

A Statewide Network Approach to ARRA Policy and Funding

Goal 1: Get Up to Speed on the Ins and Outs of ARRA Statute & Policy

Objective

Review ARRA legislation, policy updates, and funding streams to gain a working knowledge and up-to-date understanding of the ARRA legislation and policy guidance.

Actions

- Regularly attend and participate in Afterschool Alliance and Mott informational conference calls and other national policy resources.
- Call Afterschool Alliance regularly with questions!
- Appoint network staff point person to research, monitor and report on ARRA information.
- Create a binder with ARRA legislation language for relevant funding streams, and become familiar with main points for easy reference.
- Become point organization for policy-makers for ARRA funds by responding to questions promptly, relaying updates from the Alliance, and researching questions that we don't know the answer to.
- Keep track of the actions of state policymakers and track developing state priorities.
- Review and discuss local policy developments through biweekly statewide ARRA open conference calls for providers, intermediaries, state, municipal and school district leaders, research organizations and funders.

Goal 2: Make Recommendations to Policy Makers

Objective

Through communications with network leads and relationships with policymakers and national partners, develop a set of recommendations that meet the priorities of both the OST field and state officials.

Actions

- Identify key state officials and policymakers linked to ARRA policy decision-making.
- Gather the priorities of state policymakers, (i.e. summer, data collection), through calls and meetings.
- Share the results of research and information from national policymakers. MAP sits on the MA EEC (Department of Early Education and Care) Advisory Board, and after the Mott conference in Florida, MAP was one of the first to raise the issue of ARRA during these meetings.
- Work with network leads (MAP's Advisory Team, Public Policy Committee and other state partners) to develop a list of recommendations and best practices that align with state priorities.
- Provide policymakers with recommendations. After identifying the priorities of the state and the OST field that were most aligned, MAP sent a letter to the EEC Commissioner with detailed descriptions of the following suggestions for CCDBG funding:
 1. Develop and implement afterschool and out-of-school time program assessment standards.
 2. Provide summer-only vouchers for school-age children and youth to prevent summer learning loss.
 3. Expand professional development opportunities for the school-age workforce, including "mini-scholarships" for school-age providers to attend professional development trainings.
 4. Expand the STEM pipeline fund afterschool pilot.
 5. Take steps to build a robust data system.
- Refine and advocate for these recommendations through communication with the field on conference calls.

Goal 3: Advocate!

Objective

Once research and recommendations are complete, use the results to advocate for OST as a viable usage for ARRA funding on both the state and local level.

Actions

- Conduct regular (biweekly) statewide conference calls to share information. Information-sharing goes both ways: MAP provides participants with updates and other materials, and participants share their own experiences and opinions.
- Provide the field with draft materials and advocacy tools to aid in communication with state legislators, local elected officials, principals and superintendents (i.e. draft letter to superintendents that principals and community leaders can use to send to their superintendents).
- Serve as a resource for ARRA information for policymakers and other agencies.

Outcomes to Date

- \$2.5 million in CCDBG block grant funding has been set aside for summer-only vouchers for school-age children.
- Increased collaboration and communication in the field.

