

# Examining California's Afterschool Movement Post Proposition 49

JULY 2012

By Sam Piha, Joshua Julian, and  
Rozel Cruz, *Temescal Associates*



## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b> .....	3
<b>INTRODUCTION</b> .....	7
❖ Purpose and Overview.....	7
❖ Research Methods.....	7
❖ Background on Proposition 49 and Senate Bill 638.....	7
<b>FINDINGS</b> .....	9
❖ Early Years: Challenges and Milestones.....	9
❖ Current Status.....	13
❖ Risks in the Decade Ahead.....	20
❖ Opportunities in the Decade Ahead.....	21
❖ Future Research and Project Support That is Needed.....	25
<b>RECOMMENDATIONS</b> .....	28
<b>ABOUT TEMESCAL ASSOCIATES</b> .....	29
<b>APPENDICES</b> .....	30
❖ Interviewees (names and bios).....	31
❖ Interview Questions.....	33
❖ Documents Reviewed.....	34

The research for and the development of this paper was made possible by funds from the William T. Grant Foundation.

## Executive Summary

### Introduction

In the fall of 2006, California's legislature began investing \$550 million per year, as mandated by Proposition 49, to create a broad system of school-based afterschool programs. This investment would eventually lead to the development of afterschool programs in over 4,500 schools. Over the last ten years, many state and national foundations provided funding to help build the capacity of California's afterschool movement to go to scale.

The objectives of this paper are to (1) review the early challenges and milestones that followed the implementation of Proposition 49, (2) examine the current status of the field, and (3) identify field needs that can guide future decisions.

The qualitative research for this paper took place from March to May, 2012. It relies primarily on interviews conducted with over 20 knowledgeable afterschool leaders. Research for this paper also included the review of key documents. This paper was supported by funds from the WT Grant Foundation.

### Findings

#### **Early Years: Challenges and Milestones**

While some afterschool advocates suggested the slow roll out of the Prop 49 funds, others warned that a slow release could put future funding at risk. This second group won out, which resulted in an avalanche of financial

resources nearly quadrupling the number of funded afterschool programs.

This rapid release of funding created many challenges for the afterschool field. In many cases, it did not allow for the needed policies and guidelines to be fully developed, and led programs to open their doors without the needed planning time.

Over time, a "system of support" was established to communicate program guidelines, ensure compliance, and provide technical assistance (TA) to new programs. This system included Regional Leads (RLs), which were made up of county offices of education, as well as the California Afterschool Network (CAN) and ASAPConnect, which were formed with CDE support, in 2006 and 2008, respectively.

#### **Current Status**

Today, over 4,500 schools have afterschool programs, serving over 400,000 youth.

Interviewees report that afterschool programs and their host schools are working more collaboratively than in the early years, and are showing improved academic and broader youth development outcomes.

There are a number of program quality self-assessment tools that now exist, which are being used by some programs. Currently, there are a substantial number of training options for program leaders, thanks to the work of the Regional Lead system and other TA providers. There are also formal collaboratives and organizations conducting

*"CDE ramped up their system of regional support, which I think was very important. Regional Leads became more knowledgeable, and the formation of the CASN gave people a place to go."*

**- TA Provider**

policy work and advocacy on behalf of the afterschool programs.

Despite the gains in some regions to utilize quality measurement tools, there remains a concern regarding the variability of program quality across the state. All programs do not have knowledge of or access to quality tools. An articulation of the definition of program quality from CDE is still needed to guide program improvement efforts. It should be noted that evaluating and improving program quality can be time consuming and expensive, and afterschool budgets provide very little surplus of resources.

Using test scores to gauge the effectiveness of afterschool programs hasn't worked well. As stipulated by SB638, programs can now choose from a list of outcomes they want to focus on. Dr. Deborah Vandell at UC Irvine has been charged by CDE to develop and pilot new outcome tools, due to be released to the field in the fall of 2012. There is still a question of whether the things being measured are a good match for afterschool programs currently being built.

### **Recent Evaluations**

In the past, CDE program reviews have been used for legislative reports, and these reviews of data have been focused on attendance, math and reading scores, and crime rates. UCLA, commissioned by CDE, recently released an evaluation of the statewide After School Education and Safety (ASES) program. This evaluation reported both positive and negative outcomes of the program. It is reviewed in more detail in the complete paper that follows.

Evaluations conducted by large-scale providers, such as LA's BEST and THINK Together, have been positive and are being used to advocate for the field. Other local evaluations have also been positive, including those from Oakland Unified and the Central Valley. Findings include positive outcomes in the areas of better social, emotional, and academic success.

Evaluation studies outside of California, funded by private foundations and distributed by several national organizations, have been very important to the afterschool field in California. The meta-analysis studies by Durlak and Weissberg (Durlak, J., Weissberg, R. & Pachan, M. (2010). *A Meta-*

*“Education is at an evolutionary shift – and afterschool programs have an opportunity to make a mark on project-based learning.”*

*- Philanthropic Program Officer*

*Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents.* American Journal of Community Psychology, 45: 294-309) have been widely reviewed. However, there is still a need to help programs apply these studies to program design and their direct work with kids.

### **Risks and Opportunities in the Decade Ahead**

The primary risk facing the afterschool movement in California is financial. California is running a large budget deficit and there is a fear that Proposition 49 could be overturned. Interviewees also stressed that the reimbursement rate of \$7.50 per child per day, is due for a raise due to inflation. There is also concern that afterschool will be overtaken by the interest in extending the school day or year.



Interviewees called for improved messaging about the importance of afterschool and summer learning and greater advocacy efforts using reliable data showing positive impacts offered by afterschool programs. Despite these fears, there were also words of optimism. Within California, there is a growing potential for stronger partnerships with educational and school day leaders, advocates for school reform, parents and the broader community. There was also a call to create new messaging tools and advocacy efforts to leverage the general public's view that afterschool care is a necessity for working families. Interviewees suggested that advocates should also build on trends that favor expanded learning opportunities, summer learning, STEM, common core standards, and the support of ESL students.

Interviewees expressed a belief that program leaders had a new readiness to improve their programming and they listed several areas of training that would benefit programs.

Optimism was also expressed due to the new leadership of Tom Torlakson, the newly elected State Superintendent of Public Instruction and his appointment of Michael Funk, an accomplished afterschool practitioner, as Director of the new After School Division at CDE. Interviewees cited several changes in policies and guidelines that could be pursued given the positive changes at CDE. Many of these are being reviewed in a new strategic planning process and field survey being done by the

new CDE administration.

### ***Future Research and Project Support That is Needed***

*“Extending a lousy school day doesn’t help. Afterschool programs need to be institutionalized and blended, with paraprofessionals, teachers, and the community working shoulder to shoulder.”*

**- Philanthropic Program Officer**

While there has been an increase in afterschool research, more is needed to make the case to policymakers and the general public, and provide useful information to drive program improvement.

This includes research on the impact of afterschool and summer learning, as well as studies that identify effective program features that explain what makes programs work or fail, and other specific aspects of afterschool programming. Additionally, there is research needed that examines the effectiveness of California's afterschool programs and system of support.



Interviewees named a number of supports needed for the afterschool field. They include gatherings to deepen reflections on quality and how to improve it, discussions that re-establish expectations for academic achievement that are realistic, a process to develop a system to register the afterschool workforce, and ways to tie together the afterschool and the community schools movement.

## Recommendations

In 2006, CDE, local school districts, and afterschool providers experienced an avalanche of new funds for afterschool programs – funds that were approved by the passage of Proposition 49 and released by Senate Bill 638. In reality, no amount of planning could have fully avoided the problems that followed. Going to scale in a state as large as California is bound to be a learning process.

While all stakeholders experienced the growing pains in the first few years, the afterschool field has come a long way in California. Interviewees listed several key challenges facing the afterschool movement that still remain.

Meeting these challenges will require:

- increased research on what works in afterschool and the outcomes (academics and beyond) achieved by California's

- afterschool programs;
- increased advocacy efforts to address calls to reduce funding;
- greater integration at the program level of activities that support:
  - STEM activities,
  - opportunities for summer learning,
  - technology competencies and other 21<sup>st</sup> Century learning skills, and
  - the common core standards;
- further articulation by CDE on what constitutes program quality and the embracing of quality frameworks and self-assessment tools that currently exist;
- recommendations on how California's afterschool system should respond to the growing calls for expanding the school day and year, school reform efforts, and the community schools movement; and
- resources to:
  - build the organizational capacity of afterschool providers,
  - promote the use of program quality assessment tools,
  - promote program quality and improvement,
  - reach out to school stakeholders,
  - promote leadership and field building, and
  - allow exemplar programs to train others.



# Introduction

## Purpose and Overview

The state-funded After School Program, established in 1998, was renamed with the passage of the After School Education and Safety (ASES) Act of 2002 (Proposition 49). The passage of Senate Bill 638 in fall 2006 triggered the implementation of Proposition 49, increasing ASES funding from \$121 million to \$550 million, and establishing a continuous appropriation. This marked the largest investment and expansion of afterschool programs in the country.

Over the last ten years, many state and national foundations provided funding to help build the capacity of California's fledgling afterschool movement. These were an important investment in helping California prepare to go to scale.

Temescal Associates conducted research to examine the current state of the afterschool movement in California. This paper provides background on Proposition 49 and SB 638, which included the *21<sup>st</sup> Century Community Learning Centers* (21<sup>st</sup> CCLC) guidelines and the launching of the *After School Safety and Enrichment for Teens* (ASSETs) High School Initiative. Further, it looks out ahead at what is needed to sustain and improve the effectiveness of this movement – information that can guide future decisions. This paper was supported by funds from the WT Grant Foundation.

## Research Methods

This qualitative research took place from March to May, 2012. It relies primarily on interviews that were conducted with knowledgeable afterschool leaders: advocates, technical assistance providers, afterschool program providers. California

Department of Education (CDE) Regional Lead staff, CDE leaders, and leaders in philanthropy. A complete list and bio of those individuals who were interviewed can be found in the Appendices. Interviewees were asked to reflect on past challenges, the current status of the afterschool movement, and the future of the movement. Research for this paper also included the review of key documents. The interview questions and a list of key documents can also be found in the Appendices.

## Background on Proposition 49 and Senate Bill 638

In 1998, California initiated a push for state-funded afterschool programs by passing the *After School Learning and Safe Neighborhoods Partnerships Program* (ASLSNPP), providing \$50 million of incentive grants to establish afterschool programs across California. By 2002, program funding had increased to \$121 million. With the approval of a ballot initiative, *Proposition 49*, in November 2002, the program was expanded and renamed the *After School Education and Safety Program* (ASES). Public elementary schools, middle schools and charter schools serving youth in grades K through 9 were eligible for \$550 million in state funds, once state budget revenues grew sufficiently to fund the program.

ASES programs are funded according to a renewable three-year grant cycle, and are used to augment school-day curriculum and provide other extended learning opportunities. These programs are to be designed through a collaborative process that



of participating public schools; governmental agencies, such as city and county parks and recreation departments; local law enforcement; community organizations; and the private sector.

Proposition 49 monies for ASES programs are funneled through CDE, which implements rudimentary compliance requirements focused on current California Educational Code. ASES requires the implementation of an educational and literacy component, an enrichment component, a student-to-staff ratio of 20/1, and the delivery of a healthy snack for participating youth.

As originally established in 1998, these programs were to be measured by student academic performance outcomes during the school day, school-day attendance, and positive behavioral changes. The planning process for implementation of full funding of Proposition 49 culminated in the passage of Senate Bill 638 in August 2006.

State Senator Tom Torlakson, who is today's elected State Superintendent of Public Instruction, sponsored this bill. The key provisions of SB638 were:



1. High priority was given to low-income schools (determined by 50% or more students on a free and reduced lunch)
2. Increased funding from \$50,000 to \$112,500 for elementary school sites and up to \$150,000 for middle school sites.
3. The addition of two discretionary measurement outcomes that grantees may submit as evidence of program effectiveness including: participant skill development and homework completion rates. Programs are allowed to select one of these discretionary outcomes in addition to the required outcomes of program attendance and school day attendance. The law further states that programs could only be defunded for failing to achieve multiple outcomes, not just one.
4. Previous state legislation called for 6% of the state's federal 21<sup>st</sup> CCLC dollars be dedicated for high school afterschool programs. This was due to the fact that high school programs were excluded from receiving Prop. 49 funding. SB638 increased the allocation of 21<sup>st</sup> CCLC funding for high school afterschool programs from 6% to 50%.



## Findings

### Early Years: Challenges and Milestones

The first release of Prop.49 funding happened quickly. Funding went from \$125 million to \$550 million. There was a great deal of pressure to issue these increased funds and open a large number of afterschool programs with very short notice. Many afterschool advocates feared that any funds left undistributed would result in funds being taken back. As a result, CDE was pressured to release grant awards very quickly, giving schools little time to plan. According to nearly all interviewees, this rush for implementation created confusion for all stakeholders. This included staff at CDE, local school districts, individual schools that would serve as hosts of the programs, community-based youth organizations (CBYOs), and others in the emerging field of afterschool.

#### *State Level*

The announcement in 2006 that Prop. 49 budgetary requirements had been met allowing funding to be released took everybody by surprise. At CDE, there was a rush to develop funding criteria, policies regarding compliance and accountability of programs, and general guidelines. At times, there were inconsistent decisions made by CDE

staff based on their individual interpretation of the Education Code, created by SB638.

Like many in the emerging field, CDE staff had little or no experience in afterschool programming and no infrastructure to quickly develop curriculum or professional development for new programs. In fairness to CDE, they simply did not have the staffing or expertise to undertake the responsibilities to push out these funds or support new

programs given this large scale and rush for implementation.

CDE, along with many in the field, did not fully understand the principles underlying youth development. Instead, CDE's time was spent on issues of grant making and compliance. Early on, there was not a uniform vision of what quality afterschool

programs looked like, how the programs should operate, or what they could reasonably be expected to accomplish.

Prior to the release of funds, several foundations supported a planning process, bringing together CDE leaders and knowledgeable afterschool leaders from across the state. This process was led by a national business consulting group and helped to focus stakeholders on the mission and vision of the afterschool initiative, appropriate expectations, outcomes, and efforts to predict the challenges of going to scale.

*“The biggest challenge was that funding was dispersed before a strong work plan was implemented at most sites. CDE’s requirements also presented a challenge, measuring only compliance – not outcomes on schools, partnerships, parents, and communities.”*

*- TA Provider*

“The planning process sparked a long overdue, nuanced conversation within the state about the purpose of afterschool programming and about several key drivers of quality – technical assistance, workforce development and accountability.

Developing consensus about what constitutes quality and being clear about what capacity currently exists when it comes to monitoring and improving quality at scale is critical. This evolving conversation in California will ultimately determine whether Proposition 49 delivers on its full promise.”<sup>1</sup>

In the end, CDE changed directions and many of the results and findings of this process were never released to the field or utilized by CDE staff. Another issue involved the 15% of indirect funds allowed by the grant. Many CBYOs reported that most of these indirect funds were absorbed by the school districts and other Local Education Agencies (LEAs) that were the primary grantees. This

presented a financial constraint on the CBYOs. Grantees were later called upon to share the indirect funding with their sub-contractors.

*“Early afterschool infrastructure would have been better if there were a three-year rollout. Once prop 49 passed, there were so many programs without the infrastructure to support their programming.”*

*- TA Provider*

Another constraint was the local reimbursement rate of \$5 per child/per day. With the passage of SB638 the compensation per child/per day increased by 50% to \$7.50 that helped to alleviate some of the financial stress experienced by program providers.

### *Local Level*

In many cases, individual schools did not learn that they were responsible to open ASES afterschool programs until the beginning of the school year. Many did not have a clear understanding of the program vision or requirements, or the work involved in mounting a successful afterschool program. Few teachers were involved in the planning and many resisted the sharing of their classroom space.



<sup>1</sup> Ames, J. (2007). *California's Afterschool Expansion*, p. 36.

When schools operated afterschool programs without the help of community youth organizations they often mimicked the school day. For some, the afterschool money was seen as flexible funding that could be used to replace funds lost in earlier budget cuts. The result was few resources for the actual afterschool program. Lastly, opening programs very quickly demanded the rapid hiring of staff, many without adequate qualifications.

For their part many CBYOs also experienced challenges when they subcontracted with the schools to open their afterschool programs. Some expanded their programming whether or not they had the needed infrastructure or were accomplished at implementing afterschool programs. A significant number of CBYOs did not understand school policies or what it took to mount a program within the school setting. As a result, some lacked credibility with their host schools, did not fully understand the requirements of the ASES programs, and were not prepared to

handle the rapid influx and later turnover of afterschool staff.

Many interviewees made the point that a growing number of ASES programs did not take advantage of the knowledge that already existed among the CBYOs. These agencies were strong in youth development but their practices were not documented or held up as models.

Early on, programs focused on providing a safe and supervised place for children after school. Program quality and youth engagement weren't early considerations. Thus, it was not surprising that many early programs had problems recruiting and retaining participants, particularly those who were old enough to "vote with their feet".

### ***System of Support***

To meet their responsibility to support the development of new programs, CDE developed a regional "system of support" made up of local county offices of education.





These Regional Leads (RLs) received grants from CDE to monitor accountability, compliance and technical assistance to the programs in their region. Several interviewees reported that the funding was inadequate to meet demands and resources were not allocated in proportion to the number of programs in each region. To bring more clarity to compliance expectations CDE and the RLs implemented the CPM process (categorical programs monitoring). It should be noted that the RLs had no authority over the programs, but could only offer advice.

*“Organizations have developed structures to share information rather than feel competitive. Finding out that youth who participated after school spend more time in school was a good advocacy tool for the field.”*

**- Large Urban School District  
Afterschool Leader**

In the beginning, the RLs served as an important communication link between CDE and local schools and afterschool providers. RLs developed common templates for budgeting, insurance, school day alignment, and program planning, which were shared and used by provider networks. Over time, the RLs grew their training skills and knowledge of afterschool programming. They brought together local networks of providers and knowledgeable intermediaries to establish a common language and the sharing of promising practices. They also worked to improve the partnerships between afterschool and school day programs.



Programs across the state were in need of even more technical assistance support, information, and guidance in all aspects of program design and management. However there was a shortage of technical assistance (TA) available. This created a growing tension between CDE and the field over the lack of expenditures for training. A grassroots advisory group was key in advocating for the use of CDE funds for local TA and training instead of paying for Sacramento-based CDE staff to travel and conduct trainings themselves.

CDE, in collaboration with private foundations, participated in a learning community populated by exemplar programs that were being prepared to serve as regional demonstration programs. This was the first attempt to capture a shared understanding of what a quality program looks like. Unfortunately, due to turnover within CDE, this effort was abandoned after two years with little information disseminated to the field. A shared understanding and language was developed among the participants of this learning community that paved the way for future efforts. Other examples of field building included the creation of the California Afterschool Network (CAN, formed in 2006), which built an infrastructure for sharing



promising practices. ASAPConnect, formed in 2008, was dedicated to building the competencies of afterschool trainers and TA providers. Both received funding from CDE and private foundations.

While CDE did not directly address the issues of quality, they did lend their support to CAN in their development of a program quality assessment tool. Others also took up this challenge. The introduction of the Youth Program Quality Assessment (YPQA) also served to guide the conversation around quality, as did tools developed by the California School Age Consortium (CalSAC).

Interviewees noted the importance of the growing body of research and evaluation of afterschool programs that were being produced nationally. They cited the importance of keeping up-to-date on the emerging issues in the afterschool field. Many credited national foundations for making this material available to California stakeholders. The WT Grant Foundation, the Harvard Family Research Project, the Mott Foundation, the Afterschool Alliance and the Forum for Youth Investment were all mentioned by name.

Over time changes in leadership at CDE resulted in a more field-friendly approach. Meanwhile, relationships between CBYOs and schools improved while ASAPConnect worked to bolster the competencies of TA providers.

CAN organized statewide conferences to share promising practices and build field knowledge. At the same time, local school districts, RLs, TA providers, and large-scale program providers began to develop a language that addressed the issues of quality. Large-scale providers began assessing and evaluating

### Proportion of California Elementary/Middle Schools with After School Programs

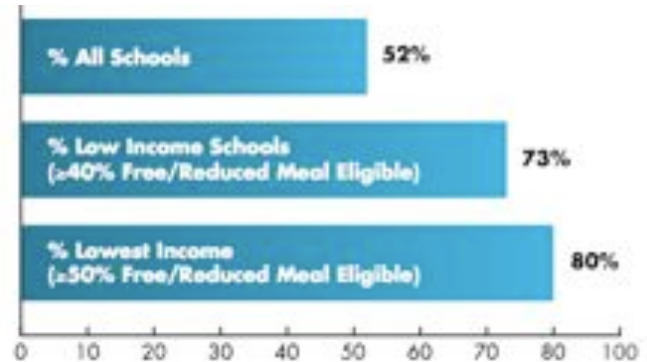


Figure 1. Source: State of the State of California After School Programs, CAN

quality and youth outcomes in their own programs.

### Capacity to Advocate for the Field

Infrastructure to support advocacy and policy work was ad hoc in the beginning. The later formation of the League of Afterschool Providers, CAN Policy Committee, and California Afterschool Advocacy Alliance (CA3) provided avenues to educate and advocate with policymakers.

## Current Status

### Current Numbers

Today, over 4,500 elementary and middle schools have afterschool programs, serving over 40,000 youth. This represents 63% of California schools serving low-income youth.

In regards to the high school initiative, ASSET's programs receive 54% of California's 21<sup>st</sup> CCLC funding. This funding is supporting afterschool programs in 345

high schools in low-income neighborhoods to engage nearly 55,000 high school age youth.<sup>2</sup>

Despite the large amount of funds available in California, demands for the funds far exceed their availability. For example, of the 958 school sites that applied for ASES funding in August and November 2010, nearly half were denied due to limited funds.

In the latest round of proposals for 21<sup>st</sup> CCLC funding, CDE received requests totaling over \$335 million (from 2,163 school sites). They were competing for a pool that only totaled \$29 million.

Interviewees reported that there are still problems with CDE's RFA process. Programs

need earlier notification of awards if they are expected to open at the beginning of the school year, as well as timely compensation for their operating expenses.

Interviewees called for clearer articulation by CDE on the vision and features of a quality afterschool program and believed this would help bring together school leaders and afterschool providers.

*"I am convinced that each site is as good as its site director. I don't care if you have 200 sites, if you don't have a good, strong person there that gets it, it's not going to be a good program."*

- TA Provider

### **Local Level**

While some tensions still exist, afterschool programs and their host schools are working more collaboratively to improve school alignment, academic outcomes, and broader youth development. School districts and large-scale providers are doing more to improve programs, measure outcomes, and promote the value of their efforts.



<sup>2</sup> State of the State of California Afterschool Programs, California AfterSchool Network and the Center for Education and Evaluation Services.

### ***System of Support***

Over the years there has been a substantial increase in the availability of TA. Training opportunities are now supported by several entities – ASAPConnect, CAN, the BOOST Collaborative, California Afterschool Resource Center, RLs, School Districts, and independent TA consultants. This has resulted in a greater sharing of knowledge and practice.

*“Tools for self-improvement are a good idea, but there have to be more partnerships between evaluators and programs.”*

*- Afterschool Researcher*

### ***Capacity to Advocate for the Field***

As stated above, CA3 works to develop advocacy strategies for the field. However several interviewees claim that CA3 does not represent the interests of small providers and those from rural areas. CalSAC, Children Now, the Partnership for Children and Youth, and Fight Crime – Invest in Kids have also increased their involvement in advocacy and policy work. Some of this work is led by CAN's Policy Committee.

Many in the state still see afterschool as a place for only recreation and snacks. Thus, there needs to be renewed efforts to communicate the full value of today's afterschool programs.

### ***Afterschool Program Quality Measurement***

Many programs are making use of the YPQA, the CAN quality tool, and other tools. High school afterschool programs are using the Quality Self-Assessment Rubric (QSAR), developed by CAN and the Los Angeles County Office of Education. These tools have been well received but often there is little TA on how to

use the measurement results. Thus, there remains a need for more TA to support quality measurement and self-improvement, and the bringing together of practitioners to learn from one another. Perhaps this can be improved using online tools.

Despite the gains in some regions to utilize quality measurement tools, there remains a concern regarding the variability of program quality across the state. All programs do not have knowledge or access to quality tools. Because nobody really knows the numbers of programs that are of low quality, it's hard to accurately gauge the size of the problem. This issue is now being addressed by the new administration at CDE. In addition, some program providers are fearful that the results of quality assessments will be used to punish programs rather than drive program improvement.





It should be noted that evaluating quality can be expensive and time consuming. Afterschool budgets provide very little surplus for evaluation. Large providers may have internal evaluation experts or spare resources, but this is not true across providers.

### ***Data Collection and The Measurement of Program Outcomes***

One large urban district leader reports that schools and afterschool programs are now collecting data and sharing this with each other and with outside evaluators. There were reports from others that many programs are still having difficulty accurately collecting data on their programs.

Many interviewees believe that the early use of test scores to gauge the effectiveness of afterschool programs did not work well. For some, there is still a question of whether the things being measured are a good match for the afterschool programs currently being built.

SB638 allows programs to choose from a list of non-academic outcomes including skill development, task persistence, social behavior changes, and time on task. In May 2012, CDE contracted with Dr. Deborah Vandell at UC Irvine to develop these new outcome measurement tools, available for use in the fall of 2012.

### ***Recent Evaluations***

In the past, CDE program reviews have been used for legislative reports, and these reviews have been focused on attendance, math and reading scores, and crime rates.

A new statewide evaluation, conducted by UCLA, studied the effects of California's ASES and 21<sup>st</sup> CCLC programs, including ASSETS (high school) programs.

*“Some evaluations are saying that programs have a big impact, but most objective evaluations are pointing to a lack of quality statewide and a wide degree of variation between programs.”*

- CDE Staff Member

The findings of this evaluation were recently released. Our interviews with afterschool leaders preceded this release. Interviewees expressed a number of concerns that the evaluation report would not be positive enough to influence legislators and policymakers to sustain the funding for the programs. These evaluation reports and related policy briefs are now available at <http://www.cde.ca.gov/ls/ba/cp/uclaeval.asp>. We review some of the results below.





When the UCLA evaluation is examined as a whole, the effects are somewhat neutral. “For example, when comparing after school participants to non-participants, some minor negative effects were found for English-language arts assessment scores, but positive effects were seen concerning physical fitness and school attendance” <sup>3</sup> (p. 4).

“Similarly, satisfaction levels among the different stakeholders was overwhelmingly high. In particular, after school staff and parents were pleased with the quality of the relationships students developed with staff and peers and felt that students’ academic and emotional needs were being met” <sup>4</sup> (p.4).

The evaluation also revealed substantial variation in quality across programs. “The variations indicates that some after school programs have a strong positive effect while other after school programs are less successful. Interaction analyses further revealed that neighborhood contextual variables and program qualities influence program outcomes” <sup>5</sup> (p. 4).

Regarding neighborhood variables, “... in communities where resources are scarce, these programs may serve even more important roles in broadening the accessibility for those in need.” Regarding program quality, “when quality features were examined at a subsample of 40 elementary and middle schools,...the students in the programs that were rated as higher quality by the evaluation team reported greater academic benefits than did the students in programs of lower quality” <sup>6</sup> (p. 4).

In their analysis of findings, the California Statewide Evaluation produced the following conclusions:

- ✓ **Important Neighborhood Contextual Variables Cannot be Examined Because they are Not Available**
- ✓ **Not all ASES and 21<sup>st</sup> CCLC Programs are Equal:** “It is important to acknowledge the possibility that the efforts and successes of the higher quality programs in this study were likely undermined by the programs that were functioning at sub-par levels and did not produce positive outcomes” <sup>7</sup> (p. 6).
- ✓ **Program Targeting Practices** should be considered when examining student outcomes in achievement or suspension so that programs that have specific missions targeting higher risk youth would not be penalized.

The Evaluation Report offered several implementation recommendations. It also offered policy recommendations, which are cited below.

- ✓ Set up an on-line database system to collect neighborhood and other environment contextual data for all grantees.
- ✓ Establish a common quality indicator system across all ASES programs. It would be especially efficient if elementary and middle school quality indicators are specified to their unique age groups.
- ✓ Set up policy and guideline to encourage and expand collaborations between the day schools and the after school programs.
- ✓ Create separate legislatures and regulations that are designed specifically for middle school and elementary students.

<sup>3, 4, 5, 6, 7</sup> Huang, D. (February 2012). *ASES and 21st CCLC Policy Brief: What Have We Learned from the California Statewide Evaluation*

- ✓ Emphasize the knowledge of childhood development in hiring elementary staff and emphasize the knowledge of adolescent development in hiring after school staff for middle school students.
- ✓ Provide professional development that are specific to working with the intended age group.
- ✓ Consider setting separate attendance and programmatic policies that specifically target the unique assets and barriers of elementary and middle school students.

According to some interviewees, the UCLA evaluation may be measuring the wrong things and focusing on the wrong programs. They emphasize that this evaluation is only taking a sample of programs and the best programs may not have volunteered to participate. While some viewed the evaluation results as negative, others expressed that it showed the positive potential of these programs.

The evaluation results of the 21st CCLC high school programs were very positive. “As evidenced in the California Statewide Evaluation of ASSETs programs high quality after school programs work to engage students and meet their intellectual, social, and emotional needs. Many programs also offer unique mentoring programming that allow high school students to learn real-world skills through club like activities, apprenticeships, internships, community service opportunities, etc.”<sup>8</sup>

“Study findings indicate that in comparison to their propensity-matched counterparts,

participants in ASSETs programs showed improved academic outcomes including:

- ✓ attended schools more regularly,
- ✓ have higher graduation rates,
- ✓ higher scores on the California English Language Development Test (CELDT)
- ✓ higher scores on the California Standards Test (CST), and
- ✓ higher pass rate for the California High School Exit Exam (CASHEE).

In terms of behavioral outcomes:

- ✓ Students in programs that were rated high in quality features of youth development had higher perceived academic competence, socio-emotional competence, future aspirations, and life skills.
- ✓ ASSETs participants performed better than non-participants in all of the Physical Fitness indices.
- ✓ Frequent ASSETs participants were found to be less likely to be suspended at schools than the non-participants.

Additionally, ASSETs students expressed during the focus groups that the knowledge and skills they developed in the after school programs helped them to improve their school work, and helped prepare them for college and employment.”<sup>9</sup>

In a different study, Dr. Deborah Vandell conducted program evaluations in her efforts to pilot the new measurement tools described above. The results of her assessments showed that her sample of

<sup>8</sup> Huang, D., & Wang, J. (2012). Independent Statewide Evaluation of High School After School Programs: May 1, 2008-December 31, 2011.

<sup>9</sup> Huang, D. (February 2012). *ASSETs Policy Brief: An Invitation: A Call for Day School and After School Programs to Join* 18

afterschool programs had a positive effect on youth outcomes. Some of the findings included:

- ✓ elementary and middle school students reported having high quality experiences at their ASES programs,
- ✓ quality of experiences at ASES programs were linked to students' skill development and positive behaviors; and
- ✓ significant improvements in student performance were found between the fall and spring assessments.

Her full report, entitled *California Afterschool Outcome Measures Project Field Test Findings February 2012*, can be found at this link:

[http://afterschooloutcomes.org/sites/default/files/summary\\_of\\_caomp\\_field\\_test\\_findings.pdf](http://afterschooloutcomes.org/sites/default/files/summary_of_caomp_field_test_findings.pdf)

In California, some large-scale program providers, such as LA's BEST, THINK Together, and the YMCA of Greater Long Beach, have conducted evaluations of their own programs. These evaluations have revealed positive outcomes for the youth who participated regularly. Also, Oakland Unified School District afterschool programs using the YPQA tool showed program improvement and improved youth outcomes. Local evaluators in the Central Valley found positive outcomes in the areas of better social, emotional, and academic success.

Some of the interviewees suggested that the large-scale providers with positive evaluations should increase their share of programs. Others argue that local innovation may be discouraged by the consolidation of programs.

*“In the face of negative evaluations, or even neutral evaluations, there are competitors for funds. It is unclear whether the decision to fund programs will be based on the outcomes of test scores versus youth development.”*

**- Afterschool Researcher**

While local evaluations are being used to advocate for the field, some suggest we need greater proof that the ASES afterschool initiative is working statewide. According to advocacy leaders, California is so big that there needs to be some matrix and dashboard tools to capture the effectiveness of their afterschool programs.

In addition, advocates claim that many evaluators and programs have not successfully collected qualitative stories that would be useful in shaping public opinion and policy. Also, some expressed that evaluations could be improved by reporting on how the programs address the needs of families.

There are many evaluation studies outside of California that prove the success of quality afterschool programs in improving youth outcomes. The meta-analysis by Durlak and Weissberg, which studied many previous afterschool evaluations, has been widely reviewed and cited as extremely useful by field leaders. This study reports that afterschool programs are effective in improving youth outcomes only if they utilize certain practices, which the authors have labeled using the acronym “SAFE”.<sup>10</sup>

<sup>10</sup> Durlak, J., Weissberg, R. & Pachan, M. (2010). *A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents*. American Journal of Community Psychology, 45: 294-309.

## Risks In the Decade Ahead

Interviewees cited several themes in regards to the risks and threats facing the field. These themes involve funding, inconsistency in program effectiveness, and the lack of consensus across the field.

### **Funding**

There is a growing concern about adequate funding in the future. Most importantly, California is running a large budget deficit, which may result in efforts to put Prop. 49 back up on the ballot, calling for discretionary reductions on a year-to-year basis for afterschool programs. These fears are confirmed by the recent brief released by the Legislative Analyst's Office in Sacramento (May 2, 2012), which states, "We continue to recommend the Legislature explore options for redirecting funding associated with the After School Education and Safety (ASES)... (Because it was implemented through a ballot initiative, the Legislature would need to seek voter approval to repeal the automatic ASES spending requirement.)".

According to the PACE/USC poll, over 22% of respondents named afterschool as a place to cut

*"We want to put afterschool programs on the map in a different way. English as a 2nd language learning, common core initiatives, and STEM initiatives are exciting for the field."*

- CDE Staff Member

the budget if the governor's future tax initiative is not approved. For many, this risk is a result of an over reliance on a single funding stream (ASES).

Many interviewees reported a concern about increased competition for program funds, with funds possibly being diverted to expand the school day or year. There are also concerns regarding the possible reduction in federal funding for 21<sup>st</sup> CCLC and AmeriCorps, which provides low cost staffing.

Many cited the risk of reduced funding from private foundations and the per-child rate not keeping up with inflation.





All of these risks to funding call for improved messaging about the importance of afterschool and summer learning. Additionally, advocacy can be improved with the use of reliable data showing improved youth outcomes.

### ***Inconsistency in Program Effectiveness***

One of the weaknesses of the afterschool movement is the poor quality of some programs. Some have poor alignment with their host schools, while others are not showing improvements in youth outcomes. This is a greater problem in middle and high school programs.

### ***Lack of Consensus***

The afterschool field in California continues to question which priorities are most important: academic achievement or social emotional development; academic remediation or the development of 21<sup>st</sup> Century learning skills. Many described this as a false dilemma and advocate for an “and” approach rather than an “either/or” approach. The field is still seeking language that is common between local stakeholders, CDE, schools, and RLS.

## **Opportunities In the Decade Ahead**

There are also opportunities for the field of afterschool. Themes included stronger partnerships, messaging and advocacy, positive changes at CDE, and program development. Below are the opportunities that were cited by interviewees:

### ***Messaging and Advocacy***

Improved messaging and advocacy work is key to addressing the risks that face the field. Throughout California, people are beginning to reframe learning as happening across the

day and year and outside the classroom. Afterschool programs are beginning to be viewed as an important place for learning, thanks to the Learning in Afterschool & Summer project. (For more information on this effort to promote afterschool learning, see [www.learninginafterschool.org](http://www.learninginafterschool.org).)

Many called for the development of new communication materials that use updated data for policymakers and the general public, and stressing the true value of afterschool programs. The growing view that afterschool care is a necessity for working families and is very cost-efficient, were both cited as opportunities that could be leveraged.

One advocacy organization stressed that there is an opportunity to expand the afterschool coalition that resulted in the passage of Prop. 49, created by Arnold Schwarzenegger. While it is not the role of CDE to advocate, they could communicate more about what is going on in afterschool. One idea is a newsletter that provides inspiring stories from the field. In the past, CDE has discouraged field advocacy, which is something that should be reviewed.

Another opportunity that was cited is increasing the involvement of CBYOs in advocacy. This would require some training in how to better communicate their contributions to their local schools, communities, and youth, and how to attract more legislative staff and decision-makers to visit their afterschool programs. Additionally, California's size and influence represents an opportunity to focus on federal afterschool policies and allocations.

### **Positive Changes at CDE**

Former State Senator and newly elected State Superintendent of Public Instruction, Tom Torlakson, has been a strong advocate for afterschool, and is advised by the Partnership for Children and Youth (an important afterschool advocate).

Torlakson recently reorganized the workings of afterschool to be conducted by its own division. Also hopeful is the appointment of Michael Funk (former Director of the Sunset Neighborhood Beacon Center, San Francisco) as Director of the new After School Division. This marks the first time that CDE has an afterschool leader with strong experience in mounting afterschool programs and collaboratives. He has just completed a statewide survey and strategic planning process, which has brought in many voices from the field. Future initiatives are being planned to address many of the deficits that resulted in criticism of CDE in the past. Also named as opportunities within the new CDE administration are the increasing use of specialists by CDE and the RLs in conducting training.

Positive changes at CDE provide the opportunity to seek policy changes and revised program guidelines that are confusing or restrictive for the field. See Box 1: *A Closer Look* (right).

### **Stronger Partnerships**

Within California, there is a growing potential for stronger partnerships with districts and schools (teachers, principals, school boards, and district-level leaders). Interviewees named

### Box 1. *A Closer Look: Changes in Policies and Guidelines*

- ✓ clarification on what is “administrative cost” and what is not,
- ✓ rules for flexibility of transportation to and from programs,
- ✓ the amount of money that should be allocated to staff development,
- ✓ clearer policies guiding school and afterschool partnerships,
- ✓ amending policies that propose unrealistic expectations,
- ✓ stronger policies to close failing programs,
- ✓ increased reimbursement rates to account for inflation,
- ✓ increased funding for technical assistance and training,
- ✓ increased funding for year-round programming, and
- ✓ requirement that programs increase “non in-kind” matching funds from community stakeholders.

other important groups to include as partners. For a listing, see Box 2: *A Closer Look* (p. 23).

As the partnerships between afterschool programs and schools grow stronger, this should support the building of higher quality and better-aligned programs. This will be supported when CDE and afterschool stakeholders work toward a common vision and definition of program quality.

*“Afterschool is becoming more institutionalized. It is becoming “a necessity” for working families. Also, developing better relationships with schools is an opportunity for the field.”*

- Community Based Youth Organization CEO

## Box 2. *A Closer Look: Others Listed As Important Partners To Support Afterschool*

- ✓ advocates for school reform,
- ✓ those designing teacher training,
- ✓ youth,
- ✓ parents,
- ✓ the broader community including leaders in business,
- ✓ Civil Rights organizations,
- ✓ leaders from San Bernardino and Riverside
- ✓ the Latino community, and
- ✓ those advocating for:
  - expanded learning opportunities including summer learning programs,
  - reducing obesity,
  - promoting STEM activities,
  - the integration of common core standards, and
  - the support of ESL students
- ✓ a stronger partnership between CDE and private foundations will result in better coordination in efforts to improve program quality

### *Program Development*

There are important opportunities to improve afterschool programs, especially at the middle and high school levels. This is due to a growing interest in program quality and improvement, and the openness of programs to share promising practices. Program leaders are already improving the hiring and training of new staff leading to the development of new leaders and advocates.

Program leaders are also seeing the potential use of digital badges to acknowledge training completion and other accomplishments. It was also emphasized that the most effective training is peer-led.

There are a number of other specific areas that afterschool workers could use training to improve their understanding of field issues. See Box 3: *A Closer Look*, p. 24.



Box 3. ***A Closer Look:***  
**Opportunities to Impact the Field  
 Through Specific Training**

- ✓ cognitive development and its relationship to academic achievement,
- ✓ content that is covered by standardized tests,
- ✓ how to better communicate with schools,
- ✓ the application of youth development principles,
- ✓ better articulation of how to do successful enrichment, project-based learning and other engaging learning methods,
- ✓ sequencing of activities that build skills and mastery,
- ✓ program and curriculum guidelines for different age groups,
- ✓ activities that promote:
  - STEM,
  - the development of soft skills,
  - 21<sup>st</sup> Century skills,
  - technology competency,
  - social emotional development, and
  - the performance of ESL youth,
- ✓ strategies to develop effective summer learning programs,
- ✓ evaluation literature regarding the internal workings of effective programs,
- ✓ quality self assessment and outcomes evaluation methods and tools, and
- ✓ how to:
  - develop a matrix for training,
  - improve effectiveness of line staff,
  - build a culture of and prepare for on-going improvement,
  - strategies to develop new leaders, and
  - strategies to increase staff retention.

*“We need to better advocate so that afterschool is not perceived only as recreational time, both to CDE and to the general public. Parents and youth have to be trained to advocate for the field. This is something the community-based organizations can take on.”*

**-Large Urban School District  
 Afterschool Leader**





## Future Research and Program Supports That Are Needed

### Research

While there has been an increase in afterschool research over the years, those we interviewed thought that more was needed. The stated purposes for new research included: improved messaging and advocacy work, program improvement, and improvement in California's "system of support" for afterschool programs. Interviewees called for research that explored effects on youth outcomes, the features of effective programs, and broader ripple effects of afterschool programs. See Boxes 4 (right) 5 (below), 6 & 7 (p. 26).

Interviewees stated that more evidence is needed to prove the value of afterschool programs. They called for more research on California based programs as well as evaluations from across the country. One asked for studies that utilized control groups presumably thinking that they were more credible. Interviewees also included studies that cited the impact of summer programs.

### Box 4. *A Closer Look:* Additional Research On Youth Outcomes

- ✓ academic success,
- ✓ the closing of the achievement gap,
- ✓ child health and well-being,
- ✓ whether California's highest-need kids are being served
- ✓ soft skills, and
- ✓ the development of workforce skills.

*"We need to support deeper dialogue, and not simply attempt to push public policy. Dialogue is required to stimulate innovation and change."*

**- Community Based Youth Organization CEO**

### Box 5. *A Closer Look:* Additional Research On Afterschool Ripple Effects

- ✓ on the families and parents of the participants,
- ✓ the larger community,
- ✓ reducing crime,
- ✓ benefits of afterschool program efforts to build larger community partnerships,
- ✓ the contributions of afterschool programs in steering diverse youth into the teaching profession,
- ✓ serving as a training ground for student teachers, and
- ✓ supporting broader school reform efforts.

Box 6. ***A Closer Look:*** Additional Research To Support Program Development

- ✓ effective program features that explain what makes programs work or fail,
- ✓ what supports the retention of staff, and
- ✓ the value of long-term staff vs. “tour of duty” (AmeriCorps, college interns, volunteers, etc.) staff.

*“We need to understand youth development and age appropriate activities. We need people to understand that program leaders are not teachers: There is a difference between the instructional day and afterschool.”*

- California Regional Lead

Box 7. ***A Closer Look:*** Additional Research To Improve The System of Support

- ✓ proven value of staff TA and training (the kind of training, method, and amount),
- ✓ whether the Regional Lead system is effective in supporting the emergence of quality programming,
- ✓ what quality programming really costs,
- ✓ cost models to help plan into the future, and
- ✓ how afterschool programs are impacted by cuts in childcare, parks and recreation, and other related services.



**Program Supports**

Afterschool leaders interviewed identified additional ways that we could strengthen programs across the state. See Box 8: *A Closer Look* (right).

*“We need to have a better understanding of what effective programming actually costs. We need to also understand more clearly the impact of cuts to childcare and parks and recreation programs on the afterschool movement.”*

- Afterschool Advocate

**Box 8. *A Closer Look*: Additional Ways To Strengthen Programs**

- ✓ venues that would deepen a reflection on quality and how to improve it,
- ✓ discussions that re-establish expectations for academic achievement that are realistic,
- ✓ a process to develop a system to register the afterschool workforce,
- ✓ ways to tie together the afterschool and the community schools movement, and
- ✓ tools, strategies, and processes to:
  - build the organizational capacity of those implementing afterschool programs,
  - promote the contributions of emerging leaders in field-building (CAN's Quality Sub-Committee was cited as a good example), and
  - allow exemplar programs to train others.



## Recommendations

Our interviewees raised many important issues for California stakeholders to consider as they support and improve afterschool programs in the future. While others may emphasize a different list of “take-away” findings, here are our recommendations based on our experience and what we heard:

- increase research on what works in afterschool and the outcomes (academics and beyond) achieved by California's afterschool programs;
- increase advocacy efforts to address calls to reduce funding;
- improve integration at the program level of activities that support:
  - STEM activities,
  - opportunities for summer learning,
  - technology competencies and other 21<sup>st</sup> Century learning skills, and
  - the common core standards;
- further articulation by CDE on what constitutes program quality and the embracing of quality frameworks and self-assessment tools that currently exist;
- launch an effort to improve the consistency of program quality across the state;
- develop strategies on how California's afterschool system should respond to the growing calls for school reform, expanding the school day and year, and growing calls for incorporating the community schools model; and
- allocate additional field resources to:
  - build the organizational capacity of afterschool providers,
  - promote the use of program quality assessment tools and program improvement processes,
  - reach out to school stakeholders,
  - promote leadership and field building, and
  - allow exemplar programs to train others.





# About Temescal Associates

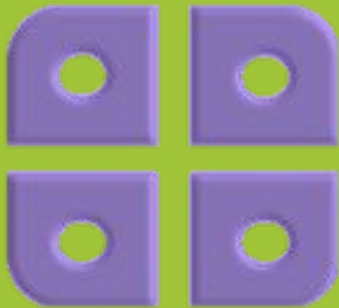
Sam Piha, Josh Julian, and Rozel Cruz of Temescal Associates authored this article, with support from the William T. Grant Foundation.

**Temescal Associates** is dedicated to building the capacity of leaders and organizations in education and youth development that are serious about improving the lives of young people. Temescal Associates clients include leaders of youth serving institutions and organizations, school and youth program practitioners, public and private funders, intermediary organizations, and policy makers. Temescal's work ranges from helping clients build large-scale youth and community initiatives to supporting those who provide services to young people on a day-to-day basis. To accomplish this, Temescal Associates draws on a pool of gifted and highly experienced consultants who excel at eliciting the internal knowledge and wisdom of those we work with while introducing new knowledge and strategies that can transform the day-to-day practices that lead to improved youth outcomes.



*Examining California's Afterschool Movement Post Proposition 49*

**Temescal Associates**



**building the capacity  
of leaders and  
organizations in  
education and youth  
development**

**Temescal Associates**

467 Rich Street  
Oakland California 94609

[www.temescalassociates.com](http://www.temescalassociates.com)

## **APPENDICES**

**A: Interviewees**

**B: Interview Questions**

**C: Documents Reviewed**

## Appendix A: Interviewees

- **Steve Amick** is the Director of School District Partnerships, and is responsible for managing THINK Together's expansion across California. Amick has more than 20 years experience at every level of after-school direct service and administration. He previously served as the executive director of the League of California After-school Providers and the Region 9 Lead for Before- and After-School Programs, offering training and technical assistance to providers in San Diego, Orange and Imperial Counties. Amick is vice chair of the National After-school Association, is past co-chair of the California After-school Network Executive Committee, and was designated by the state Office of the Secretary of Education to serve on the California Advisory Committee on Before- and After-School Programs.
- **Randy Barth** is founder and CEO of THINKTogether, the largest afterschool provider in California. They serve 100,000 kids and 30 school districts throughout the state. After the release of Prop 49 funds, THINK Together went from 25 to 180 sites, then doubled again in the last 4 years, making it the largest provider in California.
- **Kim Boyer** is Executive Director of The Central Valley Afterschool Foundation (CVAF). CVAF supports high-quality afterschool programs through training, communications, funding partnerships, and public policy initiatives benefitting children and youth in a six-county region. Prior to her position at CVAF, she provided technical assistance to afterschool programs for the Fresno County Office of Education.
- **Bob Cabeza** is the Vice President of Community Development at the YMCA of Greater Long Beach in the Community Development Branch. Bob helps school districts develop afterschool components that could support the school day without being school like. They hire teachers to train their practitioners. Bob participated with CA3, the California Afterschool Network, and others.
- **Alvaro Cortes** is Assistant Superintendent for Los Angeles Unified School District (LAUSD) and oversees Beyond the Bell, a division dedicated to ensuring that all children and youth in LAUSD have access to high quality academic, enrichment, and recreation. Beyond the Bell programs serve over 180,00 students. In addition to managing youth programs, Beyond the Bell partners with community-based agencies and provides training, data collection, and evaluation services for its many afterschool programs.

- **Andee Press-Dawson** – Until recently, Andee served as Executive Director of the California Afterschool Network. Prior to this position, Andee managed Sacramento Start, a large network of afterschool programs.
- **Andi Fletcher** is a nationally recognized expert in afterschool program, partnership and policy development. She directed a large-scale afterschool program and introduced California's first afterschool legislation, which now provides \$550 million in funding to support programs that serve close to a million students every year. As a consultant, she has worked closely with more than 200 leadership teams; designed and led numerous national, regional and statewide professional learning communities and initiatives; and served as the Principal Investigator for several program evaluations.
- **Steve Fowler** is a Partner at FowlerHoffman, a communications agency that informs its clients on public opinion, policy maker attitudes, citizen action, legislation and funding levels. He has designed opinion leader communications programs for The California Wellness Foundation, AARP, the National Cable Television Association, The Pew Global Stewardship Initiative and The Nature Conservancy of California. Currently he is focusing on two major initiatives: a public education campaign promoting afterschool for the Afterschool Alliance, and an advocacy campaign for Preschool California.
- **Michael Funk** was recently appointed to direct the newly established After School Division at the California Department of Education. Prior to his appointment, Mr. Funk was founder and director for 16 years of the Sunset Neighborhood Beacon Center in San Francisco, a program of Aspiranet, a human services and after-school provider. He was also director of Aspiranet's After School, Youth, and Community Development Division.
- **Joe Hudson** works for the Alameda County Office of Education and serves as Program Manager for After School Region 4 in the Curriculum and Instructional Services Division. He is responsible for providing technical assistance for afterschool programs in the Bay Area to ensure compliance and promote quality programs.
- **Arron Jiron** is a Program Officer in the STEM Education Program at the S.D. Bechtel Foundation. His grant making focuses on policy, advocacy, and systems building to advance the Foundation's STEM education goals. Before joining the Foundation and for six years, Arron was a program officer at the David and Lucile Packard Foundation, where he led grant making for policy, advocacy, systems building, and workforce development to advance California's early education, after-school, and summer learning programs.



- **Brian Lee** is Deputy Director for Fight Crime: Invest in Kids, California and a leading advocate in the California afterschool movement. Brian worked with Arnold Schwarzenegger in the initial work of Proposition 49, championed the launching of the state Afterschool Safety and Education Program for Teens (ASSETs), and serves as chairperson of the California After School Network Policy Committee.
- **Jennifer Peck** was a founding staff member of the Partnership for Children and Youth in 2001 and became its executive director in 2003. Through her leadership, the Partnership has developed and implemented initiatives to finance and build after-school and summer-learning programs, and increase access to school meals and nutrition education programs in the Bay Area's lowest-income communities. Jennifer leads a coalition of California organizations advocating for new federal policies to improve the effectiveness of after-school and summer-learning programs.
- **Michelle Perrenoud** works with the Los Angeles County Office of Education (LACOE) in the Curriculum and Instructional Services (CIS) Division. She is the Region 11 Project Coordinator for the After School Technical Assistance Unit. She provides technical assistance and capacity building for more than 120 21st CCLC ASSETs funded programs throughout Los Angeles County.
- **Rocio Abundis Rodriguez** is Director of ASAPConnect, which is dedicated to building capacity of Regional Leads and other technical assistance providers. Prior to this position, Rocio served as Regional Lead for Region 5 Afterschool Programs.
- **Carla Sanger** has been the President and Chief Executive Officer of LA's BEST (Better Educated Students for Tomorrow) After School Enrichment Program for 17 years. She is a long-time specialist in children's education policy and advocacy, working in both the public and private sectors in many different capacities. She serves on numerous afterschool quality and evaluation advisory committees and task forces and has been honored with a number of local, state, and national awards.
- **Samantha Tran** is Director of Education Policy at Children Now. Ms. Tran helps to shape and implement Children Now's education policy agenda, including helping to oversee the after school and K-12 portfolio, and the development of the *California Report Card*. Ms. Tran also actively participates in Children Now's preschool policy and integrated services work. Prior to joining Children Now, Ms. Tran was a senior research and policy consultant at the California School Boards Association (CSBA) where she tracked and provided guidance on state and federal policy issues, including early childhood education, school finance reform, before and after school programs, conditions of children, English Language Learners, foster youth and community partnerships.

## Appendix B: Interview Questions

### *Looking Back*

- Once Proposition 49 was passed and implemented, as triggered by SB 638, what were the key challenges facing the field of afterschool in California?
- What was the early status of afterschool infrastructure?
- What were the key milestones in building infrastructure and the capacity of afterschool stakeholders to measure and increase program quality?

### *Current State*

- What is the current status of afterschool infrastructure?
- What is the current capacity of providers to measure program quality and increase program quality?
- What do the most recent evaluations tell us about the quality and effectiveness of afterschool programs either locally or statewide?

### *Looking Forward*

- What are the risks facing the afterschool movement in the decade ahead?
- What are the opportunities facing the afterschool movement in the decade ahead?
- What are the current gaps in knowledge that need to be addressed?
- What are the current gaps in practice that need to be addressed?
- What are the current gaps in the capacity to advocate for the field?
- What are the policy changes that are needed to sustain quality afterschool programs?
- How could future research and project support help address these gaps?

## Appendix C: Documents Reviewed

- Ames, J. (2007). *California's Afterschool Expansion*.  
[http://www.wtgrantfoundation.org/publications\\_and\\_reports/browse\\_reports/Ames\\_Report](http://www.wtgrantfoundation.org/publications_and_reports/browse_reports/Ames_Report)
- Brackenridge, K. & Naughton S. *The Impact of Prop. 49: A Profile of After School Policy and Practice in Oakland and San Francisco*.  
[http://partnerforchildren.org/storage/documents/downloads/after\\_school\\_downloads/ImpactOfProp49\\_ProfileInSFandOakland\\_2011Feb.pdf](http://partnerforchildren.org/storage/documents/downloads/after_school_downloads/ImpactOfProp49_ProfileInSFandOakland_2011Feb.pdf)
- BTW Informing Change (2011). *Executive Summary of Final Evaluation Findings: 2007 – 2010. After-school & Summer Enrichment Subprogram*.  
[http://www.packard.org/wp-content/uploads/2011/12/PackardAS\\_ExecutiveSummary\\_Final.pdf](http://www.packard.org/wp-content/uploads/2011/12/PackardAS_ExecutiveSummary_Final.pdf)
- BTW Informing Change (2011). *Overview of Final Evaluation Findings: 2007 – 2010. After-school & Summer Enrichment Subprogram*.  
[http://btw.informingchange.com/uploads/2012/02/PackardAS\\_OverarchingReport-Compressed.pdf](http://btw.informingchange.com/uploads/2012/02/PackardAS_OverarchingReport-Compressed.pdf)
- The California AfterSchool Network & The Center for Education and Evaluation Services (2012). *State of the State of California After School Programs*.  
<http://www.scribd.com/k12newsnetwork/d/96845529-State-of-the-State-of-California-After-School-Programs-May-2012>
- Durlak, J., Weissberg, R. & Pachan, M. (2010). *A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents*. *American Journal of Community Psychology*, 45: 294-309. <http://casel.org/wp-content/uploads/A-meta-analysis-of-after-school-programs-that-seek-to-promote-personal-and-social-skills-in-children-and-adolescents.pdf>
- Huang, D. (February 2012). *ASSET's Policy Brief: An Invitation: A Call for Day School and After School Programs to Join Forces for Student Success*.
- Huang, D. (February 2012). *ASSET's and 21<sup>st</sup> CCLC Policy Brief: What Have We Learned from the California Statewide Evaluation*
- Huang, D., & Wang, J. (2012). *Independent Statewide Evaluation of High School After School Programs: May 1, 2008-December 31, 2011*. Los Angeles: University of California, National Center for Research on Evaluations, Standards, and Student Testing (CRESST).
- The Legislative Analyst's Office (2012). *Executive Summary of the Year-Three Survey: Update on School District Finance in California*.  
<http://www.lao.ca.gov/reports/2012/edu/year-three-survey/year-three-survey-050212.aspx>.
- The PACE/USC Education Poll (2012).  
[http://www.m4strategies.com/uploaded/file/1204\\_847\\_Education\\_Poll\\_Topline.pdf](http://www.m4strategies.com/uploaded/file/1204_847_Education_Poll_Topline.pdf)

- Partnership for Children and Youth eNewsletter (May 2012). *Outcome Measurement Tools for After-School Programs: A message from Michael Funk, Director, After School Division California Department of Education*. <http://us1.campaign-archive1.com/?u=d69b503929158b1acc9703625&id=dfe6469ca0&e=bbbfa890d3>
- Vandell, D. (February 2012). *California Afterschool Outcome Measures Project Field Test Findings*  
[http://afterschooloutcomes.org/sites/default/files/summary\\_of\\_caomp\\_field\\_test\\_findings.pdf](http://afterschooloutcomes.org/sites/default/files/summary_of_caomp_field_test_findings.pdf)