

# Learning Series 5

## *State Supports for Student, Family, and Community Engagement to Address Chronic Absenteeism*

Session 2: Creating a Comprehensive Approach to Out-of-School Programs

August 27, 2024



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# SEAC Leadership



**Dr. Tracey Scott**

*Group Leader, U.S. Department of Education*

**Bryan Keohane**

*Project Officer, U.S. Department of Education*

**Elisabeth Lembo**

*Program Specialist, U.S. Department of Education*



**Anushka Shirali**

*Project Director, Westat*



**Sarah Frazelle**

*Project Director, American Institutes for Research*

# Learning Series Overview

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- ▶ **Session 1:** Integrating Student, Family, and Community Engagement into State Systems-Level Initiatives *[August 20, 2024]*
- ▶ **Session 2:** Creating a Comprehensive Approach to Out-of-School Programs *[Today]*
- ▶ **Session 3:** Developing School-Community Partnerships *[September 3, 2024]*

# Learning Series Objectives

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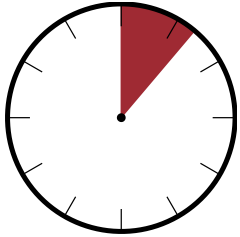
- ▶ Understand how State-level support for student, family, and community engagement can play a critical role in boosting attendance;
- ▶ Learn strategies for integrating engagement efforts into comprehensive approaches to address chronic absenteeism;
- ▶ Engage with other participants in facilitated breakout groups to learn how their States and districts are using similar strategies.

# Session 2 Objectives

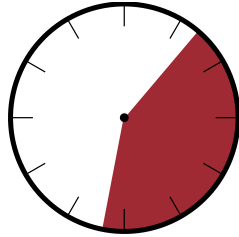
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- ▶ Understand how Out-of-School time programs can engage students and families to positively affect attendance
- ▶ Learn how Texas leveraged partnerships with state agencies and organizations such as the TX Partnership for Out-of-School Time
- ▶ Discuss strategies for integrating state or district out-of-school time programs into a systems-level approach

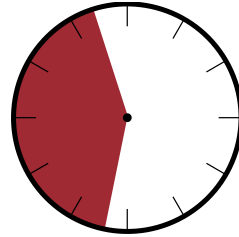
# Agenda



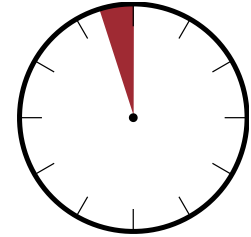
- ▶ Introduction to the Learning Series and Session (7 min)



- ▶ Strategies for Student Engagement Through Texas ACE (25 min)

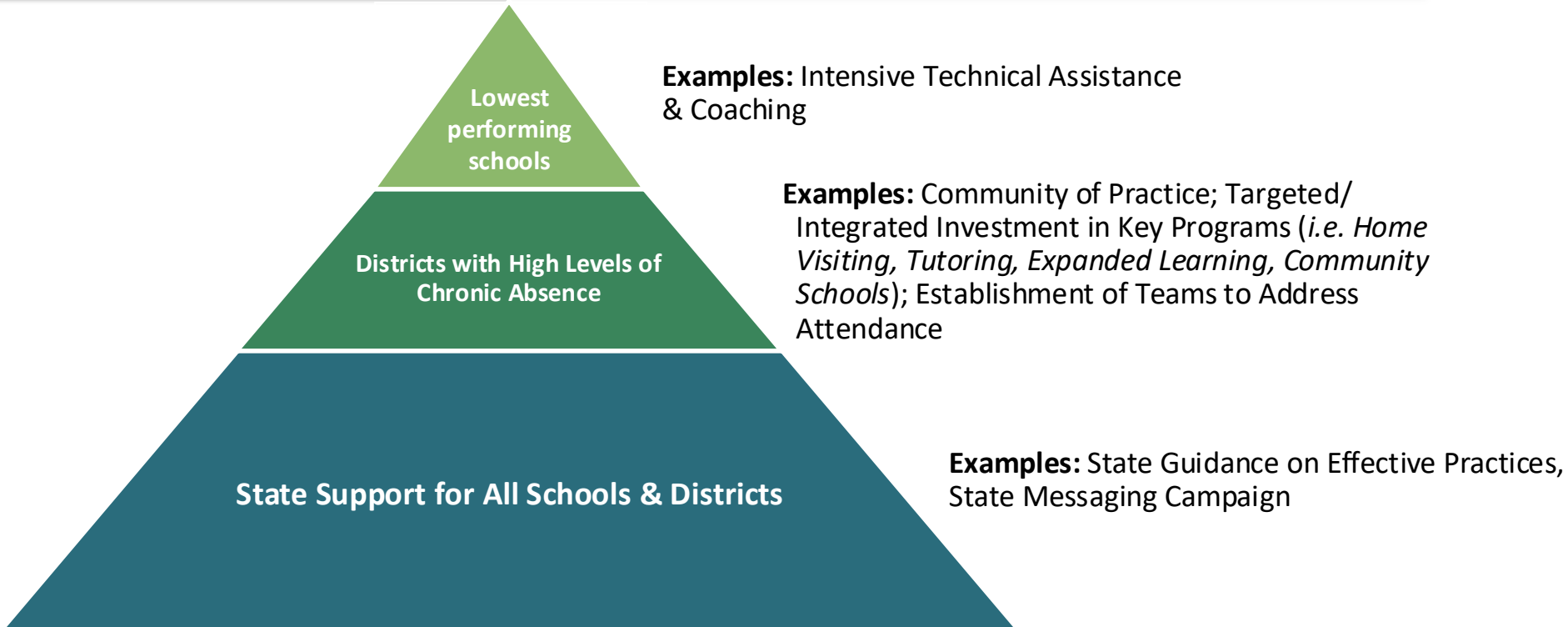


- ▶ Breakout Room Discussion (25 min)



- ▶ Wrap-up and next steps (3 min)

# The Case for a Systems Approach



# Spotlight on Out-of-School Time

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- ▶ Out-of-School time can be linked to increased:
  - Student and family engagement
  - Improved academic outcomes and attendance
    - High-quality afterschool programs can result in significant gains in math test scores and improved reading proficiency
    - Regular afterschool program attendance has been found to have a positive impact on school day attendance
    - A 2018 quasi-experimental study found that youth who participated in the after-school program had significantly higher levels of school attendance, a greater increase in independent reading level over the academic year, and lower odds of incurring a suspension or expulsion from school than youth in a comparison group.

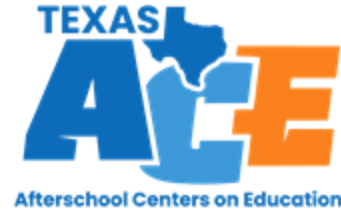


# Presenter

## Sarah Daly

*Expanded Learning and Afterschool Project Manager,  
Texas Education Agency*





# Strategies for Student Engagement Through Texas ACE - 21st CCLC

# TEA's Division of Expanded Learning Models

## Extending the School Year

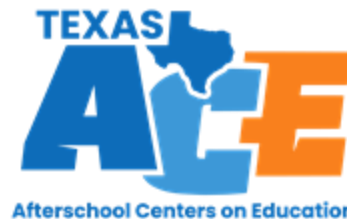


## Optimizing the School Day



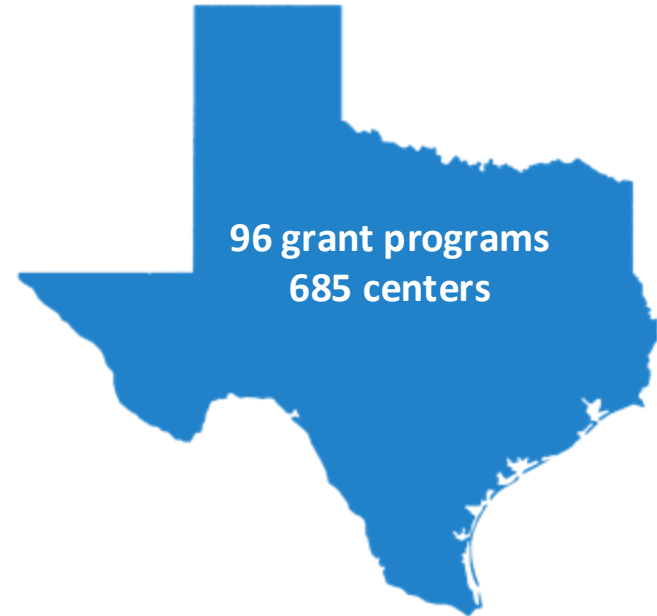
## Full Year Redesign

## Expanding the School Day



# Texas ACE (Afterschool Centers on Education)

- Funded by the Nita M. Lowey 21st Century Community Learning Centers federal grant to service high-poverty, low-performing campuses
- Serves 150,000 students annually, most for 45 days or more afterschool and in the summer
  - 72% of grantees are local education agencies (LEA - traditional school districts and charters)
  - 22% of grantees are nonprofit organizations (NPO)
  - 8% of grantees are Educational Service Centers (ESC) or other government entities



# Roadmap to High-Quality Out of School Time



5 to Drive: The Starting Line



Coaching to Quality: The Journey



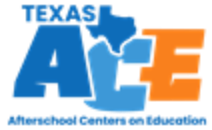
Program Evaluation: The Checkpoint



Texas ACE Why: The Destination



# Why Texas ACE?



**Texas ACE empowers students to realize their potential and change the world!**

Every child, regardless of economic status, race, or gender, needs equitable access to academic and non-academic learning experiences outside of the school day to succeed in college, career, and life.

# 5 to Drive: The Starting Line



**One Texas ACE Community**



**Two Crucial Times**



**Three Key Strategies**



**Four Activity Types**



**Five Measurable Goals**



# ① Texas ACE Community





## 2 Crucial Times

Operations	K-12 Grade Students	Family Engagement	Student Attendance	K-5 Grade Students	6-12 Grade Students	High Impact Tutoring (HIT) K-12
<b>Afterschool</b>	155 days  From school dismissal until <b>at least 6 pm (or at least 2 hours)</b>  5 days/week	At least monthly	<b>Afterschool</b>	60 days  120 mins/day	60 days  90 mins/day	30 days  3 days/week  30 mins/day
<b>Summer</b>	25 days  6 hours/day  4 days/week	At least monthly	<b>Summer</b>	15 days  240 mins/day	15 days  240 mins/day	

## 3 Key Strategies

**Strong program operations** that ensure a safe, supportive, and educationally enriching environment for all students, staff, and families.

**Alignment with the school-day** through ongoing collaboration with school-day staff, attendance at professional development, and connections to school-day systems.

**Community involvement** through partnerships that support local needs, grant requirements, and program sustainability.

## ④ Activity Components

Targeted  
Academic  
Support

Student  
Interest-Based  
Enrichment

College and  
Career  
Readiness

Family  
Engagement

5

# Measurable Goals

Improved school-day academic performance in reading

Improved school-day academic performance in math

Improved school-day attendance

Improved school-day engagement in learning

Improved family engagement

# Texas ACE Checkpoint: State Evaluation

At campuses served by Texas ACE the chronic absenteeism rate for non participants was **37%** versus **15%** for those that regularly participated afterschool and in the summer.



[Texas ACE Highlights and key takeaways from the 2021–22 programming period](https://tea.texas.gov/reports-and-data/program-evaluations/program-evaluations-out-of-school-learning-opportunities/tx-ace-outcomes-report-21-22.pdf)

## Chronic absenteeism, 2021–22 school year

		School year Texas ACE attendance	
		Nonparticipant	45 or more days
Summer Texas ACE attendance	Nonparticipant	37%	25%
	17 or more days	21%	15%

# Keys to Student Engagement in OST



## Strong Operations

- Supportive Safe Environment First
- Quality Staffing Model
- Steering Committee
- Community Involvement

## High Quality Activities

- Enrichment
- Academic Support
- College & Career
- Family Engagement

# Breakout Group Discussion



# Breakout Discussion

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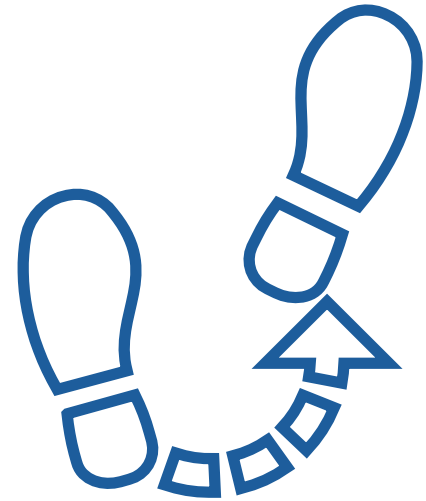
- ▶ What are your key lessons learned from the presentation by Texas?
- ▶ How have you observed Out of School Time (OST) programs leveraged at the state, district, or school level to boost school day attendance?



# Report Out



## Wrap-Up and Next Steps



# Upcoming Sessions

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- ▶ **Learning Series 5:** State Supports for Student, Family, and Community Engagement to Address Chronic Absenteeism
  - **Session 3:** Building SEA and LEA Capacity to Develop School-Community Partnerships [September 3, 2024]

# We love to hear your feedback!

- ▶ Please fill out our end of session feedback form.



# What's Next?

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- ▶ Follow-up email will include session slides and resources
- ▶ Interested in working one-on-one with subject matter experts?  
Let us know!



Questions?

**The Student Engagement  
and Attendance Center**  
[SEACenter@westat.com](mailto:SEACenter@westat.com)

Contact the SEAC:  
[SEACenter@westat.com](mailto:SEACenter@westat.com)



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