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State of the State of Expanded Learning in California 2015–2016

AUTHORED BY

Jeff Davis

Executive Director, California AfterSchool Network

EDITED BY THE CAN POLICY COMMITTEE CO-CHAIRS

Jessica Gunderson

Policy Director, Partnership for Children and Youth

AND

Brian Lee

State Director, Fight Crime Invest in Kids

“California has the largest and highest ranking expanded learning program in the nation. After school and summer programs are an integral component of California's education system, engaging students in meaningful learning and enrichment opportunities that support their success in 21st century careers, college, and life.”

Tom Torlakson

Superintendent of Public Instruction

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EXECUTIVE SUMMARY

Expanded learning programs in California support after school, summer, inter-session, and before school programs at nearly 4,500 expanded learning sites serving nearly 500,000 children and youth daily. California boasts the largest and highest-rated expanded learning infrastructure in the nation.

California's expanded learning system is at risk due to flat funding in the face of increased operating costs, a rising standard of living, and increased personnel costs due to state-mandated increases to minimum wage.

Protecting this system is critical to address the growing achievement and opportunity gaps for California's children and youth. Participation in after school programs results in positive academic outcomes, increased student engagement, attendance, positive behavior, and increased health and wellness for students in high need communities.

California's expanded learning infrastructure is unique in the wide range of supports and resources it leverages to the most underserved communities including year-round learning opportunities, increased STEM learning opportunities, access to nutrition, physical activity and health, and a platform to address the emerging teacher shortage by helping to cultivate the next generation of teachers.

Sustaining and growing California's after school and summer programs is essential. Despite high levels of public support and a high return on investment, there is still significant unmet need for expanded learning opportunities in California.



The State of the State of Expanded Learning in California is a publication of the California AfterSchool Network produced in partnership with, and with generous support from the California Department of Education's After School Division (ASD).

Expanded learning programs for the purposes of this report are defined consistently with the California Department of Education's After School Division: "the term Expanded Learning refers to before and after school, summer, and intersession learning experiences that develop the academic, social, emotional, and physical needs and interests of students. Expanded Learning opportunities should be hands-on, engaging, student-centered, results-driven, involve community partners, and complement learning activities in the regular school day/year."¹

California's robust expanded learning infrastructure serves California's most underserved students

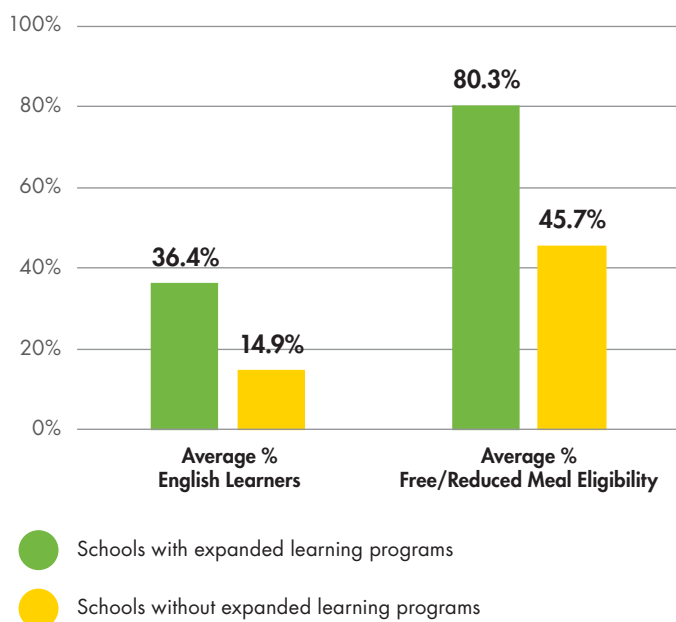
California funds and administers the largest expanded learning infrastructure in the nation. The state-funded After School Education and Safety (ASES) program and federally-funded 21st Century Learning Centers (21st CCLC) program, operate at nearly 4,500 sites and **have the capacity to serve almost 500,000 students daily.**^a

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

	Number of Schools (all grade levels)	Schools with After School Programs	
		NUMBER	PERCENTAGE
Statewide	9,978	4,485	45%
Low Income Schools (40% or more Free/Reduced Price Meal Eligible)	7,356	4,376	59%

Nearly half (45%) of California's public schools^b benefit from state or federally funded expanded learning programs, including almost 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 1 standards for needy schools.

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

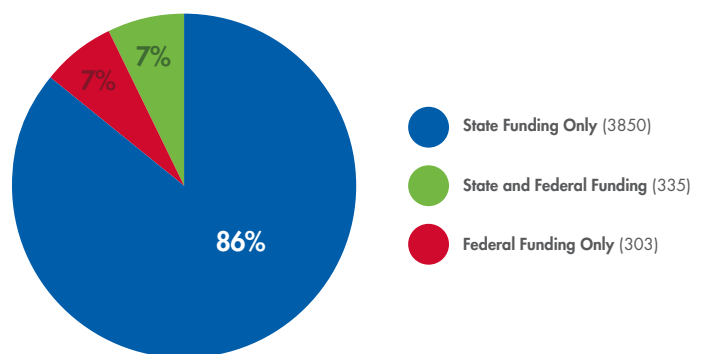


^a California's expanded learning programs have the capacity to serve 495,264 students daily.²

^b Data analysis of all schools includes Public Elementary Schools, Intermediate / Middle Schools, Junior High Schools, High Schools, K - 12 Schools, Special Education Schools, State Special Schools, Juvenile Court Schools, Continuation High Schools, County Community Schools, District Community Day Schools, State Special Schools, Alternative Schools of Choice, and Youth Authority Facilities with enrollment in 2014-15 and/or 2015-16 school years and/or received ASES or 21st CCLC funding.

72% of California's schools are in low-income communities. Nearly all (98%) of California's expanded learning programs operate in low-income schools where more than 40% of the students are eligible for FRPM. On average, schools with expanded learning programs have over 80% of their students eligible for FRPM. Schools with expanded learning programs in California have more than double the percentage of English Learners than schools without expanded learning programs.

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



State ASES funds programs at 4,185 school sites, while federal 21st CCLC funds programs at over 638 school sites including 289 of which are High School After School Safety and Enrichment for Teens (ASSETs) sites. Taking into account that approximately 7% of school sites receive both state and federal funding, **California has a total of 4,485 publicly funded after school programs, with the vast majority (86%) funded exclusively by the state.**

Figure 3. The Majority of California Expanded Learning Programs Serve K-8 Students



More than 9 out of 10 publicly funded expanded learning programs are at elementary and middle schools. Expanded learning programs are located in over half of all of California's elementary and middle schools and **in about three-fourths of the state's 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 Funding for Expanded Learning

Expanded learning programs in California are funded by the state After School Education and Safety (ASES) program and the federal 21st Century Community Learning Centers (21st CCLC) program. Most funding for expanded learning in California supports after school programs. In addition, ASES and 21st CCLC supplemental funding supports year round learning including summer learning programs, intersession programs, and before school programs at 1,087 schools.

State Expanded Learning Programs Primarily Funded through the After School Education and Safety (ASES) Program

Expanded learning programs are primarily funded by California's After School Education and Safety 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. ASES funding supports programs that serve elementary and middle school students.

For the 2015-2016 school year approximately \$541 million in new and continued state ASES grants and over \$127 million in Federal 21st CCLC grants were allocated to programs on 4,485 K-12 school sites serving nearly 500,000 children and youth daily.

Federal 21st Century Community Learning Centers Program

Additional funding is provided through the Federal 21st CCLC program (see figure 2). Federal funding for the 21st CCLC

California Ranks Number One in the Nation in After School



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. The report surfaced strong public support for after school programs, which demonstrate a strong return on investment.³

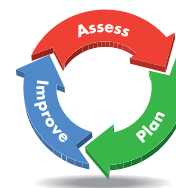
program was preserved in the new Every Student Succeeds Act (ESSA) despite the House of Representatives proposing to eliminate the 21st CCLC program. Following a tremendous outpouring of public support for the program, the final education bill preserved the 21st CCLC program as an independent funding stream.⁴ 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.

Continuous Quality Improvement in California's Expanded Learning Programs

The California Department of Education (CDE) administers state and federal funding for expanded learning programs. Two years ago the State adopted California's first ever Quality Standards for Expanded Learning which provide a framework for high quality programming and are a strong complement to new Common Core and Next Generation Science Standards as well as many of the priorities of the Local Control Funding Formula (LCFF)⁵. Additionally, ASD's strategic plan for California's expanded learning programs focuses on Continuous Quality Improvement (CQI), which is in accordance with a newly adopted requirement that all programs engage in a continuous quality improvement process based on the Quality Standards.

A Vision for Expanded Learning in California

California's Expanded Learning programs are an integral part of young people's education, engaging them in year round learning opportunities that prepare them for college, career, and life.¹



2011

The CDE After School Division (ASD) was formed as part of Torlakson's Blueprint for Great Schools¹²

January 2014

ASD releases a field-informed vision for expanded learning and strategic plan¹

September 2014

Quality Standards for Expanded Learning in California are adopted.¹³

Governor Jerry Brown signs SB 1221 into law creating a new program requirement to implement a CQI process.¹⁴

September 2015

Programs Commit to Engage in a CQI process.¹⁵

Programs implementing assessment process and creating site-level CQI plans.

California publicly funded expanded learning infrastructure is at-risk

Since 2007, expanded learning program sites have been funded at a daily rate of 7.50 per student, per day. During that time the Consumer Price Index has increased by 19 percent.⁵ Increases in minimum wage, which has increased by 33%, are further squeezing expanded learning programs.⁶

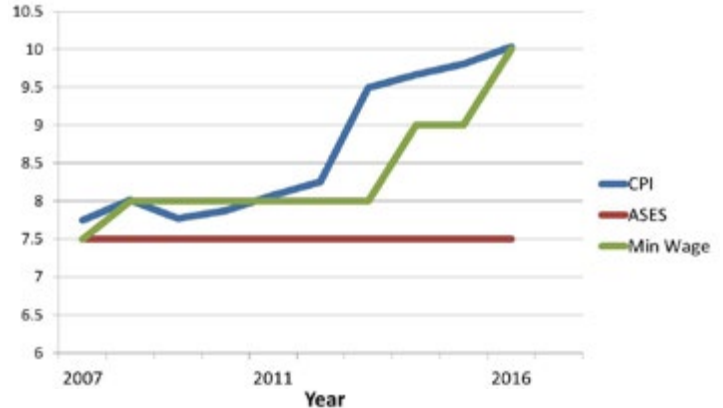
A recent EdSource article⁷ summarized the results of a statewide survey⁸ finding that, “29 percent of respondents – including large programs such as LA’s BEST – say they are likely to close in the next two years without an increase in the daily reimbursement rate from the state.” The 2016 survey of almost 700 expanded learning providers, including over 630 ASES providers found that the flat funding rate has negatively impacted 92% of respondents and 35% are serving fewer students than last year. 86% of respondents indicated they find it more difficult to recruit and retain quality staff. Not unrelated, 64% of respondents have reduced staff hours and benefits.

To address this issue, the Legislature has proposed to increase the daily rate by \$1 to \$8.50. Assemblymember Jim Cooper introduced Assembly Bill 2663 (AB 2663)⁹. AB 2663 would “augment the After School Education and Safety (ASES) program by \$73,260,000 in order to cover the financial impact to programs of meeting the two recent statutory minimum wage

*Update: As of 6/29/16, AB 2663 (Cooper) did not advance out of the Assembly Appropriations Committee, and funding for the proposed increase to the daily rate was not included in the State’s budget for 2016-17.

⁵LCFF provides billions of dollars in discretionary funding to school districts with more funding directed to districts serving high-need students. Under LCFF, each Local Education Agency must create a Local Control and Accountability Plan (LCAP) that directs LCFF funding to address specific state priorities including student achievement, student engagement, parental involvement, school climate, course access, and implementation of State Standards.

Rising cost of doing business⁵



increases. The bill would also establish an annual cost-of-living adjustment process.”^{10,11} Additionally, the Senate and Assembly Budget Committees are considering budget increases in the 2016-17 Budget to address this issue.* **Without relief, programs are forced to reduce enrichment activities and academic supports, professional development, staff hours, and the number of students served. Such reductions impact program quality as well as the academic, behavioral, health, safety and economic benefits made possible by California’s expanded learning programs.**

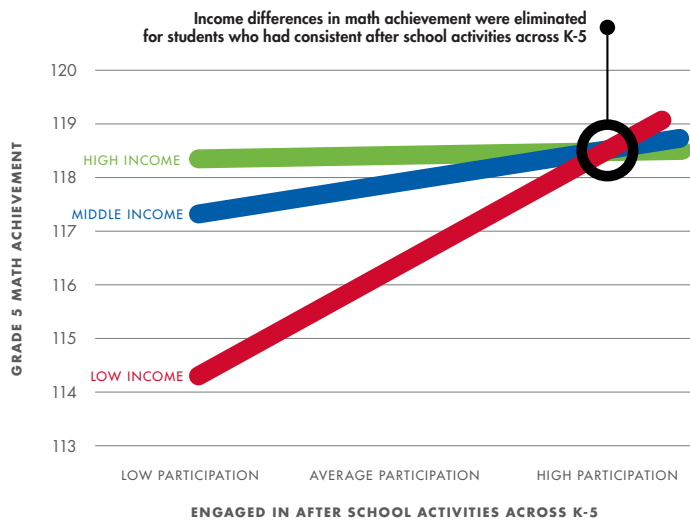


Expanded learning programs are a critical resource to address achievement and opportunity gaps for California's children and youth

Expanded Learning Programs Increase Student Achievement, Attendance, and Engagement

Expanded learning programs provide opportunities for learning and enrichment that narrow achievement and opportunity gaps. Youth from higher-income families are twice as likely to access enrichment and skill-building opportunities than their peers from lower-income families.¹⁶ 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.^d Research illustrates that regular attendance in expanded learning programs increases student achievement,¹⁷ attendance and positive behaviors.¹⁸ Expanded learning provides both academic and non-academic benefits, consistent with the federal Every Student Succeeds Act (ESSA) which focuses on a broad range of outcomes.

Figure 4. After School Participation Narrows the Math Achievement Gap¹⁷

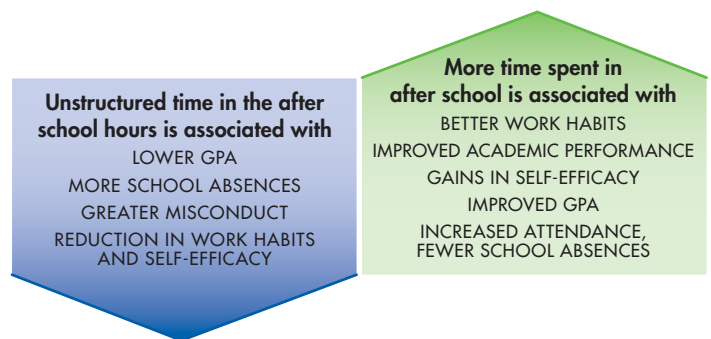


Expanded Learning Programs Are a Critical Resource to Advance New Academic Standards and Funding Priorities

New Quality Standards for Expanded Learning in California, include components such as Active and Engaged Learning, Skill Building, Youth Voice and Leadership, and Diversity, Access, and Equity, which are complementary to California's new K-12

educational standards. Expanded learning quality standards have particularly strong alignment with the Standards for Mathematical Practice and Capacities of a Literate Individual outlined in the Common Core State Standards (CCSS), and the Science and Engineering Practices of the Next Generation Science Standards.³³ Additionally, the CCSS implementation plan recommends support for K-12 expanded learning partnerships on “how to collaborate to incorporate, into after-school/extended day programs, activities that enrich the CCSS-related learning initiated during the regular day.”¹⁹

Figure 5. Participation in After School Programs Improves Attendance and Academics¹⁸



Expanded Learning Programs complement and expand upon student learning in the core instructional day. Many expanded learning programs offer skill-building, project-based learning opportunities such as robotics, arts and music, culinary arts, gardening, and service-learning. Such expanded learning opportunities can help enhance the critical thinking, problem-solving, and collaboration skills that are central to the Common Core.^{23,24,25,26} Expanded learning opportunities also address the priorities of the Local Control Funding Formula (LCFF). However, few Local Control Accountability Plans invest new funding in ASES.²⁷ Expanded learning programs are an essential resource to advance new academic standards and funding priorities outlined the Local Control Funding Formula (LCFF).

^d 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.

Impacts of expanded learning programs

By the 8th grade, students who participated in LA's BEST in elementary school years demonstrated gains in math, science, and history GPAs, as well as standardized test scores.²⁰

Participants in 86 Oakland Unified School District afterschool programs increased their school-day attendance by 35,343 days in 2010-11, earning the district close to \$1 million in additional revenue.²¹

A study of the YMCA High School Youth Institute (currently operating in multiple California High School Sites) found that participants had significantly higher English and Math standardized test scores, fewer absences, and higher grade-point averages.²²



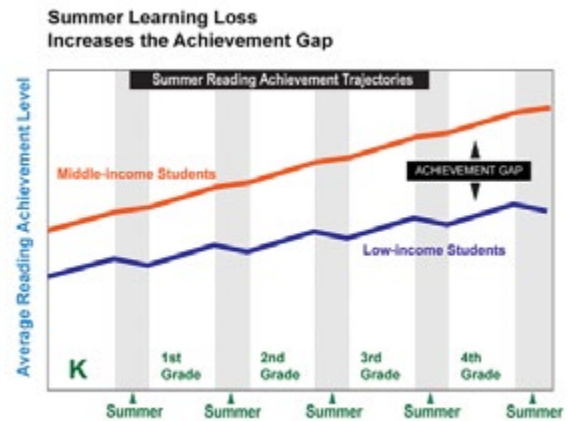
Launched in January 2016, the **Expanding Student Success Campaign** is a statewide initiative designed to ensure that K-12 educators and leaders are exposed to the impact that Expanded Learning opportunities have on students and school communities. The Expanding Student Success Campaign is an outgrowth of recommendations for K-12/Expanded Learning Integration outlined in the California Expanded Learning Strategic Plan – *A Vision for Expanded Learning in California*.

Expanded Learning Opportunities Support Summer Learning and Combat Summer Learning Loss

Disadvantaged youth lose academic knowledge during the summer—a phenomenon referred to as summer learning loss²⁸. 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.”²⁹ Research has shown summer learning loss accounts for about 2/3 of the ninth grade achievement gap in reading.³⁰

Expanded Learning Opportunities could be leveraged to support new Local Control Funding Formula (LCFF) priorities including student achievement, student engagement, parental involvement, school climate, and implementation of California Standards.

Figure 6. Summer Learning Loss and the Academic Achievement Gap²⁹



In California, over 1,000 state and federally funded afterschool programs have funding that can be utilized to offer expanded learning programs when school is not in session (including summer and intersession programs).^e



California has seen a growing commitment to summer learning programs spurred in large part by the **Summer Matters Campaign**. Summer Matters is a statewide network of school districts, educators, school boards, education leaders, mayors, legislators, nonprofits, funders, civic leaders and parents working collaboratively to create and expand access to high quality summer learning opportunities for all California students. Over 100 school districts and multiple County Offices of Education have signed on as Summer Matters Champions. 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.”²⁹ Students who participate in summer learning programs often gain in their academic abilities and return to school in the fall more enthusiastic, more confident as students, and more engaged in learning.

^e 1,087 schools have ASES or 21st CCLC Supplemental funding

Expanded Learning Provides Innovative Approaches to Learning, Including STEM Learning Opportunities

“Expanded learning programs offer an outstanding opportunity for children to dig into STEM subjects, to roll up their sleeves and learn vital skills, and become excited about STEM topics.”

– Dr. Gregory Washington

Dean of the UCI Samueli School of Engineering³³

By 2018 there will be a demand for over one million STEM (Science, Technology, Engineering, and Math) jobs in California.³¹ California’s families understand there is a strong need for high quality STEM learning opportunities, in expanded learning programs. A recent analysis outlined in *FullSTEM Ahead: After School Programs Step Up as Key Partners in STEM Education*³² summarized in-depth interviews with more than 13,000 nationwide parents and guardians, including 854 parents in California. The analysis found that **77% of California parents believe that after school programs should offer STEM learning opportunities, and 75% of California parents are satisfied with the STEM learning opportunities provided in their child’s after school program.**

California’s Expanded Learning Programs Increase STEM Learning Opportunities



The Power of Discovery: STEM² Initiative galvanized five local communities supporting over 600 K-12 sites, engaging over 11,000 students in STEM learning opportunities. Staff and program directors reported high levels of student engagement in STEM learning opportunities, and the quality of STEM learning opportunities was linked to student outcomes, including their interest for science, math efficacy, and social competencies, work habits, reading efficacy, and lower levels of misconduct.³⁴ The initiative is now part of the California Department of Education After School Division as a pilot with plans for statewide expansion to increase the quantity and quality of STEM learning opportunities available to children and youth participating in expanded learning programs.



The **Partnership for Children and Youth Summer STEM Project**, implemented over three years in four unique school districts, impacted over 1,000 students in ten summer learning sites resulting in increased student engagement in science and increased staff capacity to implement STEM. 89% of student participants indicated science was more interesting, 93% stated the program taught them new things, and 83% stated they wanted to learn more about science. Participation in the initiative significantly increased staff confidence to lead effective STEM learning opportunities.³⁵



The STEM Funders Network launched the **STEM Learning Ecosystems Initiative** in 2015³⁶. Twenty-seven STEM Learning Ecosystems representing 18 states are participating in a national Community of Practice to foster cross-sector collaboration to scale STEM learning for all young people based on their communities’ needs and assets. STEM Learning Ecosystems include schools, out-of-school time programs, higher education institutions, public institutions, and the private sector. In California; five STEM Learning Ecosystems include the San Diego EcosySTEM (San Diego), Orange County STEM Initiative (Orange County), Los Angeles STEM Hub (Los Angeles), Ventura County STEM Regional Network (Ventura), and Bay Area STEM Ecosystem (Bay Area).



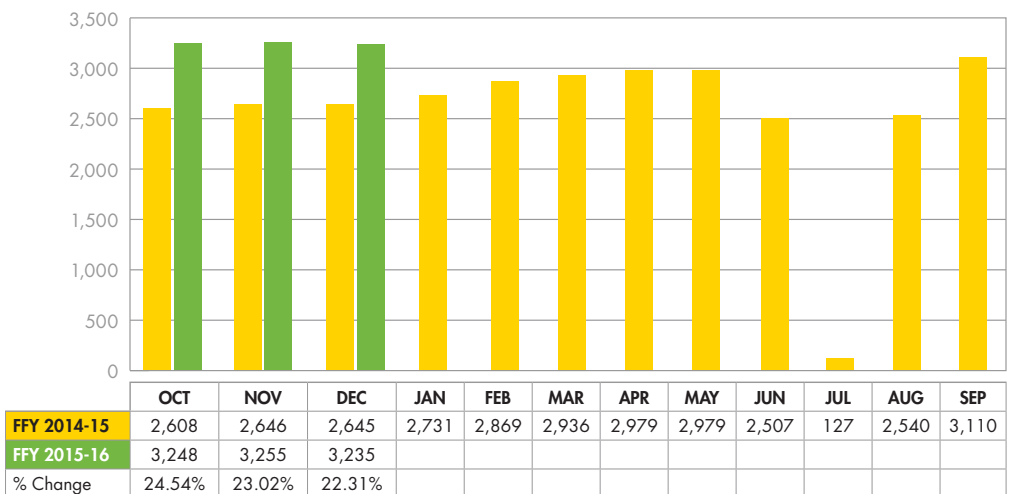
Expanded learning opportunities increase health and nutrition for students in high need communities

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.³⁷ **Expanded learning programs are a crucial partner to schools to increase access to nutritious food and opportunities for physical activity for California's students.**

78% of California parents are satisfied with the healthy food provided after school. Providing healthy food after school is especially important to low-income, African American, and Hispanic parents.³⁸

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 promoting health.”³⁸ The report highlights that parents are highly satisfied with the nutritious food provided and the physical activity their children participate in during after school programs.

Figure 7. Federal CACFP At-Risk After School Meal Sites



¹Data provided by the California Department of Education Nutrition Services Division. Learn more about Federally reimbursable snack and meal programs administered by the California Department of Education Nutrition Services Division at <http://www.cde.ca.gov/ls/nu/as/snackfacts.asp>

²California's expanded learning programs leveraged \$147,907,829.95 in At-Risk Meal Funding in 2015 through 44,685,145 individual meals, reimbursable at \$3.31 per meal in 2015.

³5,905,438 CACFP At-Risk After School Meals were served in October 2015

⁴Locate sites participating in the CACFP At-Risk After School Meal Program at <http://www.afterschoolnetwork.org/after-school-meal-program>

⁵Meal program sites have increased 150.46% since FFY 2012-13

California Leverages Significant Federal Investment to Increase Food Security

Expanded learning programs in California are leveraging over \$150 million federal funding to provide after school meals and after school snacks. Additionally, summer meals are provided through a variety of programs^f under the National School Lunch Program (NSLP) and the Child and Adult Care Food Program (CACFP).

After School Meals

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.³⁹ Since the Meal Program's inception in 2010, participation by California's expanded learning programs has increased steadily, and in 2015, it provided **nearly \$148 million⁹** in federal funding for after school meals. Approximately two-thirds of these meals are served at schools with ASES and 21st CCLC programs.

According to the most recent data from the CDE Nutrition Services Division, by October 2015, a record high of nearly 6 million meals^h were served monthly at over 3,200 expanded learning program

sitesⁱ, a 23% increase in sites from the previous year and over 150%ⁱ increase since FFY 12-13. Of California's 4,485 expanded learning program sites, 2,219 participate in the Meal Program. **While the meal program has grown dramatically since its inception, still more than half of expanded learning program sites are currently not benefitting from the meal program.**

After School Snacks

California served over 7 million CACFP At-Risk Snacks^k at approximately 1300 expanded learning program sites^l, leveraging over \$5.8 million in federal snack reimbursement^m. While the number of participating sites has increased the number of snacks provided has generally decreased as many sponsors instead choose to serve an After School Meal, which has five nutrition components versus a snack that has only two nutrition components.

Summer Meals and California's Summer Nutrition Gap

According to a recent (2015) report on summer nutrition in California, *School's Out Who Ate?*⁴⁰ "nearly 2 million" (or 80 percent of) children and youth who benefitted from federally funded free or reduced-priced lunches during the school year missed out on such lunches during the summer." The report highlights that while moderate gains in summer meals (provided through the Seamless Summer Food Option and the Summer Food Service Program)^o have occurred in recent years there is still as significant summer nutrition gap for California's FRPM-eligible students.

Figure 8. California's Summer Nutrition Gap⁴⁰



Expanded Learning Programs Increase Physical Activity and Health

Beyond providing access to nutritious snacks and meals, expanded learning programs are a prime resource to reduce health disparities. Supported by a variety of partners, many expanded learning programs take an intentional approach to increase health, nutrition, and physical activity offerings consistent with the Healthy Choices and Behaviors elements of the Quality Standards for Expanded Learning in California. Examples of this include the Healthy Behaviors Initiative (HBI), Healthy Out of School Time (HOST), and Team California for Healthy After Schools (TCHAS). Additionally, a new recognition program, the Distinguished After School Health (DASH) program

84% of California parents are satisfied with the amount, and the variety of physical activity offered in their child's after school program.³⁸

seeks to recognize expanded learning programs advancing health and nutrition.

The Healthy Behaviors Initiative

(HBI) supports programs to embed healthy eating, physical activity and food security in their policies and practices to positively impact the lives of the students, staff and families. Currently, 23 (multi-site) expanded learning programs and 32 HBI Learning Centers support close to 800 expanded learning sites to implement exemplary policies and practices that support students, staff and families to increase healthy choices and behaviors.



The Alliance for a Healthier Generation,

founded by the American Heart Association and the Clinton Foundation, provides technical assistance and evidence-based resources to support expanded learning staff in transforming their program environments to increase healthy eating and physical activity. Since 2011, the Alliance's Healthy Out-of-School Time Initiative has reached more than 225,000 young people at 2,000 out-of-school time sites nationwide. In 2015-16, the Initiative provided support to 115 sites in Los Angeles and Sacramento. On average, sites receiving Alliance support and technical assistance made eight policy and practice improvements during 2014-15.



Team California for Healthy After Schools (TCHAS)

is a project developed by the California Department of Education's Nutrition Services Division, California Department of Education, and the California After School Resource Center that provides resources for after school programs to create healthy environments. Seven statewide teams invested four years, developing and implementing Wellness Policies and providing effective nutrition education, physical activity, snack and supper, and coaching and mentoring programs. Now in its final year, 43 Mentor and Mentee Teams reaching over 9,000 students. Evaluations showed that TCHAS positively impacted students and staff, and entire agencies.



^k 7,083,867

^l Participating sites fluctuate monthly. The average number of participating sites during September through May when school is typically in session is 1,344 sites. 1,891 sites participated in March 2015 (highest monthly participation) and 1,135 sites participated in January 2015 (lowest monthly participation).

^m California's expanded learning programs leveraged \$5,830,528.00 in At-Risk Snack Funding in FFY 2014-15.

^o Daily participation of children receiving free or reduced-priced meals in the 2014 school year was 2,365,091. 462,164 children received summer meals in 2014, a difference of 1,902,927 students in the summer compared to the school year.

^p Learn more about federally funded summer food programs at <http://www.cde.ca.gov/ls/nu/sf/index.asp>

The Distinguished After School Health (DASH) Program

Senate Bill 949 (Jackson) established the DASH program to recognize Kindergarten through middle school expanded learning programs that are meeting exemplary health education, nutrition, and physical activity standards. The recognition is valid for two years and successful candidates are highlighted on the ASD website. The first DASH applications were submitted in April 2016.⁴¹



California's expanded learning programs are helping to 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.⁴² According to a recent report *Addressing California's Emerging Teacher Shortage: An Analysis of Sources and Solutions* (Darling-Hammond, et. al, 2016) teacher demand is far outpacing the supply. According to the report teacher shortages "can result in larger class sizes, cancellation of courses, or the assignment of under-prepared or out-of-field teachers." Among multiple recommendations, the report recommends creating innovative pathways into teaching including a high school teaching career pathway program, and "Grow Your Own programs" recruiting from local communities to teach in local communities.⁴³ **There is a significant opportunity for K-12 and higher education partnerships with expanded learning programs to address K-12 and expanded learning workforce needs and forge innovative pathways to teaching.**

The California Teaching Fellows Foundation (CTFF) partners with higher education institutions such as the CSU Fresno State Kremen School of Education and CSU Stanislaus, as well as Community College Districts, and School Districts to recruit college students on a pathway to teaching through expanded learning programs. The Teaching Fellows program builds college students' capacity through intensive professional development and expanded learning program placements to

gain valuable experience on their pathway to teaching. Recently the Teaching Fellows expanded their work to prepare high school students to graduate with 100 hours of expanded learning program experience in preparation for an education career pathway. CTFF has placed more than 1,500 Teaching Fellows in hundreds of expanded learning programs to gain expanded learning classroom experience while enhancing expanded learning program quality.



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)** (highlighted in the Darling-Hammond report) 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.

Unmet need for expanded learning opportunities in California

More than **8 in 10** California parents agree that after school programs help working parents keep their job.³

A recent report by the California Budget and Policy Center on California's workforce surfaced that more California households than ever before (57.3%)

have all parents working.⁴⁴ Expanded learning programs support working families by providing enriching learning opportunities in a safe and supportive environment until 6pm. There is strong public support for expanded learning programs in California. **86% of parents support public funding for after school programs** including 91% of Democrats and 88% of Republicans. Expanded learning investments save tax dollars by reducing crime and welfare costs, and increasing youth skill building and academic performance.³

Unmet Need for ASES and 21st CLCC

California's legislators and voters have created the largest and highest-quality expanded learning infrastructure in the nation. While California has made great strides, there is still a significant unmet need for expanded learning programs.

Table 2. Low Income Schools Without an After School Program

	Low Income Schools (all grade levels)	Low-Income Schools (Elementary and Middle Schools Only)	Lowest Income Schools ^P (all grade levels)	Lowest Income Schools (Elementary and Middle Schools Only)
Statewide	7,356	5,214	6,630	4,731
Without After School Program	2,980	1,187	2,360	802
	40.5%	22.8%	35.6%	17.0%

Over 2,900 low-income schools, including over 1,000 elementary and middle schools, do not benefit from a state ASES or federally funded 21st CCLC after school program. In addition, more than a quarter (29%) of the state's over 1.3 million English Learners attend schools that do not benefit from an ASES or 21st CCLC after school program.

^P Lowest Income schools are schools with more than 50% of their students eligible for Free and Reduced Priced Meals (FRPM)

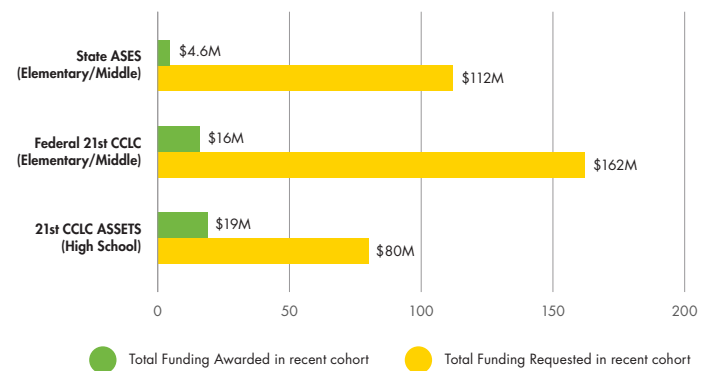
³ Applicants requested \$112,089,982.50 in state ASES funds in the most recent cohort (2015-16)

⁴⁴ 21st CCLC Grants are awarded in cycles (not annually). The last cohort was in 2014 and the next cohort will be in 2017.

Most Recent Cohorts of State and Federal Funding Illustrate Unmet Need in California

The most recent cohorts of ASES and 21st CCLC (including ASSETS) funding illustrate a significant unmet need for expanded learning in California. **In recent cohorts of ASES and 21st CCLC funding applicants requested well over 314 million more funding than was available, leaving hundreds of thousands of students without the benefit of a quality expanded learning program.**

Figure 9. Unmet Need for ASES and 21st CCLC Funding



In the most recent cohort (2015-16) of ASES grants, applicants requested over \$112 million in ASES funding to support 484 sites, although a total of only \$4.6 million funding 67 sites could be awarded. ASES awards are granted to sites with the greatest need as determined by the percentage of students eligible for FRPM.

More children in California than ever before (1.7 million) take part in an after school program; however 2.4 million more children all across California would be enrolled in one if one were available.³

Due to excess demand, only schools with FRPM of 89% or higher were awarded state ASES grants in this round. In the most recent round (Cohort 9) of 21st CCLC elementary/middle and High School ASSETS grants (awarded June 2014)⁴⁴ applicants requested over \$242 million in federal funding but only \$35 million was awarded. Demand for supplemental 21st CCLC funding, which can be used for summer learning, also far outpaced the supply. Cohort 9 requests included over \$29 million for supplemental funding, yet just over \$3 million was awarded.

Data regarding the number of schools with (ASES and 21st CCLC) expanded learning grants reflect the most current grantee data available retrieved in April 2016 from the California Department of Education (CDE) After School Division Grantee Database (2015-16). Data regarding participation in after school and summer nutrition program were provided by the CDE Nutrition Services Division. Data on the number of schools, eligibility for Free and Reduced-Priced Meals (FRPM), and English Learners were retrieved from the CDE website. Data analysis was conducted in partnership with the RP Group, a non-partisan nonprofit that provides research, evaluation, professional development, and technical assistance services to support evidence-based decision-making and inquiry.

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