

## **Title I Supplemental Educational Services and Afterschool Programs: Opportunities and Challenges**

By Margaret Flynn

In 2001 Congress passed the No Child Left Behind Act (NCLB). This act, which reauthorizes the Elementary and Secondary Education Act (ESEA), made significant changes to the regulations and accountability requirements of most education funds that flow from the federal government to states and communities. The goal of NCLB is for 100 percent of students in the United States to achieve academic proficiency by the 2013–2014 school year. The act includes a variety of provisions and funding streams aimed at tracking and supporting the academic progress of students, particularly low-performing students attending low-performing schools. One of these provisions is a requirement that school districts make supplemental educational services available to low-income children attending schools that do not meet minimum performance standards for three consecutive years. These supplemental services must be provided outside the regular school day, and parents must be given a list of approved providers from which they can choose. State education agencies face the challenge of quickly compiling lists that offer parents a broad choice among quality service providers who are accessible to and experienced in serving the low-income communities where low-performing schools are clustered.

Afterschool programs represent a rich and diverse network of providers that state education agencies can tap as they seek to provide parents maximum choice among providers. Afterschool programs have a long history of providing tutoring and enrichment programs in the schools and communities targeted by supplemental services. They typically offer a broad range of enrichment activities and supports that engage children in learning in ways that differ from the regular school day, and many have documented positive contributions to students' academic success. Supplemental services funds can help afterschool programs develop more tailored and creative approaches to support the academic success of the lowest-performing children. With these resources, afterschool programs can build on successes and focus on enhancing academic support and enrichment for those children who need it most.

While there are many potential benefits, there are also challenges associated with afterschool programs providing supplemental services. The focus of NCLB and supplemental services is to improve student academic achievement through the use of proven approaches. State education agencies are responsible for monitoring and publicly reporting on the quality, performance, and effectiveness of supplemental services providers and for withdrawing providers from the state-approved list who do not document that their services have made a sufficient contribution to academic achievement within two years. These accountability requirements provide an opportunity for successful programs to highlight their value to stakeholders such as parents, teachers, and school administrators. They also mean that the failure of providers to make expected contributions will be highlighted. This underlines the importance of afterschool program administrators carefully considering their capacity to meet academic achievement accountability and reporting requirements before becoming supplemental services providers.

This strategy brief is designed to help afterschool program administrators understand what supplemental services are, consider the programmatic and administrative

implications of becoming a provider, and identify the steps needed to become a successful provider. Readers should keep in mind that the provision of supplemental services is a new requirement and state education agencies are currently in the process of defining criteria and selecting supplemental services providers for the 2002–2003 school year. Thus, considerations outlined in this brief are preliminary, based on the No Child Left Behind Act, draft guidance from the U.S. Department of Education, and early state efforts at implementation. They are meant to provide an initial understanding of supplemental services, which will evolve as implementation moves forward. Section I provides background information on the No Child Left Behind Act and the provisions related to supplemental services. Section II provides initial steps that programs interested in becoming providers can take, and Section III explores specific requirements and considerations related to supplemental services.

## **I. Background**

To understand the opportunities and challenges associated with supplemental services, it is helpful to understand the context of supplemental services in the No Child Left Behind Act. The provisions of NCLB build on the 1994 reauthorization of ESEA, which required each state to develop content standards, assessments, and definitions of adequate yearly progress. NCLB goes a step further than previous efforts by imposing real consequences and requirements on the use of federal funds for those schools that fail to document adequate progress among the children they serve. The act requires state and local education agencies to:

- Clearly define “academic proficiency,” by developing standards;
- Set yearly objectives for meeting those standards, based on how much progress the lowest-performing demographic groups or schools must make annually to reach a proficient level of achievement at the end of 12 years (adequate yearly progress);
- Measure student progress toward those standards through annual assessments (states must design and administer reading and math tests to all students in grades three through eight by 2005; by 2007, students will also be tested in science); and
- Implement a series of intervention and remediation measures for students and schools that are not making adequate yearly progress (the provision of supplemental services is one of these interventions).

Which schools must provide targeted intervention and remediation services, what services they must provide, and when they must provide them are dictated by whether schools are making adequate yearly progress, as measured by assessments. Schools that fail to meet the state’s definition of adequate yearly progress for two consecutive years are classified as schools in need of improvement. Each of these schools must develop a comprehensive plan for improving student performance and offer students the option of transferring to another public school, in the same district, that is not in school-improvement status. If the school still does not make adequate yearly progress after one year in school-improvement status (i.e., after failing to make adequate yearly progress for three consecutive years), the school district must fund supplemental educational services for low-income students.

Funding and implementation of the school choice and supplemental services provisions described above are closely linked (for more information on funding, see the box “Supplemental Services: The Basics”). Students who choose to transfer out of a school in improvement status are not offered supplemental services. Thus, the number of students offered supplemental services will depend, in part, on how many students are offered the option and choose to transfer out of schools in improvement status. In districts in which multiple schools are in improvement status, or in which schools not in improvement status have little capacity to accept additional students, local education agencies will have to direct more funding toward supplemental services. In these cases, the U.S. Department of Education encourages local educational agencies to offer supplemental educational services during the first year of school-improvement status.<sup>1</sup> The local education agency must continue to make school choice and supplemental services available until the school has made adequate yearly progress for two consecutive years. These provisions also apply to schools that were not making adequate yearly progress as defined under the 1994 reauthorization. Thus, implementation of supplemental services will begin in the fall of 2002 for some schools.<sup>2</sup>

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<sup>1</sup> U.S. Department of Education, *No Child Left Behind, Supplemental Educational Services Draft Non-Regulatory Guidance* (Washington, D.C.: U.S. Department of Education, August 6, 2002) 8.

<sup>2</sup> As of August 2002, the U.S. Department of Education estimates that over 7,000 schools will have to begin providing supplemental services in the 2002–2003 school year. (U.S. Department of Education, “Supplemental Services,” 2002); available at [www.nclb.gov](http://www.nclb.gov).

### Supplemental Services: The Basics

- **What is the purpose?** To ensure that students increase their academic achievement, particularly in reading/language arts and mathematics. Instruction must take place outside the regular school day (before or after school, on weekends, or during the summer) and may include assistance such as tutoring, remediation, and academic intervention.
- **Who is eligible for supplemental services?** Within Title I schools that have not made adequate yearly progress for three consecutive years, children from low-income families are eligible for supplemental services. If more students request services than the district can fund, the district must place priority on the lowest-achieving low-income students.
- **Who can provide services?** A variety of private nonprofit or for-profit entities, as well as local education agencies and individual schools, are eligible to provide supplemental services,\* as long as they have a demonstrated record of effectiveness in increasing academic achievement and are capable of providing supplemental education services consistent with the state's academic standards.
- **How will supplemental service providers be selected?** State education agencies are responsible for defining what constitutes a "demonstrated record of effectiveness" and selection criteria for providers. Once they have established the criteria for selecting providers, state education agencies are responsible for creating a list of providers in consultation with parents, teachers, school districts, and interested providers. They also may use a request for proposals to identify supplemental services providers. The list of providers must be updated annually, but a state may choose to update the list more frequently. Parents of students eligible for supplemental services will receive the list of providers from which they can choose.
- **How much funding is available for supplemental services?** The amount available per child for eligible children is the lesser of the Title I, Part A, allocation per child to the local education agency (LEA) or the actual cost of the services. The allocation per child of Title I funds to LEAs varies widely across the nation, ranging from roughly \$600 to \$1,500.\*\*

The total amount that local education agencies will have available to spend on supplemental services is tied to what they spend on transportation for school choice. LEAs are required to spend 20 percent of Title I allocations on both choice-related transportation and supplemental services (unless the LEA can meet all demands for choice and supplemental services with a lesser amount). Of this 20 percent, a minimum of 5 percent must be spent on supplemental services (unless all requests for supplemental services can be met with a lesser amount). The remaining 15 percent can be spent on either transportation for school choice or supplemental services, so more funding will be made available for supplemental services in districts in which less is spent on transportation for school choice.

\* According to draft regulatory policy published by the U.S. Department of Education, local education agencies or individual schools in school-improvement, corrective action, or restructuring status may not provide supplemental services.

\*\* U.S. Department of Education, *No Child Left Behind, Supplemental Educational Services Draft Non-Regulatory Guidance* (Washington, D.C.:U.S. Department of Education, August 6, 2002) 28.

## II. Steps to Becoming a Supplemental Services Provider

This section outlines initial steps that afterschool program administrators interested in becoming supplemental services providers should take.

- The first step is to determine whether schools in your community will be required to provide supplemental services, and to identify your state's criteria for supplemental services providers. To obtain this information, contact your state education agency's Title I director. The National Association of Title I Directors has a listing of state Title I directors at [http://www.titlei.org/Contacts/contact\\_directors.html](http://www.titlei.org/Contacts/contact_directors.html). In addition, most state education agencies have information about supplemental services and applications to become providers available online. The Afterschool Alliance includes links to state applications for supplemental services on their supplemental services page at [www.afterschoolalliance.org/supp\\_main.cfm](http://www.afterschoolalliance.org/supp_main.cfm).
- As you review which schools are required to provide supplemental services in your state, consider the option of providing supplemental services to a broader or different subsection of children or schools than you currently serve. If you have the capacity and can address transportation issues (local education agencies may use Title I funds to pay for transportation to supplemental services, but they do not have to), you can provide supplemental services to children from neighboring schools, districts, and towns.
- If you find that your state's initial application period has already closed, find out when the state plans to take applications again and prepare for this date. According to NCLB, states must update their list of supplemental services providers annually, but they may choose to do so more often. If a state does not receive enough applications in the initial process, it may choose to release another request for proposals.
- When responding to your state's criteria, consider how you can build on or expand existing collaborations. Effectively collaborating and communicating with school administrators, teachers, and parents is essential to the provision of supplemental services, and having their full partnership may help you meet reporting requirements. Other partners, such as universities, might also be helpful in developing effective strategies for the provision of supplemental services.
- Remember that state education agencies have considerable discretion in designing the criteria and the process that they will use to select supplemental services providers. Because this is new work for states, state education agencies have not necessarily finalized their processes and may be more open to feedback or more willing to be flexible than usual. Call your state education agency's Title I office and ask questions or pose possible alternatives if you are filling out an application for supplemental services and there are criteria that are difficult for you to meet.

### **III. Afterschool Programs and Supplemental Services: Considerations**

While the purpose and target of supplemental services closely align with the work of many afterschool programs, the funding comes with considerable accountability requirements and administrative implications. Afterschool programs interested in becoming supplemental services providers should carefully and realistically consider these implications. This section summarizes relevant requirements and considerations in two critical areas: administration and organization; and program content and documentation of effectiveness.

Keep in mind, as you review these considerations, that your state's criteria and decisions are the bottom line in terms of the requirements related to supplemental services.

#### **Considerations Related to Administration and Organization**

Supplemental services funding is structured differently than other funding streams that afterschool programs typically use to support their services. Many afterschool programs, particularly those serving low-income communities, rely heavily on grants from public and private sources. Grants are typically disbursed in a lump sum to serve certain purposes and populations. Supplemental services funding is different, however, in that the dollars are attached only to eligible children and follow those children to whatever provider the parents choose. This structure implies a host of considerations related to how afterschool programs will handle administrative and reporting requirements. These considerations are related to funding; planning and reporting; and outreach and marketing.

#### **Funding: Understanding Amounts and Duration**

The funding structure for supplemental services will require afterschool programs to track and report on funds in a way they may not be accustomed to. First of all, funding will be less predictable than grant funds in several dimensions. Even if afterschool program administrators can obtain an estimate of the number of students who are eligible for supplemental services in their community, they will not know how many parents will choose their program as a provider. Furthermore, the funding for supplemental services is based on whether the school is making adequate yearly progress. If students in the school improve their performance and the school makes adequate yearly progress for two consecutive years, the local education agency will no longer be required to provide supplemental services. Afterschool programs should consider these issues, particularly if they plan to alter their program structure or add staff in order to provide supplemental services. Program developers might consider more flexible arrangements, such as extending the hours of existing staff (rather than hiring new) or using consultants to provide additional staffing for supplemental services.

Provision of supplemental services is essentially structured as a fee-for-service program. This means that local education agencies can choose to disburse payment for supplemental services when or even after those services are rendered. Afterschool program administrators should make sure they understand their local education agency's system and schedule for paying for supplemental services and be prepared to cover operating costs, in the event that there is a gap between provision of and payment for services. In addition, afterschool programs applying to become supplemental services providers will have to provide state education agencies with the cost of their services. Afterschool program administrators must carefully consider additional costs

associated with meeting the content and reporting requirements of supplemental services when developing their cost of services. This section outlines a variety of costs to consider related to supplemental services.

### **Planning and Reporting**

Supplemental services providers must develop specific achievement goals and individual plans for affecting the academic achievement of the students they serve. They must also regularly report to parents, teachers, and the local education agency on each student's progress. In the case of students with disabilities, the plan must be consistent with the student's individualized education program. The specific reporting schedule and requirements will be established by state and local educational agencies and will vary from place to place. Afterschool programs should carefully consider the planning and reporting requirements in their community and make a realistic assessment of how much staff time they will need to allocate to meet those requirements.

### **Outreach and Marketing**

According to NCLB, local education agencies are responsible for informing parents of their children's eligibility for supplemental services and for providing parents with a list of providers (compiled by the state education agency) from which to choose. Afterschool programs serving schools required to provide supplemental services can also act as a resource, helping parents understand what supplemental services are and helping parents of eligible children negotiate the local education agency's procedures for accessing supplemental services. The Web sites of the U.S. Department of Education's No Child Left Behind ([www.nclb.gov](http://www.nclb.gov)) and the Afterschool Alliance ([www.afterschoolalliance.org](http://www.afterschoolalliance.org)) have materials aimed at helping parents understand supplemental services.

In addition, afterschool programs that are included on the list of supplemental services providers should consider how they will market their services to parents. Programs may wish to adapt or expand existing marketing materials to reflect the specific supports and services they will make available to children eligible for supplemental services. This will

#### **Administration and Organization—Questions to Consider**

- How will you comply with administrative and data reporting requirements?
- How much staff time will be needed to develop plans and document and report progress?
- What will complying with these requirements cost?
- What are the potential benefits?
- How significant and how sustainable do you expect supplemental services dollars to be?
  - How many students in your community will be eligible for supplemental services?
  - How close to making adequate yearly progress is the school or district you serve?
  - Who else might provide supplemental services (i.e., who is your competition)?
- How will you reach out to parents who are seeking providers?
- Do you already have a relationship with these parents?
- How will you convince parents that you are the most appropriate provider (particularly parents who may already be using your program for free)?

be particularly important for programs that may already be serving children eligible for supplemental services. These programs will need to make it clear to parents what their children will receive in terms of enhanced or more targeted services than they had been receiving without supplemental services funds.

### **Considerations related to program content and documentation of effectiveness**

NCLB is focused on proven approaches and accountability for results. It includes requirements for supplemental services providers related to the content of their services and the documentation of their progress toward results. This section discusses three issues related to the content of supplemental services and the documentation of effectiveness that afterschool programs should consider: demonstrating effectiveness; aligning content with academic standards; and delivering supplemental services.

#### **Demonstrating effectiveness**

To become a provider of supplemental services, afterschool programs must document a demonstrated record of effectiveness in increasing the academic proficiency of students. Each state agency decides what documentation is required to demonstrate effectiveness. In draft guidance on supplemental services, the U.S. Department of Education encourages states to be flexible in their criteria for demonstrating effectiveness, stating: “The statutory emphasis on the state’s responsibility to promote participation by the maximum number of providers to give parents as many choices as possible suggests that States take a flexible approach in determining effectiveness.”<sup>3</sup> When considering how to respond to their state’s criteria for demonstrating effectiveness, afterschool program administrators should keep in mind that there are a variety of ways to document effects on academic proficiency. While state education agencies will probably place higher value on data such as comparative performance on academic assessments, they may be willing to accept other types of evidence, such as teacher, student, or parent surveys; attendance rates; homework completion; or written testimony by parents or teachers.

Program administrators who have not gathered information regarding effects on academic achievement or who plan to use supplemental services funding to implement new strategies might also, depending on the criteria of their state education agency, use existing research on the effect of strategies or approaches that they employ. NCLB emphasizes supplemental services approaches that are supported by academic research. In recent years, the U.S. Department of Education has invested significantly in efforts to determine the most effective approaches to promote success in reading, math, and science and to summarize and disseminate that information to educators. In addition, a developing body of information is available from afterschool programs that are documenting successes in contributing to academic achievement.

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<sup>3</sup> U.S. Department of Education, *No Child Left Behind*, 14.

## Research on Effective Strategies for Promoting Academic Achievement

### Sources Focusing on Effective Educational Approaches

*The National Reading Panel* is a panel of experts that has completed a comprehensive review of research assessing the effectiveness of different approaches used to teach children to read. Their report and related information is on their Web site at [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org).

*The Department of Education Office of Educational Research and Improvement* ([www.ed.gov/offices/OERI](http://www.ed.gov/offices/OERI)) administers funds supporting a number of research and dissemination projects, including:

- *The National Center for Improving Student Learning and Achievement in Mathematics and Sciences*, [www.wcer.wisc.edu/ncisla](http://www.wcer.wisc.edu/ncisla); and
- *The National Institute on the Education of At-Risk Students*, [www.ed.gov/offices/OERI/At-Risk](http://www.ed.gov/offices/OERI/At-Risk).

The OERI Web site includes information and links to the above institutes and to a wide variety of other education research sources, including the Regional Education Labs.

### Sources Focusing on the Effectiveness of Afterschool Programs

*The Harvard Family Research Project* has an online database of evaluations of afterschool programs that can be searched according to criteria, such as academic outcomes, at [www.gse.harvard.edu/~hfrp](http://www.gse.harvard.edu/~hfrp).

Once programs gain approval to provide supplemental services, they are responsible for documenting their contribution to student academic achievement on an ongoing basis. State education agencies will develop a process for monitoring and publicly reporting the effectiveness of providers of supplemental services and for withdrawing approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students. NCLB does not specify how much supplemental services providers are expected to contribute to academic proficiency or how that contribution should be measured, but the general emphasis in NCLB is on measuring academic proficiency through student assessments. State education agencies are likely to use student test scores to measure the effectiveness of supplemental services. This underlines the importance of understanding what contribution to academic proficiency your state education agency expects supplemental services providers to make and how they will measure that contribution, and then making a realistic assessment of whether you can meet these requirements. Carefully consider whether your services can make the difference in academic achievement expected by your state education agency, and what meeting documentation requirements and developing data collection tools and systems will cost in terms of additional staff time.

### Aligning content with academic standards

Providers of supplemental services have to align their instruction and content with state academic standards. Draft guidance notes that the instructional content and methods of supplemental services providers do not have to be identical to those of the LEA, but they

must share the same focus.<sup>4</sup> Afterschool programs interested in becoming supplemental services providers should review their state's standards and consider whether their academic enrichment and support services align with the standards. Most state education agencies publish their standards on their Web pages. Program administrators who want to develop curriculum that is more closely aligned with their state's standards could begin by networking with other afterschool programs and building on efforts that others have made to integrate state standards into the afterschool curriculum.

### **Delivering Supplemental Services**

While NCLB places a great deal of emphasis on accountability for results and reporting, it allows providers considerable flexibility in how they actually design and deliver services. Afterschool program administrators who seek to become supplemental services providers face a number of decisions related to staffing and delivering these services.

- Mode of instruction—Supplemental services can be provided through one-on-one tutoring, small-group tutoring, technology-based approaches, or other educational interventions, so long as they are based on research, designed to increase academic achievement, and consistent with the instructional program of the local education agency and the state standards.
- Intensity of services—There are no federal requirements regarding the intensity of supplemental services. Providers have to decide how many hours per week they will provide supplemental services. NCLB requires providers to commit to providing supplemental services until the end of the school year in which services were first provided. However, guidance from the U.S. Department of Education acknowledges that, depending on the intensity of services, the funding levels per pupil may limit services to a shorter timeframe. In making decisions about intensity of services, afterschool program administrators should consider how supplemental services would align with their existing program schedule.
- Location of services and transportation—Afterschool administrators should consider whether their location is accessible to students and parents and, if applicable, whether current transportation arrangements could handle additional students or accommodate varying schedules.

Afterschool program administrators will have to make decisions regarding the above issues with a dual focus on what makes sense, given the context and capacity of their existing program, as well as what experience and research indicate are the most effective ways to support the academic proficiency of students. Some programs will need to make few or no changes to their existing services in order to meet the requirements of supplemental services. For these programs, providing supplemental services will mainly involve reaching out to and integrating eligible students into their existing program, and meeting reporting requirements. Other programs may need to integrate new approaches that are more closely aligned with research and state standards and instruction and may need to decrease staff-student ratios in order to assess and address students' individual learning needs. Before making changes to program content, structure, or staffing, program administrators should carefully weigh the benefits of providing supplemental services against the potential challenges related

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<sup>4</sup> U.S. Department of Education, *No Child Left Behind*, 15.

### **Program Content and Documentation of Effectiveness—Questions to Consider**

- Is providing targeted assistance to contribute to the academic success of low-income, low-performing students in line with the mission of your program?
- Do data that you have collected in the past, or does your experience, lead you to believe that you will be successful in affecting the academic achievement of targeted low-performing students?
- Will you have to change or adapt your program to effectively provide supplemental services to targeted students?
- What will these changes mean in terms of, for example, curriculum development or staffing?
- What are the estimated costs of these changes?
- What are the potential benefits, in terms of new revenue for your program and the development of enhanced supports and services to increase the academic success of low-achieving students?
- If you do not currently have the capacity to provide supplemental services, can you partner with existing providers of tutoring services in your community?
- How will you comply with requirements to document an effect on academic proficiency of the students you serve within two years?

to the disruption of the existing program, the strict accountability requirements, and the uncertainty of the duration of funding.

Program administrators who are wary of making significant changes to their program in order to provide supplemental services might consider developing partnerships with providers of tutoring services in the community. In many communities, individuals or programs provide tutoring services on a contractual basis. Afterschool programs and tutors could devise arrangements in which afterschool programs take responsibility for administering supplemental services funds, marketing the services to parents, and providing an accessible space; and tutors develop the individualized student achievement plans and provide services.

### **Conclusion**

In many communities, afterschool programs are providing a wide range of services to support the success of students. Supplemental services funding can help afterschool programs develop, expand, and improve their capacity to contribute to the school success of the lowest-performing students in the lowest-performing schools. It also provides an opportunity for afterschool programs to better document and draw attention to their successes. As they must with all funding sources, however, afterschool program administrators should carefully consider how this funding fits in with their overall mission and program and whether they have the capacity to comply with the requirements of supplemental services. Those afterschool programs with the desire and capacity to provide supplemental services will greatly contribute to the range of quality, accessible supplemental educational services options for students.

## Helpful Resources

### U. S. Department of Education

The Web site for No Child Left Behind ([www.nclb.gov](http://www.nclb.gov)) contains links to the No Child Left Behind Act; the proposed rules and draft guidance published on August 6, 2002; information for parents; and other information related to supplemental services and NCLB.

### Afterschool Alliance

The Afterschool Alliance maintains a supplemental services page on its Web site ([www.afterschoolalliance.org/supp\\_main.cfm](http://www.afterschoolalliance.org/supp_main.cfm)) that includes links to state applications for supplemental services providers and fact sheets on supplemental services for providers and parents.

### Council of Chief State School Officers

The council of Chief State School Officers has published a Toolkit on Supplemental Services developed jointly with the Education Quality Institute. It is aimed at helping State Education Agencies to understand and implement supplemental services and includes a sample application and checklist for supplemental service providers, as well as recommendations for the process of approving supplemental service providers. The toolkit and other information on supplemental services is available on the CCSSO website at <http://www.ccsso.org/nclb.html>.

### Education Commission of the States

The Education Commission of the States has published a number of helpful papers analyzing the No Child Left Behind Act, including briefs on low-performing schools and school choice. These and other resources are on the Commission's Web site at [www.ecs.org](http://www.ecs.org).

### National Conference of State Legislatures

The National Conference of State Legislatures maintains a No Child Left Behind Web page that includes a summary of NCLB, states' consolidated plans, and links to relevant publications resources at [www.ncsl.org/programs/educ/NoChild.htm](http://www.ncsl.org/programs/educ/NoChild.htm).

### National Governors Association

The National Governors Association maintains a No Child Left Behind Web page that includes analysis and summaries related to supplemental services at [www.nga.org/center/topics/1,1188,D\\_3308,00.html](http://www.nga.org/center/topics/1,1188,D_3308,00.html).

### Acknowledgments

The author would like to extend sincere appreciation to Sharon Deich at The Finance Project, Victoria Wegener from the Afterschool Alliance, Judy Kaplan from the North Central Regional Educational Laboratory, and Theresa Clarke from the National Governors Association for reviewing and providing useful feedback on this brief.

### The Finance Project

The Finance Project provides a range of tools and materials related to financing and sustaining out-of-school time programs. "Using Title I to Support Out-of-School Time and Community School Initiatives," in addition to other strategy briefs and funding guides, can be found at [www.financeproject.org/osthome.htm](http://www.financeproject.org/osthome.htm).