://www.afterschool-stemhub.org/>.

<sup>13</sup> Afterschool Alliance. (2011). *STEM learning in afterschool: An analysis of impact and outcomes*. Retrieved from <http://www.afterschoolalliance.org/STEM-Afterschool-Outcomes.pdf>.

# Familiarize Yourself with ESSA

## School District Recommendations for Implementing ESSA



The Every Student Succeeds Act (ESSA) reauthorizes the nation's largest education law (formerly No Child Left Behind) with many much needed updates and revisions. The Afterschool for Children and Teens Now (ACT Now) Coalition has developed a set of recommendations that demonstrate how afterschool programs are particularly suited to assist school districts in meeting their ESSA requirements as well as reaching their goal that students from all backgrounds are successful in college and their future careers.

Topic	Strategy to Engage Afterschool
<p><b>Family Engagement</b> Afterschool programs provide a crucial bridge between communities and schools and can help foster the family engagement called for under ESSA.</p> <p>ESSA's provisions on Parent and Family Engagement in Title I Part B call on education agencies to collaborate with community-based organizations, such as afterschool programs, to carry out parent engagement plans and in using its parent engagement funds.</p>	<ul style="list-style-type: none"> <li>• <b>Empowering parents.</b> Establish opportunities for parents to build their skills through classes hosted by afterschool programs.</li> <li>• <b>Facilitating parent school partnerships.</b> Host workshops that help parents navigate the policies and expectations of the school in partnership with afterschool programs so expectations are consistent.</li> <li>• <b>ESSA requirements.</b> Prepare parents to participate in the ESSA required school-parent compact by partnering with programs that already have strong parent relationships.</li> </ul>
<p><b>STEM</b> Throughout ESSA there is an emphasis on the importance of STEM learning. The United States is experiencing a rapid growth in the need for STEM professionals.</p> <p>The guidelines for ESSA's Title IV Part A: Student Support and Academic Enhancement Grants (SSAE) indicate that districts receiving more than \$30,000 in federal funds are required to spend at least 20 percent of their funding on "well-rounded" educational activities. Districts can use these funds to support collaborations among schools and afterschool programs to improve instruction and student engagement in STEM subjects.</p>	<ul style="list-style-type: none"> <li>• <b>Complementing school learning with real world scientific enquiry.</b> Provide students opportunities to apply what they have learned in school in the afterschool space.</li> <li>• <b>Improving instruction.</b> Create opportunities for school day educators working in afterschool to increase their confidence in teaching STEM.</li> <li>• <b>Preparing STEM workforce.</b> Expose young people to STEM career options in a low-stakes interactive environment through afterschool programs.</li> </ul>
<p><b>College and Career Readiness</b> Afterschool programs provide a link to higher education and career readiness. They expose students to higher education options and career paths and teach them skills that can unlock doors to future career prospects.</p> <p>Illinois has included college and career readiness as one of its student success/school quality indicators in its ESSA implementation plan. SSAE grants can be used to invest in out-of-school time career and college readiness strategies.</p>	<ul style="list-style-type: none"> <li>• <b>Continuous quality improvement.</b> Gather data to assess the effectiveness of school's college and career readiness efforts.</li> <li>• <b>Resource alignment.</b> Build school's capacity by afterschool programs aligning their supports to the school's college and career priorities.</li> <li>• <b>Workforce skills.</b> Afterschool programs foster the academic, technical, employability, and civic skills that are necessary for success in the classroom and workforce through activities like community-based group projects.</li> </ul>
<p><b>Literacy Instruction</b> Title II Part B of ESSA provides grants to "develop or enhance comprehensive literacy instruction" to entities serving "children from low-income families." ESSA specifically states that these literacy initiatives can be "augmented by after-school and out-of-school time instruction."</p>	<ul style="list-style-type: none"> <li>• <b>Aligning afterschool literacy activities with the school day.</b> Reinforce the school day curriculum by providing individualized coaching and offering opportunities for students to read aloud and discuss what they have read in small groups.</li> <li>• <b>Fostering an interest in reading.</b> Utilize student interests to promote the development of literacy skills in the informal afterschool space that isn't as standards focused.</li> </ul>
<p><b>Training and Evidence-Based Practices</b> ACT Now released Statewide Afterschool Quality Standards in Spring 2016, as noted in the state's ESSA plan. The Standards are evidence-based practices that lead to positive youth outcomes.</p>	<ul style="list-style-type: none"> <li>• <b>Training school day teachers to understand what makes quality afterschool programs.</b> School day teachers are the largest group of afterschool instructors. Attending a free Standards training would ensure that programs are high quality.</li> </ul>

# Figure Out How You Want to Use these Recommendations

## Strategies for Using and Reaching Out About the ESSA Recommendations



### Educate Yourself

- Learn about what ESSA is and how it can be useful for afterschool programs.
- Determine what strategies mentioned in the recommendations your program already engages in or identify ways your program can expand to fill the needs of ESSA.



### School Leadership

- Reach out to principals and administrators of schools you hope to partner with and ask them for a meeting. Educate them about the power of your afterschool program and the ESSA recommendations.
- Ask them to partner with you in a discussion with district administrators.



### Local School Boards

- Reach out to your local school boards and ask for a meeting about ESSA. Your school leadership should be able to help you find contact information. At the meeting, try to bring school partners as well as parents to discuss the value of afterschool. Ask them to consider incorporating the recommendations into their ESSA plan.
- If you can't get a meeting, your local school boards should have posted on their website when they meet as a board. Meetings usually have public comment periods. Attend the meeting and provide comments about ESSA and afterschool!



### Illinois State Board of Education

- The Illinois State Board of Education meets every month and always provides opportunities for public comment. You and the parents and school leadership you are working with can provide comments about the recommendations and how you want to see afterschool in your district's plan and the plans of districts around the state.
- Here is the link to information about the Board meetings:  
<https://www.isbe.net/Pages/Illinois-State-Board-of-Education-Calendar.aspx>

**ACTNOW!**  
Afterschool for Children and Teens

To learn more about ACT Now, visit [actnowillinois.org](http://actnowillinois.org) or contact Susan Stanton, [stantons@metrofamily.org](mailto:stantons@metrofamily.org).

**ACTNOW!**  
Afterschool for Children and Teens

# Reach Out to School Districts

ESSA Outreach Letter to Districts

Name of School District  
School District Street Address  
Town, City, Zip Code

Dear \_\_\_\_\_:

My name is \_\_\_\_\_ and I am (an afterschool provider) at (name of organization) in the (community). (Name of organization) serves (x number) children and teens in school district \_\_\_\_\_. As a school based/center based program we have seen (add program outcomes) in the students who participate in our program.

Quality afterschool programs equip children and teens to succeed in school, connect with their communities, and prepare for productive futures. For the youth of our district to experience success, our school district must make investments in supports, resources, and experiences students need to thrive inside and outside of the traditional classroom. The Every Student Succeed ACT (ESSA) replaces No Child Left Behind as the guiding, major federal education law of the land. This legislation presents an opportunity for afterschool and summer learning programs to partner with school day educators to foster student achievement.

The Afterschool for Children and Teens Now (ACT Now) Coalition has developed a set of recommendations that demonstrate how afterschool programs are particularly suited to assist school districts in meeting their ESSA requirements as well as reaching their goal that students from all backgrounds are successful in college and their future careers. The recommendations can be found at <http://www.actnowillinois.org/wp-content/uploads/2017/08/ACT-Now-ESSA-District-Recommendations-5.31.17.docx.pdf>. We would like set up a meeting to review these recommendations and discuss ways partnering with afterschool programs can benefit the schools in our district. It's our belief that afterschool and school districts working together can help all the youth of our district succeed.

Thank you for considering our request. You can contact me using the information below.

Sincerely,

Name of Organization

# Define the Value of Your Programs

	<p>[Program Name] [City, IL] [Mission Statement]</p>
<h3>About Us</h3>	
	<p>Area or community served</p> <p>Data on the children served: number of attendees, ethnic/gender make-up of youth, percentage of attendees at the program or in the community who receive financial aid in order to attend or who are eligible for free or reduced-price lunch during school</p> <p>How long the program has been operating</p> <p>Types of activities offered</p> <p>Hours of operation</p> <p>Organizational accomplishments, i.e. in xx years our organization has served xx number of kids, has involved diverse community partners including xx, has participated in community events such as xx, etc.</p>
<h3>Evaluation Data</h3>	
<p>Evaluation data (If you do not have evaluation data for your program, use <a href="#">nationwide data</a> or <a href="#">state-specific data</a>)</p> <p>a. Parent/student/teacher satisfaction with the program (you can create survey for this)</p> <p>b. Improved social/emotional/academic behavior of participants, increased school attendance</p>	
	<p>Insert a quote or very short personal story from a student, parent or supporter to add a personal element to the statistics.</p>
<h3>Contact us</h3> <p>Phone: [Telephone]   Email: [Email Address]   Web: [Web Address]</p>	

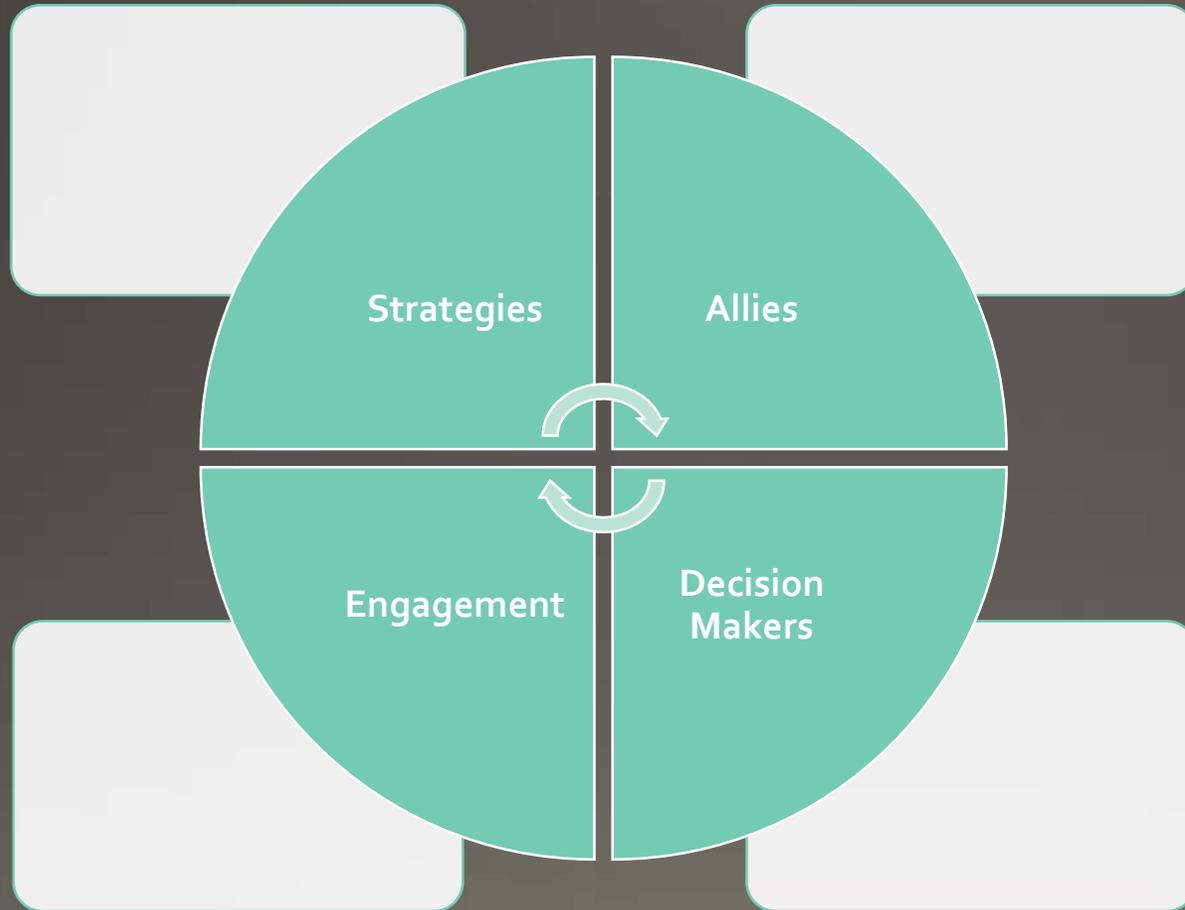
# Be Prepared: Talking Points

## School District Recommendations for Implementing ESSA: Talking Points

Use these talking points in meetings with district officials. Include real examples from your program where you can. If your program does not yet touch on one of these areas, cite some examples from the recommendations document.

- **Improving Academic Outcomes:** Afterschool programs can improve academic outcomes and should be used as a crucial strategy for improving schools and academic achievement
- **Family Engagement**
  - Afterschool programs provide a crucial bridge between communities and schools and can help foster the family engagement called for under ESSA
  - Title I Part B calls on education agencies to collaborate with community-based organizations, such as afterschool programs, to carry out parent engagement plans and in using its parent engagement funds.
  - PROVIDE EXAMPLES OF HOW YOUR PROGRAM ENGAGES PARENTS
- **STEM**
  - The US is experiencing rapid growth in the need for STEM professionals
  - Afterschool programs expose young people to STEM career options
  - Title IV Part A: Student Support and Academic Enhancement Grants (SSAE) require that districts receiving more than \$30,000 in federal funds to spend at least 20 percent of their funding on "well-rounded" educational activities, which can include STEM
  - Districts receiving SSAE grants are expected to coordinate use of funds in partnership with non-profits
  - PROVIDE EXAMPLES OF HOW YOUR PROGRAM ENGAGES YOUTH IN STEM
- **College and Career Readiness**
  - Afterschool programs provide a link to higher education and career readiness
  - Afterschool programs expose students to higher education options and career paths and teach them skills that can unlock doors to future career prospects
  - Illinois has included college and career readiness as one of its student success/school quality indicators in its ESSA implementation plan
  - Districts that receive Title IV, Part A: Student Support and Academic Enrichment Grants can invest in out-of-school time career and college readiness strategies
  - PROVIDE EXAMPLES OF HOW YOUR PROGRAM GETS YOUTH COLLEGE AND CAREER READY
- **Literacy Instruction**
  - Quality afterschool programs have proven effective in raising students' reading skills
  - Title II Part B: Literacy Education for All, Results for the Nation (LEARN) provides federal support to States to develop, revise, or update comprehensive literacy instruction plans
  - ESSA specifically states that these literacy initiatives can be "augmented by after-school and out-of-school time instruction"
  - PROVIDE EXAMPLES OF HOW YOUR PROGRAM SUPPORTS LITERACY
- **Training and Evidence-Based Practices**
  - ACT Now released Statewide Afterschool Quality Standards in spring 2016, as noted in the state ESSA plan. These Standards were developed in partnership with ISBE and are evidence-based practices that lead to positive youth outcomes. Schools should encourage afterschool instructors to obtain Standards training.
  - Districts should use federal funding provided through Title II Part A to support the integration of afterschool and informal learning pathways into STEM Teacher professional development programs to expand the use of hands-on STEM learning, which can take place in a wide variety of afterschool and informal settings

# Let's Get Started



# Questions

# Stay in Contact

Visit our website [www.actnowillinos.org](http://www.actnowillinos.org)

- Sign up for our newsletter
- Follow us on Facebook & Twitter
- Join our map

Shallie Pittman, [PittmanS@metrofamily.org](mailto:PittmanS@metrofamily.org)