



California AfterSchool Network

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State of the State of Expanded Learning in California 2016–2017

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“ High quality Expanded Learning programs are an integral partner with schools to increase student engagement, skill development, and college and career readiness. These programs also support working families by providing safe, healthy learning environments for their children in the critical hours after school and during the summer. ”

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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 nearly 860,000 children and youth annually.

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 the 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. After school programs often result in positive academic and life outcomes, increased engagement, improved attendance and behavior, and increased health and wellness 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 and an avenue to alleviate 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 these 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.”¹

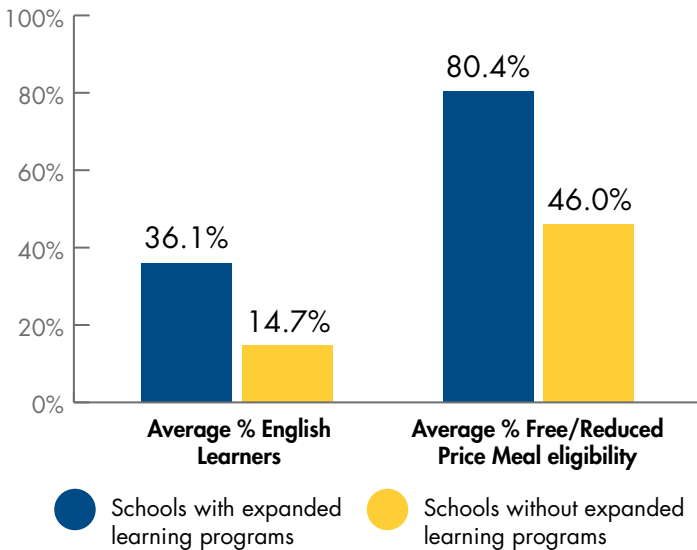
California's Expanded Learning infrastructure serves substantial numbers of underserved students

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 Centers (21st CCLC) program operate at **over 4,500 sites with nearly 860,000^A students enrolled** in after school and summer programs and have the capacity to serve 485,000 students daily.^{B,2} These programs serve high percentages of economically disadvantaged students and English learners, and higher percentages of female, African American and Latino students than average California schools.^C

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

On average, schools with after school programs have over 80% of their students eligible for free and reduced price meals (FRPM) and more than double the percentage of English Learners than schools without Expanded Learning programs

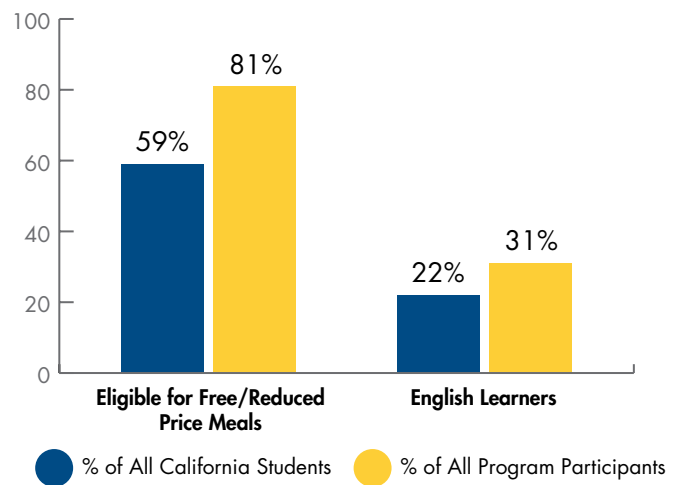
Figure 1. Proportion of Economically Disadvantaged and English Learners at Expanded Learning Program Sites



81% of the nearly 860,000 students enrolled in California's Expanded Learning Programs are FRPM-eligible. California's Expanded Learning Programs serve higher percentages of English Learner and Migrant students than the overall percentage of California students. 31% of Expanded Learning participants are

English Learners, compared to 22% of all California students, and 2% of Expanded Learning participants are migrant students, compared to 1% of all California students. 11% of Expanded Learning participants are Special Education students, 5% are homeless students, and 3% are in foster care.

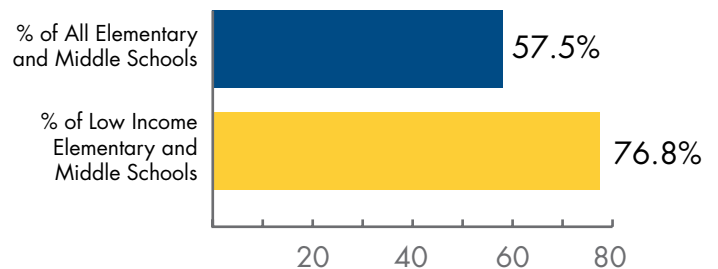
Figure 2. California's Expanded Learning Programs Serve Vulnerable Student Groups



California's Expanded Learning programs primarily serve low income elementary and middle schools

45% of California's public schools benefit from an Expanded Learning program. These programs benefit 59% of California's low income schools.^D More than 9 out of 10 (92%) publicly funded Expanded Learning programs are at elementary and middle schools. Expanded Learning programs are located in over half of all of California's elementary and middle schools and in over three-fourths of the state's low income elementary and middle schools where over 40% of students are eligible for FRPM.

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



^A There are 859,098 students enrolled in California Expanded Learning programs according to CDE's Expanded Learning Division.

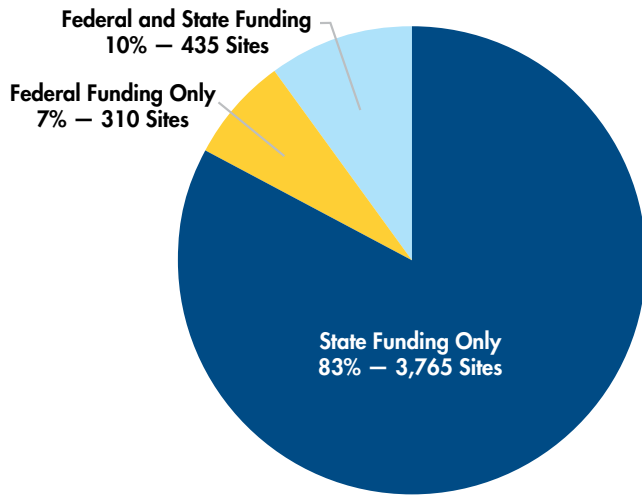
^B California Expanded Learning programs have the capacity to serve 486,060 students daily per CDE's Expanded Learning Programs Database.

^C 8% of all Expanded Learning program participants are African-American versus 6% of all California students. 69% of programs participants are Hispanic versus 54% of all Californian students according to CDE's Expanded Learning Division student demographic data.

^D Low income schools refers to schools with 40% or more of their students eligible for Free and Reduced-Priced Meals (FRPM) consistent with Federal Title 1 standards for needy schools.

Breakdown of State ASES and Federal 21st CCLC Funding

In the 2016-17 school year, approximately \$541 million in new and continued state ASES grants and approximately \$130 million in federal 21st CCLC grants were allocated to programs on 4,510 school sites serving over 485,000 students daily, with nearly 860,000 students enrolled. 21st CCLC funding also supports summer learning opportunities for over 14,000 children and youth.



California has a total of 4,510 publicly funded after school programs, with the vast majority (83%) funded exclusively by the state. ASES funds programs at 4,200 school sites, while 21st CCLC including High School After School and Enrichment for Teens (ASSETs) funds programs at 745 school sites including 288 High School ASSETs sites. Approximately 10% of school sites receive both state and federal funding.

California Expanded Learning Programs are Primarily Funded Through ASES

Expanded Learning programs are primarily funded by California's ASES program. ASES programs are delivered in partnerships between school districts and communities. ASES programs are funded according to a formula of \$7.50 per student, per day and have flexibility in how to design programming, provided that they offer a combination of education and enrichment activities and operate five days per week, until 6 pm. Programs must provide a 33% cash or in-kind match for every state dollar. **ASES funding supports programs that serve elementary and middle school students.**

California Ranks Number One in the Nation in After School



In March 2015, the Afterschool Alliance released *America After 3pm*, summarizing a national survey assessing participation, access, public support, and family satisfaction with after school programs. Based on their findings California is ranked number one in the nation for after school. The report surfaced strong public support for after school programs, which demonstrate a strong return on investment.³

Federal 21st CCLC Program

Additional funding is provided through the Federal 21st CCLC program (see figure 4). Federal funding for the 21st CCLC program was preserved in the new Every Student Succeeds Act (ESSA) despite the U.S. House of Representatives proposing to eliminate the 21st CCLC program. Following a tremendous outpouring of public support for the program, the final education bill preserved the 21st CCLC program as an independent funding stream.⁴ **The Federal 21st CCLC program supports Expanded Learning programs at all grade levels, 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 \$5.4 million in 21st CCLC funds have the capacity to support over 14,000 children and youth with summer learning opportunities this summer.

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,⁵ 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.⁶ Thousands of additional school-age children are served through CalWORKs stage 1 child care.

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 hundreds of K-12 after school and summer learning programs.

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

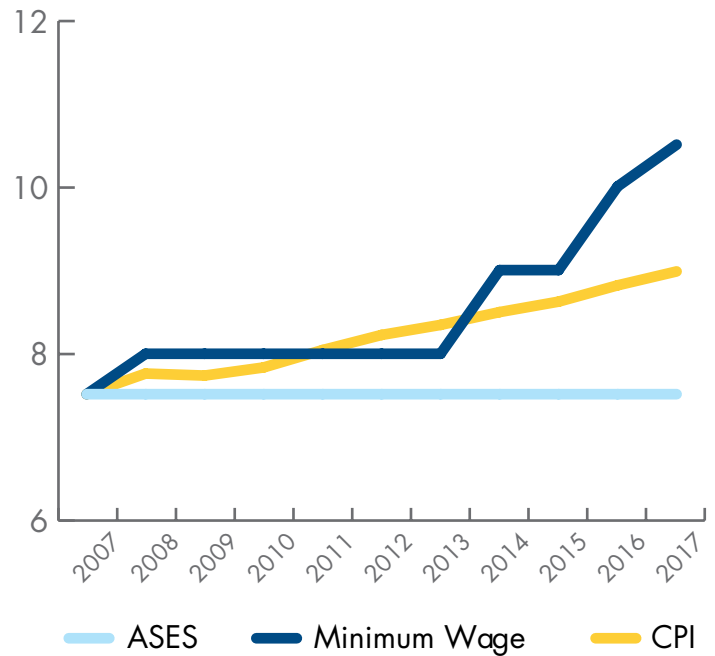
Since 2007, ASES program sites have been funded at a daily rate of \$7.50 per student, per day. During that time the Consumer Price Index (CPI) has increased by 21 percent.⁷ Changes in the minimum wage, which will have increased by 47 percent⁸ by January 2018, are further squeezing Expanded Learning programs. The state increased the minimum wage by \$1 to \$9 on July 1, 2014 and by \$1 to \$10 on January 1, 2016. Minimum wage will increase to \$11 by 2018 and \$15 by 2022.

Cost pressures are having negative impacts on California's Expanded Learning programs. A 2016 Survey⁹ completed by 630 ASES providers representing over 250 school districts found that **flat funding has negatively impacted 92 percent of programs**, and 29 percent of respondents indicated they were very likely to close in the next two years. To address this issue, Senator Connie Leyva recently introduced Senate Bill 78 (SB 78).¹⁰ SB 78 would increase the ASES daily rate by \$1.50 (to \$9.00 per student per day) through a budget augmentation in 2017-18 with future increases tied to increases in the state minimum wage.*

California's Federally Funded After School 21st CCLC At Risk

President Trump's budget calls for the complete elimination of 21st CCLC funding for FY 2018-2019,¹¹ asserting the program lacks evidence of improving student success despite overwhelming research to the contrary. If approved, 1.6 million children and families would be left with no quality after school and summer learning opportunities nationally,¹² including over 85,000 children and youth in California.^F The elimination of

Figure 5. The Rising Cost of Doing Business



the 21st CCLC would mean a loss of funding for over 700 of California's Expanded Learning program sites including almost 300 high school ASSETs program sites, and would reduce the ability to provide year around learning opportunities through summer programs. A recent poll from Quinnipiac University found that **83% of voters oppose President Trump's proposed cut to after school funding**, including 63% of Republican voters and 97% of Democratic voters.¹³ In late April 2017, Congress released an omnibus spending bill to fund the government through the end of September, increasing 21st CCLC funding by \$25 million in FY 2017-2018 which would bring total funding to \$1.9 billion.¹⁴ The budget was signed by the President in early May 2017. This bill preserves and increases the 21st CCLC program for the 2017-2018 school year. However, Congress and the President now turn their attention to the FY 2018 budget, the year that President Trump proposed to eliminate the 21st CCLC program.



^F California's 21st CCLC programs have the capacity to serve 85,554 students daily per CDE's Expanded Learning Programs Database.

* Update: on June 27, 2017 Governor Jerry Brown signed the California State Budget, which included a \$50 million increase for ASES for 2017-2018

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. **84% of parents support public funding for after school programs** including 91% of Democrats and 80% of Republicans.¹⁵ Expanded Learning investments save tax payer dollars

4 of 5 California parents agree that after school programs help working parents keep their job.³

by improving academic success, reducing juvenile crime and increasing a student's future earning potential. Expanded Learning investments save tax dollars by reducing crime and welfare costs, and increasing youth skill building and academic performance. **For every one dollar invested in after school programs there is up to nine dollars in community savings.**¹⁵

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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 ^P (all grade levels)	Lowest Income Schools (Elementary and Middle Schools Only)
Statewide	7,276	5,150	6,520	4,639
Without After School Program	2,980	1,195	2,349	798
	41.0%	23.2%	36.0%	17.2%

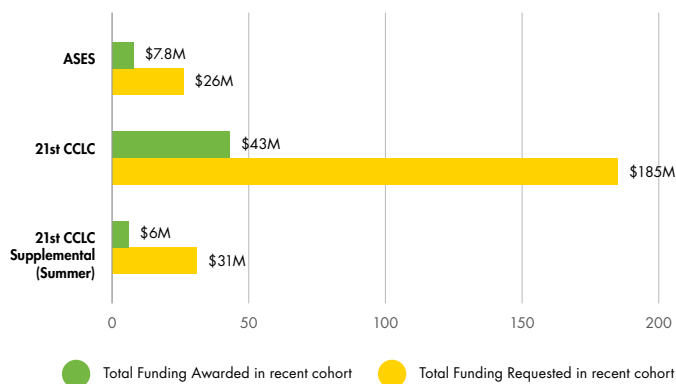
Over 2,900 low income schools, including over 1,000 elementary and middle schools, do not benefit from a state ASES or federally funded 21st CCLC after school program. In addition, more than a quarter (29%) of the state's over 1.3 million English Learners attend schools that do not benefit from an ASES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

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

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 \$143 million more funding than was available, leaving hundreds of thousands of students without the benefit of a quality expanded learning program.

Figure 6. Unmet Need for ASES and 21st CCLC Funding



In the most recent cohort (2016-17) of ASES grants, applicants requested over \$26 million in ASES funding⁶ to support 305 sites, although a total of only \$7.8 million funding 126 sites could be awarded. 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 79.59% or higher were awarded state ASES grants in this round.** In the most recent Intent to Award (March 2017) announcement for Cohort 10 of 21st CCLC elementary/ middle and High School ASSETs grants (which begin July 1, 2017), applicants requested over \$185 million in federal funding but only \$43 million is intended to be awarded. Demand for supplemental 21st CCLC funding, which can be used for summer learning, also far outpaced the supply. Cohort 10 requests included over \$31 million for supplemental funding, yet just over \$6 million was awarded.¹¹

⁶ Applicants requested \$26,043,060.00 in state ASES funds in the most recent cohort (2016-17 to be funded for the 2017-18 school year).

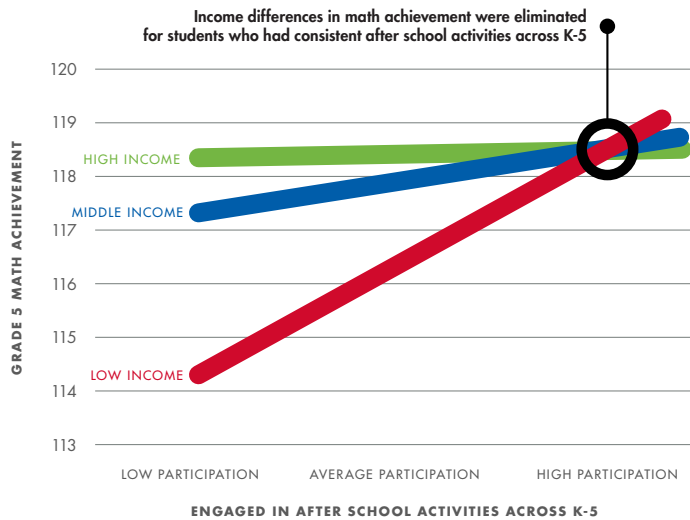
¹¹ CDE's Expanded Learning Division intends to fund approximately \$43 million in 21st CCLC and ASSETs grants for Cohort 10. Funding amounts may change, and are contingent upon funds available in the federal budget.

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

Expanded Learning Programs Increase Student Achievement, Attendance, and Engagement

Expanded Learning programs provide opportunities for learning and enrichment that narrow achievement and opportunity gaps. Youth from higher-income families are twice as likely to access enrichment and skill-building opportunities than their peers from lower-income families.¹⁶ The academic achievement gap between students from high-income and low income families has increased 40% in the last 40 years.¹⁷ Students who fully participate in a state-funded ASES or federally-funded 21st CCLC after school programs gain the equivalent of up to an extra 90 days of school.¹

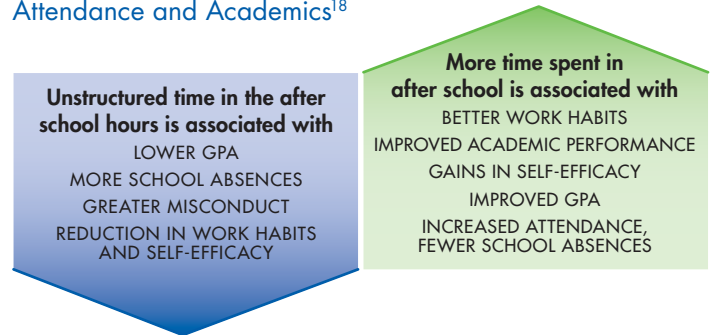
Figure 7. After School Participation Narrows the Math Achievement Gap¹⁷



Research demonstrates that regular attendance in Expanded Learning programs increases student achievement,¹⁸ attendance and positive behaviors.¹⁹ In fact, consistent participation in high-quality after school programs has been demonstrated to close achievement gaps in math between low income and high income students by the fifth grade.

A 2010 review²⁰ 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

Figure 8. Participation in After School Programs Improves Attendance and Academics¹⁸



SAFE demonstrated significant academic and positive social outcomes. Programs with SAFE features were associated with significant increases on achievement test scores, grades, and school attendance, as well as significant improvements in self-perceptions, school bonding and positive social behaviors, and significant reductions in conduct problems and drug use. 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.

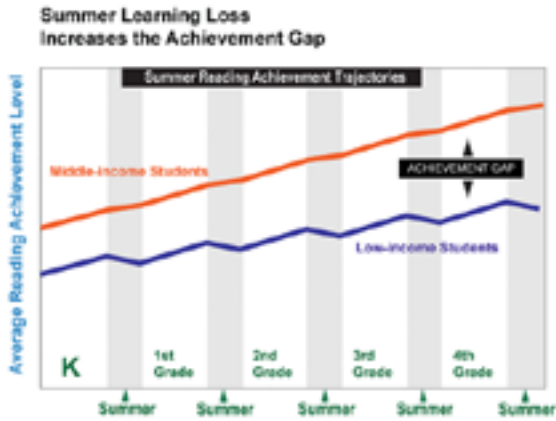
Sequenced, step by step approach
Active forms of learning
Focus specific time on skill development
Explicitly prioritize desired skills

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.²¹ 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.²² 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.²² 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.”²³ Research has shown summer learning loss accounts for about 2/3 of the ninth grade achievement gap in reading.²⁴

¹ Calculated based on an additional 3 hours of Expanded Learning opportunities for a typical 180 day school year with six hours of instructional time in a typical school day.

Figure 9. Summer Learning Loss and the Academic Achievement Gap²⁴



In California, over 1,000 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).^k In April CDE-EXLD released the Intent to Award funding for 21st CCLC and high school ASSETs programs. The funding totaled over \$5 million this year, which is an increase in over \$2 million from the previous cohort. This increase is due in part to SB 1221 and the focus on creating quality after school and summer learning programs for 14,000 youth.

California has seen a growing commitment to summer learning programs spurred in large part by the Summer Matters Campaign. Summer Matters is a statewide network of school districts, educators, school boards, education leaders, mayors, legislators, nonprofits, funders, civic leaders and parents working collaboratively to create and expand access to high quality summer learning opportunities for all California students. Over 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.”⁴⁴ Students who participate in summer learning programs often gain

Summer Learning Outcomes:

- 93% of teachers report better relationships with students²⁵
- Students are 30% less likely to be absent from class⁴⁶
- 84% of students report improved ability and motivation in schoolwork⁴⁶
- Students increased reading and vocabulary skills by 1/3 of a grade level⁴⁶
- 94% of students believe they can improve if they try hard⁴⁶

^k 1,092 schools had ASES or 21st CCLC Supplemental funding in 2016-17.

in their academic abilities and return to school in the fall more enthusiastic, more confident as students, and more engaged in learning.

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

In California there are currently 1.5 million STEM related jobs, however there are nearly 500,000 STEM jobs that are without quality workers.²⁶ STEM programs have a positive effect on the youth who participate in them. 89% of students who participated in a STEM after school program reported an increase in self-confidence and 80% reported an improved understanding of how science and technology work in everyday life.²⁶ A recent analysis outlined in *STEM Ready America: Inspiring and Preparing Students for Success with Afterschool and Summer Learning*²⁷ takes an in-depth look at the role after school learning plays in STEM education and preparing youth for futures in STEM jobs.

Of the students who participated in STEM learning:

- 78% said they had a more positive attitude about STEM⁴⁸
- 80% said the experience increased their STEM career knowledge⁴⁸
- 72% said the experience improved their perseverance and critical thinking skills²⁷

77% of California parents believe that after school

programs should offer STEM learning opportunities, and 75% of California parents are satisfied with the STEM learning opportunities provided in their child’s after school program.²⁷ In California, *The Power of Discovery: STEM* initiative, now part of the System of Support for Expanded Learning works to increase the quality and quantity of STEM learning opportunities available to the youth participating in Expanded Learning programs. The initiative is supporting over 750 K-12 sites, engaging over 13,000 students in STEM learning opportunities. A 2015 evaluation of the first three years of the initiative demonstrates that increased professional development influenced staff beliefs about the value of STEM learning and increased capacity to implement STEM learning. In the context of increased staff capacity and quality STEM learning opportunities, students indicated more interest in STEM concepts and increased science and math efficacy.²⁸

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

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 cognitive sciences to develop the building blocks for life success.²⁹ 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.

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.

Expanded Learning Programs Support Families in Concentrated Poverty and Rural Communities

According to a recent report from the Afterschool Alliance, *America After 3pm Special Report: Afterschool in Communities of Concentrated Poverty*,³⁰ **there is high demand for quality after school and summer programs in communities of concentrated poverty.** Parents in these communities often rely on after school and summer learning programs as a support for their families. They also report that their child's after school program offers quality physical activity, active and engaged STEM learning, homework assistance, healthy snacks and meals and increased reading and writing opportunities. While these programs are important to the families living in communities of poverty, there are still key barriers including accessibility and accountability

affecting the ability of parents to enroll their children and youth in these programs.

Similarly, after school and summer learning programs are essential to rural communities. After school providers have reported that the largest challenge they face is funding and 8 out of 10 parents support public funding for after school and summer learning programs, according to the Afterschool Alliance, *America After 3pm Special Report The Growing Importance of Afterschool in Rural Communities*.³¹ **Over 70 percent of parents in rural communities reported that after school and summer learning helps their children develop social skills and reduce the likelihood of their youth engaging in risky behaviors.** These programs also support working families in rural communities by giving parents peace of mind while they are at work.

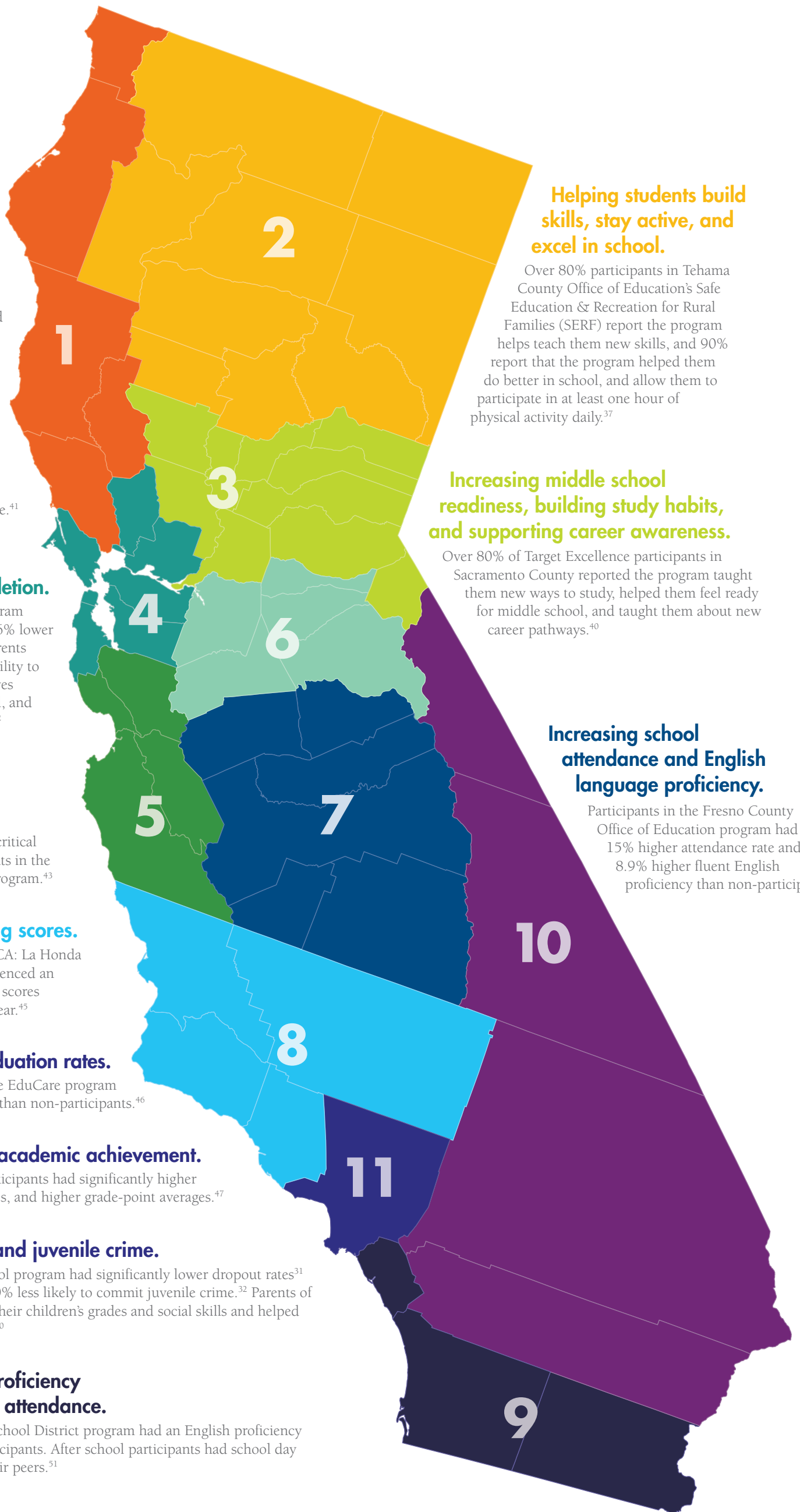
Expanded Learning Programs Are a Critical Resource to Advance New Academic Standards and Funding Priorities

The Quality Standards for Expanded Learning in California, include components such as Active and Engaged Learning, Skill Building, Youth Voice and Leadership, and Diversity, Access, and Equity, which are complementary to California's K-12 educational standards. Expanded Learning quality standards have particularly strong alignment with the Standards for Mathematical Practice and Capacities of a Literate Individual outlined in the Common Core State Standards (CCSS), and the Science and Engineering Practices of the Next Generation Science Standards (NGSS). Additionally, the CCSS implementation plan recommends support for K-12 Expanded Learning partnerships on "how to collaborate to incorporate, into after-school/extended day programs, activities that enrich the CCSS-related learning initiated during the regular day."³²

Many Expanded Learning programs offer skill-building, project-based learning opportunities such as robotics, arts and music, culinary arts, gardening, and service-learning. **Such Expanded Learning opportunities can help enhance the critical thinking, problem-solving, and collaboration skills that are central to the Common Core.**^{33,34,35,46} Such Expanded Learning opportunities address the priorities of the Local Control Funding Formula (LCFF). However, few Local Control Accountability Plans invest new funding in ASES.³⁷ Expanded Learning programs are an essential resource to advance new academic standards and funding priorities outlined the Local Control Funding Formula (LCFF).

California's Expanded Learning Programs Demonstrate Results

Research supports the need for, and 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 California County Superintendents Educational Services Association (CCSESA) regions. This snapshot does not come remotely close to capturing the breadth of California's programs, or the range of positive impacts they create.



Increasing literacy, school attendance, and student confidence.

Over 80% of participants at the Boys & Girls Clubs of Central Sonoma County reported increased confidence, an over 20% increase in literacy proficiency and missing less than 5 days of school.³⁸

Increasing school day attendance.

Participants in 86 Oakland Unified School District after school programs increased their school-day attendance by 35,343 days in 2010-11, adding an additional \$1 million in district revenue.⁴¹

Lowering absenteeism and increasing homework completion.

YMCA of the East Bay after school program participants have chronic absenteeism 6% lower than non-participants. Over 95% of parents reported the program increases their ability to work, keeps their kids safe, and improves their children's attitudes towards school, and supports their homework completion.⁴²

Increasing critical thinking and STEM related skills.

72 hours of hands-on STEM learning resulted in a 98% reported increase in critical thinking and STEM skills for participants in the YMCA of Silicon Valley STEM for All program.⁴³

Improving math and reading scores.

Participants in the Lompoc Family YMCA: La Honda STEAM Academy ASES program experienced an increase in STAR reading and math test scores by at least one level by the end of the year.⁴⁵

Correlation with higher graduation rates.

After school program participants in the EduCare program are graduating at a 21-30% higher rate than non-participants.⁴⁶

Increasing attendance and academic achievement.

YMCA High School Youth Institute participants had significantly higher English and math scores, fewer absences, and higher grade-point averages.⁴⁷

Decreasing drop-out rates and juvenile crime.

Participants in the LA's BEST after school program had significantly lower dropout rates³¹ than non-participants and they were 30% less likely to commit juvenile crime.³² Parents of LA's BEST believe the program helped their children's grades and social skills and helped them think about career pathways.^{48,49,50}

Raising English language proficiency rates and increasing school attendance.

Participants in the San Diego Unified School District program had an English proficiency level almost 10% higher than non-participants. After school participants had school day attendance almost 25% higher than their peers.⁵¹

Increasing reading fluency.

In 2016-17, 73% of THINK Together students were at or above reading fluency in the middle of the school year, a growth of 25 percentage points from the beginning of the school year.⁵²

Helping students build skills, stay active, and excel in school.

Over 80% participants in Tehama County Office of Education's Safe Education & Recreation for Rural Families (SERF) report the program helps teach them new skills, and 90% report that the program helped them do better in school, and allow them to participate in at least one hour of physical activity daily.³⁷

Increasing middle school readiness, building study habits, and supporting career awareness.

Over 80% of Target Excellence participants in Sacramento County reported the program taught them new ways to study, helped them feel ready for middle school, and taught them about new career pathways.⁴⁰

Increasing school attendance and English language proficiency.

Participants in the Fresno County Office of Education program had a 15% higher attendance rate and an 8.9% higher fluent English proficiency than non-participants.⁴⁴

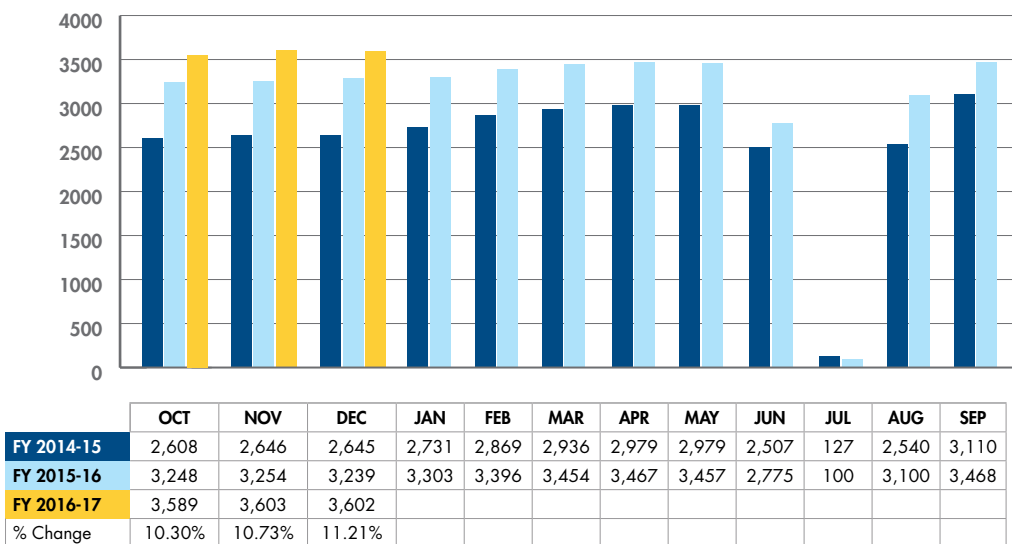
Expanded Learning opportunities increase health and nutrition for students in high need communities

According to the Centers for Disease Control, obesity can have serious, immediate and long-term impacts on the physical, social and emotional health of youth. Research links obesity to school absences and lower academic achievement.⁵³ Research also illustrates that students that are more physically active have better test scores and grades, and classroom behavior.⁵⁴ Expanded Learning programs are a crucial partner to schools and communities to increase access to nutritious food and opportunities for physical activity for California's students. According to a special report of the America After 3pm study

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.⁵⁵

titled *Kids on the Move*, "Afterschool programs continue to make advances when it comes to providing students with nutritious foods, keeping students physically fit and promoting health."⁵⁵ The report highlights that parents are highly satisfied with the nutritious food provided and the physical activity their children participate in during after school programs.

Figure 10. Federal CACFP At-Risk After School Supper Sites



¹ According to the CA Department of Education, Nutrition Services Division, the Child and Adult Care Food Program Reimbursements total \$161,263,433 for the At-Risk Snack and Supper meals.

⁵⁴ 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>

⁵⁵ Nutrition Services Division disseminated 155,002,799 in At-Risk Meal Funding in 2016.

^o 690,321 CACFP At-Risk snacks were served in November 2016.

^p Participating sites fluctuate monthly. The average number of participating sites during September through May when school is typically in session is 1,647 sites. 1,916 sites participated in March 2016 (highest monthly participation) and 1,690 sites participated in January 2016 (lowest monthly participation).

California Leverages Significant Federal Investment to Increase Food Security

Expanded Learning programs in California are leveraging over \$160 million in federal funding¹ to provide before school snacks, after school meals, and after school snacks. Additionally, summer meals are provided through the Summer Food Service Program.^M

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.⁵⁶ Since the Meal Program's inception in 2010, participation by California's Expanded Learning programs has increased steadily, and in 2016, it provided over \$155 million in federal funding^N for after school meals. Approximately two-thirds of these meals are served at schools with ASES and 21st CCLC programs.

According to the most recent data from the CDE Nutrition Services Division, by November 2016 nearly 5 million at-risk suppers, an average of 297,533 meals daily, were served at 3,603 after school program sites in California. Of California's over 4,500 Expanded Learning program sites, 2,568 participate in the Meal Program.

While the meal program has grown dramatically since its inception, still over 1,900 Expanded Learning program sites are currently not benefiting from the meal program.

After School Snacks

California served nearly 7 million CACFP At-Risk Snacks^O at over 1,600 Expanded Learning program sites.^P The number of snacks provided has generally decreased over time 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

Despite an increase of more than 130,000 lunches served from July 2014 to July 2015, the recent (2016) *School's Out Who Ate*⁵⁷ report surfaced that more than 1.7 million^Q (or 85 percent of) children and youth who benefited from federally funded free or reduced-priced lunches during the school year did not benefit from summer meals. The report highlights that moderate gains in summer meals (provided through the Seamless Summer Food Option and the Summer Food Service Program)^R have occurred and continue on an upward trend; however there is still a significant summer nutrition gap for California's FRPM-eligible students.

Figure 11. California's Summer Nutrition Gap⁵⁷



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 Healthy Choices and Behaviors elements of the Quality Standards for Expanded Learning in California. Examples of this include the Healthy Behaviors Initiative (HBI) and the Healthy Out of School Time (HOST). Additionally, the Distinguished After School Health (DASH) program seeks to recognize Expanded Learning programs advancing health and nutrition.

82% of California parents are satisfied with the amount, and the variety of physical activity offered in their child's after school program.⁵⁵

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--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 the policies, practices and behaviors of more than 1,060 Expanded Learning sites throughout California.



The Alliance for a Healthier Generation, founded by the American Heart Association and the Clinton Foundation, works to empower kids to develop lifelong healthy habits by ensuring the environments that surround them provide and promote good health. Since 2011, the Alliance's Healthy Out-of-School Time (HOST) Initiative has reached over 300,000 youth at 2,800 sites nationwide. It supports Expanded Learning staff with professional development and evidence-based resources to increase healthy eating and physical activity among youth, staff, families, and communities. In California, HOST has provided direct support to 252 sites. In 2016-17 HOST supports 58 sites in Los Angeles and Sacramento, where an average of 92% of youth served are considered high need (qualify for the federal free and reduced-price meal program).



The Distinguished After School Health (DASH) Program
Senate Bill 949 (Jackson) established the DASH program to recognize Kindergarten through high school Expanded Learning programs that are meeting exemplary health education, nutrition, and physical activity standards. The recognition is valid for two years and successful candidates are highlighted on the EXLD website. The first DASH applications were submitted in April 2016 with nearly 200 sites recognized.⁵⁸ Senator Jackson introduced Senate Bill 55⁵⁹ during the 2016-17 legislative session which would extend the sunset date of DASH for an additional five years.

^Q Daily participation of children receiving free or reduced-priced meals in the 2015 school year was 2,008,326 based on data collected in March and April of that year. 298,543 children received summer meals in 2015 based on data collected in July of that year. This represents 1,709,783 fewer students compared to the school year.

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

California's Expanded Learning programs help to cultivate the next generation of teachers.

Throughout California, districts and schools are facing a teacher shortage. 83% of districts that are serving the largest populations of low income, English learners, and students of color report having teacher shortages.⁶⁰ The most frequent teacher shortages occur in cities (87% of districts) and rural communities (82% of districts).⁶⁰ New credentials are not keeping pace with projected hiring need. In California the new credentials have remained steady at just over 11,000 while the estimated new teacher hires are over 20,000. Enrollment in teacher education programs continues to be very low: in 2014-15 there was just one quarter the number of candidates enrolled compared to 2001-02.

There have been significant increases in sub-standard teacher permits, which has doubled between 2012-13 and 2015-16.⁶⁰ There are fewer math and science teachers entering the workforce and those who do are more likely to be underprepared. Some districts are finding new strategies and pathways to recruit and retain quality teachers. 31% of districts are developing high school career pathways for teachers and pathways for paraprofessionals. Just over 60% of districts are also working with teacher preparation programs.⁶¹ **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. CTFF places Teaching Fellows in hundreds of Expanded Learning programs to gain Expanded Learning classroom experience while enhancing Expanded Learning program quality. 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.

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 places future teachers in after school programs to offer engaging STEM activities and gain quality field experience. CSUs are the largest issuer of math and science credentials in the state which makes programs like MSTI an important strategy to meet the growing need for quality math and science teachers.

"I discovered my passion for education through my work in an urban after school program, so I know personally how much these programs can do to cultivate the talent and passion of our future educators. 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."

— Linda Darling-Hammond, Charles E. Ducommun Professor of Education Emeritus at the Stanford Graduate School of Education, Chair of the California Commission on Teacher Credentialing, and President and CEO of the Learning Policy Institute



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 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 submitted evidence of

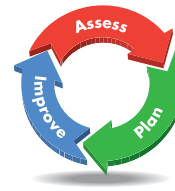
their implementation of a CQI process as part of their annual outcomes data submissions.

The Statewide System of Support for Expanded Learning Programs

To support the implementation of the *Vision for Expanded Learning in California*, the CDE's EXLD has put in place a statewide System of Support for Expanded Learning (SSEL) to support the implementation of high quality Expanded Learning programs. Sixteen SSEL Leads operating out of County Offices of Education and a variety of state contractors partner with EXLD personnel to support quality and compliance for California's 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.¹



January 2014

CDE's EXLD (previously the After School Division) releases a field-informed vision for expanded learning and strategic plan¹

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.¹⁴

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) Expanded Learning 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.

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STRENGTHENING K-12 PARTNERSHIPS TO EXPAND STUDENT SUCCESS



The Expanding Student Success Campaign is a strategy to advance the K-12 integration initiative of the Vision for Expanded Learning in California (strategic plan). Launched in 2016, Expanding Student Success is a statewide, public awareness campaign to build support for before and after school programs among K-12 educators and leaders. The campaign features resources and brief videos that highlight the importance of K-12 Expanded Learning partnerships to advance student achievement, engagement, and success. The campaign also features resources highlighting the benefits of Expanded Learning programs to participants and families.

The original Expanding Student Success video released early last year has been played hundreds of times and we have seen Expanded Learning become better positioned within the K-12 community since this time. The original video has been recut into a more concise 9 minute version released last fall. This video serves as great tool as you share with others the importance of Expanded Learning. The video can be seen at: <http://www.expandingstudentsuccess.com>

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