



California AfterSchool Network

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State of the State of Expanded Learning in California 2013 - 2014



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“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.”

Tom Torlakson

Superintendent of Public Instruction, Feb. 26, 2014

State of the State of Expanded Learning in California

Executive Summary:

- **California has the largest investment in expanded learning programs in the nation** with over 4,400 after school, summer, and year-round programs serving nearly 430,000 children and youth.
- **Expanded learning programs serve California's students with the greatest needs.** Schools with expanded learning programs have an average of 82% of their students eligible for Free and Reduced-Price Meals, and an average of 32% of their students that are English learners.
- Expanded learning programs can **positively impact youth academic achievement and school engagement**; increase opportunities for **learning STEM** (Science, Technology, Engineering, and Mathematics); increase **nutrition, physical activity, and food security**; and advance **pathways to teaching** for emerging teachers.
- Expanded learning programs **advance California's educational reforms** including the implementation of the **Common Core State Standards, Next Generation Science Standards,** and the **Local Control Funding Formula.**
- New **Quality Standards for Expanded Learning**, that emphasize Safe and Supportive Environment, Active and Engaged Learning, Skill Building, Youth Voice and Leadership, recently approved by the After School Division of the California Department of Education will help ensure that expanded learning programs offer the high-quality to maximize their impact on student success.
- There is still a **large unmet need** for expanded learning programs in California. Nearly 2,900 (or 40% of) low-income schools that still do not have programs despite high demand for new funding. Over 1,000 sites or schools were not funded in the most recent grant competition resulting in **over 140,000 K-12 students not being served.**



* Expanded learning programs for the purposes of this report are defined consistently with the California Department of Education After School Division: "the term Expanded Learning refers to before and after school, summer, intersession learning programs, that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. Expanded Learning programs should be student-centered, results-driven, include community partners, and complement but not replicate learning activities in the regular school day/year."¹⁹

Expanded Learning Programs are an Essential Resource for California to Address Gaps in Achievement and Opportunity

Expanded Learning Programs Serve Large Numbers of California's Neediest Students

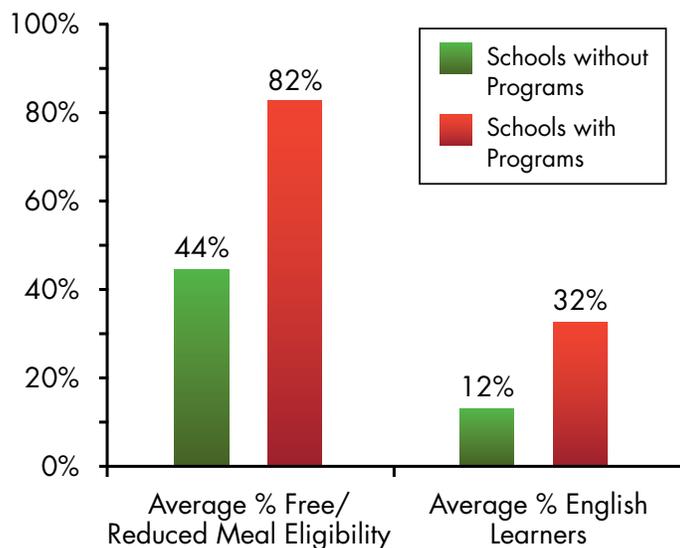
Nearly half (44%) of California's public schools – serving nearly 2 million public school students – provide state or federally funded expanded learning programs (see Table 1). Currently 4,452 schools provide state and/or federally funded expanded learning programs serving nearly 430,000 students. These programs, all of which include academic and enrichment components, are located in high-need schools that serve nearly double the average number of students eligible for Free and Reduced-Price Meals (FRPM), and more than double the average number of English learners than average California schools. (see Figure 1).

Table 1. Free and Reduced-Price Meal Eligibility and Expanded Learning Programs

	Number of Schools (all grade levels)	Schools with Expanded Learning Programs	
		Number	Percentage
Statewide	10,165	4,452	44%
Low-income Schools (40% or more Free/Reduced-Price Meal Eligible)	7,206	4,334	60%

44% of California's public schools benefit from an expanded learning program. These programs benefit 60% 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 1 standards for needy schools.

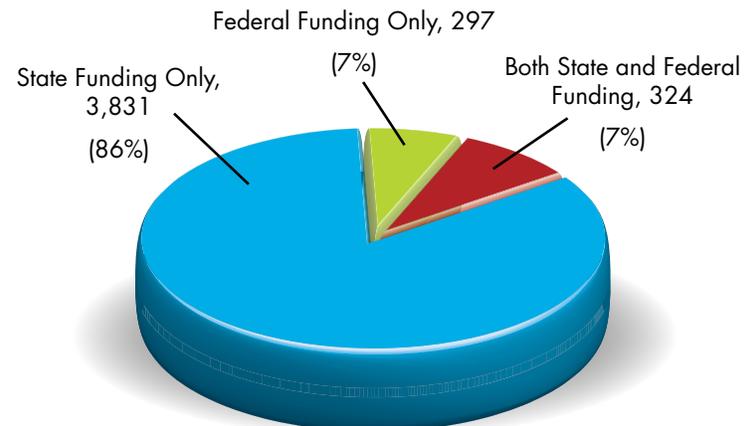
Figure 1. Proportion of Economically Disadvantaged and English Learners at Expanded Learning Program Sites



Schools with expanded learning programs have an average of 82% of their students eligible for Free and Reduced-Price Meals (FRPM), and serve higher percentages of English learners than other California schools.

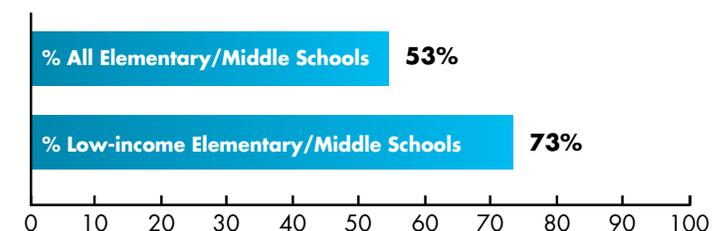
Expanded learning programs are primarily funded by California's After School Education and Safety (ASES) program. ASES programs leverage additional resources to support low-income communities through a local match requirement of one dollar for every three state dollars. Additional funding is provided through the Federal 21st Century Community Learning Centers (21st Century) program (see Figure 2). Half of California's Federal 21st Century funding is reserved for high school students through the High School After School Education and Safety for Teens (ASSETs) program. According to the After School Division of the California Department of Education, for the 2013-14 school year approximately \$541 million in new and continued state ASES grants and a total of \$116 million in new and continued Federal 21st Century grants were allocated.

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



ASES funds are directed to 4,155 school sites, while 21st Century (including nearly 270 ASSETs sites) funds are directed to 621 school sites. Taking into account that approximately 7% (324) of publicly funded school sites receive both state and federal funding, California has a total of 4,452 publicly funded expanded learning programs, with the vast majority (86%) funded exclusively by the state.

Figure 3. Proportion of California Elementary/Middle Schools with Expanded Learning Programs



More than 9 out of every 10 state and federally funded expanded learning programs in California are at elementary and middle schools. Expanded learning programs are located in 53% of the state's over 7,800 elementary and middle schools. These programs serve 73% of California's elementary and middle schools where over 40% of students are eligible for Free and Reduced-Price Meals (FRPM).



School Districts and Expanded Learning Programs Partner to Increase Year Round Learning Opportunities

Disadvantaged youth lose academic knowledge during the summer¹, a phenomenon referred to as summer learning loss. 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.”² **Over 1,000 (25%) state and federally funded after school programs have supplemental funding that can be utilized to offer expanded learning programs when school is not in session.** Given the research on summer learning loss and California’s expanded learning infrastructure, there is a growing investment and commitment to summer learning programs in many of the largest school districts in the state including Los Angeles, Sacramento, Oakland and more. Over 45 school districts and multiple County Offices of Education have signed on as Summer Matters Champions.³

The Summer Matters campaign began in 2009, and has worked with 12 unique communities throughout California to build, support, demonstrate, and replicate high-quality summer programs. The campaign is currently operating in 57 sites, impacting 7,200 students. 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.”²



Expanded Learning Programs Positively Impact Student Achievement, Behavior and Engagement

Expanded learning programs in California offer academic assistance and enrichment opportunities that have the potential to positively impact student academic achievement. Results from a comprehensive review of 68 expanded learning program evaluations found that programs that emphasized active forms of learning, focused specific time on skill development, and were explicit about the skills they were trying to develop were “associated with significant improvements in self-perception, school bonding and positive social behaviors; significant reductions in conduct problems and drug use; and significant increases in achievement test scores, grades, and school attendance.”⁴ **Such outcomes are consistent with many of the state priorities for use of Local Control Funding**

Formula (LCFF) dollars, such as Student Achievement, Student Engagement, and School Climate.

According to a 2014 article in the *Journal of Community Psychology* studying the effect of the YMCA High School Youth Institute (currently operating in multiple California regions) on the grades, test scores, and school attendance of urban high school youth, “Those involved in the program had significantly higher English-language art and math standardized test scores and somewhat fewer absences than the comparison group. Active program participants had significantly higher academic grade-point averages (GPAs) and math test scores as well as somewhat higher total GPA. The findings suggest that high-quality out-of-school programs can positively influence the academic performance of low-income youth.”⁵ In California, some High School ASSETS programs also offer Credit Recovery, work-based learning experiences, and increased time to prepare for the California High School Exit Exam.

A recent evaluation of Oakland Unified School District’s expanded learning programs (serving over 16,000 students) found that youth who attended the program for 100 days were about 10% more likely to score Proficient or Advanced on the California Standards Test (CST), with high percentages of youth indicating that the after school program helped them feel confident about attending and graduating college. The same evaluation highlighted available evidence that suggests Oakland’s after school program participants benefit in dimensions of academic performance such as English fluency, course credits earned, and graduation rates.⁶

Expanded Learning Programs Increase STEM (Science, Technology, Engineering, and Mathematics) Learning Opportunities

California students were recently found to be below the national and international average on science and mathematics scores,⁷ with only 67% of 8th grade students meeting the science standards and large disparities in achievement between African American and Latino Students compared to White and Asian students.⁸ It is projected in California that by 2018 there will be a demand for over one million STEM jobs.⁹ With an existing need for capable employees in the STEM fields, quality STEM learning opportunities are imperative for today’s youth to succeed in the world they will inherit.



Today in California, five Regional Innovation Support Providers are supporting over **600 K-12 expanded learning programs sites** to create and implement strategic plans to increase STEM learning opportunities in their programs through the Power of Discovery: STEM² funded by the S.D. Bechtel, Jr. Foundation, the Noyce Foundation, the Samueli Foundation, and the David and Lucile Packard Foundation. As of May 2013 (data currently being gathered for 2014) participating Program Directors indicated that **nearly 11,000 children and youth** across the initiative were regularly engaging in STEM learning opportunities in their expanded learning programs. In addition to providing access to resources and professional development to support 600 program sites, Regional Innovation Support Providers are increasing awareness of the importance of STEM learning opportunities throughout their regions, and have brokered resources to an additional 500 program sites.

Expanded Learning Programs Increase Nutrition, Physical Activity, and Food Security

Research links obesity, poor nutrition, and lack of physical activity to negative physical, academic, social, and psychological outcomes. Research also illustrates that students that are more physically active have better test scores and grades, and classroom behavior.¹⁰ Expanded learning programs are well positioned to increase access to nutritious food and opportunities for physical activity for California's youth.

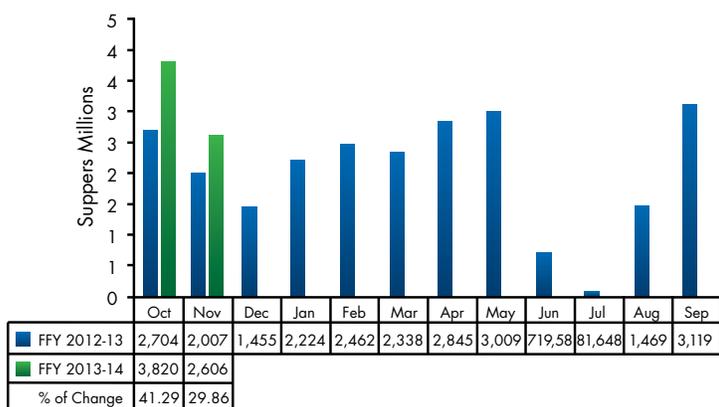
Nutrition and Food Security

California's expanded learning programs all serve a nutritious snack, and increasingly serve a more substantial meal, during the school year, before school, and during the summer months. To do so, many expanded learning programs leverage federal resources through the National School Lunch Program and the Child and Adult Care Food Program (CACFP) and CACFP's relatively new At-Risk Afterschool Meals Component (Meal Program). In addition, some programs access and participate in the Summer Food Service Program (SFSP, or Summer Meal).

In 2010, the federal Healthy, Hunger-Free Kids Act expanded access for the At-Risk Afterschool Meals Component (Meal Program) of CACFP to all 50 states.¹¹ The Meal Program provides increased funding allocations for programs to provide a more substantial nutrition offering for youth participants from the high-need schools they serve. The Meal Program is available to expanded learning programs operating in schools where 50 percent or more of the students are eligible for the Free and Reduced-Price Meals (FRPM) Program.¹² **Therefore a vast majority (95%) of California's after school programs are eligible for the federal Meal Program.**

Since the Meal Program's inception in 2010, participation by California's expanded learning programs has increased steadily. According to the most recent data from the CDE Nutrition Services Division, in October 2013 over 3.8 million meals were served at over 1,900 expanded learning program sites, more than a 50% increase in sites from October 2012 (see Figure 4). While Meal Program participation has grown significantly since the program's inception, **still more than half of California's expanded learning programs are not benefiting from the Meal Program.**

Figure 4. Number of After School Meals Served Monthly in High-Need Schools



Food insecurity increases during the summer months.¹³ The Summer Meal program provides reimbursement funding to districts and community-based organizations that provide meals to children under 18 years of age during the summer months, or any period when school is out of session for more than 15 days.¹⁴ **Expanded learning programs operating in the summer months are well positioned to implement the Summer Meal Program.**

Physical Activity and Wellness

Beyond providing access to nutritious snacks and meals, expanded learning programs are a prime resource to reduce health disparities. Supported by a variety of partners, many expanded learning programs take an intentional approach to increase health, nutrition, and physical activity offerings. Examples of this include the Healthy Behaviors Initiative (HBI), Healthy Out of School Time (HOST), Team California for Healthy After Schools (TCHAS), and partnership efforts with local health departments.

The Healthy Behaviors Initiative

(HBI) supports programs to embed healthy eating, physical activity and food security in their policies and practices to change the lives of the students, staff and families. Currently, 26 HBI Learning Centers support local programs to implement exemplary policies and practices that support students, staff and families to increase healthy behaviors. In addition, 18 (multi-site) expanded learning programs are participating in HBI initiative which is impacting close to 800 expanded learning sites throughout California.



www.ccscenter.org/HBI

The Alliance for a Healthier Generation's Healthy Out of School Time (HOST) initiative helps

expanded learning program staff transform their program environments by brokering professional development opportunities, tools and resources, and site based coaching. The Alliance for a Healthier Generation is a national non-profit founded by the American Heart Association and Clinton Foundation. The HOST Initiative serves eight communities nationwide reaching 36,000 young people. Two of HOST's eight communities are in California, where the initiative supports nearly 80 sites in Los Angeles and Sacramento.



<https://host.healthiergeneration.org/>

Team California for Healthy After Schools (TCHAS) is a partnership between the Nutrition Services and the After School Divisions of the California Department of Education. The purpose of the project is to create environments in after school programs that build and strengthen healthy behaviors of students. Nine teams from after school programs throughout California are participating with 16 sites in a two-year pilot to improve nutrition and physical activity in programs through targeted technical assistance and regional mentoring. The number of participating sites is scheduled to double in the next school year.

Opportunities exist for local health departments to partner with expanded learning programs to increase access to healthy foods, increase consumption of healthy foods and water, decrease consumption of unhealthy foods, and increase physical activity. Such opportunities are facilitated locally, and made possible through federal Supplemental Nutrition Assistance Education Program (SNAP-Ed) funds administered by the California Department of Public Health's Nutrition Education and Obesity Prevention (NEOP) Branch.¹⁵

Expanded Learning Programs Contribute to the Next Generation of Effective Educators

California's expanded learning programs effectively partner with higher education to advance pathways to the teaching profession. Partnerships between expanded learning programs and universities are allowing university students to gain crucial experience teaching in expanded learning programs.

Efforts of this kind in California include the California State University (CSU) Mathematics and Science Teacher Initiative (MSTI), the Teacher Recruitment Project (TRP), and the Central Valley's After School University on the CSU Fresno campus - which have collaborated to place more than 800 CSU students on pathways to teaching in after school and summer learning programs each year.¹⁶ MSTI partnerships with expanded learning programs are taking place in multiple CSUs to increase engaging opportunities for youth in expanded learning programs to learn science and math, while offering the next generation of Math and Science teachers opportunities to gain the skills they will need to become good teachers. The California Teaching Fellows Foundation partners with the Fresno State Kremen School of Education and 26 school districts to serve over 200 K-12 sites in four Central Valley counties. Over 200 former Teaching Fellows are now working as credentialed teachers in the Central Valley and throughout California.¹⁷

In addition, the California Teacher Pathways (CTP) supports low-income students through community college and attainment of a CSU teaching credential, providing part time employment in expanded learning programs throughout the course of their education. The program seeks to create a diverse pipeline of skilled, culturally competent teachers. There are now over 700 CTP Fellows on the pathway. Preliminary outcomes indicate that CTP Fellows are transitioning from community college more rapidly than the state average, with over 90% of CTP Fellows at the CSU level on track to receive Bachelor's Degrees.¹⁸

Deepening Quality in Expanded Learning Programs

The CDE After School Division was formed in late 2011, implementing a recommendation from Superintendent of Public Instruction Tom Torlakson's Transition Advisory Team's final report, *A Blueprint for Great Schools*. The Division recently created a new vision for expanded learning in California and a strategic plan for expanded learning programs in California with input and engagement of nearly 100 field practitioners. This strategic plan outlines the direction for the After School Division through 2016.¹⁹

CDE After School Division Vision:

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.

A cornerstone of this strategic plan is new **Quality Standards for Expanded Learning Programs**. Quality Standards were created through a partnership between the After School Division and a California AfterSchool Network Quality Committee Work Group. In February 2014, Superintendent Torlakson stated, "Moving forward, these standards can be used to inform the After School Division's decision-making, such as in requests for applications; to guide program providers in assessing their own programs; or to help parents and students identify and choose good programs."²⁰

Unmet Need for Expanded Learning Programs

Although most (60%) low-income schools have state or federally funded expanded learning programs, **there are still nearly 2,900 low-income schools without programs (see Table 2).**

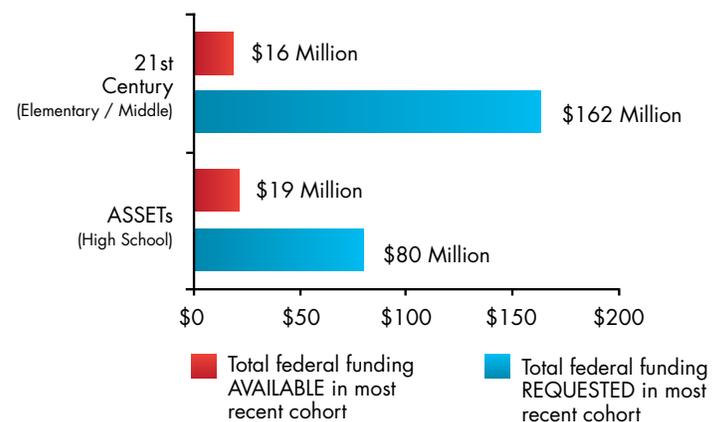
Table 2. Low-income Schools Without an Expanded Learning Program

	Low-income Schools (all grade levels)	Low-income Schools (Elementary and Middle School Only)
Statewide	7,206	5,604
<u>Without</u> expanded learning program	2,872 (40%)	1,525 (27%)

Nearly 2,900 low-income schools, including over 1,500 elementary and middle schools do not benefit from an expanded learning program. Low-income schools have 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.

Limited funding for expanded learning programs results in numerous schools being denied the opportunity to serve their students during the school year and summer or to expand their existing programs to accommodate waitlists of students in need. (see Figure 5).

Figure 5: Most Recent Cohort of Federal Funding Illustrates Unmet Need in California



In the most recent round (cohort 9) of 21st Century grants the California Department of Education is intending to award approximately \$35 million in federal funding for 21st Century (elementary and middle school) and High School ASSETs after school and summer programs for the 2014-2015 school year. According to the After School Division of the California Department of Education, applicants requested over \$242 million in funding. With demand exceeding the supply of available funding by approximately \$207 million, **well over 140,000 K - 12 students will be denied the benefit of high-quality expanded learning programs that state and federal funding makes possible.**

Demand for supplemental funding, which can be used for summer learning, also far outpaces the supply of available funding. In the most recent cohort, applicants sought over \$29 million in supplemental 21st Century funding, yet only a fraction of requested supplemental funding will ultimately be awarded. In last year's (cohort 8) grant competition, applicants sought approximately \$25 million in supplemental 21st Century funding²¹ with approximately \$2 million in supplemental funds ultimately awarded.

The Promise of Expanded Learning Programs: Advancing New Educational Standards and Reforms

California is currently in the midst of major education reforms. Recently adopted Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) are beginning to be implemented, and new assessments for the Common Core Standards are currently being put into practice statewide. Along with new standards, California recently passed a budget that reformed the way the state funds the educational system with enactment of the Local Control Funding Formula (LCFF). Expanded learning programs in California are well positioned to be part of a comprehensive statewide system that complements and supports the implementation of new educational standards in and out of school, all year-round.

Complementing the Implementation of New Standards

Increased time for learning and enrichment are essential to narrowing the achievement gap and improving student outcomes. Students who fully participate in a state-funded After School Education and Safety or federal-funded 21st Century Community Learning Center after-school, intercession and/or summer programs gain the equivalent of up to an extra 90 days of school.²² Through project-based learning and other strategies, expanded learning programs can help enhance the critical thinking, problem-solving, and collaboration skills that are central to the common core.^{22,23,24,25} California's Common Core State Standards (CCSS) implementation plan specifically recommends training district administrators, school principals and expanded learning program directors on "how to collaborate to incorporate, into after-school/extended day programs, activities that enrich the CCSS-related learning initiated during the regular day."²⁶ California's new Quality Standards for Expanded Learning Programs include components such as Active and Engaged Learning, Skill Building, Youth Voice and Leadership, and Diversity, Access, and Equity which complement CCSS components such as the Standards for Mathematical Practice and the Capacities of a Literate Individual. A focus on skill building and youth leadership are also consistent and complementary with the practice elements of the Next Generation Science Standards.

Essential Partners in Achieving New Budget Priorities

The new education funding formula is a movement away from statewide centralization of programming and towards increased local flexibility on how to use funds. "Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs (Local Educational

Agencies) will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students."²⁷ Under the LCFF, 32 categorical programs were eliminated and only 13 were kept. The After School Education and Safety (ASES) program was retained under LCFF, while funding specifically for Summer School was eliminated.²⁸

Under LCFF, each Local Education Agency must create a Local Control and Accountability Plan (LCAP) that directs LCFF funding to address eight specific state priorities, including student achievement, student engagement, school climate, and implementation of the Common Core State Standards. Not only can expanded learning programs advance these priorities, such priorities are consistent with the Quality Standards for Expanded Learning. Expanded learning programs can be supplemented with LCFF funding to meet currently unmet needs, including through expanding the size of existing programs, extending after school programs year round into summer, and improving program quality.³¹

Current reforms in educational standards and California's education budget make it an ideal time to form school, expanded learning, and community partnerships in support of student success.

Learn more about how expanded learning programs can support Common Core and LCFF

*Linking Common Core and Expanded Learning.*²²
ACSA Leadership Magazine (January/February 2013)

*Leveraging Funding for Expanded Learning*²⁴
ACSA Leadership Magazine (November/December 2013)

*Leveraging Summer Learning for Student Success*²⁹: A guide to help school leaders understand why and how summer learning is an essential strategy for implementing the Local Control Funding Formula Partnership for Children and Youth (January 2014)

*LCAP – Making your Program a District Priority*³⁰
Partnership for Children and Youth (January 2014)

*Support Local After-School Programs with Funds from the Local Control Funding Formula (LCFF)*³¹
California Afterschool Advocacy Alliance (2014)

Links to publications can be found in the data and references section of this document.

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Data

Data in this report reflect the most current data available, retrieved March 2014 from the CDE After School Division grantee database (2013–14) regarding the number of schools with expanded learning grants, the California Department of Education (CDE) website (2012-2013) regarding total number of schools, percentage of students eligible for Free and Reduced-Price Meals (FRPM), and data regarding English language learners, and the CDE Nutrition Services Division regarding After School Meals Data.



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- **JOIN** one of seven working committees shaping the future of after school in California. Working committees include: Policy, Quality, Nutrition and Physical Activity, English Learners, Older Youth, Rural, and STEM.
- **DOWNLOAD** FREE tools, resources, and publications.
- **ACCESS** funding opportunities, professional development opportunities, data, and research.



The Mission of the California AfterSchool Network is to provide expanded learning program practitioners, advocates, and community members the resources and tools necessary to build high-quality expanded learning programs in California.



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