

Protect California's Quality After-School Programs

Budget Increase Needed



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Background – California's After-School Programs Benefit 400,000+ Students at 4,000 Schools Daily

California's After School Education and Safety (ASES) program supports over 4,000 elementary and middle schools offering after-school and summer programs to more than 400,000 students daily. These programs operate at the highest poverty schools—those with an average of over 80% of students participating in the free and reduced-price meals program.

After-school programs are essential to closing the achievement and opportunity gap. They provide underserved students with meaningful academic and enrichment activities, keep kids safely off the streets during the prime time for crime by and against children, and offer essential child care for working parents. They also provide a crucial infrastructure for STEM, summer learning, physical activity, and leveraging hundreds of millions of federal dollars for nutritious snacks and meals.

California-specific research has proven that these programs have a range of positive impacts including improved school attendance, English fluency, academic success, crime prevention, improved health and nutrition, and important social-emotional skill development. They are also cost-effective—with \$2 to \$9 dollars saved for every \$1 invested.

The Problem – Increasing Costs and Stagnant Funding Risk Shutting Down Programs and Leaving the Most Vulnerable Kids and Families Without Quality Services

While the costs, demands, and expectations of ASES programs have consistently increased, the funding has remained stagnant for a decade.

- The statutory ADA rate of \$7.50—which experts say is woefully inadequate to run a high-quality program—has not been raised since 2006.
- Over the same time period, the California Consumer Price Index has increased by 21%.
- The state increased the minimum wage by \$1 to \$9 on July 1, 2014, \$1 to \$10 on January 1, 2016,

\$0.50 to \$10.50 effective January 1, 2017, and another \$0.50 to \$11 by January 1, 2018, and state law now requires employers to offer 3 days of annual sick leave.

As costs significantly outpace funding, ASES programs have been stretched to their breaking point and find it increasingly difficult to deliver the same high-quality services. According to a recent survey of over 630 respondents representing more than 250 school districts:

- 74% of ASES funded programs had to reduce the number of enrichment activities offered, and 64% reported academic supports were negatively impacted;
- 64% reduced staff hours, 69% reduced professional development, and 86% found it more difficult to attract and retain high quality staff.
- 29% are very likely to close in the next two years without an increase in the daily rate.

Without additional funding, not only will program quality continue to suffer, but also:

- Approximately 67,000 students could lose access to after-school;
- Program hours could be reduced, making it harder for working families to get by;
- Eventually, programs risk being forced to close their doors altogether.

The result: more dropouts, higher crime, more of our most vulnerable students being left behind, and fewer jobs for individuals that minimum wage and paid leave laws are supposed to benefit.

The Solution

We request an augmentation of \$99.3 million in FY 2017-18 to the \$550 million ASES budget, which would raise the daily ASES funding formula from \$7.50 to \$9 per student—to offset the \$3 increase in the minimum wage. SB 78 (Leyva) proposes the same increase and would tie future increases in ASES to increases in the minimum wage.

Sources:

ASES targets low-income students

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Percentage is for schools with either state or federally-funded after-school programs at all grade levels.

Increased attendance and improved English fluency

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Academic success: Dropout prevention and improved test scores

Huang, D., Kim, K.S., Marshall, A., & Perez, P. (2005). *Keeping kids in school: An LA's BEST example*. Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing, University of California, Los Angeles. Retrieved from http://www.lasbest.org/imo/media/doc/Keeping_Kids_in_School.pdf; LA's BEST After School Enrichment Program. (2006). *Annual Report 2005-2006. Caught up in the act ... of success*. Retrieved from [http://www.lasbest.org/imo/media/doc/AR0506-web\[1\].pdf](http://www.lasbest.org/imo/media/doc/AR0506-web[1].pdf); Randy Barth, Founder and Chief Executive Officer, THINK Together, Santa Ana, CA. Personal communication on September 24, 2009; Jenel Prenovost, Director of Evaluation, THINK Together, Santa Ana, CA. Personal communication on December 7, 2009; University of California, Irvine. (2002). *Evaluation of California's After School Learning and Safe Neighborhoods Partnerships Program: 1999-2001*. Executive summary retrieved from <http://www.cde.ca.gov/ls/ba/as/execsummary.asp#fn1>

Crime prevention

Goldschmidt, P., & Huang, D. (2007). *The Long-Term Effects of After-School Programming on Educational Adjustment and Juvenile Crime: A Study of the LA's BEST After-School Program*. Los Angeles, CA: Center for Research on Evaluation, Standards and Student Testing, University of California, Los Angeles. Retrieved from http://www.lasbest.org/imo/media/doc/LASBEST_DOJ_Final%20Report.pdf; Damoodei, J. (2008). *Economic impact of the Boys and Girls Clubs of Greater Oxnard and Port Hueneme on the community*. Retrieved on from http://www.positiveplace4kids.org/aboutus/Economic_Impact_Report_Final.pdf

Physical fitness

A World Fit for Kids! delivers proven results. (n.d.). Evaluation by Kaiser Group, Inc. Retrieved from http://www.worldfitforkids.org/images/pdfs/WFIT_Evaluation_Summary_2-PG_12-09.pdf; see also Mahoney, J. L., Lord, H., & Carryl, E. (2005). Afterschool program participation and the development of child obesity and peer acceptance. *Applied Developmental Science*, 9(4), 202-215. Retrieved from <http://www.informaworld.com/smpp/content~content=a783719379~db=all>

Cost-effectiveness

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Leveraging federal school meals funding

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Cost of quality after-school programs

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Cost of living increase

Department of Finance. Calendar Year averages: from 1950. Retrieved from http://www.dof.ca.gov/HTML/FS_DATA/LatestEconData/FS_Price.htm

Survey of ASES programs

Partnership for Children & Youth (2016, ASES). ASES Survey Results – Year 2. Retrieved from <http://partnerforchildren.org/wp-content/uploads/2016/04/ASES-Daily-Rate-Survey-Memo-Year-2-Final.pdf>

Nearly 67,000 slots lost

If rate increased to \$9 without an increase in overall after-school funding, 66,882 students would lose access. Based on \$541.75 million in ASES grants.