

Committee Meeting

of

JOINT COMMITTEE ON THE PUBLIC SCHOOLS

*"Testimony on expanded learning opportunities,
after school, and summer learning"*

LOCATION: Committee Room 11
State House Annex
Trenton, New Jersey

DATE: December 12, 2012
10:00 a.m.

MEMBERS OF COMMITTEE PRESENT:

Assemblywoman Connie Wagner, Co-Chair
Senator Linda R. Greenstein
Senator Samuel D. Thompson
Assemblyman Benjie E. Wimberly
Assemblywoman BettyLou DeCroce



ALSO PRESENT:

Melanie M. Schulz
Executive Director

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ASSEMBLYWOMAN CONNIE WAGNER (Co-Chair): I'd like to call the meeting to order.

Good morning, everyone.

We'll start with the Pledge of Allegiance, so let's all stand.

Senator Thompson, would you like to lead us? (audience recites Pledge of Allegiance)

Good morning, everyone, and thank you for coming today. Today's program will be about quality after school programs and summer care.

I am a grandmother. I have a granddaughter. She is 5 years old. And sometimes Grandma and Grandpa babysit. One day we went to pick her up early from school. She's in an early childhood program. She looked at me and said, "Grandma, why are you here?" I thought I was being a good grandmother coming to relieve her from boredom. She said, "I have yoga class right now." (laughter) And that was at 4:00 in the afternoon, because she had the benefit of some quality after school programs. And I think she was more excited in after school than during school.

But anyway, I reflect back on the days of my working days. I worked 37 years, and I remember putting my foot to the gas pedal in order to get home to take care of my children. Because long are the days when we can just send out kids out to play on the streets like when we grew up.

So I'm hoping that today we come to some consensus -- to learn what are the programs that are there and, more importantly, how will we pay for the programs so that all of our children have the benefit of quality programs -- quality after school programs.

Once again, I thank you for coming here today.

Does anybody else here on the panel-- Would anybody like to say anything?

SENATOR THOMPSON: I could relate to the tale of my colleague here.

ASSEMBLYWOMAN WAGNER: Please do.

SENATOR THOMPSON: I recall in my days in elementary school, my mother and father were both working. It was World War II. I'd come home and there was nobody there. We had two things in my house that would frighten the heck out of me. One was a grandfather clock that went "tick-tock, tick-tock." (laughter) And another was a picture of a cavalier that, no matter where you went, he watched you. (laughter) So frequently I'd sit outside.

That was my after school program.

ASSEMBLYWOMAN WAGNER: Anybody else?

ASSEMBLYMAN WIMBERLY: Good morning.

Thank you, Madam Chair.

One of the mornings I enjoy coming out is-- Many of you guys that I'll be hearing from today, I also know that you're my colleagues. I'm the Director of Recreation for the City of Paterson and the School District. So I'm going into my 14th year of running after school programs, and summer programs, and being on the Board of Directors for the Boys and Girls Club, and being involved with the YMCA. So I can relate to each level.

I also have four boys who participate in everything from swimming, to photography, you name it. And after school programs -- NJ

After 3 -- we've been involved with our families. So I'm looking forward to hearing from you this morning. And know that you have a colleague with you today.

Thank you.

ASSEMBLYWOMAN WAGNER: Assemblywoman.

ASSEMBLYWOMAN DeCROCE: I would just like to add that when my two sons were growing up I was fortunate enough to utilize before and after daycare. So it was something very important to make sure they were safe while I was at work. So I fully understand it. And I look forward to the discussions today.

Thank you.

SENATOR GREENSTEIN: I guess I have to round it out.
(laughter)

ASSEMBLYWOMAN WAGNER: You must, you absolutely must. (laughter)

SENATOR GREENSTEIN: Just to let you know, I did use many types of after school for my son. I used the public school programs and some private programs. And we always remember -- like you remember what scared you -- we remember the scary things. One day my son got off the school bus, and when he got to the after school it was closed. So that always made me realize they have got to be open no matter what. And he was very little and wandered around the neighborhood, and eventually somebody called me. But it's just so important to be able to depend on these programs. So we look for very high-quality programs. Most of us have been through something, and it makes you realize how important this is.

Thank you.

ASSEMBLYWOMAN WAGNER: Thank you for reminding me of the horrifying tales that I recall also. (laughter)

But our presenters today -- we have quite a group sitting with us today. We have Diane Genco, Executive Director of the New Jersey School-Age Care Coalition; we have Mary Reece, Director of Special Projects, Foundation for Educational Administration; Susan Martz, Director of New Jersey 21st Century Community Learning Centers; Bob Seidel, Senior Policy Director of the National Summer Learning Association; Katie Willse, Senior Director of Community Initiatives, National Summer Learning Institute (*sic*).

Who would like to go first?

D I A N E G E N C O: I think I'm on.

ASSEMBLYWOMAN WAGNER: There you go.

MS. GENCO: I'm Diane Genco. I'm the Executive Director of NJSACC.

And I'd like to let you know why you were listening to Bruce Springsteen, not that-- I'm sure that all your Committee meetings start with a Bruce Springsteen song. (laughter) But I thought it was important to kind of set the tone.

After the Hurricane, our state organization -- our statewide network -- had our annual conference, and we didn't know how to open it. We were worried about how we were going to talk about the horrible things that happened to the state. And we have over 300-plus youth providers coming to this conference.

So on a whim, I sent an e-mail to our National Network of After School Programs. We are part of the Mott Foundation-funded National Statewide Afterschool Networks. And within three days, we had over 400 photographs of children in youth programs all over the United States -- from Hawaii, from Arkansas, from Texas, from Delaware, from Pennsylvania, from Ohio -- all holding signs up saying, "Jersey Strong," the name of their after school program. Kids from Vermont held a sign up that said, "We did it. You can do it too. You'll survive." One kid from Ohio -- one group held a sign up that said, "I'm so sorry your state is broken."

But I think that in this difficult time right now, when we are all still kind of rattled by the Hurricane -- we are certainly not, where I live, as devastated as the shore. But families are really hurting. And if anyone didn't even need after school care before, or summer care, they are going to need it now because these families need to rebuild their lives, and they need someone to care for their kids during those after school hours because they don't even have a home to go to with a clock anymore.

In March I met with Assemblywoman Wagner. Melanie Schulz invited me from the -- to come speak to her because of her interest as a grandmother. She's also been very interested in after school. I also am the grandmother of 5-year-old Alice, like Assemblywoman Wagner. And so she wanted to have a discussion to talk about all the different types of models of after school in New Jersey. It gets very confusing. There is all different terminology.

Years ago, when our kids were in school, they used to call it *latchkey*. What a horrible name that is. And they did that because years ago, during the war, kids used to go home and they had a latchkey around

their neck. And that is actually when after school programs really started -- when women, during World War II, went back to work. And settlement houses and community centers really responded -- and faith-based organizations all around the United States -- to provide care so that women could go back to work. Now they probably-- If you really wanted to think of it that way, they'd probably call it a *garage door opener*. Kids would have to wear that around their neck if they went home alone and didn't have a key card. (laughter)

There are different types of models. New Jersey is an extremely rich and has a real history nationally, in terms of after school. West Windsor-Plainsboro -- one of the first community education programs in the United States to provide after school care.

SENATOR GREENSTEIN: That's where my son went. One of them anyway.

MS. GENCO: That's right. And it's a wonderful, wonderful program. Roxbury Day Care, Jefferson Child Care Center -- they have been around for, like, 70 years. The Paterson Y -- one of the oldest Ys in the state; Old Bridge -- the Township runs the program there. There are many different models in the State of New Jersey. And I don't know if you know this, but in West Orange -- one of my favorite programs is Valley Settlement House. It's the third oldest settlement house in the United States. And they provide care for infants on up through school-age kids. They raise their own vegetables. They have this lady who cooks them a hot meal every day. And those parents who were reared in that after school and child care center come back and their kids are now in that program -- and

many of them their grandkids, and some great-grandkids are in the program.

So New Jersey is not a cookie-cutter state. I think you know this working with each other, I'm sure -- and I've watched legislative sessions on cable TV. But nothing is the same. Every community has a different need. And that, I'm sure, is what you hear constantly. So I guess what we're trying to do today is kind of set the stage and let you know what is out there in our rich state. Because we're really rich in terms of people who care about you and about kids.

So I'm going to explain some basic types of little things because there are a lot of questions out there. There are a bunch of different types of after school programs. There are your traditional, not-for-profit like the Campbell Center in Salem County, which is an old-fashioned community center; the AIDS Resource center, which is the Academy Street Firehouse, has a program that has run for many, many years where they take kids who are affected by AIDS. They keep them after school -- pick them up in five different municipalities, bring them back to Academy Street Firehouse, and they stay with them to about 10:00 at night, bus them back home. They feed them dinner and give them health education, support counseling. And many of those kids have gone on and are in college.

Faith-based is a very big player in New Jersey. There are many churches-- They may not be a religious after school program, but they are what they believe are a mission of their program. For example, in Bloomfield, Kids Corner. The church looks at that as a ministry to really support families. So they offer rent-free and run an after school program. It's a wonderful program actually. Salvation Army -- 23 Salvation Army

sites in our state, and many of them are just maxed because they do shelters, plus they do after school programs for the community that are free, and also for the folks who are in the shelters.

There is also a for-profit base. And many of your grandkids or your kids may have used those at a time. Many times they are chains like KinderCare, or Bright Horizons, or what we call the *mom and pop* after school programs like Rainbows and Butterflies, where they are child care centers where the kids grow up in that child care center. And then what they do is, they have an after school program. It's not usually a real robust one, but it's because the families usually want their kids to stay where their siblings are. So they get bigger chairs, and give them more snacks, and have a different type of program for them.

In our state-- You probably didn't know that in the City of New Brunswick we have a program that has been free for 25 years. It's a national model. No one ever talks about it, but I'm very proud of it. Mayor Cahill started this program. And it is a free program called YSS. It provides care every day after school for first through fourth grade. They have 900-plus kids. And then they run a six-week free summer program. And David Blevins is the director of that. And for 25 years they have creatively braided funding together -- a lot of prevention money, do a lot of work with Rutgers. It's a program you really need to go see. It's unbelievable that the community and the Mayor's Office has supported this.

We also have the City of Newark that has an after school program. There are also public-school run programs like Community

Education, like West Windsor; Bergenfield, the Hoover School. They also have funding from a family friendly program -- East Brunswick.

And then there is the whole question of licensed programs versus nonlicensed programs. And as legislators, you need to be aware of this. People always say, "How many after school programs are in the State of New Jersey?" I can honestly tell you, after being here 25 years and running our Statewide Afterschool Network, I have absolutely no idea because I know how many licensed programs there are -- licensed child care facilities. They license from 0 to age 13. So if you're a for-profit or not-for-profit, and you're operating in a school or a YMCA you need to be licensed. You have to adhere to specific, basic regulations the State mandates to meet basic health and safety. So therefore your workers are vetted, they have health and safety standards they have to meet, they are inspected regularly. That is a licensed child care center.

If you are a program run by a public school -- so if you write a tuition check as a parent to a public school program like the Community Education of Cherry Hill, then your program is exempt from being licensed. So unless we know about it, or one of our colleagues or members of our Advisory Committee know about it, no one else knows about it. So if you're a public-school run program, you are not licensed. That doesn't mean that you are not adhering to the same rules and regulations that the public school has during the academic day. Our hope is that happens. It does happen many times. But no one knows where you are. So parents know in that community. Say, for example, if I am a parent and I have a voucher to pay for my child care through New Jersey Cares for Kids -- so I'm on a subsidy, like through TANF, and I get a little voucher -- I'm not

going to know if my school even has an after school program. They are not listed in a directory, they are not -- the Department of Education doesn't know they exist. So there are licensed programs and after school programs that are non-licensed. Those are licensed-exempt.

After school landscape in New Jersey has changed dramatically over the last few years. A number of years ago with the McGreevey -- I was actually on the inaugural board -- Mark Valli, from New Jersey After 3 -- we had a great deal of funding available. And New Jersey After 3 was created as an intermediary. So they would receive dollars from the State, and they would identify not-for-profit organizations to operate after school, licensed programs in a public school that had a specific, high-quality model. And those dollars went directly to, like, the Boys and Girls Club of Garfield or New Jersey Community Development Corporation in Paterson. And they ran an after school program in a public school that was free and open to a large number of children. And that funding came through the State. Now, that funding -- and Mark will probably talk about it later. I'm sure (indiscernible) funding. But those programs have not been funded since summer of 2011. And New Jersey After 3 is looking at some different avenues. But that was our biggest chunk of dollars that we had over the years.

In your packet we have *About Afterschool in New Jersey* -- talk about different funding streams. But first I also want to talk about what after school is. There are so many words. You're going to hear the word *SACC* -- sometimes you'll hear School Age Child Care or SACC -- "It's a SACC program, it's a latchkey program." School Age Child Care is an after school program. School Age Child Care -- the initials stand for -- SACC.

And that comes because the -- on the Federal level, the child care development block grant -- dollars are set aside -- quality dollars are set aside for school age child care. So when you hear the word SACC program -- it sounds like a paper bag or something -- that's what it means. So SACC is after school, SACC is extended-day, SACC can be latchkey. But under that big ark, we're calling it *expanded learning opportunities*.

One thing-- Because of our work with the National Network and through the Mott Foundation, we have an incredible amount of resources available to us. So one thing we've been really looking at on a national level at is really defining what after school is and what quality after school is. So an expanded learning opportunity -- imagine that is like the ark. So you have after school, which would be your SACC program, your latchkey program, your Roxbury Child Care, the Settlement House. And that runs a typical day. It's multiple-interest, so it's not a single interest. It's not a karate school where they only do karate. So the key is, there has to be more than one activity that the kids do. It operates after school, before school to provide care for those parents who have to get to work early. It can operate, hopefully -- like I wish all after school programs did -- on early-release days -- which are the bane of a working parent's existence -- when they have teacher conferences. They operate during the wonderful two days off we have in November for the teachers' convention, where every parent decides if they don't go to Florida, what are they going to do, because there is no after school care full day during school vacations. And many of those after school programs also run high-quality summer programs or summer camps. And we're going to learn more about summer learning.

Also under that ark is a new name that has come up, which is ELT. So we actually have a position paper that really talks closely to what ELO and ELTs are. You're going to hear those words a lot. "It's ELT; it's ELO." The way that we define ELO, expanded learning opportunities, through our National Network and ourselves at our own network, is those-- That's the overarching -- after school, summer school, summer learning programs, and then expanded learning time. Expanded learning time is a program that exists in a school. It expands the learning day. It is open to all children in that school. So if your school day ends at 3:00, it's going to end at 4:00 or 5:00. And it goes into more depth about that. But today we're really looking at the importance of what after school has -- the traditional after school that goes from 2:30 or 3:00 to 6:00 or 6:30.

After school in New Jersey has a lot of different funding streams. I mentioned that we used to have a lot of funding from New Jersey After 3. Those were glorious times in our state, and I'm proud of it. We have Federal funding that Susan Martz is going to talk about in terms of the 21st Century Community Learning Centers. And many of you have those in your communities. We have something -- and Shondelle Wills was going to come today from DCF, but there was a problem with the Department. So she apologizes. I don't know if you've heard of the Family Friendly Centers. Family Friendly came out as a Governor Whitman initiative. And Governor Whitman, before her second term -- when she was campaigning -- made a comment saying that she wanted to support family friendly after school programs because she felt that the working parent or parents who were in job training needed extra help. So she developed this concept which was amazing. It still exists today. It's not much money, but

for programs it really makes a big difference. It's \$2.5 million. There are 65 programs funded. They get \$46,000 a year. It's not a lot of money, but to them it's icing on the cake. And if you want to look at what the whole landscape is -- kind of like a snapshot of what after school programs are in the State of New Jersey -- it's fascinating. And we should have Shondelle come and speak at a later date about that.

But school-based youth services are different things in different communities. In South Brunswick -- their \$46,000 goes to a cultural social worker. As you know, in South Brunswick there is quite a large change in that population than there was 25, 30 years ago when that was still farmland. So they have a social worker who really works on cultural issues with many families. Starting in November in South Brunswick, one-quarter of their after school population could go back to India until the end of January. And then how do these kids reenter after being taken away and going to their family home in India? So they use their money for a cultural social worker.

There are programs like LaCasa don Pedro. They use their dollars -- in Newark -- to give that icing on the cake to bring in some academic enrichment. So their family friendly centers are something that I really think are a secret treasure in the State of New Jersey because they are for-profit -- like B.A.S.C. in Cranbury, which is a for-profit program. People say, "Oh, it's a for-profit." Well, you know what? That was a group of women. And actually Barbara Buono helped start the B.A.S.C. network out of a task force that I ran in Middlesex County, in Metuchen. And it was when Barbara was looking for child care for her own kids. And the -- we had a task force. And our organization went in and worked with them.

And we helped design an after school program for Metuchen. There was the Metuchen Y, but at that time it was full to the brim. And a small group started that was parent-controlled. And then it was taken over by the B.A.S.C. after school network. That is a for-profit that runs in Cranbury and Spotswood. And they have certified teachers. It's a warm and fuzzy program where staff have been there and kids grow up there, and grandmothers work there. Someday, maybe when I retire, I might work there. They're a family friendly center.

So there are for-profits, not-for-profits, there are YMCAs, Boys and Girls Clubs, there are public schools such as in Hoboken that receive family friendly money. So those dollars are really guided by the Department of Children and Families with a strong emphasis on prevention and a strong emphasis on supporting families. And that's why they're called *family friendly* programs. They're family friendly funding, but they preserve their integrity as an organization -- like South Brunswick. They don't change their name. They receive -- that's one of their funding streams.

For example, Mount Olive -- which is a wonderful after school program up in Budd Lake and in Mount Olive -- they have five different after school programs. They receive family friendly money, but they also receive United Way money. And they run a program that -- and, Assemblywoman Wagner, you and I talked about this -- the importance of how we can get programs to use the sliding fee scales. And, to me, Mount Olive is the exemplary program where they know how to work a sliding fee scale so parents do not feel like they're the poor people. They know how to braid funding to bring it in with the sliding fee scale, so wherever your

income level is they've raised enough money to offset the cost of your child care. And they also accept vouchers and TANF.

There is other funding available, and many-- We're really working very hard. And actually our Bonner Fellow, Emily Kilroy, is working with us on at-risk meals. And there is also a paper in here about the importance of at-risk meals. The Federal government has always given subsidy for snacks for low-income areas. And it's extremely cumbersome. It's a horrible process to go through. So many of our programs do not take advantage of it. So what they do is, they give snacks that really don't meet USDA requirements.

But the Feds came out, in New Jersey -- last year it was launched -- to do at-risk meals. And at-risk meals are amazing because the paperwork isn't as cumbersome, you don't have to track each individual child. But kids can get a hot meal. Now, we aren't saying we want to supplant the family meal, which we all believe is really important. I look at it as a bigger snack. It isn't really a real meal, in my mind. But I'm Italian. But it is really looking at giving kids a bigger snack with subsidy. And we're working very, very hard on advocating that programs can use those dollars.

So that's it in, kind of, a nutshell -- kind of like the landscape.

Really quickly about some of the other work that we've been doing as a statewide network-- We've been around 30 years, so we're funded by the Department of Education, the Department of Human Services, and the Mott Foundation, and PSEG. And some of the other work that we've been doing -- which is very exciting -- and this is our big Mott focus for the last 18 months -- we actually gave birth to it -- is, we have developed-- One thing New Jersey did not have-- We had regulations

for after school that was licensed, but we did not have regulations for quality after school care. Not *regulations*, we did not have standards.

So what we did was, with our Mott initiative this year -- is we pulled together a task force. And for 18 long months, every month, we would work together. We had the Salvation Army, we had Galloway Township, we had the Boys and Girls Club, we had the YMCA, we had the department of licensing, we had the Department of Education, we had the Principals and Supervisors Association. We really tackled and looked at dividing -- looking at what quality after school would be. And so we divided into seven categories: administration, human relationship, safety and environmental health, in-door and out-door environment, programming and activities, special needs and the whole child -- which is something our organization works with a lot, on inclusion issues (indiscernible) kids after school -- and healthy behavior, which is nutrition and physical activity.

We worked on that, we designed it, we had it out for public comment this summer. So we now have officially, in November, launched our first set of standards and our first edition. And we are launching a pilot. We have 12 programs of all different types -- Salvation Army. And if you've ever been to a Salvation Army program, they have absolutely nothing except caring, wonderful, loving adults. And they bring in amazing volunteers to help. So we have that, and we have the high-end, public school run district programs like South Brunswick that are part of this pilot. So these programs have committed to using our standards, using our assessment tool. Then we're going to regroup and see what we have to tweak. But our goal is, our hope is that all after school programs in New Jersey -- that will go on up through high school -- can really look at these

standards as a guiding light to kind of help them say, “You know what? It’s like spring cleaning. Do we really need to do that? Do I really and truly work with the parents the right way? Am I welcoming to parents or do I make them sign their kid out in the hallway instead of having the sign-out sheet in the middle of the gym, where the art activity is, where they have to enter in and walk in?” That is what we’re excited about launching.

Another program we’ve done and -- I’m sorry -- Taliah Givens, from the Council of Chief School Officers, who is one of our people we’ve worked with through the Mott Foundation for the last two years-- We won a national award called Supporting Student Success, or S3. And that was a pilot and work that we did with programs on looking at the Common Core Standards -- which I’m sure you’ve heard more than you want to know about -- but how to really work with them to align those standards to the after school program and the summer learning program. And it was an amazing adventure, an amazing journey, and wonderful things happened. So we’re going to talk a little bit about that.

But now I’d like to give you Mary Reece for the Principals and Supervisors Association.

ASSEMBLYWOMAN WAGNER: Diane, great presentation. I know that Senator Greenstein certainly-- We were all jumping to ask this question, but I’m going to let you go with it.

SENATOR GREENSTEIN: I don’t know if it’s the same question, but I wanted to ask the question-- You talked, sort of in the middle of your presentation -- which was very interesting -- about what I call *accountability reporting*. And I think you said it was the school programs that nobody really knows about except the individual schools.

The first question is: Is it possible that there are other programs out there that we don't know about? And how does the accountability take place? I mean, how are we trying to keep track of all of these? I think it would be very important to do it.

MS. GENCO: That's a very good question.

You'll see this is in your community. All of a sudden you'll see a sign at the karate studio, and it will say, "Summer camp," or it will say, "After school program." That's not legal. So the State, in its limited resources, cannot go out and say, "You need to be licensed and inspected." They need someone to report it. So we need to do due diligence and educate folks in that area.

And you all kind of know about these little-- I mean, there used to be someone in Bergen County years ago. I think his name was Uncle Val (phonetic spelling) or something. This guy would drive up, no lie, in a van. Kids would line up outside the school, and they would have \$12. It was \$12 a day. And he had one of those 15-passenger vans. It was great. Kids loved it. The boys loved it especially. He'd say, "Where do you want to go today?" And they would say, "Let's go bowling and have pizza." And then when the van was full, he would say, "See you around," and the other kids went home. This guy then would take these kids -- no criminal background check -- and he would drive them around and they'd go bowling, and they'd have a fabulous time, and then drop them off at home.

SENATOR GREENSTEIN: When did that take place?

MS. GENCO: Oh, that was about 15 years ago. I thought I was going to have a heart attack.

SENATOR GREENSTEIN: That's so scary. (laughter)

MS. GENCO: I know. But, you know, things like that happen. And that's that whole issue of due diligence on our part. We are used to licensed after school programs. And if you are a parent and are educated, you know what to expect. It's a big issue because there are some programs that operate under this radar screen. They're a tutoring enrichment program. Well, the key is if it's more than one activity. If the kids go there every single day and get tutored every day from 3:00 to 6:00, do they just get tutored on math? Do they provide snack, do they provide an art class? Those need to be licensed.

It protects the kids, it protects the families, and it also protects that program. Because you've got-- I think licensing is great. I mean, I know there are some issues -- it's any kind of regulation you're anxious about. But, for example, public school programs that are well-run programs -- and the majority of them are -- they adhere -- we recommend they adhere to State licensing. For example, the 21st Century programs that do not need a license -- you say that they need to adhere to State licensing. So they adopt that as best practice.

SENATOR GREENSTEIN: Let me ask you this: Let's take the public schools, which I would be less worried about than Uncle whatever-his-name-is.

MS. GENCO: Uncle Val or whatever his name is. (laughter)

SENATOR GREENSTEIN: What would be the reason not to require them, let's say, to be licensed the same way as others? That would seem to be easy, because you could keep track of them. You know where they are. Why would we not want them to be licensed?

MS. GENCO: My dream before I retire -- I've been doing this for 35 years -- working in after school -- more than that, actually -- is at least to know where they are; that they have to at least tell the Commissioner's office that there is an after school program in this school, and that we at least have a sense of how many kids are in there. Maybe we could provide resources or training.

SENATOR GREENSTEIN: To me that seems relatively easy to find out. You just survey schools.

But what I am more worried about are all of the ones out there that might be under the radar, unlicensed. And I understand that one of the problems is we just don't have the State staff to go out and inspect everything. But at a minimum it seems like we should require licensing, have penalties if people aren't licensed, and perhaps use -- encourage reporting. But they would know that if they get reported, there is a strict penalty. So I think at a minimum -- even if we can't get inspectors out -- that's something that should be done.

And I know you're focusing here on Kindergarten and up for after school programs. I've often wondered -- and I've never had a chance to find out -- all the programs people have prior to that age. I know that's not your focus but--

MS. GENCO: Well, you know, in our state Family Child Care, for example, you can be a registered family child care program through one of the county resource referral agencies, but you are not mandated by law to be a licensed family child care program. That's a big issue. I mean, it's a real big issue. And I think a lot of it is regulation and cost. But I think it's something we need to look at, especially now.

SENATOR GREENSTEIN: I think we should require it and definitely have a strong reporting system and strong penalties as a start.

But I think-- I know I've lived in other states where, certainly, the preschool programs had to be licensed. And people do try to operate under the radar. But it should be illegal to operate under the radar.

MS. GENCO: Well, it technically is. But it's then -- it's kind of like, who are the child care police? It's scary. But that's that whole issue of due diligence, I think, on our part. And our office will do that. I mean, if we get a report -- many times families will call -- we'll call licensing. And they will say, "Thank you very much. Because we heard about this." But unless we get a call from somebody on the outside -- and we encourage parents to call licensing -- they can't do anything about it.

SENATOR GREENSTEIN: I guess the last question I would have is: Do you think there is anything we should do, legislatively, in terms of the system right now? Is there any change you think we should make?

MS. GENCO: I need to think about that. That's like my Christmas list. (laughter) I would love to see at least a registration process so we can track and know who is doing what. I mean, unfortunately there are some programs that are public-school run that are run technically by the PTA or they hire a high school kid. We're a diverse state. So my dream would be at least someone who says, "Check this box when you do your yearly report and submit it," so we can at least track some things and figure out where people are.

SENATOR GREENSTEIN: Thank you.

ASSEMBLYWOMAN WAGNER: Senator Thompson.

SENATOR THOMPSON: Thank you, Madam Chair.

That was not one of my questions -- what you were speaking of. But on that subject, two terminologies were utilized here. You were speaking of licensure of the public school programs, and you just mentioned registration. I think maybe that might be the route to go.

Your concerns seem to be that people don't even know the programs are out there because they're not listed. So if they had required the schools to register a program as opposed to licensure-- Usually it's a very different process -- licensure versus registration.

MS. GENCO: Correct.

SENATOR THOMPSON: And if you're simply wanting to know they exist, registration would handle that. The information would be available that these programs exist.

You mentioned ELTs there in your discussion. And I notice the literature we have here says, "ELT programs are mandatory for all students in these schools." The question I have is: Are ELTs required in all schools?

MS. GENCO: No, they are not required.

SENATOR THOMPSON: So if a school has it, it has to be available for all students, but it's not required those schools have an ELT program.

MS. GENCO: Right. It could be a choice. I mean, schools can-- And that's the trend now. You're going to see that more and more -- using Title I money to extend the school day and to have an enriching ELT program after school. It wouldn't be after school technically.

SENATOR THOMPSON: Now, I note you are the Executive Director of the New Jersey School-Age Care Coalition.

MS. GENCO: Correct.

SENATOR THOMPSON: The New Jersey School-Age Care Coalition-- Is this a group of citizens who have gotten together and formed a group, or is this something statutorily established?

MS. GENCO: It started 30 years ago by a group of educators. Actually Salma Gore, from West Windsor-Plainsboro, who you probably know, is one of the first people; and Dr. John Raddock (phonetic spelling) from EIRC. It started as we-- All of a sudden people kind of noticed at community education meetings in the state that there was -- the community ed programs were running these after school programs because parents were working. There were a lot of single-parent families at that time and mothers were going back to work.

So they started a loose-knit coalition, and it grew. We had the Department of Ed, Department of Health in this Coalition. And in 1993, we became incorporated as a not-for-profit membership organization. We became fully staffed, of two, 12 years ago. We actually have an office in the bell tower of the Baptist church in Westfield, New Jersey. So if you ever go to Trader Joe's, look up at the bell tower across the street, and that's where we are. We run a lean operation. We have seven staff. I have two here. We have one VISTA worker, and Mike MacEwan does our technical assistance for the 21st Century Community Learning Centers for the Department of Ed. We have--

SENATOR THOMPSON: I apologize for cutting you off.

MS. GENCO: That's okay.

SENATOR THOMPSON: I think you've answered my question. My question was whether you had statutory authority or not. You're a private, independent--

MS. GENCO: Correct.

SENATOR THOMPSON: The reason for the question was that you mentioned that you all (indiscernible) draft the standards for after school programs. And you indicate that you've been reaching out to programs, and a number of them were adopting them and so on. Thus, you have no authority to enforce your standards. And that's where I'm going with the question here.

MS. GENCO: No, we do not.

SENATOR THOMPSON: If you don't have authority to enforce them, perhaps you'd like to pass them along to the Committee. The Committee could look them over and consider whether or not there should be a statute for standards for after school programs.

MS. GENCO: Okay. We will do that.

Thank you.

SENATOR THOMPSON: Thank you.

ASSEMBLYWOMAN WAGNER: Thank you, Senator Thompson.

Assemblywoman DeCroce.

ASSEMBLYWOMAN DeCROCE: Thank you.

You really did your homework, because Roxbury Township does have a good day care.

MS. GENCO: Thank you, we really do.

ASSEMBLYWOMAN DeCROCE: And I worked there in Roxbury for 23 years. So I'm very aware of it. And my little grandson is in the Roxbury Day Care.

I just wanted to go back a little bit and talk about the public school system, before and after, not having to be registered with the State as day care, basically. That really does bother me as it does all the others. And I think one of the comments made was, "Well, they lack the ability to register all of the individual schools that may have the programs. It's a lot of work -- or a problem registering -- no time to do it." But when I was in Roxbury as a municipal clerk -- was one of my titles -- we had to license all -- any company that came into a town to fertilize yards. And that was something that we did, and it wasn't so hard. So requiring schools to register before and after day care should be really a lot simpler than that.

So I do not excuse, and I will not excuse, that this is something that is too difficult for even the Department of Education to track. I think they should be able to track that. I think it should be a requirement of a school to register that they are doing it. And even taking that a little step further, not knowing the before and after day care, there is no guidance then within the school -- only by the school system as to what they offer within those programs, correct?

MS. GENCO: Correct.

ASSEMBLYWOMAN DeCROCE: So there are no guidelines of what they're really doing. And I think that it should be the responsibility of the State to make sure that the programs are providing what the children need. And certainly they need to have their homework done and other things that are productive rather than just play. So I think it is important that we look at that part as being a requirement. And if a fertilizer ordinance can be enforced, and you can register that very simply, I don't see why before and after day care cannot be registered simply.

One other question that I had-- You had talked about the Salvation Army, KinderCare, and a few other private schools. What is the transportation from the school? How do the children get from the school to these programs?

MS. GENCO: By law now, they cannot be transported using the old blue van you used to see. You can't do it. It has to be a school bus.

ASSEMBLYWOMAN DeCROCE: Okay. So they contract with the school and the school provides it?

MS. GENCO: Right. For example, in Westfield, the Y will pick up at certain schools with a bus company, and they'll have a staffer on that bus.

ASSEMBLYWOMAN DeCROCE: So it's their requirement to do it and not the school's.

MS. GENCO: Right.

ASSEMBLYWOMAN DeCROCE: Okay. Thank you.

MS. GENCO: Now, in some cases, like in rural areas, you will have an agreement where, say, kids might go to a program that's not in the public school -- then they go to Rainbows and Butterflies. And some schools have been really gracious in terms of rearranging bus routes so then kids could actually be dropped off in that area. It depends on the district.

ASSEMBLYWOMAN DeCROCE: And what about schools that do not have before and after? They then would provide that transportation?

MS. GENCO: The program would have to provide that transport, but not in a van.

ASSEMBLYWOMAN DeCROCE: Thank you.

ASSEMBLYWOMAN WAGNER: Assemblyman Wimberly.

ASSEMBLYMAN WIMBERLY: Thank you, Madam Chair.

As an after school person, I think it's important that everybody is registered. Because I come across different programs all the time that-- And a lot in our area, particularly in Paterson, are usually church groups. The one thing that is mandatory with me -- as running the City party is -- all of our employees have criminal background checks and drug testing. So we do both where they don't have-- I'm not sure with these other groups that just come in to the business administrator's office, fill out a building use form, and pay whatever fee there is for security and custodial, and then they run their program. Who is monitoring it, who is working with the children? So I think legislation is definitely appropriate from my end as a recreation after school person -- that we should put in place that registration is mandatory for every program that is used, particularly in school districts. Because there is definitely no requirement for the program -- say it's a church, or karate school, or whatever -- to provide proof that the staff has background checks. I'm pretty sure of that. So I think legislation definitely will be appropriate for this.

MS. GENCO: It's actually pretty scary when you think about what is out there. And the faith-based groups -- people are wonderful people and really care, but they need help. And we can provide that help for free. We just actually worked with a Baptist church on their Sunday school program and how to set up guidelines for the people who teach in their Sunday school, because they realized they didn't have criminal background checks and they were alone with kids. That's out-of-school time.

ASSEMBLYWOMAN WAGNER: Yes, Senator.

SENATOR GREENSTEIN: I just have a follow-up question. I just realized that I didn't ask you -- or maybe I just didn't catch the other side of the coin. I asked you about the ones that don't have to register, like the public schools. But the ones that -- you're saying the other ones -- all the others.

MS. GENCO: The licensed programs.

SENATOR GREENSTEIN: That is a licensing program through the State.

MS. GENCO: Yes.

SENATOR GREENSTEIN: And what type of accountability exists within that? There is reporting. But, I mean, do they get spot-checked? How does that--

MS. GENCO: They get spot-checked, they get inspected every year, or sometimes -- depending if there is a complaint -- that has to be acted on in 24 hours -- by a parent. They have to have all of their records and professional development up-to-date. They have to have criminal background checks.

SENATOR GREENSTEIN: So that's fully under State--

MS. GENCO: Oh, yes, that's State regulated. That's through the Department of Children and Family's Office of Licensing.

SENATOR GREENSTEIN: And that would include YMCAs, for example?

MS. GENCO: Correct, YMCAs, Boys and Girls Clubs, community centers that run after school programs, preschool child care. It's

all in the same regulation book. It's called the SACC regulations, but it's all part of child care regulations.

SENATOR GREENSTEIN: Do they have to have -- the ones in that category -- do they have to have very specific programs for the kids?

MS. GENCO: Yes. They have to have a physical activity, they have to have enrichment, it has to be developmentally appropriate. So it has to be a balanced program -- homework available for school-aged kids. It's very developmentally appropriate. And now we've really worked with Shaping New Jersey on getting much more physical requirements in there -- less television time; healthy snacks and healthy eating. So it's even being more prescriptive.

SENATOR GREENSTEIN: Thank you.

ASSEMBLYWOMAN WAGNER: Finish.

MS. GENCO: So a wonderful after school program -- if you know it, you've been there-- Is it an enriching opportunity? I like to look at it as the maker of memories. I mean, we all know what we did after school. I used to go home and climb up a tree to escape my six brothers and sisters and read a book. My husband, when he comes home from work, goes to the bathroom for 20 minutes. God knows why. My next door neighbor, when she comes home from work, she goes on a five-mile run. So what you want for your kids after school is, you want it to be the maker of memories. You really want to have a place where -- when they come home from school and they come home from work they have choices, and they can pursue their dreams.

What we're going to do is see a wonderful, short video called *This is Dan*. And this was a video--

ASSEMBLYWOMAN WAGNER: Diane, I just have some more questions.

MS. GENCO: Oh, I'm sorry.

ASSEMBLYWOMAN WAGNER: I guess you can see by the questions that are up here, this group is determined that we need to do something, because it seems like we've unleashed an industry that has been growing, and growing, and growing, and nobody has been paying attention as to what has been happening.

MS. GENCO: Exactly.

ASSEMBLYWOMAN WAGNER: You mentioned the standards, and I truly love the word *standards* rather than *regulations*. It just sounds softer and easier to manage. (laughter)

You talked about the 12 programs. Did the 12 programs come to you and say, "Hey, listen, I want to be a part of this."

MS. GENCO: Yes, we did an outreach through what we call the *After School Flash*, which is an e-mail subscription that goes out daily to about -- well, it varies -- it's almost 2,000 programs in the state -- and asks for volunteers. So they don't get any dollars for this. There is no funding. They will get a free staff training after the pilot, and they are going to be our test cases. And they will use a self-assessment tool. Everything is free. It's all on the website. It's all downloadable. And then we'll look at what worked, what didn't work.

They're really wonderful. I will say this: They are really everything that-- I mean, we really hashed it out in terms of-- Especially the inclusion piece I'm very proud of, in terms of special needs. So it could be the perfect design for a youth program, for a summer learning program,

for an after school program. But I think it's the perfect design. And these are standards that you're going to work toward. This is what quality would be. So it will give you, with a self-assessment-- If I'm a program, I sit down with my staff, I use an observation tool, I do a self-assessment. So it's an ongoing program-improvement tool for you to improve your program and strive toward excellence.

ASSEMBLYWOMAN WAGNER: Diane, how are you planning to -- because I assume that you started with 12, so you probably want to pick up a few more the following year.

MS. GENCO: After 12 -- that will be the second addition. That's the pilot to make sure it works. And then we're hoping that in the state it will just catch on. The Department of Education is--

ASSEMBLYWOMAN WAGNER: I wanted to know what you were going to do when you got everything in -- the data in. What were you going to do with it?

S U S A N B. M A R T Z: I think the first step was all of the people involved in the standards starting talking about--

SENATOR THOMPSON: Excuse me. Would you just announce who you are?

MS. MARTZ: Oh, I'm sorry. I'm Susan Martz. I direct the 21st Century Community Learning Center, Federal-funded program, from the Department of Education.

So our conversation was around the different State agencies and funders that were helping to develop the standards, and beginning to use those standards as we awarded grants. So as we award 21st Century grants to say, "and these are the standards that those programs need to

meet.” Because we do have some authority over those programs because we’re giving them funding. So that was the first step: to get the word out and to get it into more programs where we actually had the authority to do that.

ASSEMBLYWOMAN WAGNER: Thank you.

And, Diane, one other question. You mentioned Mayor Cahill and you mentioned the free program for -- is that New Brunswick?

MS. GENCO: New Brunswick -- the City of New Brunswick.

ASSEMBLYWOMAN WAGNER: How did the Mayor do it?

MS. GENCO: You know, he’s an amazing guy. He’s very unassuming. And I’ve known -- I’ve been working in this state for 25 years. And they were one of the first programs that I found, actually. At that time it was a response. And it was interesting because at that time New Brunswick was predominantly African-American, and there were kids -- the YWCA had closed. So there was no place for kids to go after school. There was no Y there anymore, there was YW. Mayor Cahill looked at the Youth Services Commission and said, “This is a need that has come up,” and they developed this program. Because of the Kindergarten issue with half-day, they started with 1st grade. It’s 1st to 4th. And then in the summer they take older kids, and they also employ high school kids in the summer. And he just -- they just do it. I mean, they bite the bullet and do it, and it’s amazing. In fact, it’s one program-- You always hear programs whining about staff turnover. Well, David Blevins, who runs the YSS program in New Brunswick says, “You know, I never worry about staff turnover. I hire Rutgers college students, and I know they aren’t going to stay. I know I can’t pay them. I feel that if I can train them and they work with my

program, it will come back to me.” And he said it does. He comes back where -- when they graduate they send checks, they send resources. So they build this kind of community there. You really should go see this program. It’s amazing.

ASSEMBLYWOMAN WAGNER: I’m probably going to take you up on that.

But is this private industry that’s contributing? Is it in their budget?

MS. GENCO: No, this is municipal. They use some prevention dollars, they use some Drug Free School money, they use some money from the freeholders. The City gets different grants. But it’s a city line in the budget. And it’s something that actually-- It was written up nationally -- the Mott Foundation -- (indiscernible). But it’s like one of our best-kept secrets in the state. I mean, this has been going on for 25 years. I mean, granted, they struggle. They don’t have a lot, but they have passion. They provide incredible resources for kids and families. They build a community. And the summer program is unbelievable. They work a lot with Rutgers. Dave Blevins, who is the coordinator and head Director of Human Services for the City, is very creative about braiding things, and very good about getting things from people, and giving back.

ASSEMBLYWOMAN WAGNER: Thank you.

I think we’re ready for your film.

MS. GENCO: So this gives you an idea. This is Dan, and this is what Dan, we hope, will be doing in a quality after school program.
(video plays)

Great. So when you connect academics to the real world, you make learning stick. And Dr. Mary Reece is an expert on making learning stick. She's now going to--

ASSEMBLYWOMAN WAGNER: Okay, Mary, the show is yours.

MARY M. REECE, Ed.D.: Good morning.

I'd like to thank you for this unprecedented opportunity to speak with you about these issues that are so close to our heart. And it's just delightful to be able to address legislators about the importance of after school and summer learning. So I thank you for the time.

I come as a parent of two children who attended a quality after school program run by the Y. And my son eventually was hired as a high school student to be a student employee there. I'm a former principal of a large elementary school in a very diverse, sprawling suburban community. And as my role in the New Jersey Principals and Supervisors Association -- along with its foundation -- I am the Project Director of a 21st Century Community Learning Center grant in Jersey City, in two middle schools.

So from these diverse experiences I can attest to you that quality after school programming certainly supports students. It gives parents a sense of safety and comfort because they know their children are being cared for in a great program. And it also, as far as I was concerned as a principal, has ripple effects to the aligning of the school day with the after school program. So these are all reasons why I support and am very involved in the after school programming movement.

I've also been asked by Diane to talk a little bit about the research. In the packet that Diane gave you, there is a chart at the bottom

of one of the pages that looks like this. (indicating) But it's the result of a meta-analysis of 68 research projects that show that quality after school programming accelerates student achievement, it increases the attendance of students who go to the programs, and it also allows them to behave better. So this is through 68 different research reporting studies. So we really don't have a question that quality after school programs makes a significant difference in the lives of children.

I wanted to also talk with you about the importance of principal involvement. We don't always consider the principal actively engaged in an after school program. The principal is the daytime person; the after school people take care of that program. But as far as I'm concerned -- and the research also shows -- there are many reasons why principals should be actively engaged. Among them are that if we connect the school and the after school, it adds learning time. It adds different learning time, but it adds learning time. Creative experiences occur which support and complement the work of the day.

We also can integrate curricular activities that support what's going on in the daytime. We have project-based learning in our program in Jersey City. Not that we're doing what the teachers of the day are doing, but we add to what they're doing in different ways. As a matter of fact, many of the children are so engaged in the project-based learning that it has moved into the school day. Whereas the teachers are seeing how engaged the children are after school, they say, "Well, maybe we should try some of this during the day as well."

We also recognize that the after school programming can support the academic advancement of students. And I will talk a little bit

about that in a moment -- about the program that we have in Jersey City. But we also look at a way after school programming -- which principals support -- gives students the opportunity to connect with even more caring adults. And that really enriches a child's life by being surrounded by that kind of support.

In addition, we also understand that after school programs create different kinds of links with parents. And any way we can have parent involvement increased in schools is what we should be supporting. Because also there is research that shows that parents who are involved in any way, shape, or form in their children's schooling create much more positive outcomes for their children in school.

So for these reasons, NJPSA and our foundation -- which is our nonprofit, professional development arm of PSA -- chose to join forces with the New Jersey Chamber of Commerce Foundation, and we applied for a 21st Century Community Learning Center grant. Sue will talk more about that program. What it allowed us to do -- we're in our fourth year -- is to run two programs in Jersey City -- two middle school programs. We service about 300 students. And our program -- and we are a licensed program. Because even though we're in relatively brand new schools-- Because we are a nonprofit organization operating these programs, we had to go through the child care licensing. And it is rigorous, but it does guarantee that everyone who is in that program has had a (indiscernible) form so we know there are no child abusers within our ranks. And everyone must be fingerprinted. Even if they are teachers in a regular school, they must be fingerprinted again. So we're covered in that regard.

Our physical facilities have been viewed by the county representatives to be determined to be up to snuff as far as they're concerned, as well as the programming.

They ask for more than a school asks for. For instance, we have to have medical files on all of the professionals who are involved with working with children. And there are other hoops that we need to jump through that a typical school wouldn't necessarily do. It wasn't just, "Sign on the dotted line" because we're running a program in a school.

So our 21st Century program in Jersey City features project-based learning, as I mentioned. But we also have remediation enrichment. We have tutoring, we have homework time. We also stress the arts, character education, youth development. We do service learning with the children. And the Department of Ed requires that we have a theme, and our theme is STEM education, so our students are actively engaged in science, technology, engineering, and math projects on a regular basis.

We also participated in the S3 project that Diane referenced. And we actually spearheaded the training of all professional staff in both of the schools where we work -- day and after school staff. And we train them in the Common Core. We brought in the consultants to train them rather than the other way around. And we also trained all the supervisors in the town and the city to go out and work with teachers throughout the district.

So what have we found in this program? We've only been in operation for three years. One of the requirements of the 21st Century program is that we have a top-notch evaluator who looks at everything, every little crevice of this program. She does it by observation, conversations. She also has surveys that she administers to teachers,

students, and parents. And she has access to all of our academic achievement data as well.

She's found that the students who participate in our program have a positive impact on their academic achievement as well as their -- the students' relationships with their peers, their teachers, and their parents and guardians. She also has found that more homework is completed, there is higher attendance, and improved grades in the daytime language arts and math classes. And students say their self-esteem is more positive, they have better attitudes about school, and their behavior at home is better as well -- which their parents report as well. And their parents have become more engaged in their children's school lives as a result of their children's attendance in our program. And they're also proud that their children are performing better academically and that their behavior is better.

Teachers of these children -- not the after school teachers, but the daytime teachers -- have reported that these students who participate in the program are more engaged in class; they more readily contribute to what's going on in the regular classroom day; they complete their homework on time; and as I said, they're doing better academically.

We also have received some supplemental funds through the Department of Ed, through IDEA, to do some work in inclusive education. And one of our schools has a significant autistic population. But both schools do have children who are classified as having special needs. And the program levels the playing field. If you were to go and observe some of these project-based activities that are occurring, you would have no idea whether a child is considered classified or not because the kinds of activities that the program provides -- primarily project-based learning activities --

allow children to excel in their strengths. And we all have strengths. And it's just delightful to see them doing that. Actually, we have one autistic child who has rarely spoken. We're talking about middle school. And his mother came in the other day and actually was so happy because her son is now sarcastic at home. (laughter) He is responding to them in a good sarcastic way. She is just tickled.

So what are my dreams? I really would hope that we would collectively raise awareness in our state and communities about the importance of quality after school programs. Rarely do you hear anybody talk about it other than ourselves and savvy parents. I think adopting these standards, in another year when the pilot is completed, along with those self-assessments should be something that is required of all programs; as well as we should be looking at registering programs. I mean, having gone through the licensing program process, I know it's arduous, but it does have a lot of benefits. And I can proudly say to anybody who asks that, not only do we have a 21st Century Community Learning Center program, but we are also a licensed child care facility as well.

I really thank you for your time. I'm very proud of what we're doing. It's exciting to be a part of this network -- associated not only in New Jersey, but with the Mott Foundation -- to see all the good things that are happening on the State and national level.

Thank you very much.

ASSEMBLYWOMAN WAGNER: Any questions from anybody? (no response)

I just have one or two.

First of all, I do like the idea of connecting what you're learning in school and after school, and groups working together -- the school and after school. I fully support that. You said that you were once a former principal. How much time would it take for that support to occur? Because I have one reservation. We're at a time right now where we have cut administration -- I know in my district -- down to the bone, where sometimes I don't even have a vice principal in some of my schools. Will this take-- How much time does this involve in the coordination?

DR. REECE: Well, when I was a principal, I had 825 students in my school, no assistant, no help. We had children who spoke 45 different languages. So it was a very exciting place to be. I was principal there for almost 15 years. I understand the demands of a busy school and a busy life for a principal.

In Jersey City, the two principals have large middle schools. They have assistance, but they're still very complex organizations. And what I try to do once a month is to touch base with them. And when I was a principal, it was almost daily I'd touch base with the after school or before school program. I did things like-- I was very careful. We had a lot of inclusive students in the school where I was the principal. And I was very careful to be sure that the before and after school programming staff understood the needs of these children, as well as some other students. I thought it really made sense, for me, for them to understand-- These children are our children. It's not as if they're the after school children; they're the daytime children as well. And I really felt it was important for them to understand the needs of everybody in their program so that those programs would operate more smoothly as well.

On the other hand, as a project director of a program, I, as I said, work closely with the two principals. It's more like touching base. It's taking the temperature and being sure that what's happening is what they want to happen, as well as what we think should be occurring. This year, both of the schools are focus schools, so they've extended their day. What we had to do was work creatively to determine how we could extend the school day into the after school program, and support and complement each other rather than to violate each other's space. So it was really important that we have those conversations.

I'm not suggesting that principals run after school programs, by any means. I'm just suggesting that they value after school programs, that they have their communication lines open on a regular basis, and touch base periodically just to be sure that everyone's satisfied with the progress that's occurring throughout the long day.

ASSEMBLYWOMAN WAGNER: Thank you.

And how is it funded?

DR. REECE: It's funded-- It's a Federal grant that is administrated through the New Jersey Department of Education.

When I was a principal, our program was not a 21st Century program. It was operated by the recreation department, and parents paid on a sliding scale for that.

ASSEMBLYWOMAN WAGNER: So does the school apply for the grant? How does it work?

DR. REECE: Our Foundation, the New Jersey Principals and Supervisors Association Foundation, together with the Chamber of Commerce -- Dana Egreczky -- we applied to the Department to run this

program in these Jersey City schools. We had a very positive relationship with the Jersey City school system, so they opened their arms and said, "By all means, please offer this program to our students."

ASSEMBLYWOMAN WAGNER: Is it free for all students, and anybody can go?

DR. REECE: Yes. We accept basically everyone. Technically we have a requirement for 250 students. We have more than 300 this year. What's happened, we're finding, is that now that it's in its fourth year, the word gets out that it's a good place to be. Not only is it a safe place to be, but it's a fun learning place to be. So we started with a waiting list, but we decided to just let them in. We're there, we have quality staff -- why should children not be a part of it? So anybody who wishes to come is allowed in.

ASSEMBLYWOMAN WAGNER: That almost sounds too good to be true. (laughter)

DR. REECE: I welcome you to visit if you so desire. I'm very proud of both programs. We have absolutely wonderful staff.

ASSEMBLYWOMAN WAGNER: I can see that.

Thank you very, very much.

Next, Susan Martz.

MS. MARTZ: Well, I think Mary gave a fabulous introduction to the 21st Century Federal Community Learning Center program that we oversee. And I have to say that the surprises on your faces is warranted. It is a Cadillac program.

We're very lucky to have the Federal program. We've had it for about the past 10 years. What Mary was talking about is required by the Federal government -- some of it. I'm going to tell you the difference

between what the Feds are requiring us to do with the funding and what we've done based on research and evaluations.

Basically all of the programs have to have an academic enrichment component, as well as academic remediation. They all have to operate during nonschool hours. They're all supposed to reinforce and complement the school day. And they're all supposed to have a broad array of activities that include drug and violence prevention, counseling, art, music, recreation, and so on.

So when the Federal government put this program out a little over 10 years ago, the idea was a very new one, in that it was taking after school and saying after school could be more than just a safe place, and it could be more than a place for kids to go when parents aren't around and have some physical activity. So they sort of took the first step. And we were thrilled to have the opportunity to oversee that program.

So in New Jersey we're requiring all those components, including the healthy snack, including nutrition, physical activity, and parental involvement, as well as a family literacy component. These are what are required. And these programs get a lot of money to do this work. And I say that because there is an evaluation. As Mary said, there is an independent evaluator. There is a lot of data collection involved. And we're trying to learn from the programs.

I bring this up only because we know that there are a lot of really good programs in New Jersey that have a shoe-string budget that could not offer all of these kinds of activities. But that's not to say that we can't learn from them and help programs see the value in some of these other activities.

Some of the things we found -- and Mary talked about this a little bit -- was that we know the more time kids have to practice what they learned in school, the better they're going to do it. And we all know that the school day is too short. So one of the things that we're trying to do is align with the school day. Now, it's not just the principal. We're really reinforcing that we want to have regular meetings between the teachers so that the after school program can reinforce what the school is doing. And I don't mean by worksheets, and I don't mean by homework. I mean that if they're studying something in social studies that they can bring into the after school program, the after school program can do a fun, enriching, and engaging activity to support it. So we have a program that's working on studying about the world. We have the after school program painting a mural of the world on the playground with help, supported by Home Depot giving them the paint, parents coming in to help them paint, and so on. So we're looking at extension.

We're also looking at an after school program having the time to let kids explore. So they're studying something they're interested in during the school day. They don't have enough time to research it on the web to come up with, perhaps, a slideshow to depict what they've learned. They can do that in the after school program.

We require, in 21st Century programs, that there be certified teachers there to do the remedial portion of the program. So that is one of the staffing requirements that we have. But we're also looking to make sure that all of our staff are qualified. And we're doing this by requiring several things. As Mary said, we're asking our programs to do joint professional development between school day and after school -- a perfect way to build

some networking, to get the after school and school day teachers to work better together. And it's all done during a time where everyone has slated for professional development. So that is something we're really reinforcing, as well as using that as an opportunity for some relationship building.

The other thing we required newly in our programs, as it has evolved, is something called *action research*. So we're requiring all of our program staff to look at their programs to come up with something they would like to change or something that they've read about in research that they want to try, to use it in the program, and to actually observe the change and see if it's making a difference. The reason we took this approach is because we want all the staff to have an opportunity for embedded professional development -- to really do some program development looking at what's working, what isn't working, being critical about their programs in a way that could end up creating more positive effects.

The other thing that we really want to make sure of in our programs is that the kids come to the program. You could have a fabulous program, and if nobody is showing up, the kids aren't benefiting. So in order to have students truly engaged and attending, we're trying to make sure that the programs are of interest to the kids. Every one of our programs has to be more formal about including the kids in the decision making, and they have to have a student council so kids have some say in what's going on in the program. We're also making sure that the approach that the staff are using is one more along the lines of guiding inquiry, where kids can really explore and investigate; more hands-on experiential learning so the kids are really engaged and excited about coming to the program.

We need to make sure that our programs are really also youth centered, that it's not just, "Let's do more academics because the kids really need to improve," but to really give kids an opportunity to have conversations with each other, to develop social skills. And they need to build into their programs and integrate them -- the character development and social development aspects for the kids. We don't just want some separate instruction on it, we want to make sure that it's integrated so it's seamless in the program.

We also make sure that our programs are providing transportation if needed to make sure the kids can come.

And as Mary mentioned before, she's using the theme of STEM. We have several other themes that programs can choose from: civic engagement, career awareness and exploration, and visual and performing arts. Again, it's to make it meaningful and relevant for the kids so that they can really enjoy their programs.

Our family engagement aspect is a really important one for us. Our programs must offer family literacy activities if they're needed. But they also need to do some things to bring the parents into the program. So they have family nights where parents can come in and the community can come in and really see the program.

One of the things that's really important for us is that we know we're giving them a lot of money. What happens when there is no more Federal money? So we're really trying to work with the programs to come up with a mechanism for sustainability. So they have to have partnerships and collaborations so that there are people supporting the program in order

for them to be able to sustain it after the five years. They do get five-year grants.

The one key aspect that has come out -- and I know Diane mentioned Taliah from the Council of Chief State School Officers. She couldn't be here today. They've been doing a lot of work around the Common Core and integrating it into after school. And I just wanted to talk on that a little bit, because I didn't want to leave you with the impression that it's all curriculum and integrating curriculum. It really is not.

The Common Core State Standards have common threads throughout that have to do with what the Council of Chief State School Officers likes to call the *habits of mind*, which I really like. It's really kids learning how to persevere, how to problem solve, all of those kinds of skills that they need in order to be successful with the Common Core State Standards, and for any other academic program they're in. Those are the elements that we really want to see these programs get engaged in. Those are the things that maybe during the school day the teachers don't have enough time for. So we really want to see our after school programs be an expansion.

Just to give you a sense of how it looks across New Jersey this year, we have a little over \$21 million that we give out to 47 programs that are in 124 sites. Now, these sites and programs can be in schools or in other places. We have 24 school districts that actually won the grants, but we also have 23 other charter school, community-based agencies, we have 2 institutions of higher education, and 1 faith-based organization.

Now, the key here is that all of the agencies that are not school districts must serve school children who are in schools that have a high rate of poverty. So that's how the Federal government is focusing the dollars. I think that's why one of the-- And we say it's free, and it is. Some programs can do a sliding scale. They can bring in matching money, and they can try to-- Some of them can charge fees, but most try not to. So this is different than a lot of other programs in the state. I call it the Cadillac because it is. And it's given us an opportunity to really try out all of these different things that we hear about, that are important for after school, to see which ones are really working, without our programs having to worry about the dollars because they are getting them for five years.

I did give you a handout because I knew we were going to be short of time, and you were going to be tired of listening to people talk. And the handout does also talk about our evaluation. There was an independent, State-level evaluation that was done right on the front page of the handout. And we, too, saw positive gains in the programs through our State-level evaluator.

So I think the research is pretty clear. I think all of you are pretty much on board with that whole idea that after school is important. And I do leave you with one thought. And I'm very happy to answer any questions that you have. But we find it's very important that our staff in our program, in all programs, have professional development that's specifically targeted to how to work with kids in the after school setting. We've had the luxury of being able to contract with the New Jersey School-Age Care Coalition to provide those services through this Federal grant. We also had an opportunity to use that money to have some statewide

training and technical assistance projects available to all, not just our grantees. But I think that's one critical aspect.

I think the other critical aspect that we keep in mind, as we move forward with standards and other recommendations for registration, is that many communities have varying needs and parents have varying needs. And some parents don't want their children going to a three-hour after school program. They're involved in other things. They might have piano lessons, or they might have to go to sports, or something else. So these programs have sort of helped to equalize the playing field for the kids who don't have all of these enrichment opportunities. But I think we have to be cognizant of the fact that we wouldn't want to require every after school program to have every element if that's not what the program is set up to do. So we have to be aware that there are some programs -- and they do have to be safe, and they do have to be of high quality -- but they may not be three hours, they may not offer academic enrichment. They may be there for another reason. And for school districts, the difficulty they have is that they also run a lot of extra curricular activities and clubs. So as we go out for registration -- if that's some place -- an area that we want to go into -- we have to be able to clearly define who has to register. Are they registering every club, are they registering every after school activity, every sports activity that occurs outside of the school day, or are we really looking for a different kind of program that we would have to define?

But we are extremely lucky in New Jersey, having received this 21st Century grant money for almost 11 years now and having the opportunity to give it out to our needy school districts and community

programs that are serving the students in our state who really need to have the opportunities that they may not otherwise have.

I thank you for your time and your interest.

ASSEMBLYWOMAN WAGNER: Any questions?

Senator Thompson.

SENATOR THOMPSON: Ms. Genco indicated we have licensed, unlicensed, and so on after school programs out there. Which programs do fall under the purview of the Department of Education? Do all licensed programs fall under your purview, or only those that participate in the 21st Century Community Learning?

MS. MARTZ: At this point in time, the only after school programs that the Department of Education oversees are these federally funded programs. Licensing is out of the Department of Children and Families.

SENATOR THOMPSON: The others come under Children and Families?

MS. MARTZ: Yes.

SENATOR THOMPSON: So when you say you require this, that, and the other in the programs, it's only the ones that participate in the 21st Century program.

MS. MARTZ: That's correct.

SENATOR THOMPSON: And you indicated that this year you spent over \$21 million for 47 programs, serving 17,540 children; so roughly \$1,250 per student is your expenditure for the program.

MS. MARTZ: Yes, and they do vary. Some of our programs are less, and some of them are more, depending upon the needs. For those

programs that are required to provide transportation, for example-- Those programs would have a higher per-pupil cost.

SENATOR THOMPSON: How do your requirements compare with the proposed standards that they have drafted up? Do you have any idea?

MS. MARTZ: Well, actually I was on the committee that worked on those standards, so those standards are pretty much in line with what we're doing right now, with the understanding that we do have certain data entry and evaluation requirements in this program that we would not be asking a standard program to have.

SENATOR THOMPSON: Now, these Community Learning Centers -- it says grantees include 24 school districts. So it's 24 school districts that are involved in it, and therefore those school programs are registered with your something, etc., but other schools are not. Is that correct?

MS. MARTZ: Yes. We know of those programs. We would not necessarily know of other school districts that are running after school programs.

SENATOR THOMPSON: Thank you very much.

ASSEMBLYWOMAN WAGNER: Assemblywoman DeCroce.

ASSEMBLYWOMAN DeCROCE: Yes. On the 124 programs that are out there, you said it's a five-year program and it's renewed annually. Even in the last couple of years, how many of them do you not renew because of problems during a given year when you take another look at it? Are they all in place continually, or have you taken some of them out because they aren't up to standard?

MS. MARTZ: We have gotten close. But luckily, because of our procedure, which is monitoring and reviewing reports on a quarterly basis, we actually intervened with several programs that were having trouble in their second year, and they were able to turn things around and maintain the program. So our goal -- and it is the Federal goal also -- is to make sure the programs succeed. That is our charge. So that is what we're focused on doing.

And the one thing I didn't mention that I just wanted to bring up is that we also -- one of the things that we also require that isn't in the Federal requirement is a summer program. We do require the programs to run for four weeks in the summer.

ASSEMBLYWOMAN DeCROCE: So the quarterly reporting is doing the trick of making sure they all stay in line.

MS. MARTZ: And our on-site monitoring is the second thing we do. And we also do a data review, because they have to give us a lot of data that looks to see that they have all the students registered that they said they were going to register. Because a grant comes in, and they're proposing to serve a certain number of children. So we do, mid-year, every year, a review of all of the program data to make sure that the numbers of kids that are supposed to be coming are really up to the target.

ASSEMBLYWOMAN DeCROCE: Is that program data, that is collected, all electronically sent to you? (affirmative response) It is. So you have that all in one place, electronically.

MS. MARTZ: Yes.

ASSEMBLYWOMAN DeCROCE: Thank you.

ASSEMBLYWOMAN WAGNER: Senator Greenstein.

SENATOR GREENSTEIN: I just wanted to follow up on the point that you made. You said that each of these programs might be different. Some might be more academic, some not. You're referring just to the group within your grant, right -- within this Federal grant.

MS. MARTZ: Actually, our Federal grant -- they can do-- They have flexibility within the design that I described. When I was talking about programs being very variable, it's across the state that are not 21st Century. I know that there are a lot of programs in a lot of communities that were set up to meet the needs of those communities for varying reasons, and some may not be academic in nature.

SENATOR GREENSTEIN: The reason I ask -- I guess even going back to when Diane spoke -- within the licensing standards, I don't think we talked that much about what is within those standards. I mean, does it require a certain amount of academic, a certain amount of nonacademic in order to meet those standards -- the statewide licensing standards.

MS. GENCO: For licensing standards, they do not have an academic requirement; it's more health and safety, and physical activity, and emotional support.

SENATOR GREENSTEIN: So then going beyond licensing, is there any set of standards that have to--

MS. GENCO: Would be our quality standards. That's kind of like the-- Our quality standards are complements to the licensing. We looked at licensing as the base, kind of like the drop dead standard. And then our standards that we worked on are really kind of like the gold stars.

SENATOR GREENSTEIN: But yours are the ones that are not, at this moment, required.

MS. GENCO: Not mandated, correct.

SENATOR GREENSTEIN: Thank you.

MS. GENCO: I'd like to mention one thing. Of the Committee -- the members that are present -- Assemblyman Wimberly, you have two 21st Century programs: Paterson School District and the Paterson Y. You should pop in. They're actually both very good.

ASSEMBLYWOMAN WAGNER: Senator Thompson.

SENATOR THOMPSON: One additional question: Do these after school programs generally have age restrictions, i.e., this program is designed for children between the ages *A* and *B*, and this one for *C* and *D*. I mean, you don't have, like, Kindergarten kids, and 8th graders, and so on in the same program, or what?

MS. MARTZ: Well, within our 21st Century programs, they are age specific. And our programs-- We are only offering, right now, programs for grades 4 through 12. But they serve schools. So typically what would happen is, if you're serving a middle school, you have that middle school population. But all of the programs are age specific. So if you had 4th grade through 12th grade that you were serving -- say you're serving two different schools -- a high school and a middle school -- you would have different programs for those students.

SENATOR THOMPSON: That was my question.

ASSEMBLYWOMAN WAGNER: I have a question. You mentioned -- they say 47 programs were funded in New Jersey. How many

applied, and what is the need for New Jersey? Are we meeting our needs? What do we need to do?

MS. MARTZ: Well, typically we have hundreds of applications. I can certainly give you a count over the past 10 years of how many have come in every year, but it is a very competitive application. We don't have enough money to fund all of them.

ASSEMBLYWOMAN WAGNER: That was the answer I thought we were going to get. (laughter) But I just had to ask it.

I just have to say, Senator Thompson, you must have had a great math teacher. You did that rather quickly. (laughter)

SENATOR THOMPSON: Thank you.

ASSEMBLYWOMAN WAGNER: Any other questions?

Our next one--

Bob, I think it's your turn right now.

He's Senior Policy Director for the National Summer Learning Association.

B O B S E I D E L: Thank you.

It's a real pleasure to be here. I'm very thankful to Diane for getting us involved and for the great work that goes on here in New Jersey.

I also have to say that although I was born and raised in Baltimore, Maryland -- still live there -- my father grew up in Passaic, New Jersey, and that I have very fond memories from my childhood of visiting my grandparents there. So a piece of my heart is in New Jersey. (begin PowerPoint presentation)

The National Summer Learning Association has the vision to ensure that every child is safe, healthy, and engaged in learning during the

summer months. And our mission is to connect and equip schools, providers, communities, and families; to deliver high-quality summer learning opportunities to our nation's youth; to help close the achievement gap; and this is critically important; and to support healthy development.

What I would like to do -- actually, what my colleague Katie and I would like to do is first tell you a little bit about the research on summer learning, both on the problem and on what works to address the problem. I'd like to talk briefly about the national policy context, both at the Federal level and in some other states. And Katie will talk about the community level around the country and in New Jersey -- what's going on. So you'll have a national perspective on this.

I'd like to begin with a brief overview of the research. There have been dozens of studies that confirm the phenomenon of summer learning loss. That is that young people who are not in school and do not have stimulating experiences during the summer tend to lose what they learned the previous school year. Most students tend to lose two months of math skills; and students, particularly from low-income communities, tend to lose two to three months of reading skills over the summer if they do not have stimulating experiences.

However, the good news is that high-quality summer learning programs can result in two or more months of gains in both reading and math. And so the presence or absence of summer learning programs as opportunities for young people has really tremendous implications for the achievement gap, for overall graduation rates, and for individual students' career success.

I'd like to share now a video that the folks at Horizons National -- which is a major summer learning program provider -- have put together to illustrate the impact of summer on the achievement gap. (video begins)

I think the video speaks for itself, but I want to add a particular research point. A study by Johns Hopkins University of students in the Baltimore Public School System -- which took place, I believe, about six years ago -- found that two-thirds of the achievement gap at the 9th grade level was due to differences in summer learning opportunities during the elementary school years. Now, maybe Baltimore is at an extreme end of it. Suppose it was a half, or suppose it was one-third. Still, this ought to be a major challenge for education policy everywhere. If nothing else, my message is: Whatever else you're doing to improve public education in New Jersey, think about how to address the summer learning gap.

The challenge has many aspects to it. During the summer, students who do not have access to summer programs are missing academic classes, but they're also likely not in an organized program and therefore not receiving a breakfast and lunch, which they might have received during the school year. They don't have the contact with teachers and other caring adults. They don't have organized physical activity. And they lack the kinds of extra curricular enrichment that they have, even if they do have after school programs during the school year.

On the other hand, there is an opportunity that we can address this through effective, high-quality summer learning programs. There is a compelling research based both on the problem but also on solutions. Summer learning programs can be a tremendous opportunity for innovation

in teaching and learning. As was mentioned before, just as after school programs are often where innovations get translated back into the school day, so innovations from summer, we find around the country, get translated back into the school year.

There is tremendous support for working families. It's not just where -- if you're a working family, and where -- what are your kids doing between 3:00 and 6:00 after school. If that's the case, what are they doing between 7:00 a.m. and 6:00 p.m. all summer? So it's a real benefit that way -- safe places.

Summer programs may be particularly important for students entering elementary school, entering middle school, entering high school, and even entering post-secondary education. Those transition years are very problematic and students need support. Summer programs are well-placed to address those issues.

It's also a tremendous opportunity, as with after school, for partnerships between public schools and other entities in our communities -- community-based organizations -- to engage in the learning and development of our young people. And I think there is also an opportunity on the policy level because we have seen in recent years increased emphasis, or at least discussion, on expanded learning opportunities -- as Diane was talking about before -- in the whole education reform discussion at the national level.

The good news is that the research also shows that high-quality programs can not only reduce summer learning loss, but even generate achievement gains over the summer.

Just to take a couple of meta-analyses from RAND and Child Trends-- The research indicates that certain program characteristics are important for student achievement gains. Summer provides an opportunity for individualized instruction; it's a new opportunity, as with after school, to engage parents and other family members in students' learning; you could have smaller class sizes, ideally ratios of 1 to 8 or better during the summer; and the high-quality programs that have an impact also typically provide at least 150 hours per summer and continue over consecutive summers. There are high-quality programs that don't run 150 hours, but the research suggests that's an important benchmark.

In addition, expert opinion suggests that it's critically important to align the work of summer programs with the school year -- that there be effective data sharing between schools and summer programs, whether those programs are run by the schools or by community-based organizations. So those kinds of partnerships are critically important.

It's really important to think of summer school as an opportunity for young people not just to remediate what they may have missed during the previous school year, but as an opportunity to stimulate, and challenge, and engage them. It's an opportunity to involve families. And it really-- As people have said before, it's important -- whether it's after school or during the summer -- to entice the students, to make it engaging so they want to be there and attendance is good. Because if they don't attend, they won't benefit.

So I think that I want to summarize on this by saying that summer learning is critically important, but high-quality summer learning is especially important. Some of the information that we've talked about

already is on this sheet in your packet. There is a little info-gram that talks about some of the research. But we can provide you with additional background if you need it.

I'd like to shift now to the policy context at the Federal level. As you all know, we are now in a lame duck session of Congress. And that lame duck session, to the extent that it's focused on anything, is on the fiscal crisis of the country. But that affects everything including education. And so I just want to talk about this for a moment to bring it back to what we're talking about here. The 21st Century Community Learning Centers program was authorized by Congress to be funded up to \$2.5 billion per year. They have never, however, appropriated more than about \$1.1 billion, and that's about the level that we're at. If the President and Congress do not reach an agreement on the fiscal crisis by the end of this month, then there will be what are projected to be, across the board, cuts in most Federal programs of about 8.2 percent, and that would include 21st Century Community Learning Centers. So we're talking about close to \$100 million lost and having to spread the existing funds even thinner for out-of-school time.

Besides the budget, however, the Federal government has other policy considerations that are relevant to summer learning. I've got this traffic light metaphor. The reauthorization of the Elementary and Secondary Education Act -- the main public education law of the country -- has been due to be reauthorized for many years, and Congress has totally stalled on that. That's a problem for summer learning because although many types of funds, including Title I within ESEA, can be used for summer learning programs, the law does not explicitly say that. And at the

local level, administrators often find that they are not clear that that's an allowable use of funds. We have been working with Congress to make that language clear. But I don't anticipate any action on ESEA for at least six months, possibly two years -- who knows -- with Congress right now.

Slightly better news is that on expanded learning opportunities in general, there has been much more discussion in Congress and with the Administration -- Department of Ed -- recently. And that's given us an opportunity to talk about summer learning more.

The other thing is that there is more opportunity immediately at the State and local level, not because of specific initiatives around summer learning, but because of the flexibility inherent in the waivers that the Department of Education has granted to most states, including New Jersey. But also the Race to the Top -- currently the Race to the Top -- well, the various Race to the Top programs, but currently the district grants which were just announced yesterday. This means that across the country there are additional opportunities for people at the local and state level to be creative about using funds that are not specifically designated for summer but which could be.

So what all of this means-- We're not going to see new programs coming out of the Federal government. Additional funding in this fiscal climate is going to be very difficult. And summer is not a core part of the ed reform discussion at the national level. But I think it's important. Policy makers in Washington want to see results for the Federal dollars that are spent, and summer clearly can help as a time of gain rather than a setback. And, again, the question of additional time for learning is currently a little bit, at least, a hot topic in Washington.

The other thing I want to say briefly is that there are a few initiatives in other states that may be of interest if you all are intending to look at summer as something that you might want to focus on. And time is short, so I'm not going to go into any detail on any of these. But New Mexico has funded early learning programs, including summer, for a number of years. Wyoming has a summer bridges program, which is K-12. There is recent legislation which is modest but which does support summer learning. Kentucky, just earlier this year, passed a very comprehensive piece of legislation encouraging summer learning at the district level but failed to do anything on appropriations. What that means, however, is that they are sending a message to school districts that they could take a look at, say, their Title I and other funds and see whether they want to spend some of them on summer learning. And Rhode Island, actually, just passed a small appropriation, but it's a small state, so it's a significant appropriation on summer learning. So there are a variety of different models at the state level that, if New Jersey wants to be proactive on this particular issue, there are some things to look at. And we can be of assistance in that.

So I'd like to now turn things over to Katie, because state initiatives really need to be built on strong work in local communities. And so we'd like to turn your attention now to local initiatives.

KATIE WILLSE: Thanks, Bob.

Again, I'm Katie Willse. I direct the Association's Community Initiatives, which are really focused on helping communities build systems and develop strategies, with the end goal of having summer learning at scale for a critical mass of young people in their community. And so we work to help build professional capacity at the program level, through training and

technical assistance. But we also help to support and promote system building and coordination among providers, funders, the city, all the different stakeholders that may be engaged in summer, but may be uncoordinated to bring that together; looking at a kind of a collective and shared vision for what their community could be doing and look like in the summer months -- strategies for doing that, and systems for really being able to understand the impact.

And so some of the work that we do is really looking at what those core conditions are -- are systems that can support summer learning at scale. And you can see some of them up on the slide. What we're talking about is looking at these things happening communitywide or at a community level. So we've talked a little bit about quality standards. What's happening across a particular city? How are those being adopted, implemented, measured in every program that is operating, for example? As we think about data management systems, how do we understand how summer learning is impacting academic achievement for all students within a specific public school or within the school system -- and so really looking at these systems that are going across sectors, across providers, to really understand the impact at the city level.

And so just as Bob shared that there are some interesting state models and initiatives that we can look at, there are also some interesting examples happening in cities and communities that have really been doing the summer learning work for quite awhile. And so there are just a few up here and, again, we can provide more detail if there is interest. But what we're looking at, with the cities that we've listed as examples, are really well-developed and advanced public-private partnerships. So you'll see that

there are leveraged resources -- alignment between private foundations, city funding -- things that are happening with the school district that are coordinated to create specific summer learning programs. And so you will see these dollars coming together, you'll see cross-training of staff, you'll see one model being implemented. And these are the kinds of communities that we can point to that have really been doing this work and are making great strides in not only supporting academic achievement, but also curbing that summer learning loss that we were talking about earlier.

And so these models have really been the impetus for us to begin work in Newark, New Jersey. And I've had the opportunity to lead a summer learning initiative in Newark for the past two-and-a-half years with the support of two Newark-based foundations -- the Prudential Foundation and the Victoria Foundation.

And our community initiatives framework at the Association kind of has three main components to the work that we do. We focus on community assessment -- so really understanding what the landscape is within a certain city or community related to summer learning. And then we look at kind of that coordination and planning piece -- so bringing stakeholders together under a common vision and plan. And then capacity building, which is really about working with local intermediaries to be able to kind of manage the summer learning work and move it forward over time.

And so starting in 2010 in Newark, the Association was kind of brought in to begin this summer learning initiative. We had the opportunity to do a community assessment that was really looking at a snapshot of the investments and opportunities that were available for

summer learning. And we are in the process of analyzing that information and developing a report that we hope will be able to be used to make some decisions about where that community would like to move.

There are some interesting highlights, that I think are important to mention, that we found in that analysis. We find that there are consistent opportunities for students in elementary, middle, and high school, which was exciting to see because oftentimes you see these opportunities drop off for older youth. So we were thrilled to see that there are opportunities for the older youth as well as the younger youth. To that point though, we noticed that there is a drop-off for pre-K and rising 1st graders. And as we talked about how important the learning is in those early years, I think that's something that the community really needs to focus on -- thinking about how they can bolster--

Newark is rich in higher education institutions. And it's exciting to see that all of the local colleges and universities are doing something in summer. So they're running summer learning programs that may be in partnership with local schools, or with other local CBOs, or programs that they're running on their own.

We see that there is about \$3 million to \$3.5 million that is invested in summer learning, and that's if we look across what the Newark Public Schools is investing, what's happening with the City's Summer Youth Employment Program, looking at private philanthropy. But it's difficult to capture everything. There was a question earlier about if there are programs out there we don't know about. And as we do these assessments, that's certainly a challenge. Because there are, as Diane said,

these mom and pop shops or things that are happening out of church basements that are hard to capture.

At the same time, something else that is challenging to really get a sense of is the number of unduplicated youth that are participating in programs. Every program tends to track their attendance. But you may have a young person who is participating at a drop-in program at the rec center, as well as at the library, and maybe doing something at their church. And it's difficult to know across one city the total number of youth that are being served without taking into account that kind of duplication.

In terms of Newark -- and as to move into this kind of community coordination piece -- we're really starting to look at better partnerships with the school district and the community-based organizations. There has been some great work among the philanthropic community to really look at pooling resources, and thinking about making sure that the dollars are being invested in important and unique activities and not, kind of, duplicating services. And what we're wanting to kind of move to -- the next levels is really seeing how we can strengthen those relationships between what is happening in all of these great CBOs, as well as what is happening in the school district. Currently, Newark Public Schools offers programming for about 4,500 youth in the summer. That's a combination of remediation activities as well as enrichment activities. So there's an opportunity to really grow there.

The other major piece of what we've been doing over the last two years is really focusing on that capacity at the program level. The Association has a quality framework for summer learning programs. We have 80 indicators of quality that look at both the design of a summer

learning program as well as the implementation. And we have a whole host of professional development, technical assistance services that we can provide to programs. And so through this summer learning initiative we've had the opportunity over several years to provide training and workshops to over 60 community-based organizations that are serving youth in Newark as well as in northern New Jersey. And then we also have a model for doing professional learning communities. So for two years we worked with nine organizations really focusing on their program quality, development improvement. And these programs were traditional academic or recreation summer learning programs, but they were also workforce development programs -- so programs that were offering employment opportunities for youth in the summer, which I think is really important to think about -- opportunities for older youth, helping prepare them for the world of work as well as for their education career beyond high school.

And so just to give you a sense of where this work is going for the next two years, there is a lot of interest in Newark around summer learning programs that work in partnership, as I mentioned, with institutions of higher education, and really knowing that there is something special about the opportunity for a young person to go to a summer program on a college campus. And so we're just beginning a multi-year initiative working with six programs that are college-based summer learning programs, again in a learning community, sort of, format, but really trying to get a sense of what are those best practices that are happening and how are those programs really contributing to creating that college-going culture. And we want to be able to look at those programs -- what's happening in the long-term. Are their students graduating, are they enrolling in college,

and are they persistent in graduating from college? And so that's something exciting that we're getting into; and continuing our work on system development, and bringing people together to one table to talk about what they're interested in doing and how to make that possible in the community.

Really quickly, just as we close, we had the opportunity to come and have a summer-focused meeting with NJSACC and -- the Statewide After School Network Advisory Committee meeting back in October -- and just kind of put out a question of what -- how could we build on, as Bob said, what's happening at the local level, and to really sort of elevate the issue of summer learning across the state. And I think we've heard some of the ideas already as we're talking about supportive policies and funding, helping to build awareness within the school systems about allowable uses of certain Federal funding, trying to create that connection. But I think also it's -- everybody wants to know what is available and what is happening. And so there needs to be a system for being able to assess that across the state and to be able to look at the impact of those programs.

So there are city and state examples that have testing administered in the school district at the very end of the school year and at the very beginning of the next year. And that's a great measurement that can be used to see what happened for students over the summer. And if you, sort of, have this system to be tracking students and their experiences, then you can take a look at -- for this set of youth who participated in X summer learning program -- how their academic progress is different than those who maybe didn't participate. And so these are some of the things

that we could be considering as we think about elevating the issue across the state.

I think that concludes our piece as well as the presentation. So if there are questions for Bob or I, we would be happy to take them.

ASSEMBLYWOMAN WAGNER: Any questions? (no response)

First of all, Bob, I just wanted to say that video -- I mean, I've seen this before. It's a very powerful video. I would hope that every member of Congress has seen that video.

MR. SEIDEL: They haven't yet. (laughter)

ASSEMBLYWOMAN WAGNER: I think that needs to be shown there so we could get more dollars here.

Also, when we talk about the local initiatives, I think that for many of us in our communities, it requires a different way of thinking of summer. Because I look at some of the programs in my district, and it's (indiscernible) bouncing a basketball or kicking a soccer ball. And if you are in a program in a school, it's remediation. "You must have done something wrong. You're just not keeping up." And for some of the middle-class neighborhoods, where people are just hanging on, and things have changed for them, I wish that we would have something that could bring all groups together to make it fun. "Yes, I can bounce a basketball. But you know what? I'm going to go on a trip to an art museum." What I see happening in some of the local towns is that even just the basketball stuff, they're charging the parents for because they can't afford to do that in their budget.

So I think that video says that we have to do something with this or our kids are all going to fall behind. And we have to have the will to do that, to look at summer learning differently and also be willing to finance it. And we're going to need help doing that because I know that locally -- and each one of us can say that. When it comes to creating the budget, I can just tell you where they're going to cut. And recreation will be cut. And that's where most of our kids are engaged in summer programs. For all of us here, summer camp was in my house. Before you went out the door, we were doing math, we were reading, we were at our library, we were doing-- But I had that time home. I was off in the summer. That's not happening. We have to take care of our kids and make sure that there are quality programs.

I'm on board with you. I hear what you're saying. Now we have to just change how we think of summer.

That's all I have to say.

Anybody else? (affirmative responses)

See, there you go. I knew I would start something. (laughter)

Senator Greenstein.

SENATOR GREENSTEIN: Thank you.

In a sense, is the concept of this -- you're calling it *summer learning* -- is it really the same as year-round school? Because I guess what I'm trying to understand is, you're not talking about summer learning for every child, every summer. I thought I saw in here you talk about maybe two years as an average. You mean for children to have this sometimes. And what would be the, sort of, standard by which we decide a child gets that?

MR. SEIDEL: Let me take a shot at that.

SENATOR GREENSTEIN: It's sort of a multiple question.

MR. SEIDEL: In the first place, I think-- Let's not talk about institutions, and public school, and all of that for a moment. Let's just talk about young people -- or people, because we're all-- I'm certainly a life-long learner, I hope.

So the challenge that we have is that there ought to be an opportunity for every young person to avoid summer learning loss. And, in fact, that summer could be an integral part of their year-round learning. But that doesn't necessarily mean year-round school. And particularly given the fiscal constraints, we're not going to run all public schools year-round. And we want to have some vacation time and so on.

But what's clear from the research -- and the video -- is that young people in more affluent families get enrichment experiences during the summer, one way or another, that young people in less affluent families do not get. So the challenge that I see, policy wise, is to make available summer learning opportunities to everybody.

SENATOR GREENSTEIN: But the concept is not that every child would do that every summer. It would just be opportunities.

MR. SEIDEL: No, because there are-- We work closely with the American Camp Association. There are great programs and camps that are really enriching for the kids who go there. We don't want to compete with or displace any of the existing things that kids from more affluent families already have -- those opportunities.

SENATOR GREENSTEIN: And I guess the last question is: Do you see these programs as *required* for certain children? Because that

gets back to what you were saying where it's seen as, kind of, a punishment, like something negative that-- Would it be required or simply made available?

MR. SEIDEL: I believe that the important thing is not to make it required, but to make it enticing, as we've said before. Summer provides an opportunity both for students and for teachers to do things a bit differently than they do during the school year, particularly in the last decade or so when we've become so focused on teaching to the test. Summer now is an opportunity for teachers to spread their wings, to innovate, to try out things that they might want to do during the school year but simply don't have -- don't feel the freedom to do during those months. So we think that the high-quality summer learning programs -- we don't think, we see -- are the ones that are innovative, that do combine-- I'm not even sure I like the term *enrichment*. It's sort of-- We've got this sense there is a core and then there are other-- Well, I'd like to break down all these walls and say, "What do we think good education is about that everyone should have?" And clearly it's not just about English and math, but it also has to be everything in the sciences, the arts, and physical education, whatever. Summer provides an opportunity. And the high-quality programs really do a great job of integrating different aspects of learning so that kids want to be there. And we know how that works. If the kids down the block are in a program that they want to be in instead of hanging out on the corner, other people will go too.

SENATOR GREENSTEIN: Thank you.

ASSEMBLYWOMAN WAGNER: Assemblyman Wimberly.

ASSEMBLYMAN WIMBERLY: Thank you, Chairwoman.

One area in here, that I know you have in your PowerPoint, I think is very important-- I run a summer program that is similar to some of the things you do. We call it *Books and Balls*, where they do academic enrichment in the morning, and then they do physical activity, field trips, computers, stuff like that in the afternoon -- a little more fun stuff. But some of that, sometimes, is probably lost -- and if you're not familiar with certain urban centers and stuff like that, the free breakfast and the free lunch -- even to the point that many people know now that our kids are just not as physically active as they used to be -- with Xbox, PS2, and everything else; that the importance of them not only eating, but getting exercise. I mean, I'm sure you're familiar with all the numbers of childhood obesity, diabetes, cholesterol, you name it. Our children are facing everything. But the poor diet is probably more of a reason for the childhood obesity than anything else. As a homeroom teacher for many years at a high school, I would cringe when they would walk in with a C&C soda and a Honey Bun, or something like that for breakfast. That says it all. When we provided the free breakfast, they wouldn't get there early enough to eat the free breakfast.

But having the summer enrichment program, which is great-- When they get there, usually the breakfast -- even though it's a small breakfast -- maybe an apple juice, a fruit, and something else -- and cereal -- it's important that they get their day started with breakfast. And then the lunch-- And you'd be surprised how many kids are grateful for that old fashioned, summer camp bologna and cheese sandwich, and how much it means to them; or if we go on a field trip, and part of the field trip is going to a restaurant. It's a big thing. Part of our diet -- and not having a full

tank of energy to get your day started, and throughout the day -- it's part of the reason -- when you talk about behavior issues, when you talk about the other issues that they have as far as self-control and things of that nature -- that is important. So I think there needs to be a strong emphasis on the diet aspect of presenting the summer program, and the importance. Because when these kids are not in these programs, they're back to C&C for breakfast and who knows. It's Snickers and a bag of chips for lunch. So I think the nutritional importance of summer programs are very important also.

MR. SEIDEL: I'm so glad you raised that point, Assemblyman. The National Summer Learning Association, through the various programs that we serve and that we're affiliated with in one way or another-- We've been very aware -- and certainly providers like yourself -- very aware of these issues. Even if your program is set up around academics, the health issues are critically important. About a year ago we started working with United Way Worldwide on an initiative around healthy summers.

I'll be very brief. But to pick up on what you were saying, we know that, of the students who receive federally subsidized meals during the school year in school, about 85 percent of them, nationally, do not receive those meals during the summer -- 85 percent. So what does that mean they are eating during the two-and-a-half or whatever months of summer?

Likewise, the research shows that young people -- and it's a little bit counterintuitive -- get less exercise during the summer than during the school year. And so the combination of these things is that the tendency toward obesity, for those kids who are at risk of that, is aggravated

during the summer. They are more likely to gain weight at a faster rate during the summer than during the school year. So it's critically important, not only in terms of academics but in terms of physical well-being, that young people be engaged in programs that can address those issues as well.

ASSEMBLYMAN WIMBERLY: I'm glad you're familiar with those points, because I'm constantly driving in -- to steal the phrase from the YMCA -- healthy body, healthy mind. I'm a true believer in that, because if you don't get out-- I find myself always fighting, "Why does the pool have to stay open until 7:00 or 8:00? Why are you opening up at 8:00?" Because as many kids we can get out doing healthy activities -- they will stay away from the crime rate, the teen pregnancy, the truancy. All that adds to being active and being involved in this programs -- along with nutrition -- that make a difference. So I just think that everything you say is definitely important. And those summers off -- and the extended days and numbers-- Our recent numbers out of the Paterson -- the Department of Education -- I know there are two programs that have the extended days. Both of their test scores increased in one year. We had the Dr. Frank Napier School -- test scores went up. And these are in traditionally very tough neighborhoods. And School No. 10, which I consider probably the toughest school in the City of Paterson as far as a grammar school -- their test scores went up. So they went to the 4:00 day, and they went to 14 or 21 more days of school. And it showed that that extended time in that building, with that structure, with that food -- lunch program -- that their test scores improved. So there is definitely correlation with all of it -- the extended day, the extended learning -- that I definitely support.

Thank you.

ASSEMBLYWOMAN WAGNER: Yes, Assemblywoman.

ASSEMBLYWOMAN DeCROCE: Actually, this is for Susan.

The 21st Century program -- the Federal funding -- does that cover summer programs?

MS. MARTZ: Yes. Our programs are required to run summer programs -- four weeks, five days a week for the full day.

ASSEMBLYWOMAN DeCROCE: So all 124 are -- they have summer programs.

MS. MARTZ: Yes.

ASSEMBLYWOMAN DeCROCE: Okay. Thank you.

DR. REECE: I'd like to tell you just a little bit about what we did this past summer. We focused on inventions at one school and product development at another school. So we started off with a three-day boot camp with the Chamber of Commerce. They brought in business people and helped the teens create products. And we carried that through the four weeks of our summer program.

Not to say they weren't -- they didn't have their physical activity, and eating, and all. They did that as well. But the focus, the themes were those. And I went to the last day when they were presenting their inventions. At one of the schools there was a blind child. What this particular team did was they developed Braille keys so that the child would know what was the front door, what was the back door, what was the garage. I mean, it really was very clever. And not only did they create these inventions and products, but they had to speak about them. So we were really infusing some of the specifics of the Common Core within what they were doing. And they were so incredibly proud of what they had produced.

So it was a really nice way to frame summer for these city students. And they went on field trips associated with it. They went to the Edison Lab in West Orange -- you know, the invention group. So it really does support work during the school year, but it also provides them with additional learning results.

ASSEMBLYWOMAN WAGNER: Senator Thompson.

SENATOR THOMPSON: Thank you, Madam Chair.

My comments here are almost going to sound like heresy.

(laughter)

I understand the importance of the free breakfast and free lunch programs. But at the same time, I have concerns about them. I know a child can't learn when they're sitting there hungry and so on. I think it's important that we do what we can to combat obesity and so on.

But I feel that our society is moving more and more toward a totally government-dependent society. It feels, "The government has to take care of me. It's their obligation. It's not my responsibility. I don't need to go to work. The government has to give me a meal. They owe it to me. That's my constitutional right." I don't think so.

I think the meals should be made available at no cost and so on. But I think we're starting with kids who are only so high. We give them a free meal every day right on up through high school. And when they get out of high school, why should they feel they have to go earn a meal? "The government should give me a meal. I mean, they've given it to me all the time. Why not?"

I think we need to design some way to build in these programs something to make people feel they are doing something to earn it. I don't

know. Maybe it's helping to clean up a building or whatever. I don't care what it is. We need to teach people -- learn that they have to earn what they're getting. Somehow or other, if we give them all these things, make them feel they've done something to earn it. Hey, I'm not saying make them work eight hours a day, two hours a day, or something. But try to build into it some kind of initiative on their part so they can feel, "I have earned this thing. Somebody isn't just giving it to me." That's a part of life -- learning that you need to go out and do something on your own in order to get this.

We need to build this into some of these programs -- a little bit of building initiative in the individual. "Don't just sit back there and wait for the government to come give it to you. Do something to get it." It could be small, but something so they feel they've earned this. They're getting it because they've earned it, not just because the government owes it to them. We need to work that into our programs somewhere.

ASSEMBLYWOMAN WAGNER: And I understand what you're saying, I truly do. But I think-- And community service, I think, can certainly be built into many of our programs. And it should be giving back to our community.

I think that what our goal is -- and what I sometimes think has happened to us as a society -- is that-- I think we have fallen asleep for too many years and just ignored some of the basic problems. I think what you have given us today is like, "Wow. Why didn't I even see this happening with early childhood care, or after school care, or summer learning programs?" We have to do a better job.

My hope is that if we can get this going and really put in 100 percent of our effort to make it go, we won't need some of these programs because we'll all be uplifted. And we'll start -- and we know what we have to do.

I would wish for even some of these programs -- and maybe, Assemblyman Wimberly, you could tell me some of these -- the parent has to be involved, has to be engaged. And there is where I hope we can bring some of the parents on board. But we know that some of our kids do not have the parenting. They just don't have it. And I would love to be able to provide it. And I think that's where we have to start. I hope that when I live to be 120 and I look at all of this, I'm going to say, "Look what we've done. We're all here." And that we can go forward.

But I do hear him in saying that community service-- So I'm going to take that part of it.

I know you're--

ASSEMBLYMAN WIMBERLY: I just have to disagree, because I can't-- I mean, I live it. I'm a product of a housing development, I'm the product of a single mother who raised me and taught me that I never look for handouts. I'm a product of reduced lunch who went on to college, and came back, and gave back to my community. And I think my service and my mother's service-- She didn't choose to work two jobs, and she didn't choose that my father was deceased at an early age.

And I see those same faces when I walk into our public school buildings. A majority of these kids face a lot tougher hurdles than I ever faced before, be it their home situations, being raised by grandparents, latchkey. They're taking care of their families as 12- and 13-year-olds. So I

think it's easy sometimes to look at a national level, and look at handouts and what you give back. But some of these children are -- I hate to use the term *victims* of circumstance. But they are -- a majority want better for themselves. I don't think any of these kids or even their families wake up and just have handouts -- how some people perceive government assistance. I'm there every day. I see it. I live in the community. I've never moved out of Paterson. And we're a prime example, being the third largest city, and each of these buildings -- our toughest wards or not -- I see hope in the eyes of these children. I don't see children who are walking around waiting for a Welfare check, or a free lunch, or things of that nature. I think their optimistic view is going to make these young people-- When I talk to them -- and the teachers who care about them, administrators, and community people who care about them -- that they know there is something better; that your children could go on to live a better life.

I stated I came out of a housing development where probably the majority of people were on public assistance. I live in a neighborhood now in Paterson that I didn't even know existed. So that's the hope that I try to instill in our young people. And I don't think the majority of them or their parents would want handouts. And I think their give-back is when they go to school, and they pass classes, and they do what they have to do -- and we provide them the proper buildings, and the books, and the things that they need, and the after school programs -- I think that's all I'm asking for as a person who pays high taxes and everything else in my community.

I just had to add that. I just didn't think it was a situation where these guys grow up with their hands out.

Thank you, Chair.

ASSEMBLYWOMAN WAGNER: Well, I think that's it. I want to thank the panel. You have just made us -- each one of us, I'm sure, has about 10 or 15 ideas in our head that we're going to go forward with.

Before the end -- and we have a lot more speakers -- I just have to say that Melanie put together this panel and put together everybody here today -- before I forget. And you know what? I wasn't so sure this was going to be a great day. This is a great day.

Thank you very much.

MS. GENCO: Thank you.

ASSEMBLYWOMAN WAGNER: I thank each and every one of you.

Now our next one is William Lovett, Executive Director, New Jersey Alliance of YMCAs.

You've been waiting a long time. (laughter)

WILLIAM LOVETT: Well, I'm with my friends who were all up here speaking.

I'll be very brief.

Just to give you a quick background on the YMCA, the New Jersey Alliance of YMCAs is comprised of 41 YMCAs in New Jersey, serving 600,000 members per year, half of whom are under the age of 18. We're in communities from Salem in the south to Sussex County in the north, and in Paterson. I heard the YMCA mentioned by many of you. I think that's terrific.

We're the largest provider of after school child care and summer camp in the state, so we're very interested in this issue. The only thing I really wanted to bring to you today, that may help as you're looking

at New Jersey's future, is that we are working with the YMCA of the U.S.A. to put together a national signature program around summer learning loss. We've adopted this as one of the key initiatives for the Y. So we hope in New Jersey to be able to come back to you within the next year and show you a statewide summer learning loss program that will impact, especially from an equity point of view, those residents and children in New Jersey's most challenged communities.

So I applaud you for having the hearing. Summer learning loss is a critical issue in this state, and we appreciate your attention to that. And you'll have our attention too as we move forward.

Thank you.

ASSEMBLYWOMAN WAGNER: Do we have any questions?

Senator.

SENATOR GREENSTEIN: Hi. How are you?

MR. LOVETT: Good.

SENATOR GREENSTEIN: I know the Hamilton YMCA provides after school. Hamilton is one of my big towns. And what are the typical programs that the Y provides in these schools? What are some of the programs?

MR. LOVETT: Well, it's interesting. We're very concerned about children's health. And so one of the programs that is throughout the state is-- We have a relationship with the Horizon Foundation for New Jersey where we have a program called Healthy U that utilizes the CATCH curriculum, that was developed by the University of Texas, which stands for the Coordinated Approach to Children's (*sic*) Health, which is an evidence-based program that includes physical activity, nutrition, and parent

engagement. And so Horizon has provided funding for every New Jersey Y to run this program. So we have over 20,000 children in after school care each day who are part of the Healthy U program.

And I will just mention this: That partnership went so well that we now expanded Healthy U to all of our preschool child care centers, so that's another 5,000 kids. And of interest to you is that we're now working -- the Healthy U program -- with 10 pilot public schools, expanding to an additional 20 next year, where the YMCA is partnering with the principals and administration. We're picking up the dime. We're supplying the equipment and training, and trying to affect the school environment.

So we're trying to do our share, and we appreciate that question. We like the Hamilton Y a lot, so it's nice to hear their name.

SENATOR GREENSTEIN: And the other thing I would ask, sort of following up on our earlier discussion about the standards and all of that-- How does the Y -- the statewide Y, I guess, or local ones -- how do you ensure quality of the programming at the various sites? What methods do you use?

MR. LOVETT: There are a couple of things we're doing that I think would be of interest to you. One, obviously, is that we're all licensed. Second is that we have our own internal child protection plan around hiring. We're very concerned about child sexual abuse prevention. That could be another hearing some day. But we're starting with our own internal procedures to make sure that every kid at the Y is safe.

And then in addition, with programs like Healthy U we have a pretty rigorous external evaluator, and a pretty strong system of internal

training to make sure that when we say we're going to do something, we do it, and we measure, and we make sure that we're performing.

SENATOR GREENSTEIN: What about-- You're mentioning that one program, which sounds like an excellent program. What about follow-ups, say, on other programs where there is not an external evaluator coming in from a program?

MR. LOVETT: Maybe an example would help me to--

SENATOR GREENSTEIN: Just any particular program you're doing there, whether it's a sports program, academic, whatever it is that you're doing in the after school. What methods are you using within the facilities to follow up and make sure standards are met?

MR. LOVETT: Within each Y, typically, there is a fair amount of capacity from an HR point of view and from a training point of view. And so in our environment we're very focused around quality issues. So there is a fair amount of parental surveying.

In addition, for example, we have all of our staff trained in how to do-- Well, we have some staff trained in how to do observations in actual programs around levels of physical activity. All of our 4th and 5th graders do a survey that they fill out to measure quality and engagement. So we're trying to test it both with the parents and with kids. So I hope that gets to where you were going.

SENATOR GREENSTEIN: Thank you.

ASSEMBLYWOMAN WAGNER: Assemblywoman.

ASSEMBLYWOMAN DeCROCE: In the Healthy U program-- I'm just guessing it -- because I've never seen it at a Y -- that it's bouncing around, it's balls, it's doing activities. But is there any academic -- like

children who have homework? Is there set times that the children would sit down and do academic work, whether it's homework or teaching them to -- you know, just not bounce a ball, play basketball, or soccer, or kick the ball, or War with a ball? Are there programs like that at the Y that make sure the children are doing their homework? In other words, quiet time.

MR. LOVETT: If you think about it, there are sort of three elements to a good after school program. Each Y sort of works on their own, but one element is-- Typically the kids are starving when they come to our programs, so they get a healthy snack. Second is, we try and have effective physical activity in the program. Third -- and this is really being responsive to the kids, and the staff, and the parents -- we try and provide enough time for kids to work on their homework so they're not going home with mom and then at 6:00 they're tired and are starting their homework.

Let me just give you an example of the Healthy U phys ed piece, because I think it will speak to the way we're trying to approach this. Someone could say, "Oh, we have phys ed in our school." And you look at what is going on, and they're playing kick ball. That means there is one kid rolling a ball, one kid running to kick it, and 20 kids standing around. Our program is really designed that that is not a game that you will see at the Y. You're going to see activities where all the kids are moving. They're all having fun, they're all active. So instead of playing a two-hour kickball game where the kids aren't getting activity, they're going to do 30 minutes of fun, focused, physical activity and then still have time to get the homework done and work at that.

ASSEMBLYWOMAN DeCROCE: But let me just ask you this: You said that not every Y requires that. So not every Y may do that homework, because there is not a set standard to make them do that.

MR. LOVETT: We don't set the standard for the local Y, but I would think that any Y you go to, you're going to see that same model.

ASSEMBLYWOMAN DeCROCE: That academic part?

MR. LOVETT: Yes.

ASSEMBLYWOMAN DeCROCE: Thank you.

ASSEMBLYWOMAN WAGNER: Thank you.

Any other questions? (no response)

Now you're free.

MR. LOVETT: Thank you.

ASSEMBLYWOMAN WAGNER: Our next presenter is Mark Valli, Executive Director, New Jersey After 3.

M A R K V A L L I: Thank you, Madam Chair, Committee for staying here and learning about more expanded learning opportunities.

Obviously the folks in this room -- we all work together. And we've all drank this expanded learning opportunity Kool-Aid. Think about this: Our academic calendar is based on an agrarian society where two parents were in a house, and one of the parents stayed home while one parent went out to work or worked out in the fields. We've had an Industrial Revolution since, and now we're in an information- and innovation-based economy. So we are two economies behind when you look at how our school day is structured.

If you could envision a school day that starts at 7:30 or 8:00, where kids can come in for homeroom, have a little breakfast, maybe do

their homework-- From 8:00 to 9:30 they're doing applied math and science; from 9:30 to 11:00 they're doing their English and humanities work; from 11:00 to 12:00 they're doing foreign language; they have lunch at 12:00, and 1:00 they come back. They're doing studio art. From 2:00 to 3:00 they're doing college- and career-intensive -- learning more about what their careers could be and how to apply what they learned in the school day to their real life. And then from 3:00 to 4:00, they have some advanced learning and academic -- individualized academic support. And from 4:00 to 5:00 they have athletics and performing arts. Imagine that school day -- a 7:30 to 6:00 school day where kids are engaged, where kids are having a great time the whole time. I think that's what we're all talking about here.

But we're talking about it particularly, in our case for New Jersey After 3, as targeting the lowest performing schools in the lowest performing districts. Because what we know is that achievement gap -- and you saw a vivid graphic on that video before -- the achievement gap grows for the kids as they're falling behind in the lowest performing schools. And so expanded learning time is our opportunity to be able to erase some of that gap.

So a little history about New Jersey After 3: You have probably heard about us before. We were founded in 2004 as a public-private partnership. We essentially address four public policy goals to improve student outcomes by expanding learning time, to keep kids safe during the most dangerous time for kids, to promote positive youth development and 21st century workplace skills, and obviously to support working families -- four policy goals, one initiative.

So New Jersey After 3 is two things when I describe it to folks. Number one, we're an evidence-based model of programming. So we have a model that all of our programs follow. And that model we did a three-year study on, and I list in my PowerPoint a bunch of the findings you saw in the evaluations. But a three-year longitudinal, independent study -- which, among other things, documented that we saw statistically significant gains in language arts for kids who participated for two years or more, we saw stronger study skills in our students who participated at the high levels, and a whole host of student and teacher academic and social-emotional benefits for kids.

But as you know, New Jersey After 3 is changing. We are now moving toward a more formal expanded learning time model. And I will talk a little bit about some of the differences between our traditional after school model, that was, again, an evidence-based model, and moving toward this expanded learning time.

What we are doing is, we're trying to align with the State's best practices. The ESEA waiver process -- that the State Department of Education here in New Jersey and other states -- has opened up new Federal avenues for funding expanded learning time and expanded learning opportunities. So that is essentially what New Jersey After 3 is doing. We are working with the lowest performing schools to take advantage of the reconfiguration of Title I dollars.

So our new initiative-- We can serve up to 20 schools and up to 10,000 kids. There probably won't be that many, but that's the number we have pledged we could do up to. And in the end, our program anticipates about a 33 percent or more expansion of learning time. That's

70 days a year, and over a kid's K-8 career that will be 3.5 years. So you saw the graphic. Kids are about two to three years behind. With this expanded learning model, we are almost completely erasing that learning gap by adding 3.5 years to a kid's career K-8.

And you can see there is a difference between what we call *traditional after school enrichment* and *expanded learning time*. I mean, it does essentially boil down to -- expanded learning time really is kind of an effort to get every kid in a school expanded learning opportunities -- to really extend the school day.

But I want to be careful. What we don't want is more of the same. I think what we don't want is kids sitting in nice, neat rows in front of a chalkboard for an additional three hours. I think what we really want to do is get kids engaged -- more project-based learning, more experiential learning, getting them out of the classrooms, getting them out of their seats to allow them to apply the lessons of the school day in an active, fun, and engaging, yet supplementally academic, way.

New Jersey After 3 did a study of expanded learning time in Newark. There were 13 schools that the District identified as having formal expanded learning time. And I won't bore you with the 94 pages of data that we collected. We surveyed the teachers and the staff of those programs, we surveyed the principals, and what we found was remarkable. Even programs that had no planning time-- Imagine this: You're a teacher. You come in to work to prepare on August 28 and you find out that your school day is an hour longer than you thought on August 27. So even in those cases where teachers didn't have enough time to plan, 81 percent of the teachers felt that through the expanded learning time programs students

did better academically; 70 percent felt they did better socially and behaviorally; 67 percent, more than two-thirds, thought that they had -- kids had a better attitude toward school; and student confidence improved in the eyes of their teachers at 76 percent. So what we're saying is, even the programs that had no planning time -- teachers saw that there was a real impact on their students.

But what we also saw, which was a little surprising to us, was that the teachers felt that because of expanded learning time, it improved their classroom performance and it enhanced their professional development. So there was not only a benefit to the students through expanded learning time, but the teachers felt that they were doing better in the classroom day because of their participation in expanded learning.

But we did see need too, and we have a whole series of pages of recommendations that could improve programs. But among them are: principals definitely need help, they need support, they need an on-site person who is not them who can be their vice principal of after school, or their vice principal of expanded learning time. They need more project-based, experiential, and inquiry-based learning and training opportunities for their teachers. Because when we asked the principals, "Are you doing project-based learning," they all said, "We'd like to be, but we're not doing as much as I'd like to do." So know we need more training in that area. We need more time for planning, because expanded learning time is not something you can just do lightly. You really have to take time to plan it up front. And lastly, it's an opportunity for parent and community engagement. Expanded learning time is a great way to tap into the energies of parents because you have those additional three hours. You have grateful

parents. But you also have the time to be a little more flexible than the traditional school day.

New Jersey After 3 model -- what's the difference between our previous model and this one? Number one: This model is principal-driven. We talked earlier today. You heard about making sure the principal is part of it. Well, the way we see it, the principal is the CEO of the program. They don't do the day-to-day operations, but they're the visionary, and they have final say in all staffing and programmatic decisions.

Number two: There is a CBO partnership. We are firm believers, again -- not more of the same -- but bringing in community-based organizations -- organizations that have specialty kinds of skills and connection to the community -- to form a partnership between the CBO and the school, because you get the assets and skill sets of both of those institutions.

But importantly in our model -- in our new ELT model -- what we've built in is two teachers from the school day whose job it is to make sure -- just like the 21st Century programming you heard here run by the Principals and Supervisors Association -- two people whose job it is to make sure that the activities, whether enrichment or whether academic, are connected to the lessons of the school day so that the school's priorities are being met, even if it's just a drama club. So you tie the activities, in a formal way, in an institutionalized way through this model.

And what we do, on top of all of that, is we make sure we're providing the training, technical assistance, support, and monitoring and oversight -- and, by the way, also independent evaluation -- to make sure

the programs are delivering on the promise, and that we're measuring our results and learning as we go.

I put in here a sample schedule of what an expanded learning time program could look like. We are now about to launch what we hope will be, in at least four schools -- somewhere between four and six schools in Newark -- our model of expanded learning time. We're hoping to have some exciting announcements in the next couple of weeks. But it's a lot of work, and it's a great opportunity to really transform schools and to take advantage of the new opportunities that the Federal government has allowed New Jersey through the ESEA waiver process.

Remember, 20 percent of school districts' Title I money used to have to be set aside for supplemental educational services. That program no longer exists. So school districts now have the flexibility to take those dollars which used to go to tutoring and be able to apply them to expanded learning opportunities like the model that New Jersey After 3 is putting forward.

The other thing I would say is, in terms of accountability, we are investing in evaluation. But in terms of the dollar amount, we're limiting the program cost to a maximum of about \$1,600 per kid. So if you think of it this way -- for, let's call it, an 8 percent incremental, per-pupil cost, you're getting 40 percent additional learning time. So I wish my 401(k) program worked with those kinds of rates of return. It doesn't. But that's an amazing rate of return. And the exciting thing is that incremental cost isn't actually an incremental cost. It's using existing dollars, Federal dollars that are entitlement dollars that we can take advantage of thanks to the flexibility.

And before I go, I just want to mention that last Monday we were able to be at an announcement where Secretary Arne Duncan said, "The need for expanded learning time is not rocket science, it's common sense." And it was at the announcement of a five-state initiative by the National Center for Time and Learning, along with the Ford Foundation, where they are doing exactly what New Jersey After 3 is doing. They are essentially providing training and technical assistance to five states, where they are working with them to take advantage of the flexibility provided by ESEA, through Title I, to expand the school day in creative and innovative ways that will lead to improved student outcomes.

And so our hope is that that initiative grows. We've provided some basic information for you. I'm happy to talk to any of you in the future about that. But that shows you that this is part of a national movement. We have an opportunity here -- New Jersey being a leader in so many ways -- to take advantage of this expanded learning time movement and plug into what's happening on the national scale.

Thank you very much.

ASSEMBLYWOMAN WAGNER: Thank you, Mark.

First of all, I love your enthusiasm. And I can see you really believe in what you're saying here today.

Now, I want you to keep with me for a moment because I worked in a school for 37 years as a teacher and then into guidance.

There is one thing I do not miss about school, and that is-- I still get up the same time, I still do everything the same time. But in the morning, I'm sitting there reading my newspaper, and I say to my husband, "Look at those poor kids. It's 6:50 in the morning" -- high school -- "and

they're dragging themselves to get to the bus stop." I think starting school at 7:30 -- and I was there at 7:30 -- we started. If there was any place that kids lost credit -- for teenagers -- it was 7:30 in the morning. They could not get to class. And I don't think it's because they keep late hours or anything. Their bodies just don't work that way. So I'm worried about the extended day. And I'm making it for everybody, especially high schoolers who -- I don't think there is anything that will motivate them to stand at a bus stop at 6:50 in the morning. I worry about that.

MR. VALLI: And actually the data supports you. Teenagers -- and I don't know the numbers off hand -- but there is some research out there that is very clear that teenagers actually should be starting school later. Their bodies are changing. And frankly it would be better to start school later for the older kids. Frankly, in most school systems, it works the other way around.

ASSEMBLYWOMAN WAGNER: Exactly.

MR. VALLI: But what I will say about the expanded learning time-- And high school is a whole different thing. High school -- you can't expect a three-hour program to work in a high school. It has to be more club-based. So the model we're talking about is really K-8. So I would just put those two caveats-- High school is a whole different ball of wax, and so is preschool. So really what we're talking about is the K-8 population.

But what we've found when your programs are engaging, when your programs are exciting, when the kids are doing project-based learning, when you've integrated service learning into your program to get them excited about serving others and helping other people -- what you find is that the kids don't want to leave. The kids love it. (laughter)

ASSEMBLYWOMAN WAGNER: Listen, I have been in some schools where kids do not want to go home at the end of the day, and I've seen that. I attribute that to remarkable teachers, remarkable programs, and things are working well.

I am just so afraid to jump into putting more requirements into the every day school day, because I don't see business executives sitting at their desk at 7:30 in the morning, and here I am saying, "Hey kids, you're going to be there." So I guess I have a little bit different philosophy.

I know we have more to learn. I understand the difference in calendar. But, you know, 6:50 in the morning -- it's still dark. I'm looking outside and I'm saying, "This is ridiculous."

Thank you, Mark.

Anybody else? (no response)

Mark, thank you.

MR. VALLI: Thank you.

ASSEMBLYWOMAN WAGNER: Okay, Connie, it's your turn -- CEO of Boys and Girls Clubs of New Jersey.

C O N N I E L U D W I N: Great. Thank you very much, Madam Chair and Committee, for the opportunity to come before you today.

I just want to give you a snapshot of the Boys and Girls Clubs, and let you know that I represent a network of local autonomous Boys and Girls Clubs which have about 70 locations throughout the state where we reach about 80,000 kids. We offer various models of the program that you've heard earlier today. We operate after school programs, evening programs for teens, we're open on the weekends, and of course throughout the summer. Pretty much any of the out-of-school time -- when school is

out for holidays, what have you, the Club is open. The Boys and Girls Club is a facility. It's an actual building that kids go to. And it's dedicated for kids, not only in terms of the construction of the facility, in terms of gyms, game rooms, computer learning centers, etc., etc., but of course the programs.

We operate a traditional Boys and Girls Club drop-in type of program, as well as -- over 50 percent of our Club programs are located in schools. So with funding from 21st Century or New Jersey After 3, we operate those models in partnerships with the schools.

We also have a very unique location in Camden that you may have heard of at the Kato School, which was built with School Construction funds. And on half of the building is a school, and on the other half is the Boys and Girls Club of Camden. And if you have not been to that facility, I strongly encourage you to look at that. I think that is a winning model. There is shared recreational space. The gym, and the swimming pool, and the auditorium are shared. And it was a joint fund-raising effort to build the building. So that is a real model that I'd love to see replicated. We also have Clubs on military bases -- all military bases in the state, as a result of our national partnership with the Department of Defense. And we have three Clubs in public housing as well.

We focus on those kids who need us most. So those who you described, Assemblyman-- Sixty-three percent of our members qualify for free and reduced lunch. In over half of our clubs, actually, that number goes as high as 75 percent. Thirty-six percent of our Club members are raised by single-parent families. So oftentimes we are the parents, and the home away from home, and what have you.

Our programs-- We have three priority categories which everything falls into, and academic success is a priority for us of course, health and life skills. We also have obesity education, nutrition programs, and character and civic engagement. And so to address the Senator's comments in terms of getting kids to understand their responsibility to others and to their community -- is something we work hard at instilling in them from the time they come in our doors at age 6, through 18. So we're dealing with them throughout their whole school age.

Our Club programs are affordable. We try to keep our membership fees very low. Our average membership fee is about \$15 a year. Of course there are other programs that are completely free when we have funding available. We appreciate and thank the Legislature for the after school fund that is included in the budget. There was \$1 million appropriated for after school and summer programs. I'm sure you're aware. And we are anxious to be able to tap into those resources to be able to serve more kids. We talk about-- Our business model is kind of a reverse model. Every time a child walks in the door we lose money because we're not charging them to come. So we have to go do more fund raising.

We have about a \$36 million consolidated budget within those organizations. And about 28 percent of that comes from either local, State, or Federal dollars. The rest we're responsible for raising every single year by fund-raisers, grants, special events, etc. And so with an economy like this, of course our programs have diminished because we don't have the resources. So I was very excited about that and very grateful.

You talked about impact and investment. I put a little brochure on your table there about a study that we had done the summer of

2011, which indicates the tremendous economic impact by investing in the Boys and Girls Club. The headline of the study is that for every dollar invested in the Boys and Girls Club, there is \$15 of positive economic activity as a result of reductions in teen pregnancy, reductions in crime, increased earning by graduates, increased earning by parents who've had the ability to go back to school or take on a second job because their children were safe within the Boys and Girls Club. So that's a really tremendous study, the full scope of which is available on our website.

And you also asked about outcomes. I'm very proud to say that New Jersey is part of a pilot that Boys and Girls Clubs of America is doing nationally. It's a new national outcome initiative, which is all electronically done, where we're linking in our databases and our membership tracking systems to demonstrate and track key indicators -- attendance, grade progression, and what have you -- to show that the Club experience is really making a difference.

I'll pause there if there are any questions.

ASSEMBLYWOMAN WAGNER: I just have one.

MS. LUDWIN: Sure.

ASSEMBLYWOMAN WAGNER: Listen, I can't say enough about Lodi. It certainly has helped the community of Lodi in this. It's truly helped many of our young people there.

Do you have anyone on staff who is a social worker or somebody to help parents navigate through programs if they need help -- if a parent comes to you and says, "You know what? My family is going through a crisis. What do I do?" Do you handle things like that?

MS. LUDWIN: Absolutely. We recognize that you can't just service the child in a bubble. So the family is a very important part of that. While our programming is concentrated on youth, we work very closely with other community partners, and we're in constant communication with parents. And we'll make those necessary referrals. And then some of our Clubs do have social workers on staff and run programs that are beyond the traditional scope of a Boys and Girls Club. I think Lodi is one of those, as a matter of fact. We're quite proud of that and recognize the need for it.

ASSEMBLYWOMAN WAGNER: Is the plant that you have in Camden -- is that a one-of-a-kind in New Jersey?

MS. LUDWIN: Yes, it is.

ASSEMBLYWOMAN WAGNER: That sounds great.

Anybody have any questions?

ASSEMBLYMAN WIMBERLY: Just a comment. As you know -- Boys Club -- I just want to commend you. I'm very anxious to visit Camden and see that model. I wasn't familiar with that. I know in Paterson we've had collaborations with the school district. But the school came into the Boys and Girls Club. So to see that type of model -- and hopefully with School Construction funds eventually being released -- we would love to see something like that in North Jersey. That would be really great.

ASSEMBLYWOMAN WAGNER: Thank you very much, Connie. You got off easy. (laughter)

MS. LUDWIN: Thank you.

ASSEMBLYWOMAN WAGNER: Our next speaker is Mr. Doshi, parent of an Edison student. (no response)

ASSEMBLYMAN WIMBERLY: Thank you, Madam Chair. I would just like to take this time as a point of personal privilege to acknowledge two of the residents of the City of Paterson who are down here visiting the capital today -- Ms. Frances Harrison (phonetic spelling) and Ms. Sandy Young (phonetic spelling) who are outstanding residents of the great City of Paterson.

So I just want to welcome you here to the State House.

Thank you.

ASSEMBLYWOMAN WAGNER: Would you like to stand up?

ASSEMBLYMAN WIMBERLY: Please stand. (applause)

ASSEMBLYWOMAN WAGNER: Mr. Doshi is not here, so now we're up to Patricia Tumulty, Executive Director of the New Jersey Library Association.

You do know that Paramus created a song about the library, right?

P A T R I C I A A. T U M U L T Y: (speaking from audience) I haven't sung it yet, but (indiscernible)--

Good morning.

I am Pat--

No, it's good afternoon. (laughter)

I'm Pat Tumulty. I'm the Executive Director of the New Jersey Library Association. I am pleased to have this opportunity to speak with you, because whenever we talk about the topic of after school learning and summer learning, public libraries really play a significant role in your communities.

Although we may not have the traditional programs that you're talking about, when you're talking about what happens in a community -- both in summer learning and after school -- we're on the forefront. So I could give you many, many examples, but I will just focus on two of our programs that we're very proud of.

For over 10 years, the New Jersey Library Association and the New Jersey State Library have run what we call a *statewide summer reading program*, which is available to every library in this state. So therefore, it's available to every child in this state. And what we do -- it's run on-- The State Library gives us a budget of \$40,000 to promote the program, which includes training for our librarians, programs. But then everything is up to the responsibility of the local library to put that program in place. And I think many of you have had the opportunity to see them, and it's been wildly successful.

And we go back to what we've heard here today: keeping kids reading during the summer is fundamental to their educational outlook. And our libraries are a fundamental place where that has happened. Last year we had kids who registered. Over 125,000 kids throughout the state registered. They read 1.9 million books. So we keep kids reading in the summer. And what we also do is provide programs for them. We want to make it fun. We've also heard that learning needs to be fun. And what we do at our libraries during the summer is create that kind of atmosphere where kids want to come and participate. So we urge you, when you're looking at models and working with the Department of Education, to let them know that there are community partners that need to be supported in this endeavor of life-long learning -- particularly summer learning.

We're also involved, in our public libraries, in something called -- on the national level -- in something called the *Campaign for Grade Level Reading*. It means that every kid can read at a consistent level by 3rd grade. And we're working with our Federal agency, which is called the Institute of Museum and Library Services, to work with models so we can see how our public libraries fit into that -- which will also mean summer learning opportunities -- but that we make sure what we do in our after school programs and our summer programs focus on how to keep a kid learning and making sure they don't lose that educational development during the summer.

The other program that I wanted to just briefly talk about is when you talk about after school assistance. I'm certainly sure you know that the public library is still a traditional place where people come -- kids of all ages come after school to get help with their homework. That's one of our fundamental rules. You can go to any public library in New Jersey and see a tremendous amount of kids being engaged with their librarians, helping them do homework. We have some various models; we have some formal models such as in Clifton. The Clifton Public Library actually hires two school teachers to help kids after school with their homework.

Several years ago we had a program called Homework Help New Jersey, which was funded out of PSEG, which allowed us to buy a product called Tutor.com, where kids could then have their homework -- helped with them. You could either use it in the library or you could use it at home. It is a tremendous tool. It helps sort of level the educational requirements for kids who don't have a parent home to help them. You do this electronically. The kid gets help on the computer by a teacher. It's a

phenomenal program. But unfortunately when the funding went, the program went. But we do see some schools -- some libraries that have tried to pick it up on their own. For example, Monroe Township has picked it up and had over 1,600 learning activities done. We also know that the Paterson Public Library has done it.

And your favorite librarian Cindy says hello.

The Paterson Public Library has used this, and they've said, "For \$5,000, it's one of the best things we could have."

So if I could have-- We're kind of having Christmas wishes. If I could have a Christmas wish, it would be that we could work with this Committee, with the Department of Education, to see how we could have this kind of program reinstated statewide so that every library, after school, could have this program. Because I think it would be a tremendous help after school for students of all ages. That's one thing that could be done consistently.

Unfortunately, often our libraries are looked at in vacuums. They're not looked at with the kind of cross-collaboration they have directly with the school districts. And I think the Department of Education -- we would like to see a little bit-- We have programs that we think could demonstrate value that should be looked at that could go across the curriculum.

So I'm thankful to have this opportunity. I think our public libraries are very much in the center of this discussion. We would be happy to work with you in any way possible.

Thank you.

ASSEMBLYWOMAN DeCROCE: In a regular library setting after school, how many students would you be able to handle at a given time?

MS. TUMULTY: It varies. I just know that most of them are filled after school. One of the things--

ASSEMBLYWOMAN DeCROCE: But are you talking from 3:00 until the library closes?

MS. TUMULTY: We would probably say we do traditional hours from 3:00 to 6:00 mostly. Because although they're not officially after school centers, I cannot -- we don't register kids -- I cannot tell you how many parents we know tell their children to go to the library and they will wait for them. The numbers are there--

ASSEMBLYWOMAN DeCROCE: Right. Because I don't know if that's being said to the children so that even the parents-- Maybe the parents do not understand that as well.

MS. TUMULTY: Well, as I said, I think parents do understand and send their kids there as a safe place after school. We fill that role, particularly in urban areas where, when they sort of age out of some of the programs that you're talking about by 4th grade-- Many kids are not going to traditional programs. Their parents may just say, "Go to the library. I'll pick you up afterwards." And we know that happens, but we don't register kids, and that's not our role as librarians. But we try to, obviously, provide that community-based homework help that they need.

ASSEMBLYWOMAN DeCROCE: Thank you.

ASSEMBLYWOMAN WAGNER: I do want to commend all of the local libraries. I know in my community we have so many kids who

are going there after school. We could use a bigger facility. We just don't have enough study rooms, we don't have enough room. And it baffles me when I see some communities cutting out money to their libraries and trying to go online and making everything virtual. For us, it is the heartbeat of our community. We don't have a downtown, so our library serves as our downtown.

And summer reading programs -- my children participated in them from when they were little. And they wanted to read as many books as they could in order to get that--

MS. TUMULTY: Stuff, tchotchkes. (laughter)

ASSEMBLYWOMAN WAGNER: --that little reward.

MS. TUMULTY: But they want to do it, absolutely.

ASSEMBLYWOMAN WAGNER: But they wanted to.

And the themes -- I always look each summer. You just get more and more creative. So I think you bring a very valid suggestion to be a part of the conversation. I really thank you for coming here today and expressing--

Do we have any more questions? (no response)

Well, we're going to adjourn the meeting.

(MEETING CONCLUDED)