

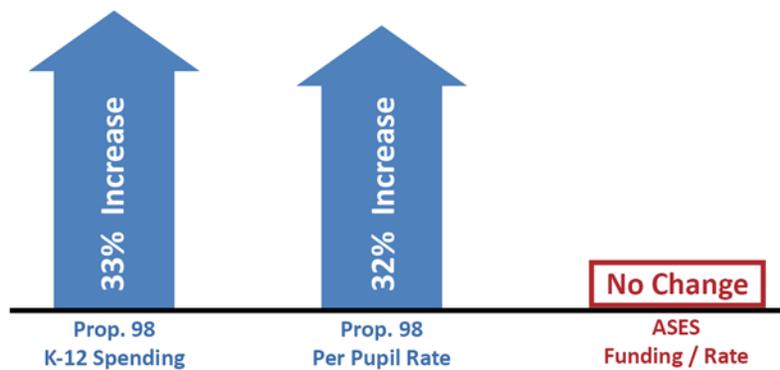


Keeping California's Promise to Low-Income Students and Families
After school programs are an essential education and safety investment

ASES has not benefited from Prop. 98 increases

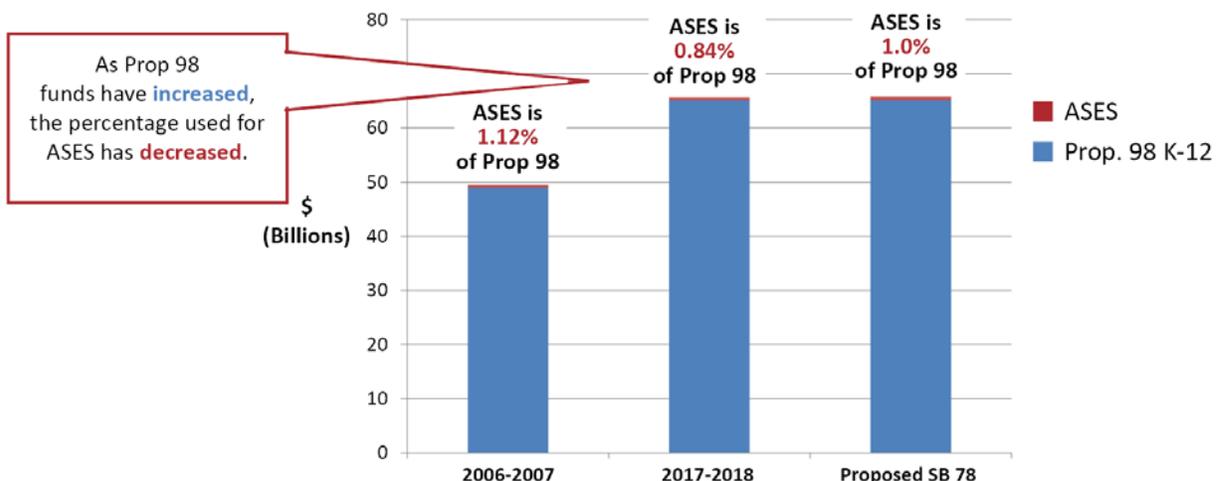
Funding for the After School Education and Safety (ASES) program has not changed since 2006-07. Total funding remains \$550 million and the per student daily rate remains \$7.50, despite increases in the state minimum wage (47%) and cost of living (21%). Meanwhile, even with the recession, Proposition 98 K-12 spending has increased significantly over the same time frame.

Funding changes since 2006-07ⁱ



ASES increase represents a small fraction of Prop. 98

The \$99.135 million ASES increase called for in SB 78 (Leyva) represents less than 0.16% of the \$65.1 billion in total Proposition 98 K-12 funding proposed for 2017-18. Moreover, adding together this potential increase and existing ASES funding would account for just 1% of Proposition 98 funding for K-12—which is still less than the 1.12% of total Proposition 98 K-12 funding that ASES represented a decade ago. If ASES had the same percentage of Proposition 98 that it did in 2006 (1.12%), it would **need \$81 million more** than what is being requested in SB 78.



ASES is a low-cost investment with big returns for CA's highest-need students

On a daily basis, ASES programs serve over 400,000 students, at over 4,000 of the state's highest-need schools, with a minimum of 3 hours of academic and enrichment support, 5 days/week. Though ASES receives approximately 1% of total Proposition 98 budget, the program serves close to 15%ⁱⁱ of California's low-income K-8 students.

- Increasing ASES funding will *not* mean less funding for schools; in fact, it will *increase* resources to the highest poverty schools (through school-level grants) and directly target low-income students with additional learning supports. And because these grants require partnerships, they effectively leverage additional resources, including federal nutrition funding and a wide range of local community resources.
- ASES clearly improves student learning for low-income students: high-quality after school programs result in improvements in student attendance, skill development, behavior, and academic performance.
- ASES programs directly address educational inequities. If the State and the Legislature's goal is to reduce educational inequities, maintaining the solvency of ASES programs is a necessary strategy. Students spend more time out of school than in, and research has shown that how this time is spent directly contributes to the opportunity and achievement gap.
 - By the time they reach 6th grade, a middle class student (the average student) has likely spent 6,000 more hours learning than a kid born into poverty. Of those 6,000 hours, half are spent in after school and summer programs.ⁱⁱⁱ
 - Higher-income youth are nearly twice as likely as their lower-income peers to access after school skill-building activities such as sports, music, and art.^{iv}Students that are actively engaged in ASES programs can gain up to 90-115 days of learning.

- Consistent with the goal of the Local Control Funding Formula, increased funding for existing ASES grants levels the playing field by directing increased resources and learning supports to underserved students and communities. In fact, the minimal ASES increase would target low-income students more effectively than directing Proposition 98 funds generally to LCFF because ASES almost exclusively serves schools with predominantly low-income populations; LCFF, meanwhile, is spread across all districts with a relatively small percentage targeting high-need populations through supplemental and concentration funding.

ⁱ The 33% increase in Proposition 98 K-12 spending reflects the difference between \$48.983 billion in spending in 2006-07 and \$65.087 billion in spending for 2017-18 in the Governor's proposed budget. The 32% increase in per pupil spending reflects the difference between per pupil spending of \$8,279 in 2006-07 and proposed the Governor's proposed \$10,910 per pupil spending for 2017-18.

ⁱⁱ If we assume nearly all 400,000 ASES slots serve low-income students. State low-income K-8 population was 2,643,175 students in 2015-16.

ⁱⁱⁱ The 6,000 hour time gap was determined by drawing from multiple studies describing the amount of time average students spend in enriching learning opportunities and/or the learning time access gap for low-income students. "The 6,000-Hour Learning Gap," ExpandedED Schools, <http://www.expandedschools.org/policy-documents/6000-hour-learning-gap#sthash.1ZvztU3.dpbs>.

^{iv} Affluent students are defined as the highest socioeconomic status quartile, and lower-income peers are the lowest socioeconomic status quartile as measured by the National Education Longitudinal Study. Robert D. Putnam, *Our Kids: The American Dream in Crisis* (Simon & Schuster, 2015), 176-179.