

**Role of Youth Services and Out-of-School-Time Providers
In the
District of Columbia Master Education Plan
DC Education Compact Strategic Priorities
Double the Numbers' 10 Point Plan
Mayor's Academic Plan**

1. In addition to providing the highest quality of services and programs to traditional school-age youth, also ensure that services and programs are specifically targeted to supporting non-traditional youth such as those who attend Oak Hill Academy, Youth Services Center, CHOICE programs, Luke C. Moore Academy, and STAY programs. (MEP)

2. Put systems in place to monitor student progress and use data to target assistance. (DTN)

3. Provide extended learning opportunities for students who need or want them. Given a choice among organized activities, just 9 percent of youngsters in a national survey would take the option emphasizing academics; 54 percent would choose sports; and 36 percent would choose art, music or dance. Yet three in 10 students say they would very much like an after-school program that provides homework help. Low-income and minority families are exceptions; both groups are considerably more likely to want activities that emphasize academic learning. For example, 52 percent of low-income parents would go “out of their way” to find an after-school program that provides supervised homework time, while only 28 percent of higher-income parents would do so. (*All Work and No Play? Listening to What Kids and Parents Really Want from Out-of-School Time*, Public Agenda, 2004) (MEP)

4. Coordinate and focus programs and extracurricular activities on accelerating student learning, and fully integrate them with the district's learning standards and regular curriculum. A priority will be to ensure that students meet or exceed grade-level DCPS literacy and math proficiency. DCPS will proactively identify students who need to improve their performance, diagnose what they need and support only those programs that have a proven track record for improving students' academic and behavioral performance. (MEP, DCEC)

5. Expand the Summer Bridge program. The six-week program for rising 9th graders, piloted successfully in four schools in summer 2005, improves student achievement; prepares students for educational opportunities in high school and beyond; creates safe, supportive learning environments; and provides high-quality, sustained professional development for the staff. (MEP, DCEC, DTN)

6. Coordinate the numerous out-of-school-time programs and services that exist throughout the city. DCPS serves about 11,500 children in grades K–8 through the DC After-school for All Program, which is supported exclusively by the Department of Health and Human Services/Office of Early Childhood Development and the federally funded 21st Century Community Learning Centers. The Department of Parks and Recreation provides recreation, enrichment and homework assistance to about 1,200 young people in 16 elementary schools. The

DC Children and Youth Investment Trust supports approximately 10,000 participants annually. (DCEC)

7. Minimize the number of intervention strategies that DCPS uses, but provide enough programs to address the full spectrum of student needs. The ideal intervention program will be tied directly to the district's core reading, writing and math programs and will support instruction that occurs during the school day. But we also recognize that out-of-school-time programs often serve many other important, nonacademic goals. These goals range from offering enrichment opportunities beyond the school curriculum (e.g., arts, music, etc.); developing students' physical, social and emotional capacities; providing meaningful experiences that keep children and youth connected to schools and communities; and using a diverse but interrelated set of prevention goals (e.g., gang prevention, substance abuse prevention, etc.). (*Making Out of School Time Matter: Evidence for an Action Agenda*, 2005) (MEP, DCEC, DTN)

8. Strengthen out-of-school-time programs for middle school students. Our out-of-school-time initiatives will provide enrichment for students who want it, as well as supports for students at risk of dropping out of school based on four risk factors identified in a 2005 study by the Philadelphia Education Fund and Johns Hopkins University: low school attendance, poor behavior, failing grades in mathematics and failing grades in English. A top priority will be to serve the 6th through 8th graders who are two years or more out of grade. In part because of DCPS participation, the District of Columbia, through the DC Children Youth Investment Trust, has received a grant from the Wallace Foundation to create a business plan to strengthen the out-of-school-time system in the city, with a particular focus on middle schools. The Trust is developing a pilot initiative serving middle grades students in five to seven schools that would align with DCPS standards; be outcome based; and include system-building elements such as setting program standards, building capacity, providing technical assistance and collecting data. (MEP, DCEC)

9. Develop partnerships in the community that promote student academic success, student mentoring and a safe environment. Review current programs and recommend changes if necessary. (MAP)

10. Align local school improvement plans with out-of-school-time programs and services. DCPS will require each school to identify out-of-school-time services and programs in its building and use the revised annual school improvement plan (developed by the Local School Restructuring Team with participation from parents, teachers, local community-based organizations and school partners) to present plans for coordinating services with school improvement goals and community needs. This local input will be specifically requested in the school improvement plan, which is being revised by the Office of Accountability. (MEP, DCEC)

11. Implement a college-ready curriculum, stronger career and technical offerings, alternative education and dropout prevention programs, and 9th grade academies. (DTN)