



State of the State of Expanded Learning in California 2014-2015

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“California’s Expanded Learning programs were rated number one in the country in the Afterschool Alliance’s report, *America After Three*. I am very proud of our state’s after school and summer programs and believe that they are an integral part of our young people’s education.”

TOM TORLAKSON

Superintendent of Public Instruction



California AfterSchool Network

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EXECUTIVE SUMMARY

Expanded learning programs provide after school and summer learning to California's students with the greatest needs

- On average, schools with expanded learning programs have **over 80% of their students eligible for Free and Reduced Price Meals**, and an average of **35% of their students that are English learners**.
- California's state and federal investments in expanded learning support **nearly 5,000 programs, serving nearly 500,000 youth** on any given day.

Expanded learning opportunities are vital to closing the achievement and opportunity gap by increasing student achievement, engagement, and well-being outcomes

- Research has shown that lower-income students have far less access to learning and enrichment opportunities than their wealthier peers. Consistent after school participation can narrow, and even eliminate, achievement gaps; and students who regularly attend state and federal programs can **gain the equivalent of up to 90 days of learning**.
- New Quality Standards for Expanded Learning in California now provide a framework for high-quality programming, and are a strong **complement to the Common Core State Standards**, Next Generation Science Standards, and many of the priorities of the Local Control Funding Formula.

There are significant fiscal challenges and unmet need for expanded learning programs in California

- While California is ranked number one in After School nationally, there is still a large unmet need for expanded learning programs, with 1.3 million youth left unsupervised from 3pm – 6pm, **2.4 million youth that would be enrolled in a program if it were available to them**, and over 30% of schools in low-income communities still lacking publicly funded programs.
- Nearly **9 out of 10 state-funded after school programs are being negatively impacted by flat funding** for the program since 2006, despite increases in the minimum wage and cost of living. Programs report being unable to attract and retain high-quality staff, and reducing number of enrichment activities offered to children, professional development, and staff hours.
- Expanded learning programs offer a strong return on investment. **For every one dollar invested in expanded learning programs the public saves up to nine dollars**. Additionally, there is strong bi-partisan support for public funding for expanded learning programs, 86% of California parents support public funding for after school programs.

Expanded learning programs for the purposes of this report are defined consistently with the California Department of Education After School Division: "the term Expanded Learning refers to before and after school, summer, intersession learning programs, that focus on developing the academic, social, emotional and physical needs and interests of students through hands-on, engaging learning experiences. Expanded Learning programs should be student-centered, results-driven, include community partners, and complement but not replicate learning activities in the regular school day/year."¹

Expanded learning programs provide after school and summer learning to California's students with the greatest needs

Expanded Learning Programs Are an Essential Resource for California's Neediest Students

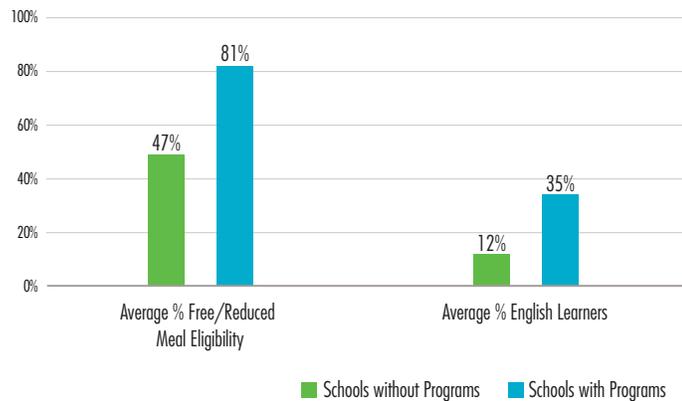
State After School Education and Safety (ASES) and federal 21st Century Community Learning Centers (21st CCLC) programs provide the capacity to **serve nearly 500,000² students each day.**^a

Table 1. Free and Reduced Price Meal Eligibility and Expanded Learning Programs

	Number of Schools (all grade levels)	Schools with Expanded Learning Programs	
		Number	Percentage
Statewide	9,992	4,486	45%
Low-Income Schools (40% or more Free/Reduced Price Meal eligible)	7,467	4,386	59%

Nearly half (45%) of California's public schools benefit from state or federally funded expanded learning programs. Expanded learning programs benefit nearly 60% of California's low-income schools with over 40% or more of their students eligible for Free and Reduced Price Meals (FRPM) consistent with Federal Title I standards for needy schools.

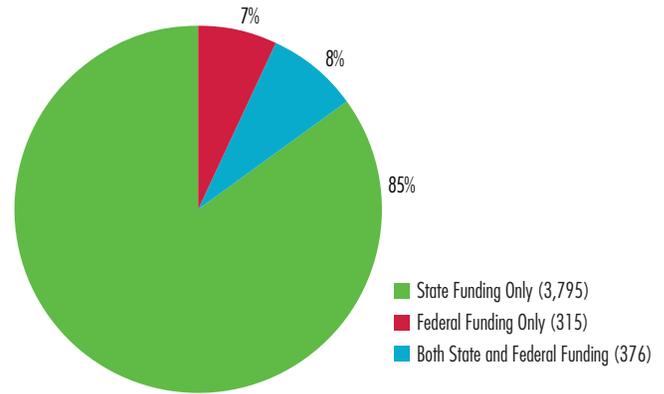
Figure 1. Proportion of Economically Disadvantaged and English Learners at Expanded Learning Program Sites



Schools with expanded learning programs have an average of 81% of their students eligible for FRPM, and serve much higher percentages of English Learners than other California schools.

a. California's expanded learning programs have the capacity to serve at least 495,452 students daily.

Figure 2. Number of California Schools with State vs. Federally Funded Expanded Learning Programs



ASES funds are directed to 4,171 school sites, while 21st CCLC are directed to 691 sites, including nearly 300 of which are High School ASSETs sites. Taking into account that approximately 7% of publicly funded school sites receive both state and federal funding, **California has a total of 4,486 publicly funded expanded learning programs, with the vast majority funded exclusively by the state.**

Figure 3. Proportion of California Elementary/Middle Schools with Expanded Learning Programs



More than 9 of 10 publicly funded expanded learning programs are at elementary and middle schools. Expanded Learning programs are located in over 1/2 of all of California's elementary and middle schools, and in nearly 3/4 of the state's 5,694 low-income elementary and middle schools where over 40% of students are eligible for FRPM.

Public Funding for Expanded Learning in California

State and Federal Programs

- **Expanded learning programs are primarily funded by California's After School Education and Safety (ASES) program.** ASES programs are delivered in partnerships between school districts and communities. ASES programs are funded according to a formula of \$7.50 per student, per day and have flexibility in how to design programming, provided that they offer a combination of education and enrichment activities and operate five days per week, until 6 pm. Programs must provide a 33% cash or in-kind match for every state dollar.
- Additional funding is provided through the Federal 21st Century Community Learning Centers (21st CCLC) program (see figure 2).
- For the 2014-2015 school year approximately \$541 million in new and continued state ASES grants and \$127 million in Federal 21st CCLC grants were allocated.

Grade Levels Served

- **ASES funding supports programs serving elementary and middle school students.**

- **The Federal 21st CCLC program supports expanded learning programs at all grade levels.** Half of California's Federal 21st CCLC funds are reserved to benefit high school students through the high school After School Safety and Enrichment for Teens (ASSETs) program.

The Majority of Program Funding Supports After School Programs

- Most expanded learning program funding supports after school programs, while **supplemental ASES and 21st CCLC funding supports year round learning** including summer learning programs and some ASES and 21st CCLC funding supports before-school programs.

Federal Funding At Risk

- As of May 2015, the United States Congress is considering legislation to replace the 2001 No Child Left Behind Law. While the Senate proposal would continue to fund for 21st CCLC, the House **would eliminate the 21st Century Community Learning Centers Program** along with a range of other programs and repurpose the funds into a Block Grant to state agencies which could support a variety of activities in- and out-of-school.

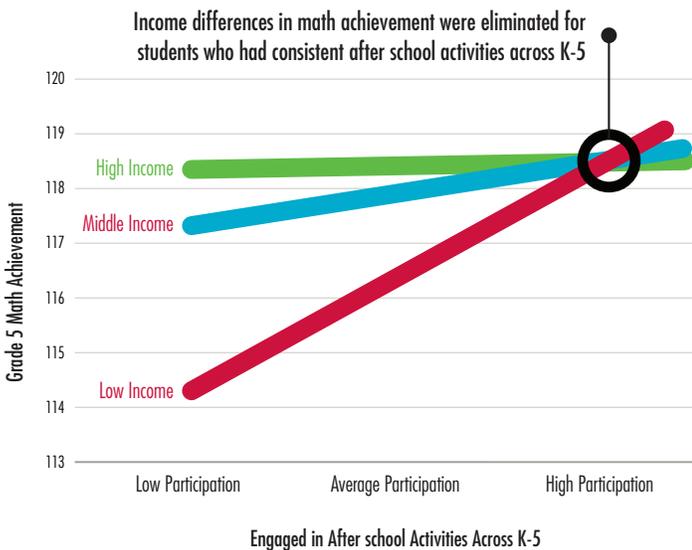


Expanded learning opportunities are vital to closing the achievement and opportunity gap by increasing student achievement, engagement, and well-being

Expanded Learning Programs in California Increase Student Achievement and Engagement

Increased time for learning and enrichment are essential to narrowing the achievement and opportunity gap and improving student outcomes. Recent research³ shows that higher income youth are twice as likely to access enrichment and after school skill-building activities such as sports, music, and art. Students who fully participate in a state-funded ASES or federally-funded 21st CCLC after school program gain the equivalent of up to an extra 90 days of school.^b **With the advent of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), as well as the Local Control Funding Formula (LCFF), it is an ideal time to strengthen school, expanded learning, and community partnerships in support of student success.**

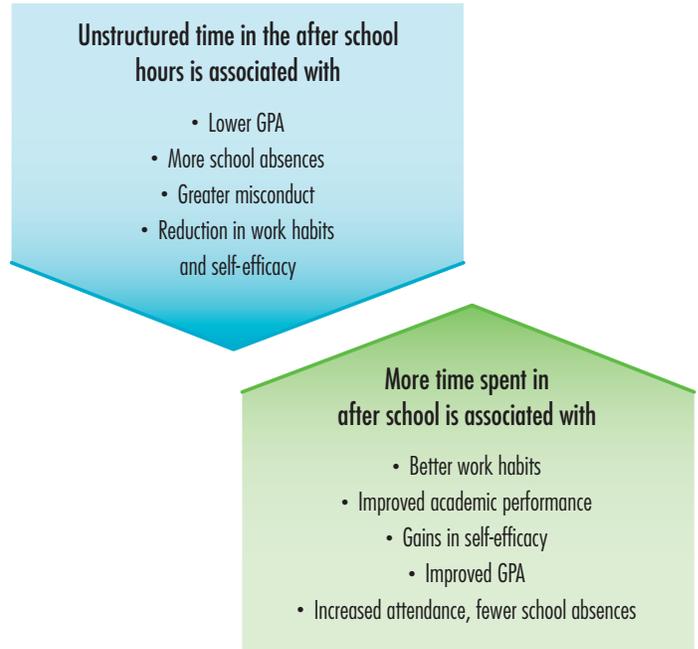
Figure 4. After school Participation Narrows the Math Achievement Gap⁴



A recent study⁴ demonstrates that more consistent participation in after school programs eliminates the math achievement gap between low-income and high-income children at grade 5. The achievement gap narrowed with average after school participation. The less students participate in after school activities the wider the achievement gap.

b. Calculated based on an additional 3 hours of expanded learning opportunities for a typical 180 day school year with six hours of instructional time in a typical school day.

Participation in Expanded Learning Programs Improves Attendance and Academics⁵



Expanded Learning Programs are a Critical Resource to Advance New K-12 Standards

As a recent EdSource article (November 17, 2014) explains, “As California school districts implement the Common Core State Standards in English and math, more of them are looking to after-school and summer programs to help acquaint both teachers and students with the new approach to learning.”⁶ New Quality Standards for Expanded Learning in California, including components such as Active and Engaged Learning, Skill Building, Youth Voice and Leadership, and Diversity, Access, and Equity, complement the Standards for Mathematical Practice and Capacities of a Literate Individual outlined in the Common Core State Standards, and the Science and Engineering Practices of the Next Generation Science Standards. Through project-based learning and other strategies, expanded learning programs can help enhance the critical thinking, problem-solving, and collaboration skills that are central to the common core.^{7,8,9,10} California’s Common Core State Standards (CCSS) implementation plan specifically recommends training district administrators, school principals and expanded learning program directors on “how to collaborate to incorporate, into after-school/extended day programs, activities that enrich the CCSS-related learning initiated during the regular day.”¹¹

Expanded Learning Programs Advance Local Control Funding Formula (LCFF) Priorities

Under LCFF, each Local Education Agency must create a Local Control and Accountability Plan (LCAP) that directs LCFF funding to address eight specific state priorities, including student achievement, student engagement, school climate, and implementation of the Common Core State Standards. **Not only do expanded learning programs advance these priorities, such priorities are consistent with the Quality Standards for Expanded Learning.** Expanded learning programs should be supplemented with LCFF funding to address and relieve waiting lists, invest in sites unable to secure grants but where high student need exists, make programs year round by extending programming into summer, and invest in program quality through professional development.¹² A preliminary review of 60 Local Control and Accountability Plans, which are meant to guide spending for districts for the next three years, found that over 80 percent mention expanded learning programs (either after school or summer) although very few appeared to invest new funding into ASES or 21st CCLC programs.¹³ **As districts and counties prepare annual updates of their 3-year plans, there will be new opportunities to invest in expanded learning,** through state-increased LCFF funding levels and shifting resources around to better achieve LCAP goals.

California's Expanded Learning Programs Reduce Summer Learning Loss

Disadvantaged youth lose academic knowledge during the summer,¹⁴ a phenomenon referred to as summer learning loss. Therefore “unequal access to summer learning and enrichment opportunities is a significant factor in the achievement gap between low-income students and their higher-income peers.”¹⁵ **Over 1,000 (25%) state and federally funded after school programs have supplemental funding that can be utilized to offer expanded learning programs when school is not in session.**



The Summer Matters campaign began in 2009, and has worked with communities throughout California including many of the largest school districts, to build, support, demonstrate, and replicate high-quality summer programs.

Over 50 school districts and multiple County Offices of Education have signed on as Summer Matters Champions.¹⁶ The campaign is currently operating in 60 sites, impacting 8,400 students. A recent evaluation of Summer Matters communities found “that youth (participants) made substantial improvements in their grade-level vocabulary skills, strengthened their connections to peers and adults, and sustained their academic habits and attitudes.”¹⁵



California's Expanded Learning Programs Offer Enriching Learning Opportunities, Including Opportunities to Learn STEM

With an existing need for capable employees in the STEM fields, quality STEM learning opportunities are imperative for today's youth to succeed. **Today in California, five Regional Innovation Support Providers are supporting over 600 K-12 expanded learning programs sites and over 11,000 students with quality STEM learning opportunities.** Recent evaluation findings¹⁷ (August 2014) found that participating staff had significant increases in professional development related to STEM, increased exposure to STEM-related material, as well as increased communication with teachers and parents regarding STEM learning. These features were associated with increased staff belief in the value of STEM learning, and increased confidence to facilitate STEM learning opportunities; which were associated with higher levels of challenge and student engagement in STEM, as well as relative gains in student self-reports of math efficacy. Participating Program Directors report that increased student engagement as a primary success of the project, and that participation in the Power of Discovery has resulted in an increase in overall program quality.¹⁸ The initiative is in its third year, and efforts to advance STEM learning in expanded learning programs will continue under the leadership of the CDE After School Division with both public and private support.



Expanded Learning Programs Cultivate the Next Generation of Teachers

California’s Employment Development Division (EDD), projects that **over 83,000 elementary and secondary school teaching positions will need to be filled over the next ten years**¹⁹ Higher education institutions are leveraging California’s expanded learning infrastructure to provide clinical experience to future teachers through partnership with higher education institutions.

One example of such an effort is the California Teaching Fellows Foundation (CTFF). CCTF partners with the CSU Fresno State Kremen School of Education to recruit college students on a pathway to teaching, builds their capacity through intensive professional development, and then places them in expanded learning programs. CTFF alone has more than 1,000 “Teaching Fellows” placed in a few hundred ASES

and 21st CCLC sites serving more than 40 school districts in the highest need communities in the Central Valley. Last year, Teaching Fellows earned more than 1,100,000 hours of classroom experience.

Other efforts of this kind include the CSU Math Science Teacher Initiative (MSTI) which offers engaging opportunities for youth in expanded learning programs to learn science and math, while offering the next generation of Math and Science teachers opportunities to gain valuable skills and experience to become effective educators. In addition, the California Teacher Pathways (CTP) seeks to create a diverse pipeline of skilled, culturally competent teachers by supporting low-income students through community college and attainment of a CSU teaching credential while providing part-time employment in expanded learning programs throughout the course of their education.

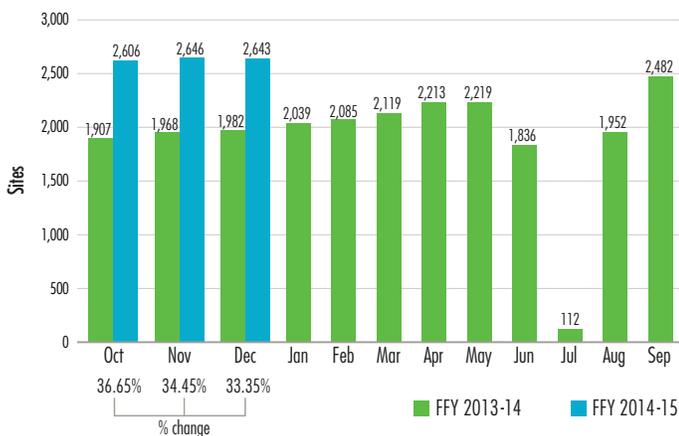
Expanded Learning Opportunities Increase Health and Nutrition for High-Need Students

Expanded Learning Programs Leverage Federal Investment to Increase Food Security

Research links obesity, poor nutrition, and lack of physical activity to negative physical, academic, social, and psychological outcomes. Research also illustrates that students that are more physically active have better test scores and grades, and classroom behavior.²⁰ Expanded learning programs are well positioned to increase access to nutritious food and opportunities for physical activity for California's youth.

In 2010, the federal Healthy, Hunger-Free Kids Act expanded access for the At-Risk Afterschool Meals Component (Meal Program) of the Federal Child and Adult Care Food Program (CACFP) to all 50 states.²² The Meal Program is available to expanded learning programs operating in schools where 50 percent or more of the students are eligible for the Free and Reduced Price Meals (FRPM) Program.²³ **Therefore a vast majority (95%) of California's after school programs are eligible for the federal Meal Program.**

Figure 5. Federal After School Meal Program CACFP At-Risk Sites²¹



Since the Meal Program's inception in 2010, participation by California's expanded learning programs has increased steadily, and it now provides close to \$100 million in federal funding for after school meals. According to the most recent data from the CDE Nutrition Services Division, by October 2014 nearly 5 million meals were served monthly at over 2,600 expanded learning program sites, an over one third increase in sites from the previous year. While the Meal Program has grown since its inception, **still approximately 2,000^c of California's expanded learning programs are not benefiting from the Meal Program.**

Expanded Learning Programs Increase Nutrition and Physical Activity

According to a special report of the America After 3pm study titled *Kids on the move*, "Afterschool programs continue to make advances when it comes to providing students with nutritious foods, keeping students physically fit and instill lifelong healthy habits."²⁴ The findings of the report are based on surveys of over 30,000 households nationally and 854 in-depth interviews in California. The report highlights that parents are highly satisfied with the nutritious food and the physical activity their children participate in after school programs. The report also found that providing healthy food during after school programs is especially important to low-income, African American, and Hispanic parents.

After School is Key

- 84% are satisfied with the amount of physical activity offered
- 84% are satisfied with the variety of physical activity offered
- 78% are satisfied with the healthy foods offered

After school programs play a critical role in keeping kids healthy and active. The majority of California parents say their child's after school program supports healthy behaviors and, among those parents, satisfaction is high.

c. The after school meals database tracks meals served to all after school programs including, but not limited to ASES and 21st CCLC Programs. Therefore 2,000 ASES and 21st CCLC programs not benefiting from the program is a conservative estimate. To the extent that non-ASES and 21st CCLC programs are among the sites with meals programs, then more than 2,000 ASES and 21st CCLC programs are without meals programs.

There are significant fiscal challenges and unmet need for expanded learning programs in California

Expanded Learning Programs Struggle Despite Strong Public Support and Strong Return on Investment

In March 2015, the Afterschool Alliance released America After 3pm, summarizing a national survey assessing participation, access, public support, and family satisfaction with after school programs. **Based on their findings California is ranked number one in the nation for after school!**^d The report surfaced strong public support for after school programs, which demonstrate a strong return on investment.²⁵



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While California Ranks Number One in After School Nationally There is Still a Large Unmet Need for Expanded Learning Programs

With high demand for expanded learning in California, many students in need do not have access to an expanded learning program or go unsupervised during the critical hours of 3 pm – 6 pm.

Support for After School Programs is Strong

- **More than 8 in 10 California parents** agree that after school programs help working parents keep their jobs
- **86% of parents support** public funding for after school programs including **91% of Democrats** and **88% of Republicans**

After School Programs Save Tax Dollars



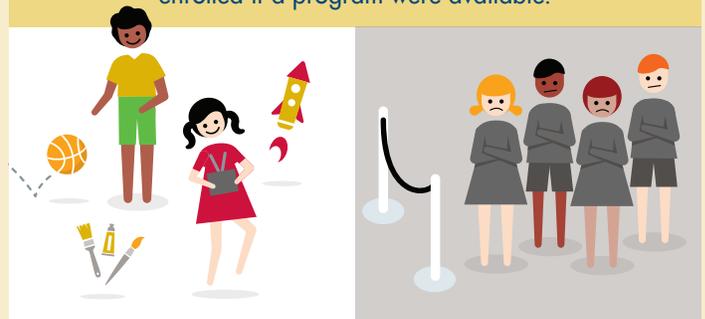
Every **\$1** invested in California's after school programs saves **\$9** by

- ✓ Reducing crime and welfare costs
- ✓ Improving kids' performance at school
- ✓ Increasing kids' earning potential

Demand is High for Afterschool Programs

In California more children than ever before—
1.7 million
—take part in after school programs.

2.4 million
more children across California would be enrolled if a program were available.



Juvenile Crime Peaks after School

- **1.3 million kids in California** are alone and unsupervised from 3 to 6 p.m.
- **After school is the peak time** for kids to commit crimes or become victims of crimes and experiment with drugs, alcohol, cigarettes and sex.

d. America After 3pm assessed participation in all after school programs, which may include but is not limited to ASES and 21st CCLC

Unmet Need for ASES and 21st Century Community Learning Centers Programs in California

While California’s legislators and voters have approved significant funding for expanded learning, still over 40% of low-income schools do not have a publicly funded expanded learning programs. Additionally in **recent (2014-2015) cohorts of ASES and 21st CCLC funding, applicants requested over \$249 million more funding than was available.** Also, many existing ASES and 21st CCLC programs maintain waiting lists and are not able to serve the students that would attend programs if space were available.

Table 2. Low-Income Schools Without an Expanded Learning Program

	Low-Income Schools (all grade levels)	Low-Income Schools (Elementary and Middle School Only)
Statewide	7,467	5,699
Without expanded learning program	3,081 (41%)	1,587 (28%)

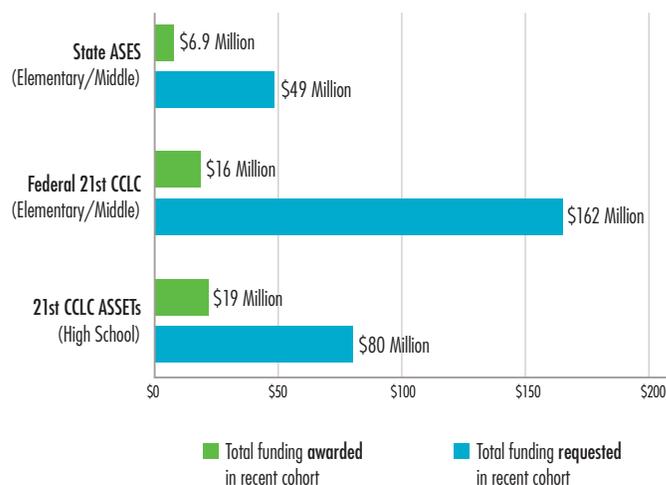
While expanded learning programs serve 59% of low-income schools in California, still 41% of low-income schools do not benefit from a publicly funded expanded learning program, including 28% of low-income elementary and middle schools.

Unmet Need for ASES Programs

In the most recent cohort (2014-15) of ASES grants awarded in July 2014, applicants requested over \$49 million, although a total of only \$6.9 million could be awarded.²⁶ Applicants sought funding for 571 sites, but there was only enough funding to support programs at 118 sites. ASES awards are granted to sites with the greatest need as determined by the percentage of students eligible for FRPM. **Due to excess demand, only schools with FRPM of 89.46% or higher were awarded grants in this round.**

Most Recent Cohorts of State and Federal Funding (2014-15) Illustrate Unmet Need in California

Figure 6: Most Recent Cohort of Federal Funding Illustrates Unmet Need in California



Unmet Need for 21st CCLC Programs

The most recent round (cohort 9) of 21st CCLC elementary/middle and High School ASSETs grants awarded in June 2014 had similarly high demand. Applicants requested over \$242 million in federal funding but only \$35 million was awarded. With demand exceeding the supply of available funding by approximately \$207 million, **well over 140,000 K – 12 students were denied the benefit of high-quality expanded learning programs that public funding makes possible.** Demand for supplemental funding, which can be used for summer learning, also far outpaces the supply of available funding. In the most recent cohort, applicants sought over \$29 million in supplemental 21st CCLC funding, yet just over \$3 million was ultimately awarded.

Existing ASES and 21st CCLC Programs Maintain Waiting Lists

60% of publicly funded (ASES and 21st CCLC) expanded learning program providers responding to a recent survey maintain waiting lists. Respondents included nearly 600 publicly funded expanded learning (ASES and 21st CCLC) providers representing over 300 school districts.²⁷



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THE MISSION of the California AfterSchool Network is to provide expanded learning program practitioners, advocates, and community members the resources and tools necessary to build high-quality expanded learning programs in California.



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