



Increased support for afterschool recovery and enrichment

Re: Organization Sign-on Letter re: Increased Support for Afterschool Recovery and Enrichment Programs

May 7, 2021

To: Governor Gavin Newsom, Senator Nancy Skinner, Senator John Laird, Assemblymember Phil Ting, and Assemblymember Kevin McCarty

cc: Assembly Budget Subcommittee #2 on Education Finance, Senate Budget Subcommittee 1 on Education, California Department of Finance, and the California Department of Education

We represent thousands of California families, nonprofit organizations, and education leaders who are asking you to allocate funding in this year's budget to give the kids most impacted by the pandemic-- low-income students of color, students with special needs, and English learners-- the after and out-of-school school enrichment they need to recover and thrive.

As you are already well aware, this pandemic has further revealed racial inequities that are deeply embedded in our school system and continue [to worsen](#). Researchers project that Black and Latino students may experience 12–16 months of learning loss by the end of the school year because of school closures during COVID-19. That is on top of the fact that many students were already behind before the pandemic.^{1 2} Parents are deeply concerned about the academic and socioemotional toll that distance learning is taking on their children and the widening disparities in our education system. If we don't take bold action now, this generation of children, especially children of color, may experience lifelong impacts of learning loss, including challenges getting to and through college and reduced lifetime earnings.³ [We invite you to listen](#) to parents' stories, concerns, and priorities directly.

It is essential to provide expanded support in schools and a significant amount of funding is being made available to do this. **Yet, schools and teachers can't do it alone.** Schools and districts are doing everything in their power to address the problem, but they are facing a major teacher shortage across California and teachers are burnt out, which will affect schools' ability to offer extended learning and enrichment programs to adequately address learning loss.⁴

Recovering from this pandemic requires all hands on deck. Many nonprofits have been offering critical services to help our kids throughout the pandemic. As California determines how to use the windfall of funding available through multiple federal relief packages, we must not only consider the critical support districts provide to students and families, but also the wraparound out-of-school services and programs that will continue to shape the future of our K-12 students across California. These programs provide vital services like 1:1 and small group tutoring, learning pods, homework hubs, and

¹ <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime>

² https://credo.stanford.edu/sites/g/files/sbiybj6481/f/short_brief_on_learning_loss_final_v.3.pdf

³ <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime>

⁴ <https://learningpolicyinstitute.org/product/california-covid-19-teacher-workforce-report>

afterschool and summer enrichment. These services have proven [invaluable](#), especially for under-resourced communities. Research has shown that expanded learning programs can help reengage students in learning and close opportunity gaps for students who have been disproportionately impacted during the pandemic.⁵

Furthermore, parents and organizations are concerned that state and federal funding will not reach the communities that have been most impacted by the pandemic. A 2020 [state audit report](#) revealed that some districts have not used LCFF funds intended for low-income students, English learners, and foster youth to serve those students. The reality is that even before the pandemic, a significant amount of money originally intended for underserved students was not reaching them. This is a systemic problem that we cannot fully address in this letter and will not be resolved in this budget cycle. **We need to meet the immediate needs of kids who are falling behind now.**

For these reasons, we urge you to ensure more funding is made directly available to nonprofit community based organizations (CBOs) that are already providing high-quality, culturally and linguistically responsive expanded learning and socioemotional support to our most underserved students. We are facing an unprecedented crisis which requires an unprecedented amount of resources and community-wide solutions. We need to ensure that both the one-time federal funds available through the COVID relief packages, as well as existing funds through After School Education and Safety (ASES) and 21st Century Community Learning Centers (21st CCLC), are increased to meet the needs of all our students and made directly available to the nonprofit CBOs that are best positioned to address this crisis. We must also ensure that this support isn't just a one-time drop in the bucket, but sustained over time, given that we know the effects of learning loss are estimated to be lifelong and will require longer-term mitigation efforts by all not just school districts.

We propose the following:

- 1. Ensure that the \$300+ million available to California through the American Rescue Plan (\$150+ million for summer enrichment and \$150+ million for afterschool programs⁶) is made directly available to nonprofit CBOs that have a demonstrated impact of serving historically underserved K-12 students (low-income students of color, English learners, and students with special needs). We recommend that these funds be made available through an application process that is administered by local county offices of education.** Many nonprofits have stepped up to provide educational enrichment programming to K-12 public school students. As we seek to address the effects of a pandemic that has placed significant burden on families and teachers, we believe now is the time for nonprofit CBOs to be able to access the resources they need to support our students.
- 2. Ensure that the \$753+ million available to California through the American Rescue Plan to address learning loss⁷ is made directly available to nonprofit CBOs that have a demonstrated impact of serving historically underserved K-12 students (low-income students of color, English learners, and students with special needs). We recommend that these funds be administered by local county offices of education.** As mentioned previously, countless nonprofit CBOs across the state are already positioned to address

5 "Afterschool Programs: A Review of Evidence Under the Every Student Succeeds Act," Wallace Foundation, March 2019. "From a Nation at Risk to a Nation at Hope," National Aspen Commission on Social, Emotional, and Academic Development, 2020 "The Value of Out-of-School Time Programs," RAND Corporation, 2017. "Evidence-based Considerations for COVID-19 Reopening and Recovery Planning," National Summer Learning Association, March 25, 2021.

6 <https://afterschoolalliance.org/covid/American-Rescue-Plan.cfm>

7 <http://afterschoolalliance.org/documents/ARP-budget-chart.pdf>

learning loss through afterschool programs and summer enrichment. We need to ensure they have the support they need to serve more students and continue offering high-quality services.

3. **Provide a cost-of-living-adjustment (COLA) for ASES and 21st CCLC expanded learning programs.** In the January budget proposal, a COLA is provided for the Local Control Funding Formula (LCFF) and many other education-related programs but does not include a COLA for ASES and 21st CCLC. We support the recommendation made by the California Afterschool Advocacy Alliance (CA3) to include an annual cost-of-living-adjustment (COLA) for ASES and 21st CCLC. An annual COLA is necessary to ensure that a baseline of services continue for students and families as operational costs increase. As the CA3 states in its drafted letter to Governor Newsom: “Since 2007, the state minimum wage has increased 75%, but funding for ASES programs only increased 18%. At the current \$14 minimum wage, programs struggle to pay their essential staff with less than \$3 an hour per student from the state. ASES urgently requires an additional \$136 million and 21st CCLC requires an additional \$58 million to keep up with the annual minimum wage increases, cost of living increases, and a decade of underfunding. These COLAs would bring funding rates to \$10.75 per student per day.”
4. **Implement new guidelines and criteria to ensure that all afterschool recovery funds (ASES, 21st CCLC, and federal relief funds) are directed to the most underserved students.** We recommend that the following guidelines/criteria be implemented:
 - a. Prioritize programs that are culturally and linguistically responsive and ensure these programs have a proven track record of successfully serving a wide range of historically underserved students and diverse populations, particularly low-income students of color, English learners, and students with special needs.
 - b. Prioritize programs that focus on acceleration not remediation, ensuring that they are offering high-quality, grade-level content to students (whether their programs provide academic or socioemotional support or both).
 - c. Prioritize funding programs with the greatest need/greatest proportion of underserved students. Continue to use the free and reduced price meal ranking as a metric to ensure funds are targeted to organizations/communities that have the greatest need. We also recommend beginning to use chronic absenteeism data to determine where there is the greatest need (particularly given how much chronic absenteeism has increased during the pandemic) and in order to ensure that funds are equitably distributed, given the significant discrepancies in chronic absenteeism between student populations.⁸ We recommend referring to the [recommendations for measuring chronic absenteeism](https://edsources.org/2020/new-california-absenteeism-data-shows-big-discrepancies-between-white-black-students/645485) that have been posed by Attendance Works and other organizations who are experts in this field.
5. **Support the structural changes proposed in the new legislation being proposed by Assemblymember Carillo (AB1112) to repeal the maximum grant amounts for the ASES, 21st CCLC, and High School ASSETs programs.** Currently there is a cap on how much ASES and 21st CCLC funding individual grantees can receive each year. We support the structural changes proposed in this new legislation, which we believe will help ensure that grantees are able to access adequate funding to meet the needs of students.

⁸ <https://edsources.org/2020/new-california-absenteeism-data-shows-big-discrepancies-between-white-black-students/645485>

6. **Ensure that the process of selecting nonprofit organizations to receive afterschool recovery funds (ASES, 21st CCLC, and federal relief funds) is transparent and engages parents and families.** We recommend developing a formal stakeholder engagement process to ensure that parents and families are able to engage in decision making and accountability regarding the distribution of both federal relief funding for afterschool enrichment programs and ongoing ASES and 21st CCLC funding. We propose that a group of community-based organizations and community leaders who are representative of the diverse communities served by afterschool and enrichment funds be invited to use their expertise to collectively design a responsive process of stakeholder engagement.

This once-in-a-generation crisis has affected each of our families in consequential ways. The opportunities a society provides for its young people reflect its moral fiber. We call on the legislature and the Governor to invest in resources that will allow all our communities to recover from the COVID-19 pandemic and emerge stronger together.

Sincerely,

Parents for the Future of California [\(link individual petition signatures\)](#)

Innovate Public Schools

Alliance for a Better Community

Bayshore Christian Ministries

Boys and Girls Club of Silicon Valley

Boys and Girls Club of the Peninsula

Community Advisory Committee for Special Education (CACSE)

Center for Powerful Public Schools

Communities in Schools Los Angeles

Diversity in Leadership Institute

Families in Schools

Great Public Schools Now

Great Schools

InPlay

L.A. Coalition for Excellent Public Schools

Los Angeles Urban League

Our Turn

Our Voice: Communities for Quality Education

Para Los Ninos

Parent Institute for Quality Education (PIQE)

Parent Revolution

Peninsula Conflict Resolution Center (PCRC)

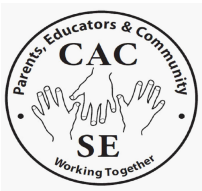
Sacred Heart Community Service

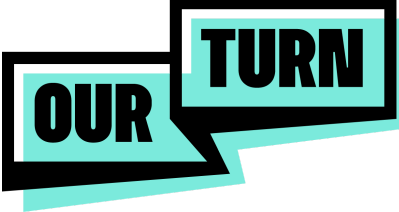
Speak Up

United Parents and Students (UPAS)

YMCA of Metropolitan Los Angeles

Youth United for Community Action

		
Alliance for a Better Community	Boys and Girls Club of Silicon Valley	Community Advisory Committee for Special Education (CACSE)
		
Center for Powerful Public Schools	Communities in Schools Los Angeles	Diversity in Leadership Institute
		
Families in Schools	Great Public Schools Now	Innovate Public Schools
		
L.A. Coalition for Excellent Public Schools	Los Angeles Urban League	Our Voice: Communities for Quality Education
		
Para Los Niños	Parent Institute for Quality Education (PIQE)	Parent Revolution

 PCRC PENINSULA CONFLICT RESOLUTION CENTER	 SACRED HEART COMMUNITY SERVICE	 SPEAK UP UNITED PARENTS
Peninsula Conflict Resolution Center	Sacred Heart Community Service	Speak Up
 BAYSHORE CHRISTIAN MINISTRIES	 United PARENTS & STUDENTS	 the YMCA
Bayshore Christian Ministries	United Parents and Students (UPAS)	YMCA of Metropolitan Los Angeles
 Great! SCHOOLS.org	 inplay	 OUR TURN
Great Schools	InPlay	Our Turn
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