



California AfterSchool Network

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# State of the State of Expanded Learning in California 2017–2018

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“California invests in the largest Expanded Learning system in the world. It is imperative that this system receives continued investment to cover increasing costs. These programs are critical in supporting families and communities by increasing safety and student engagement during the critical hours of 3–6 and in the summer. Expanded Learning prepares our students for life, and provides opportunities for them to grow socially, emotionally, and academically.

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# 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 expanded learning sites serving over 800,000 children and youth annually.

While state funding was increased last year, California's expanded learning system is at risk due to stagnant funding along with increased operating costs due to a rise in cost of living, and increased state-mandated minimum wage.

Protecting this expanded learning system is essential to closing the opportunity and achievement gaps of children and youth in California. Expanded learning programs result in positive academic and life outcomes, increased engagement, attendance, college and career readiness, increased health and wellness, and reductions in risky behaviors for high need students who participate in them.

Expanded learning programs offer a wide range of supports and resources for the most underserved communities, which include year around learning opportunities; active and engaged STEM learning, nutrition education, increased physical activity, an opportunity to promote and develop social-emotional learning,

Expanded Learning programs keep children and youth safe and engaged during risky hours from 3-6pm, and support economic growth by providing cost savings to municipalities, and allowing parents to stay at work while their children build the skills employers are looking for. Expanded learning programs are part of essential career pathways to teaching and alleviating the teacher shortage California is facing.

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 substantial 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 Expanded Learning Division (EXLD).

Expanded Learning programs 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."<sup>1</sup>

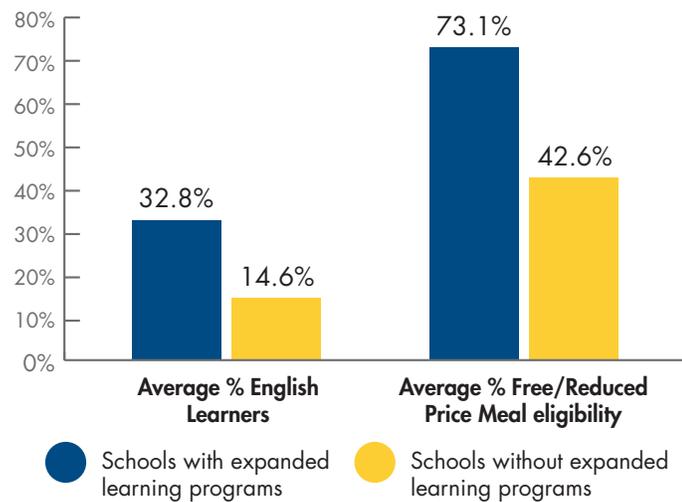
# California's Expanded Learning Infrastructure Serves Substantial Numbers of Underserved Students

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 Community Learning Center (21st CCLC) program operate at **over 4,500<sup>A</sup> sites with over 813,000 students enrolled<sup>B</sup>** in programs and have the capacity to **serve almost 500,000<sup>C</sup> students daily**. In the 2016-17 school year, approximately \$591 million in new and continued state ASES grants and over \$133 million in federal 21st CCLC grants,<sup>D</sup> which also make summer learning possible at over 400 sites, were allocated to programs. **California ranks number one in the nation for after school according to a recent national survey assessing participation, access, public support and family satisfaction with after school programs.**

## California's Expanded Learning programs serve high percentages of economically disadvantaged students and English learners

84% of the nearly 815,000 students enrolled in California's Expanded Learning Programs are socio-economically disadvantaged. California's Expanded Learning Programs serve higher percentages of English Learner and Migrant students<sup>E</sup> than the overall percentage of California students. Expanded Learning programs serve significant numbers of Special Education and homeless students, as well as students in foster care.

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



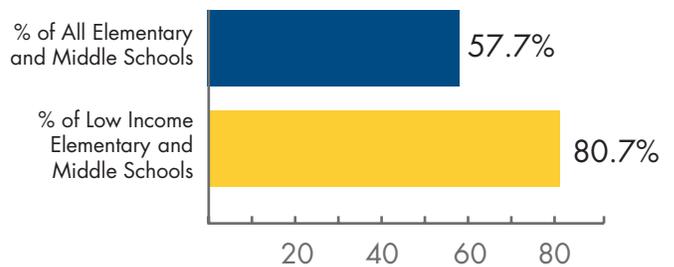
A There are 4,545 Expanded Learning programs according to CDE's Expanded Learning Division  
 B In the 2016-17 school year there were 813,985 students enrolled in California's Expanded Learning programs according to CDE's Expanded Learning Division  
 C In the 2016-17 school year ASES programs had the capacity to serve 400,895 students, and 21st CCLC programs had the capacity to serve 98,764. In total, California's Expanded Learning programs had the capacity to serve 499,659 students daily  
 D \$133,331,057.40 is allocated in 21st Century grant funding for Elementary/Middle and High School ASSETS programs  
 E In 2016-2017, 13,594 migrant students, 89,050 special education students, 37,932 homeless students, and 11,314 students from foster care were enrolled in California's Expanded Learning programs

On average, schools with after school programs have over 70% of their students eligible for FRPM and more than double the percentage of English Learners than schools without expanded learning programs.

## California's Expanded Learning Programs Operate in approximately 60% of Low-Income Schools, and 80% of Low-Income Elementary and Middle Schools

45% of California's public schools benefit from an expanded learning program. These programs benefit 63% of California's low-income schools, with 40% or more of their students eligible for the Free and Reduced Price Meal (FRPM) program, consistent with Federal Title I standards for needy schools.

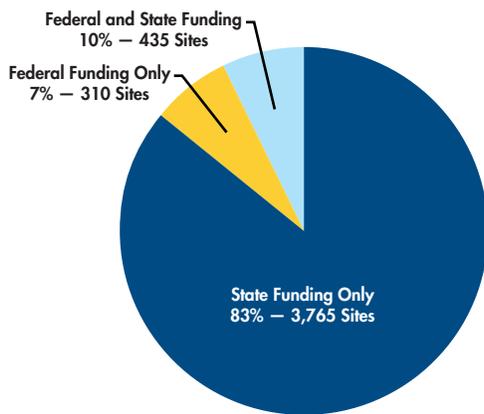
**Figure 2. Proportion of California Elementary and Middle Schools with After School Programs**



## Breakdown of State ASES and Federal 21st CCLC Funding

ASES funds programs at over 4200<sup>F</sup> school sites, while 21st CCLC funds programs at over 1,000 school sites, including over 300 High School ASSETs sites.<sup>G</sup> Taking into account that approximately 10% of school sites receive both state and federal funding, California has a total of 4,545 publicly funded afterschool programs, with the vast majority (76%) funded exclusively by the state.

**Figure 3. Number of California Schools with State vs. Federal Funded Expanded Learning Programs**



### California Expanded Learning Programs are Primarily Funded through ASES

Expanded learning programs are primarily funded by California's After School Education and Safety (ASES) program. ASES programs are delivered in partnerships between school districts and communities. ASES programs are funded according to a formula of \$8.19 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. Over \$20 million<sup>H</sup> in ASES supplemental funds which can be utilized for summer learning support nearly 1,000 sites in California. **ASES funding supports programs that serve elementary and middle school students.**

### Federal 21st CCLC Program

Additional funding is provided through the Federal 21st Century Community Learning Centers (21st CCLC) program (see figure 3). **The Federal 21st CCLC program supports expanded learning programs at all grade levels, all year long.** 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. Over \$11 million<sup>I</sup> in supplemental 21st CCLC funds which can be utilized for summer learning support over 400 sites in California.

### Child Care Funding in California

In addition to ASES and 21st CCLC programs, California administers and funds a variety of subsidized child care programs designed to serve low income students. California allocates \$1.1 billion to preschool programs,<sup>5</sup> and \$1.8 billion to support child care for children ages 0 to 12.5 40% of those children ages 0-12 supported by child care programs are in school-age care.

According to the most recent data from the CDE's Early Education and Support Division, at least 62,190 age 6 or over school-age children, as well as many school-age 5-year-olds, are served with child care funds through child care centers, family child care homes, and license exempt programs. These programs are funded through CalWORKs stages 2 and 3, family child care, general child care, migrant care, migrant alternative payment, severely handicapped, and alternative payment programs.<sup>6</sup> Thousands of additional school-age children are served through CalWORKs stage 1 child care.

### 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.

<sup>F</sup> ASES grants support after school programs at 4,223 program sites

<sup>G</sup> 21st CCLC ASSETs grants support High School after school programs at 311 sites

<sup>H</sup> \$20,287,378 in ASES Supplemental funding which can be utilized for summer learning opportunities was allocated to 994 sites in 2017-18

<sup>I</sup> \$11,541,416.00 in 21st CCLC Supplemental funding which can be utilized for summer learning opportunities was allocated to 402 sites in 2017-18

# California Publicly Funded Expanded Learning Infrastructure is at Risk

Increasing costs in the face of stagnant funding leave ASES programs in danger of closing, meanwhile federal budget proposals to eliminate the federal 21st CCLC program would result in the closure of K-12 after school and summer learning programs.

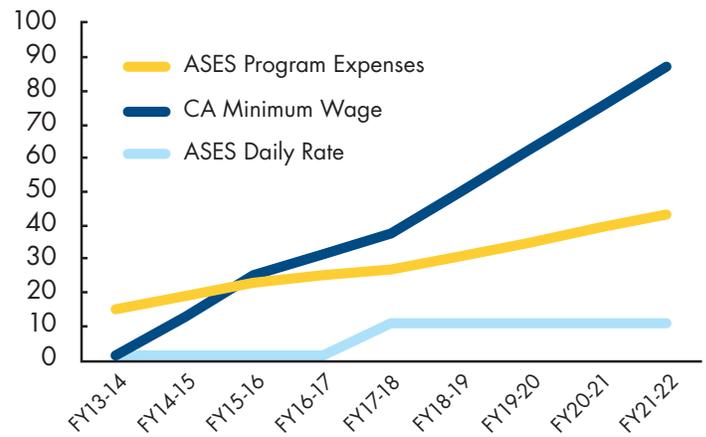
## California's State Funded After School Education and Safety Program At Risk

Last year, the state provided the first increase in ASES funding since 2007. The increase of \$50 million brought the total ASES funding to \$600 million, which increased the daily rate from \$7.50 to \$8.19.<sup>2</sup> Since 2007, the Consumer Price Index has risen by 21 percent. Increases in minimum wage, which has increased by 38%, are further squeezing expanded learning programs. The state increased the minimum wage to \$9 in 2014, to \$10 in 2016, \$10.50 in 2017, \$11 in 2018 and \$12 by January 1, 2019.<sup>3</sup>

Cost pressures are having a negative impact on California's expanded learning programs. A 2018 survey<sup>4</sup> completed by 370 expanded learning providers, representing more than 200 school districts across California found that **98% of respondents will be negatively impacted by the rising state minimum wage**, and 22% of respondents indicated they would very likely close their doors in the next two years. **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.

To address this issue, providers and advocates requested an additional \$76.3 million in 2018-19 to increase the rate approximately 50 cents per student per day for every \$1 increase in the minimum wage to a \$9.25 average daily rate. The \$76.3 million dollar request represented only 0.11% of the \$67.7 billion in total Prop 98 K-12 funding proposed for 2018-19. The California State Legislature has continued to show strong support for afterschool, unfortunately the increase was not included in the Governor's final budget for 2018-19. Advocates and supporters across the state will continue to fight to support California's afterschool programs and the youth and communities they serve.

Figure 4. The Rising Cost of Doing Business



## California's Federally Funded After School 21st CCLCs At Risk

Congress stood by 21st Century Community Service Learning Center programs and the families they serve by voting for a FY18 increase of \$20 million over the FY17 funding level. This brings the total available funding to \$1.21 billion.<sup>5</sup> President Trump once again called for the complete elimination of 21st Century funding in the FY19 budget proposal,<sup>6</sup> saying the program lacks evidence of improving student achievement despite overwhelming research to the contrary. It is now up to Congress to counter these drastic cuts and continue to support 21st Century programs. If approved, the budget would eliminate programs across the nation that keep kids safe and engaged. Over a million children and families would be left with no quality afterschool and summer learning programs nationally, including nearly 100,000 students in California.<sup>A</sup> These cuts would mean a loss of funding for over 1000 of California's expanded learning program sites including over 300 high school ASSETs program sites, and would reduce the ability to provide year around learning opportunities through summer learning programs.



A In the 2017-18 school year California's 21st CCLC programs had the capacity to serve 98,764 students daily per the CDE's Expanded Learning Programs Database

# Despite Strong Support and Returns: Unmet Need for Expanded Learning Opportunities in California Persists

Despite high levels of public support and a high return on investment, there is still significant unmet need for expanded learning opportunities in California. **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. Expanded Learning programs save taxpayer dollars by improving academic performance, reducing juvenile crime, reducing welfare costs, as well as increasing youth skill building and future earning potential.

**86%** of CA parents support public funding for after school.<sup>7</sup>  
**82%** say afterschool programs help working parents keep their jobs.<sup>7</sup>  
**Taxpayers save \$3–\$9** for every dollar invested in afterschool programs<sup>8</sup>

## 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 1. 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 <sup>P</sup> (all grade levels)	Lowest Income Schools (Elementary and Middle Schools Only)
Statewide	6,919	4,930	6,068	4,357
<b>Without After School Program</b>	2,568	951	1,943	574
	37.1%	19.3%	32.0%	13.2%

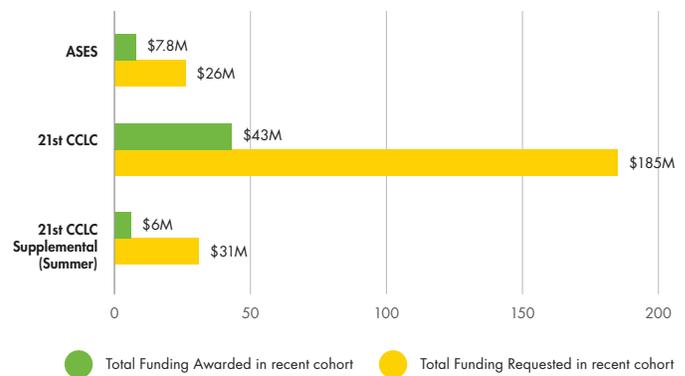
Over 2,500 (2,568) low-income schools, including almost 1,000 (951) elementary and middle schools do not benefit from an afterschool program. In addition, nearly a quarter (21%) of the state’s over 1.2 million English Learners attend schools that do not offer a state or federally funded afterschool program.

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.<sup>3</sup>

## 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 the most recent cohorts of ASES and 21st CCLC funding applicants requested over \$145 million more funding than was available,<sup>A</sup> leaving over 100,000 students and their families without the benefit of a quality expanded learning program.

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



In the 2017-18 cohort of ASES grant competitions, applicants requested over \$29 million in ASES funding<sup>B</sup> to support 335 sites, but due to lack of funding, only \$7 million to support 116 sites is intended to be awarded.<sup>C</sup> ASES awards are granted to sites with the greatest need as determined by the percentage of students eligible for FRPM. **Due to excess demand, only schools with FRPM of 80.05% are intended to be awarded state ASES grants in this round.** In the most recent Intent to Award (May 2018) announcement for Cohort 11 of 21st CCLC elementary/middle and High School Assets grants (which begin July 1, 2018), applicants requested over \$140 million<sup>D</sup> in federal funding but only \$37.8 million is intended to be awarded.<sup>E</sup> Demand for supplemental 21st CCLC funding, which can be used for summer learning, also far outpaced the supply. Cohort 11 requests included over \$25 million for supplemental funding, yet just over \$5.6 million is intended to be awarded.<sup>F</sup>

A Applicants requested a total of \$195,862,591.64 in ASES, 21st CCLC, ASSETs, 21st CCLC Supplemental, and 21st CCLC Equitable Access funding and CDE intends to award a total of \$50,580,803 in ASES and 21st CCLC (including supplemental) grants. Figures may change as a result of the grant appeals process.

B Applicants requested \$ 29,660,772.96 in ASES funding

C As of 6/27/18, CDE intends to award \$6,994,027 in ASES universal funding for new or expanded sites. Figures may change as a result of the grant appeals process

D Applicants requested \$140,656,903 in 21st CCLC Elementary/Middle, High School ASSETs, and Equitable Access funding

E As of 6/27/18, CDE intends to award \$37,895,349.00 in 21st CCLC, ASSETs, and Equitable Access funding. Figures may change as a result of the grant appeals process

F Applicants requested \$25,544,915 and CDE intends to award \$5,691,427 in Supplemental funding. Figures may change as a result of the grant appeals process

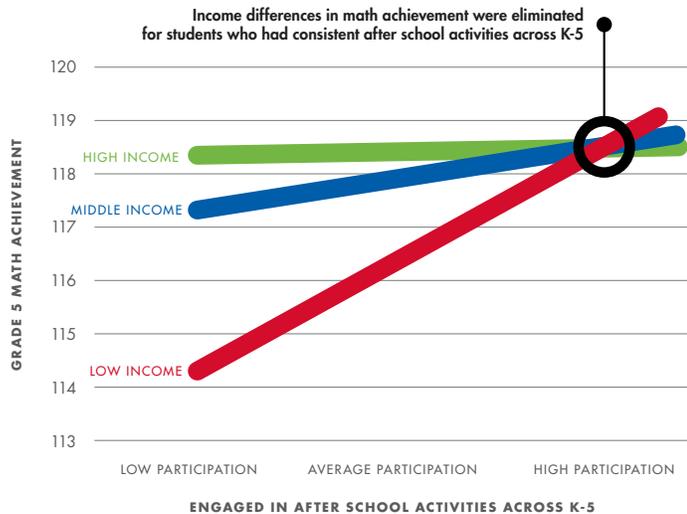
# Expanded Learning Opportunities Are a Critical Resource to Address Achievement and Opportunity Gaps for California's Youth

## Expanded Learning Programs Increase Student Achievement, Attendance, and Engagement

### Narrowing Achievement Gaps

Students who regularly participate in after school programs in elementary school narrowed the math achievement gap between the high-income and low-income families.<sup>12</sup>

**Figure 6. After School Participation Narrows the Math Achievement Gap<sup>15</sup>**



Participants in the Fresno County Superintendent of Schools after school programs had a larger percentage of meeting and exceeding standards on math and reading tests.<sup>13</sup> 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.<sup>14</sup>

A 2010 review<sup>17</sup> of 68 studies on after school participation in diverse settings (e.g. urban, rural) across the county serving school-aged youth between 5 and 18 years old found that when programs implemented practices described by the acronym SAFE demonstrated significant academic and positive social outcomes. Programs with SAFE features included a **sequenced**

SAFE programs were associated with significant improvements such as:

- Achievement test scores and grades
- School attendance
- Self-perceptions
- School bonding
- Positive social behaviors
- Reduction in conduct problems.
- Reductions in drug use.

step-by-step approach (S), emphasized **active** forms of learning by having youth practice new skills (A), **focused** specific time and attention on skill development (F), and were **explicit** about the skills they are attempting to promote (E). Quality Standards for Expanded Learning in California and program requirements to implement a Continuous Quality Improvement process are consistent with the SAFE features associated with increased academic and positive social outcomes.

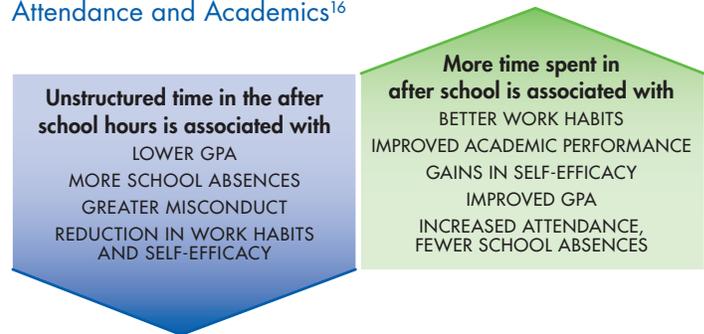
### Increasing School Attendance

A student is considered chronically absent if they miss two days of school per month (18 days in a school year).<sup>9</sup> Poor attendance can influence whether children read proficiently by the end of third grade or be retained a grade level. By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.<sup>10</sup> 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.<sup>11</sup> Students from communities of color as well as those with disabilities are disproportionately affected.<sup>11</sup>

Students in expanded learning programs are much more likely to attend school, and less likely to be chronically absent.

Expanded learning program participants not only benefit from more time in school, but gain from the equivalent of up to 90 additional school days.

**Figure 7. Participation in After School Programs Improves Attendance and Academics<sup>16</sup>**



In California, on average one in ten students is chronically absent. However, one in five Homeless, Native-American, and African-American students are chronically absent, and one in four foster students are chronically absent. **Expanded learning participants are more likely to attend school and benefit from additional time for learning and enrichment. 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.**

### Narrowing the Opportunity Gap

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, with 4,000 of those hours in after school activities. Expanded learning programs provide opportunities for learning and enrichment that narrow achievement and opportunity gaps.

**Regular participation in an after school program provides an additional 540 hours of learning and enrichment opportunities each year for California's economically disadvantaged.**

## 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 loss.<sup>19</sup> High quality summer learning opportunities are essential to preventing summer learning loss in low-income students. Every summer, youth from low-income families lose more than two months of reading achievement.<sup>20</sup> These programs are also a cost effective way to narrow the opportunity and achievement gaps. Without quality summer learning programs, students from low-income families will be two years behind their peers.<sup>20</sup> 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.”<sup>23</sup> Research has shown summer learning loss accounts for about 2/3 of the ninth grade achievement gap in reading.<sup>21</sup> 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.

**In California, over 1,300 state and federally funded after school programs have funding that can be utilized to offer expanded learning programs when school is not in session**

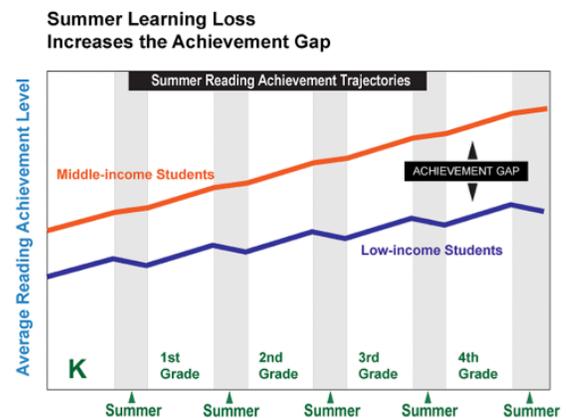
**(including summer and intersession programs).**<sup>A</sup> In April CDE-EXLD released the Intent to Awards funding for 21st CCLC and high school ASSETs programs. The funding totaled over \$11 million in the 2017-18 school year. Summer/supplemental funding has seen an increase due in part to SB 1221 and the focus on creating quality after school and summer learning programs by giving

Support for high quality summer learning programs:

- **68%** of parents reported their kids improved their attitudes towards reading<sup>18</sup>
- **62%** of parents reported an increase in reading ability<sup>18</sup>
- **86%** of parents believed their summer program offered leadership development opportunities<sup>18</sup>
- **98%** of parents were satisfied with their summer programs<sup>18</sup>

priority to 21st CCLC applicants that applied to provide Summer/supplemental programming. The most recently available data on supplemental program participation from the California Department of Education Expanded Learning Division highlights that over 83,000<sup>B</sup> students in 2015-16 participated in a six-hour Summer/supplemental program (the most common type of program offered during the summer) and over 38,000 students<sup>C</sup> participated in a 3-hour Summer/supplemental program.

**Figure 8. Summer Learning Loss and the Academic Achievement Gap<sup>21</sup>**



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.

A 1,396 schools have ASES or 21st CCLC Supplemental funding including 994 ASES funded sites and 402 21st CCLC funded sites  
 B In the 2015-16 school year, 83,705 students participated in a six-hour Summer/supplemental program  
 C In the 2015-16 school year, 38,278 students participated in a three-hour Summer/supplemental program

The Summer Matters campaign is expanding and evolving into the California Summer Matters Network. Since 2009, the campaign has been a great success with some notable accomplishments including: increasing the number of students in summer learning programs, helping California define quality in summer learning programs, and building a

**Summer Learning Outcomes:**

- **93%** of teachers report better relationships with students<sup>22</sup>
- Students are 30% less likely to be absent from class<sup>22</sup>
- **84%** of students report improved ability and motivation in schoolwork<sup>22</sup>
- Students increased reading and vocabulary skills by 1/3 of a grade level<sup>22</sup>
- **94%** of students believe they can improve if they try hard<sup>22</sup>

broad-based of champions for summer learning. Over 150 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.”<sup>23</sup>

## Expanded Learning Programs Increase STEM Learning Opportunities and move the needle on STEM outcomes

**Of students who participate in STEM learning after school:**

- **78%** reported an increased interest in STEM<sup>24</sup>
- **80%** reported increased knowledge in STEM careers<sup>24</sup>
- **72%** reported an increase in their perseverance and critical thinking skills<sup>24</sup>
- **73%** reported a more positive STEM identity and an increased personal belief that they can succeed at science<sup>24</sup>

In California, there are currently 1.5 million STEM related jobs, however there are nearly 500,000 STEM jobs that are without qualified workers.<sup>25</sup> After school providers understand the importance of STEM learning that is hands-on, engaging, and innovative for the youth they serve.<sup>26</sup> A recent analysis outlined in *STEM Ready America:*

*Inspiring and Preparing Students for Success with Afterschool and Summer Learning* takes an in-depth look at the role after school learning plays in STEM education and preparing youth for futures in STEM jobs. According to a multi-state study, youth participating in STEM after school programs report improved attitudes, knowledge and skills, and positive gains in 21st-century skill development such as perseverance and critical thinking.<sup>24</sup>

In California, the System of Support for Expanded Learning facilitates seven regional STEAM Hubs working to increase the quality of STEM learning opportunities (with and added “ART” component) available to the youth participating in expanded learning programs. The initiative was built on the Power of Discovery STEM initiative, which in its first three years **supported over 750 K-12 sites, and engaged over 13,000 students in STEM learning opportunities.** A 2015 evaluation of the initiative demonstrated that increased professional development influenced staff beliefs about the value of STEM learning and increased capacity to implement STEM learning resulting in increased student interest in STEM concepts and increased science and math efficacy.<sup>27</sup>

## Expanded Learning Programs Increase Access to STEM Learning for those Under Represented in STEM Careers

Afterschool STEM opportunities reduce achievement gaps among genders, races and people of different socio-economic statuses.<sup>28</sup> STEM learning in out-of-school time settings can provide students with first-hand, sustained learning experiences that can be designed to provide

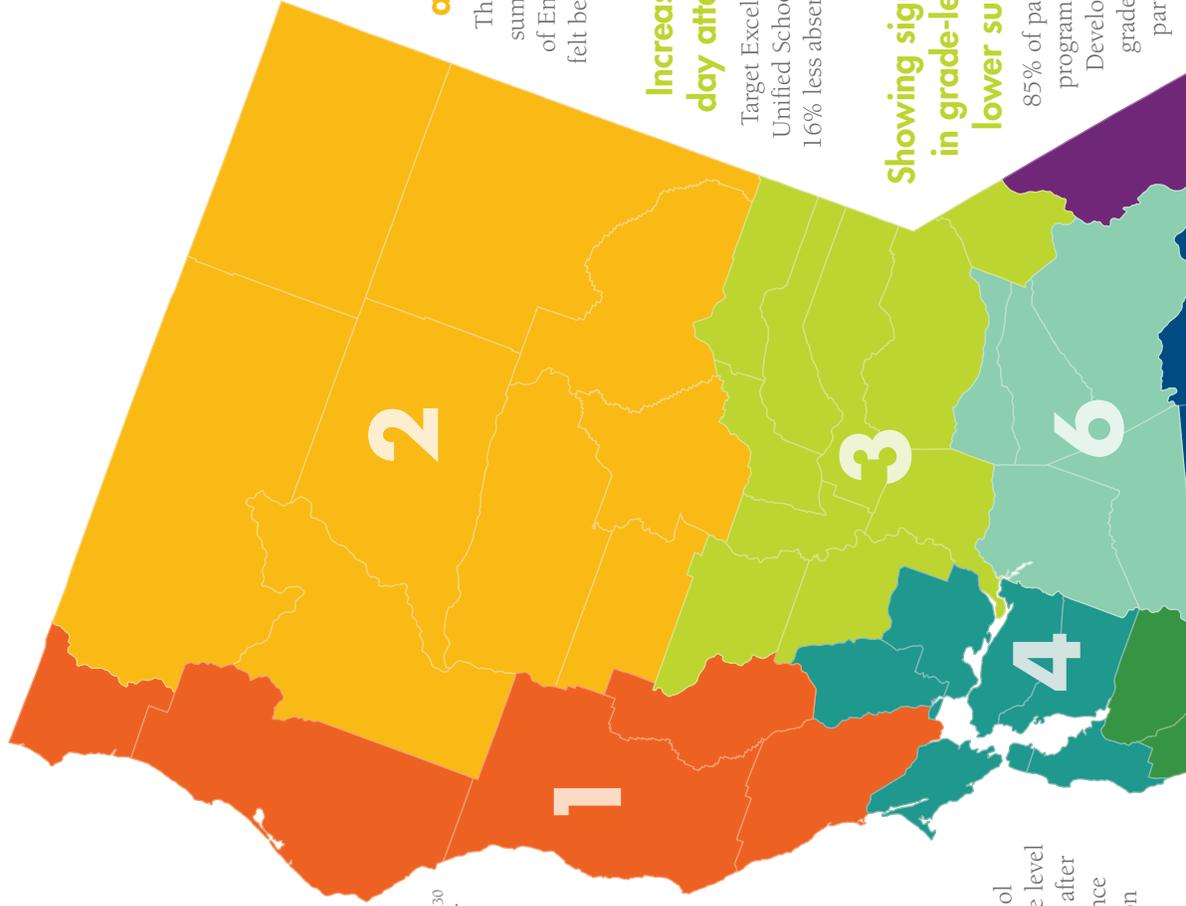
- **72%** of California parents agree that afterschool programs help children get excited about learning<sup>8</sup>
- **74%** of California parents agree that afterschool programs help students gain STEM-related interests and skills<sup>8</sup>

the time, community and support needed to authentically engage in STEM practices.<sup>28</sup> After school also offers an opportunity to engage girls and underrepresented minorities in STEM learning. These experiences can be transformative for girls building their confidence in STEM learning and future career opportunities.<sup>29</sup> STEM learning in after school plays an integral role in leveling the playing field for low-income and marginalized youth by increasing opportunities to engage in meaningful and productive STEM learning activities.

Positive outcomes for youth are not the only benefits of STEM learning opportunities. After school professionals and facilitators reported improvements in their own interest, confidence and ability to lead STEM activities and 90% of them reported they felt their students were more confident and proficient in science, math and social skills due to their participation in STEM learning.<sup>24</sup>

# California's Expanded Learning Programs Demonstrate Results

Research supports the need for, and the effectiveness of, after school and summer learning programs. Beyond research, expanded learning programs have conducted program evaluations. Below is a small sample summarizing some of the impacts of statewide Expanded Learning programs taking place in California's 11 County Superintendents Educational Services Association (CSESA) regions. This snapshot only begins to scratch the surface of capturing the breadth of California's programs and the range of positive impacts they create.



## Reducing tobacco and alcohol use.

97% of students attending Boys and Girls Club of Central Sonoma County abstain from cigarette use and over 5,200 participants abstain from drinking alcohol.<sup>30</sup>

## Increasing school day attendance.

Participating schools in Oakland Unified School District after school programs increased their school-day attendance by 33,343 days and earned the district close to \$1 million in additional revenue.<sup>31</sup>

## Increasing grade level reading, graduation rates and daily attendance.

85% students who participated in after school programs in Hayward Unified School District scored at or above average in grade level reading. Students who participated in the after school programs increased school attendance by 8 days and had a 12% higher graduation rate than non-participants.<sup>32</sup>

2

## Maintaining English fluency and increasing confidence.

The majority of students enrolled in the SPARK summer learning program maintained their level of English language fluency and reported they felt better about themselves and their future.<sup>39</sup>

## Increasing school day attendance.

Target Excellence participants at Sacramento City Unified School District sites experienced over 16% less absent days than nonparticipants.<sup>40</sup>

3

## Showing significant gains in grade-level reading and lower summer reading loss.

85% of participants from the CDF Freedom Schools program, in Partnership with Roberts Family Development Center, displayed being at or above grade-level after attending the program. 82% of participants experienced no summer reading loss.<sup>41</sup>

6

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## Building confidence and interest in STEM.

Over 80% of participants in the STEM for All YMCA of Silicon Valley programs reported increase in critical thinking skills such as designing, testing and solving problems. 68% of participants reported an increased interest in STEM.<sup>33</sup>

## Increasing attendance and credits earned during the school year.

Participants in Fresno County Superintendent of Schools after school programs showed a 10% increase in meeting the daily attendance benchmark over their non-participant peers and an increase of 4% in credits earned during the school year.<sup>34</sup>

## Increasing social-emotional learning.

Participants in the Lompoc Family YMCA: La Honda STEAM Academy ASES/Achievement Gap Program showed increases in their Devereux Student Strengths Assessment (DESSA) scores, with 21% of students moving from the “in need” classification to typical or strong. The strength category increased from 3% to 33% of program participants.<sup>35</sup>

## Decreasing drop-out rates and juvenile crime.

Participants in the LA's BEST after school program had significantly lower dropout rates than non-participants and they were 30% less likely to commit juvenile crime. Parents of LA's BEST believe the program helped their children's grades and social skills and helped them think about career pathways.<sup>36</sup>

## Supporting healthy choices and behaviors.

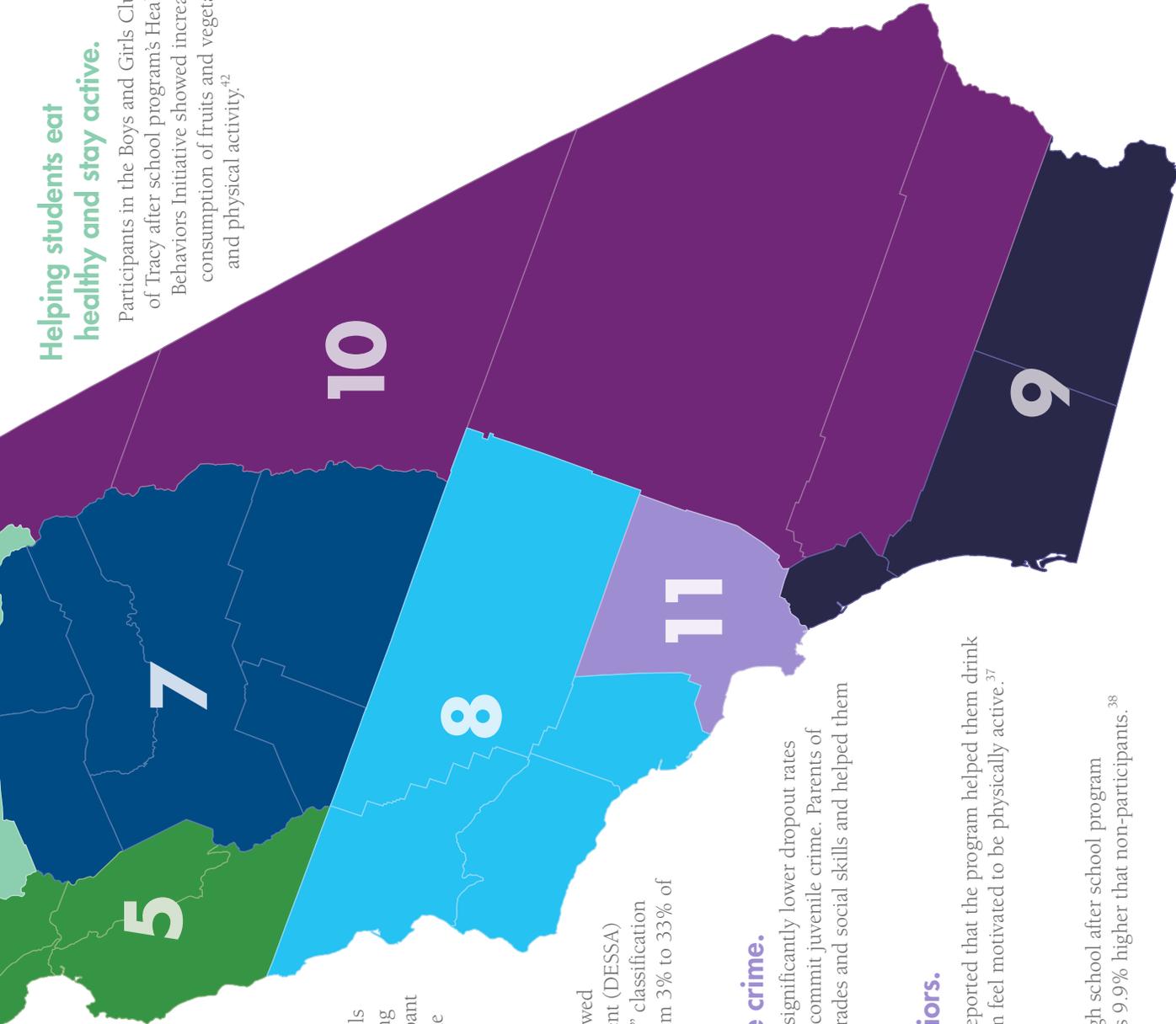
80% of participants in A World Fit for Kids programs reported that the program helped them drink more water and 77% reported the program helped them feel motivated to be physically active.<sup>37</sup>

## Supporting English language learners.

The percentage of San Diego Unified School District high school after school program participants reclassified as Fluent English Proficient was 9.9% higher than non-participants.<sup>38</sup>

## Helping students eat healthy and stay active.

Participants in the Boys and Girls Club of Tracy after school programs' Healthy Behaviors Initiative showed increased consumption of fruits and vegetables and physical activity.<sup>42</sup>



# Expanded Learning Programs Create the Conditions Necessary for Social-Emotional Learning and Development

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According to the Collaborative for Academic, Social and Emotional Learning (CASEL), Social Emotional Learning (SEL) is the process through which youth and adults acquire and apply the knowledge, attitudes and skills needed to understand and manage their emotions, set and achieve goals, show empathy, build positive relationships and make responsible decisions. For many schools and districts SEL has become a framework for collaboration among educators, families, expanded learning programs, and other community stakeholders to support the social, emotional, and academic learning of students.<sup>43</sup>

A 2017 meta-analysis of 82 different SEL interventions involving over 97,000 students from kindergarten to high school suggests there is value to both participating students and society in general by incorporating SEL interventions.<sup>44</sup> The academic performance of students exposed to SEL programs were an average of 13 percentile points higher than their non-SEL peers. Also, students participating in SEL opportunities showed a 6% increase in high school graduation rates and 11% increase in college graduation rates. SEL programs also boosted student well-being through greater social emotional competencies, pro-social behavior, and pro-social attitudes. Students participating in SEL opportunities also showed lasting decreases in conduct problems, emotional distress, drug use, and involvement with the juvenile justice system when compared to the control groups. A higher social and emotional competency among students participating in programs with a focus on SEL was the best predictor of long-term benefits, which shows how important it is to develop these competencies in students.<sup>44</sup>

## Program Spotlight

Middle school youth who participated in After-School All-Stars more frequently showed higher self-efficacy and pro-social behaviors.<sup>37</sup>

Over 50% of Teachers reported that youth in San Joaquin County after school programs showed improvements in classroom participation, being attentive in class, motivation to learn and getting along with their peers.<sup>45</sup>

Students who participated 5 days a week in LA84 Foundation middle school sports programs scored higher on measures of self-esteem, positive body image, grit, goal orientation, social competence and school connectedness than their peers who participated only 1 or 2 days a week.<sup>37</sup>

Participants in LAUSD's Cyber Clubs reported that the program helped them improve social-emotional skills.<sup>37</sup>

A 2010 report on SEL and school-based interventions found that SEL programs immediately improved students' mental health, social skills, and academic performance. Another important finding from this analysis showed that teachers and other school staff could effectively conduct SEL programs suggesting that these interventions do not require an outside person or expert to be successful. Programming that emphasizes SEL can enhance a student's connectedness to school, classroom behavior and academic achievement. Building social and emotional competencies in students will help them set academic goals, have self-discipline, manage their stress, and organize their approach and get better grades. Building problem solving and other SEL skills helps students overcome obstacles and make responsible decisions about studying and homework completion.<sup>46</sup>

A 2015 report from the University of Chicago, *Foundations for Young Adult Success: A Developmental Framework*, summarized information from the fields of youth development, psychology, sociology, education and the cognitive science to develop the building blocks for life success.<sup>47</sup> The report describes what children need to grow and learn and how adults can foster the development that leads to college and career readiness. The research summarized the key factors and competencies to supporting youth success and highlights the importance of social-emotional learning (SEL) opportunities. Such SEL opportunities support the development of critical skills, beyond academics, that research has identified as essential to young people's success in school, work, and life. SEL is especially critical and impactful for disadvantaged youth that face additional challenges, like the youth served by California's expanded learning programs.

## Building capacity to support social emotional learning

California expanded learning programs continue to enhance social emotional learning. Expanded Learning 360°/365 is a collaborative project dedicated to promoting the development of SEL. In 2015, the collaborative launched with the release of the concept paper *Student Success Comes Full Circle: Leveraging Expanded Learning Opportunities*, which outlined research supporting the need for children and youth to develop social-emotional and character skills to thrive in school, work, and life, and described the role that expanded learning programs play in order to meet these critical developmental needs. One of the core positions of the collaborative is that expanded learning programs are a critical component and partner to any district's ability to meet their SEL goals.

Since its launch, the collaborative has worked to enhance K-12 and expanded learning partnerships to improve and align SEL in 9 school districts, including 7 of California's largest districts; it has built expanded learning field capacity to support SEL through training, intensive leadership fellowships, and coaching to build the capacity to strengthen SEL practices for 430 expanded learning staff and leaders. The collaborative continues to broker research, resources, and tools to advance SEL through K-12 and expanded learning program collaboration.



### California releases new Social Emotional Learning Guiding Principles

The California Department of Education worked with representatives from over 20 California education organizations and systems to confirm the need for social emotional learning in well-rounded, quality education in all youth-serving settings. The SEL Guiding Principles are designed to inform and support the implementation of strong SEL practices across the state. The principles are intended to build on the SEL practices already happening in many youth-serving settings while also promoting the intentional use of evidence and research-based practices to guide decision-making. These principles should be used to empower stakeholders to advance SEL in ways that meet their community's needs and should be refined to do so. The five Guiding Principles are; adopt a whole child development as the goal of education, commit to equity, build capacity, partner with families and community, and learn and improve.<sup>48</sup>

The California Department of Education Expanded Learning Division worked with stakeholders across the state to develop recommendations to create consistently positive social emotional learning experiences for youth all day and all year. The SEL Planning Team was formed to address goals and objectives from the EXLD strategic plan, A Vision for Expanded Learning in California. The team developed recommendations around supports and structures the EXLD could use to design and execute better integration of SEL into the Statewide System of Support for Expanded Learning. The six categories the planning team put forward include; assessment, collaboration, communications, grants guidelines/requirements, policy and technical assistance of professional development. The SEL planning team released their recommendations in May of 2018.<sup>49</sup>

### Making gains in Whole-Child Education through SEL in Region 8 – Ventura County

Expanded Learning Programs (ELPs) have long been the cornerstone of Social Emotional Learning (SEL). Research indicates mastery of SEL skills, such as learning to identify and regulate emotions and behaviors, is a stronger predictor of positive adult outcomes than academics. In Region 8, 20 ELP leaders obtained certification in SEL. In one SEL pilot district, data from 2500 students reported: 23% increase in Happiness when SEL practices, such as mindfulness, were implemented. Additionally, 92% of students reported a sense of feeling cared for, and staff reported a decrease in behavior problems and bullying.<sup>50</sup>

### Expanded Learning Programs are a critical resource to reduce substance abuse

One in five kids are alone and unsupervised from 3–6 p.m. According to a study by the RAND Corporation, exposure to drug use and other potentially criminal behavior increases for youth in the hours after school.<sup>51,52</sup> These are the hours that risky behaviors, juvenile crime, and drug use peak, and many parents are still at work.<sup>53</sup> Youth who are unsupervised before and after school are particularly vulnerable to alcohol and drug use.<sup>54</sup> Research and student surveys confirm this. One study found that being unsupervised after school doubles an 8th grader's likelihood to smoke, drink and abuse drugs.<sup>55</sup> According to a YMCA survey, teens who do not participate in an after school program are nearly three times more likely to use marijuana and other drugs.<sup>56</sup> RAND also found that having access to quality after school activities can reduce participation in and victimization as a result of, illicit activities and boost academic performance.<sup>57</sup> After school programs help prevent substance use by keeping kids supervised, but also building protective factors making them less likely to use drugs. High quality after school opportunities reduce substance use by developing protective factors such as school connectedness, self-control, confidence, and healthy peer relationships.<sup>58</sup> Research shows that participation in after school programs can reduce problematic behaviors such as aggression and drug use.<sup>59</sup> The more protective factors present in the lives of youth, the more likely it is that they will engage in healthy behaviors and choices.

# California Leverages Significant Federal Investment to Increase Food Security

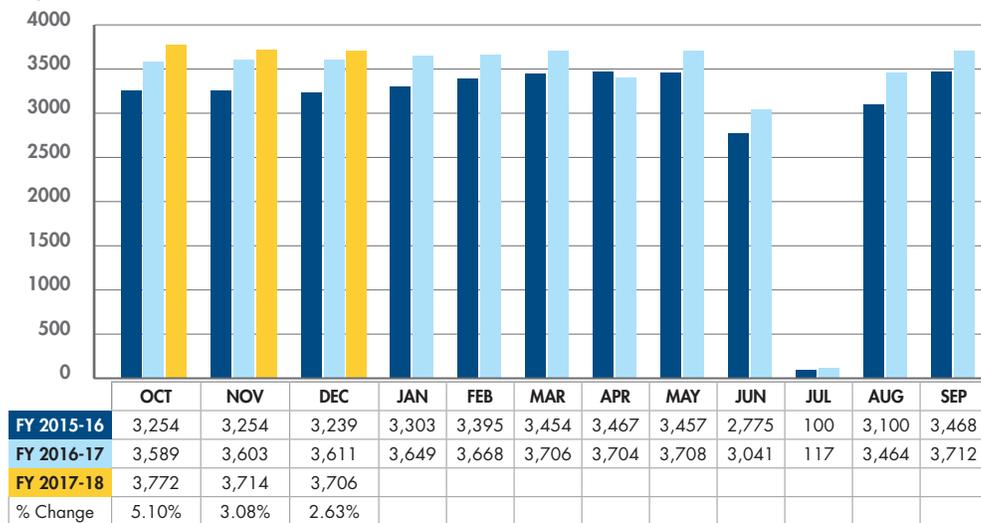
Expanded learning programs in California are leveraging nearly 190 million<sup>A</sup> federal funding to provide after school meals and after school snacks. Additionally, summer meals are provided through a variety of programs<sup>B</sup> under the National School Lunch Program (NSLP) and the Child 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.<sup>60</sup> Since the Meal Program's inception participation by California's after school and expanded learning programs has increased steadily, and in 2016, it provided **over \$180 million<sup>C</sup>** in federal funding for after school meals. Approximately 60% 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 November 2017 over 6 million<sup>D</sup> after school meals, an average of 305,422 meals daily,<sup>E</sup> were served at over 3700 after school program sites in California.<sup>F</sup> Of California's 4,545 expanded learning program sites, 2,243 participate in the Meal Program. **While the meal program has grown since its**

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



A California leveraged \$189,016,318.01 in federal funding for after school meals and snacks in FFY 2017. <http://www.cde.ca.gov/ds/sh/sn/index.asp>  
 B Data 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>  
 C California's leveraged \$182,720,618.83 in At-Risk Meal Funding in FFY 2017.  
 D 6,842,833 CACFP At-Risk After School Meals were served in October and 5,225,938 were served in November 2017 averaging 6,034,386 meals per month over the two month period.  
 E On average 312,799 were served daily in October and 298,044 were served daily in November averaging 305,422 meals daily over the two month period.  
 F 3,772 sites participated in the meal program in October 2017 and 3,714 participated in November 2017 averaging 3,743 sites over the two-month period.  
 G In Federal Fiscal Year 2017 CACFP 7,293,729 After School Snacks.  
 H Participating sites fluctuate monthly. The average number of participating sites during September through May when school is typically in session is 1,615 sites. 1,749 sites participated in March 2017 (highest monthly participation) and 1,508 sites participated in September 2017 (lowest monthly participation).  
 I \$6,295,699.18 million in At-Risk Snacks.

inception, still just more than half 2,302 (50.6%) of California's expanded learning program sites are currently not benefitting from the meal program.

## After School Snacks

California served over 7 million CACFP At-Risk Snacks<sup>G</sup> at over 1600 expanded learning program sites,<sup>H</sup> leveraging over \$6.2 million in federal snack reimbursement.<sup>I</sup> 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

**Figure 10. California's Summer Nutrition Gap<sup>61</sup>**



Many youth and families across California struggle with food insecurity with over 2 million children living in households that struggle to put enough food on the table and nearly 1 in 4 kids goes to bed hungry.<sup>62</sup> The number of summer lunches served from July 2015 to July 2016 decreased by 19% according

to the recent (2017) *Schools Out Who Ate?* report which also surfaced that more than 1.7 million (or 85 percent of) children and youth who benefitted from federally funded free or reduced-priced lunches during the school year did not benefit from summer meals. Youth can get free or reduced-priced meals during the summer months at school or community sites. Often these sites offer academic, physical or social activities that keep children active and learning. Summer meals programs provide students with the nutrition they need to learn and thrive in the summer and during the following school year.

# Expanded Learning Programs Increase Physical Activity and Health

Beyond providing access to nutritious snacks and meals, expanded learning programs are positioned to support the health equity of the communities they serve. 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 elements of the Healthy Choices and Behaviors Quality Standard. Examples of this include the Healthy Behaviors Initiative (HBI) and the Healthy Out of School Time (HOST).

## Program Spotlights:

- **Over 90%** of parents in Hayward Unified School District after school programs believe the programs supports their children's health through physical activity and healthy food.<sup>15</sup>
- **80%** of participants in A World Fit for Kids programs reported that the program helped them drink more water and 77% reported the program helped them feel motivated to be more physically active.<sup>37</sup>

**The Healthy Behaviors Initiative (HBI)** 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, impacting the students, staff and families of more than 1,000 expanded learning sites throughout California.



**The Alliance for a Healthier Generation** supports afterschool leaders by providing resources and professional development to create environments and experiences that promote good health and lifelong healthy habits, consistent with the National Afterschool Association Standards for Healthy Eating and Physical Activity. California Healthier Generation has supported 381 out-of-school time programs impacting 40,000 youth.<sup>63</sup>



# Expanded Learning Programs Support Workforce Development and Career Pathways for Youth

Expanded learning programs across California are inspiring youth to learn and build the skills they need to enter the workforce. Currently, the private sector spends more than \$164 billion on employee education and training to close the workforce gap in the country<sup>64</sup> and more than 1 in 3 employees agree they do not have the skills, education and training they need.<sup>64</sup> Companies have also reported struggling with finding qualified candidates from diverse backgrounds. After school and summer learning programs can close the gaps that exist between a skilled workforce and employers.

summer learning programs engage low-income and higher percentages of communities of color while introducing them to a range of possible career pathways.<sup>64</sup>

## Program Spotlight

The Workforce Readiness Education Program is a partnership between THINK Together, Santa Ana Unified School District's ASSETs programs, Career-Technical Education (CTE), and Linked Learning that has provided employability skills training and work-based learning placements for over 300 high school youth while also assisting students in dual enrollment to complete community college credits prior to high school graduation.<sup>67</sup>

91% of parents in Hayward Unified School District after school programs agreed that YEP provides their child with opportunities to develop their leadership skills.<sup>68</sup>

63% of students in Oakland Unified School District programs reported learning about college and career options.<sup>69</sup>

LAUSD Beyond the Bell after school CyberPatriots (national Cyber-security competition) participants increased their knowledge of Cyber-security by 27%.<sup>37</sup>

75% of employers seek candidates who can work in a team, and have problem solving and communication skills.<sup>64</sup>

Top five workforce readiness skills developed by afterschool:<sup>65</sup>

- Teamwork
- Self-confidence
- Problem solving
- Communication
- Critical thinking.

The strong youth development foundation in after school programs allows them to cultivate the skills and competencies youth need to be successful in school, career and life.<sup>66</sup> These programs are allowing students to discover new interests and careers they may not have considered before. After school and

Many after school and summer programs are connecting youth with opportunities to build skills and explore potential careers through partnerships with workforce development, skill building, and career exploration programs.<sup>66</sup> Some examples among many others include THINK Together's Workforce Readiness Education Program, LAUSD Beyond the Bell's participation in the national Cyber-Patriots competition, and Boys & Girls Clubs of Silicon Valley, Campbell Union School District, and YMCA of Silicon Valley participation in the national Zero Robotics competition. These programs connect student interests to potential higher education and career pathways.

### California's expanded learning infrastructure helps to address the emerging teacher shortage, helping to cultivate the next generation of teachers.

California districts and schools are facing a teacher shortage resulting in difficulties as they roll out new academic standards<sup>70</sup> and curriculum frameworks. The number of new teaching candidates has decreased by

**80%** of CA districts report a shortage, and **82%** hired underprepared teachers.<sup>70</sup>

over 70% over the past decade<sup>70</sup> and 75% of districts reported being unable to fill their teacher vacancies with

fully credentialed teachers. Districts identified multiple strategies to reduce teacher shortages such as investing in teacher preparation and professional development for school leaders, providing funding to school districts to expand high school education academies through the career and technical education programs, and offering incentives for articulation between community colleges and teacher preparation programs.<sup>70</sup> **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 Fresno State's Kremen School of Education and Human Development, Community College Districts, and School Districts to recruit college students on a pathway



to teaching through expanded learning programs. Currently, there are 1,800 Teaching Fellows committed to teaching or education as a career choice in CTFF's pipeline. 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 places Teaching Fellows in hundreds of expanded learning programs to gain expanded learning classroom experience while enhancing expanded learning program quality.

Similar efforts around teacher pathways and preparation include the CSU Math Science Teacher Initiative (MSTI), which offer opportunities for the next generation of Math and Science teachers to gain valuable skills and experience to become quality and effective educators. One example of such efforts is the Mentors in Out-of-School Time (MOST) at Cal Poly San Luis Obispo, which offers college students opportunities to engage with elementary students at an afterschool enrichment program doing exciting STEM activities. According to the California State University System, California is projected to need 33,000 math and science teachers in the next 10 years.<sup>71</sup> In response to this, CSUs are the largest issuer of math and science credentials in the state, which makes programs like MSTI and MOST an important strategy to meet the growing need for quality math and science teachers.



## Continuous Quality Improvement in California's Expanded Learning Programs

A cornerstone of the Vision for Expanded Learning in California is the establishment of Quality Standards. In 2014, the State adopted California's first ever Quality Standards for Expanded Learning in California 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). Additionally, the Vision for Expanded Learning in California focuses on Continuous Quality Improvement (CQI), consistent with a program requirement established with the passage of SB 1221 (Hancock) in 2014 that all programs engage in a continuous quality improvement process based on the Quality Standards. In the 2016-17 school year, ASES and 21st CCLC programs began submitting evidence of their implementation of a CQI process as part of their annual outcome-based data submissions to CDE.

## The Statewide System of Support for Expanded Learning

Based on the recommendations of the Vision for Expanded Learning in California, the CDE-EXLD refined its approach to provide technical assistance (TA) through a redesigned, comprehensive, and responsive system—the System of Support for Expanded Learning (SSEL). The CDE-EXLD currently provides TA funding to 16 County Offices of Education throughout 11 regions designated by the California County Superintendents Educational Services Association (CCSESA), as well as to a variety of state contractors that all partner with EXLD personnel to support quality and compliance for California's number of expanded learning grantees.

### 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.<sup>1</sup>



January 2014

CDE's EXLD (previously the After School Division) releases a field-informed vision for expanded learning and strategic plan<sup>1</sup>

September 2014

Quality Standards for Expanded Learning in California are adopted.

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

September 2015

Programs Commit to Engage in a CQI process.

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

October 2016

Programs submit evidence of CQI implementation as part of their annual outcomes reports.



Data regarding the number of schools with (ASES and 21st CCLC) expanded learning grants reflect the most current grantee data available retrieved in April 2017 from the California Department of Education (CDE) After School Division Grantee Database (2016-17). 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.

To learn more about the after school meal program or snack program and learn who to contact at the CDE Nutrition Services Division visit <https://www.cde.ca.gov/ls/nu/as/snackfacts.asp>

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