



## Protect California's Afterschool Programs:

**\$112.8 Million Budget Increase Needed to Keep Children Learning and Keep Parents Working**

**Background:** Research proves that afterschool programs help children learn, grow, and avoid risky behaviors. Students get better grades and gain the skills to prepare them for the jobs of tomorrow.

### California's After School Education and Safety (ASES) Program

- Serve more than **400,000 students at 4,200 schools** each day.
- Operate in the highest poverty communities to ensure that underserved students get the exposure, skills, and experiences essential for all children's development and future.

### The Benefits of Public Afterschool Programs

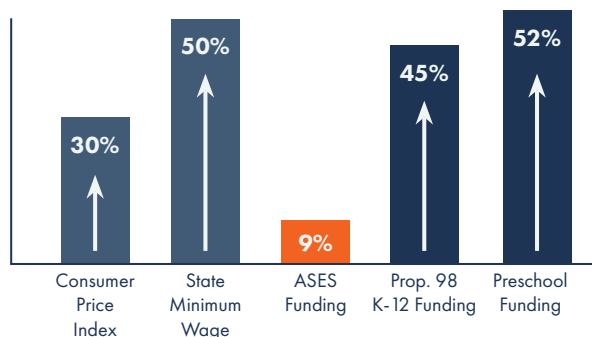
- Improve school attendance and reduce dropout rates.
- Help English Language Learners transition to proficiency.
- Expand STEAM learning and develop workforce skills.
- Build social-emotional skills, health, and nutrition.
- Prevent and reduce youth substance use and abuse.
- Reduce juvenile crime by keeping students engaged during the prime time for crime involving children.
- Allow working parents to keep their jobs by providing critical childcare for children ages 6 to 15.
- **Savings:** Every **\$1** invested in afterschool programs **saves \$2-\$9** by increasing earning potential, improving academic achievement, and reducing juvenile crime.

### The Problem: Insufficient funding puts children at risk of losing their afterschool programs

While the costs and responsibilities of ASES programs have consistently increased, the state's investment in afterschool has not kept pace for over a decade. Today, 91,000 children risk losing their afterschool program if we don't act now.

**The Solution:** Provide the state funding required to keep ASES programs open for children and families across California, especially those struggling to make ends meet.

#### Percent increase since 2007, when ASES was implemented



Costs to operate programs have risen, and the state minimum wage has **increased 50%**. Comparable educational programs have benefited from significant funding increases, while ASES programs have been left behind.

#### 1. Increase ongoing state funding by \$112.8 million, starting in FY 19-20

This would raise the daily formula to \$9.75 per student, which reflects the state's share of the market cost of quality afterschool programs and would keep pace with the 2019 state minimum wage.

#### 2. Tie future increases to increases in minimum wage and cost of living

To make sure we don't end up in the same position year after year, it is critical to include a funding mechanism to adjust with future state minimum wage increases and rising cost of living.

According to a 2017 survey representing more than 200 school districts, without additional funding **98%** of programs will be negatively impacted:

- **66%** of students in ASES programs will have reduced academic supports like tutoring
- **49%** of programs will serve fewer students
- **22%** of programs are very likely to close their doors by 2020, denying access to about **91,000** students

For additional information visit [www.saveafterschool.com](http://www.saveafterschool.com)

## Sources:

### ASES prioritizes low-income students

California Afterschool Network. (2018). State of the State of Expanded Learning in California 2017-2018. <https://www.afterschoolnetwork.org/post/state-state-expanded-learning-california-2017-18>. Statewide, 75% of students who participate in ASES programs are eligible for Free and Reduced Price Meals. However, these numbers are much higher in some districts.

### Increased attendance and improved English fluency

Vile, J.D., Arcaira, E. & Reisner, E.R. (2009). *Progress toward high school graduation: Citizen Schools' youth outcomes in Boston*. Washington, D.C.: Policy Studies Associates, Inc. <https://citizen-schools.squarespace.com/s/PSA-Citizen-Schools-Youth-Outcomes-in-Boston.pdf>; Pearson, L.M., Vile, J.D. & Reisner, E.R. (2008). *Establishing a foundation for progress toward high school graduation*. Washington, D.C.: Policy Studies Associates, Inc.; Newhouse, C. (2008). *Afterschool programs in the Central Valley benefit children and youth: Evaluation results from the 2006-2007 school year*. Clovis, CA: Central Valley Afterschool Foundation. [http://centralvalleyafterschool.org.previewdns.com/pdf/CVAFFinalReport5-7-08\\_000.pdf](http://centralvalleyafterschool.org.previewdns.com/pdf/CVAFFinalReport5-7-08_000.pdf)

### 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. [http://www.lasbest.org/imo/media/doc/Keeping\\_Kids\\_in\\_School.pdf](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*. [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*. <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. [http://www.lasbest.org/imo/media/doc/LASBEST\\_DOJ\\_Final%20Report.pdf](http://www.lasbest.org/imo/media/doc/LASBEST_DOJ_Final%20Report.pdf). Damooei, J. (2008). *Economic impact of the Boys and Girls Clubs of Greater Oxnard and Port Hueneme on the community*. [https://docs.wixstatic.com/ugd/918cd0\\_1a025cc7b30e49188ea118f1d7d825f8.pdf](https://docs.wixstatic.com/ugd/918cd0_1a025cc7b30e49188ea118f1d7d825f8.pdf)

### Physical fitness

A World Fit for Kids! delivers proven results. (n.d.). Evaluation by Kaiser Group, Inc. [http://www.worldfitforkids.org/images/pdfs/WFIT\\_Evaluation\\_Summary\\_2-PG\\_12-09.pdf](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. <http://www.informaworld.com/smpp/content-content=a783719379~db=all>

### Cost-effectiveness

Brown, W.O., Frates, S.B., Rudge, I.S., Tradewell, R.L. (2002). *The Costs and Benefits of After School Programs: The Estimated Effects of the After School Education and Safety Program Act of 2002*. Claremont, CA: The Rose Institute of Claremont-McKenna College. [http://middlechildhoodmatters.ca/wp-content/uploads/2012/10/claremontmckenna\\_CostsandBenefits.pdf](http://middlechildhoodmatters.ca/wp-content/uploads/2012/10/claremontmckenna_CostsandBenefits.pdf). 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. [http://www.lasbest.org/imo/media/doc/LASBEST\\_DOJ\\_Final%20Report.pdf](http://www.lasbest.org/imo/media/doc/LASBEST_DOJ_Final%20Report.pdf)

### Cost of quality after school programs

The Cost of Quality Out-of-School-Time Programs, by The Wallace Foundation. <http://www.wallacefoundation.org/knowledge-center/after-school/key-research/Pages/The-Cost-of-Quality-of-Out-of-School-Time-Programs.aspx>

### Cost of living increase

Department of Finance. Calendar Year averages: from 1950. Retrieved from <http://www.dof.ca.gov/Forecasting/Economics/Indicators/Inflation/>

### Prop. 98 K-12 funding increase

From \$48.983 billion in 2006-07 to \$71.242 billion in Governor's proposed 2019-20 budget. <https://lao.ca.gov/Education/EdBudget/Details/204>

### Preschool funding increase

From \$8,223 full-day in 2006-07 to \$12,070 in the enacted 2018-19 budget. <https://lao.ca.gov/reports/2018/3870/spending-plan-2018.pdf>; [https://www.rand.org/content/dam/rand/pubs/technical\\_reports/2007/RAND\\_TR538.pdf](https://www.rand.org/content/dam/rand/pubs/technical_reports/2007/RAND_TR538.pdf). The Governor's January budget proposal would increase rates by another 3.46% through a COLA. <http://www.ebudget.ca.gov/2019-20/pdf/BudgetSummary/K-12Education.pdf>

### Survey of ASES programs

Partnership for Children & Youth. 2017-18 After School Statewide Survey Results. <https://www.partnerforchildren.org/resources/2018/3/22/2017-18-after-school-statewide-survey-results>