

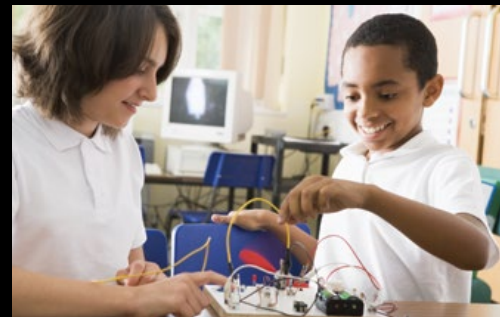
State of the State of Expanded Learning in California

2012-2013



California AfterSchool Network

CONNECT. CONVENE. INSPIRE.



UCDAVIS

SCHOOL of EDUCATION

CRESS Center—Center for Education
and Evaluation Services

www.afterschoolnetwork.org • info@afterschoolnetwork.org

Authored by Jeff Davis, Program Director, California AfterSchool Network and Brian Lee, Deputy Director, Fight Crime: Invest in Kids California



State of the State of Expanded Learning in California

Expanded learning programs* **increase safety, health, and learning among California's children and youth.** This report outlines the state and federal investment in expanded learning programs in California; describes the expanded learning workforce; illustrates how investment in these programs generates increased federal, foundation, and local investment; and highlights the promise and current unmet need for expanded learning programs in California.

Executive Summary:

- California has the **largest investment in expanded learning programs in the nation with over 4,400 programs serving over 420,000 children and youth.** Most expanded learning programs in California are made possible through the state-funded After School Education and Safety (ASES) program.
- Funding sources provide the capacity for some schools to support high-needs youth with expanded learning programs **year-round.** One in four elementary and middle schools with after school programs receive supplemental funding that can be used for year-round expanded learning.
- Expanded learning programs serve **high-need communities and high proportions of English learners.**
- There is still a **large unmet need** for expanded learning programs in California. This unmet need includes nearly 2,500 (37% of) low-income schools that still do not have programs despite high demand for new funding. Over 1,000 sites or schools were not funded in the most recent grant competition resulting in over 100,000 students not being served.

"Now we know: quality afterschool and summer learning opportunities work. We know that quality expanded learning programs are associated with increased academic performance, increased attendance in school, significant improvement in behavior and social and emotional development, and greater opportunities for hands-on learning in important areas that are not typically available during the school day."

Peterson, T. Fowler, S. and Dunham, T. (2013) *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success.* Collaborative Communications Group, Inc.



Expanded Learning Programs Serve Large Numbers of California's Neediest Students

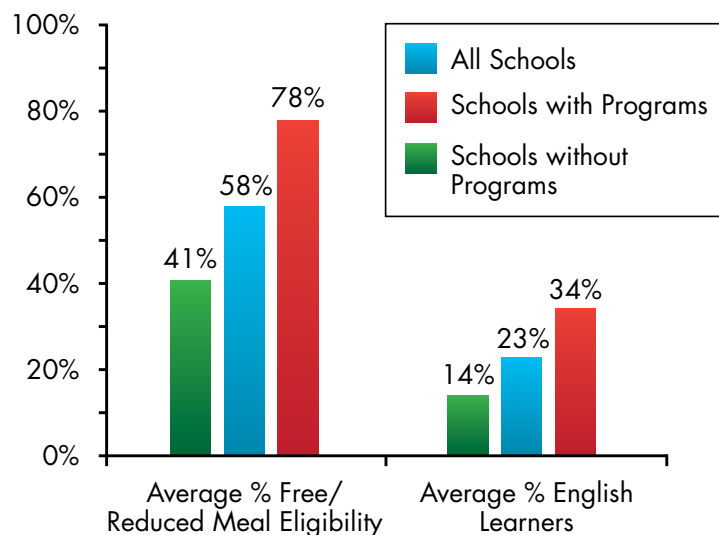
Nearly half (44%) of California's public schools, attended by 41% of California's 6.2 million public school students, provide state or federally funded expanded learning programs (see Table 1). These programs, all of which include an academic enrichment component, are located almost exclusively in low-income communities and are at schools which serve the majority of the state's economically disadvantaged students and English learners (see Figure 1).

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	9,997	4,442	44%
Low Income Schools (40% or more Free/Reduced Price Meal Eligible)	6,801	4,304	63%

44% of California's public schools benefit from an expanded learning program. These programs benefit 63% of California's low-income schools with 40% or more of their students eligible for the Free and Reduced Price Meal (FRPM) program, consistent with Federal Title I standards for needy schools.

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

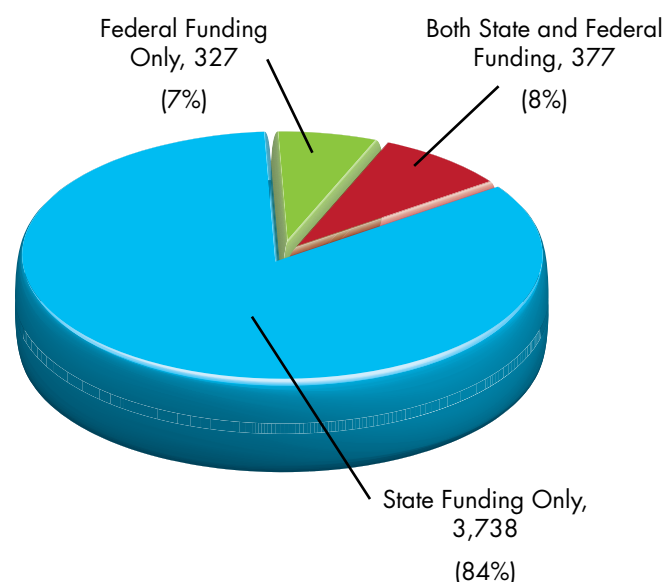


Of the 4,442 schools hosting state and/or federally funded expanded learning programs, serving over 420,000 students, nearly all (97%) are schools in low-income communities. Expanded learning programs serve schools whose students have an average of 78% of their students eligible for free and reduced priced school meals, and have higher percentages of English learners than average CA schools.

Most Expanded Learning Programs are Funded by the State

Expanded learning programs are primarily funded by California's After School Education and Safety (ASES) program, with additional funding through the federal 21st Century Community Learning Centers (21st Century) program (see Figure 2). Part of California's federal 21st Century funding is reserved for high schools through the High School After School Education and Safety for Teens (ASSETs) program.

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

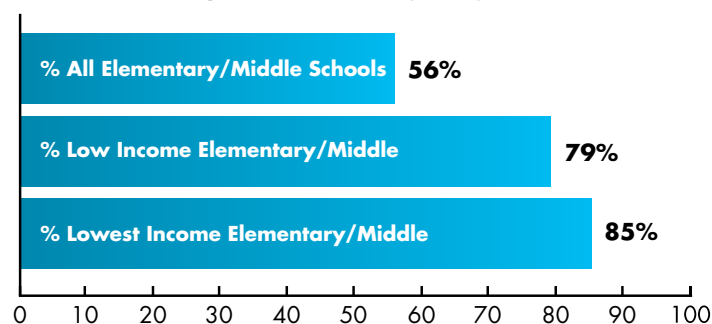


ASES funds are directed to 4,115 school sites, while 21st Century (including ASSETs) funds are directed to 704 school sites. Taking into account that approximately 8% of school sites receive both state and federal funding, California has a total of 4,442 publicly funded expanded learning programs, with the vast majority (84%) funded exclusively by the state.

Most of California's Expanded Learning Programs Serve Elementary and Middle School Students

More than 9 out of every 10 state and federally funded expanded learning programs in California are at elementary and middle schools. Expanded learning programs are located in 56% of the state's 7,255 elementary and middle schools. These programs serve 79% of California's elementary and middle schools where over 40% of students are eligible for free or reduced price meals. Expanded learning programs serve 85% of California's lowest-income elementary and middle schools where at least 50% of students qualify for free or reduced price meals (see Figure 3).

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



Funding Provides the Capacity for Year-Round Expanded Learning

Supplemental expanded learning funds offer the potential to serve California's youth with needed summer learning programs. According to the National Summer Learning Association "all young people experience learning losses when they are not involved in educational opportunities during the summer" and "two-thirds of the ninth grade achievement gap between lower and higher-income youth in reading can be explained by unequal access to summer learning opportunities during the elementary school years" (www.summerlearning.org, May 2013). *Over 1,000 (26%) 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.*

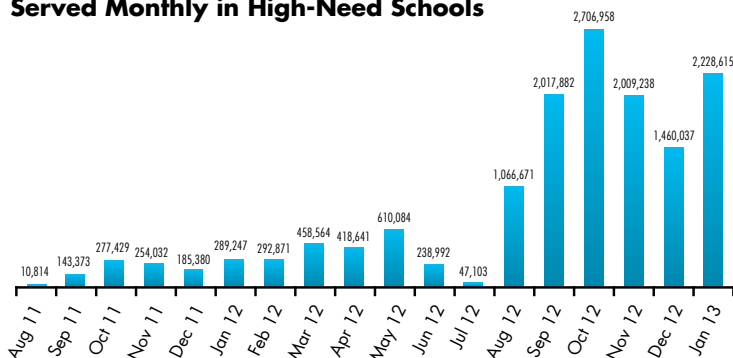
Expanded Learning Program Funding Leverages Additional Investment

Every state funded expanded learning program is required to secure local "matching" funding. This requirement is typically met through leveraging additional funds and encouraging community partnerships. In addition, the statewide expanded learning infrastructure also leverages additional federal and foundation investment.

Leveraging Federal Investment: The After School Meals Program

Over the past year, there has been a surge in the number of expanded learning programs serving meals in California. The Child and Adult Care Food Program (CACFP) offers federal funding to after school programs that serve a meal and/or a snack to children in low-income areas. Reimbursement for after school snacks has been available since the 1990s. However, reimbursement for after school meals in high need schools was available only in a few states until the Healthy, Hunger-Free Kids Act of 2010 expanded the availability for at-risk after school meals nationwide. The Meals Program offers programs an opportunity to increase access to fruits and vegetables (and other healthy foods) and address hunger (see Figure 4).

Figure 4: Number of After School Meals Served Monthly in High-Need Schools



Since the CACFP Meal Program's inception in October 2010, participation in California has continued to increase. Participation in just two years has increased from zero to over 2.7 million meals in October 2012, and 2.2 million meals in January of 2013 (Source: CDE Nutrition Services Division Child and Adult Care Food Program, April 2013).

Expanded Learning Programs Attract Foundation Investment

In addition to securing a local match, and leveraging federal funds, California's expanded learning infrastructure also leverages additional foundation investment.

The Power of Discovery:

STEM² is a partnership between the California STEM Learning Network and the California AfterSchool Network to support high



quality STEM (science, technology, engineering, and math) learning, with over one million dollars in support annually from the following foundations: S.D. Bechtel, Jr., Noyce, the David and Lucile Packard, and Samueli Foundations. The initiative provides *over 1,000 publicly funded expanded learning program sites with the tools and resources to implement quality STEM learning opportunities.*

Summer Matters is a Californian initiative funded by the David and Lucile Packard Foundation and Kaiser Permanente, coordinated by the Partnership for Children and Youth in partnership with ASAP-



connect, Children Now, FowlerHoffman, and the National Summer Learning Association. It is supported by public officials such as State Superintendent of Public Instruction Tom Torlakson and State Senator Mark Desaulnier. The initiative seeks to increase the quantity and quality of summer learning programs that reduce the achievement gap through engaging and relevant learning for youth in need during the summer months.

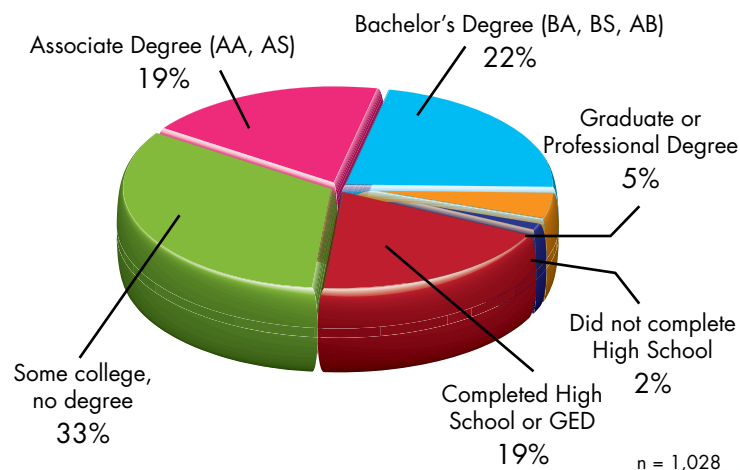
summermatters2you.net

Expanded Learning Programs Create Jobs

According to Children Now, *“the after-school field is the best kept secret in the world of workforce development. With close to 140,000 jobs in California, [the after school industry] offers a meaningful work experience to entry-level workers”* (Children Now, 2010). A 2012 labor market survey in California found the after school workforce is 65% female; the majority identify as Hispanic (48%), followed by 31% white, 9% African American, and 5% Asian American/Pacific Islander; the largest share is between the ages of 20-29 (63%), with 14% between 30-39 and 15% over 40 years; the workforce is split as 69% part-time and 31% full-time; and the annual turnover rate is reported at 26%.

For many, the survey data challenged assumptions about the expanded learning workforce. **One major finding is the workforce’s high level of education:** workers with an associate degree or higher accounted for a 46% share and those with some college but no degree accounted for 33% (see Figure 5). The survey data can be useful in helping inform the hiring and staff development practices for programs across the state.

Figure 5: Educational Attainment of California Expanded Learning Program Staff



(Source: California Workforce Innovation Network and CA Employment Development Department Labor Market Information Division, 2012 After School Program Survey, November 2012.) To read the full report, visit <http://californiawin.org/calwin-publications/calwin>.



Unmet Need for Expanded Learning Programs in California

Although most (63%) low-income schools have state or federally funded after school programs, **there are still nearly 2,500 low-income schools without programs** (see Table 2).

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	6,801	5,047
Without expanded learning program	2,497 (37%)	1,082 (21%)

Nearly 2,500 low-income schools, including over 1,000 elementary and middle schools do not benefit from an expanded learning program. In addition, 30% of the state’s over 1.8 million English Learners attend schools that do not offer a state or federally funded expanded learning program.

Limited Funding for Expanded Learning Programs

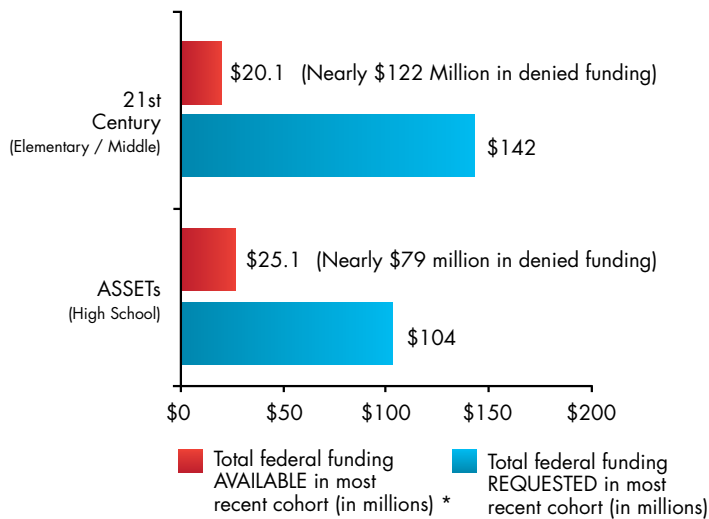
Limited funding for expanded learning programs results in numerous schools being denied the opportunity to serve their students in after school or summer learning programs (see Figure 6).

In the most recent round (cohort 8) of 21st Century grants (May 2013) the California Department of Education is intending to award approximately \$45 million in federal funding for 21st Century (elementary and middle school), and High School ASSETs after school and summer programs for the 2013-2014 school year. According to the After School Programs Division of the California Department of Education, applicants requested over \$246 million dollars in funding. With demand exceeding the supply of available funding by over \$200 million dollars, **well over 100,000 students will be denied the benefit of high quality expanded learning programs** that state and federal

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 approximately \$25 million in supplemental 21st Century funding, yet only approximately \$4.1 million is intended to be awarded.

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



Even where programs exist, there are often long waiting lists of interested students and families that the programs do not have the space or capacity to serve due to insufficient funding. Given statutory grant caps, each program is generally funded to serve only 83 elementary school students and 111 middle school students daily – just about one out of every seven students enrolled at an average-sized school.

The Promise of Expanded Learning Programs

Expanded Learning Programs Can Help Implement New Education Reforms

The California Department of Education recently created the After School Programs Division. This Division is focused on increasing program quality, strengthening a system of technical assistance and support, and increasing K-12 integration with expanded learning programs. This statewide focus and infrastructure can harness the potential for expanded learning programs to be an essential partner with educational systems and the core instructional day in the implementation of new statewide education reforms such as the Common Core State Standards and the Next Generation Science Standards.

Expanded Learning Programs Are Important Venues for Expanded Learning

The Learning in Afterschool and Summer project focuses on how children learn best and after school program strategies that support meaningful learning. They promote learning principles supported by brain research and research about children's learning. The project positions expanded learning programs as important places for learning that reflect these learning principles:



- Learning that is Active
- Learning that is Collaborative
- Learning that is Meaningful
- Learning that Supports Mastery
- Learning that Expands Horizons

For more information, visit www.learninginafterschool.org

Research Supports the Effectiveness and Impact of Expanded Learning Programs

This recently released compendium is composed of nearly 70 research studies, reports, essays, and commentaries by more than 100 researchers, educators, community leaders, policy makers, and practitioners. Together, the collection demonstrates the power of quality expanded learning opportunities to:



- Promote student success and college and career readiness;
- Build youth assets such as character, resilience, and wellness;
- Foster partnerships that maximize resources and build community ties; and
- Engage families in their children's learning in meaningful ways.

For more information, visit www.expandinglearning.org/expandingminds



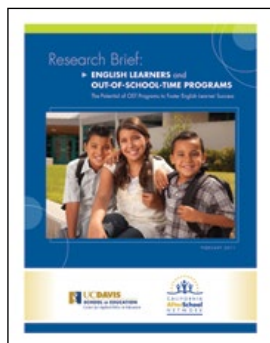
California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

Publications

Access the following **free tools, publications, and videos** at the California AfterSchool Network website at www.afterschoolnetwork.org/can-publications

Data and Research on Expanded Learning Programs in California



Research Brief: English Learners and Out-Of-School-Time Programs
The Potential of OST Programs to Foster English Learner Success

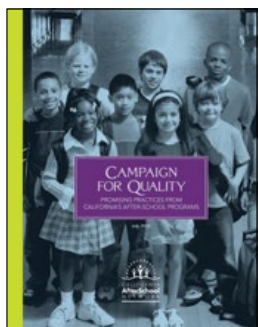
Search a database of publicly funded expanded learning programs in CA

<http://www.afterschoolnetwork.org/afterschool-programs-database>

Build Expanded Learning Program Quality



California After-School Program Quality Self-Assessment Tool
Supporting Continuous Program Improvement for Quality After-School Programs

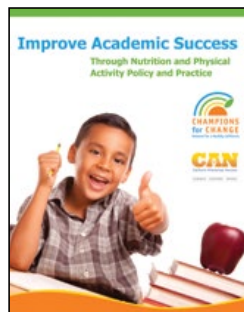


Campaign for Quality, Promising Practices from California's After-School Programs



Campaign for Quality Videos

Promote Health, Nutrition, and Physical Activity



Improve Academic Success Through Nutrition and Physical Activity Policy and Practice



Tips for Creating Healthy After School Programs – Seven Simple Steps for Program Directors

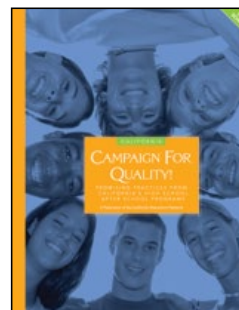


Be a Healthy Role Model for Children – 10 Tips for Setting Good Examples

Older Youth Program Resources and Tools



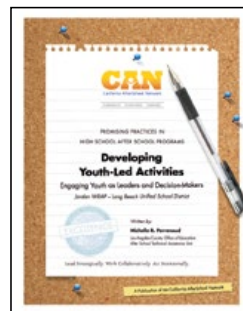
California High School After School Program – Quality Self-Assessment Rubric



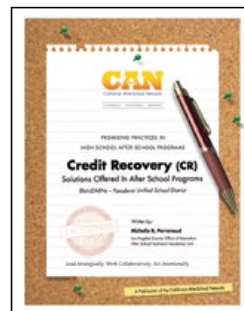
California Campaign for Quality! Promising Practices from California's High School After School Programs



High School After School Program Start-Up – A Guide with Special Focus Given to 21st CCLC High School Assets Funded Programs



Developing Youth-Led Activities – Engaging Youth as Leaders and Decision-Makers



Credit Recovery Solutions (CR) – Solutions Offered In After School Programs



California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

Get Connected!

Visit our website **www.afterschoolnetwork.org** to:

- **SIGN UP** for our free electronic newsletter to receive monthly updates on expanded learning resources, funding opportunities, training and technical assistance opportunities, policy updates, data and research on expanded learning.
- **JOIN** one of seven working committees shaping the future of after school in California. Working committees include: Policy, Quality, Nutrition and Physical Activity, English Learners, Older Youth, Rural, and STEM.
- **DOWNLOAD** FREE tools, resources, and publications.
- **ACCESS** funding opportunities, training and technical assistance, data, and research.



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.



<https://www.facebook.com/CaliforniaAfterschool>