



State of the State of California After School – May 2012

Overview of the State of the State of California After School

- In California, primarily state – and some federal – funding supports **over 4,500 after school programs** with the capacity to serve well **over 450,000 students** in the 2011-12 school year.
- State and federally funded after school programs serve exclusively **low-income communities**, many with high levels of English Learners.
- After school programs require a local match, met typically through **leveraging additional funds** and encouraging community partnerships. For example, after school programs leverage federal funds to provide after school snacks and meals to their participants.
- Supplemental state and federal after school funds also support essential **summer learning opportunities** for low-income youth.
- Still, state and federal after school funding is **unavailable for over 2,600 schools in low-income communities** and many existing programs have waiting lists.

Benefits of After School and Summer Learning Programs

- After school and summer learning programs increase student achievement, prevent crime, improve health, and strengthen the economy.
- After school and summer learning programs keep kids healthy and combat childhood obesity by offering healthy food and opportunities for physical activity.
- After school and summer learning programs are flexible learning environments where youth can engage in quality Science, Technology, Engineering, and Mathematics (STEM) and other learning opportunities that may not be offered in the core instructional day.



Learn more at www.afterschoolnetwork.org

California AfterSchool Network

After School Programs Serve Large Numbers of California's Neediest Students

Nearly half (46%) of public schools, attended by 44 percent of California's 6.2 million public school students, provide state or federally funded after school programs. These programs, all of which include an academic enrichment component, are located almost exclusively in low-income communities at schools which serve the majority of the state's economically disadvantaged students and English Learners – key subgroups for many schools and districts in meeting state and federal accountability targets (see Table 1).

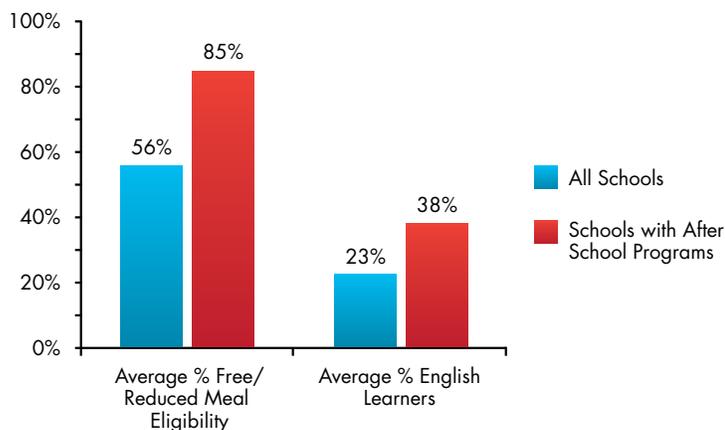
Table 1. Free and Reduced Price Meal Eligibility and After School Programs

	Number of Schools (all grade levels)	Schools with After School Programs	
		Number	Percentage
Statewide	9,895	4,584	46%
Low Income Schools (40% or more Free/Reduced Price Meal Eligible)	6,747	4,223	63%
Lowest Income Schools (50% or more Free/Reduced Price Meal Eligible)	5,939	4,040	68%

After school programs serve 63% of California's low-income schools where at least 40% of students are eligible for free or reduced price meals, consistent with federal Title I standards for needy schools. Among the lowest-income schools, where at least 50% of students qualify for free or reduced price meals*¹, more than two-thirds (68%) have the benefit of an after school program to support students.

Of the over 4,500 schools hosting state or federally funded after school programs, serving 450,000 students, 98% are schools in low-income communities, and those schools have an average of 85% of their students eligible for the school meal program. Those same schools also have a higher percentage of English Learners (38%) than all public schools statewide (23%) (See Figure 1).

Figure 1. Proportion of Economically Disadvantaged and English Learners at After School Sites

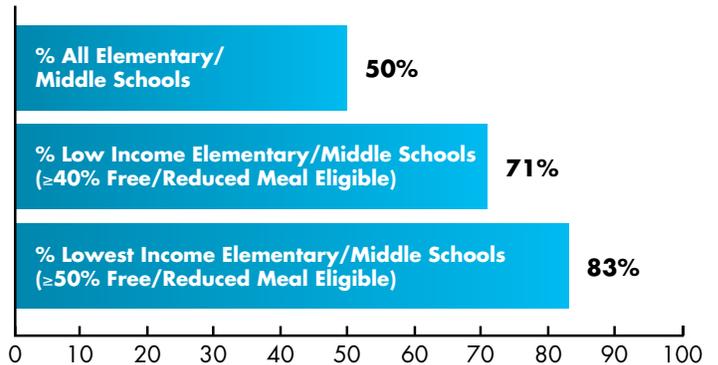


¹ASES provides grant priority to programs serving schools with 50 percent or more of students eligible for the free or reduced price school meal program.

A Majority of California's After School Programs Serve Elementary and Middle School Students

Most state and federal after school funding, including all state after school funding, serves elementary and middle school students. After school programs are located in half (50%) of the state's 7,234 elementary and middle schools. These programs serve over 70% of California's elementary and middle schools where at least 40% of students are eligible for free or reduced price meals. **After school programs serve 83% of California's lowest-income elementary and middle schools**, where at least 50% of students qualify for free or reduced price meals.

Figure 2. Proportion of California Elementary/Middle Schools with After School Programs



Most After School Programs Are Funded by the State

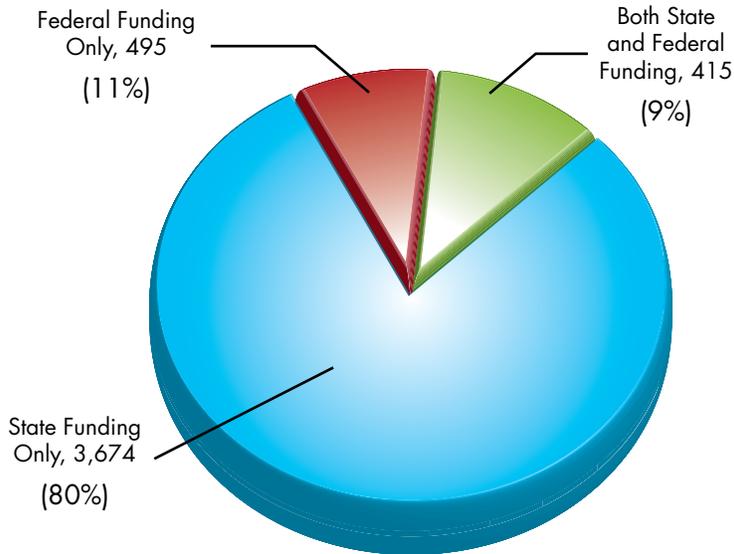
After school programs are funded by California's After School Education and Safety (ASES) program and the federal 21st Century Community Learning Centers (21st Century) program. Part of California's federal 21st Century funding is reserved for high schools through the High School After School Safety and Enrichment for Teens (ASSETs) program. While 21st Century (including ASSETs) funds programs at 910 school sites, ASES funds programs at more than four times as many sites (4,089). Approximately 9% of California's after school programs have both state and federal funds (see Figure 3). Taking these schools into account, California has a total of 4,584 publicly funded after school programs.

Although some school sites provide an after school program by combining funds from both ASES and 21st Century, the majority of publicly funded after school programs rely exclusively on funding from the state, as shown in Figure 3.



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Figure 3. Number of California Schools with State vs. Federally Funded After School Programs



Just as the number of California's after school programs with state funding dwarfs the number of programs with federal funds, the total dollars allocated by the state heavily outweighs the funding received from the federal government. For the 2011-12 school year, approximately \$539.4 million in state ASES grants and a total of \$144 million in federal 21st Century (\$64.9 million) and ASSETs (\$79.1 million) grants were awarded.

Unmet Need for After School Programs

Although most low-income schools have state or federally funded after school programs, there are still **over 2,600 low-income schools without programs**, including over 1,500 elementary and middle schools (See Table 2). In addition, more than a quarter (26%) of the state's over 1.4 million English Learners attend schools that do not offer a state or federally funded after school program.

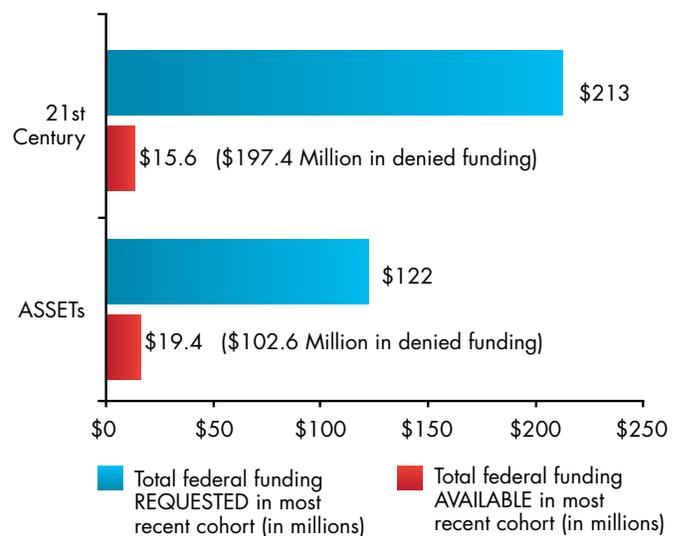
Table 2. Low Income Schools Without an After School Program

	Low Income Schools (all grade levels)	Low-Income Schools (Elementary and Middle Only)	Lowest Income Schools (all grade levels)	Lowest Income Schools (Elementary and Middle Only)
Statewide	6,747	5,189	5,939	4,012
<u>Without After School Program</u>	2,524 (37%)	1,526 (29%)	1,899 (32%)	698 (17%)



Limited funding for after school programs results in numerous schools being denied the opportunity to serve their students either in an after school program or by extending existing programs into summer. In the recent round of 21st Century grants (May 2012), the California Department of Education is awarding approximately \$35 million in federal funding for 21st Century elementary and middle school, and High School ASSETs after school and summer programs for the 2012-2013 school year. According to the After School Programs Division of the California Department of Education, 2,163 sites applied for over \$335 million in funding to serve over 158,000 students. With demand exceeding the supply of available funding by approximately \$300 million, well over 100,000 students will be denied the benefit of high quality after school and summer programs that state and federal funding makes possible.

Figure 4. Most Recent Cohort of Federal After School Funding Illustrates Unmet Need in California



Estimated breakdown of available funding between 21st Century and ASSETs programs is based on statutory requirements and initial awards announced in May 2012.

Even where programs exist, there are often long waiting lists of interested students that programs do not have space to serve due to insufficient funding. Given statutory grant caps, each program is generally meant 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. More than half of programs surveyed report having waiting lists.

The Promise of After School Programs

Research shows after school programs have academic, economic, public safety and health benefits.

Academic Benefits

- In a 20-year UCLA longitudinal study, researchers found that LA's BEST elementary school after-school students who participated for three or more years were about 20 percent less likely to drop out years later than similar students who did not attend LA's BEST.

Source: Keeping kids in school: An LA's BEST example. UCLA Center for Research on Evaluation, Standards, and Student Testing (2005)

- At 80 state and federally funded after school programs in the Central Valley, after school program participants improved their school day attendance by 14 days (nearly three weeks)

Source: Afterschool programs in the Central Valley benefit children and youth: Evaluation results from the 2006-2007 school year (Newhouse, 2008)

- A UC Irvine study found that low-performing students in California's ASES program were 53% less likely to be held back a grade in elementary school than similar non-participants and that ASES participants also were more likely to move out of the bottom quartile on standardized reading and math tests.

Source: Evaluation of California's After School Learning and Safe Neighborhoods Partnerships Program: 1999 – 2001. University of California Irvine (2002)

Economic Benefits

- After school programs support working families. In Oakland, most parents reported that they were better able to hold a job or stay in school since their children enrolled in after-school programs.

Source: Oakland After School Program Evaluation Findings Report 2009-10. (Oakland, CA: Public Profit)

- State funded after-school programs employ more than 20,000 workers, many from the low-income communities being served, entering the workforce for the first time, and/or for whom the position is a springboard to teaching careers.

Source: California Afterschool Advocacy Alliance (n.d.)

- UCLA researchers estimate that every dollar invested in the LA's BEST program saves the city \$2.50 in crime-related costs alone.

Source: The Long-Term Effects of After-School Programming on Educational Adjustment and Juvenile Crime: A Study of the LA's BEST After-School Program. UCLA Center for Research on Evaluation, Standards, and Student Testing (2007)

Public Safety and Health Benefits

- The after school hours – from 2 p.m. to 6 p.m. – are the peak hours on school days for juveniles to commit or be victims of violent crime and engage in other risky behaviors.

Source: California's after-school choice: juvenile crime or safe learning time. Fight Crime Invest in Kids, CA (2001)

- After participating in the A World Fit for Kids! after-school program, 5th graders at a Los Angeles area elementary school were nearly twice as likely to meet California's Fitnessgram standards on physical fitness tests, compared to before (70% vs. 40%).

Source: A World Fit for Kids! delivers proven results. Evaluation by Kaiser Group, Inc. (n.d.)

Spotlight on Emerging Issues – Expanded Learning, STEM, After School Meals, and Summer

Expanded Learning

After school and summer programs are essential places of learning for those that need the most support. Multiple ongoing efforts are helping promote the importance of learning in the after school and summer learning environment. These efforts include:

1. Learning in Afterschool & Summer Project – learninginafterschool.org

The Learning in Afterschool and Summer Project defines quality learning in after school and summer programs. In its position statement the project states that after school and summer programs are important places of learning that are

- Active
- Meaningful
- Expands Horizons
- Collaborative
- Supports Mastery

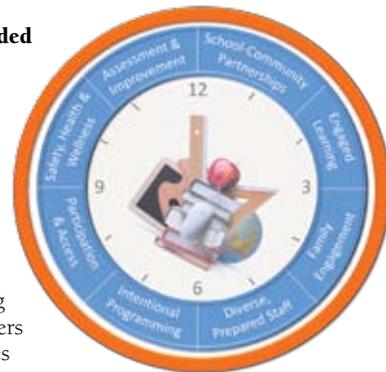
Learning principles that are strongly supported by recent brain research and the growing science of learning serve as a good definition of “engaged learning” that is outlined in the Afterschool Alliance Expanded Learning framework.

2. Afterschool Alliance Eight Principles of Effective Expanded Learning Programs – <http://www.afterschoolalliance.org/policy/expandedlearning.cfm>

Source: Afterschool Alliance

3. Expanded Learning & Afterschool – www.expandinglearning.org

is a 50-state initiative harnessing the power of networks and leaders to help schools and communities leverage the time beyond school to accelerate student achievement by sharing research, best practices, and sustainable approaches to after school and summer learning.



Advancing STEM Learning Beyond the Classroom

After school and summer learning programs are flexible learning environments where youth can engage in quality Science, Technology, Engineering, and Mathematics (STEM) learning opportunities that may not be offered in the core instructional day. The California Afterschool Network is working with public and private funders to advance STEM learning during out-of-school time in California. For more information, visit www.stem.afterschoolnetwork.org

Leveraging Federal Funding for After School Meals

Thanks to the Healthy, Hunger-Free Kids Act signed into law in 2010, the federal government now subsidizes a nationwide after-school supper program for schools in low-income communities, with approximately \$3 per student per meal. This is one of many ways after school programs leverage additional funds, consistent with the requirement that state funded after school programs provide local matching contributions.

The Importance of Summer Learning

Supplemental after school funds offer the potential to serve California's youth with needed summer learning programs, especially with summer school being decimated by budget cuts. According to the National Summer Learning Association (www.summerlearning.org):

- All young people experience learning losses when they are not involved in educational opportunities during the summer.
- 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.
- Children – particularly children at high risk of obesity – gain weight more rapidly when they are out of school during the summer break.
- Parents consistently cite summer as the most difficult time to ensure that their children have productive things to do.

Summer Matters is a California initiative launched through the efforts of the Partnership for Children and Youth along with support from the National Summer Learning Association, and public representatives such as State Senator Mark DeSaulnier and State Superintendent of Public Instruction Tom Torlakson. The Summer Matters mission is to promote quality summer learning programs that reduce the achievement gap through intentional, engaging, and relevant learning during the summer months. www.summermatters2you.net