



# Expanded Learning for California's Children

*Final Evaluation Report of the After-school & Summer  
Enrichment Subprogram's Investment Strategy*

MAY 19, 2017

*Prepared for  
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# Introduction

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High-quality expanded learning programs are powerful interventions for stemming summer learning loss, improving outcomes for children, and building community. The David and Lucile Packard Foundation's (the Foundation) 2009–16 After-school and Summer Enrichment Subprogram (the Subprogram) aimed to make after-school and summer learning integral to a system of high-quality learning in California, with an ultimate goal of narrowing the achievement gap for California's low-income children.<sup>1</sup>

This report provides an assessment of the Foundation's summer learning strategy since its inception in 2009 through its sunset in 2016. For those who have participated in the seven-year investment, both at the Foundation and in the field, this report is an opportunity to aggregate the many successes and challenges across those years and consider the lasting benefits as well as the work still to be done. Funders and others will find useful examples of how the strategy leveraged big changes within a large public system, and how long-term relationships among institutions and individuals shape and sustain system change.

The Foundation's strategy of interlocking investments in three areas—Quality Practice, Systems Building, and Policy Development and Stakeholder Engagement—is an acknowledgement that its goal to make expanded learning integral to a system of learning requires various approaches to reach and influence diverse stakeholders who, collectively, have the power to make this happen.<sup>2</sup>

- **Quality Practice:** The Foundation invested in 10 target communities across California to serve as models for how, with adequate funding and community partnerships, summer learning programs could become integral components of students' continuous learning experience. As part of this investment, the Foundation supported the development and use of standards to define quality in summer learning programs. Each target community partnered with a technical assistance (TA) provider, who helped the programs use quality standards to assess how they can improve and implement changes.
- **Systems Building:** The cornerstone for this strategy was cultivating a statewide network of TA providers who developed a streamlined set of standards for summer learning programs to help program providers assess areas for quality improvement. The Foundation supported ASAPconnect, the **System of Support for Expanded Learning Leads (SSEL Leads)**, formerly known as Regional Leads), and other TA providers to develop and implement training, coaching, and convenings to help expanded learning programs to grow and strengthen their work.

For readers who are less familiar with California's expanded learning organizations and resources, the organizations and field terms that appear in bold green letters are explained in the Glossary (Appendix B).

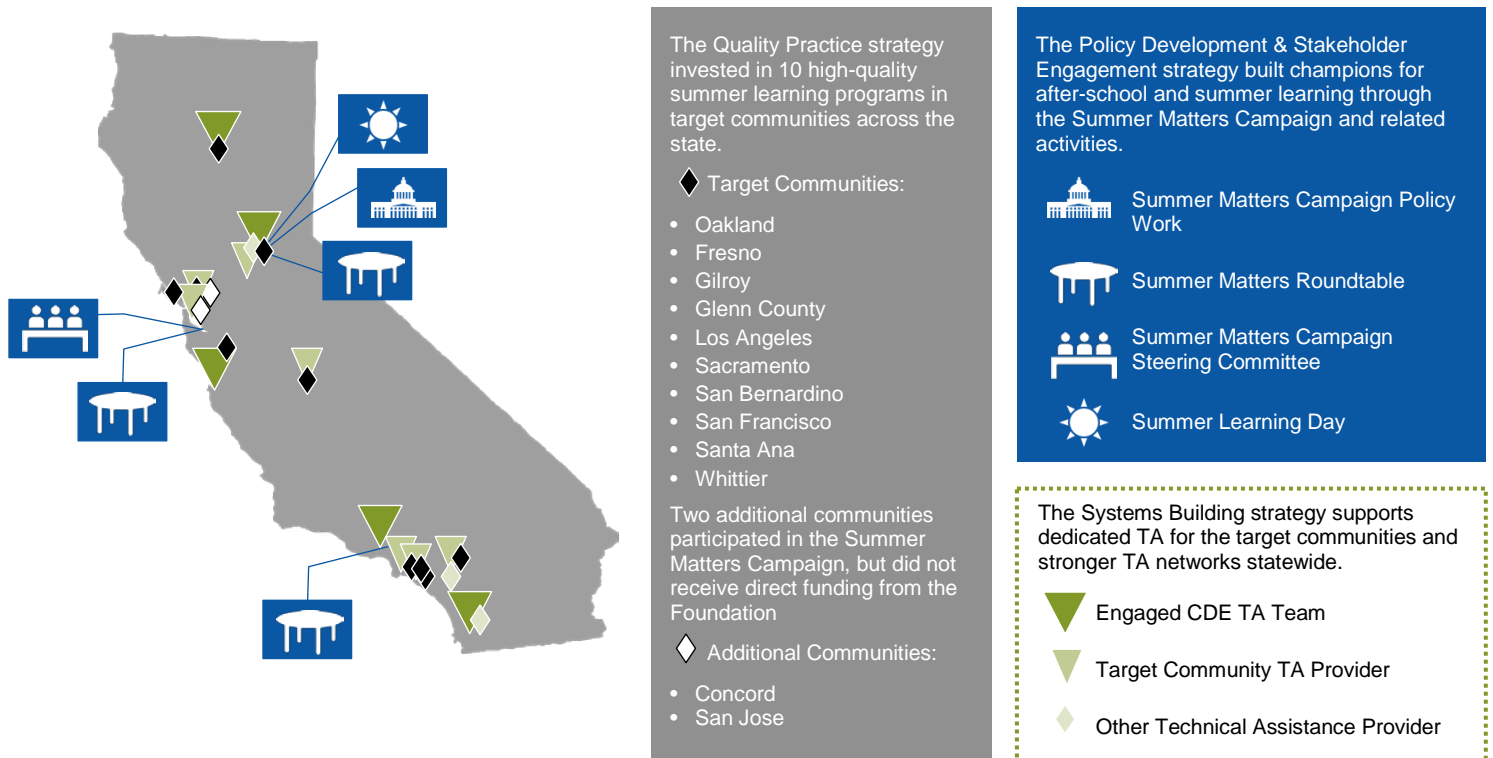
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<sup>1</sup> The Subprogram was in pilot phase from 2009 to 2011, and moved to full capacity in 2011.

<sup>2</sup> See Appendix A for the strategy's Theory of Change.

- Stakeholder Engagement and Policy Development:** This aspect of the strategy contained several elements. Grantees and stakeholders participating in the [Summer Matters Campaign](#) sought to increase the salience of expanded learning among state and district K–12 education leaders; policymakers; likeminded groups such as state parks, public libraries, and community colleges; as well as philanthropic organizations. The premise was that with a broader and deeper set of supporters, after-school and summer learning program providers would be better able to secure the positive changes to public policy that they desire, such as increases to federal funding streams, more flexible guidelines for state funding, and inclusion of expanded learning as priorities in local school district plans.

### Summer Learning Strategy Components



The Foundation intended for these three areas to build off one another and work together systematically, rather than serve as three stand-alone pillars. For example, the Foundation’s Theory of Change assumed that high-quality model programs, driven by quality standards and supported by a system of technical assistance, could stimulate demand for more programs like them and compel stakeholders and champions to advocate for them. Greater advocacy, then, would lead to policies and increased funding to expand quality program models—and the requisite system of technical assistance—to more communities in California. In addition, across the areas of this strategy, the Foundation sought to utilize its private funding to bolster structures already in place in the public system. The Foundation’s interlocking strategies aimed to raise educational leaders’ commitment and action to make expanded learning, particularly summer learning programs, more accessible to California’s children. The Putnam Consulting Group has produced a case study for funders that looks at the investment strategy in more detail.<sup>3</sup>

<sup>3</sup> Putnam-Walkerly, Kris & Russell, Elizabeth. (2017) *Seven Years of Summer: The Story of the Packard Foundation’s Catalytic Investment in Summer Learning*. <https://www.packard.org/what-were-learning/resource/story-packard-foundations-catalytic-investment-summer-learning-california/>.

The early stages of the strategy emphasized summer learning as a way to build upon the Foundation’s prior investments and lessons learned in after-school, as well as the commitment already exhibited by leaders to after-school programs. As described in more detail throughout the report, much of the Foundation’s strategy ultimately integrated support for after-school and summer learning programs (those that are funded through **After School Education Safety Program [ASES]** at the state level and **21<sup>st</sup> Century Community Learning Centers [21<sup>st</sup> CCLC]** at the federal level), later encapsulated as the field of expanded learning.

Over the course of seven years, the Foundation invested nearly \$31 million in this strategy. True to the strategy’s design of three interlocking investment areas, the work of a single grantee often spanned more than one investment area and usually shifted over time. The strategy initially focused heavily on the 10 target communities and the requisite summer learning quality standards, TA, and leadership development, and then in later years expanded outward to address needs in other parts of the state. For the full list of grantees, see Appendix C.

## SUBPROGRAM OUTCOMES AT A GLANCE

The Foundation believed that greater salience of summer learning and after-school programs as strategies for student success would lead California’s K–12 leaders to strengthen those programs and integrate them into the larger educational system.

Long-Term Outcome Areas <sup>4</sup>	Progress & Results (see further pages in this report for details)
<p><b>Greater understanding and use of quality standards in after-school and summer learning programs</b></p>	<p>Program providers increasingly support having field-level quality standards as well as their own program-level standards (page 10).</p> <p>Foundation-funded investments in defining and measuring summer quality played an instrumental role in the development of the California Department of Education’s (CDE) Quality Standards for Expanded Learning in California released in 2014 (page 11).</p> <p>Many program providers are implementing CDE’s Quality Standards for Expanded Learning (pages 11–12).</p>
<p><b>Strong summer learning TA integrated with larger after-school TA system</b></p>	<p>CDE and its statewide TA partners have integrated summer learning TA into the provision of overall expanded learning (pages 15–16).</p> <p>The Foundation’s investments strengthened the state’s overall expanded learning TA ecosystem (page 14) and contributed to improvements in program providers’ experiences with TA (pages 19–20).</p> <p>More programs are receiving TA for their expanded learning programs than in previous years (page 16).</p> <p>More TA providers now provide training and coaching related to summer learning (pages 15–16).</p>
<p><b>Better integration of school day, summer, and after-school learning</b></p>	<p>Expanded learning program providers report more instances of collaboration with school day educators to develop and implement programs (page 29).</p> <p>After-school and summer learning programs in most districts report more joint planning, hiring the same staff, and integrated curricula (page 29).</p>

<sup>4</sup> These long-term outcome areas are a summarized list of long-term outcomes in the Subprogram’s Theory of Change (See Appendix A ).

Long-Term Outcome Areas <sup>4</sup>	Progress & Results (see further pages in this report for details)
<p><b>Increased resources for after-school and summer learning programs</b></p>	<p>Program providers report that public and private funding for expanded learning programs is stagnant. Expanded learning funding sources remain unchanged since 2011 (pages 23–24).</p> <p>Although there are no new funding streams for summer learning, Summer Matters helped attain a few durable policy changes favorable to summer learning and its integration with after-school and the school day (page 31).</p> <p>Some summer learning partnerships—originally created to enhance program quality—also provided programs with modest sustainability support (pages 33–34).</p>
<p><b>More champions for expanded learning programs among educators, state and local officials, and leaders of other stakeholder groups</b></p>	<p>Through a collaborative approach, the Summer Matters Campaign substantially expanded the base of support for summer learning (page 6).</p> <p>A total of 160 district superintendents and administrators signed a public statement as strong supporters of summer learning programs (pages 7 &amp; 27).</p> <p>More education officials—from district superintendents to classroom teachers—see the value of expanded learning programs after working with the program providers and field leaders trained by the Summer Matters Campaign (pages 27–28).</p>
<p><b>Increased recognition by K–12 leaders of expanded learning’s benefits</b></p>	<p>Program providers believe most K–12 leaders still view expanded learning as only somewhat important to student learning (page 28).</p> <p>Summer learning loss has become more widely understood by K–12 leaders and others at local and state levels throughout California, and more stakeholders view summer learning programs as a key solution (page 27).</p>

## ABOUT THIS REPORT & EVALUATION

The assessment in this report, similar to Informing Change’s earlier interim reports evaluating the Foundation’s summer learning investment strategy, builds from outcomes articulated in the Subprogram’s Theory of Change (see Appendix A) and addresses the following overarching question and three sub-questions:

- How and to what extent has the combination of the Subprogram’s three funding investments influenced California’s K–12 leaders’ perceptions of the contributions of after-school and summer learning to a system of learning for children?
  - How and to what extent have the Subprogram’s investments in **quality practice** improved quality indicators for summer learning programs and also produced summer learning demonstration programs that are linked to the school day, after-school, and surrounding communities?

### Previous Evaluation Reports

This report draws from but does not repeat the findings and conclusions of earlier evaluation reports. For additional reading about the Foundation’s strategy and results, please refer to the following publications.

- [More Than Supply & Demand: The State of Technical Assistance for Expanded Learning Programs in California](#)
- [Midterm Evaluation Report of the After-school & Summer Enrichment Subprogram’s 2011–16 Strategy](#)
- [Evaluation Baseline Findings from the David & Lucile Packard Foundation After-school & Summer Enrichment Subprogram’s 2011–2016 Strategy](#)

- How and to what extent have the Subprogram’s targeted investments in after-school and summer learning systems building improved and integrated the **technical assistance** available to publicly-supported after-school and summer learning programs?
- How and to what extent have the Subprogram’s investments in **policy development and stakeholder engagement** created more after-school and summer learning program resources, access, demand, and growth?

## Methodology

Throughout the evaluation, Informing Change applied a mixed-methods approach to data collection, combining surveys, interviews, secondary data, and observations. This final report draws upon data gathered over the last five years from an array of sources, including stakeholders directly connected to the investment and those outside of it (e.g., program providers from across the state). Appendix D provides more details on our methodologies throughout the evaluation’s lifespan that have contributed to these findings.

The findings in this report address the overarching evaluation question and sub-questions, but by topical clusters rather than a linear progression through the list. This report starts with a discussion of the strategy’s core investment in the Summer Matters Campaign, and continues with findings on investments that helped to mature the field—defining program quality and building a system of support. We then discuss funding and changing attitudes on expanded learning, and continue with a longer discussion on sustainability of progress. We conclude with final thoughts on the Foundation’s investments and the state of the field.

## The Summer Matters Campaign

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To achieve its ambitious goals of field building and infrastructure development, the Foundation engaged lead grantees as expert advisors and thought partners from the investment's outset. During the investment's pilot phase (2009–11), a small team called the Summer Practice Consortium helped shape projects and assess progress. As the strategy components unfolded with more grantees and more types of activities around the state, the Foundation depended more on this team for leadership, coordination, and communication, allowing for more nimble implementation and fewer bottlenecks in decision making about field-level actions.

From these origins emerged the Summer Matters Campaign, headed by a leadership group of grantees dedicated to building awareness and support of high-quality, publicly-funded summer learning programs throughout California.<sup>5</sup>

Since 2011, the Campaign has expanded awareness of summer learning loss and the role of summer learning programs to a widening circle of stakeholders, including school district leaders, state agencies, state legislators and their staff, and youth development organizations.

**Through a collaborative approach, the Summer Matters Campaign substantially expanded the base of support for summer learning.**

Campaign leaders worked as an organized collaborative to craft and monitor field-level tactics that supported the Foundation's goals to improve the quality and availability of summer learning programs. The Summer Matters Campaign has been led by the Partnership for Children and Youth (PCY) and supported by a **Steering Committee** representing approximately 10 state and regional organizations. Together, the organizations on the Steering Committee developed annual workplans with the Foundation's input and coordinated their activities to advance a shared vision. For the last few years, each grantee serving on the Steering Committee has taken responsibility for completing one or more projects and attaining measurable objectives. Through this work, individual Steering Committee members and their organizations developed leadership capacity, building relationships across the state, becoming experts in program access and quality, addressing turf concerns, and developing audiences for their messages.

**Working as the Summer Matters Campaign, the collaborative group of grantees made considerable progress toward the outcomes the group set for itself.**

To support the Foundation's strategies, the Summer Matters Campaign Steering Committee works from a set of outcomes and annually sets measures of success, delegates responsibilities among the member organizations, and

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<sup>5</sup> See Appendix B for the list of grantees that have served as leaders in the Summer Matters Campaign.



assesses progress at least quarterly. This disciplined approach has produced positive results. The Campaign's six key outcome areas in 2016 were:

**1. Creation of new summer learning programs.**

While it is hard to pinpoint a specific number due to a lack of statewide data, the Campaign has contributed to new programs across the state. Some of these new programs were previously recreational ones that shifted to focus more on learning. Other sites started using fee-based models and **Local Control and Accountability Plans (LCAPs)** to fund new programs. The Summer Matters Campaign leveraged regional networks and cultivated strategic relationships that built district superintendent buy-in to make new programs possible. At the same time, district leadership turnover slowed progress in several regions.

**2. Increased use of the Campaign's TA tools by summer learning programs.**

The Campaign has been very successful in disseminating TA tools through SSEL Leads, regional networks, other TA providers, and the Summer Matters website. Programs are looking for and using continuous improvement tools, such as the National Summer Learning Association's (NSLA) **Comprehensive Assessment of Summer Programs (CASP)** and the shortened version developed by ASAPconnect through the Foundation's investment, called the **Quick CASP**. The challenge is the scale of the field—reaching programs throughout the state requires an incredible amount of resources and a variety of strategies, and is an ongoing effort.

**3. Commitment from K–12 leaders in districts across California to invest in year-round learning.**

Through individual relationships and group events, the Campaign has generated increased attention to summer learning in district leadership circles by recognizing 160 district superintendents and administrators who are strong supporters of summer learning programs. The Campaign's tools have helped many expanded learning programs prepare for and participate in their district's LCAP process. However, there is steep competition for LCAP funding, and the Campaign plans to continue working with programs to organize site visits to increase interest and buy-in of district leaders. The Summer Matters Campaign continues to partner with the California School Boards Association (CSBA) to develop LCAP tools, produce resources and workshops for school board members, and make peer-to-peer contacts at conferences and site visits. The Campaign also partners with the California County Superintendents Educational Services Association (CCSESA) to disseminate information and resources to school districts through the state's network of County Offices of Education.

**4. A growing, active group of supporters promoting summer learning.**

Beginning in 2011, the Campaign hosted **Roundtable** meetings multiple times a year at various locations in the state and sponsored Summer Matters "roadshows" for interested community leaders, education leaders, and local government officials to visit target community programs and see a high-quality summer program in action. Connections between organizations and individuals involved in summer learning have been in place and growing through the Roundtables, other Campaign events, and the Foundation's convenings and grantee retreats.

**5. Creation or improvement of citywide systems of summer learning.**

A small number of cities have begun new networks or collaboratives for summer learning, including San Bernardino, Visalia, and San Jose. Working with the Campaign, these and other citywide systems (e.g., Oakland, San Francisco) are developing and highlighting local summer learning champions.

6. **Collaboration with the CDE Expanded Learning Division to promote and support summer learning as an integral part of year-round learning.**

The Campaign has had a great partnership with CDE's Expanded Learning Division, working together to promote and institutionalize summer learning (e.g., 21<sup>st</sup> CCLC request for applications for year-round programming, developing the technical assistance system of support). Expanded Learning Division staff say Summer Matters Campaign leaders have been valuable collaborators in advancing awareness and knowledge about summer learning benefits within CDE. Some Summer Matters leaders worry that federal budget changes under the new presidential administration coupled with the already high operational workload within the Expanded Learning Division will be obstacles to further integration in the foreseeable future.

**The Summer Matters Campaign is still determining its post-2016 structure and transitioning from a centrally directed, close-knit campaign to a new structure of partner organizations in a larger, looser network.**

Campaign leaders have spent time designing next steps after the Foundation's support sunsets. The Steering Committee secured consultant assistance to further develop the network of summer learning professionals, partners, and other stakeholders connected through Summer Matters activities. The Campaign has also tested some activities to encourage the development of this network, including bringing in greater programmatic and geographic diversity.

As of this writing, the Steering Committee will largely stay intact after the Foundation's involvement concludes. Despite reduced funding, the majority of the Steering Committee members have made commitments to continue developing and disseminating summer learning resources, but they will cut down on public events, roadshows, and other high-cost activities.

***“The out-of-school time field in California is light years ahead of the rest of the country. So I think that the Packard Foundation and their grantees should be really proud of how far they've pushed the field.”***

– Field Leader

## Defining Quality

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A major accomplishment of the Foundation's investments was helping California's expanded learning field arrive at what is now a widely-accepted definition of a high-quality summer learning program. Starting in the 10 target communities and with their deeply involved TA providers, the story of quality summer learning and how to measure it took shape and spread. This work supported CDE's development of a new set of quality standards for California expanded learning programs. Expanded learning programs across the state, along with their TA providers, are increasingly using these standards to guide their program planning and development.

### **The experience of the 10 target communities broadened awareness of high-quality summer learning, paving the way for field-level acceptance of summer quality standards and indicators.**

The Foundation investment provided a space in which, with corresponding funding and technical assistance, communities could develop and fine-tune quality summer learning programs. Each target community received funding to support quality programming, took part in a network of practice with the other target communities, and committed to using a comprehensive program assessment tool to improve program quality. The Foundation also invested in the California State Parks Foundation and the California Library Association to promote state-local program partnerships. Initial grants to target community programs encouraged them to address literacy, healthy eating, and outdoor activities in their summer curriculum.

Initially, the target communities and their TA providers worked with the NSLA to pilot test and adapt NSLA's CASP, a research-based assessment that measured the quality of summer programs. Over the course of the investment, Foundation grantees worked together to develop a shorter version of the tool called the [Quick CASP](#), which has been more widely used than the CASP and more closely reflects the program improvement experiences of the grantees. Based on the target communities' experience, the CASP, and other research, the Summer Matters Campaign distilled a short list of program elements that contribute to successful summer learning outcomes and promoted this list to a broad audience.

#### **The Summer Matters Campaign's Six Elements for a High-Quality Summer Learning Program**

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1. Broadens children's horizons
2. Includes a wide variety of activities
3. Helps children build skills
4. Fosters cooperative learning
5. Promotes healthy habits
6. Lasts at least one month

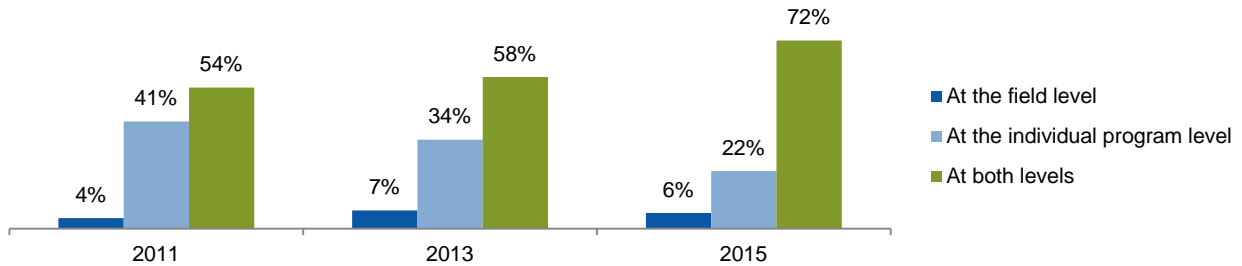
The availability of demonstration sites helped to build interest in summer learning programs and to disseminate best practices. Education leaders and other program providers could observe and learn about program outcomes. Examples from the target communities' experiences illustrated discussions at conferences and formed the base of new training resources used across the state. Real-life stories of successes and struggles, not theory, made their way across many parts of the state through one-on-one conversations between program providers and TA

providers at local conferences and trainings, sparking further interest in high-quality summer learning and developing a shared understanding and vocabulary.

As evidence of the growth in field-level acceptance of quality standards, only 54% of program providers responding to the 2011 baseline survey for this evaluation believed that quality standards for expanded learning programs should be developed and implemented at both the field and individual program levels. In the final survey conducted in 2015, this number jumped to almost three-quarters (72%) of program providers surveyed (Exhibit 1).

### Program providers increasingly believe that quality standards should be developed and implemented at both the field and individual program levels

Exhibit 1 | n=80–215 | Program Provider Survey 2011, 2013, 2015



*“I think that we really provided a good scaffolding of what quality can look like and although people are riffing off of it, they do have an image of what good programs look like. We provided a really good template for that. When people talk about summer programs, they talk about quality summer programs.”*

– Packard Foundation Staff

### The CASP assessment tool played a key role in encouraging a common, statewide definition of summer quality.

The Foundation required that the 10 target communities conduct program assessments using the CASP. Over the course of their five years of funding, the target communities displayed an increasing level of comfort with and knowledge of the CASP and its indicators of quality for summer learning programs. Program providers also began adapting the CASP, pulling elements that were most useful into other assessments to create a tool that better fit their program needs. The commonalities in these modified tools helped the target community programs to understand the elements necessary for quality.

*“I think that those assessment tools [the CASP and the Quick CASP] are critical components of having a road map of how to actually build and improve the summer program. We go back to those tools all the time when we are talking to program providers.”*

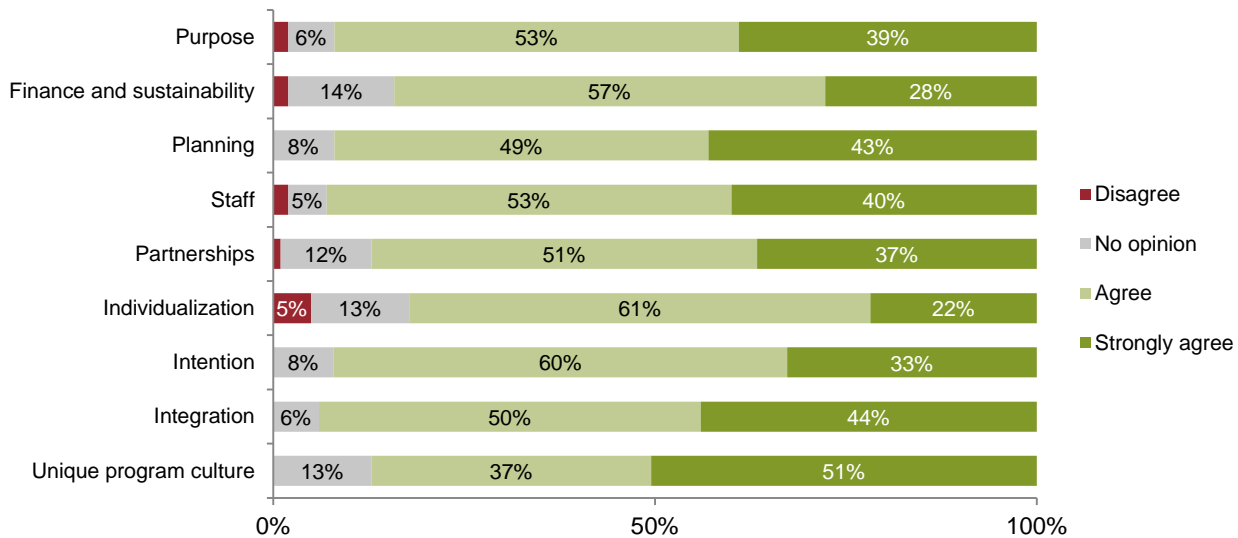
– TA Provider

Although the use of the CASP tool itself has been generally limited to Foundation-funded grantees (in part because it takes a large amount of time to implement), the ideas of quality indicators and continuous quality improvement have made their way into other programs. In the 2015 survey of program providers, the majority of providers agreed or strongly agreed that the nine CASP domains are essential elements of summer learning program quality—consistent with their views in 2011 and 2013 (Exhibit 2). These domains and CDE’s Quality Standards for Expanded

Learning in California give the field shared vocabulary and offer a clearer vision of what a high-quality summer learning program looks like. Interviews with stakeholders, including program and TA providers, also show consensus around defining quality arising from use of shared language and frameworks, quality standards, and quality assessment tools. When asked what had changed their own definition of quality, field leaders, TA, and program providers alike pointed to the quality standards or the assessment tools.

### Program providers are committed to the nine CASP domains essential to summer learning

Exhibit 2 | n=104 | Program Provider Survey 2015



***“We now have a much clearer vision. We now have better targets by which to assess and improve in those quality areas. I would say in general, yes we have seen an increased effort in and around quality.”***

– Field Leader

**Foundation-funded investments in defining and measuring summer quality played an instrumental role in the development of CDE’s Quality Standards for Expanded Learning in California released in 2014.**

In 2013, CDE’s Expanded Learning Division examined methods for supporting quality improvement in after-school programs. The Foundation’s investments in quality summer learning programs and supporting program assessments were a supportive adjunct to CDE’s efforts. Summer Matters leaders shared their knowledge and expertise in statewide discussions and advocated to include summer quality indicators in CDE’s materials. Both summer learning and after-school field leaders say that the intense work by Summer Matters leaders on quality indicators contributed to CDE’s eventual articulation of the expanded learning—not just after-school—quality standards.

***“I think there are more resources available these last couple of years as tools for us to use to measure and assess quality.”***

– Program Provider

Program providers report that they are increasing their usage of CDE’s new quality standards. In 2015, 63% of program providers surveyed reported they had begun to use the new expanded learning standards in their programs (Exhibit 3). In addition, the majority of TA providers surveyed in 2015 (62%) agreed that they had seen much positive change in the quality improvement process in expanded learning programs they worked with.

### Many program providers are implementing CDE’s Quality Standards for Expanded Learning in California

Exhibit 3 | n=222 | Program Provider Survey 2015

	Percent
I have begun implementing the new standards in my expanded learning programs.	63%
I am familiar with the standards, but have not yet implemented them in my expanded learning programs.	20%
I am aware that they have been adopted, but I’m not familiar with what is in them.	11%
I am not aware of the new standards.	6%

**With greater clarity about both summer and broader expanded learning standards, program providers are better able to identify gaps in quality and seek out TA to improve their programs.**

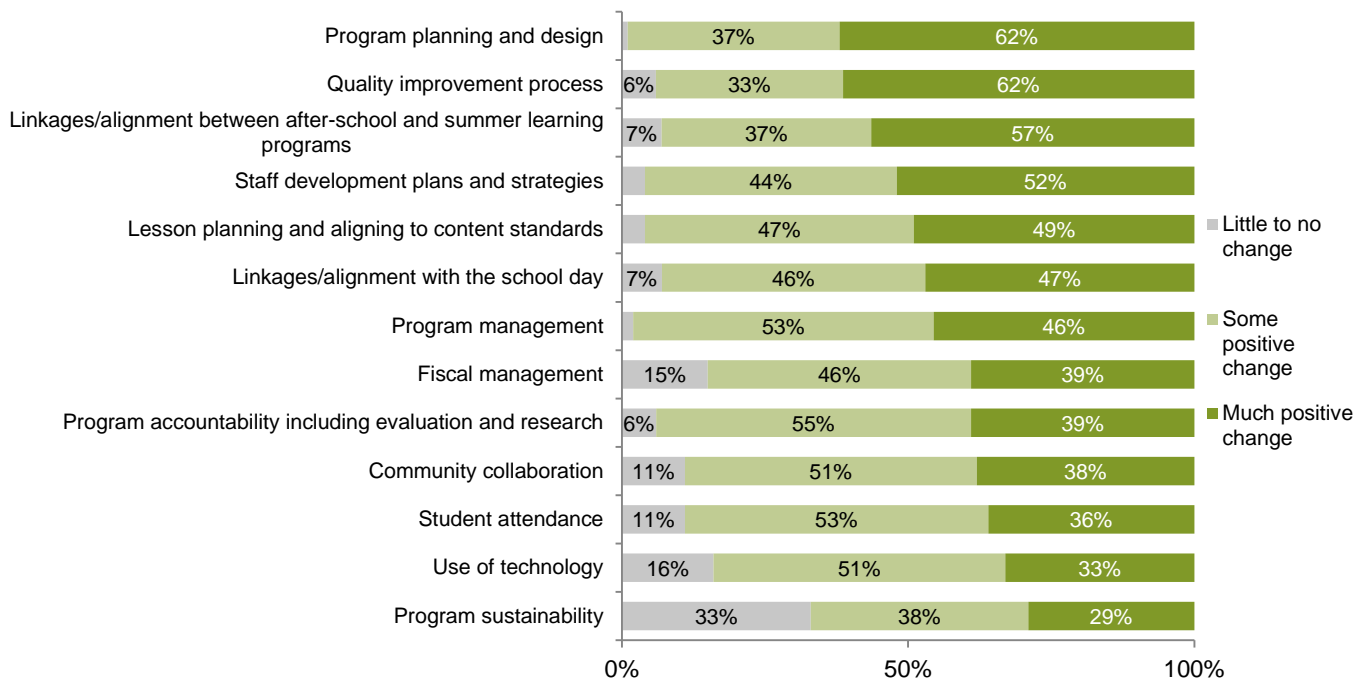
Equipped with a better understanding of quality programming and more resources, program providers are better able to identify and articulate their programs’ successes and areas for improvement. Likewise, the quality standards give TA providers language to communicate with programs and a guide for the types of TA they can offer to enhance program quality. TA providers report seeing at least some, if not more, positive change in the expanded learning programs they worked with between 2013 and 2015, most importantly around program planning and design, as well as the quality improvement process (Exhibit 4).

*“We look at our strengths and weaknesses as we plan for the next year. This helps us deliver even more of what we’ve done well in the past, and helps us strategize how we will improve in weaker areas.”*

– Program Provider

### TA providers see at least some, if not a lot, of positive change among programs in most areas of quality

Exhibit 4 | n=46–81 | TA Provider Survey 2015



**While program quality is improving, TA providers still see widespread capacity needs to improve and sustain quality.**

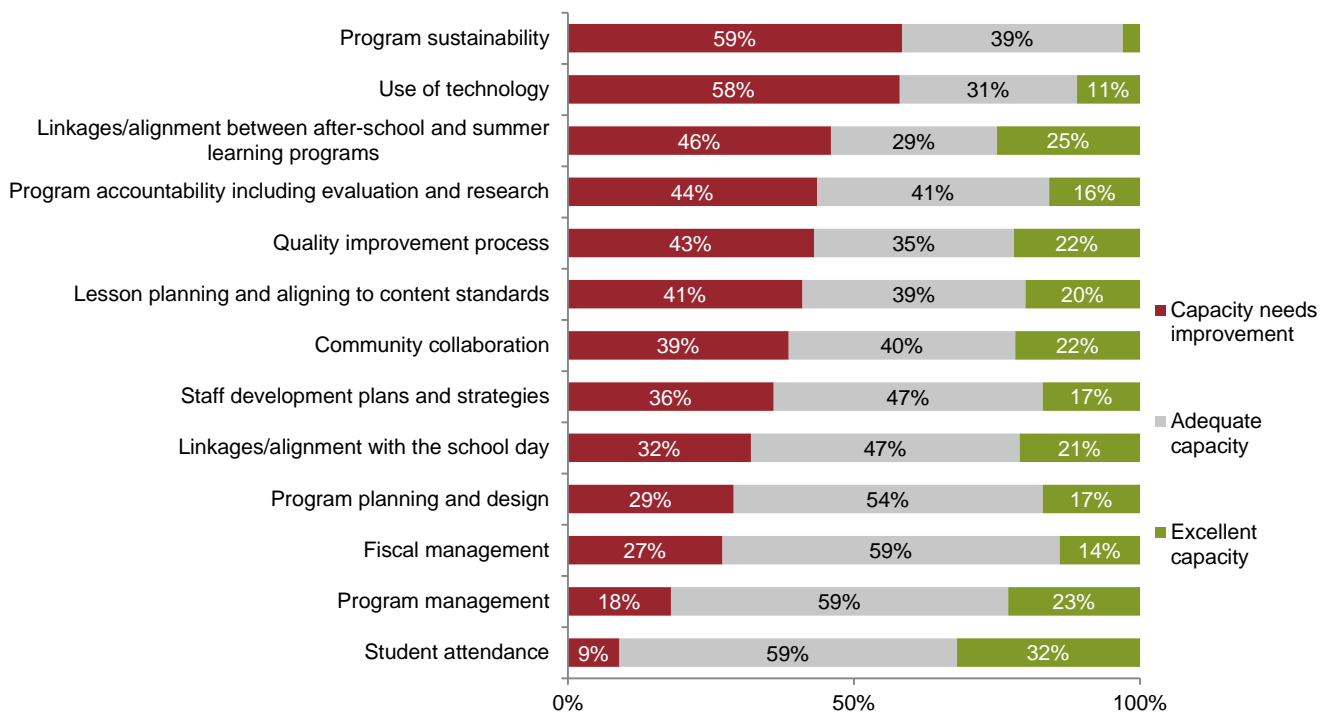
Even though TA providers have observed a substantial amount of change, there is still room for improvement. When asked to assess the overall capacity of the expanded learning programs they served, considering these same areas of quality, TA providers surveyed in 2015 reported that programs needed to improve capacity in half of them (Exhibit 5). Not surprisingly, given the funding atmosphere for expanded learning programs, TA providers identified program sustainability as the area needing the most improvement.

***“Q: Have your summer learning programs changed significantly since 2011? A: Oh my god, yes. They are so much more organized and structured and intentional and impactful. They are just a million times better than when we first started.”***

– Program Provider

**TA providers find room for improvement in the overall capacity of expanded learning programs**

Exhibit 5 | n=56–78 | TA Provider Survey 2015



# Evolution of a System to Support Summer Learning

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The Foundation invested in several organizations to develop a stronger system of support for expanded learning programs, building off the system of support that existed for after-school programs. While most of these investments focused on supporting summer learning TA, this network of summer learning experts steadily intensified and blossomed to serve programs beyond the Foundation’s initial target communities and into the expanded learning field more broadly. Compared to seven years ago, there are new and strengthened regional networks of program providers, greater diversity of TA offerings and resource materials, more collaboration among TA providers, and better alignment of the types of available TA with program provider needs for both summer and after-school programs.

**California’s TA system for summer learning programs, specifically, and for expanded learning overall, exists in three layers:**

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- **CDE’s system of support** for expanded learning operates through a “triad” of providers (i.e., SSEL Leads, CDE analysts, and consultants) as program providers’ central entry point into the TA ecosystem by raising program providers’ awareness about TA and linking them to relevant resources.
- **State-level TA partners** (ASAPconnect, CalSAC, California Afterschool Network [CAN], PCY, and others) support expanded learning programs throughout the state through advocacy, convening, training of trainers, indirect support of program providers, and raising and sub-granting additional program funds for expanded learning initiatives. These TA partners are increasingly serving as anchors for the expanded learning field; for example, they provide regional and statewide forums for peer learning and healthy debate among program thought leaders.
- **Locally-based networks and internal TA providers** (within programs) and school districts play a crucial role in filling the TA gaps when efforts from the two state level groups do not fully filter down to the program level. Program providers with active regional networks praise those local circles as a strong source of support.

## SUMMER LEARNING TA

**The development of infrastructure for summer learning TA strengthened the state’s overall expanded learning TA ecosystem.**

To develop and implement model high-quality summer learning programs in the target communities, the Foundation provided each program with deep, customized, and long-term TA (see box on next page). The target communities had the luxury of many days of Foundation-funded TA from these experts—something that California’s expanded learning programs rarely could access. This intense process also benefited the TA providers by creating an opportunity to build their knowledge and skills while working creatively with both a local team and



with other summer learning experts. Through this teamwork, TA providers refined their trainings, generated new resource materials, and probed what worked, what did not, and why.

National and local TA providers worked together to coach and train the new summer learning programs on how to use the CASP. Working with the CASP over multiple years is an intense organizational development process, and it provided a unique opportunity for the TA Leads to progressively transition TA and assessment tasks to program providers through an “I do, We do, You do” strategy. Several TA Leads reflected that the process of sharing and transitioning CASP responsibilities was so successful in developing program quality and staff development that they began to use a variation of the process in their work with after-school programs.

***“The Packard Foundation has been a real visionary partner. We could get field input on the content of the quality assessment tool, pilot it in actual programs, disseminate it, and roll out training statewide. That was a really strategic investment that has impacted the field tremendously.”***

– Field Leader

As the Summer Matters Campaign matured, the TA Leads expanded their work in terms of geography, content, or delivery methods. In addition to reaching more program providers in more districts than in the early years of Summer Matters, the use of these grant funds helped build capacity for organizations to continue offering summer learning TA after grant funding ended. For example, having taken a new community’s program through the CASP process, one SSEL Lead now has a few more skilled program providers who can help train and consult with districts in the region that are just starting a summer learning program. As part of their project to expand the number of summer learning TA providers, CalSAC drew on Summer Matters resources to create training modules that they continue to use in their annual calendar of Training of Trainers opportunities.

Moving beyond the initial group of TA Leads, the Summer Matters TA team supported other TA providers (including

## Foundation-Supported TA

Each Foundation-funded community program had a designated TA Lead to train and support program providers in implementing a high-quality summer learning program. ASAPconnect, PCY, and NSLA provided essential training and support to the TA Leads, and together they created the Summer Matters TA team. ASAPconnect facilitated TA Leads’ peer learning, oversaw development of summer learning training resources and quality assessment tools, and guided and tracked outreach efforts.

The TA Leads and the target communities they served were:

- Butte County Office of Education’s Region 2 Office (Glenn County)
- Central Valley Afterschool Foundation (Fresno)
- LA’s BEST (Los Angeles)
- Los Angeles County Office of Education’s Region 11 Office (Whittier City )
- Monterey County Office of Education’s Region 5 Office (Gilroy)
- Partnership for Children and Youth (Oakland, Gilroy, San Francisco)
- Sacramento County Office of Education’s Region 3 Office (Sacramento)
- San Bernardino School District’s CAPS Office (San Bernardino)
- Think Together Office of Training (Santa Ana)
- University of California, Davis (Sacramento)

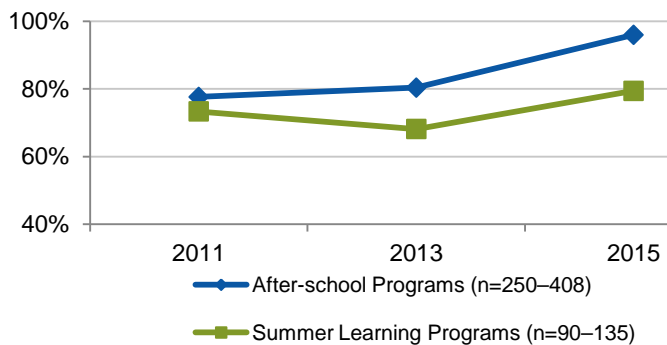
The following grantee organizations delivered TA to summer learning program providers beyond the 10 target communities:

- ASAPconnect (Statewide)
- Partnership for Children and Youth (Statewide)
- CalSAC (Various Regions)
- Central Valley Afterschool Foundation (Central Valley)
- Children’s Initiative (San Diego County)
- Impact People (Region 9)
- Butte County Office of Education’s Region 2 Office
- Los Angeles County Office of Education’s Region 11 Office
- Monterey County Office of Education’s Region 5 Office
- San Diego County Office of Education’s Region 9 Office

some funded directly by the Foundation and others who were not) to develop the skills and knowledge needed for supporting summer learning programs. The Foundation broadened the number of summer learning TA providers by funding regional TA groups not involved in Summer Matters (see box on previous page) to receive training from the Summer Matters TA team. ASAPconnect used its funding to facilitate learning opportunities for the SSEL Leads, CDE staff, and other CDE contractors, which has built the capacity of the publicly-funded support system to offer ongoing summer learning TA to program providers. Summer learning TA is now integrated into CDE Expanded Learning Division’s plans for year-round expanded learning support and TA.

**More programs are receiving TA for their expanded learning programs than in previous years**

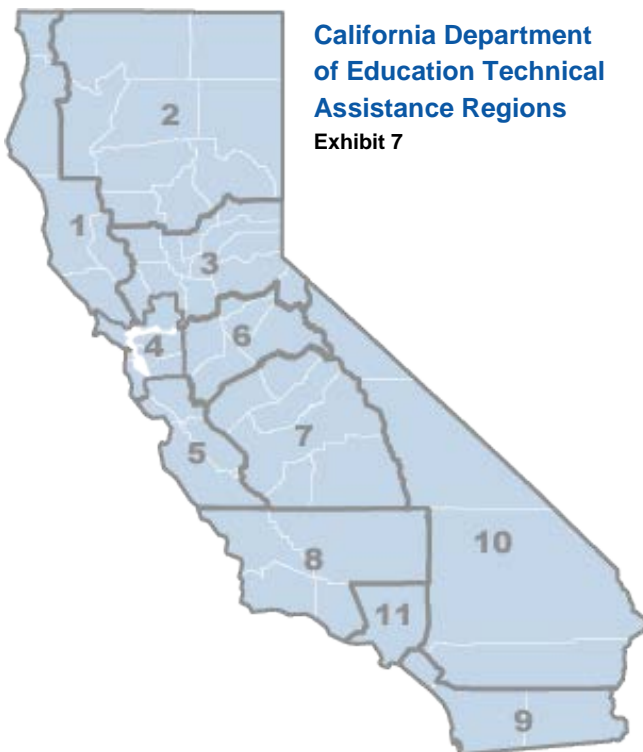
**Exhibit 6** | n=250–408 (After-school), n=90–135 (Summer) | Program Provider Survey 2011, 2013, 2015



All of these TA grants have supported growth in the numbers of districts and programs receiving high-quality summer learning TA. In 2016, these TA grantees provided summer learning TA to 172 organizations new to summer learning, including school districts, local government agencies, and community-based nonprofits.<sup>6</sup> On average, about 4,200 individuals received summer learning TA of some sort from the Lead TA grantees in the years for which data are available.<sup>7</sup> Further, more program providers reported accessing some type of TA in 2015 than in earlier years of the investment (Exhibit 6).

**Regional networks promoted summer learning best practices and facilitated peer learning and support among TA and program providers.**

Beginning in 2013, the Foundation targeted support for the development of regional summer learning networks in a few strategic ways. In rural counties of the Central Valley (Regions 6 & 7), Northern California (Region 2), and Southern California (Region 9), as well as in Monterey County (Region 5) and Los Angeles County (Region 11), Lead TA organizations received grants to deliver broader TA and test new methods of supporting summer learning programs (Exhibit 7). These grants enabled the development of peer networks in areas that previously had less access to summer learning TA. Peer networks which had existed to some degree in Regions 4 and 11 at the start of the Foundation’s summer learning investment have become robust in the support they offer new and experienced summer learning programs. In interviews, many program providers said these network meetings have been an enjoyable, informative way to learn how their



<sup>6</sup> Source: ASAPconnect

<sup>7</sup> Source: ASAPconnect

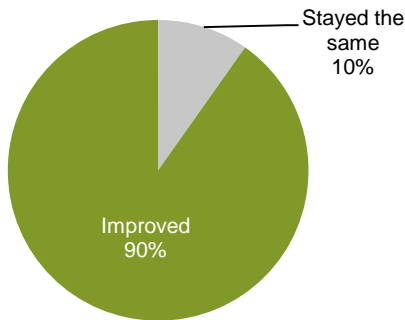
programs could improve or begin to offer summer programs. Almost all of these regional networks include the active involvement of their SSEL office, and Summer Matters leaders believe they are likely to continue as part of the CDE-funded system of support.

**TA providers have strengthened their skills for supporting expanded learning programs through formal trainings and informal peer learning, allowing them to adapt to meet programs’ changing needs over time.**

In the 2015 survey, TA providers, both affiliated and non-affiliated with Summer Matters, said that their skills as TA providers had improved over the past two years (Exhibit 8), with many citing that the training resources available to them have also improved over the past few years (Exhibit 9). These supports and training resources include tapping into their peer network (82%), reading about best practices (75%), going to trainings (78%), and contacting ASAPconnect (33%). About half (54%) of the TA providers surveyed also said that they are collaborating more with other TA providers. Collaboration is key; as more programs and TA providers connect with each other and to other resources, knowledge and best practices can flow between them and improve program quality.

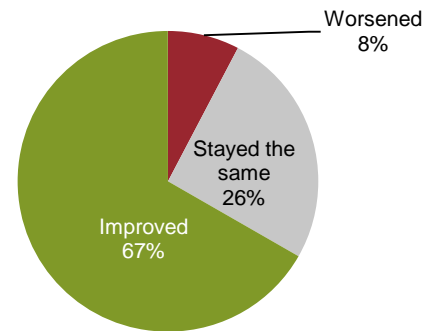
**TA providers report improved skills over the past few years**

Exhibit 8 | n=82 | TA Provider Survey 2015



**TA providers report improved training resources in the past few years**

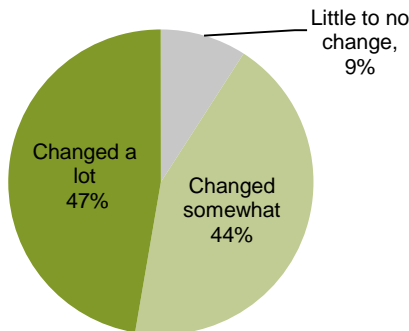
Exhibit 9 | n=78 | TA Provider Survey 2015



Continuing to develop TA providers’ skills enables them to adjust to meet the needs of diverse programs with constantly changing demands. About half of TA providers surveyed who have been in the field since 2009 say the TA needs of expanded learning programs have changed since then, with increased need and demand for TA around quality standards and program assessments (Exhibit 10). TA providers responded by adding new service areas to better meet program needs, such as STEM and social-emotional learning (Exhibit 11).

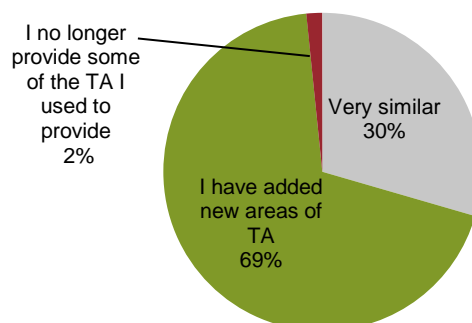
**According to TA providers, TA needs for expanded learning programs have changed since 2009**

Exhibit 10 | n=55 | TA Provider Survey 2015



**Most TA providers have added new areas of TA since 2009**

Exhibit 11 | n=61 | TA Provider Survey 2015



Beyond formally trained TA providers, expanded learning program staff, particularly site leads, have developed TA skills through their work on quality assessments that they apply within and outside of their programs. Approximately 75% of program providers report that site coordinators in their programs are providing at least some level of TA within and outside of their program. Field leaders are currently interested in the professional development of program site leads due in part to seeing how well summer learning site leads could take on TA responsibilities when provided with clear guidance, coaching, and high-quality resources.

By the close of their Foundation funding, target community programs reported numerous stories of successful staff development, including progression to site leaders and to year-round expanded learning managers. Individuals who gained experience in the intensely focused, CASP-guided, high-quality summer learning environment continue to be important contributors—either programmatically or in management positions—to a variety of student success programs in their districts.

### Early Systems Building Strategies

Early in the Foundation’s investments, additional systems building strategies were explored beyond developing the TA system. In particular, Summer Matters Steering Committee members were concerned with whether summer learning programs would be able to recruit and train the workforce they needed to deliver the high-quality programs. One tactic they employed was to encourage programs to reduce seasonal staffing and instead build a year-round expanded learning staff who could work in both after-school and summer programs. Another tactic was to engage college students pursuing education degrees through for-credit internships, service-learning coursework, and part-time employment in expanded learning programs; these professional development opportunities were developed and supervised by the Foundation’s grantee Urban Teachers Fellowships.

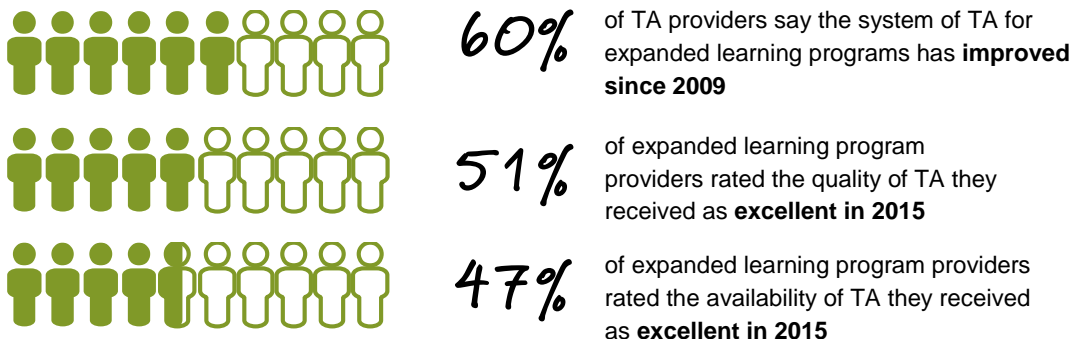
## OVERALL CHANGE IN TA PROVISION & USE

The Foundation’s investments in the TA ecosystem have contributed to improvements in program providers’ experiences with TA.

Like all dynamic ecosystems, the system for providing TA and other support has experienced change over time, and there is wide agreement from the field that the changes have been for the better. Most noticeably, there is greater availability of TA, more types of TA, and increased demand for TA, as compared to 2009 (Exhibit 12). Strong leadership from CDE, along with a renewed vision of a vibrant expanded learning field, strengthened the TA infrastructure and boosted program providers’ interest in TA.

### TA and program providers reflect positively on the TA ecosystem

Exhibit 12 | n=50; n=64–168; n=64–170 | TA Provider Survey 2015 & Program Provider Survey 2015



Current approaches to TA design and delivery are more collaborative than in past years. Field leaders say the state-level TA partners that provide and broker TA are communicating better with one another and working cooperatively to make the best use of TA funding from public and private sources. Within the CDE system, the consultation process has become more collaborative with the shift in 2016 to the “triad,” providing each expanded learning program grantee with a CDE team that collaborates on a shared workplan designed around the grantee’s unique needs.

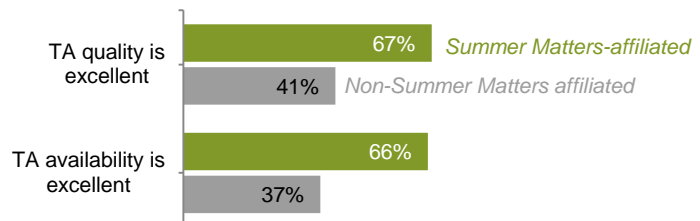
Program providers with several years of experience, and who can compare TA changes since 2009, say they have seen a shift in CDE’s approach to TA away from grant compliance toward an emphasis on improving program quality. Field developments around program quality have also created a more sophisticated system of support for programs. For example, CDE’s Quality Standards for Expanded Learning provide more clarity about program expectations, which in turn has prompted interest in requesting TA. Similarly, the passage of California **Senate Bill SB 1221** in 2014 heightened attention on program quality because of its mandate that expanded learning program grant recipients conduct program assessments and follow a cycle of program improvement.

**TA is generally meeting expanded learning program providers’ needs.**

Expanded learning program providers say the TA they access for their after-school (77%) and summer learning (85%) programs has met or exceeded their needs, signifying that the system is working. Among programs that receive at least some of their TA from the highly-skilled providers on the Summer Matters TA team, 82% say the TA they receive meets their needs for both their after-school and summer learning programs compared to just 44% of programs not affiliated with

**More Summer Matters-affiliated programs had higher-quality TA—and better access to it—than non-affiliated programs**

Exhibit 13 | n=27–30 | Program Provider Survey 2015



Summer Matters. Furthermore, Summer Matters-affiliated programs were more likely to rate the TA they received as having excellent quality and availability (Exhibit 13). The differences in their experience with TA are likely due to the work and investments spent to develop summer learning TA providers’ skills and organizational capacity to better support these programs. The hope is that the efforts to diffuse these learnings to other TA providers will eventually result in less of a gap between the experiences Summer Matters-affiliated programs have with the TA ecosystem compared to non-affiliated programs.

***“Our CDE After-School Division is incredible. They’re awesome. Same for our County Office of Ed [SSEL Leads] people. All the resources they have and everything that’s online—everything in the last three years has been better.”***

– Program Provider

Beyond differences by type of TA providers programs work with, there are differences by region and community type. Program providers in the Los Angeles area (Region 11) tend to rate TA availability and quality higher than other regions. Region 1 (North Coast) program providers tend to rate TA lower than other regions. Likewise, program providers in rural communities tend to rate availability and quality lower than those in urban or suburban communities. Program providers who must travel far to receive TA or pay high fees to bring TA

providers to their communities are less satisfied with the TA they received, citing access to fewer choices as a barrier to higher quality TA.

In interviews, several TA providers said that recent advances in defining expanded learning program quality indicators are helping them provide better services to programs. The quality standards CDE introduced in 2015 give TA providers and program providers shared language for discussing program improvement. New assessment tools give TA providers a better understanding of the types of support a program needs to better serve students. However, in the 2015 TA provider survey, many individual trainers and consultants not associated with CDE or one of its state-level partners were not aware of CDE’s Quality Standards for Expanded Learning in California, or the assessment tools recommended by CDE. These TA providers tended to be local TA providers who provide support in program content or line staff development such as team building, healthy behaviors, or arts and crafts.

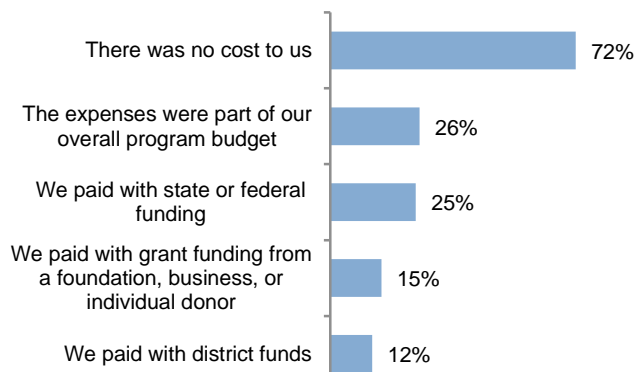
***“The expanded learning field is more professionalized in California than it is in other states, so people can make a career and progress up the ladder. You can start as a front line staff, become a site coordinator, and then become a director.”***

– Field Leader

### Expanded learning programs primarily access free or low-cost TA through their SSEL Leads.

#### Program providers are most likely to access free TA

Exhibit 14 | n=188 | Program Provider Survey 2015



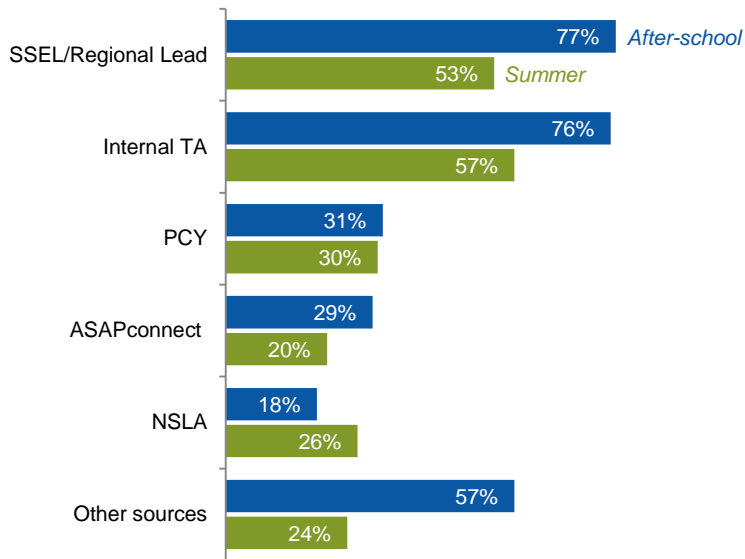
Program providers are limited in their funds for accessing TA, resulting in nearly three-quarters saying they use free TA (including 44% who said they only used free TA) (Exhibit 14). Although there are many sources of TA, the most commonly used are SSEL Leads and internal sources, likely because they are free of charge for programs (Exhibit 15). Furthermore, SSEL Leads are often at meetings with program directors, which makes them more accessible to programs than other sources of TA.

In interviews, many program providers said it is difficult to know the various expanded learning TA options that are available and how to access them.

Even after a few years on the job, during which they learn about some opportunities from their peers, they still felt in the dark about the full range of what is available to them. Several newer program providers said they would like to see a web portal with descriptions and links to available expanded learning TA.

## Programs access TA from a variety of sources

Exhibit 15 | n=188–221 (After-school), n=92–98 (Summer) | Program Provider Survey 2015



### TA is primarily delivered through trainings on topics of program planning and design.

TA providers report the most frequently used technical assistance method is training (i.e., teaching and providing learning opportunities to build skills and knowledge based on specific, well-defined objectives), compared to consulting, coaching, mentoring, facilitation, or brokering resources. This aligns with how expanded learning program providers describe their most frequent use of the TA system—identifying a topic they need help with and attending one or more training sessions to learn about it. TA providers say one-on-one mentoring, coaching, and consulting are more likely to bring about lasting changes in programs than a single training experience, which can often be a session of only a couple hours. Program providers and TA providers say that ideally, TA would be delivered through multiple strategies to have the most effect on program capacity.

***“To get expanded learning programs to set aside time or money for TA, you have to create the buy-in, convince them about what’s in it for them, especially when the cost of living continues to rise, and the grant amounts have leveled out, and there are no cost-of-living increases or benefit increases. Their money has to go a long way. You have to convince them that staff development is necessary when you’re talking about quality.”***

– TA Provider

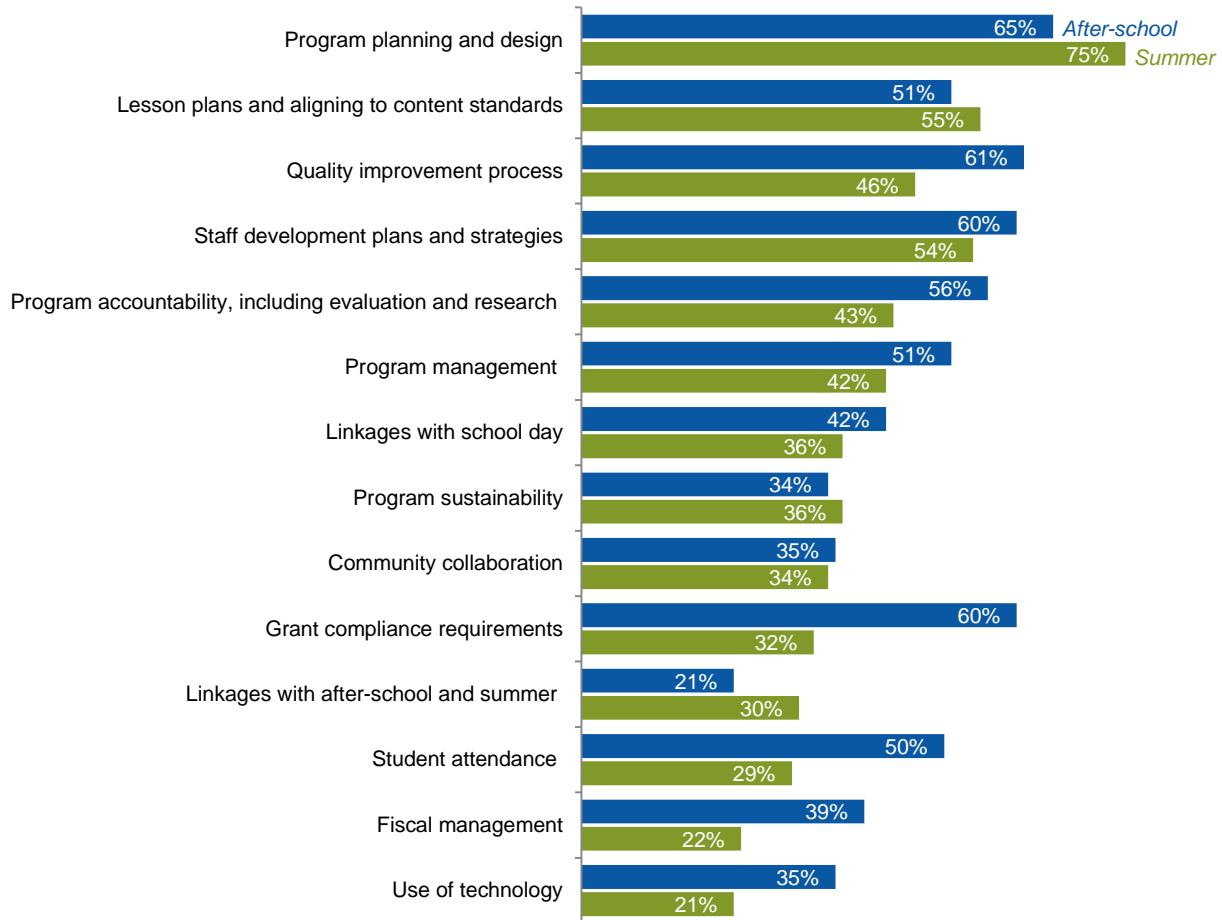
Program planning has been a top TA request for summer and after-school programs since the baseline survey conducted in 2011, and it is one of the two areas in which TA providers have seen the most positive change (see Exhibit 16 on the next page and Exhibit 4 in previous chapter). Summer Matters-affiliated programs are more likely than non-affiliated programs to access TA for quality improvement process, program accountability, alignment of after-school and summer learning programs, staff development plans and strategies, and program sustainability. The Summer Matters TA team emphasized these topics in their trainings since they are key to achieving the quality standards.

***“There’s growing recognition of how critical coaching is to support program quality improvement, but folks are really stumped about how we can do that with the limited dollars we have.”***

– TA Provider

**Program planning and aligning with standards were among the most frequently used types of TA**

**Exhibit 16** | n=216 (After-school), n=76 (Summer) | 2015 Program Provider Survey





## Funding Expanded Learning

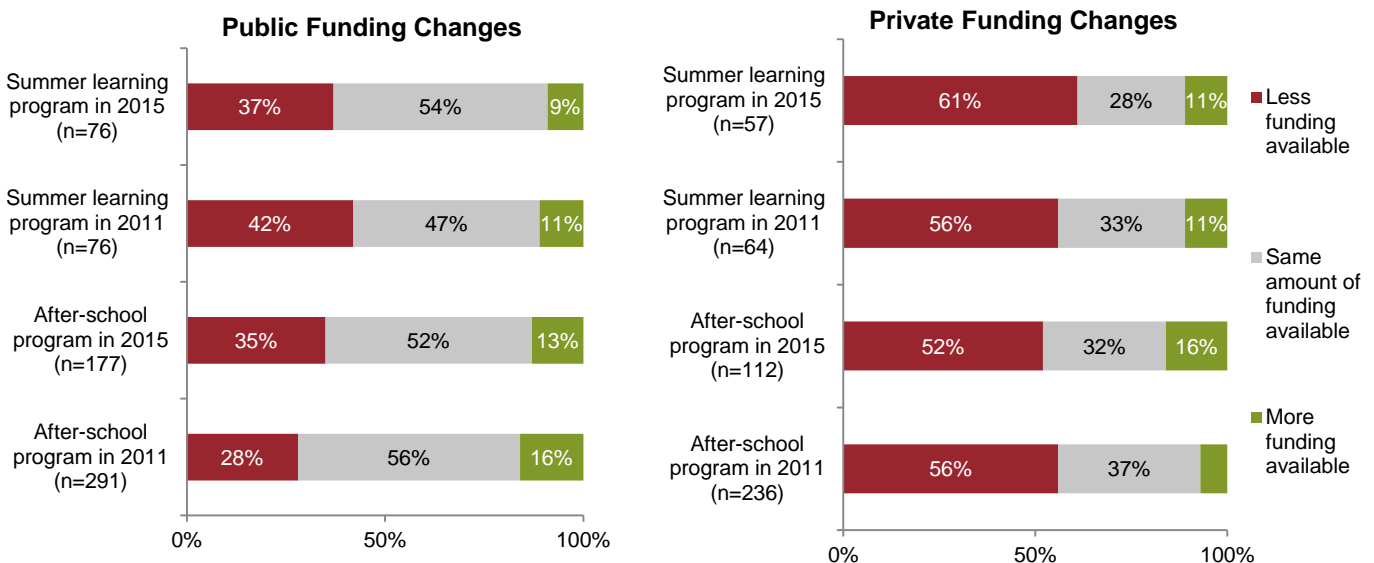
The Foundation supported stakeholder development and advocacy for expanded learning programs, aiming to broaden the base of support for both summer learning and after-school, potentially leading to greater flexibility or better use of available public funding. Field leaders have built important relationships and developed new skills over the course of the investment, but sources of program funding remain stagnant. One bright spot has been some success by expanded learning programs in securing new funding through their school districts' LCAPs.

**Expanded learning field leaders have tried to leverage the higher visibility of high-quality summer learning programs and student benefits to open doors for new or increased funding for expanded learning programs; this has yet to happen.**

The funding picture for expanded learning programs in California is essentially the same in 2015 as it was in 2011. Comparing data from both years, the proportion of programs reporting a reduction in funding was similar in 2015 compared to 2011; the proportion reporting an increase in funding also remained largely the same (Exhibit 17). Public sources, specifically ASES and 21<sup>st</sup> CCLC grants, remain expanded learning programs' primary funding sources (Exhibit 18). Summer Matters Campaign's efforts in policy development resulted in more flexibility for how programs may use the awarded grants, which has helped districts wanting to start or expand a summer learning program.

### Program providers report that public and private funding for expanded learning programs is stagnant

Exhibit 17 | Program Provider Survey 2011, 2015



## Expanded learning funding sources remain unchanged since 2011<sup>8</sup>

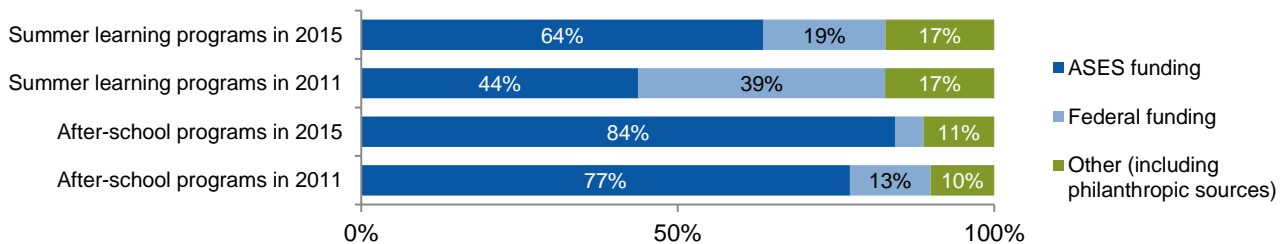
Exhibit 18 | Program Provider Survey 2011, 2015

	After-School 2015		Summer Learning 2015		After-School 2011 <sup>9</sup>		Summer Learning 2011	
	% who receive funding from this source n=200	Average % of funding from this source n=178	% who receive funding from this source n=86	Average % of funding from this source n=80	% who receive funding from this source n=266	Average % of funding from this source n=266	% who receive funding from this source n=68	Average % of funding from this source n=68
<b>ASES</b>	95%	75%	62%	44%	100%	83%	69%	44%
<b>21<sup>st</sup> CCLC</b>	28%	10%	38%	23%	18%	4%	41%	21%
<b>LCAP</b>	21%	2%	22%	5%	-	-	-	-
<b>Title I Grant</b>	7%	1%	8%	3%	9%	1%	12%	5%
<b>Other district general fund</b>	16%	2%	21%	3%	-	-	-	-
<b>Other local sources</b>	12%	3%	11%	5%	21%	4%	26%	10%
<b>Parent fees</b>	21%	3%	26%	6%	-	-	-	-

Public dollars have also been the primary funding sources for the Foundation-funded target communities (Exhibit 19).<sup>10</sup> Even so, several of these communities had reductions in their federal 21<sup>st</sup> CCLC grants during this time. Their funding from private philanthropy remained the same from 2011 to 2015 despite the programs' improved quality, increased visibility from their participation in the Summer Matters Campaign, and the additional support due to Foundation investments. It is worth noting that these model programs, which helped define what high-quality summer learning looks like, continue to struggle to bring in additional funds from their local districts and other foundations; it is not surprising that other programs across the state have not seen much positive change in terms of funding.

## Swings in federal funding caused the most stress on the Foundation-funded target communities' program budgets

Exhibit 19 | n=10 (2011), n=8 (2015) | Community Questionnaires 2011, 2015



<sup>8</sup> Exhibit 18 lists names of top funding sources. Other sources include: Other state sources, other federal sources, foundation sources, and business or other donations.

<sup>9</sup> Note that in 2011, there was not a distinction between Packard Foundation and Other Foundation funding; it was all collected as Foundation funding. Also, there was not a category for LCAP (did not exist yet), other district funds, or parent fees—these may have been counted in Local Sources or Other.

<sup>10</sup> This includes data from the eight communities who reported in 2011 and 2015, excluding the two (San Francisco and Sacramento) who did not report data in 2015.

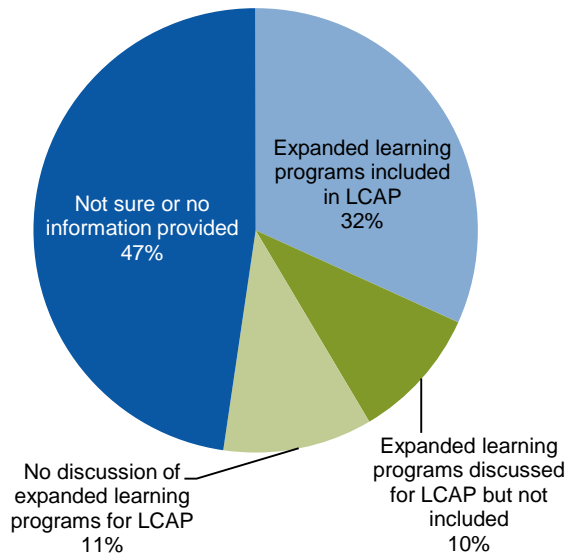
**The Local Control Funding Formula (LCFF) is beginning to spark additional funding for expanded learning programs in some school districts.**

CDE's shift to using Local Control Funding Formula is not necessarily a new funding stream but this development during the Foundation's summer learning investment did give districts much greater flexibility in how they spent their state funding. The process, which emphasizes input from parents and the local community, provided expanded learning advocates some new openings for making a local case for funding summer learning and after-school programs. This process results in the LCAPs that districts update annually and details the decisions made about resource allocation.

There is still limited information on how successful expanded learning programs have been in first, taking part in LCAP-development discussions, and second, in securing funding for expanded learning through the LCAP. However there have been some success stories. Of the 2015 program providers surveyed, about a third reported that expanded learning programs were included in their school district's LCAP in either 2014–15 or 2015–16; another 10% reported that they were part of the discussions (Exhibit 20). The Summer Matters Campaign also analyzed the 2015 LCAPs of 50 California school districts and found that 76% of them addressed summer learning programs (either as "summer learning" [55%] or summer school [42%]).<sup>11</sup> These successes indicate that despite barriers, such as steep competition for LCAP funding and difficult timing for district leaders to visit summer learning programs and witness their importance, some districts are recognizing expanded learning programs' value by allocating them some funds.

**Program providers say expanded learning is starting to find its way into LCAPs**

Exhibit 20 | n=258 | Program Provider Survey 2015



In recent interviews with state-level K–12 education leaders, informants said some districts see the link between the problem of summer learning loss and the solutions of quality summer learning programs more clearly, thereby prompting their investment of significant LCAP dollars into summer learning. District superintendents with a clearly defined problem (e.g., low student achievement in a particular school or at a specific grade level) saw summer learning as a pathway to change. The Summer Matters Campaign—in partnership with the California School Boards Association—equipped program providers and TA providers across the state with information, data, and suggested language, as well as opportunities for one-on-one coaching to advocate for expanded learning programs' inclusion in LCAPs.

<sup>11</sup> (2016) *Summer Learning in Local Control Accountability Plans*. <http://www.summermatters.net/summer-learning-local-control-accountability-plans/>.

## Changing Attitudes About Expanded Learning

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Among K–12 education leaders, the Summer Matters Campaign has successfully increased awareness of summer learning loss and how to reduce its negative impact on student learning with high-quality summer learning programs. Program providers are encouraged by a slow, but steady, increase in district leaders' appreciation of expanded learning programs' contributions to student success.

**Summer learning loss has become more widely understood at local and state levels throughout California, and more stakeholders view summer learning programs as a key solution to this problem.**

***“Five years ago, I would have said summer learning loss was a huge problem and people don’t get it. Since then, we’ve been really fortunate to leverage the work and the resources so there’s a huge commitment and awareness in our community.”***

– Program Provider

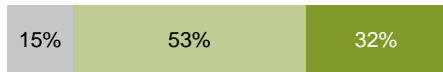
When the Foundation’s investments began, summer learning loss was a familiar term to some K–12 personnel and leaders around the state, but few understood its reach or, more importantly, how to address it. This began to shift early on in the Foundation’s investment as stakeholders across the state began to increase the salience of summer learning loss. The Summer Matters Campaign actively communicated the problem of summer learning loss and the extent to which it harms students across the state, thereby showing educators a solution to the problem: creating high-quality summer learning programs.

Now, through the Summer Matters Campaign’s communication and advocacy efforts, program providers and TA providers see the potential of summer learning programs to combat a variety of challenges within schools, particularly for low-income or English Language Learner students. Many program providers are working to gather more local-level data on the size of the problem in their districts and the extent to which summer learning programs have been able to address it. Program and TA providers believe their local decision makers need to see this data to understand the impact of expanded learning programs. Only about a third of program providers in 2015 believed that California’s K–12 education leaders very much perceive expanded learning programs to be an important strategy for reducing summer learning loss (Exhibit 21). However, about half also believe K–12 leaders see it as a more important component of overall learning for California children than they did a few years ago, offering hope for raising support from K–12 leaders (Exhibit 21).

**Program providers believe K–12 leaders have growing awareness of expanded learning programs as a strategy to reduce summer learning loss**

Exhibit 21 | n=186–195 | Program Provider Survey 2015

**In your opinion, to what extent do California’s K–12 education leaders perceive after-school and summer learning programs to be an important strategy for reducing summer learning loss?**



■ Very little, if at all ■ Somewhat ■ Very much

**How have California K–12 education leaders’ perceptions of expanded learning programs as an important strategy for reducing summer learning loss changed over the past few years?**



■ Decreased ■ Stayed the same ■ Increased

CDE officials say the Summer Matters Campaign’s communications influenced school officials at multiple levels, from district superintendents to classroom teachers. These communications prepared a wide range of advocates to deliver a consistent, simple, clear message about summer learning loss and how to address it, using Summer Matters Campaign text and multimedia materials. In addition to building its cadre of program and TA providers to advocate for summer learning programs, the Summer Matters Campaign targeted district and state leaders to become champions for the movement. A growing number of superintendents and district administrators now show public support for summer learning through participating in the annual Summer Learning Day and site visits, as well as signing the Stand Up for Summer pledge. As of April 2017, 160 school districts have signed on as summer learning champions, a big increase over the 40 district superintendents who had signed the pledge as of 2013. These superintendents signed on to serve as regional or statewide champions for summer learning and to promote the strategy with their peers.

While the Summer Matters Campaign encourages quality summer learning programs as the solution to summer learning loss, districts also consider other approaches to address this problem, including year-round school, community schools, and simply accepting the need to spend time catching up in the fall. One program provider lamented, “Unfortunately summer learning loss is really embedded. In some schools I’ve seen that the idea of taking the first few months to review and catch everyone back up is just taken for granted.” For districts that feel they cannot provide summer learning support for all students who need it, continuing the fall catch-up model may appear their most feasible option.

**With the increased awareness of summer learning programs as a solution to summer learning loss, some—but not all—expanded learning stakeholders became more attuned to the role of expanded learning programs in creating a cycle of continuous learning for students.**

Given their focus on program quality, the target community programs repeatedly caught the attention of parents, principals, district officials, and the media. Project-based learning, STEM experiments, art and drama projects, and field trips showed active, fun learning. Student-led activities and a positive, cooperative campus climate were evidence of the social-emotional learning underway. Seeing these learning communities of students in the summer programs—and their testimonies of how it also happens in after-school programs—in some cases heightened district leaders’ interest in supporting expanded learning programs and making them a crucial part of their students’ experiences.

Through communications, convenings, and advocacy, the Summer Matters Campaign expanded the circle of summer learning stakeholders, making more groups and individuals aware of how their goals and interests connect with and benefit from quality summer learning programs. In local programs and state-level

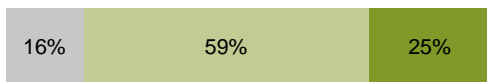
conversations, diverse groups like a county health agency, a college access program, a city parks department, a mayor’s office, and a literacy program would find themselves working together around common goals.

These common goals and district-level support resulted in changing the perceptions of some California K–12 education leaders about how year-round expanded learning programs complement classroom-based learning. In both surveys and interviews, program providers and TA providers reported that despite having some K–12 leaders who have really embraced expanded learning programs as an important component of the educational system, many education leaders are not fully supportive (Exhibit 22). The reported level of K–12 leaders’ appreciation of expanded learning has remained fairly consistent throughout the investment strategy, although program and TA providers are hopeful and perceive K–12 leaders as gradually changing their views and attributing greater value to expanded learning programs’ contributions to student learning (Exhibit 22).

**While program providers and TA providers believe most K–12 leaders view expanded learning as only somewhat important to student learning, they are seeing positive momentum**

Exhibit 22 | n=264–300 | TA and Program Provider Survey 2015

In your opinion, to what extent do California K-12 education leaders perceive expanded learning programs as an important component of overall learning for California children?



■ Very little, if at all ■ Somewhat ■ Very much

In your opinion, how have California K-12 education leaders' perceptions of expanded learning programs as an important component of overall learning for California children changed over the past few years?



■ Decreased ■ Stayed the same ■ Increased

**Growing understanding of summer learning loss has not yet led to prioritizing expanded learning programs financially or programmatically over other pressing education issues.**

While there has been some movement on increasing awareness and understanding, there has been little widespread action thus far across the state, primarily due to the lack of new funds dedicated to expanded learning, either from the top (i.e., CDE) or bottom (i.e., local district resources). There are some bright examples of expanded learning programs with new or increased funding, but they are incidental, not a pattern. Without sources of additional funds for under-resourced expanded learning programs, it will be hard for programs to engage in quality improvement processes, access TA, and expand their advocacy and champion-building efforts.

***“The audience [for the Summer Matters Campaign] was very precise—K-12 leadership with decision-making authority over the design of programs and how the money’s going to be spent. The Campaign tailored the message, the tools, and the messengers to impact that group, and they did.***

– Field Leader

# Sustaining Quality Programs

Investments in program quality, partnerships, and systems development improved programs in the 10 target communities and, to varying degrees, across the state. In some communities, enrollment growth followed quality improvement, but these investments have not led directly to long-term program sustainability. However, the improvements in the field and the partnerships with other organizations have armed program providers with tools and knowledge necessary to sustain their basic programs, including the level of quality they have achieved over the last several years.

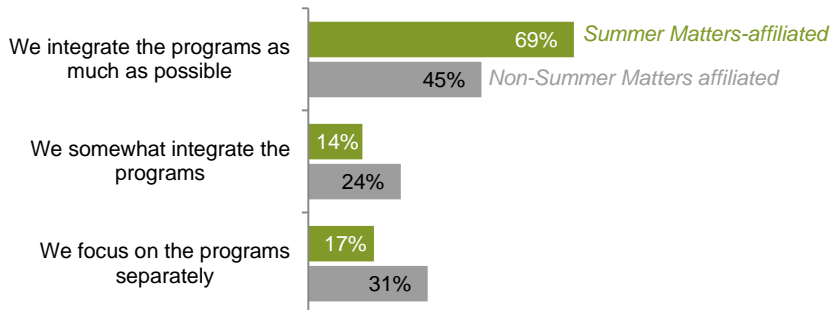
## INTEGRATION AS A MEANS TO SUSTAINABILITY

**Integrating quality expanded learning programs into the broader school system at the local and state levels preserves the progress made and paves the way for changes moving forward.**

Integration can manifest in several ways: between after-school and summer learning programs, between expanded learning programs and the school day, and across local and state levels. At the local level, integration of after-school and summer learning happened more quickly than integration with the school day. In most districts, the same personnel lead and staff the programs year-round; our survey data show that on average, 80% of programs' summer learning staff also work in their after-school program. Programs that have been affiliated with the Summer Matters Campaign were more likely than programs not affiliated to report that they integrated their after-school and summer learning programs as much as possible, such as hiring almost all of the same staff, developing curricula that build on each other, and using the same resources (Exhibit 23).

### Summer Matters-affiliated programs more often report integration between after-school and summer learning

**Exhibit 23** | n=35 (Affiliated), n=62 (Non-affiliated) | Program Provider Survey 2015



### Integration at the 10 Target Communities

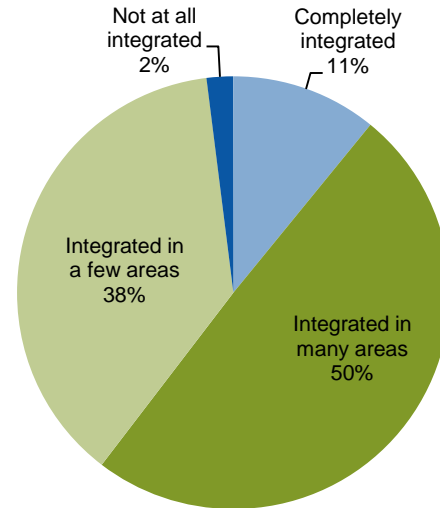
Providers of summer learning programs in the target communities reported that they are more integrated with the school day and with their after-school programs, compared to before the Foundation's investment. For example, summer program providers share curricula, general tips, and program structure with their counterpart after-school programs. Summer program providers note that district staff from the school day are increasingly involved in summer program planning and are more collaborative with summer program staff.

TA providers see improvements in integrating after-school and summer learning programs but believe more work is still needed. While it is the third-highest area of improvement they noted, it is also the third most highly rated area needing improvement (see Exhibits 4 and 5 in earlier chapters).

Program providers say integrating expanded learning programs with the school day has a particular set of challenges, although nearly all programs believe this integration is happening to some extent (Exhibit 24). According to program providers interviewed, school day personnel often exhibit resistance to integration and a lack of understanding of what expanded learning programs are (i.e., opportunities for learning in new, student-centered ways) and what they are not (i.e., babysitting programs, retention programs, homework helpers, recreation programs). In earlier years of the strategy, some expanded learning program providers interpreted “integration” to mean after-school programs as an extension of the school day; for this reason, these providers hesitated to push for greater connections with the school day because they wanted the expanded learning space to feel like a unique and different strategy for engaging youth in their own learning.

**Half of program providers report integration of the school day, after-school programs, and summer learning in many areas**

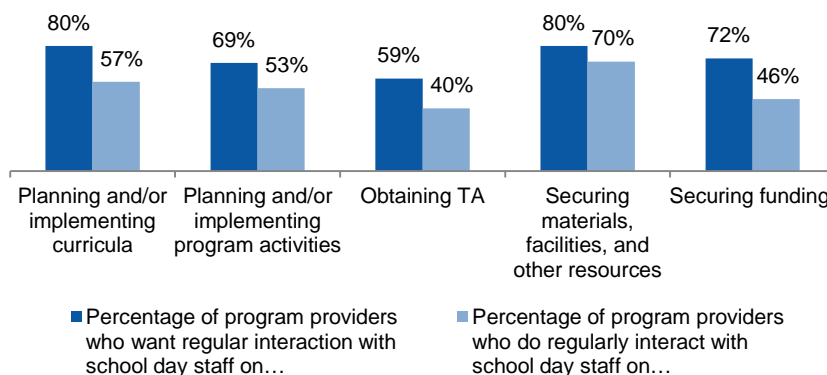
Exhibit 24 | n=256 | Program Provider Survey 2015



Even though most program providers report that their level of integration with the school day is satisfactory and meeting expectations, programs are not integrating key functions on a regular basis (Exhibit 25). Overall, there has been no change since 2011 in the level of reported integration between expanded learning and the school day. Almost all TA providers (93%) report that they have seen some changes in after-school programs’ alignment with the school day, but only 21% believe the programs they work with have excellent capacity in this area. Interestingly, integration does not seem to be linked to funding. Programs that reported having more or sustained funding did not report higher levels of integration either of after-school and summer learning programs, or expanded learning programs and the school day. Programs that do integrate with the school day often have support from principals and district leaders and tight messaging about their purpose to combat dated stereotypes of what summer and after-school programs look like.

**Program providers want more interactions with school day for supporting their programs**

Exhibit 25 | n=246–258 | Program Provider Survey 2015



*“We have to learn how to tell our story a little bit better with data and with tangible examples. That’s where the Summer Matters Campaign has been the most crucial, in helping programs tell their story as well as improve their practices.”*

– TA Provider



Summer Matters Campaign leaders, as well as some target community grantees, report that a number of districts changed or expanded their own summer learning programs after participating in a Summer Matters site visit to a high-quality summer learning program. State-level observers, both within CDE and in CDE's nonprofit partners, believe that Summer Matters Campaign leaders and the Foundation's target community grantees—through messaging and demonstrations of quality programs—advanced district leaders' awareness about summer learning loss and about the counteracting benefits of quality summer learning programs. As awareness about quality programming has increased, the challenges rooted in preconceived notions of summer programs as only recreational or remedial classwork have dissipated, thereby opening the way for more integration between summer learning and the school day.

## POLICY AS A MEANS TO SUSTAINABILITY

**Although there are no new funding streams for summer learning, the Summer Matters Campaign helped attain a few durable policy changes favorable to summer learning and its integration with after-school and the school day.**

In 2012—during the time of the Foundation's investment—CDE elevated its after-school office to a full division (first called the After School Division and then later the Expanded Learning Division) and appointed expanded learning professional Michael Funk to lead it. The creation of a separate division for expanded learning was a significant advance in the policy arena, and Funk has strengthened expanded learning's presence at CDE. As evidence of expanded learning's greater presence, two of the key recommendations in the latest CDE strategic plan, *A Blueprint for Great Schools Version 2.0*, are about integrating expanded learning in the larger K–12 education system, an administrative policy “win” that bodes well for continued support from state education leaders.<sup>12</sup> Summer Matters Campaign leaders proactively sought opportunities to support Funk and his team in working across divisions to embed expanded learning programs as a core part of California's public school system.

### Program Sustainability & the Target Communities

Seven of the ten target communities secured funding for their summer learning programs from new sources—from LCFF, 21<sup>st</sup> CCLC, or ASES funds; from program fees; or from corporate sponsors. These providers feel relatively secure about the continuing funding for their programs, expecting to continue their programs post-Foundation funding. However, they still anticipate making adjustments as a result of fewer philanthropic dollars, such as cutting back on TA, program evaluation, non-personnel expenses, and field trips.

The passage of California Senate Bill SB 1221 in 2014 mandated recipients of Expanded Learning Division funding (ASES and 21<sup>st</sup> CCLC) to conduct program quality assessments, follow a cycle of program improvement, and design programs to be available year-round. The year-round requirement is a lever that releases additional funding to summer learning programs.

The Summer Matters Campaign's leadership, content knowledge, and field-level advocacy also contributed to changes in state and federal administrative policies and guidelines that permit more flexible use of ASES and 21<sup>st</sup> CCLC funding.

In 2017, as the Foundation's investment closes, a new round of 21<sup>st</sup> CCLC funding will be awarded under regulations that are more favorable to summer learning programs. Applicants must show how they provide year-round expanded learning—thus a summer learning program to some degree is required. Once the funding decisions are made for this new cycle of 21<sup>st</sup> CCLC sites, field leaders are optimistic that California will see hundreds more new summer learning programs and over 10,000 additional children served as the funding rolls

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<sup>12</sup> California Department of Education, 2015. Pg. 7–8. Available at <http://www.cde.ca.gov/eo/in/bp/documents/yr15bp0720.pdf>

out in summer 2017. However, the continuation of this federal funding is uncertain; the White House’s proposed federal budget for FY18, as issued in March 2017, calls for complete elimination of the 21<sup>st</sup> CCLC funding program.

***“Having the state legislation SB 1221 contain an emphasis on year-round learning for over \$130 million of federal money probably would not have happened without the Summer Matters Campaign.”***

– Field Leader

The Foundation’s investments in quality practice and the TA system further institutionalized summer learning at the state level.

The quality practice and TA strategies were mutually supportive in developing quality standards for summer learning programs and tools for assessing them, and also for fostering acceptance of having field-level standards for summer learning programs. These efforts spurred CDE to incorporate summer learning quality indicators in the Quality Standards for Expanded Learning in California for CDE grantees, which grantee programs must now meet to continue receiving grant funding.

CDE also modified some parts of its support system for expanded learning programs, including changes in the guiding directions for SSEL Leads to reflect more support for year-round programs and summer programs.

Similar to CDE, other traditionally after-school focused TA providers began adapting curricula to address the needs and interests of summer learning programs. CalSAC now recruits, trains, and deploys summer learning TA providers, similar to their long-time after-school TA provider network.

***“We now have a common language to describe program quality and a set of standards. We’re trying to look at this as a statewide system versus just what’s happening on an individual site or in individual districts.”***

– TA Provider

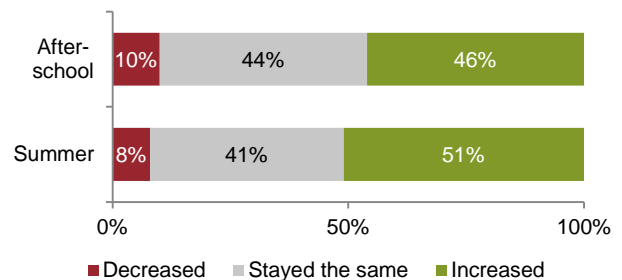
## ENROLLMENT AS A MEANS TO SUSTAINABILITY

Improvements in program quality do not drive enrollment growth, nor does enrollment growth alone ensure sustainability.

Stable or increasing enrollment can serve as a sign of sustainability for expanded learning programs. The Foundation hypothesized that increasing quality would drive demand for programs and thus more funding dollars. About half of the expanded learning programs across the state increased their enrollments over the past couple of years (Exhibit 26), often accompanied by parallel growth in their funding. These results did not differ by whether or not a program had received Foundation funding and targeted TA, suggesting that even significantly improved program quality has not yet helped programs and districts expand their services to more students.

### Expanded learning programs are sustaining or expanding the number of students served

Exhibit 26 | n=198 (After-school), n=87 (Summer) | Program Provider Survey 2015



All of the 10 target communities' summer learning programs demonstrated huge advances in program quality and overall revitalization and new energy. Yet this did not translate into sustained growth in enrollment.

The findings of inconsistent trends in enrollment across the state are further highlighted when focusing in on the 10 target communities—three increased their expanded learning enrollments, while the others declined in after-school, summer, or both (Exhibit 27). All programs improved in their program quality—according to the programs, their TA providers, and the Summer Matters Campaign—but that did not always equate to more students served each year. Despite the ups and downs in enrollment, these communities enrolled over 60,000 students over the past five years in high-quality summer learning experiences.

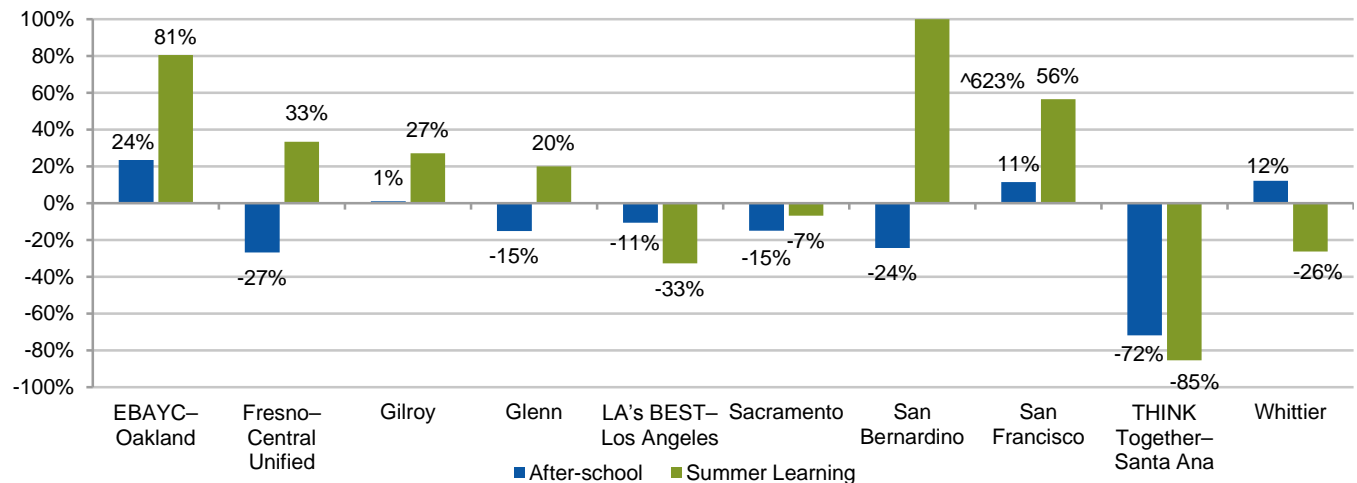
**The State of California funds and administers the largest expanded learning infrastructure in the nation**

- 4,500 sites operate a state-funded ASES program or federally-funded 21<sup>st</sup> CCLC program, or both.
- 860,000 students are enrolled in these expanded learning programs.
- 75% of the state's low-income elementary and middle schools (schools with 40% or more of their students eligible for the federal Free and Reduced Price Meal program) are served by these programs.

Source: CA Department of Education Expanded Learning Division, April 2017

**Percentage Change of Students Enrolled in After-school & Summer Learning Programs, 2011–15<sup>13</sup>**

Exhibit 27 | n=10 | Target Community Questionnaires 2011, 2015



**PARTNERSHIPS AS A MEANS TO SUSTAINABILITY**

Some summer learning partnerships—originally created to enhance program quality—also provided programs with modest sustainability support.

As part of its strategy, the Foundation expected its target communities to engage multiple partners, for example, school districts, community organizations, and municipal or other government agencies. All 10 communities reported new partnerships as a result of their Foundation-funded activities. Partnerships with migrant education groups and community development agencies helped transport students and ensure their continued attendance for the duration of a summer program. Nutrition educators shared quality curriculum, loaned staff, and provided food products not only for student activities, but also to entice family involvement before and after the scheduled program. In numerous partnerships between a school district and a youth development nonprofit, the nonprofit

<sup>13</sup> For San Francisco and Sacramento, the change reported is from 2011 to 2014.

assumed a significant share of the program budget, allocating funds from its own fundraising efforts or providing staff from its own payroll.

Programs across the state report the benefits of partnerships. Approximately half of summer (56%) and after-school (47%) program providers surveyed in 2015 said their partnerships have been a very important component of their program's sustainability. The most common types of partnerships were with community-based organizations (87% and 85% of after-school and summer, respectively), school districts (73%, 75%), and city and county government (66%, 63%).

Following the close of their Foundation funding, the target community programs all retained some degree of partner support. In some cases, it is an in-kind program contribution delivered by staff of the partner organization, for example a park ranger; in other cases a partner, such as a YMCA, commits to raising a significant part of the annual program budget. New champions for summer learning have emerged from some partner organizations, such as leaders of the California Library Association who launched a successful new program,

#### Lunch at the Libraries

After several years of being Summer Matters state-level partners, the California Library Association and the Summer Meals Coalition worked together to expand a lighter touch summer learning experience for low-income children and youth called Lunch at the Libraries. What began as a small start in 2013—17 sites—grew to 101 sites in 2015. The project combined federal USDA resources with local government funding for libraries to serve meals, and local library staff added in programmatic resources related to literacy, arts, and nutrition. In 2016, the 101 library branches served 120,000 meals. Between 2014 and 2016, the number of meals served by the program increased about 50% each summer.

*“Who is at the table for discussions has definitely expanded, but the message of what makes high-quality summer learning is the same, it’s consistent. And I think that has been just really strategic and impactful.”*

– TA Provider

Lunch at the Libraries (see box). The California State Parks Association has also partnered with the Summer Matters Campaign and provided day trips and overnight camping trips to students. Foundation grants to state parks and state library organizations facilitated relationships between the summer learning programs and their local libraries and parks. All of the state-level partners that have been active in the Summer Matters Campaign ended their grant period with a greater appreciation of how expanded learning, in both summer and after-school, contributes to student success.

## TA TOOLS AS A MEANS TO SUSTAINABILITY

**Through the Summer Matters TA team, grantees have created a summer learning TA knowledge base that will help sustain progress.**

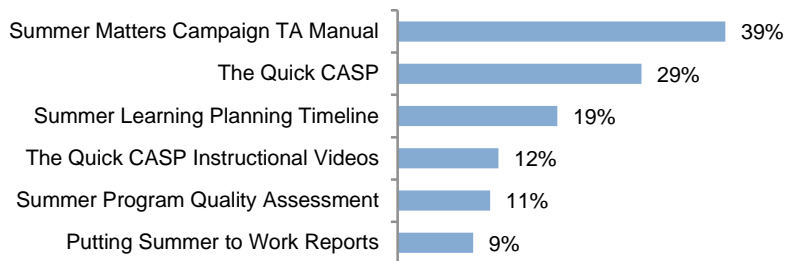
Over the course of the investment, the state-level nonprofit organizations involved in the Summer Matters Campaign (e.g., ASAPconnect, PCY, Children Now, CalSAC, CAN, CSBA) all took on more or different roles for promoting and strengthening summer learning programs, compared to their organizations' pre-Summer Matters activities. They continue to show a deep commitment to making quality summer learning programs available, as one part of the continuum of a student's year-round learning. Their TA offerings will also continue to disseminate Summer Matters resources. Over the course of the Summer Matters Campaign—starting with the orientation of program staff in newly-funded target communities and continuing into guidance for preparing for a district LCAP process—grantees have developed excellent and varied resources to assist with TA, program development, planning, fund development, and more. These resources have been field tested and refined, applied in different types of programs and communities, and continue to be useful to both program providers and TA providers. ASAPconnect continues to share their summer learning resources in professional development for expanded learning TA providers; CSBA's summer learning resources for school boards remain publicly available on their

website. PCY has made the commitment to continue maintaining the Summer Matters website which houses an online library of summer program and TA resources.

For example, program providers and TA providers say in interviews that they highly value materials created by Summer Matters TA providers to explain summer learning loss and its contribution to achievement gaps of children from low-income families. About a third of TA providers surveyed use the Summer Matters Campaign TA Manual in their work (Exhibit 28). The simple graphics and clear explanations made the research on summer learning loss accessible to a wide range of summer learning stakeholders, from part-time seasonal workers to school board members and superintendents. The message, as shaped in the Summer Matters materials, is compelling and continues to motivate those who work in summer learning programs.

### TA providers statewide use Summer Matters resources for planning and staff training

Exhibit 28 | n=90 | TA Provider Survey 2015



Foundation grantees have expressed their commitment to continue to disseminate and implement Summer Matters resources, but in a state as large as California it will take the full, broad network of CDE's Expanded Learning Division and its full team of SSEL Leads to keep summer program quality improving, with support from the state-level nonprofit organizations and the regional summer learning networks to disseminate best practices and support new program providers.

***“Summer Matters is one of the most successful examples of a funded initiative that I can think of—a campaign that was done strategically and with enough discipline over a long enough period of time to really start to see results.”***

— Field Leader

### A Sampling of Summer Matters Website Resources

- Summer Program Master Planning Timeline
- Sample Comprehensive Program Schedule
- Sample Summer Program Lesson Plan
- Staff training tip sheet
- Sample MOU with community partner organizations
- *Summer Learning Loss* video presentation of the research
- *The Quick CASP, A Summer Program Quality Assessment Tool*
- *The Cost of Summer* (infographic)
- *Core Components of a High-Quality Pre-Service Staff Training*
- *Effective Summer Programs: Lesson plan for staff training workshop*
- *Summer Learning Matters: A Guide for school board members*
- *Leveraging Summer for Student Success: A Guide to LCFF & Summer Learning Programs*
- *Summer learning is a great way to meet your LCFF goals—for districts considering supporting summer learning with LCFF*

## Conclusion

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Taking on any goal that covers the more than 1,000 school districts in California is a bold and costly venture. The Foundation's 2009–16 After-school and Summer Enrichment Subprogram strategy was largely successful, stirring up currents of change within California's system of publicly-funded expanded learning programs that are likely to continue for years following the end of the investment. Nevertheless, significant challenges remain in the field around reaching the entire state and addressing funding volatility.

### ASSESSING THE FOUNDATION'S APPROACH

Much of the Foundation's success can be credited to its approach, including interconnected investment areas, a prolonged investment period, investments that scaffold a public system, and investments in stakeholder engagement.

**Intentionally interlocking investment areas enhanced the Foundation's effectiveness—in particular, in the ability to influence decision makers.**

The Foundation's three strategies created a mutually supportive investment structure. For example, as discussed in this report, the target communities served as testing grounds for using quality standards for summer learning and building community partnerships (Quality Practice) and provided TA providers (Systems Building) with opportunities to practice the new summer-specific techniques and methods proposed by the Summer Matters Campaign (Policy Development and Stakeholder Engagement). District superintendents and administrators (Policy Development and Stakeholder Engagement) became more willing to spend district funds on summer learning after a site visit to a target community (Quality Practice).

The interlocking investment areas also allowed education leaders to hear the Summer Matters Campaign message in multiple places, because positive changes were occurring within different levels of the statewide system (e.g., local community, school district, CDE, statewide partner agencies). This aspect of multiple, consistent messages was very helpful, given the regular turnover of school district superintendents and state elected officials.

**The Foundation's investments leveraged private funding to enhance a public system, thus better positioning these efforts for sustainability.**

The Foundation's investment encouraged innovation, quality improvement, dissemination of best practices, and leadership development; the results were significant enough to raise the interest and appreciation of K–12 education leaders in the public system. The Foundation chose strategies that could build on already existing public structures, specifically the ASES-funded programs and their accompanying system of regional TA providers.

The investments spurred program change at a faster pace than normal within large public systems, for example, closing gaps in service in a selected set of rural regions in the state. By the close of the investments, the public system—CDE, school districts, and County Offices of Education—embraced many of the changes promoted by the Summer Matters Campaign and incorporated them into their philosophical approach and work plans.

**Thoughtfully committing to a seven-year investment was a major factor in the Foundation’s successes.**

Lead grantees frequently say their successes are due in part to having had time to launch, pilot, adapt, and learn from their change efforts, without feeling rushed to reach a date-driven finish line. In particular, CDE staff and others involved in expanded learning policy work appreciate that the Foundation did not lose interest in the slow and unpredictable pathways of policy change. The seven-year timeline was long enough for the grantees, in partnership with key Foundation representatives, to move beyond grant completion to institutional changes within the deeper structures of a public system (e.g., local school district funding decisions, state program standards). With advance commitment of multi-year grants, grantees had adequate time to pilot test new concepts, adjust them for their particular contexts, and then fully adopt the desired changes. The Foundation’s longer timeline also meant that leadership grantees could try different implementation methods and build deeper levels of trust as they worked to influence system change in a large and diverse state.

From the beginning of each grantee relationship, the Foundation made its timeline for exiting the work clear. This gave grantees a chance not just to develop alternate funding plans, but to become more deeply engaged with and committed to the vision of expanded learning co-created by the Foundation, key grantees, and other field leaders.

**Selecting a small number of lead grantees and charging them with decision making around how to advance the Foundation’s expanded learning goals was a savvy, sustainability-focused approach.**

The Foundation drew on lessons from its earlier experience investing in leadership development for the after-school field as it incrementally developed a leadership team for this Subprogram. Foundation staff made sure to sit shoulder to shoulder with representatives of these organizations during the pilot phase and early years of the investment to shape the vision, assess progress, hone tactics, and identify new partners. With time, the lead grantees created their own group goals, benchmarks, and key activities; the Summer Matters Campaign emerged as a shared project across the lead grantees, with a governing Steering Committee. By the middle years of this investment, Foundation staff continued to sit at the table and participate in the discussions, but the lead grantees ably and comfortably held the reins of the Campaign. This years-long practice of shared work for shared goals is a valuable foundation for continuing the work after the close of the Foundation’s investments. The lead grantees have created a mutual accountability in addition to their accountability to the funder.

**The Foundation made course corrections in response to environmental changes.**

At several points during the initiative, the Foundation adjusted its grantmaking plan in response to changes in the field or a shifting environment. One example was the decision to close the workforce grantmaking in light of evaluation data showing summer staff recruitment was not a large problem. Another example is the additional TA grants for educating programs about how to prepare LCAP funding applications, and for communications support to staff in target communities who requested help with publicity, outreach, and fundraising.

## **THE STATE OF THE FIELD**

As the Foundation’s funding has now sunsetted, the expanded learning field in California is stronger because of the investment, yet remains somewhat spotty and unsteady.

**Increases in program quality, enrollment, and support are not evenly distributed across the state; there are strong expanded learning programs in some districts and struggling and slack programs in others.**

While progress has been made in all three investment areas, it is important to note that there has been uneven progress across the state. Some communities have moved forward in serving more students, generating more local support, and having higher-quality programs, while in others, enrollment and funding have declined or stagnated. Such inconsistent progress is to be expected in a state as large and diverse as California. Given the types of changes the investment sought to achieve (i.e., changing complex systems and attitudes at both state and local levels), Summer Matters Campaign leaders and the Foundation never expected to reach full achievement of their goals during the investment period, despite having a seven-year timeline. Instead they aimed for positive movement and encouraging results that could sustain momentum into future years and engage growing numbers of supporters.

It is important to note that even after seven years, the mottled successes of enrollment, funding, and program quality can be considered interim outcomes. The larger goal of lasting change at the community level due to larger systems change within California's K–12 education field is still possible, because each investment area has achieved successes that appear to be continuing after the Foundation's investments have ended (e.g., programs' adoption of quality standards, policies allowing more flexible use of public funds, integration of summer learning TA into expanded learning TA).

**Volatility in expanded learning funding sources has required adjusted tactics and measures of success, and these adjustments will continue to be necessary.**

In understanding the successes of the investments, it is important to note the additional political and educational climates within which these strategies were operating. Of note is California's state budget crisis between 2011-13, during which the key policymakers targeted by the strategy grantees were less open to listening and acting upon the requests from the Summer Matters Campaign and local programs. The prospect of additional state or federal funding for summer learning programs had to be completely reworked by the Campaign. The state's decision in recent years to revise K–12 education finance policies and implement a local community funding formula also required Summer Matters Campaign to change plans and develop new tactics. The current federal budget proposal eliminates the key federal funding source for expanded learning programs (21<sup>st</sup> CCLC), and will likely require additional adjustments to the Campaign's activities moving forward.

***“I think we’ve set the conditions for lasting change, putting the technical assistance strategy in place, creating the quality assessment tools, all of the PR and media. We’re beginning to reap success, but it is going to take more than the Packard Foundation investment and a longer time than what we had thought.”***

– Packard Foundation Staff

## **FUTURE DIRECTIONS**

We offer the following concluding thoughts that could help inform future actions by expanded learning field leaders.

### **Continuing to Build Quality**

- **Centralized and localized channels to promote and refresh best practices.** A strong TA system typically disseminates best practices from the top down, but as shown by the summer learning TA team, field-level



learning can be accelerated when a dedicated team collects and carefully vets new resources from across the field. Centralized review of new resources, such as program-level quality assessment tools, was a valuable process used by the summer learning TA Leads and was grounded in the team's commitment to serving the whole state while still reflecting the needs and perspectives of multiple regions and program types. Field leaders should aim to continue this combination of a healthy flow of shared resources developed locally and a visionary central structure to give thoughtful quality control.

- **Maintaining program quality while also expanding program enrollment.** The tension between quality and quantity is a constant dilemma for expanded learning programs and was evident in the target community programs that received Foundation funding. In an environment of little to no new funding, it can be tempting to avoid discussing this tension. However, field leaders should keep the topic present—at least to some degree—and help program providers reflect upon and understand how and why they make decisions when faced with this choice.

### Leveraging the Public Structure

- **State-level public-private partnerships.** Program providers show strong inclination to maintain and grow public-private partnerships with a diverse set of partners that benefit their programs. For the field to move forward at the state level, it is key for CDE leaders and Summer Matters Campaign leaders to consciously put time and resources into face-to-face events with each other in order to keep the relationships strong and trusting.

### Developing Field Capacity

- **Seek out and train the emerging leaders and advocates for expanded learning.** This multi-year evaluation has documented high levels of change due to a single person in a leadership role (e.g., a superintendent, a CDE leader). While this has been successful, it is also risky. To maintain momentum, the field must reduce dependence on one or two “star players” within an organization or entity and secure multiple expanded learning champions in key organizations. For state level organizations, this may take place through succession planning for the leadership role. In local and regional organizations or programs, this may be through professional development and intentional, supported leadership opportunities for staff who exhibit strong interest and skills.
- **Coordinated communications.** The TA ecosystem highlights the multi-sector, multi-layered character of the expanded learning community, with many pathways of information dissemination. Field leaders should inventory the various communications channels used by expanded learning program providers and their supporters (e.g., SSEL Leads, statewide nonprofits) to understand how these could be used as an intentional chain of communication for announcements and dissemination of best practices.
- **Multiple sources of information and influence.** To alleviate the spottiness in the development of the expanded learning field, which is likely to continue in such a large and diverse state, it is important to not only work with those who have “bought into” the Summer Matters vision of summer learning, but also continuously scan the broader statewide landscape and pay attention to parts of the state where progress still needs to happen, understanding who needs information to make that progress and how those individuals are getting information related to expanded learning.

# Packard Foundation After-school & Summer Enrichment Subprogram Theory of Change Overview

**ULTIMATE IMPACT:** Across the state of California, quality after-school and summer learning programs are an indispensable and integrated part of a sustained system of learning that ensures that all children become engaged life-long learners and fluent in twenty-first century knowledge and skills.

**PURPOSE:** The purpose of the Packard Foundation's After-school and Summer Enrichment Subprogram is to ensure that California's education leaders embrace high-quality after-school and summer learning as essential to the overall (academic, social, emotional) success of children who need it most.

## PROBLEMS

- After-school, summer learning, and regular school day systems are not aligned with each other
- Inefficient and inflexible resources to support after-school and summer learning
- Limited awareness of the role of summer learning programs in helping students succeed in school
- Low prioritization by after-school leaders of summer learning for school success
- Insufficient demand within the education system for high-quality summer learning programs
- Inadequate supports to ensure summer learning program quality
- Gap in recruiting and training an after-school workforce to meet California's growing needs

## STRATEGIES

### Quality Practice

- Develop sustainable, quality demonstration summer programs
- Support improvement of quality indicators focusing on literacy and wellness

### Systems Building

- Maintain a vital and robust platform for after-school and summer through the TA system
- Implement a "train-the-trainers" model for TA providers to expand TA quality for after-school and summer learning
- Develop summer professional development strategies that are linked to after-school workforce development

### Policy & Engagement

- Develop effective common messages that promote more flexible state and federal funding streams for after-school and summer
- Collaborate with philanthropy, business, local government, and other stakeholders to support effective summer learning programs
- Build demand for summer learning programs among existing advocates
- Build new champions to support summer learning

## TARGET CONSTITUENCIES

- After-school and summer learning leaders and program providers
- Local school districts
- CDE
- After-school TA system
- Higher education institutions
- Workforce and labor agencies
- Ed Coalition
- Business leaders
- State and local elected officials
- State and local government agencies
- Media

## SHORT-TERM OUTCOMES

### Quality Practice

- Summer program engagement in state and local partnerships that advocate for sustainable high-quality summer programs
- Improved integration of summer programs into districts' plans for school day and after-school
- Agreement on and understanding of the definition of quality summer programming in the field

### Systems Building

- Strengthened integration of after-school and summer TA systems
- Increased K–12 demand for summer learning programs

### Policy & Engagement

- Sustained access to existing after-school and summer learning funding streams
- Awareness and understanding of summer learning loss among stakeholders involved in California's system of learning
- Support from the California Department of Education (CDE), state and local government, K–12 leaders, businesses and stakeholders for quality summer programming

## LONG-TERM OUTCOMES

### Quality Practice

- Increased number of publicly funded summer programs implementing quality standards
- Increased number of schools and districts adopting an integrated after-school and summer learning approach

### Systems Building

- Better integration of after-school and summer learning into CDE's larger educational work
- Improved K–12 understanding of links between school day, after-school and summer learning

### Policy & Engagement

- Increased resources for after-school and summer programs
- Improved state and federal policies that result in flexible funding streams
- Increased recognition by leaders of benefits of after-school and summer programs
- Increased number of champions for after-school and summer programs in CDE, legislature, business, preschool, K–12 and after-school networks

# Glossary

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## 21<sup>st</sup> Century Community Learning Centers

21<sup>st</sup> CCLC grants establish or expand before- and after-school programs that provide academic enrichment opportunities and supportive services to disadvantaged students in grades K–12. The programs are created through partnerships between schools and local community resources. The CA Department of Education administers this federally funded program.

## After School Education Safety Program (ASES)

California's ASES Program annually provides \$550 million state funding for before-school, after-school, and summer learning programs. ASES resulted from the 2002 voter-approved initiative, Proposition 49. ASES grants are administered by the California Department of Education's Expanded Learning Division.

## CDE Expanded Learning Division

In 2012, CDE elevated the after-school and summer learning unit to a department division, helping both types of programs get increased visibility and influence within CDE. Michael Funk, who has been a practitioner and advocate of expanded learning for many years, heads the division.

## Comprehensive Assessment of Summer Programs (CASP)

A tool developed by the National Summer Learning Association to measure quality of summer programs using nine domains. Following the assessment, summer program leaders receive a comprehensive feedback report highlighting the program's strengths and opportunities for improvement in each domain. The nine domains of a CASP assessment are: Purpose; Finance and Sustainability; Planning; Staff; Partnerships; Individualized Programming; Intentional Programming; Integrated Programming; Unique Program Culture.

## Local Control Funding Formula (LCFF)

A new funding system for schools enacted by the state of California in 2013. The LCFF simplifies funding for school districts and charter schools and emphasizes input from parents and the local community. It replaces the various funding streams previously in place with uniform base, supplemental, and concentration grants.

## Local Control Accountability Plan (LCAP)

The LCAP is part of the LCFF. All local education agencies are required to have LCAPs that describe their annual goals for students and what types of activities they will be pursuing to address these priorities.

## Quick CASP

A variation of the National Summer Learning Association's CASP tool to help measure quality of summer programs. The Quick CASP is based on the CASP, but includes fewer indicators, 36 instead of 80, to make it more user friendly for providers that may not have the time or resources for a more in-depth assessment of their programs.

## Senate Bill 1221

California's SB 1221 mandates recipients of ASES and 21<sup>st</sup> CCLC funding to conduct program assessments, follow a cycle of program improvement, and design programs to be available year-round.

### Summer Matters Roundtable

A convening and communications approach for increasing the number and types of organizations knowledgeable about and engaged in summer learning.

### Summer Matters Steering Committee

The Summer Matters Steering Committee provides support to the Summer Matters Campaign and its work across the state of California. Summer Matters Steering Committee and staff monitor key groups that support or influence California's after-school and summer programs (e.g., CAN, CDE Expanded Learning Division Advisory group), and then work to ensure salience of summer learning in those groups' deliberations. During 2016, the following individuals were members of the committee:

- Diego Arancibia, ASAPconnect
- Julie Bennett, ASAPconnect
- Julie Sesser, ASAPconnect
- Gloria Halley, Butte County Office of Education
- Ruth Obel-Jorgensen, CalSAC
- Kim Boyer, Central Valley After school Foundation
- Richard Peralta, Central Valley After school Foundation
- Samantha Tran, Children Now
- Justina Acevedo-Cross, David and Lucile Packard Foundation
- Steve Fowler, FowlerHoffman
- Mary Hoffman, FowlerHoffman
- Mary Jo Ginty, Los Angeles County Office of Education
- Emily Tay, Los Angeles County Office of Education
- Mara Wold, Monterey County Office of Education
- Sarah Pitcock, National Summer Learning Association
- Jennifer Peck, Partnership for Children and Youth
- Katie Brackenridge, Partnership for Children and Youth
- Daren Howard, Partnership for Children and Youth
- Summer Matters Campaign Director: Nazaneen Khalilnaji-Otto, Partnership for Children and Youth

### System of Support for Expanded Learning Leads (SSEL Leads)

SSEL Leads, formerly known as Regional Leads, are field-based technical assistance providers assigned to a designated region of the state to support programs receiving a state or federal grant through CDE's Expanded Learning Division. In 2016, the Expanded Learning Division increased the number of SSEL Leads from 11 to 16, allowing some regions to have more than one SSEL. SSEL Leads work either individually or with a small staff team and are based at County Offices of Education.

# After-school and Summer Enrichment Subprogram Grantees

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- A World Fit for Kids
- Alameda County Community Food Bank
- Bay Area Video Coalition
- BTW Consultants, Inc. (dba Informing Change)
- Butte County Office of Education
- California Food Policy Advocates
- California Library Association
- California School Age Consortium
- California School Boards Research Foundation
- California State Parks Foundation
- Californians Dedicated to Education Foundation
- Center for Collaborative Solutions
- Central Valley Children’s Partnership, Inc.
- Children’s Initiative
- City and County of San Francisco
- Council for a Strong America Fight Crime: Invest in Kids
- East Bay Asian Youth Center
- Food Research & Action Center
- Foundation for California Community Colleges
- FowlerHoffman, LLC
- Fresno County Office of Education
- Friends of LACOE
- Gilroy Unified School District
- Glenn County Office of Education
- Grantmakers for Education
- GreatSchools
- How Kids Learn Foundation
- Institute for Educational Leadership
- Institute for Local Government
- Johns Hopkins University
- LA’s BEST
- Los Angeles County Education Foundation
- Monterey County Office of Education
- National Academy of Sciences
- National Summer Learning Association, Inc.
- Oakland Unified School District
- Partnership for Children and Youth
- PR and Company, LLC
- Public Agenda Foundation, Inc.
- Public Health Institute
- Public Profit, LLC

- Putnam Consulting Group, Inc.
- Regents of the University of California - Davis
- Regents of the University of California - Irvine
- Sacramento City Unified School District
- Sacramento County Office of Education
- San Bernardino City Unified School District
- San Francisco School Alliance Foundation
- San Francisco State University
- San Francisco Unified School District
- Santa Clara County Office of Education
- South Bay Center for Counseling & Human Development
- Stanford University
- The Forum for Youth Investment
- THINK Together
- United Way Fresno and Madera Counties
- Whittier City School District
- Youth Development Network
- Impact People Inc.

## Data Collection Methods

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Over the course of this evaluation, Informing Change interviewed and surveyed hundreds of stakeholders and field leaders at the state and local level, conducted site visits and other observations, and reviewed relevant documents from the Foundation while monitoring policy changes at the state level. Below is general description of data collection conducted from 2011–2017, with more detailed information provided for the most recent data collection activities.

### KEY INFORMANT INTERVIEWS

- 2011: 46 interviews
- 2012: 71 interviews
- 2013: 62 interviews
- 2015: 37 interviews
- 2016: 68 interviews with Foundation staff, TA grantees, TA providers, Program providers and field leaders
- 2017: 6 interviews with field leaders

### SURVEYS

- 2011
  - Program Directors and Grant Administrators survey, n= 438
  - Target Community Enrollment and Funding Data Questionnaire, n=10
  - Urban Teaching Fellowship survey, n=9
- 2012
  - Target Community Enrollment and Funding Data Questionnaire, n=10
- 2013
  - After-school and Summer Learning Program Providers survey, n=464
  - Target Community Enrollment and Funding Data Questionnaire, n=10
  - California School Boards Association member survey, n=215
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- 2014
  - California School Boards Association Enrollment and Funding data, n=15
  - Target Community Enrollment and Funding Data Questionnaire, n=10
- 2015
  - After-school and Summer Learning Program Providers survey, n=258
  - Technical Assistance Providers survey, n=98
  - Target Community Enrollment and Funding Data Questionnaire, n=8
  - TA Diffusion Summer Learning TA Providers survey, n=17

### SITE VISITS & OBSERVATIONS

- Target Communities
- Target Community Grantee meetings
- ASAPconnect CASP webinar
- BOOST Conference observation, informal conversations with attendees, focus group with nine program providers unaffiliated with the Packard Foundation or the Summer Matters campaign program

- Exploring Our Emerging Network Convening
- Summer Matters Mapping and Weaving Cluster Meetings & Webinar
- Summer Learning Network Seed Fund Committee meetings
- Summer Matters Technical Assistance Providers annual debriefs
- Target Community Grantees' annual debriefs
- Summer Matters Steering Committee meetings
- Summer Matters Roundtable meetings

## DATA & MATERIALS REVIEW

Throughout the data collection period, Informing Change reviewed and analyzed grant proposals, final grant reports, field communications, legislative actions and voting patterns related to after-school and summer programs. Information on school board, state legislators, and legislative candidates' websites was also analyzed for mentions of after-school or summer learning topics. Summer Matters meeting agendas and minutes, Summer Matters press releases and public communications, and other materials relevant to the Foundation's investments were also reviewed. Informing Change also worked with ASAPconnect in 2015 and 2016 to review their TA Providers survey data and produce an infographic.



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