

Follow up from March 19 OST Call Series: American Rescue Plan

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Resources

- **Wallace Foundation:** 3 briefs highlighting evidence-based lessons and suggested implementation for high-quality summer learning, afterschool systems, and social and emotional learning programs. Click [here](#).
- **How Can Funders Help Build OST Sector Capacity to Leverage ESSER Resources for Comprehensive Programming?** [Philanthropic Response Framework](#) by GFE OST Impact Group – Draft for iteration
- [American Rescue Plan resources](#) from **Afterschool Alliance**
- [Estimated FY2021 Grants to States and Institutions of Higher Education Under the Education Stabilization Fund Based on the Senate-Passed Substitute to H.R. 1319](#), detailed memo from **Congressional Research Service**
- **Partnership for Children & Youth** and **National Summer Learning Association:** Summer planning guide for LEA's and partners: [Investing in Resilience and Relationships](#)
- Partnership for Children and Youth is hosting a webinar series in April: [Summer Game Plan](#)
- Resources from **SCRI's** Brenda McLaughlin:
 - [Teachers Lost Out on Professional Learning During the Pandemic. Here's How Summer Programs Could Help](#)
 - [Q&A with Elizabeth Steiner and Laura Stelitano Lead researchers of *The Promise of Summer as a Time for Teacher Professional Learning*](#)
- [Planning for Impactful Summer Learning 2021](#) – by Jennifer Peck, Partnership for Children & Youth, Chris Smith, Boston After School & Beyond, Katie Landes, Georgia Statewide Afterschool Network, and Terry Peterson

Questions and Answers from the Chat:

Dale Anglin: Can SEA and LEA use these dollars to supplant dollars they are already using?

The Maintenance of Equity Provision is designed to ensure that state and district leaders do not force students from low-income backgrounds, students of color, and educators of color to shoulder a disproportionate share of cuts in state and local education funding in response to the COVID-19 pandemic and associated economic downturn” EdTrust [materials](#) on the maintenance of equity.

Blythe Merrill: Will funds flow through State or directly to districts?

Lisa Caruthers: Can state legislatures allocate it through their budgets vs the state education agency?

Jodi Grant: Funding is going both to states and local districts although some states may just allocate their dollars directly to locals as that is an easy (not necessarily ideal) solution as we want to make sure these funds go to community-based organizations too.

Ron Ottinger: Are the major youth dev orgs involved with your efforts and collaborating?

JG: We are working with all the major national youth development organizations, providers and thought leaders as well as very closely with all 50 State networks - this is all hands on deck.

Ambler Ochstein: Does the plan expand federal work study so college students can get credit for participating in tutoring programs as our future educators?

JG: Don't yet know about work study but that might be an allowable use - will try to keep an eye on it. Staffing is going to be a huge issue especially this summer.

Ryan Heath: Are there any specific guidelines or funding for helping agencies conduct evaluation and research, or build capacity to do so?

JG: No specific funding/guidance of evaluation and research but stakeholders should be able to argue that is allowable - may depend state to state and this is absolutely on the radar of the Dept of Ed - we could use tools to help programs with this as we want to make sure the money is well spent and makes a difference. Support for technical assistance, non direct service needs, evaluation and research and tools will all be needed.

Dale Anglin: are they developing regulations?

JG: We expect guidance, not necessarily regulations at the federal level - not clear when that will happen.

Frank Cardella: Are there limits on the use of funds to make structural changes (e.g. moving from a traditional school year to an intersession model with built-in support services rather than relying on before- and after-school slots)?

Emily Samose: Local programs will need funds to support operating expenses and to expand their services to more sites/school districts. If the fed dollars need to stay focused on service delivery, can philanthropy make more funds available for these types of overhead costs? How can programs quickly gain access to funds that can support expansion of their models/interventions?

Susan O'Connor: Given that many children/youth are in home based child care programs, especially increased during the pandemic, is there a way that programs and schools can provide support, training and TA, intensive tutoring. This would help with equity, given that many BIPOC families need non-traditional hour care.

Jodi Grant: The language allows funding for comprehensive afterschool, summer learning, extended day/year and or summer school - beyond that not a lot of detail - so states and districts can be creative.

Rebecca Goldberg: What would be your vision for long term sustainability of investments of this size?

JG: The hope is that public dollars and the federal and state level can help sustain programs once they are created - one great model is being suggested in Michigan and Gwynn can add more - but it is creating a special funding stream for this at the state level to mimic 21st CCLC.

Lisa Caruthers: Our districts are already overwhelmed with summer 21st funding and reporting to us they can't do it. we are working on a collaborative model but it is so difficult to have them truly open up and work with us.

Gina Evans: We are still hearing from OST providers that they are unsure of their summer plans. Many are planning to offer limited spaces/reduced capacity due to covid requirements. What strategies can we share to help them increase capacity?

Jennifer Peck: Development of tools, responsive technical assistance, strategic communications critical right now. And, resources to work strategically with allies who are better messengers with LEA's.

Emily Samose: It is also essential to ensure that local programs that are so connected to kids and families and have impactful interventions but may not have had the budget for a RCT or other extensive evaluation do not get overlooked.

Gigi Antoni: I couldn't agree more Emily. Connecting to and supporting community organizations is essential to a comprehensive approach. And there is evidence that engaging community programs in a comprehensive OST program impacts students learning.

Jen Peck: One thing I didn't say but I think important: A message we are getting communicated to LEA's, is "don't let the perfect be the enemy of the good: If they don't have time to create a full, evidence based summer program, then spend some of your money to buy summer program slots for high-need kids at a local YMCA or other CBO. It's MOST important for this summer we get kids in safe, supportive environments with caring adults so they can recover, have fun, re-socialize, and be prepared for school in the fall.