

## After-School Adopted Strategies, 2014- 2019

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### Goal for Program Area

Provide safe and constructive after-school and summer programming that supports children's well-being and school success.

### Introduction and Background

More than fifteen years of research confirms that children and youth who participate in after-school and summer programs can reap many benefits including increased academic achievement, better school attendance, fewer disciplinary actions such as suspension and expulsion, improved social and emotional outcomes such as decreased depression and anxiety, reduction in risky behaviors, and improved health and wellness.<sup>i</sup>

Prior to adopting the strategies listed below, the PCL Allocation Committee reviewed a collection of local data that included academic achievement data for Multnomah County students disaggregated by race/ethnicity, school disciplinary data disaggregated by race/ethnicity, and chronic absence data.<sup>ii</sup> Local data reveals significant needs for additional academic, behavior and attendance support for a significant portion of students attending school in Portland. Data also reveals a significant gap in academic achievement between white students and students of color, disciplinary actions that fall disproportionately on students of color, and chronic absence rates that are significantly higher for some students of color at some grade levels.

In addition, **public input in this program area** indicated the following priorities<sup>iii</sup>:

- Invest in programs providing academic support, enrichment programs (including those focused on physical activity; arts; Science /Technology/Engineering/Math; Chess), summer programming, and SUN Community Schools.
- Assure that all after-school programs are either culturally responsive or culturally specific, and assure that families are involved and supported to engage in their child's education.
- Focus services on populations with risk factors for poor outcomes, especially youth of color, those who are low income, and those learning English as a second language.
- Assure that services are geographically located in areas of high poverty and concentrations of populations of color, and assure that service is equitably distributed east of 82<sup>nd</sup> Avenue.

The Allocation Committee adopted the following strategies and priorities for the After-School program area.

<b>Strategy 1. Intensive Academic Support</b>	
Investment Goal	Up to \$3,748,443 over 3 years (60% of available funds in this program area)
Services	After-school programs that provide intensive academic support for school-aged youth that is intentionally and successfully connected to the school, school staff AND parents/caregivers, and is aligned with school curriculum.
Eligible Population	Children aged 5-18
Priorities	<ul style="list-style-type: none"> <li>Youth of color</li> <li>English language learners</li> <li>Youth designated “academic priority by the school district</li> <li>Youth living in high poverty areas of Portland</li> <li>For summer academic supports: programs offering credit recovery for high school students</li> </ul>
Definitions	<b>Intensive Academic Support:</b> Offers at least 60 hours per school year of academically focused supports such as tutoring, coaching, educational advocacy, homework support, and/or supplemental academic classes. Program staff personally and regularly connect with school staff (including teachers), and parents/guardians regarding academic issues and progress.

<b>Strategy 2. Enrichment Programming</b>	
Investment Goal	Up to \$1,249,481 over 3 years (20% of funding in this program area)
Services	After-school enrichment programming (any program that supports broadening and deepening knowledge and skills through activities, projects, and/or field trips).
Eligible Population	Children aged 5-18
Priorities	<ul style="list-style-type: none"> <li>Programming that involves physical activity for youth.</li> <li>Arts programming (performing or fine)</li> <li>Programming that is offered at a SUN Community School site, or other site where a full complement of after-school program services of offered (e.g. academic support, other enrichment programming, family engagement)</li> <li>Youth living in high poverty areas of the city.</li> </ul>

<b>Strategy 3. New SUN Community Schools</b>	
Investment Goal	Up to \$ 1,249,481 (20% of funding in this program area)
Services	SUN Community School programs at schools where the program is not currently offered.
Eligible Population	Children aged 5-18
Priorities	Programs proposed for schools that are ranked highest on the SUN Equity Index and are located in the City of Portland.

<sup>i</sup> After-School Programs in the 21<sup>st</sup> Century: Their Potential and What It Takes to Achieve It; Harvard Family Research Project, February 2008. Includes a detailed summary of research findings from the previous decade.

<sup>ii</sup> Portland’s Children: Overview of Key Local Data, [Portlandchildrenslevy.org](http://Portlandchildrenslevy.org).

<sup>iii</sup> See full Community Input Report, [Portlandchildrenslevy.org](http://Portlandchildrenslevy.org).