



State of the State of Expanded Learning in California 2018–19



California AfterSchool Network

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Table of Contents

Executive Summary3

California’s Expanded Learning Infrastructure
Serves Substantial Numbers of Underserved Students4

Despite Strong Support California’s Publicly
Funded Programs Are at Risk6

Expanded Learning Programs Increase Attendance
and Academic Achievement and Reduce “Summer Slide”8

Expanded Learning Programs Support Social,
Emotional, and Academic Learning All Year Long10

Expanded Learning Programs Increase
Food Security, Health, and Wellness14

Expanded Learning Programs Support a Thriving Workforce16

Quality and Support for California’s
Expanded Learning Programs18

References20

“After school programs are where I hung out. That was my spot, that is where I got help when I needed help with homework. That is where I had structured activities to help me be safe, and to help me grow, and learn as a student and as a leader.

It is a fact that our after school programs provide safe places, structured activities, enrichment, important learning.

And we need to provide those same opportunities for all 6 million of California’s students.”

— Tony Thurmond, State Superintendent of Public Instruction



Executive Summary

California boasts the **largest and highest-rated Expanded Learning infrastructure in the nation**. Expanded Learning programs in California support after school, summer, inter-session, and before school programs at **over 4,500 sites serving over 900,000 children** and youth annually. Sustaining and growing California's Expanded Learning infrastructure is critical to support the needs of children, youth, and families. Even with historically high public support and a high return on investment, there is still a lack of adequate investment and a substantial unmet need for Expanded Learning opportunities in California.

Since the First State of the State of Expanded Learning (2011), We Have Seen:

A Promising Foundation for Students

The benefits of Expanded Learning programs include:

- Helping narrow the opportunity gap and addressing equity issues by providing critical supports to California's highest need students.
- Improving academic achievement, school attendance, and reducing dropout rates.
- Helping English Learners transition to proficiency.
- Expanding STEAM learning and developing workforce skills.
- Promoting healthy, social, and emotional development.
- Improving food security and supporting healthy choices and behaviors.
- Preventing and reducing youth substance use and abuse.
- Reducing juvenile crime by providing safe, healthy, and engaging learning environments during the prime time for crime involving children.
- Increasing economic productivity by allowing working parents peace of mind while their children are safe, learning, and positively engaged
- Providing return on investment: Every \$1 invested in after school programs saves at least \$3 by increasing earning potential, improving academic achievement, and reducing juvenile crime.

An Alarming Increase in Program Costs

Our system is at risk without matching funding to sustain quality programs.



California's Expanded Learning Infrastructure Serves Substantial Numbers of Underserved Students

ASES & 21st Century CCLC Programs in California

The state-funded After School Education and Safety (ASES) program and federally-funded 21st Community Learning Center (21st CCLC) program operate at over **4,500 sites² with over 980,000 students³** enrolled. The vast majority (85%) funded exclusively by the state.

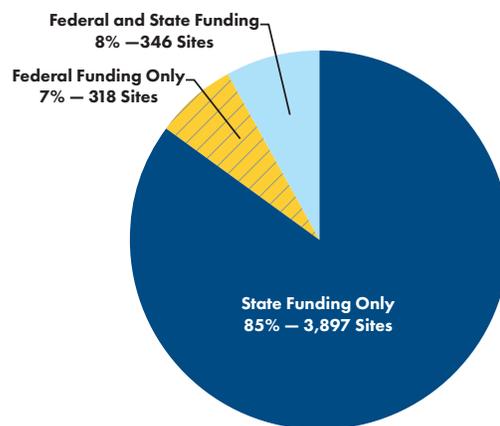
Programs are Primarily Funded Through ASES

- ASES funding supports programs that **serve transitional kindergarten through middle school students (approximately 4-15 years of age)** at over **4,200 school sites⁴**. This includes over 300 programs that are dual-funded with both ASES and 21st CCLC funds.
- In 2018-19, approximately **\$589 million** in new and continued grants were allocated to ASES programs.
- Half of California's 21st CCLC funds are reserved for the After School Safety and Enrichment for Teens (ASSETs) program, the only public funding source available for high school after school programs.
- ASES Programs operate until 6 pm offering a combination of education and enrichment activities, and a snack or meal, five days per week.
- Nearly **\$20 million⁵** in ASES summer/supplemental funds can be utilized for Summer Learning opportunities, supporting over 800 sites.

Additional Supports with 21st CCLC

- 21st CCLC programs serve **all grade levels, all year long** at **over 700 school sites including 317 High School sites**. This includes over 300 programs that are dual funded with 21st CCLC and ASES funds.
- In 2018-19 over \$133 million in grants were allocated to 21st CCLC programs.⁶
- Half of 21st CCLC funds are reserved to benefit high school students. This is the only public funding source available to provide high school after school programs.
- Over \$14 million in summer/supplemental 21st CCLC funds, which can be utilized for Summer Learning opportunities, supporting nearly 400 sites.⁷

Figure 1. Number of California Schools with State vs. Federal Funded Expanded Learning Programs



Child Care Funding in California

In addition to ASES and 21st CCLC, California administers and funds a variety of subsidized child care programs designed to serve low income students. Total funding for all programs for fiscal year 2018-19 is **\$3.7 billion to serve approximately 390,000 children**. Of that, **nearly \$1.4 billion is allocated for Preschool programs** (both full- and part-day programs) to support over 168,000 children ages 3-4. The remaining **\$2.3 billion is allocated through various child care programs** (General Child Care [center-based and family child care homes], Alternative Payment Programs, CalWORKs Child Care, CalWORKs Child Care Stages 1,2, and 3, Migrant and Severely Handicapped, and Early Head Start) **to support over 220,000 children ages 0-12**.

Table 1. California Child Care Programs Funding Levels 2018–2019⁸

	Ages Served	Funding	Capacity
Department of Education: Preschool (Part-Day and Full-Day)	3–4 Years Old	\$1,391,906,000	168,478
Department of Education: Child Care	0–12 Years Old	\$2,010,841,000	182,347
California Community Colleges	0–12 Years Old	\$9,188,000	1,022
Department of Social Services	0–12 Years Old	\$327,349,000	38,843
Total Child Care Program Funding	0–12 Years Old	\$3,739,284,000	390,690

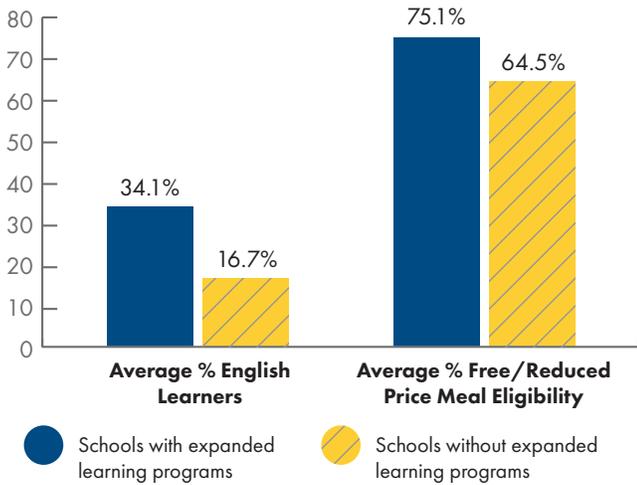
California's Expanded Learning Programs are Part of the Equity Equation

Youth from higher-income families are twice as likely to access enrichment and skill-building opportunities than their peers from lower-income families. By the time youth reach 6th grade, upper- and middle-class students have spent 6,000 more hours learning. Expanding Learning programs are helping narrow this opportunity gap.⁹

English learners are the growing majority of California's kids.

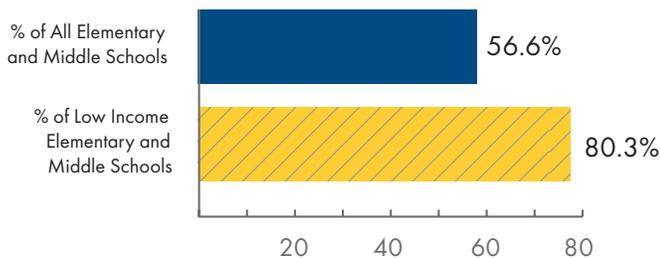
On average schools with Expanded Learning programs have over 75% of their students eligible for Free or Reduced Price Meals (FRPM) and more than double the percentage of English Learners than schools without programs.

Figure 2. Proportion of Economically Disadvantaged and English Learners at Expanded Learning Program Sites



State and Federally Expanded Learning programs are located in over half (56.6%) of all of California's elementary and middle schools and in over four out of five (80.3%) of the state's 4,964 low-income elementary and middle schools where over 40% of students are eligible for FRPM, consistent with Federal Title I standards for needy schools.

Figure 3. Proportion of California Elementary and Middle Schools with After School Programs



Over **4,500** Expanded Learning Program Sites Serve over **980,000** Students Annually.

Programs Keep Kids Safe and Engaged During Prime Time for Juvenile Crime (2pm – 6pm).¹⁰

96% of Programs are Located in Schools in Low-Income Communities.

Programs Have the Capacity to Serve Nearly **443,000**¹¹ Students Each Day.

1,200+ Programs Operate When School is Out, Including Summer Learning Opportunities.

More Latinx, Migrant, English Learners, and African American Students are Served Than in the General Student Population.

Nearly **38,000**¹² Youth Experiencing Homelessness and Thousands More Foster Youth Served Throughout the Year.

540 Hours of After School are Equal to **90** Additional Learning Days Each Year.

Address food security issues by serving daily snacks and meals..

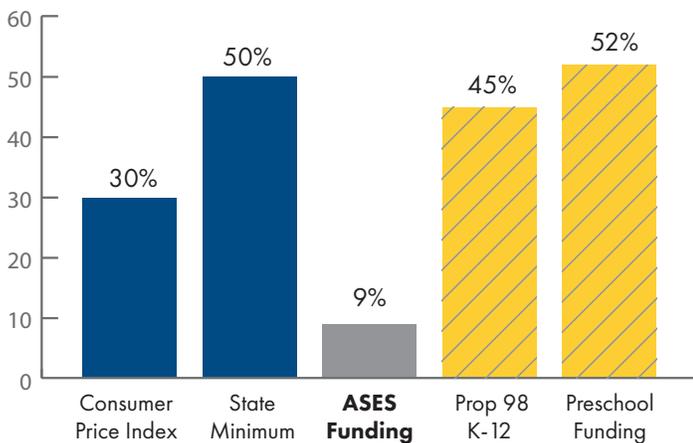
Regular participation in quality after school programs **narrows the math achievement gap**.¹³

Despite Strong Support California's Publicly Funded Programs Are at Risk

State Funded ASES Program At Risk

In 2017, the state provided the first increase in ASES funding since 2007. The \$50 million increase brought total funding to \$600 million, increasing the daily rate from \$7.50 to \$8.19.¹⁴ As costs to operate programs continued to rise, the state provided a second increase of \$50 million in 2019 to increase the daily rate from \$8.19 to \$8.88. This much-needed funding only provides temporary relief to programs as costs to operate programs continue to rise, especially with the rising minimum wage.

Figure 4. The Rising Cost of Doing Business (as of FY 18–19)



Without Relief

According to a 2018 survey¹⁵ representing more than 200 school districts, without additional funding 98% of programs would be negatively impacted:

- 84% will have difficulty attracting and retaining quality staff.
- 66% will have to reduce academic supports.
- 49% will serve fewer students.
- 22% are very likely to close their doors by 2020, denying access to about 91,000 students.

To Address the Issue

Providers and advocates are requesting:

- Additional funding in the FY 2020-21 budget to comply with the state minimum wage increases in 2020 and 2021, and
- A long-term plan to sustain high-quality ASES programs in future years when the costs to operate rise again.

Using Proposition 64 to Increase Access to High-Quality After School Programs

Students who participated in high-quality after school programs exhibit significant reductions in drug use and other problem behaviors. High-quality Expanded Learning programs are rich with protective factors that result in a variety of positive outcomes for youth, including increased health and substance use prevention.¹⁶

60 percent of revenues from Proposition 64 (Prop 64) – the Control, Regulate and Tax Adult Use of Marijuana Act of 2016 – are dedicated to youth education, prevention, and treatment.

The Yes on Prop. 64 campaign and ballot argument clearly articulated the intent for after school to be a prime beneficiary of these revenues. Stakeholders and advocates are requesting laws and implementation efforts honor this intent.

To address this Assemblymember Kevin McCarty introduced Assembly Bill 1085 to ensure that after school programs are prioritized to receive Prop. 64 cannabis tax funding. Although the bill made it through the legislature without a single “no” vote, it was ultimately vetoed by the Governor.

California's Federally Funded 21st CCLC Program at Risk: Proposed Elimination

For the **third year in a row**, President Trump called for the **complete elimination of 21st CCLC funding in the FY20** budget proposal,¹⁷ claiming that it would reduce waste and reiterating that the program lacks evidence of improving student achievement despite overwhelming research to the contrary.

If approved, over 380,000 students in California would lose access to their 21st CCLC programs.¹⁸

It is now up to Congress to counter these drastic cuts and continue to support 21st CCLC. At the time of this publication, the House Labor, Health and Human Services, Education Appropriations and Related Agencies Subcommittee has rejected the Trump Administration proposal and is proposing the largest increase in 21st CCLC in more than 10 years, expanding the program from \$1.222 billion up to \$1.322 billion.¹⁹

Unmet Need for Expanded Learning

California has created the largest and highest-quality Expanded Learning infrastructure in the nation, however there is still significant unmet need for programs. The America After 3pm report found that 25% of California’s children participate in an after school program, yet nearly 50% would be enrolled in a program if one were available to them.”²⁰

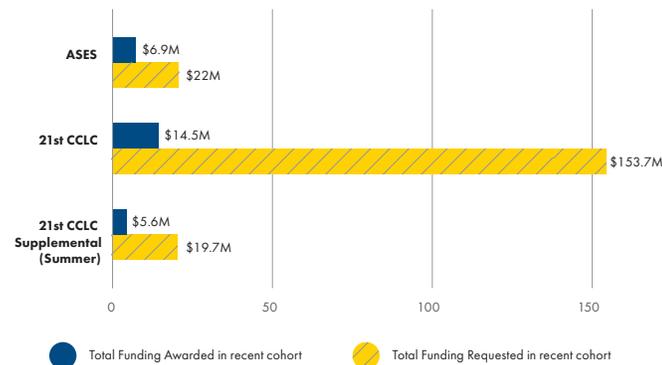
Table 2. Low Income Schools Without an After School Program

	Low Income Schools (all grade levels)	Low-Income Schools (Elementary and Middle Schools Only)
Statewide	7,036	4,964
Without After School Program	2,668	978
	37.9%	19.7%

Over 2,500 low-income schools do not benefit from a publicly funded Expanded Learning program. Additionally, nearly 1.2 million English Learners attend schools that do not offer a publicly funded Expanded Learning program.

In the most recent cohorts of ASES and 21st CCLC, applicants requested over **\$133 million more funding than was available**, leaving **tens of thousands of students without access to a quality Expanded Learning program.**²¹

Figure 5. Unmet Need for ASES and 21st CCLC Funding



ASES awards are granted to sites with the greatest need based on FRPM. Due to excess demand, only schools with FRPM of 72.55% will be awarded ASES grants in this round.

- ASES: Applicants requested **over 3 times** the amount of available funding.²²
- 21st CCLC (including ASSETs): Applicants requested **over 10 times** the amount of available funding.²³
- 21st CCLC Summer/Supplemental: Applicants requested **over 3.5 times** the amount of available funding.²⁴

Strong Support for Expanded Learning



Parents

86% of CA parents support public funding for after school programs and 82% say after school helps working parents keep their jobs.²⁵



Taxpayers/ROI

Research shows that every \$1 invested in after school programs **saves at least \$3** by increasing learning and performance and reducing juvenile delinquency.



Governor Gavin Newsom

“To renew the California Dream we need to renew our promise to our children, a promise that says...every student has access to high-quality after school programs.”²⁷



Superintendent of Public Instruction Tony Thurmond

“It is a fact that our after school programs provide safe places, structured activities, enrichment, important learning. And we need to provide those same opportunities for all 6 million of California’s students.”



State Board of Education President Linda Darling Hammond

“Today, California is well-positioned to leverage its infrastructure of after school and summer learning programs to build the capacity of the next generation of teachers”



California Surgeon General Dr. Nadine Burke Harris

Dr. Harris identified after school programs as one significant solution for addressing toxic stress and ACEs (Adverse Childhood Experiences) in children.²⁸



California Assemblymember Wendy Carrillo

“Afterschool programs are essential for working parents who work tirelessly to provide for their children but cannot afford afterschool child care.”



Ventura Police Chief Ken Corney

“I believe quality afterschool programs are the best form of long-term crime prevention a community can provide.”¹⁰

Expanded Learning Programs Increase Attendance and Academic Achievement and Reduce “Summer Slide”

Expanded Learning Programs Result in Increases In:^{29, 30}

Achievement, Test Scores, and Grades

Attendance and Fewer School Absences

School Connectedness

Self-efficacy and Self-Perception

Positive Social Behavior and Reductions in Conduct Problems

Work Habits

Expanded Learning Programs Increase Attendance

A student is considered chronically absent if they miss two days of school per month (18 days in a school year).³¹ By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.³²

Children living in poverty are two to three times more likely to be chronically absent—and face the most harm because their community lacks the resources to make up for the lost learning in school. Students from communities of color as well as those with disabilities are disproportionately affected.³³

Because California’s Expanded Learning programs serve communities most impacted by chronic absenteeism, they are an essential resource to increase student attendance and success in school and beyond.

Students in Expanded Learning programs are much more likely to attend school, and less likely to be chronically absent. Expanded Learning program participants benefit from more time in school, gaining the equivalent of up to 90 additional school days.

Program Spotlights

Participants in the Fresno County Superintendent of Schools Expanded Learning programs had a larger percentage of meeting and exceeding standards on math and reading tests.³⁴

85% of participants in the Hayward Unified School District after school programs scored on or above grade level reading and there was a 250% increase in the percentage of students scoring above in math assessments.³⁵



Expanded Learning Supports Summer Learning

Disadvantaged youth lose academic knowledge during the summer — a phenomenon referred to as summer learning loss.³⁶ Without quality summer learning programs, students from low-income families fall behind their peers.³⁷

“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.”³⁸

The summer hours are essential for educators committed to closing the achievement gap. With the flexibility of California’s Local Control Funding Formula, school districts can utilize these crucial summer hours to help support their equity goals.³⁹

In California, over 1,200 state and federally funded Expanded Learning programs have funding that can be utilized to offer programming when school is not in session (including summer and intersession programs).⁴⁰ The most recently available data highlights that **over 83,000⁴¹ students in 2015-16 participated in a six-hour summer/supplemental program and over 38,000⁴² students participated in a 3-hour summer/supplemental program.**

Figure 6. Summer Learning Loss Disproportionately Affects Students from Low-Income Backgrounds³⁹

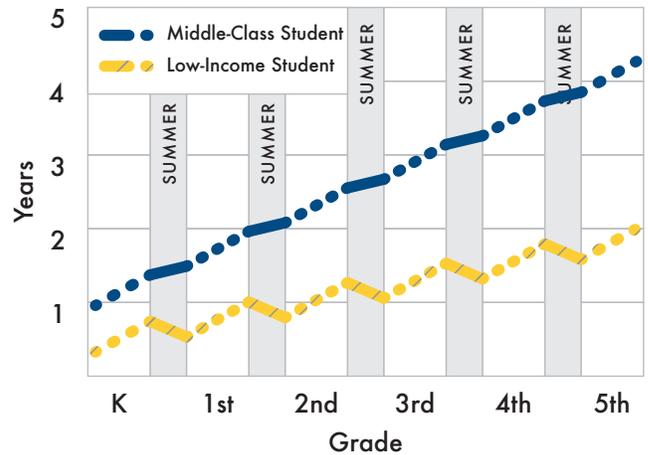
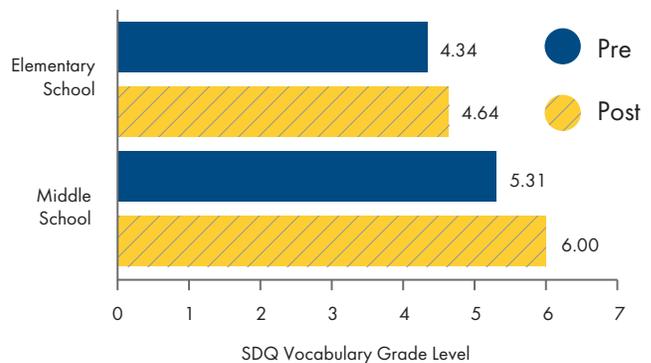


Figure 7. Measurable Progress on Academic Goals³⁹



Summer program participants from Fresno, Sacramento, and Los Angeles demonstrated statistically significant increases in reading fluency.

Expanded Learning Programs Increase STEM Learning Opportunities

“California Students are not meeting grade-level expectations in math and science and the performance gap is most pronounced for students who are Black and Latino.”⁴³ After School STEM opportunities reduce achievement gaps among genders, races, and people of different socio-economic statuses.⁴⁴ In California, the System of Support for Expanded Learning now facilitates 11 regional STEAM Hubs working to increase the quality of STEM learning opportunities (with an added “ART” component) available to youth participating in Expanded Learning programs.

Of students who participate in STEM learning after school:⁴⁵

- 78% reported an increased interest in STEM careers
- 80% reported increased knowledge in STEM careers
- 72% reported an increase in their perseverance and critical thinking skills
- 73% reported a more positive STEM identity and an increased personal belief that they can succeed at science.

ASES Kids Code Program

In 2018, the ASES Kids Code Grant Pilot Program was established to expand access to computer coding for students participating in existing ASES Programs. \$15 million was set aside for one round of 3-year grants starting in fiscal year 2018–19 and continuing through fiscal year 2020–21. Grants were allocated across all 11 CCSESA regions to ASES programs with the highest need based on FRPM.⁴⁶ Funding results were announced in January 2019 and 259 ASES sites were funded with the lowest FRPM at 81.7%.⁴⁷

Expanded Learning Programs Support Social, Emotional, and Academic Learning All Year Long

From a Nation at Risk to a Nation at Hope

The Science of Learning and Development (SoLD) integrates findings from diverse areas of research from neuroscience to human development. SoLD findings include each young person has the potential to learn and thrive at every stage of life, learning and skill development is personal, development is malleable, and context is the defining influence on development. SoLD research is summarized in *From a Nation at Risk to a Nation at Hope*, from the Aspen Institute National Commission on Social, Emotional, and Academic Development (NCSEAD) co-chaired by Linda Darling Hammond, now President of California's State Board of Education and includes six recommendations.⁴⁸

Recommendations From NCSEAD

1. Set a clear vision that broadens the definition of student success to include the whole child,
2. Transform learning settings so they are safe and supportive for all students,
3. Change instruction to teach social, emotional, and cognitive skills; embed these skills into academics and schoolwide practices,
4. Build adult expertise in child development,
5. Align resources and leverage partners in the community to address the whole child, including to **“provide access to quality summer school and after school programming for each young person,”** and
6. Forge closer connections between research and practice.

#HowLearningHappens

The Aspen Commission's report emphasizes the importance of focusing on the whole child and creating learning opportunities that support the development of Social, Emotional, and Cognitive Skills. Materials released with the Aspen Commission report summarize the important contexts necessary for such learning opportunities to take place.

It's a Fact; Learning Happens...

in safe and supportive environments.

When students feel supported by their peers and educators, their brains function more effectively.

when we feel seen and heard.

When students believe their educators respect their identity and culture, they are more likely to succeed in school.

when we feel like we belong.

When students feel they belong, they are more likely to take positive risks and persevere.

in schools that are fair and welcoming.

When schools use fair discipline approaches that build community, students are more likely to attend school, stay enrolled, and graduate.

by paying attention to the whole process

When the intellectual, social, and emotional aspects of learning are integrated, students are more engaged, persistent, and successful

when we build on our strengths.

When adults deliberately focus on student strengths, scores go up, and students are more likely to reach their potential.

through connection with others.

When students feel connected to their peers, teacher, and school, the learning networks in their brains become stronger.

in relationships.

When educators build strong relationships with their students, leaning increases and everyone feels more committed to school.

when educators feel supported and valued.

When educators and adults who work with children feel respected and supported in their work, children learn and feel more positive about school.

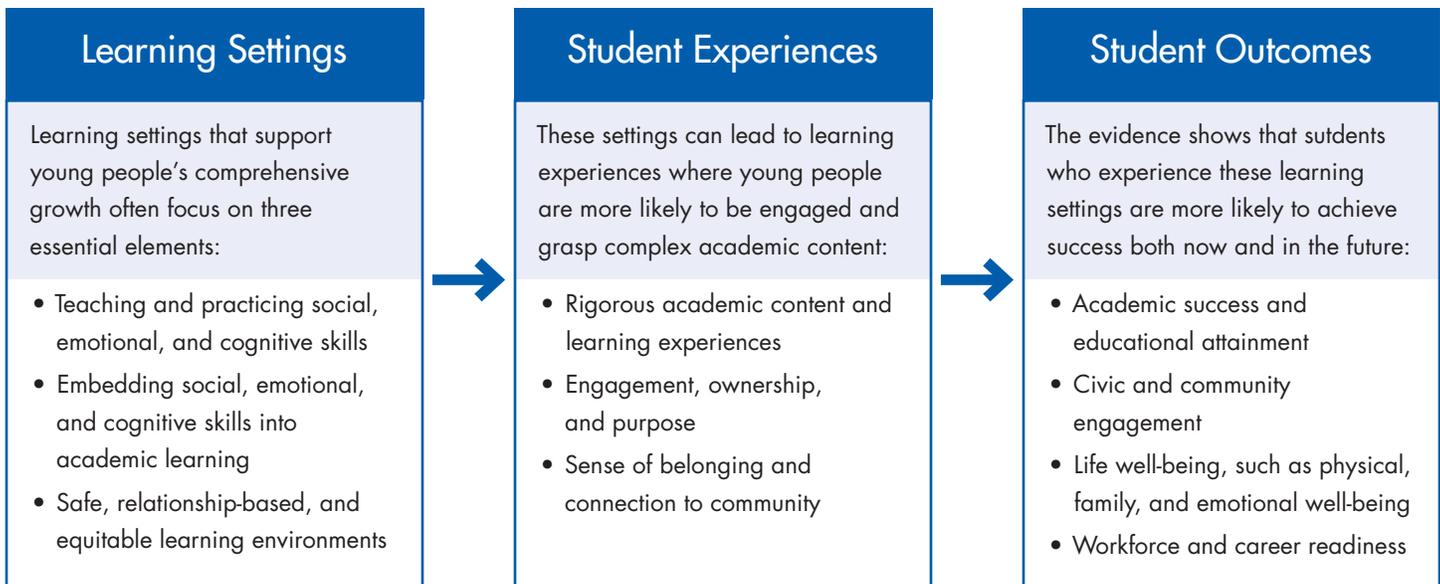
in strong communities.

When a positive learning community is built and high expectations are shared, students have higher attendance and better engagement.

High-Quality Expanded Learning Programs Create the Conditions Necessary for Learning and Success

A recent publication from American Institutes for Research (AIR) highlights that, “The SoLD work emphasizes many of the same elements that we know are central to high-quality after school.”⁴⁸ Similarly, A Nation at Hope emphasizes that children and youth thrive in learning environments that are consistent with those described in the Quality Standards for Expanded Learning in California. Quality Expanded Learning environments are “Safe and Supportive,” facilitate “Skill Building” and “Healthy Choices and Behaviors” through “Active and Engaged Learning” that surfaces “Youth Voice and Leadership” in an environment that is equitable and accessible to all.

Figure 8. Learning That Supports the Whole Student In Schools and Communities⁴⁹



Advancing SEL in California In and Out of School

The California Department of Education (CDE) recently released *California’s Social and Emotional Learning (SEL) Guiding Principles*⁵⁰ which are:

1. Adopt Whole Child Development as the Goal of Education
2. Commit to Equity
3. Build Capacity
4. Partner with Families and Community
5. Learn and Improve

In April 2018, a co-led committee, chaired by the CDE’s Expanded Learning Division (EXLD) and the field released “Recommendations to Create Consistently Positive Social Emotional Learning Experiences for Youth All Day and All Year.”⁵¹ The report includes recommendations to embed SEL into existing program practices such as assessment, strengthen Technical Assistance to support SEL, create and strengthen policies that promote and support SEL, and increase partnerships with Expanded Learning programs to support SEL.

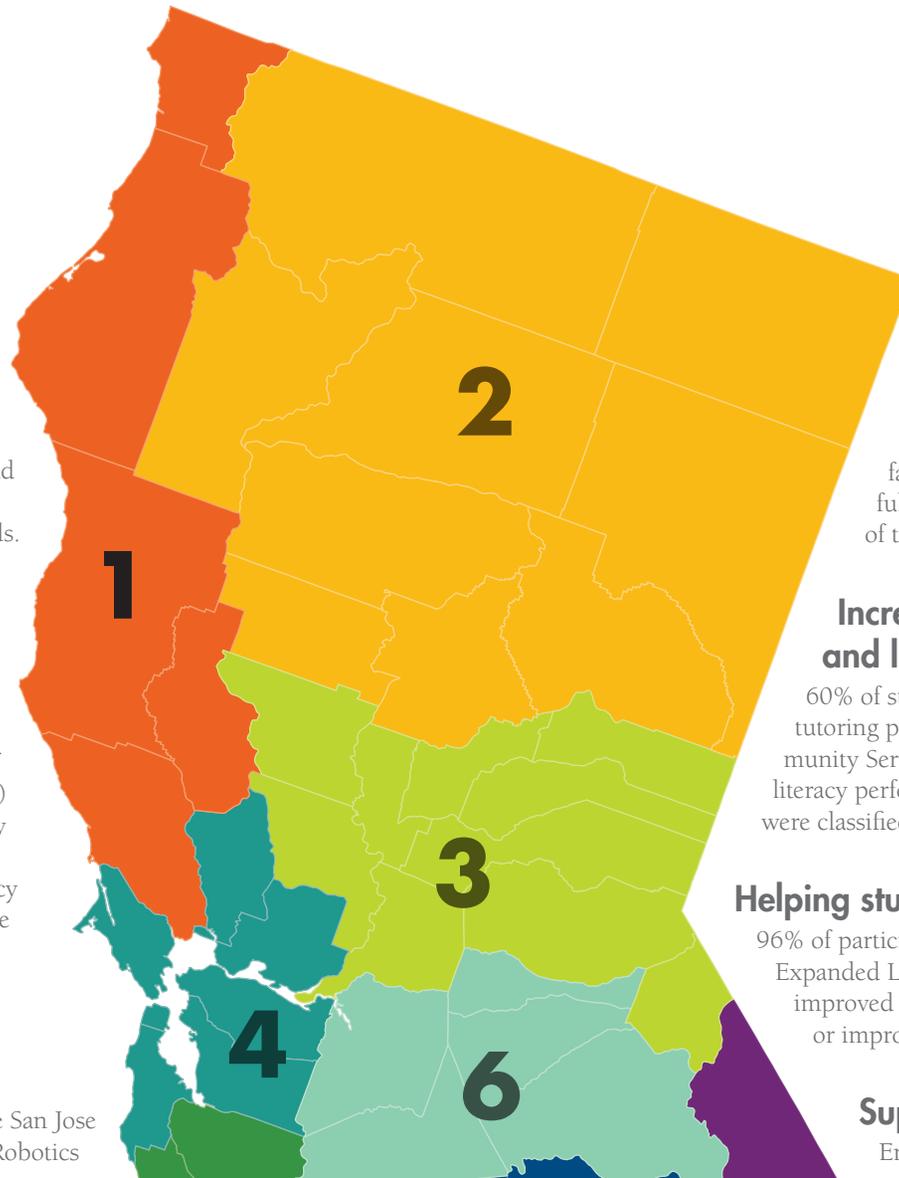
SEL: An Opportunity for K-12, Community, and Expanded Learning Partnership

The Youth Development Work Group of the NCSEAD released a supplementary brief to A Nation at Hope – Building Partnerships in Support of When, Where, and How Learning Happens. The report surfaces the importance of positive youth development, the value of community-based youth development partners, and the potential for collaborative partnerships with youth development agencies.

A new report from the National Academies of Sciences, Engineering and Medicine, *The Promise of Adolescence: Realizing Opportunity for All Youth*, surfaces the importance of K-12, expanded learning, and community partnerships across the age spectrum, highlighting that changes in brain structure during adolescence create opportunities for positive, life-shaping development and recovery from adversity. The report recommends capacity building and partnerships between education, health, child welfare sectors to promote supportive adult relationships resulting in positive outcomes for adolescents at a time of increased risk taking.

California's Expanded Learning Programs Demonstrate Results

Research supports the need for, and effectiveness of, Expanded Learning programs. Beyond research, programs have conducted their own local evaluations. Below is a small sample of the impacts taking place across California's 11 County Superintendents Educational Services Association (CCSESA) regions. This snapshot only begins to scratch the surface of the positive impacts of Expanded Learning programs.



Reducing summer slide.⁵³

81% of middle school students participating in the San Rafael Unified School District (Region 4) summer learning program showed growth in writing ability and 82% of elementary and 85% of middle school students showed growth or no summer slide in math skills.

Supporting literacy and grade-level reading.⁵⁴

Students participating in the Footsteps2Brilliance reading and literacy curriculum in the Napa County Office of Education Expanded Learning (Region 4) programs showed increases in vocabulary and literacy skills. 70% of participants showed increases in their mid-year literacy performance, and 14% improved to grade level between first and second grade.

Summer STEM project takes students to space.⁵⁵

Over 60 middle school students from the San Jose area (Region 5) participated in the Zero Robotics

Serving communities in crisis.⁶¹

On day one of the CAMP Fire, the Boys & Girls Club of the North Valley (Region 2) opened their facilities to 850 displaced children and youth for full-day programming and three meals per day. 25% of their dedicated staff had also lost their homes.

Increasing grade-level reading and literacy rates.⁶²

60% of students participating in the Experience Corps tutoring program, hosted by Sacramento Chinese Community Service Center (Region 3), improved their reading and literacy performance by at least half a grade. 38% of students were classified as on or above grade level by the end of the year.

Helping students stay active and fit.⁶³

96% of participants of Stanislaus Union School Districts Expanded Learning Soccer for Success program (Region 6) improved or maintained their BMI and 86% maintained or improved their aerobic capacity (PACER Score).

Supporting English Learners.⁶⁴

English Learner students in 9th-12th grade in Fresno

Summer Program. The five-week STEM program engages students using computer coding to program robotic NASA satellites. Students participate in a culminating event where their codes are tested in zero gravity, and NASA astronauts provide real-time commentary.

Increasing literacy skills during summer.⁵⁶

The YMCA of Silicon Valley (Region 5) Summer Learning Program serves low-income first through third grade students. Throughout the six-week program participants increase literacy levels, enjoy healthy meals and physical exercise, and benefit from enrichment activities. Evaluations at the end of the 2018 program showed that students gained an average of 2.2 months in reading levels.

Supporting social emotional learning.⁵⁷

63% of fifth grade students who attend an Oxnard School District (Region 8) after school program report having a relationship with a caring adult compared to 55% of students who do not attend a program.

Supporting positive choices.⁵⁸

Across ASPIRE after school sites in Downey Unified School District (Region 11), an average of 99% of parents felt that the Expanded Learning program supported their child in making positive choices and reinforcing good behavior. This was supported with professional development and curriculum such as Sandford Harmony, Every Monday Matters, and Character Counts.

Reducing dropout rates and increasing graduation rates.⁵⁹

A 2019 study of LA's BEST programs (Region 11) found significant positive differences in school persistence. Students participating in LA's BEST were more likely to graduate or complete high school on time. Students showed significant positive differences in graduation and completion.

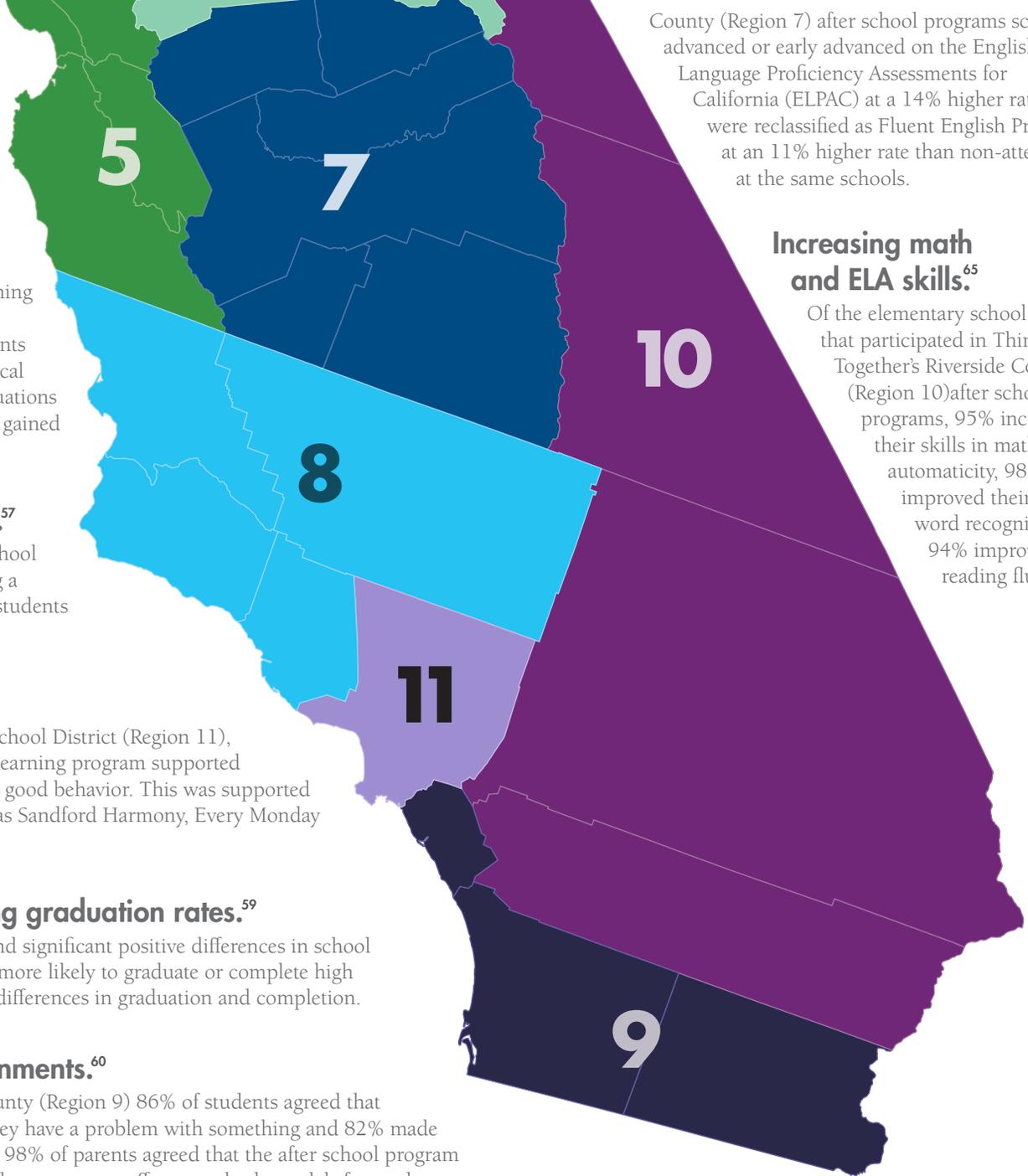
Providing safe and supportive environments.⁶⁰

In Expanded Learning programs across San Diego county (Region 9) 86% of students agreed that adults in the after school program help them when they have a problem with something and 82% made new friends in the after school program. Additionally, 98% of parents agreed that the after school program offers a positive social environment for students and that program staff are good role models for students.

County (Region 7) after school programs scored advanced or early advanced on the English Language Proficiency Assessments for California (ELPAC) at a 14% higher rate and were reclassified as Fluent English Proficient at an 11% higher rate than non-attenders at the same schools.

Increasing math and ELA skills.⁶⁵

Of the elementary school students that participated in Think Together's Riverside County (Region 10) after school programs, 95% increased their skills in math automaticity, 98% improved their sight word recognition, and 94% improved their reading fluency.



Expanded Learning Programs Increase Food Security, Health, and Wellness

After School Meals

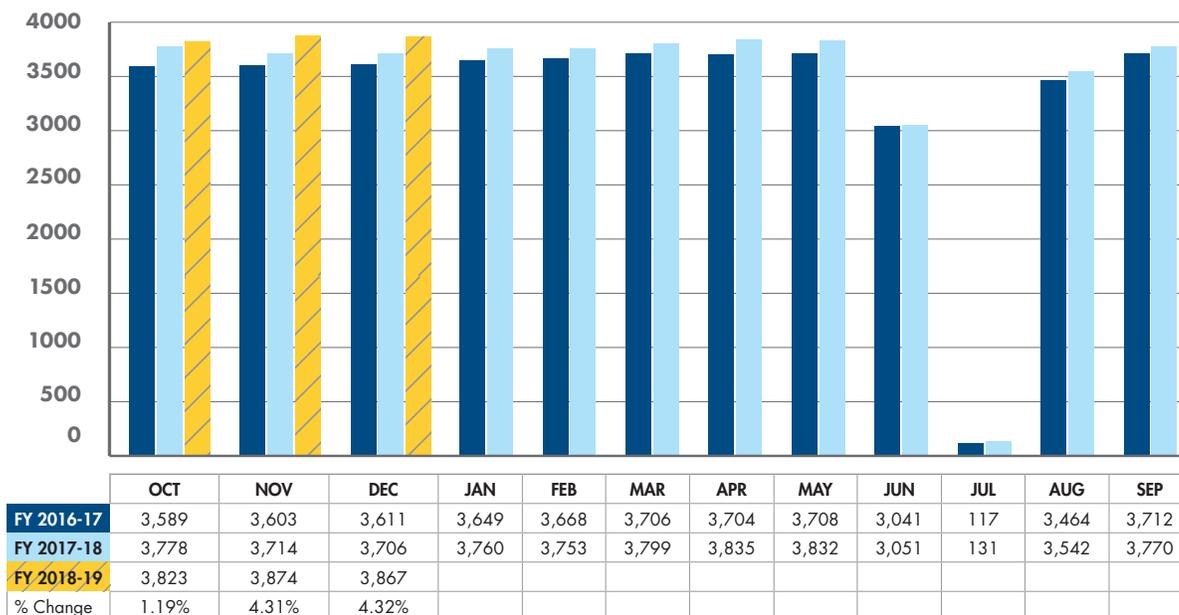
Since the inception of the At-Risk Afterschool Meals Component (Meals Program) of the Federal Child and Adult Care Food Program (CACFP), California's Expand Learning participation has steadily increased. In October 2018 an average of 315,035 meals daily were served at 3,823 after school program sites in California.⁶⁶ **While 2,246 Expanded Learning programs benefit from a meal program, over 50% (2,315) do not currently benefit a meal program.**

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.³⁶

After School Snacks

During the same time period, October 2018, an average of 29,160 snacks were served 1,615 sites across California. In **FY 17-18, 6,460,834 total snacks were served.** The number of participating sites has increased, the number of snacks provided has generally decreased as many sponsors instead chose to serve an After School Meal, which has five nutritious components versus a snack that has only two.

Figure 9. Federal CACFP At-Risk After School Meal Sites



Summer Meals and California's Summer Nutrition Gap

Nearly 2 million children in California live in households that struggle to meet basic needs such as food, housing, and healthcare. When school is out, many children lose access to nutritious and affordable meals. The loss of these meals can increase the risk of hunger and food insecurity.

Across California:⁶⁸

- 86% of children who benefit from free or reduced-price lunches during the school year miss out on summer lunches.
- 478,000 fewer summer lunches were served in 2017, with the biggest decline (12%) in the Summer Food Service Program.
- If summer meal programs reached half of the low-income children across California, the state would receive an additional \$41.6 million dollars in federal funding.
- One in five low-income schools have no open summer meal site within 1 mile. More than 800 public schools have no open meal site within 5 miles.

Physical Activity & Healthy Behaviors

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 Quality Standard.

Program Spotlights

The Healthy Behaviors Initiative

HBI was launched in 2004 and supports local and statewide efforts by transforming Expanded Learning programs into places that embed healthy eating, physical activity, and food security in their policies, practices, and behaviors — changing the lives of the students, staff and families. Currently there are 28 multi-site programs and 37 Learning Centers statewide that are implementing the HBI practices at an exemplary level; impacting close to 1,000 Expanded Learning sites throughout California.

The Alliance for a Healthier Generation

The Alliance for a Healthier Generation supports after school leaders by providing resources and professional development to create environment and experiences that promote good health and lifelong healthy habits. As of 2019, California Healthier Generation has supported 423 out-of-school time programs impacting 45,000 youth focusing on the communities in greatest need in the greater Los Angeles and Sacramento areas.⁶⁹

Supporting Mental Health and Wellness

There is a growing focus on mental health, providing an opportunity to demonstrate the connection between youth development practices and how they support student mental health and wellness.

The California School-Age Consortium (CalSAC) is developing new training curriculum focused on supporting the mental health and wellness of young people. Developed in partnership with the Sand Hill Foundation and the OST Wellness Network, this new curriculum will be available in Fall 2019 to all new CalSAC trainers to ensure programs are equipped with the knowledge and skills to support young people's mental health.

Protective Factors and Expanded Learning

The learning environments and experiences described by the Aspen Commission are also consistent with research-based frameworks for Positive Youth Development. Such frameworks highlight that environments and experiences rich with protective factors meet the developmental needs of children resulting in positive outcomes in school, and in life.⁷⁰ For years, Positive Youth Development has been at the heart of Expanded Learning Quality.⁷¹

Recently, WestED assessed how after school programs provide opportunities for students to develop protective factors:⁷⁰

1. Students who regularly attend after school programs reported higher levels of meaningful participation in school compared to students who do not attend after school programs.
2. High school students who regularly attend after school programs reported a greater number of protective factors (school connectedness, caring adult relationships, high expectations) compared to students who do not attend after school programs.

California's Expanded Learning Infrastructure Has Strong Potential for Health and Wellness Partnerships

Expanded Learning programs have the potential to serve as vehicles for health and wellness for the students, families, and communities they serve. One such example is the Boys & Girls Clubs of Garden Grove (BGCGG). They partner with local medical, dental, vision, and mental health providers, universities, food banks, churches, police departments, health care agencies, and insurance companies to provide programs focused on the development of the whole-child through providing services and education that strengthen youth and families. Outcomes of BGCGG efforts include:

- 894 vision exams with 7 out of 10 needing glasses – 498 pairs of prescription glasses distributed
- 50 families completed a 6-week Nutrition and Activity course
- 145 families gained health care insurance enrollment
- 595 families connected to stable food sources
- 1,089 families provided community linkages to vital resources
- Over 8,000 hours of direct mental health services provided

Expanded Learning Programs Support a Thriving Workforce

Expanded Learning Supports Working Families

After school programs are critical to parents and guardians, especially those struggling to make ends meet. They are part of the child care continuum that helps working parents remain productive in their jobs while their children are safe and learning.⁷²

- 98% of parents agreed that they are able to keep their job or take care of other responsibilities because their children are in a safe afterschool program.
- 58% of parents reported that they would have to cut the number of hours they work.
- 26% reported that they would have to stop working completely if they lost access to their after school program.⁷³

“I am a single mother and need AfterSchool programs for my son. I am a working parent and don’t have any person to pick my son up after school.”

— **Liliana Villasenor, Parent, Griffen Elementary.**

Program Spotlights

The California Teaching Fellows Foundation partners with higher education institutions to recruit college students on a pathway to teaching through Expanded Learning. Their partnership allows them to serve over 40,000 K-12 students daily from Merced to Tulare while employing over 1,600 college students.

Many programs focus specifically on the Skill Building Quality Standard. In the San Diego Learning Consortium 97% of parents agreed that after school program provides opportunities for students to learn new skills and 78% of students agreed that they learn new things in after school, like arts, computers, music, or sports.⁶⁰ 80% of students in San Francisco ExCEL After School Programs said they learned a new skill and 85% said the program made them believe in hard work to improve skills.⁷⁹

Expanded Learning Programs Build Career Skills

Expanded Learning programs across California are inspiring youth to learn and build the skills they need to enter the workforce. The strong youth development foundation in Expanded Learning allows them to cultivate the skills and competencies youth need to be successful in school, career, and life.⁷⁴ These programs are allowing students to discover new interests and careers they may not have considered before.

Expanded Learning programs can close the gaps that exist between a skilled workforce and employers. They engage low-income and higher percentages of communities of color while introducing them to a range of possible career pathways.⁷⁵

A Changing Labor Market and Unskilled Workforce

92% of business executives believe that Americans do not have the skills they need to the jobs of today or tomorrow; nearly half also think that Americans lack critical social emotional skills such as communication, critical thinking, and teamwork.

Businesses spend more than **\$164 billion** annually on employee education and training to improve workforce skills.

There is **\$160 billion** in potential value of unfilled job opportunities in the U.S every year.

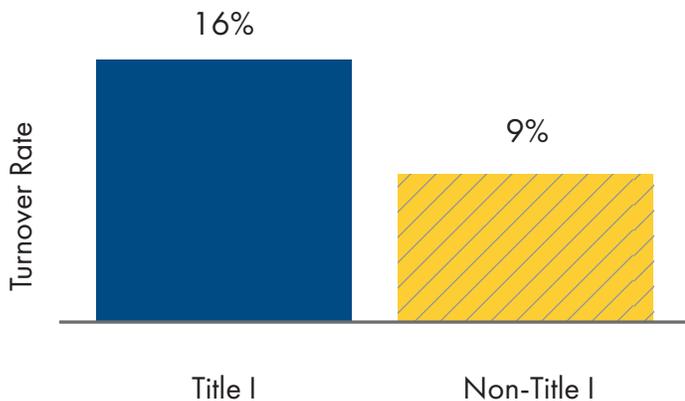
Top Five Workforce Readiness Skills Developed by Expanded Learning.⁷⁶

1. **Teamwork:** after school provides opportunities to work on projects in groups and to solve problems as teams.
2. **Self-Confidence:** after school provides opportunities to try new thing, to excel, and perform.
3. **Problem Solving:** after school provides opportunities to identify problems that are solvable and strategize.
4. **Communication:** after school provides opportunities to give presentations and develop writing skills.
5. **Critical Thinking:** after school provides opportunities to share opinions, inquire about topics of interest, and problem solve.

Expanded Learning Supports Pathways to the Education Workforce

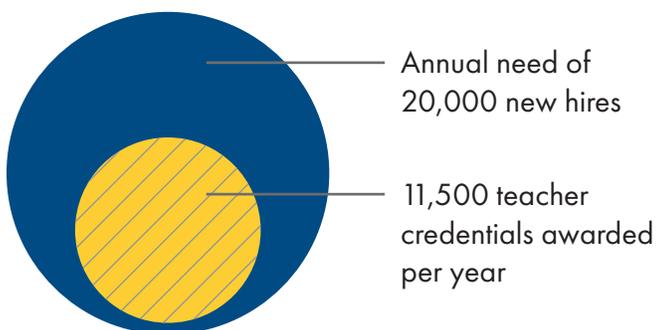
A recent report gave California a D+ for its Teacher Pipeline, Preparation, and Placement.⁴³ Students who are low-income are more likely to have underprepared teachers. Experienced teachers are nearly two times more likely to leave Title I schools, which have higher percentages of students who are low-income, than non-Title I schools.

Figure 10. Turnover Rate for Teachers with 4 or More Years of Experience



California is also experiencing a severe shortage of teachers. **There is a significant opportunity for Expanded Learning programs to address K-12 and Expanded Learning workforce needs and forge innovative pathways to teaching.** A recent analysis⁸⁰ of California Expanded Learning Site Coordinator Surveys from the last several years indicates **nearly half of the Site Coordinator workforce is interested in pursuing a career in the K-12 workforce.** Over 26% indicated that teaching was **their goal.** They also indicated interest in other education-related careers including **Education Administration** and **School Counseling.**

Figure 11. Teacher Credentialing is Not Keeping Pace with California’s Need for Qualified Teachers



California’s Expanded Learning Workforce

In the EXLD’s Strategic Plan 2.0, workforce was elevated as one of the four strategic initiatives with the purpose to “develop a diverse Expanded Learning workforce that is prepared to support the growth of children and youth and deliver high-quality programming.”

There are several goals associated with this initiative and initial work kicked off with a Workforce Strategy Committee co-led by the EXLD and the CalSAC. The Committee’s aim is to advance the development of a diverse Expanded Learning workforce, prepared to support the growth of children and youth, and deliver high-quality programming.

Additionally, the EXLD is working with the Foundation for California Community Colleges to support the Committee and advance other strategic goals and objectives, including supporting pathways and professional development for the Expanded Learning workforce.

Supporting the Site Coordinator Workforce

California’s Expanded Learning Site Coordinators have a critical role in ensuring high-quality programs. As the hub of program implementation, they collaborate with students, families, school and district staff, and their own staff and supervisors. In addition to support at the local level, statewide efforts have begun to support and build capacity of Site Coordinators.

ASAPconnect launched the **Site Coordinator School of Leadership and Facilitation.** A cohort of Site Coordinators from across the state learn foundational facilitation skills needed to support local programs with their technical assistance needs.

CAN built on the success of **Site Coordinator Communities of Practice** and the **Expanded Learning Site Coordinator Symposia** to launch the **Site Coordinator Network (SCN).** The SCN surfaces challenges, needs, promising practices, and resources to inform decision-makers, and disseminate resources and promising practices through communications and convenings.

CalSAC created leadership trainings, retreats, and yearlong **Leadership Development Institutes** focused on building Site Coordinator leadership capacity. They maintain a Trainer Network which builds the capacity of Expanded Learning professionals to provide training to their local communities.

Quality and Support for California's Expanded Learning Programs

Quality Standards and Continuous Quality Improvement

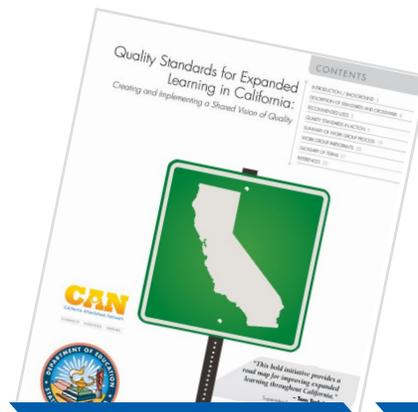
There is a strong evidence base linking participation in high-quality after school programs with positive outcomes in school and in life outside of school. Because of this, EXLD has decided to place a strong emphasis on building the field's capacity to implement high-quality after school and summer learning programs.

In 2014, California adopted its first ever Quality Standards for Expanded Learning, which provide a framework for high-quality programming and complement the Common Core and Next Generation Science Standards as well as many of the Priorities of the Local Control Funding Formula (LCFF). Additionally, the passage of SB 1221 (Hancock) in 2014 established a program requirement that all programs engage in a continuous quality improvement (CQI) process based on the Quality Standards.

In 2018 the EXLD released its second strategic plan⁸² with Quality Programs as one of the four main strategic initiatives with the purpose to **“Deepen and broaden supports, so participants have equitable access to consistently high-quality programs.”**

A Vision for Expanded Learning in California:⁸³

“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”



2014

EXLD releases a Strategic Plan, co-created with the field, that among other things, focused on creating systems to support quality programs.⁸³

SB 1221 is signed into law creating a new requirement for programs to implement a CQI Process and the Quality Standards for Expanded Learning in California are adopted.

2015

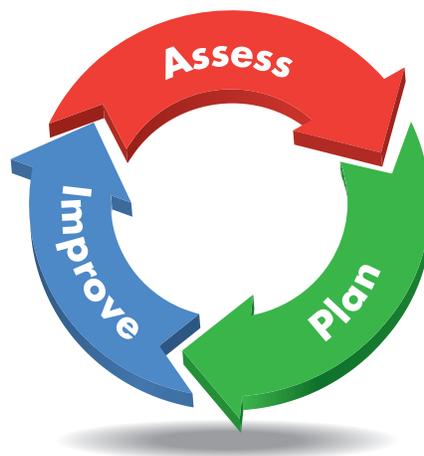
Programs commit to engage in a CQI process and begin implementing assessment processes and creating site-level CQI plans.

2016

Programs submit evidence of CQI implementation as part of their annual outcomes report

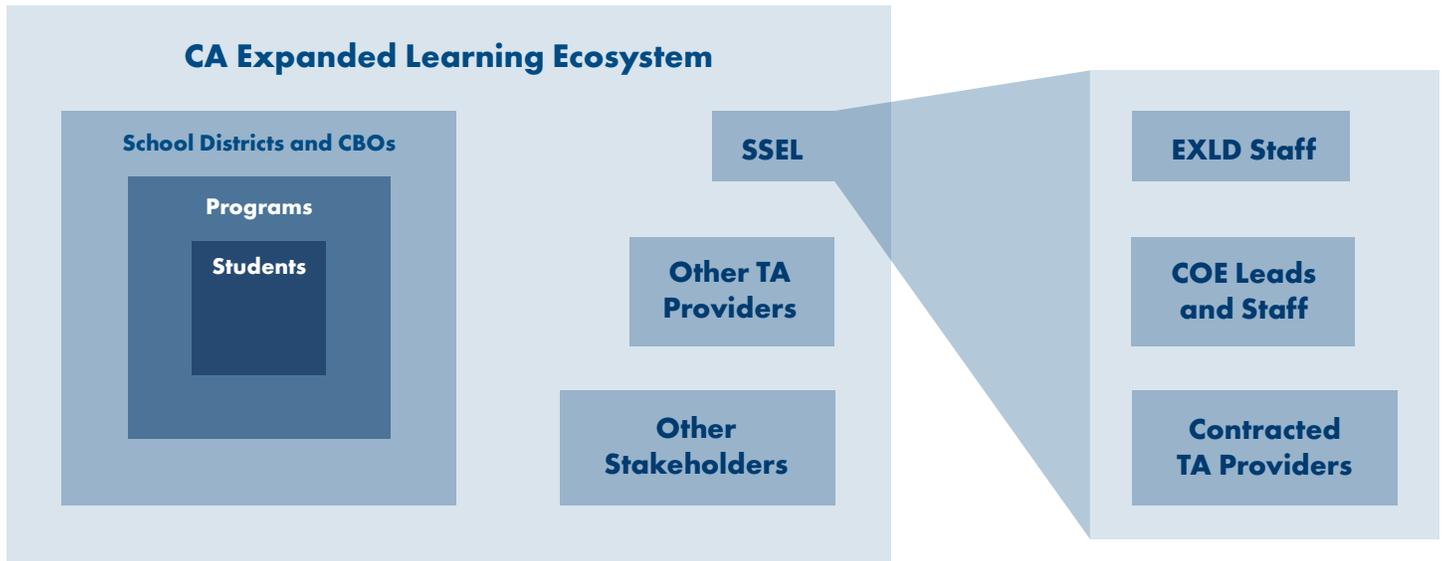
2017

Field based workgroups focused on increasing support for quality and social emotional learning convened to develop recommendations for the EXLD. Both groups were chaired by the EXLD in partnership with the field and their recommendations ultimately helped inform the Strategic Plan 2.0.



The Statewide System of Support for Expanded Learning

The Expanded Learning Division provides technical assistance (TA) to grantees through a comprehensive and coordinated System of Support for Expanded Learning (SSEL) to support quality and compliance for California’s Expanded Learning grantees. The SSEL includes EXLD staff, staff from 16 County Offices of Education (COE) throughout the 11 California County Superintendents Educational Services Association (CCESA) regions, and two statewide intermediaries – the California AfterSchool Network and ASAPconnect. As part of the SSEL, in each of the 11 regions, a STEAM hub has been established to support high-quality STEAM opportunities and experiences for students in Expanded Learning programs.



2018 2019 2020 AND BEYOND

The EXLD released their Strategic Plan 2.0 in partnership with field stakeholders. Strategic Initiative 1 focuses on Quality Programs with the purpose to “**Deepen and broaden supports, so participants have equitable access to consistently high-quality programs.**”



California Expanded Learning Summits focus on a Commitment to Equity in alignment with the goal to “**Develop strategies to promote equity throughout the Expanded Learning system to ensure that every student thrives in high-quality Expanded Learning programs.**”

\$15 million in new funding was awarded for one round of 3-year grants for the Kids Code Grant Pilot Program to expand access to computer coding for students in existing ASES Programs.

A Look Ahead:
A new statewide workgroup formed focusing on Equity and Quality and is led by co-chairs from the EXLD, the California AfterSchool Network, and the California School-Age Consortium.

CAN is currently revising the California Afterschool Program Quality-Self Assessment Tool (QSA) to align more closely with the Quality Standards also integrating items such as Equity, Social Emotional Learning, support for English Learners, Family Engagement, etc. The revised tool will be accompanied by a Continuous Quality Improvement Guidebook and online assessment system.

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Definitions

Definition of Expanded Learning: Expanded Learning, for the purposes of this report, are defined consistently with the California Department of Education's Expanded Learning 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."

Definition of a school: 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 2017-18 and/or 2018-19 school years and/or received ASES or 21st CCLC funding.

- 1 Numbers are current as of FY 18-19. As of January 2020, the state minimum wage will have increased by 62%, but funding for ASES will have only increased 18%, with the FY 19-20 increase.
- 2 There are 4,561 Expanded Learning programs according to data from the CDE's Expanded Learning Division.
- 3 In the 2017–18 school year there were 980,684 students enrolled in California Expanded Learning programs according to CDE's Expanded Learning Division.
- 4 ASES grants support after school programs at 4,243 program sites.
- 5 \$19,205,448 in ASES Supplemental funding, which can be utilized for Summer Learning Opportunities, was allocated to 852 sites in 2018-19.
- 6 \$133,351,533 was allocated to 21st CCLC grant funding for Elementary/Middle and High School ASSETs programs in 2018-19.
- 7 \$14,257,457 in 21st CCLC Supplemental funding, which can be utilized for Summer Learning Opportunities, was allocated to 375 sites in 2018-19.
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Data

Data regarding the number of schools with (ASES and 21st CCLC) Expanded Learning grants reflect the most current grantee data available retrieved in March 2019 from the California Department of Education (CDE) Expanded Learning Division Grantee Database (2018-19). Data on the number of schools, eligibility for Free and Reduced-Priced Meals (FRPM), and English Learners were retrieved from the CDE website.

Data regarding participation in after school and summer nutrition programs was provided by the CDE Nutrition Services Division. The data was retrieved between April 9 and April 24, 2019 representing a point in time, and as such, retrieval on a different day may have different results.

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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- 18 According to the CDE Expanded Learning Division 384,449 students in California accessed a 21st CCLC program including ASSETs and dual funded 21st/ASES programs in 2017-18.
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- 22 Applicants requested \$22,050,687.40 in ASES funding to support 241 sites, but due to lack of funding, as of 5/17/19 CDE intends to award only \$6,921,579.04 to support 110 sites.
- 23 Applicants requested \$153,726,996.67 in 21st CCLC funding to support 954 programs, but due to lack of funding, as of 6/5/19 CDE intends to award only \$14,542,026.76 to support 128 sites. Figures may change as a result of the grant appeals process
- 24 Applicants requested \$19,772,268.67 in 21st CCLC summer/supplemental funding to support 515 sites, but due to lack of funding, as of 6/5/19 CDE intends to award only \$5,624,973.37 to support 133 sites. Figures may change as a result of the grant appeals process
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