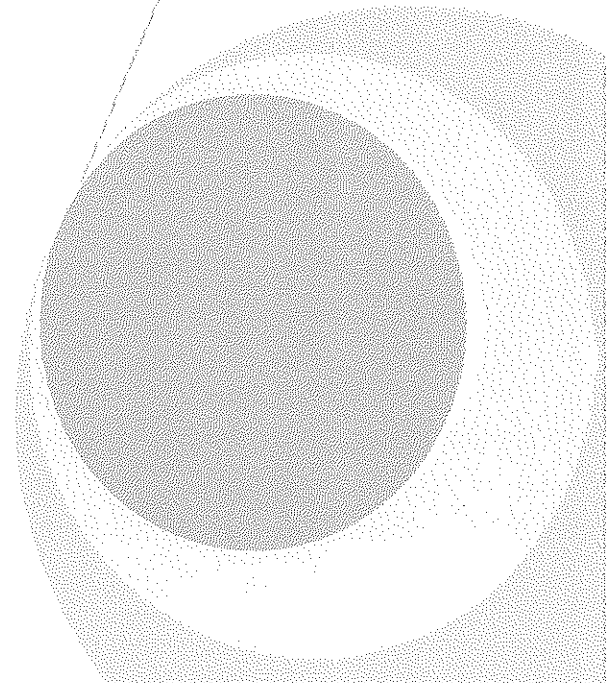


# **CalSAC's 9th Annual California Afterschool Challenge**

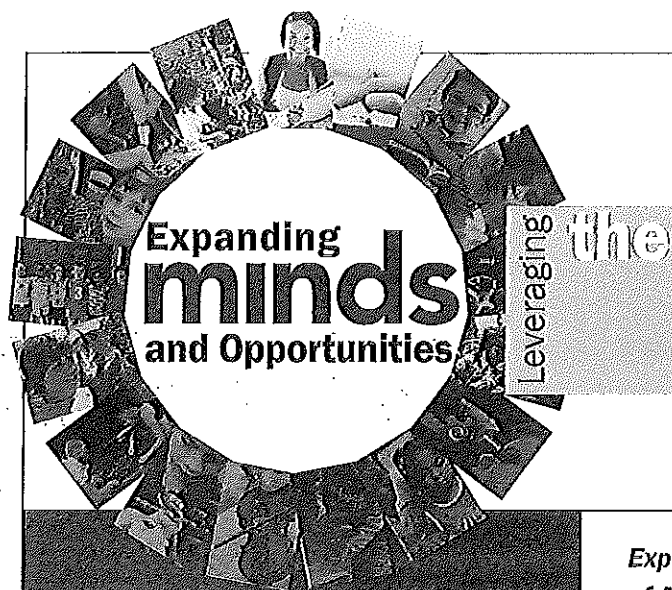


**CALIFORNIA  
SCHOOL-AGE  
CONSORTIUM**

## **Fact Sheets**







# Power of Afterschool and Summer Learning for Student Success

"This book should be of interest to everyone involved in or interested in education."

"Pick up a copy now of *Expanding Minds and Opportunities* and you will be blown away at the student centered learning going on that has the power to shift the learning debate for years to come. Terry K. Peterson has once again pushed the envelope on our thinking and with his incredible authors given us a road map to great possibilities if we let ourselves Expand our Minds."

*Jim Reimer, Executive Director,  
Georgia Afterschool Investment Council*

"I would recommend this be a part of any library and a resource to spark informed decision making."

*Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*, edited by Terry K. Peterson, Ph.D., is a groundbreaking compendium of studies, reports and commentaries by more than 100 thought leaders including community leaders, elected officials, educators, researchers, advocates and other prominent authors.

» **EXPLORE** and download select articles—searchable by author, topic and title

» **LEARN** more from contributing authors in the live webcast recording

» **EXPAND** your knowledge with a full copy of *Expanding Minds and Opportunities* from Amazon.com [amazon.com](http://amazon.com)

This powerful collection of nearly 70 articles presents bold and persuasive evidence—as well as examples of effective practices, programs and partnerships—that demonstrate how opportunities after school and during the summer are yielding positive outcomes for authentic student, community and family engagement in learning.

"*Expanding Minds and Opportunities*... is a visionary work. Kudos to Terry Peterson and his collaborators for putting together this comprehensive collection of research, best practice, and commentary that paint the picture of a vibrant field that did not even exist 15 years ago."

*Robert M. Storchill, PhD, Managing Director,  
American Institutes for Research*

## SECTIONS OF THE BOOK

1. A Focus on Student Success
2. Expanding Skills and Horizons
3. Recent Evidence of Impact
4. The Power of Community-School Partnerships in Expanding Learning
5. Afterschool and Summer Programs as Catalysts for Engaging Families
6. A Growing Nationwide Infrastructure for Quality, Expansion and Partnerships

"The authors in the book do an outstanding job of describing quality programs and sharing best practices for all kinds of communities and how to design programs to achieve important learning and development goals."

*Gina Warner, Executive Director, National AfterSchool Association*

"If you want to build a best practice program, this book is a must read!"

"Expanding Minds and Opportunities cogently articulates the efficacy of afterschool and summer learning in achieving outcomes for our young learners. This book is very timely and should reset the national discourse regarding the benefits of afterschool and summer learning."

*Adrian Haugabrook, Vice President, Enrollment Management and Student Success and Chief Diversity Officer, Wheelock College*

"Expanding Minds and Opportunities is a game-changer for the afterschool field providing a clear go-to resource that demonstrates how afterschool and summer learning programs are making a difference in the lives of children and families."

*Sharon Deich, Vice President, Cross & Joftus*

"Certainly a book I will turn to again and again."

### About the Expanded Learning and Afterschool Project

The Expanded Learning and Afterschool Project is a 50-state initiative harnessing the power of networks and leaders to help schools and communities leverage the time beyond school to accelerate student achievement. A partnership of funders led by the C.S. Mott Foundation support the Expanded Learning and Afterschool Project. More information about the book and the project, as well as additional resources, can be found at [www.expandinglearning.org](http://www.expandinglearning.org).

In conjunction with the Expanded Learning & Afterschool Project, this publication was made possible with the generous support of the C.S. Mott Foundation.

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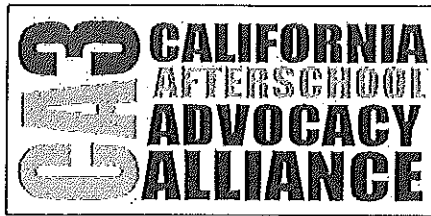
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## After-School Programs are Essential for California

Thanks to Proposition 49, the After School Education and Safety (ASES) program provides after-school programs for hundreds of thousands of students at high-need schools each day, offering a combination of education and enrichment activities five days per week until 6 PM.

### California's After School Education and Safety (ASES) program is a widespread success

- ✓ State-funded after-school programs *serve close to 400,000 students each day at most of the state's high-need schools*, including nearly 4,000 (over 70%) of the 5,500 elementary and middle schools in low-income communities statewide.<sup>1</sup>
- ✓ After-school programs provide a *range of research-backed benefits*. They give academic support, improve public safety and health, as well as provide child care. Research shows that they increase school-day attendance, reduce dropout rates, improve test scores, prevent obesity, and cut crime.<sup>2</sup>
- ✓ After-school programs *offer learning opportunities not available during the regular school day*—such as arts, including dance, music, theater; physical fitness and nutrition; and science, technology and other STEM programs.

### After-school programs are especially necessary in difficult economic times

- ✓ After-school programs help *cushion the blow from budget cuts* to education, public safety and child care by boosting academic performance, reducing crime, improving health, and keeping parents working—at a small cost per student. For example, the FY 2011-2012 state budget cut over \$65 million from school-age child care programs operating after school, before school and in summer, while encouraging families to rely on ASES instead.<sup>3</sup>
- ✓ After-school programs are *cost-effective*, generating \$9 or more for every \$1 invested, plus \$180 million annually in required local matching contributions.<sup>4</sup>
- ✓ Tough times would get worse without after-school programs:
  - *School-day attendance would fall and dropout rates would rise*, because students will lack activities that keep them on track and excited about learning and coming to school.
  - *Crime would go up*, because more kids will be on the streets getting into trouble.
  - *More kids would be unhealthy*, because they miss out on after-school physical activities.
  - *More parents would be out of work due to a lack of child care*, resulting in less economic growth and fewer taxes collected.

### After-school investments can only be reduced by a ballot initiative—which would likely fail

- ✓ After-school programs are a *high priority to voters even in difficult times*. California voters approved Proposition 49 by a wide margin in 2002, in the wake of a then \$24 billion budget shortfall,<sup>5</sup> and 76 percent of voters nationally say after-school programs are “an absolute necessity.”<sup>6</sup> In addition, attacks on Propositions 10 and 63, both of which fund services for children, were soundly defeated in May 2009, and there is no known constituency to finance an initiative campaign against after school.

For more information, visit <http://www.CA3advocacy.org> or contact [info@CA3advocacy.org](mailto:info@CA3advocacy.org).

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<sup>1</sup> ASES programs were funded to serve more than 368,000 students after school in 2010-2011. California Afterschool Network. (n.d.). Afterschool Funding Report. Retrieved on July 14, 2011 from <http://www.afterschoolnetwork.org/reports/funding/0/0/0/ASES/E-M>

There are 4,026 schools with state-funded After School Education and Safety (ASES) grants, based on a list of schools with ASES grants provided to the California Afterschool Network by the California Department of Education in November 2010. 99 percent (3,976) of the elementary and middle schools with ASES grants have 40 percent or more of students participating in the federal free or reduced-cost school meals program. Under federal law, 40 percent participation in the school meals program is the threshold to be considered a "Title I" school: Title I is the federal program that targets aid to schools with a high percentage of students from low-income families. This is based on an analysis by the California Afterschool Network relying on a list of schools with ASES grants provided by the California Department of Education in November 2010 and the 2008, 2009 and 2010 lists by school of percentage of students in the federal school meals program (relying on multiple years because individual lists are incomplete). California Department of Education. (n.d.). Free/Reduced Meals Program & CalWORKS Data Files. Retrieved on March 11, 2011 from <http://www.cde.ca.gov/ds/sh/cw/filesafdc.asp>

There are over 5,500 elementary and middle schools in California with 40 percent or more students participating in the federal school meals programs. California Afterschool Network. (2011). *State of the State of California after-school programs*. Davis, CA: UC Davis School of Education. Retrieved on July 14, 2011 from <http://www.afterschoolnetwork.org/policy>

Data on the number of programs, funding level, and student capacity—by region, county, school district, school, and legislative district—are available from the California Afterschool Network at [http://www.afterschoolnetwork.org/ca\\_landscape](http://www.afterschoolnetwork.org/ca_landscape)

<sup>2</sup> See, e.g., 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 on January 25, 2010 from [http://www.lasbest.org/what/publications/Keeping\\_Kids\\_in\\_School\\_Exec\\_Sum.pdf](http://www.lasbest.org/what/publications/Keeping_Kids_in_School_Exec_Sum.pdf); LA's BEST After School Enrichment Program. (2006). *Annual Report 2005-2006. Caught up in the act ... of success*. Retrieved on December 7 from [http://www.lasbest.org/what/publications/annual\\_reports/AR0506-web%5B1%5D.pdf](http://www.lasbest.org/what/publications/annual_reports/AR0506-web%5B1%5D.pdf); 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. Retrieved on January 25, 2010 from <http://centralvalleyafterschool.org/documents/CVAFFinalReport5-7-08.pdf>; University of California, Irvine. (2002). *Evaluation of California's After School Learning and Safe Neighborhoods Partnerships Program: 1999-2001*. Executive summary retrieved on January 25, 2010 from <http://www.cde.ca.gov/ls/ba/as/execsummary.asp#fn1>; 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 on November 30, 2010 from [http://www.lasbest.org/what/publications/LASBEST\\_DOJ\\_Final%20Report.pdf](http://www.lasbest.org/what/publications/LASBEST_DOJ_Final%20Report.pdf); 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 on November 30, 2010 from <http://www.informaworld.com/smpp/content~content=a783719379~db=all>

<sup>3</sup> The 2011-2012 budget cut child care for all ages by over \$300 million through across-the-board cuts to all child care programs, reductions in per child reimbursement rates, and stricter income-eligibility requirements. It also provided that the preferred placement for older children was in ASES and federally-funded after-school programs. While the interim budget passed in March would have eliminated child care subsidies for most 11- and 12-year-olds altogether and given those displaced priority for enrollment in ASES, that cut was restored in the budget signed by the Governor on June 30, 2011. The 2008-2009 budget already eliminated the \$30 million Latchkey/Extended Day child care program for school-age kids.

<sup>4</sup> 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. Retrieved on November 30, 2010 from [http://www.claremontmckenna.edu/rose/publications/pdf/after\\_school.pdf](http://www.claremontmckenna.edu/rose/publications/pdf/after_school.pdf)

<sup>5</sup> California Secretary of State. (n.d.). *Statement of Vote: 2002 General Election*. Retrieved on January 11, 2010 from [http://www.sos.ca.gov/elections/sov/2002\\_general/contents.htm](http://www.sos.ca.gov/elections/sov/2002_general/contents.htm) (57% to 43%); California Department of Finance. (2002). *California State Budget Highlights: 2002-03*. Sacramento, CA: Author. Retrieved on January 11, 2010 from [http://www.dof.ca.gov/budget/historical/2002-03/documents/State\\_Budget\\_Highlights02-03.pdf](http://www.dof.ca.gov/budget/historical/2002-03/documents/State_Budget_Highlights02-03.pdf)

<sup>6</sup> Afterschool Alliance. (2009). *California after 3 PM*. Washington, D.C.: Author. Retrieved on November 6, 2009 from [http://www.afterschoolalliance.org/documents/AA3PM\\_2009/AA3\\_Factsheet\\_CA\\_2009.pdf](http://www.afterschoolalliance.org/documents/AA3PM_2009/AA3_Factsheet_CA_2009.pdf)





# Afterschool Alliance

AFTERSCHOOL FOR ALL

## Afterschool Programs in California

A powerful convergence of factors—including a lack of federal, state and local funding, and families and communities working with tight budgets—leaves 1.7 million of California's school-age children alone and unsupervised in the hours after school. Afterschool programs are essential to keep kids safe, engage children in enriching activities, and give peace of mind to working moms and dads during the out-of-school hours. There are approximately 1.3 million school-age children in afterschool programs in California. This includes 124,077 kids who attend 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)—programs that serve children living in high-poverty areas and attending low-performing schools. At a time when families and communities are struggling financially and kids are falling behind academically, afterschool programs are needed more than ever.

### Afterschool Programs Are More than a Safe Space:

Afterschool programs not only keep kids safe, they also help improve students' academic performance, school attendance, behavior and health, and support working families:

- Evaluations of LA's BEST in California revealed that participation in the afterschool program improved students' regular school day attendance. Students also reported higher aspirations regarding finishing school and going to college, and LA's BEST students had a significantly lower dropout rate compared to the school district overall. (Huang, D., et.al., 2005)
- A study of nearly 3,000 low-income students at 35 high-quality afterschool programs across the U.S. found students who regularly attended programs over the course of two years, compared to their peers who were routinely unsupervised during the afterschool hours:
  - Made significant improvements academically and behaviorally;
  - Demonstrated gains in their standardized math test scores; and
  - Saw reductions in teacher-reported misconduct and reduced use of drugs and alcohol. (Vandell, D.L., et. al., 2007)
- Students who attended 21<sup>st</sup> CCLC programs made significant improvements in their classroom

### Need for Afterschool Programs in California by the Numbers:

**2 million** kids in California would participate in an afterschool program if one were available to them (36%).

**1.7 million** kids are on their own in the hours after school in California (24%).

**1.3 million** kids in California participate in afterschool programs (19%).

### Attendance, behavior and coursework are three key indicators of whether a middle school student will likely graduate from high school.

An analysis of 68 afterschool studies found that students participating in high-quality afterschool programs went to school more, behaved better, received better grades and performed better on tests compared to students who did not participate in afterschool programs.

behavior, completing their homework and participating in class. Gains were also made in students' math and English grades. (Learning Point Associates, 2011)

- A study found that—after controlling for baseline obesity, poverty, race and ethnicity—the prevalence of obesity was significantly lower for children participating in an afterschool program when compared to nonparticipants. (Mahoney, et. al., 2005)

*"Research provides ample evidence of the positive impact of good afterschool programs. Children who regularly attend have better grades and behavior in school, lower incidences of drug use, violence and pregnancy, and are less likely to be either the perpetrators or victims of crime."*

Barbara Boxer  
U.S. Senate

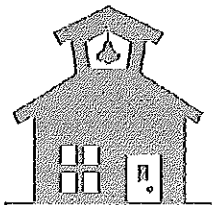
### State of Federal Funding for Afterschool Programs in California:

In California, the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) initiative is the only federal funding source dedicated exclusively to before-school, afterschool and summer learning programs. Investment in 21<sup>st</sup> CCLC programs helps ensure children from high-poverty and low-performing schools have access to a safe and supervised space; keeps kids involved in interest-driven academic enrichment activities that put them on the road to become lifelong learners; and helps support working families. Currently, 2,643,607 kids in California are eligible to participate in a 21<sup>st</sup> CCLC program. However, just 124,077 students attend a 21<sup>st</sup> CCLC program due to lack of federal funding.

### A Closer Look at 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)

- If the 21<sup>st</sup> CCLC initiative were funded at the fully authorized level, the California share would be \$290,597,419 for Fiscal Year (FY) 2013. The current amount appropriated is \$124,077,384.
- 525 additional grants in California could be awarded if full funding for 21<sup>st</sup> CCLC were available.

Estimated Number of Children Participating in 21 <sup>st</sup> CCLC Programs*	
FY2011	134,302
FY2012	124,077
FY2013	124,077
*Numbers are based on the cost of \$1,000 per child	

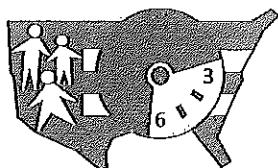


### The Child Care and Development Fund (CCDF)

In 2012, the Child Care and Development Fund (CCDF)—which provides vouchers or subsidies for low-income parents to pay for child care, including preschool, before-school, afterschool and summer care for children ages 6 to 12—received \$5.21 billion. Although Pres. Obama's most recent FY2013 budget proposed an additional \$825 million national increase to CCDF, further support for this federal funding source will be necessary to promote greater access to quality afterschool programs.

Total FY2012 CCDF funds in California	Federal Share	Percentage of children receiving subsidies who are school-age
\$830,609,091	\$537,306,800	35%





## AMERICA AFTER 3PM

## California After 3PM

In 2009, California parents/guardians were asked about their children's regular participation in various after school care arrangements, with a special focus on afterschool program participation and satisfaction. The *America After 3PM* survey identified the supply of and demand for afterschool programs, as well as the major barriers to program enrollment.

### After School Care Arrangements

- **24% (1,653,108)** of California's K-12 children are responsible for taking care of themselves after school. These children spend an average of **8** hours per week unsupervised after school.
- **19% (1,284,233)** of California's K-12 children participate in afterschool programs. On average, afterschool participants spend **9** hours per week in afterschool programs. Participation averages **3** days per week.
- **78%** of California K-12 children spend some portion of the hours after school in the care of a parent or guardian.
- Other care arrangements include traditional child care centers (**11%**), sibling care (**17%**) and non-parental adult care, such as a grandparent or neighbor (**39%**).

Notes: The maximum amount of time in after school care arrangements is limited to 15 hours per week, which reflects the after school hours of 3:00 to 6:00 p.m. Care arrangements add up to greater than 100% due to multiple regular care arrangements for many children.

### Satisfaction with and Support for Afterschool Programs

- **97%** of California parents are satisfied with the afterschool program their child attends.
- California parents cited convenient location (**66%**), child enjoyment (**65%**) and affordability (**59%**) and as their top three reasons for selecting an afterschool program.
- **91%** of adults surveyed in California agree that there should be "some type of organized activity or place for children and teen to go after school every day that provides opportunities to learn" and **86%** support public funding for afterschool programs.

### Need or Demand for Afterschool

- **36% (1,996,845)** of all California children not in afterschool would be likely to participate if an afterschool program were available in the community, regardless of their current care arrangement.
- Parents of non-participants believe that their children would benefit most from afterschool programs in the following ways: by having fun, receiving help with homework, improving their workforce skills and taking advantage of opportunities for community service and learning.





## California After 3PM

## Barriers to Enrolling in Afterschool Programs

- After lack of need, the predominant obstacles to enrollment include cost, preference for alternative activities and lack of child enjoyment.

### Contextual Information about Afterschool Programs

- In California, the public schools are the largest provider of afterschool programs. YMCAs, Boys & Girls Clubs, religious organizations and the city or town round out the top five providers of afterschool programs in the state.
- On average, California families spend **\$84** per week for afterschool programs.

## National Comparison and Trends – 2004 to 2009

	2009		2004	
	California %	National %	California %	National %
Percentage of Kids in Afterschool Programs	19	15	12	11
Percentage of Kids in Self Care	24	26	22	25
Percentage of Kids in Sibling Care	17	14	10	11
Percentage of Parents Extremely/Somewhat Satisfied with Afterschool Program	97	89	94	91
Percentage of Kids Who Would Participate if an Afterschool Program were Available	36	38	37	30

## About *America After 3PM*

In California, 1,166 households were surveyed for this study. Among those households, 39 percent qualified for free or reduced price lunch, 27 percent were Hispanic and 7 percent were African-American. According to U.S. Department of Education data from 2005-2006, the total school enrollment in California is 6,831,025, which is the foundation for all statewide projections in California After 3PM.

*America After 3PM was sponsored by the JCPenney Afterschool Fund. Between March and May 2009, 29,754 parents/guardians responded to survey questions about their after school child care arrangements during the 2008-2009 school year. RTi, a market research firm, conducted the survey and analyzed the data for the Afterschool Alliance. Additional information from America After 3PM is available at [www.afterschoolalliance.org](http://www.afterschoolalliance.org).*



## SCHOOL-AGE CARE

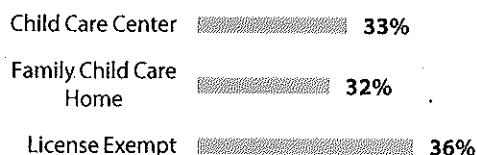
Statewide, there are approximately 140,000<sup>1</sup> licensed center-based slots serving children ages 6 years and older. A majority of programs provide care before and after school during the school year and throughout the summer. These are vital programs with a dual purpose to help parents earn and children learn.



### Subsidized Care

State funding for school-age care comes from various sources including, General Child Care, CalWORKs Stage 2 and 3, and Alternative Payment funding. Of the total number of children served, 22% are school-age children.<sup>2</sup> However, there are 70,752 eligible children 6 years or older waiting for subsidized care.<sup>3</sup>

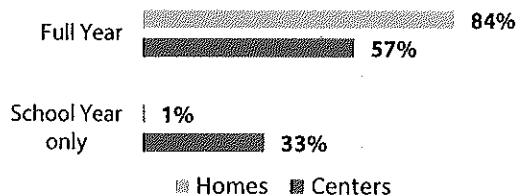
### School-age Children Served by Type of Care<sup>2</sup>



### School-age Supply

Between 2010 and 2012, there was a 6% decrease statewide in the number of licensed center-based slots for school-age children.<sup>1</sup> License-exempt center providers, including After School Education and Safety programs, offer care for nearly 400,000 children.<sup>4</sup>

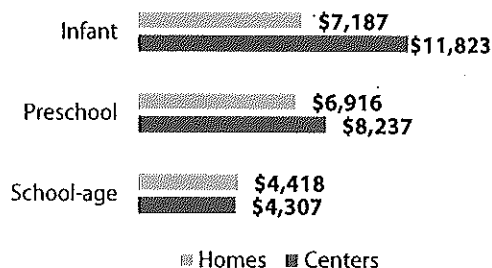
### Year Schedules Available for School-age Children Only<sup>1</sup>



### Child Care Costs

The average cost of full-time school-age care in a licensed center ranges from \$3,800 in Trinity County to \$5,100 a year in Marin County. The five counties with the highest child care costs in the state are all in the Bay Area.

### Average Annual Costs for Full-time Care<sup>5</sup>







## CHILD CARE FUNDING REDUCTIONS (2008-2013)

California's Child Care and Development system has been subject to consistent and significant decreases in funding since the 2008-2009 fiscal year with over \$1 billion and 111,095 subsidized spaces lost. These cuts to child care programs range from 19% to CalWORKs Stage 2, to a 66% reduction to CalWORKs Stage 3. In addition, nearly \$410 million was requested of First 5, transferring money away from child development services for children ages 0-5. In the FY2012-13 budget cycle a shift made to part-day center-based services for 3- and 4-year olds, resulted in a significant decrease of funds in General Child Care and a corresponding increase in State Preschool under Proposition 98. The continuing trend of cuts made to the child care and development system will make it even more difficult for parents to find care that meets their needs.

CHILD CARE FUNDING ALLOCATIONS 2008-2013 FISCAL YEARS (in millions) <sup>1</sup>						
PROGRAM	2008-09	2008-2009 (Revision)	2009-2010	2010-2011	2011-2012	2012-2013 <sup>2</sup>
CalWORKs Child Care						
Stage 1 <sup>3</sup>	\$611	\$610	\$507	\$480	\$428	\$409
Stage 2	\$517	\$490	\$476	\$431	\$442	\$419
Stage 3	\$433	\$418	\$412	\$288 <sup>4</sup>	\$145	\$148 <sup>5</sup>
Subtotal	\$1,561	\$1,517	\$1,395	\$1,199	\$1,016	\$976
Non-CalWORKs Child Care						
State Preschool (Prop. 98 funds)	\$445	\$429	\$439	\$439	\$374	\$484
General Child Care <sup>6</sup>	\$810	\$779	\$797	\$797	\$686	\$465
Alternative Payment	\$259	\$259	\$275	\$271	\$217	\$174
Other child care <sup>7</sup>	\$79	\$70	\$46	\$35	\$31	\$28
Subtotal (Non-Prop. 98 funds)	\$1,148	\$1,108	\$1,118	\$1,103	\$933	\$667
Subtotal (all programs)	\$1,593	\$1,538	\$1,557	\$1,541	\$1,307	\$1,151
Quality Improvement/Support <sup>8</sup>	\$106	\$106	\$109	\$100	\$76	\$76
Total Child Care Funding	\$3,259	\$3,161	\$3,060	\$2,682	\$2,399	\$2,203
						-\$1,056
						-32.4%
						-27.7%
						-41.9%
						-64.6%
						-32.8%
						-42.6%
						8.8%
						-33.1%
						-19.0%
						-65.8%
						-37.5%



## CHILD CARE ENROLLMENT REDUCTIONS (2008-2013)

CHILD CARE MAXIMUM ENROLLMENT 2008-2013 FISCAL YEARS <sup>1</sup>								
PROGRAM	2008-2009	2008-2009 (Revision)	2009-2010	2010-2011	2011-2012	2012-2013 <sup>2</sup>	Changes 2008-2013 (Amount)	Changes 2008-2013 (Percent)
CalWORKs Child Care								
Stage 1 <sup>3</sup>	63,739	63,645	53,208	51,236	44,294	46,054	-17,685	-28%
Stage 2	69,219	66,491	61,854	59,980	64,724	64,627	-4,592	-7%
Stage 3	58,507	56,168	55,839	na <sup>4</sup>	22,383	24,998	-33,509	-57%
Subtotal	191,465	186,304	170,901	111,216	131,401	135,679	-55,786	-29%
Non-CalWORKs Child Care								
State Preschool	118,445	114,264	116,832	116,847	99,334	129,126	10,681	9%
General Child Care <sup>6</sup>	87,575	84,274	86,169	86,169	73,418	46,816	-40,759	-47%
Alternative Payment	34,982	34,791	37,186	38,777	32,052	28,944	-6,038	-17%
Other child care <sup>7</sup>	17,654	15,630	10,180	7,561	6,654	5,961	-11,693	-66%
Subtotal	258,656	248,959	250,367	249,354	211,458	210,847	-47,809	-18%
2012 Trigger Cuts							-7,500	
Total Maximum Enrollment	450,121	435,263	421,268	360,570	342,859	339,026	-111,095	-25%

<sup>1</sup>Department of Finance. California Child Care Programs Local Assistance Budget Charts 2008-2013. Total state and federal funding amount allocated and maximum enrollment estimated for child care services in the Final Budget Act. Totals and percentage change calculation results were rounded to the nearest million.

<sup>2</sup>Funding includes baseline adjustments reflecting mid-year trigger cuts made in 2012 to the following contracts: CalWORKs Stage 3, AP, State Preschool, General Child Care and Other child care.

<sup>3</sup>Funding reductions and maximum enrollment estimates for fiscal years 2009-2010 to 2011-2012 reflect the implementation of a "voluntary" young child exemption which excludes families with one child under 23 months or more than two children under 6 years from CalWORKs work participation requirement.

<sup>4</sup>Legislative Analyst's Office. 2011-12 California Spending Plan report. The 2010-2011 CalWORKs Stage 3 funding amount reported reflects the final expenditure due to significant changes in allocated funding over the course of the budget year. CalWORKs Stage 3 enrollment estimates were unavailable due to significant changes in allocated funding over the course of the budget year.

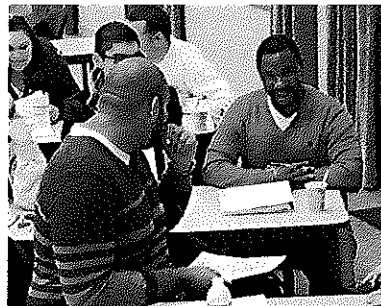
<sup>5</sup>Does not include \$3.5 million augmentation to Stage 3.

<sup>6</sup>General Child Care includes the following program contracts: Center-Based Child Care (CCFR) and Family Child Care.

<sup>7</sup>Other child care includes: Severely Handicapped Care, Center-Based Migrant Child Care, and Extended Day programs. The Extended Day program was phased out in the 2009-2010 budget.

<sup>8</sup>Quality Improvement/Support includes: child care resource and referral services, California Child Care Initiative, Centralized Eligibility Lists, Local Child Care Planning Councils, and other quality improvement programs. The Centralized Eligibility List was eliminated in the 2010-2011 budget.





## Summer Matters:

### *How Summer Learning Strengthens Students' Success*

*How Summer Learning Strengthens Students' Success* is an independent evaluation of three Summer Matters pilot programs. The report measures impact on students' academic achievement – both during the summer months and extending throughout the school year. Analysis of the data concluded high quality summer learning programs in Fresno, Los Angeles and Sacramento have bolstered students' academic success by strengthening their academic skills in general and literacy skills in particular, and increasing the effectiveness of their work habits and confidence in their abilities as learners.

#### Key Findings

- Students ended the summer with vocabulary skills much closer to their grade level, **increasing their instructional grade level by over 1/3 of a grade.** (The National Reading Panel identifies vocabulary as one of five core components essential to strong reading skills.)
- **English language learners demonstrated significant increases in their grade-level vocabulary, a gateway to English language fluency.**
- Parents reported that their kids improved their attitude towards reading (68%) and reading ability (62%).
- Parents reported programs helped prepare their kids for the transition from elementary to middle school.
- **Social emotional learning results were strong as 9 out of 10 parents reported the summer programs helped their kids make a new friend and get along better with other students.**
- **Overall, 86% of parents reported the summer programs gave their kids opportunities to develop leadership skills.**
- **98% of parents were satisfied with their kid's summer program.** Parents reported program staff interacted well with them, indicating a commitment to family engagement and to culturally competent practice.
- **Students enhanced their social skills, improved their relationships with educators and fellow students, and strengthened their ability to make new friends and connect with others.**
- **Parents and educators emphasized summer learning programs' critical role in providing students with new experiences and opportunities – such as field trips and community service projects – that they do not have during the school year.**
- **Students in Fresno and Los Angeles summer learning programs reported improved academic work habits and reading efficacy, both key contributors to academic achievement.**

“They [program staff] help them [kids] spark an interest in leadership, expanding their learning by doing various activities. They are learning while having fun.”

- Summer Program Parent



Making Summer Matter for Every Child,  
Because Learning Happens Year-Round

[www.summermatters2you.net](http://www.summermatters2you.net)  
@summernatters2u  
[facebook.com/summernatters2you](https://facebook.com/summernatters2you)



### Program Descriptions

“My daughter, who is a bear to get out of bed for school, wakes up every morning at 6:30am to go to camp without a fight! She likes to go and she has shared some of what she is learning with me.”

- Summer Program Parent

The programs were taught by after school staff from community based organizations, with training, coaching and lesson planning support from credentialed teachers. This collaboration benefits staff on both sides; teachers take new ideas for motivating and engaging students into their classrooms and after school staff gain lesson planning and teaching skills that they bring back to their after school programs.

Summer Matters pilot programs include the following elements of high quality summer learning:

- Broadens kids' horizons – by exposing them to new adventures, skills and ideas. These could be activities like going on a nature walking, using a new computer program, giving a presentation, visiting a museum or attending a live performance.
- Includes a wide variety of activities – such as reading, writing, math, science, arts and public service projects – in ways that are fun and engaging.
- Helps kids build skills – by helping them improve at doing something they enjoy and care about. This could be anything from creating a neighborhood garden, to writing a healthy snacks cookbook to operating a robot.
- Fosters cooperative learning – by working with their friends on team projects and group activities such as a neighborhood clean-up, group presentation or canned food drive.
- Promotes healthy habits – by providing nutritious food, physical recreation and outdoor activities.
- Lasts at least one month – giving kids enough time to benefit from their summer learning experiences.

### About Summer Matters

Summer Matters is the first-ever statewide campaign focused on creating and expanding access to high quality summer learning opportunities for all California students.

Summer Matters is increasing the number of students served by summer learning programs and generating momentum and support for summer learning among education, elected, business, civic and philanthropic leaders across the state.

The Summer Matters campaign is a diverse statewide coalition of educators, policymakers, advocates, school district leaders, mayors, parents and others working collaboratively to promote summer learning in California. Our summer learning efforts are generously supported by funders including The David and Lucile Packard Foundation, Kaiser Permanente, the S.D. Bechtel, Jr. Foundation, and the Noyce Foundation.

For more information about the Summer Matters campaign and to download the full evaluation, *Summer Matters: How Summer Learning Strengthens Students' Success*, visit the website at [www.summermatters2you.net/resources](http://www.summermatters2you.net/resources).



Making Summer Matter for Every Child,  
Because Learning Happens Year-Round

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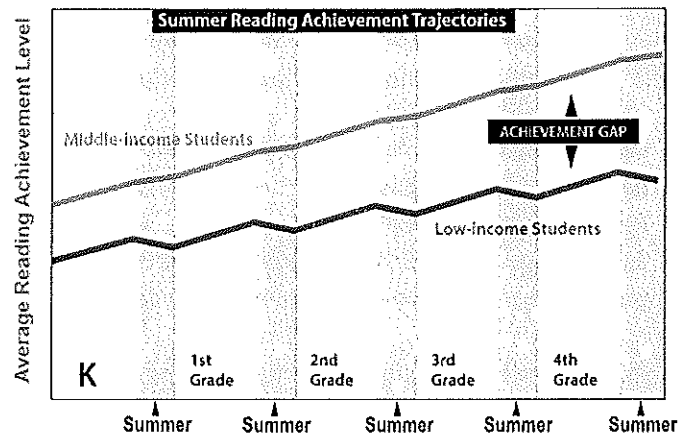
## SUMMER MATTERS

**Making Summer Matter for Every Child, Because Learning Happens Year-Round**

A child's need for meaningful learning and enrichment does not end in June when the school doors close for summer vacation. All children need to be engaged and actively learning during the summer months in order to stay on track when they return to school in the fall. They also need to remain physically active and eat a balanced diet during the summer months. Without ongoing summer opportunities to reinforce and learn skills, children—especially children in low-income communities—fall behind dramatically in many areas of academic achievement and risk negative health impacts from too much sedentary time indoors and poor nutrition.

### THE LONG-TERM EFFECTS OF SUMMER LEARNING LOSS

**Summer learning loss** is the result of an absence of summer learning. Research shows summer learning loss to be measurable and quantifiable, and the cumulative effects of summer learning loss contribute directly to a widening of the achievement gap between low-income and middle-income students.



### THE CRITICAL NEED FOR SUMMER LEARNING IN CALIFORNIA

- Research shows low-income children are nearly three grade equivalents behind their more affluent peers in reading by the end of the fifth grade due to summer learning loss (National Summer Learning Association (NSLA), 2009).
- Unequal summer learning opportunities during elementary school years are responsible for about two-thirds of the ninth-grade achievement gap between lower- and higher-income youth. As a result, low-income youth are less likely to graduate from high school or enter college (Alexander et al., 2007).
- Most children gain weight more rapidly when they are out of school for summer, with summer weight gain especially pronounced among African American and Hispanic children (von Hippel et al., 2007). In California, nearly a third of 5<sup>th</sup> graders are overweight or obese (kidsdata.org; California Department of Education, 2009)

### THE SUMMER MATTERS VISION

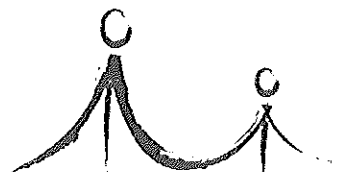
The Summer Matters vision is that all young people in California have access to high quality summer learning opportunities that support their year-round learning and well-being. Summer Matters' focus is on expanding access to high quality summer learning opportunities for K-12 students with the greatest need and fewest resources. Summer Matters' mission is to promote high quality summer learning programs that provide intentional, engaging, and relevant activities to prevent summer learning loss and support healthy behaviors during summertime.

Specifically, the Summer Matters campaign works to create more programs that include the core elements of high quality summer learning. A high quality summer learning program:

- Broadens children's horizons – by exposing them to new adventures, skills and ideas.
- Includes a wide variety of activities – such as reading, writing, math, science, arts and public service projects – in ways that are fun and engaging.
- Helps children build skills – by helping them improve at doing something they enjoy and care about.
- Fosters cooperative learning – through team projects and group activities.
- Promotes healthy habits – by providing nutritious food, physical recreation and outdoor activities.
- Lasts at least one month – giving children enough time to benefit from their summer learning experiences.



SUMMER MATTERS



PARTNERSHIP FOR CHILDREN AND YOUTH

## SUMMER MATTERS CAMPAIGN — INFORMING POLICY AND PRACTICE

Chaired by State Superintendent of Public Instruction Tom Torlakson, Summer Matters is the first-ever statewide campaign focused on creating and expanding access to high quality summer learning opportunities for all California students. Our work is based on a vision of summer learning that boosts student achievement through fun, experiential and relevant programming that includes a mix of academics and enrichment, and keeps children physically active and well-fed throughout the summer. Summer Matters' strategy builds on California's statewide system of more than 4,000 publicly-funded after-school programs. Since launching in 2009, Summer Matters has been engaged in:

- **Developing and advocating for legislation to increase public funding for summer programming** — Senate Bill 798, passed in 2010, allocates a portion of any increase in federal 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) funds to summer programming. In 2011, Senate Bill 429 was signed into law to provide more flexibility in the use of 21<sup>st</sup> CCLC and After School Education Safety Program funding for summer programming, including the option to provide more hours of programming per day.
- **Piloting innovative summer programming and technical assistance** in a growing number of low-income communities to serve as high-quality models for future replication. In 2012, these programs reached more than 6,000 students in Concord, Fresno, Gilroy, Glenn County, Los Angeles, Oakland, Sacramento, San Bernardino, San Francisco, Santa Ana, and Whittier. Program evaluations document significant positive results in grade level vocabulary, program quality and parent satisfaction.
- **Raising public awareness** about the devastating effects of summer learning loss and the beneficial impact of high quality summer learning programs through communications strategies that have generated print, radio, TV and online coverage of summer learning programs across California.
- **Growing the Summer Matters coalition** and generating increasing momentum and support for expanding access to summer learning opportunities among education, elected, business, civic and philanthropic leaders, together with parents, educators, child advocates and program providers across the state.
- **Evaluating the effectiveness of high quality summer learning programs** that combine enrichment, recreation and academics and rely on partnerships between schools and community-based organizations to deliver their programs.

Summer Matters is an initiative of the Partnership for Children & Youth, is a California-based non-profit that supports communities, schools and government agencies to work together as unified systems to ensure all children have the learning, health and social supports they need to succeed in school and life.

## After-School Programs Can Prevent Crime

Research shows that after-school programs can reduce crime by offering constructive alternatives to gangs and drugs during the peak hours for juvenile crime.



[www.fightcrime.org/ca](http://www.fightcrime.org/ca) • (415) 762-8270

A priority goal of **FIGHT CRIME: INVEST IN KIDS** California, an anti-crime organization of 400 sheriffs, police chiefs, district attorneys and crime survivors, is to ensure access to after-school programs for children and youth of all ages—including high school students—and to ensure successful implementation of Proposition 49.

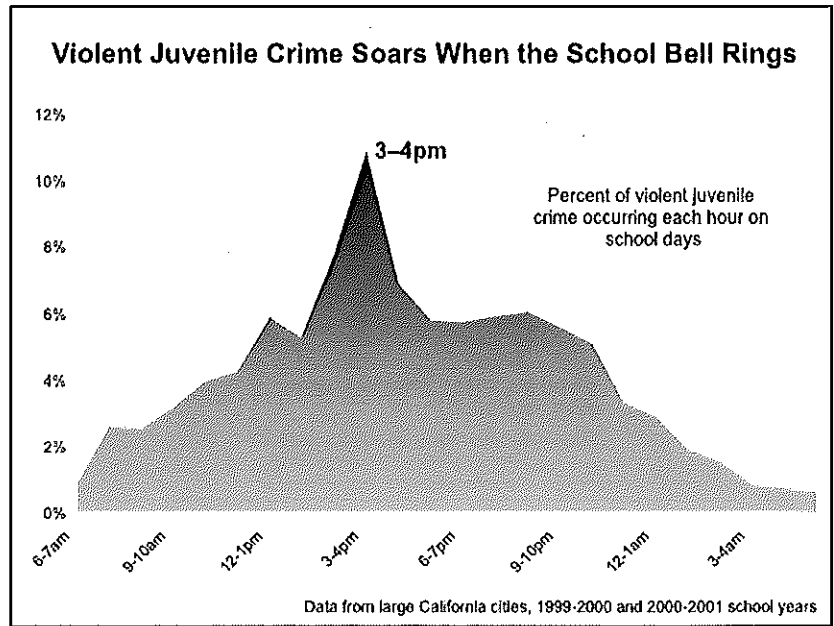
### Violent Juvenile Crime Peaks After School

After-school programs help shut down the **"Prime Time for Juvenile Crime."**

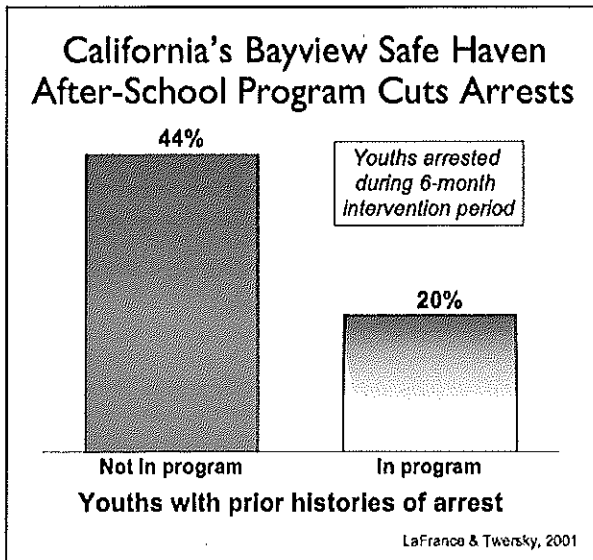
When the school bell rings, turning millions of children and teens out on the street, violent juvenile crime suddenly soars. In California, the peak hours on school days for such crime—and the peak hours for kids to become victims of violence—are from 2 pm to 6 pm.<sup>1</sup> The after-school hours are also the prime time for kids to smoke, drink or use drugs, or be involved in a car crash.<sup>2</sup>

### Evidence Shows That After-School Programs Reduce Crime

At-risk youth left out of the Bayview Safe Haven after-school program in San Francisco were **two to three times more likely to be arrested** during the six-month initial intervention period than program participants.<sup>3</sup>



**dropped by two-thirds**, violent acts and carrying a concealed weapon **fell by more than half**, and arrests were **cut in half**. School discipline, detention, suspensions and expulsions **dropped by a third**.<sup>4</sup>



**"Studies show the single most likely hour for a juvenile to commit a violent crime—homicide, rape, robbery or assault—is between 3 PM and 4 PM.**

**After-school programs offer adult supervision and productive activities for kids during this 'prime time' for violent juvenile crime."**

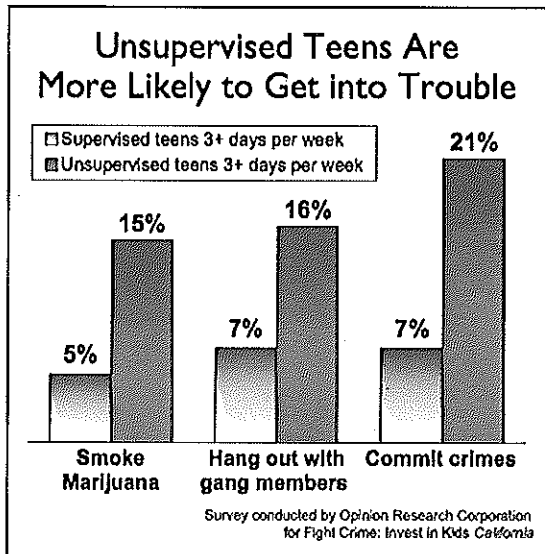
Chief Chris Magnus  
Richmond Police Department

A study of after-school programs in 12 high-risk California communities found that, among kids participating in the programs, vandalism and stealing

Five housing projects without Boys & Girls Clubs were compared to five receiving new clubs. At the beginning, drug activity and vandalism were the same. But by the time the study ended, the housing projects without the programs had **50 percent more** vandalism and scored **37 percent worse** on drug activity.<sup>5</sup>



A 2006 survey of over 600 California 12- to 17-year-olds found that kids left unsupervised three or more days per week are **twice as likely** as other kids to hang out with gang members, **three times as likely** to be engaged in criminal behavior, and **three times as likely** to smoke marijuana.<sup>6</sup>



Evidence also shows that quality after-school programs can increase school-day attendance and test scores, improve English language fluency, and reduce grade repetition and dropouts.<sup>7</sup>

## There Is an Overwhelming Need for After-School Programs

According to the 2006 survey of California teens, nearly one million—three in 10 California 12- to 17-year-olds—are left unsupervised three or more days per week.<sup>8</sup>

Even with Proposition 49 in place for elementary and middle school students,

**"Investing in after-school programs is smarter and cheaper than building more prisons and jails. It just makes sense to keep kids on track for productive, crime-free lives."**

Sheriff Stanley Sniff  
Riverside County

hundreds of thousands of students from low-income working families are still left unserved by the major state and federal after-school programs, and over 2,500 schools in low-income communities lack state- or federally-funded after-school programs.<sup>9</sup>

In 2013, demand for new federal after-school funding continued to far exceed the supply of available funding by a margin of over 5 to 1, resulting in over \$200 million in grants being turned away.<sup>10</sup>

## California Is Headed in the Right Direction

In recent years:

- California voters enacted Proposition 49, which increased funding for the state's After School Education and Safety (ASES) program for elementary and middle school students by over \$400 million, to a total of \$550 million. The new funding supports over 4,000 programs and close to 400,000 students.
- Legislation enacted in 2006 (SB 638) improved ASES by increasing grant sizes and the amount of funding per student. Unlike most education programs historically, however, ASES does not receive annual cost-of-living adjustments, which in future years is likely to jeopardize program equality.
- California created the nation's first state-run *high school* after-school program, the 21<sup>st</sup> Century High School After School Safety and Enrichment for Teens (ASSETs) program, through legislation sponsored by FIGHT CRIME:

INVEST IN KIDS *California* in 2002. The program utilizes federal after-school funding. ASSETs funding has increased from its initial \$2.5 million level to \$79 million, which funds more than 340 individual programs.

<sup>1</sup> Based on total incidents of violent juvenile crime (where suspect was a juvenile) on school days reported to police for school years September 1999—May 2000 and September 2000—May 2001. FIGHT CRIME: INVEST IN KIDS contacted all 14 cities with populations over 200,000 and obtained this data from Los Angeles, Long Beach, San Diego, and San Jose.

<sup>2</sup> Rice, T., Southern California Injury Prevention Research Center, School of Public Health, University of California, Los Angeles. Personal communication on July 2000; Richardson, J.L., Dwyer, K., McGuigan, K., Hansen, W.B., Dent, C., Johnson, C.A. (1989). Substance use among eighth-grade students who take care of themselves after school. *Pediatrics*, 84(3), 556-566.

<sup>3</sup> LaFrance, S. & Twersky, F. (2001). *A safe place for healthy youth development: A comprehensive evaluation of the Bayview Safe Haven*. San Francisco, CA: BTW Consultants and LaFrance Associates.

<sup>4</sup> Philliber Research Associates. (2000). *The California juvenile crime prevention demonstration project: Statewide final report, January 1996 through May 2000*.

<sup>5</sup> Schinke, S.P., et al. (1992). "Boys & Girls Clubs in public housing developments: Prevention services for youth at risk." *Journal of Community Psychology*, OSAP Special Report, 118-128.

<sup>6</sup> Opinion Research Corporation. (2006). FIGHT CRIME: INVEST IN KIDS *California*, California Survey of Teens. Oakland, CA: FIGHT CRIME: INVEST IN KIDS *California*.

<sup>7</sup> Lee, B. (2010). *California's after-school commitment: Keeping kids on track and out of trouble*. San Francisco, CA: FIGHT CRIME: INVEST IN KIDS *California*.

<sup>8</sup> Id.

<sup>9</sup> California Afterschool Network. (2012). *State of the state of California afterschool—May 2012*. Davis, CA: UC Davis School of Education and California Afterschool Network

<sup>10</sup> Personal communication with Michael Funk. (2013, April 26). Michael Funk is the Director of the After School Division of the CA Department of Education.



# ACTIVE DAY, HEALTHY LIFE

**60 minutes. Every Child. Every Day.**

Children do better in school and in life when they have the chance to run, play, exercise and be active. In fact, the CDC says that kids should get 60 minutes of physical activity every day. But shrinking school budgets, strapped afterschool programs and unsafe neighborhoods are making this increasingly difficult.

That's why a California Statewide Coalition created the Active Day, Healthy Life Campaign!

Active Day, Healthy Life brings together the fields of recess, Physical Education and afterschool with family members, caregivers and community to ensure that all kids, regardless of race, gender or income, receive 60 minutes of physical activity each and every day.

The campaign comes to life in our brand new Toolkit that offers a 10-step solution including best on-the-ground practices and advocacy strategies that will get your kids moving, healthy and fit!

For more information about the campaign, the ToolKit or how to bring Active Day, Healthy Life to your school site or afterschool program, visit [CoachingCorps.org](http://CoachingCorps.org).

## **The Active Day, Healthy Life Coalition:**

A World Fit for Kids!

California Action for Healthy Kids

California School-Age Consortium (CalSAC)

Communities, Adolescents, Nutrition, FITness (CANFIT)

California Association for Healthy, Physical Education, Recreation and Dance

Center for Collaborative Solutions

Coaching Corps

California School Boards Association (CSBA)

Mission: Readiness

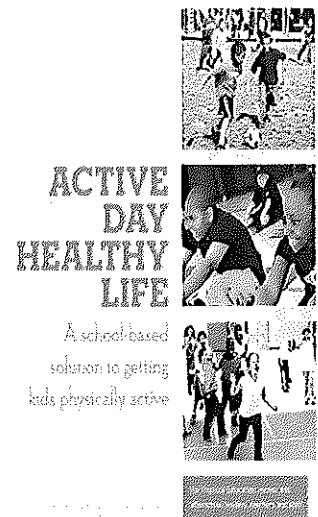
PlayWorks

The Alameda County Office of Education

The California Endowment

The Prevention Institute

Serendipity School San Dimas



COACHING  
CORPS







California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

### Publically Funded After School Programs in CA Senate Districts

District	Legislator	State (ASES) funding in district	Federal (21st Century) funding in district	Total after school funding in district	Students potentially served by after school funds	Total Number of Schools in district	Total number of schools with After School Programs	Percent (%) of schools with after school Programs	Total number of low Income schools (40% FRPM) in district	Number of low Income schools (+40% FRPM) with after school in district	% of low Income schools (+40% FRPM) with after school in district
1	Gaines, Ted	\$7,509,436	\$922,926	\$8,432,362	6,149	454	97	21%	247	92	37%
2	Evans, Noreen	\$11,212,191	\$1,014,650	\$12,226,841	8,967	441	120	27%	276	114	41%
3	Wolk, Lois	\$7,686,693	\$1,588,590	\$9,275,283	6,745	265	75	28%	138	74	54%
4	Nielsen, Jim	\$15,441,314	\$1,838,161	\$17,279,475	12,633	393	165	42%	294	160	54%
5	Galgiani, Cathleen	\$17,376,556	\$2,809,000	\$20,185,556	14,555	286	144	50%	230	144	63%
6	Steinberg, Darrell	\$14,842,059	\$5,465,234	\$20,307,293	14,518	240	129	54%	181	127	70%
7	DeSaulnier, Mark	\$5,932,397	\$562,300	\$6,494,697	4,752	222	42	19%	81	38	47%
8	Yee, Leland Y.	\$12,458,040	\$2,771,741	\$15,229,781	11,070	390	115	29%	253	111	44%
9	Hancock, Loni	\$18,178,845	\$5,769,948	\$23,948,793	16,928	258	166	64%	196	158	81%
10	Corbett, Ellen M.	\$7,849,841	\$2,979,218	\$10,829,059	7,785	208	77	37%	116	75	65%
11	Leno, Mark	\$10,747,516	\$3,559,158	\$14,306,674	10,333	141	92	65%	110	83	75%
12	Cannella, Anthony	\$23,082,991	\$4,187,271	\$27,270,262	19,532	379	218	58%	332	214	64%
13	Hill, Jerry	\$4,783,401	\$823,765	\$5,607,166	4,098	206	47	23%	69	46	67%
14	Berryhill, Tom	\$29,582,837	\$4,322,246	\$33,905,083	24,578	365	240	66%	325	229	70%
15	Beall, Jim	\$9,772,778	\$905,707	\$10,678,485	7,802	218	87	40%	114	82	72%
16	Vacant	\$13,471,227	\$1,995,874	\$15,467,101	11,145	314	126	40%	257	126	49%
17	Monning, Bill	\$9,412,955	\$3,519,460	\$12,932,415	9,394	263	78	30%	144	77	53%
18	Fuller, Jean	\$14,527,908	\$5,069,680	\$19,597,588	13,687	161	116	72%	139	114	82%
19	Jackson, Hannah-Beth	\$11,534,274	\$548,583	\$12,082,857	8,928	250	107	43%	158	99	63%
20	Padilla, Alex	\$17,657,981	\$1,425,896	\$19,083,877	14,013	237	156	66%	215	156	73%
21	Knight, Steve	\$7,729,340	\$403,392	\$8,132,732	5,950	230	78	34%	170	78	46%
22	de León, Kevin	\$16,722,173	\$2,002,425	\$18,724,598	13,518	215	145	67%	192	144	75%
23	Emmerson, Bill	\$10,635,704	\$1,178,971	\$11,814,675	8,727	230	92	40%	168	92	55%
24	Hernandez, Ed	\$19,271,952	\$6,060,223	\$25,332,175	17,753	240	165	69%	217	162	75%
25	Liu, Carol	\$8,072,241	\$1,448,211	\$9,520,452	6,808	187	69	37%	114	69	61%
26	Price, Curren D.	\$4,619,921	\$1,808,523	\$6,428,444	4,468	166	47	28%	59	43	73%
27	Pavley, Fran	\$5,736,697	\$250,000	\$5,986,697	4,373	215	46	21%	89	46	52%
28	Lieu, Ted	\$8,370,700	\$362,500	\$8,733,200	6,404	183	72	39%	112	71	63%
29	Huff, Bob	\$8,989,081	\$627,700	\$9,616,781	6,985	189	73	39%	99	72	73%
30	Calderon, Ron	\$15,734,111	\$5,128,982	\$20,863,093	14,628	196	137	70%	159	130	82%
31	Roth, Richard	\$15,624,283	\$1,835,693	\$17,459,976	12,894	225	124	55%	181	123	68%
32	Vacant	\$12,881,408	\$1,942,916	\$14,824,324	10,794	205	113	55%	171	113	66%
33	Lara, Ricardo	\$18,703,615	\$3,324,867	\$22,028,482	15,745	191	143	75%	166	142	86%
34	Correa, Lou	\$17,400,751	\$256,475	\$19,965,501	14,550	204	127	62%	158	126	80%
35	Wright, Roderick	\$20,712,952	\$595,187	\$26,664,823	19,016	248	168	68%	230	167	73%
36	Anderson, Joel	\$4,495,127	\$907,339	\$5,402,466	3,817	183	46	25%	71	43	61%
37	Battin, Mimi	\$4,083,263	\$203,214	\$4,286,477	3,125	176	34	19%	56	34	61%
38	Wyland, Mark	\$7,982,885	\$220,011	\$10,188,896	7,107	233	89	38%	119	75	63%
39	Block, Marty	\$10,089,160	\$586,000	\$10,647,760	7,754	195	88	45%	116	80	69%
40	Hueso, Ben	\$20,452,261	\$921,356	\$21,373,617	15,600	274	168	61%	213	164	77%

[www.afterschoolnetwork.org](http://www.afterschoolnetwork.org)

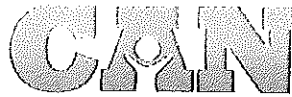




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### Publically Funded After School Programs in CA Assembly Districts

District	Legislator	State (ASES) funding in district	Federal (21st Century) funding in district	Total after school funding in district	Students potentially served by after school funds	Total Number of Schools in district	Total number of schools with After School Programs	Percent (%) of schools with after school Programs	Total number of low income schools (40% FRPM) in district	Number of low income schools (+40% FRPM) with after school in district	% of low income schools (+40% FRPM) with after school in district
1	Dahle, Brian	\$6,991,150	\$732,870	\$7,724,020	5,627	304	86	28%	207	81	39%
2	Chesbro, Wesley	\$7,260,124	\$800,750	\$8,060,874	5,888	267	79	30%	189	74	39%
3	Logue, Dan	\$9,893,855	\$1,098,142	\$10,991,997	8,072	254	109	43%	198	105	53%
4	Yamada, Mariko	\$4,766,663	\$1,000,640	\$5,767,303	4,202	169	52	31%	108	51	47%
5	Bigelow, Franklin	\$3,769,200	\$815,099	\$4,584,299	3,380	249	51	20%	157	51	32%
6	Gaines, Beth	\$774,000		\$774,000	572	128	8	6%	22	8	36%
7	Dickinson, Roger	\$7,917,855	\$1,743,341	\$9,661,196	6,979	133	70	53%	114	69	61%
8	Cooley, Ken	\$6,347,728	\$864,938	\$7,212,666	5,247	118	59	50%	90	58	64%
9	Pan, Richard	\$7,301,808	\$3,694,974	\$10,996,782	7,779	122	64	52%	86	63	73%
10	Levine, Marc	\$3,639,524	\$225,900	\$3,865,424	2,852	159	34	21%	64	33	52%
11	Frazier, Jim	\$3,169,278	\$188,100	\$3,357,378	2,482	125	30	24%	69	30	43%
12	Olsen, Kristin	\$7,097,530	\$2,087,908	\$9,185,438	6,643	165	67	41%	127	66	52%
13	Eggman, Susan Talamantes	\$9,660,452	\$1,695,240	\$11,355,692	8,113	143	79	55%	112	79	71%
14	Bonilla, Susan	\$5,635,632	\$962,150	\$6,597,782	4,778	105	40	38%	62	39	63%
15	Skinner, Nancy	\$7,141,279	\$1,721,005	\$8,862,284	6,394	109	60	55%	77	59	77%
16	Buchanan, Joan	\$594,600		\$594,600	440	113	7	6%	8	4	50%
17	Ammlano, Tom	\$6,114,061	\$2,525,933	\$8,639,994	6,261	74	54	73%	62	50	81%
18	Bonta, Rob	\$11,394,760	\$4,183,943	\$15,578,703	10,873	146	105	72%	118	98	83%
19	Ting, Philip	\$5,351,975	\$1,278,745	\$6,630,720	4,782	73	43	59%	54	38	70%
20	Quirk, Bill	\$4,194,374	\$2,067,258	\$6,261,632	4,437	97	41	42%	58	40	69%
21	Gray, Adam	\$12,305,870	\$1,274,050	\$13,579,920	9,839	167	112	67%	153	112	73%
22	Mullin, Kevin	\$1,897,627	\$502,015	\$2,399,642	1,729	106	21	20%	34	20	59%
23	Patterson, Jim	\$6,735,999	\$451,790	\$7,187,789	5,308	127	52	41%	77	49	64%
24	Gordon, Richard	\$2,885,774	\$321,750	\$3,207,524	2,369	102	26	25%	35	26	74%
25	Wieckowski, Bob	\$2,798,320	\$588,200	\$3,386,520	2,503	103	29	28%	50	28	56%
26	Conway, Connie	\$12,298,182	\$2,842,175	\$15,140,357	10,708	227	115	51%	196	109	56%
27	Campos, Nora	\$8,479,272	\$566,583	\$9,045,855	6,629	114	75	66%	93	71	76%
28	Fong, Paul	\$1,887,885	\$339,124	\$2,227,009	1,611	101	17	17%	28	16	57%
29	Stone, Mark	\$2,588,715	\$905,369	\$3,494,084	2,470	126	25	20%	51	24	47%
30	Alejo, Luis	\$9,019,613	\$3,380,535	\$12,400,148	9,067	155	79	51%	125	79	63%
31	Parra, Henry	\$18,755,075	\$4,542,776	\$23,297,851	16,526	212	145	68%	184	138	75%
32	Salas, Rudy	\$10,975,909	\$1,252,796	\$12,228,705	8,982	158	93	59%	145	91	63%
33	Donnelly, Tim	\$5,962,233	\$497,892	\$6,460,125	4,719	150	62	41%	132	62	47%
34	Grove, Shannon	\$5,762,631	\$268,650	\$6,031,281	4,454	132	47	36%	98	47	48%
35	Achadjian, Katcho	\$4,407,678	\$112,500	\$4,520,178	3,341	135	42	31%	89	42	47%
36	Fox, Steve	\$3,454,184		\$3,454,184	2,547	125	34	27%	100	34	34%
37	Williams, Das	\$4,763,495	\$262,500	\$5,025,995	3,711	136	45	33%	67	37	55%
38	Wilk, Scott	\$1,255,412	\$250,000	\$1,505,412	1,066	111	12	11%	33	12	36%
39	Bocanegra, Raul	\$8,936,630	\$2,863,130	\$11,799,760	8,298	97	70	72%	86	68	79%
40	Morrell, Mike	\$6,528,349	\$953,100	\$7,481,449	5,529	116	51	44%	79	51	65%
41	Holden, Chris	\$4,728,499	\$1,448,211	\$6,176,710	4,339	97	37	38%	62	37	60%
42	Nestande, Brian	\$4,394,850	\$112,500	\$4,507,350	3,327	98	48	49%	81	48	59%
43	Gatto, Mike	\$3,260,321	\$250,000	\$3,510,321	2,545	75	31	41%	45	31	69%
44	Gorell, Jeff	\$4,388,927	\$286,083	\$4,675,010	3,454	105	38	36%	51	38	75%
45	Blumenfeld, Bob	\$4,776,942	\$500,000	\$5,276,942	3,803	91	38	42%	61	38	62%
46	Nazarian, Adrin	\$6,489,148	\$1,706,550	\$8,195,698	5,775	75	52	69%	66	51	77%
47	Brown, Cheryl	\$9,923,714	\$616,181	\$10,539,895	7,707	126	84	67%	117	84	72%
48	Hernández, Roger	\$8,488,558	\$743,000	\$9,231,558	6,726	117	73	62%	104	72	69%
49	Chau, Ed	\$6,340,547	\$509,425	\$6,849,972	4,979	87	50	57%	64	50	78%
50	Bloom, Richard	\$1,904,454	\$862,500	\$2,766,954	1,904	67	20	30%	26	18	69%



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51	Gomez, Jimmy	\$9,452,351	\$3,240,392	\$12,692,743	8,836	123	84	68%	109	83	76%
52	Torres, Norma	\$7,523,217	\$809,715	\$8,332,932	6,150	109	70	64%	96	70	73%
53	Pérez, John A.	\$10,129,295	\$2,959,331	\$13,088,626	9,249	118	82	69%	110	80	73%
54	Mitchell, Holly	\$5,794,992	\$1,530,521	\$7,325,513	5,190	82	51	62%	64	51	80%
55	Hagman, Curt	\$1,764,623		\$1,764,623	1,302	100	17	17%	34	16	47%
56	Pérez, Manuel	\$9,384,084	\$500,000	\$9,884,084	7,209	134	81	60%	122	80	66%
57	Calderon, Ian	\$7,656,600	\$2,129,194	\$9,785,794	6,979	116	72	62%	96	72	75%
58	Garcia, Cristina	\$6,282,666	\$974,372	\$7,257,038	5,269	99	52	53%	86	52	60%
59	Jones-Sawyer, Reginald	\$11,100,546	\$3,987,511	\$15,088,057	10,521	133	97	73%	102	90	88%
60	Linder, Eric	\$6,640,797	\$570,327	\$7,211,124	5,326	105	49	47%	78	49	63%
61	Medina, Jose	\$8,642,373	\$1,238,366	\$9,880,739	7,296	118	73	62%	101	72	71%
62	Bradford, Steven	\$9,364,508	\$3,113,515	\$12,478,023	8,886	121	76	63%	103	75	73%
63	Rendon, Anthony	\$9,966,478	\$1,412,667	\$11,379,145	8,174	97	78	80%	93	78	84%
64	Hall, Isadore	\$12,477,572	\$3,447,171	\$15,924,743	11,323	135	106	79%	131	105	80%
65	Quirk-Silva, Sharon	\$6,468,515	\$377,700	\$6,846,215	4,986	90	53	59%	67	53	79%
66	Muratsuchi, Al	\$2,232,921	\$560,208	\$2,793,129	1,969	94	19	20%	28	19	68%
67	Melendez, Melissa	\$2,538,626	\$131,371	\$2,669,997	1,971	96	22	23%	48	22	46%
68	Wagner, Donald	\$2,880,562	\$203,214	\$3,083,776	2,236	97	25	26%	37	25	68%
69	Daly, Tom	\$12,208,729	\$2,304,000	\$14,512,729	10,502	93	82	88%	91	82	90%
70	Lowenthal, Bonnie	\$6,702,669	\$500,000	\$7,202,669	5,224	86	47	55%	66	45	68%
71	Jones, Brian	\$3,775,148	\$572,399	\$4,347,547	3,097	134	53	40%	75	45	60%
72	Allen, Travis	\$5,983,042	\$537,750	\$6,520,792	4,791	110	51	46%	72	51	71%
73	Harkey, Diane	\$562,500		\$562,500	415	84	5	6%	16	5	31%
74	Mansoor, Allan R.	\$1,202,701		\$1,202,701	889	78	9	12%	19	9	47%
75	Waldron, Marie	\$4,287,387	\$1,471,612	\$5,758,999	3,977	106	40	38%	54	37	69%
76	Chávez, Rocky J.	\$3,807,358	\$907,339	\$4,714,697	3,310	97	40	41%	53	37	70%
77	Malenschein, Brian	\$3,669,970	\$50,400	\$3,720,370	2,738	102	30	29%	35	23	66%
78	Atkins, Toni	\$4,695,545	\$248,400	\$4,943,945	3,600	86	40	47%	54	36	67%
79	Weber, Shirley	\$7,003,850	\$988,756	\$7,992,606	5,716	116	62	53%	76	61	80%
80	Vacant	\$11,758,579	\$104,400	\$11,862,979	8,731	122	90	74%	102	87	85%

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