

STEM / CTE Systems & ESSA Integration Work Group

November 30th, 2016

OCDC - Facilities Conference Room

9am - 12:00pm



**Afterschool
Alliance**



OREGON

OregonASK
Expanded Learning Partnership

Today's Agenda

- Welcome & Introductions
- Opportunities within ESSA
 - Federal Title Programs
 - Connection to Informal STEM & CTE
- Group Value Statement
- Reviewing Policy Recommendations
- Future Work

ESSA: Expanded Definition of Professional Development

ESSA eliminates NCLB's definition of "**core academic subjects**", thus expanding the allowable use of Title II funds for professional development to include teachers of every subject as well as all other school staff, from principals to librarians to paraprofessionals.

ESSA Opportunities - Title I

- Title I plans determine **accountability measures** and **types of supports schools** will use to track and improve student outcomes
- **Interventions:** “Targeted Assistance to Schools” specifically mentions after-school programs as an instructional strategy to boost student achievement.
- **Accountability:** May support indicators that research connects to improved student graduation rates **and** afterschool programs have a long history of supporting.
 - Attendance
 - Behavior
 - Student engagement
- **Parent & Family Engagement:** Support for programs that reach parents and families at home, in the community, and at school.

ESSA Opportunities - Title II

Title II, Part A allows funds to be used to support building systems of support for excellent teaching and leading

- **Teacher Preparation and Development:**

- Alternative Routes & Mentorship
 - Afterschool settings provide opportunities for training teachers by giving them experience in diverse settings with diverse groups of students.
- School day teachers and afterschool staff can participate in **joint training** in the areas of positive youth development, race and equity issues, and hands-on STEM.
- New **teacher residency programs** to enhance clinical training opportunities for teachers.

Additional Opportunities

ESSA allows funds to also be used for:

- **Transformative School Leadership**
 - Provide training/resources to school leaders about the importance and impact of utilizing afterschool & summer
- **New STEM Master Teachers Corps** to help train, recruit, and retain teachers in the fields of science, technology, engineering, and math.

ESSA Opportunities - Title II

Title II allows funds to be used to help teachers integrate comprehensive literacy instruction into a well-rounded education

- **Literacy Education for All**

- Developing and implementing a comprehensive literacy instruction plan **across content areas**

- **Innovative Approaches to Literacy**

- New authorization that provides dedicated funding to promote literacy programs in low income communities.

ESSA Opportunities - Title IV

Title IV encourages districts and local partners to provide 'well-rounded education activities including activities that enable students to be eligible for credit recovery or retainment'

- **Part A: Student Support & Academic Enrichment Grants**

- Districts are expected to coordinate use of funds in partnerships with non-profits and can be used to pay for increasing collaborations between schools and STEM afterschool programs

- **Part B: 21st Century Community Learning Centers**

- Offer input on areas such as eligibility criteria, competitive priorities, quality, professional development, outcomes measurement etc. that support providing high-quality, connected STEM experiences

Group Value Proposition Statement

Value Statement #1

Increasing the availability of high-quality program resources and access to traditionally underrepresented youth will close the opportunity gap for Expanded Learning Opportunity programs in communities across Oregon.

We believe that with time, research-based knowledge, personal awareness, and strong support, teachers can address their implicit biases and develop communication strategies that encourage every student to succeed in STEM courses, programs, and careers.

Proposed Value Statement

Value Statement #2: *Youth Voice*

All youth deserve to be heard and understood, and give back to their family and community. We want inspire youth to become active decision makers within our programs, our community and in society as a whole.

Having the youth voice active in the decision making process helps promote ownership, commitment, action, and a sense of value and pride. We treat youth with dignity and respect to create to a healthy and productive environment.

Proposed Value Statement

Value Statement #3: *Professional Development*

In order to improve teacher effectiveness in STEM/CTE instruction, teachers need professional development opportunities to enhance their knowledge and skills.

Additionally, teachers need to be able to collaborate with others on the development of learning opportunities for students, improve practice through lesson studies and have access to coaching support.

Proposed Value Statement

Value Statement #4:

We strive to help youth value learning and to reach their educational and career goals. We believe that a strong and effective educational foundation is essential to the economic, cultural and academic growth of expanded learning opportunities. This focus on effective programs will lead to sustainability.

Potential Strategies Brainstorm

- Research-based approaches to program development and public policy using data to drive effective implementation.
- Responsiveness to the changing needs of the educational community and stakeholders.
- Innovative solutions to deliver cutting-edge equity strategies in an ever-changing learning environment.
- Collaborative efforts to engage with a wide range of partners to reach students in STEM, CTE, and special populations.
- Changing the culture requires awareness of that culture and the myriad of micromessages that circulate within it.

Possible Policy Recommendations

Accountability Measures:

- Chronic absenteeism (CT)
- Student engagement
- Parent involvement
- School Culture
- Access to afterschool and summer programs
- 21st CCLC / employability skills
- College & career opportunities (VA, TX?)
 - Availability of connected pathways courses
 - Number of courses offered in coordination with higher education

Recommendations Continued

Title IV Part A: Student Support & Academic Enrichment Grants

Title I Potential Asks:

- Local districts can build on STEM learning by supporting or partnering with afterschool STEM programs that offer hands-on engagement and help develop interests, confidence, and experience in career building pathways

Title IV Part B: 21st Century Community Learning Centers

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Focus Areas in Recommendations

- Increasing Diversity & Closing Opportunity Gaps
- Educator/Specialist Training
- Equity in Access
- Sustainability
- Youth Voice
- Quality & Capacity of Programs
- Common Evaluation
- Summer & STEM: Policy Briefs [The Power of Summer](#), [The Joy of Meaningful Learning](#)

Next Steps

Formalize vision and value statements

Title I Potential Asks:

Identify priorities for policy input

Articulate strategies

Provide guidance for ESSA Community Forum stakeholders

Afterschool provides the building blocks kids need to succeed in life and school.

Students who regularly participate in quality afterschool programs...



**DEVELOP
STRONG
SOCIAL SKILLS**

PARENTS AGREE*

88%
say kids develop
social skills

**MAKE
BETTER
DECISIONS**

PARENTS AGREE*

78%
say kids improve
their behavior
at school

**ARE EXCITED
ABOUT
LEARNING**

PARENTS AGREE*

82%
say kids get
excited about
learning

**IMPROVE
WORK HABITS
& GRADES**

PARENTS AGREE*

82%
say kids get
help with
homework

**MAKE GAINS
IN READING
& MATH**

PARENTS AGREE*

78%
say kids gain skills
in science, math,
technology, or
engineering

**HAVE HIGHER
GRADUATION
RATES**

PARENTS AGREE*

77%
say kids gain
workforce skills,
like teamwork,
leadership, and
critical thinking

Demand for afterschool is growing.
19.4 million kids are left out.
Help us change that.

afterschoolalliance.org/AA3PM