



# California Department of Education AFTER SCHOOL PARTNERSHIPS OFFICE

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## **Developing and Implementing Effective ASES Programs**

**CALIFORNIA DEPARTMENT OF EDUCATION**  
Jack O'Connell, State Superintendent of Public Instruction



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# This Session Will

- Introduce a process to support effective program development
- Provide some basic 'nuts and bolts' information
- Provide an opportunity to learn from experienced programs



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# ASES Universal Program Requirements

## Program Hours

- All programs **must**:
  - Begin immediately upon the conclusion of the regular school day
  - Operate a minimum of 15 hours per week
  - Remain open at least until 6:00 PM on every regular school day

## Early Release Policy

- Programs must develop a reasonable early daily release policy for participating students



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# ASES Universal Program Requirements

## Snack

- Programs must provide a daily, nutritious snack that meets the guidelines outlined in Education Code Section 49430

## Program Elements

- **Educational and Literacy Component** that includes tutoring/ homework assistance in the core subjects
- **Educational Enrichment Component** that offers students engaging activities in a variety of areas



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# ASES Universal Program Requirements

## Staffing Requirements

- Staff members who directly supervise pupils must meet the minimum qualifications for an instructional aide, pursuant to the LEA's policies
- Student to staff ratio cannot exceed 20:1
- Staff and volunteers are subject to the health screening and fingerprint clearance requirements in current law and LEA policy.

## Match

- At least 33.3% cash or in-kind local matching funds must be secured
- 25% of the match can come from facilities usage

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# Program Assurances

- Education and literacy element
- Educational enrichment element
- 20:1 student to staff ratio
- Begin operation immediately after the end of the regular school day
- Provide a nutritional snack



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## Program Assurances (cont'd)

- Must begin immediately after the end of the school day and operate
  - A minimum of 15 hours/week, *and*
  - Until 6:00 p.m., *and*
  - Every regular school day
- Provide a safe physical and emotional environment
- Annually provide to the CDE, regular day and program attendance results and STAR test results for participating students



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# Three Year Program Review

Grantees must review their program plans every three years, including:

- Program goals
- Program content
- Outcomes of selected performance measures
- Other information requested by CDE



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# Grant Renewal

CDE reserves the right to:

- Adjust grant level of any school unable to attain at least 85% of the targeted attendance in 2 consecutive years
- Make further adjustments if the school fails to reach a minimum of 75% of targeted attendance after an initial adjustment



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# Grant Termination

- After providing technical support, CDE may terminate a grant if any school within a grant fails to:
  - Demonstrate program effectiveness, or
  - Attain targeted attendance
- CDE may terminate funding from either a site or a program if requirements for fiscal, attendance and outcomes reporting are not met



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# Effective After School Programs

- Research-based, proven practices
- Practices must be consistent with these principles:
  - Learning opportunities must be intentional and embedded
  - Enrichment activities must be content-rich and aligned with state and local content standards



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# Principles (cont'd)

- Students benefit most from their after school experience when they participate regularly and spend the most time engaged in authentic learning activities
- Students participate more regularly when programs offer interesting and diverse enrichment opportunities
- Staff must be trained on how to challenge and encourage students.



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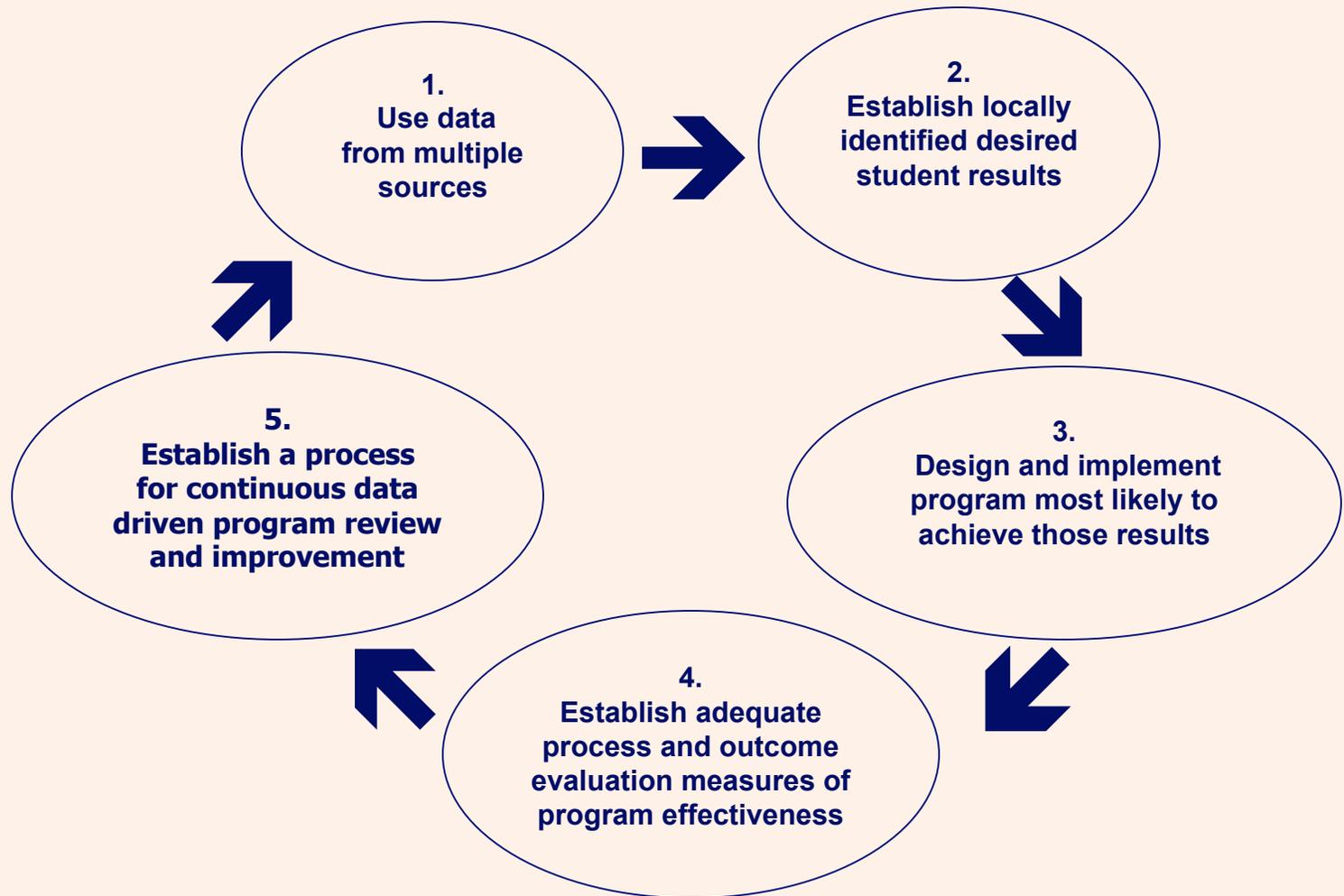
# Intentional Program Design

- Set clear goals
- Identify and select program elements most likely to support achieving these goals
- Helps to define program support needs and supports program in achieving their goals
- CDE-developed planning tool supports intentional program design



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## A Systemic Approach for Implementing Locally Relevant, Effective and Sustainable After School Programs





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# Step One

## **Identify long term desired results by reviewing data from multiple sources.**

- State and federal required data
- Community data
- School and community safety data
- Detailed educational data for the student population served; API scores, single school plan, grade/student level data



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## Step Two

**Establish specific short-term measurable desired results for the program operational year.**

- Statutory requirements
- School's goals
- Locally relevant results – partnership goals
- After school operational goals
- Relationship with the regular day



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# Step Three

## **Design program elements and activities to achieve those results.**

- Academic achievement support aligned with grade specific standards
- Close relationships with school administration and grade level teachers
- Research-based enrichment activities
- Professional development for staff



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# Standards Aligned Activities

## ASES programs should:

- Establish contact with grade level staff for information on specific standards being addressed
- Discuss how the after school program can support the acquisition of specific standard(s)
- Identify and select program activities that can reinforce the standard(s)



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# Standards Aligned Activities

ASES programs can:

- Provide opportunities for students to access standards through non-classroom activities
- Provide opportunities for students with different learning styles to access, reinforce and apply the required standard



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## Step Three (cont'd)

- Establish effective program organization and administration
- Develop a process to strengthen partnerships
- Identify shared resources
- Identify specific technical support needs



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## Step Four

### **Establish effective processes to gather process and outcome data.**

Include:

- Mandated evaluation data
- Data tools for all desired results
- Program operation process data
- Procedures for data collection
- Training for staff to implement these processes

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## Step Five

### **Establish a process for continuous data driven program review and improvement.**

- Submit required evaluation reports
- Review and analyze relevant local data
- Review effectiveness of current program activities



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## Step Five (cont'd)

- Make informed decisions about program changes needed to maintain and/or improve results
- Identify technical support and training needs
- Use data as the foundation to complete Step 1 of the next program planning/operating cycle



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# Using the Tool

During the day's final session program teams will have the opportunity to use the planning tool to begin or refine program design activities.



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# What can we do right now to improve program implementation?

- Develop and strengthen the local collaborative
- Select and hire staff
- Establish an intentionally designed implementation plan
- Select standards aligned and research-based program activities
- Identify specific support needs
- Consult with your regional support system for information and referrals



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# Information from experienced after school programs

- Practical tips on the nuts and bolts, successes and pitfalls of program development and operation
- “Step by Step Tips for Getting Started”



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# Questions for the Panel

- What three practical 'must do' tips can you share?
- What three 'things to avoid' tips can you share?
- Tell us about your program planning process. Did you use a similar tool?



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# Q and A's

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