California Department of Education  
Report to the Legislature, Legislative Analyst’s Office and the Governor:   
Characteristics of Schools and Students Participating in After School Programs 2021 Report

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Description: Senate Bill (SB) 1221 (Hancock), Statutes of 2014, Section 9, and California *Education Code (EC)* Section 8428 require that the California Department of Education (CDE) report to the Legislature biennially on the type and quality of its After School Education and Safety (ASES) and 21st Century Community Learning Centers (CCLC) programs and the characteristics of the students participating in them.

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## Executive Summary

The CDE oversees the most extensive system of high-quality after school programs in the nation through two initiatives: (1) the state-funded After School Education and Safety (ASES) Program for students in grades kindergarten through nine and (2) the federally funded 21st Century Community Learning Centers (CCLC) Program, including the After School Safety and Enrichment for Teens (ASSETs) Program for high school students. In the 2018–19 academic year, these programs operated at over 4,500 sites and served over 880,000 students in grades kindergarten through twelve (K–12).

SB 1221 (Hancock), Chapter 370, Statutes of 2014, signed by the Governor on September 16, 2014, requires the CDE to submit a biennial report to the California State Legislature regarding the type, distribution, and quality of these programs and the characteristics of the students participating in them, including their number and demographics, program attendance, academic performance, behavior, and skill development.

The first biennial report submitted in compliance with this statute summarized analyses of the 2015–16 academic year data, which had become available through the CDE’s improved data collection efforts. The analyses compared schools that received CDE grant funding for Expanded Learning Programs (ELPs)—which include after school, before school, and summer programming—to other non-grantee schools. The analyses also compared students participating in ELPs to nonparticipating students. The evidence documented in that report indicated that the CDE’s ELPs were reaching economically disadvantaged students and students of color and that, overall, CDE grantees had a positive impact on an important outcome indicator: school attendance.

This second biennial report summarizes analyses of the 2018–19 academic year data (the most recently available data). Improvements to data collection resulted in enhancements in data quality and allowed for more specified data analysis. The results of the 2018–19 academic year analyses from the second biennial report show that the CDE continued to provide funding for after school programs that served economically disadvantaged students and students of color. Further, the 2018–19 academic year analyses show that ELP participants attended an average of up to 1.5 percent more school days compared to their nonparticipating peers.

This second biennial report also provides an updated introductory overview of the importance of ELPs, the characteristics of high-quality programs, and the commitment and actions that the CDE has made through its Expanded Learning Division (EXLD) to ensure that ASES and 21st CCLC grantees serve students most in need and that these programs meet the highest quality standards. This report confirms that California still not only leads the nation in the scale and scope of its ELPs but also plays a national leadership role as a model for quality-improvement efforts.

## Report Purpose

SB 1221 (Hancock), Chapter 370, Statutes of 2014, signed by the Governor on September 16, 2014, requires the CDE to submit a biennial report to the Legislature regarding the type and quality of the ASES Program and the 21st CCLC Program and the characteristics of the students participating in them. Specifically, Section 9 of the statute calls for the CDE to provide the following information about these programs and program participants, based on currently available data:

* Number, geographical distribution, and site and grantee type
* Pupil demographics and characteristics
* Pupil program and school day attendance
* Statewide test and assessment scores
* Pupil behavior changes and skill development
* Quality of the programs

The CDE submitted the first biennial report in compliance with this statute in December 2019. Due to improvements in data collection efforts leading up to the first report, the CDE was able, for the first time, to report detailed characteristics of youths served by ASES and 21st CCLC grantees. Based on data from the 2015–16 academic year, the results from the first biennial report revealed the following key findings:

* As intended, schools that received CDE funding for after school programs predominantly served economically disadvantaged students and students of color.[[1]](#footnote-1) Over one-third of students (36 percent) in grantee schools were also English learners.
* Within grantee schools, an average of 35 percent of students participated in the CDE-funded after school programs. Program participants were representative of the larger student body.
* Program participants, and specifically English learners in grades nine through twelve, reported significantly higher school day attendance than their peers who did not participate in after school programs. Across all grades, after school program participants attended an average of 3.5 to 17 more days of school compared to their nonparticipating peers.
* The increase in school day attendance for after school participants specifically was equivalent to approximately $163,251,341 in average daily attendance (ADA) funding for schools.[[2]](#footnote-2)

The purpose of this second biennial report is to provide an update using the most recently available data, which is from the 2018–19 academic year. This second biennial report includes a comprehensive historical overview of after school programs in California. Following the historical overview, the report presents findings from the 2018–19 academic year, including significant changes in results since the submission of the first biennial report.

## The Importance of After School Programs

The term “after school” has long been applied not just to programs that occur after the school day but also to programs that occur before school, between school terms, and during the summer. This lack of specificity led to the adoption of terms such as out-of-school-time (OST) and expanded learning to refer to this broader array of programs. Regardless of the label, a common trait that separates these programs from being simply a collection of extracurricular activities is that they are, by intent, regular, structured, or semistructured programs with the minimum goal of providing youths with a safe, supervised environment beyond the school day.

Research shows that youths with unstructured and unsupervised time after school are more likely to engage in risky behaviors, including substance usage and criminal actions, and are less likely to be safe and to do well academically in school (Durlak, Weissberg, and Pachan 2010; Peterson 2013; Shernoff and Vandell 2007; Vandell 2013; Vandell, Reisner, and Pierce 2007). The CDE-funded ELPs are charged with providing educational and developmental enrichment that addresses the needs of the whole child and helps promote success in both school and life, particularly among economically disadvantaged youths and youths of color.

### Historical Overview

The origins of after school programs date back to the early twentieth century, as the implementation of compulsory education and child labor laws generated a greater need for a safe and supervised place for youths to be when school ended. In the last decades of the twentieth century, interrelated developments related to socioeconomics, education, culture, and family fueled calls for the expansion of after school programs, both in number and purpose. These developments included the following:

* The growth of female labor force participation and single-parent families, resulting in a rising number of “latchkey” youths under self-care after school
* Concerns about declining academic achievement and graduation rates, particularly the gaps that were evident between racial and ethnic minorities and White students
* The growth of adolescent involvement in risk behaviors, such as substance use, early sexual activity, crime, and violence—especially among unsupervised youths in the hours between the end of school and parents returning from work
* Research documenting the ineffectiveness of current prevention approaches and the importance of providing youths with developmental supports (such as positive adult relationships and opportunities for meaningful participation) and building social-emotional competencies (such as interpersonal skills, self-management, and responsible decision-making) that promote resilience and positive educational, behavioral, and health outcomes

In response to these developments, a transformation in the perception and goals of after school programs occurred by the end of the twentieth century. After school programs were rightfully perceived as an important means to address these developments by helping support working families, reducing involvement in substance use and other risk behaviors, improving safety and lowering victimization, and providing additional academic and developmental enrichment. In 1994, the federal government’s 21st CCLC legislation prioritized after school programs as a way to assist high-poverty, low-performing schools. These 21st CCLC programs served as a model for expanding the learning that occurs in the school by offering tutoring, homework assistance, and other more exploratory educational supports.

At the same time, after school programs were highly influenced by the emerging positive youth development movement’s call to focus on providing developmental supports and opportunities and building social-emotional skills, which were not the primary focus or area of expertise of the traditional school.

Although after school programs vary in scope, activities, and strategies, the overarching goal of the field today is to not only keep youths safe but also provide a structured place that offers educational and developmental support. Typically, high-quality after school programs aim to provide positive activities and interactions with adults and peers and role models; foster a sense of value and connectedness with the students’ schools and communities; and build the academic and personal skills and values that youth need to succeed in school, career, and life to become productive, contributing citizens. These goals and program characteristics have guided the work of the CDE’s after school programs.

### What Research Tells Us

#### Positive Youth Benefits

A growing body of research finds that high-quality after school programs and other ELPs that purposely provide academic and/or developmentally enriching services have positively impacted a wide range of student outcomes, including the following:

* School attendance and academic motivation
* Academic work habits, homework completion, English language development, and academic achievement (such as student grades and test scores)
* Social-emotional development, behavior, and discipline

In a review of 68 studies, Durlak, Weissberg, and Pachan (2010) found that certain types of after school programs were associated with significant improvements in school connectedness, academic indicators (such as test scores, grades, and attendance), and positive social behavior along with reductions in problem behaviors. These effective programs focused on sequenced activities to explicitly teach and actively engage students in learning social-emotional and other skills.

Further, in a series of studies (2007, 2013, 2014, and 2020), Deborah Vandell, founding dean of the University of California, Irvine School of Education, and colleagues have demonstrated that high-quality after school programs show promise for closing the achievement gap and have positive effects on students’ school attendance, task persistence, academic work habits, and grades.

Participation in after school programs has also been linked to positive social and behavioral outcomes such as improved social skills with peers; increased prosocial behavior; reductions in aggression, misconduct (such as skipping school and getting into fights), and substance use; and increased student engagement, intrinsic motivation, concentrated effort, and positive states of mind (Shernoff and Vandell 2007; Vandell 2013; Vandell, Reisner, and Pierce 2007). Vandell (2013, 4) concludes the following:

These findings are significant because the social and emotional outcomes that are fostered through high-quality after school programs lay the psychological groundwork for the kinds of cognitive processes that are required for mastery of academic content knowledge and skills to apply that knowledge.

A groundbreaking compendium (Peterson 2013) of nearly 70 research studies, reports, essays, and commentaries by more than 100 prominent researchers and thought leaders demonstrates the power of quality expanded learning opportunities to

* Promote student success and college and career readiness;
* Build youth assets such as character, resilience, and wellness;
* Foster partnerships that maximize resources and build community ties; and
* Engage families in their children’s learning in meaningful ways.

This cumulative body of evidence led Peterson, Fowler, and Dunham (2013, 4) to the following conclusion:

Now we know: quality after school and summer learning opportunities work. We know that quality ELPs are associated with increased academic performance, increased attendance in school, significant improvement in behavior and social and emotional development, and greater opportunities for hands-on learning in important areas that are not typically available during the school day.

More recently, McCombs, Whitaker, and Yoo (2017) found evidence that multipurpose programs that were deliberately focused on social and emotional skill development were linked to reduced risk behaviors and that programs specifically targeting academic instruction and skill development can improve student achievement and youths’ feelings of safety. The study concluded that “OST programs are generally effective at producing the primary outcomes that would be expected based on their content and design . . . [We] consider these programs worthy of continued public investment” (2).

#### Improving Opportunity for Underserved Youths

High-quality after school programs provide students with support and opportunities needed to succeed and thrive that many students do not always fully receive within the school day. Providing such support and opportunity is especially important to many economically disadvantaged and marginalized youth. Economically disadvantaged students have a high likelihood of trailing substantially behind their more affluent peers on academic achievement tests. Similar academic achievement gaps also occur, on average, for Latino and Black students compared to White students. These achievement gaps are inextricably connected, as a disproportionate number of economically disadvantaged families are people of color.

At a national level, it has been estimated that youths from higher-income families are twice as likely to access enrichment and skill-building opportunities as their peers from lower-income families (Putnam, Frederick, and Snellman 2012). On the California Healthy Kids Survey (CHKS), Black, American Indian, and Latino students have generally (across multiple years of survey administration) reported lower levels than White and Asian peers of school safety, connectedness, and developmental support (such as caring adult relationships and high expectations). According to CHKS data, schools that serve mostly Black and Latino students had lower overall positive school climate ratings than schools that serve mostly White and Asian students, even when adjusting for student socioeconomic status (Austin, Nakamoto, and Bailey 2010).

Safety, connectedness, caring adult relationships, high expectations, and participatory opportunities are fundamental developmental supports that have a profound influence on school success, overall well-being, and whether youths thrive, especially in communities challenged by adversity and marginalization. After school programs are one method to address the opportunity gap because they provide additional educational and developmental enrichment.

Reflecting on this opportunity gap, a recent survey documented a high need and demand for high-quality after school programs in communities of concentrated poverty. Parents in these communities reported that after school programs provide essential services that their communities otherwise lacked: a safe, supportive, and enriching environment; enhanced opportunities for physical activity, extra learning, and homework assistance; and healthy snacks and meals (Afterschool Alliance 2016a, 2016b).

This array of services that focus on both educational and developmental support helps explain why consistent participation in after school programs closed an achievement gap in math between low‑income and high-income students in grades kindergarten through five (Pierce, Auger, and Vandell 2013).

### Social Return on Investment

In addition to a range of positive student benefits from after school programs, there is a wide range of broader socioeconomic benefits from them. After school programs support working families and save taxpayer dollars by improving academic performance, building skills, reducing juvenile crime and welfare costs, and increasing students’ future earning potential. A cost-benefit analysis of the potential effect of California Proposition 49 (which provided $550 million in annual funding for after school programs) found that for every dollar invested in after school programs, there are up to three dollars in community savings (Brown et al. 2002).

### High Public Support

The multiple benefits of after school program participation explain why there is such strong and broad public support for after school programs and why California voters in 2002 approved Proposition 49, a major expansion of after school program funding. In a 2014 survey (Afterschool Alliance), 84 percent of parents nationally, and 86 percent in California, supported public funding for after school programs. Eight in 10 parents nationally agreed that after school programs helped working parents keep their jobs. This support cut across political and racial/ethnic lines.

A more recent Phi Delta Kappa (2017) public poll found strong agreement that schools should provide support outside of the typical school day, with 77 percent strongly supporting schools providing after school programs. Moreover, 70 to 80 percent felt that schools should be doing more to help students in two specific areas that high-quality after school programs target: developing interpersonal skills and participating in extracurricular activities.

### The Features of High-Quality Programs

High-quality after school programs can have multiple benefits for youth and society, particularly in disadvantaged communities lacking in resources, resulting in a high level of program appreciation and calls for program expansion. A large and growing body of research shows that the programs that have the most positive outcomes are those that do not simply provide a safe, supervised place for students beyond the end of the typical school day (Durlak, Weissberg, and Pachan 2010; Little, Wimer, and Weiss 2008; McCombs, Whitaker, and Youngman Yoo 2017; Vandell 2014; Washington State Department of Early Learning Office of Superintendent of Public Instruction 2017). Successful programs also intentionally aim to enhance the learning that occurs in the classroom and provide youth with the developmental supports, opportunities, and skills that are central to success in school, career, and life. This includes enhancing social-emotional and twenty-first century competencies, a sense of personal empowerment, and relationships with and connectedness to adults. Successful programs do not simply “extend” the hours of youth supervision beyond the school bell but aim to **expand** what youth learn and experience and build the competencies they need to succeed with clear, intentional programming that targets specific outcomes.

Research points to three interrelated implementation factors that are critical for creating positive settings and outcomes: (1) access to and sustained participation in the program; (2) quality staffing, including appropriate supervision and structure, and well-prepared staff; and (3) strong partnerships between the program and the schools and other places in which students are learning (Little, Wimer, and Weiss 2008).

The large body of research on quality that has been presented throughout this section guides the CDE’s support and oversight of its after school programs. Recognition of the importance of these quality factors underlies the adoption by the CDE of the term **expanded learning** rather than **after school** and the establishment of an EXLD. The purpose of using the term expanded learning is to intentionally communicate that the goal of the state’s programs is to expand the learning of youth both in hours and in nature. This is the vision captured in the CDE’s definition of expanded learning included in *EC* Section 8482.1(a):

Expanded Learning means before school, after school, summer or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that ELPs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and academic year.

The CDE EXLD, working with the California Afterschool Network (CAN) and other leaders in the field, identified the 12 most important research-based quality standards, summarized in Exhibit 1, and provided guidance and technical assistance (TA) to the CDE grantees on their implementation. To help California narrow its persistent achievement and opportunity gaps, the CDE’s ELPs specifically target, and successfully reach, disadvantaged and marginalized youth to provide them with learning and developmental enrichment.

### California’s Commitment to High-Quality Expanded Learning Programs

[The CDE’s ELPs] are created through partnerships between schools and local community resources to provide support for academic achievement, literacy, and educational enrichment while providing safe and constructive environments for students during non-school hours (CDE 2021).

While the primary focus of ELPs is on academic enrichment, the CDE also emphasizes the importance of fostering positive youth development and well-being in achieving school and life success. The CDE’s ELPs are further focused on providing high-quality services to economically disadvantaged and low-performing students who are most in need of these enrichment opportunities.

California’s and the CDE’s commitment to promoting high-quality expanded learning dates back to the establishment and funding by the California State Legislature of the Before and After School Learning and Safe Neighborhood Partnerships Program (BASLSNP). In 1998,[[3]](#footnote-3), [[4]](#footnote-4) BASLSNP funded school-based before and after school programs for students in grades kindergarten through nine that, working in partnership with city, county, and community organizations, aimed to improve student academic performance and offer students a safe and enriching environment.

In 2002, this commitment, which amounted to $122 million in state funding, was extraordinarily boosted by two milestone events: (1) the passage of Proposition 49, the ASES Act of 2002, and (2) the transference of the federal 21st CCLC Program administration to the state.

#### The After School Education and Safety Program

Voters approved Proposition 49, which provided $550 million in annual funding (released in 2006) for after school programs in elementary and middle schools and replaced BASLSNP with the new ASES Program. Proposition 49 represented the first attempt by advocates of a particular program to earmark funds within the Proposition 98 general state education funding guarantee. Its passage reflected public awareness of the value of and need for expanding after school programs. An estimated 42,200 children were on waiting lists for existing programs in 2001.

As implemented by the CDE to this day, the ASES Program funds local kindergarten through grade nine programs that provide economically disadvantaged students with a physically and emotionally safe and constructive environment and academic and developmental enrichment through partnerships between schools and communities. Funding priority is given to programs in schools in which a minimum of 50 percent of pupils are eligible for the federal Free or Reduced-Price Meals Program (FRPM) (see *EC* sections 8482–8484.6). Each ASES Program must provide two elements:

* An educational and literacy element that provides tutoring and/or homework assistance designed to help students meet state standards in one or more core academic subjects (reading/language arts, mathematics, history and social studies, or science)
* An educational enrichment element of additional services, programs, and activities that reinforce and complement the school’s academic program, such as positive youth development strategies (for example, relationship building), visual or performing arts, prevention activities, career awareness/work preparation activities, or community service learning; an emphasis is also placed on providing opportunities for physical activity and a healthy snack or meal

The ASES programs are tasked with working closely with school site principals and staff to integrate these elements into the school’s curriculum, instruction, and learning support activities and with addressing local student needs and interests. Programs must be aligned with, and not repeat, what students experience during the school day.[[5]](#footnote-5)

#### 21st Century Community Learning Centers Program

On January 8, 2002, the federal No Child Left Behind Act of 2001 went into effect, which transferred the authority for the administration of the 21st CCLC Program to state education agencies. The CDE annually receives approximately $140 million in funding for its program (After School Alliance 2020). In Fiscal Year (FY) 2018–19, it received over $133 million (Williams 2020).

The 21st CCLC Program targets students in high-poverty and low-performing schools.[[6]](#footnote-6) Funding in California is reserved for schools eligible for Title I, Part A (Title I) schoolwide programs or those that serve a high percentage of students from economically disadvantaged families, with priority given to schools designated as “in need of academic improvement.” Grantees are primarily charged with enriching academic opportunities with an aim to close the racial/ethnic achievement gap. Grantees must implement research-based strategies to improve academic achievement in core content areas and provide enrichment services that reinforce and complement the academic program as well as provide family literacy and related educational development services.

As part of the state’s 21st CCLC Program, the reach of the CDE’s after school funding expanded into high schools with the ASSETs Program (Assembly Bill [AB] 1984, Steinberg, Chapter 1025, Statutes of 2002 establishing *EC* sections 8420–8428 and 8484.8[h]). California was unique in earmarking half of its 21st CCLC funds specifically for the design, development, and evaluation of high school programs. Initially (beginning in 2003), the CDE awarded 43 grants (one-year grants renewable for five years) for programs at 57 high schools.[[7]](#footnote-7)

The passage of SB 638 (Torlakson, Before and After School Programs, Chapter 380, Statutes of 2006) created additional requirements for ASES, 21st CCLC, and ASSETs. The release of this funding, alongside the federal 21st CCLC Program, fostered an explosion in the number and variety of ELPs in California. California’s investment was more than all other states combined, making the state a leader in the nation (as it continues to be to this date). In 2008, the combined funding from the two programs enabled the CDE to support grantees in more than 4,000 schools.

#### Expansion of Expanded Learning Program Supports and Standards

In 2011, the newly elected State Superintendent of Public Instruction (SSPI) Tom Torlakson elevated after school programs as a statewide strategy for fostering academic achievement and positive youth development and narrowing the state’s persistent racial/ethnic achievement gap. This new emphasis was articulated as follows:

It is widely agreed that many students need more time for learning and that additional time for learning needs to happen in engaging and relevant ways. High-quality after school and summer programs can be particularly effective in engaging students who have not succeeded in school because these programs offer them a different learning environment that caters to their interests, are staffed by people who can pay close attention to relationships, can focus on project-based activities, and can often work more closely with families. After school and summer learning opportunities play an important and unique role by providing learning opportunities that are active, collaborative and meaningful, that support mastery, and that expand young people’s horizons. Research from California after school programs has shown positive impacts on school day attendance, reduced high-school dropout rates, reduced juvenile crime, and increased academic success (Torlakson 2011, 19).

The CDE intensified its efforts to raise awareness of the importance of expanded learning and to provide support for staff professional development and for program quality improvement and accountability. The SSPI encouraged school district superintendents to seek out and support programs to actively engage students in a year-round cycle of learning, including after school, intersession, and summer programs. To highlight the significance of these programs and exert greater leadership, quality oversight, and accountability, the SSPI created a new After School Division (ASD).

In 2016, the CDE changed the ASD’s name to the EXLD to emphasize its commitment to fostering programs that are part of a comprehensive, integrated, enrichment-based system of learning for students. As discussed above, these programs not only extend the school day but also expand what students experience and learn.

#### Strategic Planning Process

The ASD’s immediate charge was the development and implementation of a strategic plan to create systems and programs that would maximize outcomes for children, youth, families, schools, and communities. In March 2012, the ASD launched an integrated, collaborative strategic planning process. This process brought together CDE staff and field stakeholders to determine the best ways to improve the lives of California’s children and youth through a strong expanded learning system aligned with state-level priorities. Based on input from more than 450 stakeholders, including program practitioners, kindergarten through grade twelve education representatives, and TA providers, the ASD released a Statement of Strategic Direction Strategic Plan 2013–15 in April 2013, which was followed a year later by further implementation guidelines (A Vision for Expanded Learning in California Strategic Plan 2014–16).

Based on field test standards, these strategic plans articulated the ASD’s goal of supporting the **development and sustainability of high-quality ELPs throughout California** through collaborative relationships, an accountability framework, and four key strategic initiatives:

* Provide a comprehensive and coordinated system of support and accountability to maintain and improve program quality while encouraging creativity and innovation in the field.
* Develop and maintain clearly defined guidelines, regulations, and processes supporting efficient program administration.
* Communicate with the field in a clear, timely, and transparent manner.
* Champion expanded learning as a vital and integrated part of the education system.

#### Fostering Quality Standards Implementation

Based on the research on program quality and the advice of field experts, the CDE, in partnership with the CAN, identified 12 Quality Standards. The ASES, 21st CCLC, and all other ELPs must seek to implement and use these Quality Standards (see Exhibit 1 below) to guide Continuous Quality Improvement (CQI). In a seminal publication in the field, *Quality Standards for Expanded Learning Programs in California* (September 2014), the CDE and its field collaborators describe what each quality standard should look like in action at the programmatic, staff, and participant levels.

As central features of the Strategic Plan, these standards are intended to be used not as a compliance tool but to provide the CDE and field leaders a shared vision of quality, a better-articulated framework with clear expectations for program improvement, and guidance in how to implement the standards. This includes informing the CDE’s decision-making in funding and monitoring programs, guiding program providers on assessing their own programs, and helping parents and students identify and choose good programs.

The following five interrelated Learning in Afterschool and Summer Principles heavily influenced the identification of the 12 Quality Standards. These five principles were derived from research (Piha, Cruz, and Karosic 2012) on brain development, learning, and the importance of social-emotional and workforce skills for success in college and career. These principles require:

* Learning that is active (hands-on),
* Learning that is collaborative (e.g., derived from team learning),
* Learning that is meaningful,
* Learning that supports mastery, and
* Learning that expands horizons (provides exposure to new experiences, ideas, and cultures).

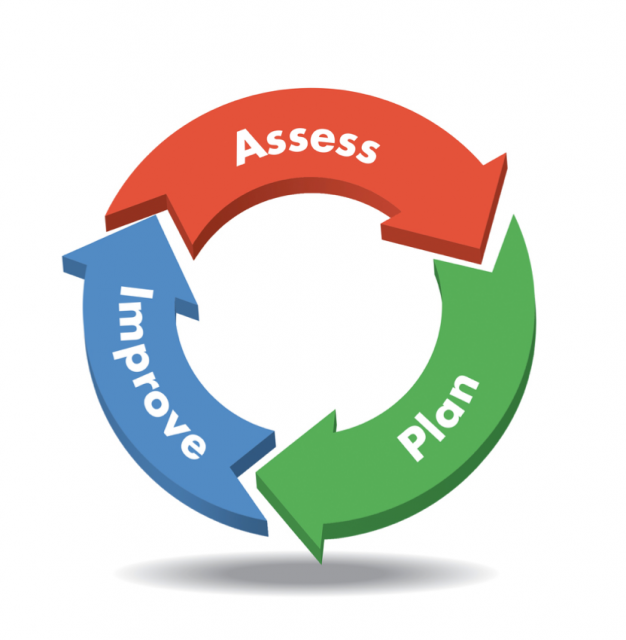
Exhibit 1. Twelve Essential Quality Standards for Expanded Learning Programs in California

1. **Safe and Supportive Environment.** The program provides a safe and nurturing environment that supports the developmental, social-emotional, and physical needs of all students.
2. **Active and Engaged Learning.** Program design and activities reflect active, meaningful, and engaging learning methods that promote collaboration and expand student horizons.
3. **Skill Building.** The program maintains high expectations for all students, intentionally links program goals and curricula with twenty-first century skills, and provides activities to help students achieve mastery.
4. **Youth Voice.** The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation and provides ongoing access to authentic leadership roles.
5. **Healthy Choices and Behaviors.** The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle.
6. **Diversity, Access, and Equity.** The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.
7. **Quality Staff.** The program recruits and retains high-quality staff and volunteers who are focused on creating a positive learning environment and provide ongoing professional development based on assessed staff needs.
8. **Clear Vision, Mission, and Purpose.** The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation, and improvement.
9. **Collaborative Partnerships.** The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools, and community, to achieve program goals.
10. **Continuous Quality Improvement.** The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes, and impact.
11. **Program Management.** The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.
12. **Sustainability.** The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.

Source*:* CDE and CAN 2014.

#### Data-Driven Continuous Quality Improvement

Quality Standard 10, Continuous Quality Improvement, calls for implementing a data-driven process of CQI based on (a) a quality needs assessment; (b) development of a data-driven plan to meet those needs; and (c) plan implementation, monitoring of outcomes, and revision as needed to improve the program (i.e., Assess, Plan, Improve). This CQI process is the cornerstone of the CDE’s program improvement efforts, and the Department worked with the Legislature to mandate it as part of SB 1221 (Hancock, After School Programs, Chapter 370, Statutes of 2014); see *EC* Section 8484(a)(2).



SB 1221 mandates that, starting in the fall of 2015, recipients of ASES and 21st CCLC funding must conduct program assessments; follow a continuous cycle of program improvement; implement high-quality, year-round programs; and submit program-based outcome data to the CDE. The law updates reporting requirements, including the use of data to improve program quality, and stipulates that programs must create a plan describing the data-driven process to be undertaken to improve program quality based on the CDE’s guidance on the program’s quality standards.

The CDE’s goal is to support and empower the local school community to use data to ensure that students have high-quality opportunities for learning and sound emotional development. Grantees are not required to submit their plans to the CDE, but they must make them available for review upon request. Engaging in the CQI process is required, but how it is implemented is a local decision, and the CDE provides wide flexibility while still holding grantees accountable. SB 1221 also makes provisions for the CDE to provide TA and support to grantees to achieve these goals.

#### Accountability

From the inception of the ASES and 21st CCLC programs, a major focus of the CDE’s administration of these programs has been data-based accountability. *EC* Section 8484 requires that after school programs shall submit an Annual Outcome-Based Data Report for Evaluation and evidence of CQI. The Annual Outcome-Based Data Report for Evaluation includes an accounting of the number of days an individual student attends each type of ELP. The CQI report includes information on the level of implementation of each of the 12 Quality Standards.

### The System of Support for Expanded Learning

Since the establishment of BASLSNP in 1998, the CDE has provided local programs with TA to ensure both compliance with program requirements and program quality improvement in compliance with *EC* Section 8484.The core of the early efforts was the development of a Regional After School TA System. The CDE also funded the development and implementation of a program staff development training on principles and research-based strategies for promoting youth development and resilience in after school settings. Over 6,300 after school line staff throughout California were trained.

SB 638 (Torlakson, Before and After School Programs, Chapter 380, Statutes of 2006) stipulated that, beginning with the FY 2006–07, 1.5 percent of the ASES after school funds appropriated were to be made available to the CDE for purposes of providing TA evaluation and training services and for providing local assistance funds to support program improvement and TA. In addition, the U.S. Department of Education authorizes three to five percent of 21st CCLC funds to be used for providing TA to grantees.

One of the four strategic initiatives articulated by the CDE in the Strategic Plan 2013–15 is “providing a comprehensive and coordinated system of support and accountability to maintain and improve program quality while encouraging creativity and innovation in the field.” To this end—and specifically to support grantee implementation of CQI and the 12 Quality Standards—the CDE enhanced its existing TA efforts into a statewide, comprehensive System of Support for Expanded Learning (SSEL), illustrated in

Exhibit 2 below.

Exhibit 2. System of Support for Expanded Learning (as of July 2018)[[8]](#footnote-8)

Four text boxes have arrows leading to a circle with the text Expanded Learning Programs. The first text box says County Offices of Education: 16 counties, 11 regions. The second box says STEM Power of Discovery: 15 counties. The third box says CDE Expanded Learning Division. The fourth box says Statewide Contractors: California Afterschool Network (CAN), After School Assistance Providers Connect (ASAPconnect). Text below the graphic reads "System of Support for Expanded Learning (SSEL)."

The SSEL provides field-based, comprehensive TA, training, and support in each of the 11 service regions of the California County Superintendents’ Educational Services Association that is focused on fulfilling program requirements and building capacity throughout the region to develop, implement, and sustain high-quality ELPs and CQI. This includes a wide variety of tools and resources, as discussed further below.

In each region, TA in both program compliance and quality is provided by a regional team of at least one regional county lead in a County Office of Education working in collaboration with a CDE staff Education Programs Consultant (EPC) and a fiscal analyst. The county lead, the CDE EPC, and the fiscal analyst work together to implement training opportunities and activities uniquely designed to fit the needs of local program grantees, fulfill state program requirements, and achieve the highest standards of quality. Each county lead also works to increase communication and networking among grantee sites and increase support to site-level program coordinators, staff, and community partners.

CDE staff members provide grantees administrative and fiscal policy support; guidance in the interpretation and administration of the legal requirements and guidelines; and support in understanding applicable law, policy, infrastructure, state standards, and assessment and accountability systems. The county lead and CDE staff members work as a regional team to develop and execute a work plan for their geographic area.

This includes providing universal, targeted, and critical TA to the grantees and program sites. All ELPs receive general TA, particularly regarding quality improvement. Targeted TA based on the Quality Standards is provided to grantees or program sites that are experiencing challenges, including not meeting attendance goals. Critical TA is provided to programs that data have revealed are most in need. The regional teams develop a customized TA plan for these sites. If a program site does not meet its attendance targets, it will likely have a reduction in funding as outlined in *EC* Section 8483.7.

The CDE funds two additional TA providers to support the work of the regional teams and to foster improvements in **all** ELPs in the state:

* The CAN helps expanded learning providers increase the knowledge, capacity, and competency of the programs; assists the CDE in the development of tools and resources to support high-quality programs; and supports policies, research, public awareness campaigns, and innovative strategies across all ELPs statewide.[[9]](#footnote-9) The CAN provides trainings on Quality Standards and CQI to field staff and site leaders in all of the SSEL regions/counties and assesses their related needs to guide TA improvements. It provides online access to information, an email newsletter, training resources, and webinars about statewide and national issues affecting expanded learning. It also serves as an advocate on behalf of ELPs to local and state leaders.
* The After School Assistance Providers Connect (ASAPconnect) links ELPs and assistance providers so they can partner more effectively, expand capabilities, and improve program quality. Based on SSEL needs assessments and field surveys, ASAPconnect organizes professional development and coaching for   
  TA providers and leads cross-organizational efforts to raise TA provider skill levels and service quality, including building the capacity of the SSEL and regional teams to provide effective TA. The ASAPconnect Directory provides relevant, up-to-date online information about effective training, mentoring, coaching, and consulting.[[10]](#footnote-10)

In addition, the CDE EXLD has generated a wide range of tools and resource materials to guide and assist the work of the county leads, other TA providers, grantees, and other ELPs throughout the state, as shown in Exhibit 3 below. An Evaluation Research Advisory Committee composed of staff and field experts regularly reviews the current state of data and evaluation within the EXLD. The primary focus is on building consensus around what data should be collected and how to make use of that data. The Evaluation Research Advisory Committee also focuses on ways to enhance ELPs by improving service delivery and building the capacity of staff members and administrators to implement the Quality Standards. The CDE further contracted with WestEd, an education research and TA organization, to analyze data on the characteristics and outcomes of the students who attend the CDE’s ELPs compared to nonparticipants (initial results of which are summarized in this report) and to assist the CDE in building an effective data system to support CQI efforts and determine program outcomes.

Exhibit 3. Resources Developed by the California Department of Education to Support Program Quality Improvement

* ***A Crosswalk Between* The Quality Standards for Expanded Learning *and Program Quality Assessment Tools*** highlights seven exemplary tools for programs to use for quality assessment and improvement and shows how each is aligned with the 12 Quality Standards. Designed to help programs in the locally driven CQI process, it provides a detailed description of each tool, its purpose and properties, its cost, and the training support available. This document is available through the CAN website at <https://www.afterschoolnetwork.org/sites/main/files/file-attachments/_crosswalk_0.pdf>.
* **Guidance for Developing and Implementing a Data-Driven Program Quality Improvement Process** for California ELPs provides guidance on implementing each step of the quality improvement process (Assess, Plan, Improve) for kindergarten through grade nine programs. The CDE Guidance for a Quality Improvement Process web page is available at <https://www.cde.ca.gov/ls/ex/cqiguidance.asp>.
* **Annual Outcome-Based Data Report and CQI** is an online tool that includes a CQI tab on which each grantee school site indicates which Quality Standard(s) it is engaged in improving and their progress (using a four-point scale). Each grantee must also indicate which stakeholder types were involved in the process and summarize overall engagement progress. For more information, go to the CDE Annual Outcome-Based Data Report and CQI web page at <https://www.cde.ca.gov/ls/ex/aobdandcqiinstrucem.asp>.
* **Quality Program Improvement Tool Template and Instructions.** This template, the use of which is not required, enables grantees to organize and document their CQI plans; summarize assessment data; and outline site-level goals, objectives, and activities. *Instructions for* *Completing a Quality Program Improvement Plan for Expanded Learning Programs in California*, 2015–2016, provides grantees specific guidance for reflection and strategy implementation. This document is available on the CDE Quality Program Improvement Plan Instructions web page at <https://www.cde.ca.gov/ls/ex/qualityimprovinstuct.asp>.

* ***The California Afterschool Program Quality Self-Assessment Tool and User’s Guide*** was developed with extensive input from the after school field in collaboration with the CAN. This tool helps providers self-assess their program, engage stakeholders in meaningful conversations about program quality and continuous program improvement, and make action plans for program improvement. The tool focuses on big-picture program design elements as well as important considerations at the point of service. This guide is currently being revised to align with the Quality Standards and to allow for self-assessment of implementation of social and emotional learning strategies. This document is available on the CAN California After School Program Quality Self-Assessment Tool web page at <https://www.afterschoolnetwork.org/post/california-after-school-program-quality-self-assessment-tool>.
* **Engaging in a Quality Improvement Process for Expanded Learning Programs.** This webinar explains the CQI process and the 12 Quality Standards. It is available on YouTube at <https://www.youtube.com/watch?v=rPh5h1vhwB0&feature=youtu.be>.
* **The CDE Strategic Planning 2.0** web page outlines the strategic planning goals and objectives for the Quality Programs strategic initiative area. This web page provides access to information about the activities of the strategic planning committees and is available at <https://www.cde.ca.gov/ls/ex/strategicplanimplement2.asp>.

The SSEL has had a positive impact on expanded learning implementation. In a study (Informing Change 2016)[[11]](#footnote-11) of the experiences and needs of ASES and ASSETs, almost all (96 percent) of after school programs and 79 percent of summer learning programs reported that they received some form of TA between 2013 and 2015. Moreover, 60 percent of respondents reported that the TA system had improved since 2009. Veteran program providers perceived a shift over the prior six years from a TA approach focused on grant compliance to a focus on improving program quality. The study report indicated, “Rather than seeing TA as a way to correct errors, more TA providers were asking, ‘How can we help you become a better program?’” Reflecting this shift, the report also notes an increased demand from providers for TA around quality standards and program assessments.

### Research Advancements Since the First Biennial Report

Since the writing of the first biennial report to the Legislature, research has continued to document the value of high-quality after school programs such as those the CDE has focused on promoting. For example, in a study of programs serving low-income, ethnically diverse children, Vandell et al. (2020) found that those who regularly attended a high-quality after school program alone or combined with extracurricular activities were reported by teachers to have higher academic performance, work habits, and task persistence and less aggression toward peers and misconduct compared to children whose after school hours combined unsupervised time with extracurricular activities. A 2021 survey by the Afterschool Alliance found that support for public funding for after school programs has reached its highest level since 2009.

Research has also particularly stressed the importance of all youth-serving adults and systems implementing strategies that promote positive youth development, protective factors, and social-emotional learning.[[12]](#footnote-12) A consensus has emerged within educational research and the science of learning and development that both processes (learning and development)

are shaped by interactions among the environmental factors, relationships, and learning opportunities [that] youth experience, both in and out of school, along with physical, psychological, cognitive, social, and emotional processes that influence one another—both biologically and functionally—as they enable or undermine learning (American Enterprise Institute and the Brookings Institution 2015).

The central implication for education is that learning “is optimally supported when all aspects of the educational environment support all of the dimensions of children’s development” (Darling-Hammond et al. 2019)—that is, when schools holistically support the whole child’s social, emotional, and cognitive development and their health and well-being. Increasingly, schools are focusing on fostering positive school climates and conditions that build strong, developmentally supportive relationships and a sense of safety, equity, respect, and connectedness (social bonding); incorporating social-emotional learning strategies; and providing personalized opportunities and responses that address each individual child’s needs, interests, and culture. In short, research and professional organizations are indicating that it is not only possible but necessary for schools to support both productive learning and development for all youths and enable all children to overcome any existing adversities and find positive pathways to adulthood (American Institutes for Research 2019; Aspen Institute National Commission on Social, Emotional, and Academic Development 2019; Cantor et al. 2019; Darling-Hammond et al. 2019; Davis 2019; Osher et al. 2020).

Supporting the learning and development of the whole child is particularly important because the effects are cumulative—the more support youth receive throughout their lives, the more likely they will experience positive outcomes. After school programs have also been identified as particularly well-suited for fostering support, arguably as an even more effective delivery system than schools, precisely because they have a long history of and expertise in prioritizing youth development and addressing the needs of the whole child as a central part of their mission (Afterschool Alliance 2018, 2019; American Institutes for Research 2019; Aspen Institute National Commission on Social, Emotional, and Academic Development 2018; Austin, Wendt, and Klinicka 2020; Benavides et al. 2020; Deutsch et al. 2017; McDowell Group 2018; Smith, Witherspoon, and Osgood 2017). Surveys that have examined public attitudes toward after school programs consistently list these factors among the most important perceived benefits, especially within high-poverty communities (Afterschool Alliance 2014, 2016a, 2016b).

As the Aspen Institute National Commission on Social, Emotional, and Academic Development (2018) recommends, every young person needs access to high-quality after school programs that work in partnership with schools and community-based organizations to address the needs of the whole child and give them the social, emotional, and cognitive skills they need to succeed in school and beyond. The California Partnership for Children and Youth (2017) emphasized that expanded learning and school day programs “can and must work together to ensure that our investments result in real and equitable gains in young people’s success . . . by consistently and coherently prioritizing students’ [social-emotional learning] and character development.”

Murchison et al. (2019) even called for expansion of these supports in after school programs as a corrective to the prior overemphasis on academics, especially for marginalized youths:

An increasing focus on academics in after-school programs overlooks the substantial potential for such spaces to support populations of students who are also most likely to disengage from traditional schooling, including low-income students of color. This misplaced focus further ignores significant disparities in the types of services offered after-school. For wealthier students, after-school programs often serve as enrichment experiences in preparation for college and career, not as extended forms of child care or schooling. All students deserve access to after-school spaces that support individual interest and identity development and link them to the social resources that can promote upward mobility. Given their non-academic benefits, we recommend that policy makers [sic] and researchers reframe their understanding of after-school programs to support more equitable outcomes for marginalized youth.

Analyzing 2016–18 data from the CHKS, Austin, Wendt, and Klinicka (2020) further found that, both in middle and high schools, respondents who participated in California after school programs reported receiving more developmental supports *in their schools* than non-participants. The differences were generally greater among high school students. Students who attended after school programs reported significantly higher levels of meaningful participation in school as well as greater levels of school connectedness, caring adult relationships, and high expectations. In other words, California’s after school programs appear to have a crossover effect on student perceptions of, or experiences with, protective factors in the school environment.

### Advancements Within the California Department of Education Since the First Biennial Report

The CDE has continued to focus on providing guidance and support to its grantees to ensure they implement high-quality programs that meet the needs of youth, particularly youth in low-income, underserved communities. Reflecting these efforts, California is one of the few states that has consistently made it into the top 10 states for after school program quality. It ranked second in the nation in 2020, with only Washington DC ranking higher because of a slightly higher proportion of youth attendance. Among the factors in the rating, along with a high proportion of student participation in the CDE’s ELPs, were the following (Afterschool Alliance 2020):

* The percentage of children alone and unsupervised in the hours after school in the state was cut in half, dropping from 19 percent in 2014 to 9 percent in 2020, which is currently the lowest rate of children in self-care in the nation.
* The CDE’s emphasis on program quality.

* The high percentage of children from low-income households served by the CDE’s ELPs (33 percent).
* The percentage of California parents surveyed who were extremely satisfied with their after school program had risen nearly 20 percentage points since 2014, from 47 percent to 66 percent.

Consistent with the expansion of research supporting the importance of providing youth with developmental supports and social-emotional learning described above, the CDE formed a planning team to provide recommendations to the EXLD regarding the types of supports and structures the EXLD should design and execute to better integrate social-emotional learning into the EXLD’s SSEL.

The Youth Development Work Group of the Aspen Institute National Commission on Social, Emotional, and Academic Development (2018) specifically called out as a model the efforts in California to align schools and after school programs in advancing youth development and social-emotional learning. In addition, Shea (2019) documents how one district in California made fostering positive relationships and developmental supports a top priority for its CDE grantee programs.

Austin, Wendt, and Klinicka (2020) indicate that one reason why participants in California’s after school programs reported higher levels of developmental supports and connectedness in their schools than did nonparticipants may be that youth development promotion is central to the CDE’s Strategic Plan (2014) for expanded learning and its program requirements, including implementation of the 12 Quality Standards.

Reflective of the progress being made in the CDE EXLD, future biennial reports may focus on measuring and reporting changes in social and emotional competencies and developmental supports due to participation in ELPs.

The remainder of this report presents findings from the 2018–19 academic year. It includes a description of program participants and frequency of participation in the myriad programs funded by the CDE. The report then presents findings related to school day attendance and potential financial gains to schools for increases in school day attendance. The report then compares findings from the 2018–19 academic year to the 2015–16 academic year findings from the first biennial report.

## Findings From the 2018–19 Academic Year

The following sections discuss updated findings from the 2018–19 academic year. The sections address the number and geographical distribution of the CDE’s ELPs, the types of sites and grantees, the demographics and characteristics of students participating in the ELPs, and the program and school day attendance of participating students.

### Expanded Learning Programs Serve Students Statewide

This analysis examined the breadth of participation in the CDE’s ELPs across the state. Exhibit 4 below shows that the geographic reach of the CDE’s ELPs funded in the 2018–19 academic year is inclusive of all regions serving students in California, including rural and urban communities, north and south, and coast to desert.

Exhibit 4. Geographic Representation of the California Department of Education’s Expanded Learning Programs in 2018–19[[13]](#footnote-13)

Map of California displaying CDE Expanded Learning Programs in 2018-19. Full description below image.

Sources: Esri, HERE, Garmin, Intermap, increment P Corp., GEBCO, ESGS, FAO, NPS, NRCAN, GeoBase, IGN, Kadaster NL, Ordnance Survey, Esri Japan, METI, Esri China (Hong Kong), swiss topo, Registered Open Street Map contributors, and the GIS User Community.

Exhibit 5 below shows 2018–19 academic year program participation and average school day attendance by program type. The CDE ELPs served 885,993 students statewide during the 2018–19 academic year. Programs included before school, after school, and supplemental programs at the elementary and middle school levels and ASSETs after school programs at the high school level. Unless otherwise noted, “before school,” “after school,” and “supplemental” refer to programs at the elementary and middle school levels, and “ASSETs” refers to after school programs at the high school level.

In the 2018–19 academic year, a total of 4,548[[14]](#footnote-14) schools were served by the CDE’s expanded learning before school, after school, supplemental, or ASSETs programs and had attendance and demographic data.[[15]](#footnote-15) Within those schools, an average of 31.1 percent of students attended one or more days of expanded learning before school, after school, or supplemental programs for a total of 885,993 participants across the state.[[16]](#footnote-16) The greatest number of students were served by after school programs; before school programs served the fewest number of students. A total of 286 schools were served by the CDE’s Expanded Learning ASSETs programs.

As shown in Exhibit 5 below, there was a high level of after school program participation. Nearly 84 percent of participants (510,915 students) attended at least 30 days of after school programs, and nearly 45 percent (270,796 students) attended at least 150 days.

Exhibit 5. Program Attendance in 2018–19 Academic Year, by Type of the California Department of Education’s Expanded Learning Program

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Measure | Before School Elementary/ Middle | After School Elementary/ Middle | Before School Supplemental  Elementary/ Middle | After School Supplemental Elementary/ Middle | After School Safety and Enrichment for Teens High School |
| Number of Students Who Attended At Least One Day of Program | 37,080 | 609,957 | 16,887 | 119,121 | 237,990 |
| 30 Days or More Program Attendance | 23,819  (64.2%) | 510,915  (83.8%) | 363  (2.2%) | 5,997  (5.0%) | 65,318  (27.5%) |
| 60 Days or More Program Attendance | 19,724  (53.2%) | 453,427  (74.3%) | 125  (0.7%) | 2,161  (1.8%) | 32,467  (13.6%) |
| 90 Days or More Program Attendance | 16,440  (44.3%) | 402,128  (65.9%) | 99  (0.6%) | 1,823  (1.5%) | 17,126  (7.2%) |
| 120 Days or More Program Attendance | 13,499  (36.4%) | 352,107  (57.7%) | 84  (0.5%) | 1,564  (1.3%) | 8,820  (3.7%) |
| 150 Days or More Program Attendance | 9,606  (25.9%) | 270,796  (44.4%) | 68  (0.4%) | 938  (0.8%) | 3,787  (1.6%) |
| Mean Days of Program Participation | 80.44 | 113.02 | 11.57 | 13.63 | 25.79 |
| Median Days of Program Participation | 69.00 | 140.00 | 10.00 | 10.00 | 11.00 |

### Expanded Learning Programs Serve Youths Most in Need

Both ASES and 21st CCLC programs focus on serving students most in need. As previously noted, ASES only funds programs in which a minimum of 50 percent of pupils are eligible for FRPM, with funding priority based on the total percentage of FRPM-eligible students (that is, based on greatest need). Similarly, 21st CCLC programs must serve students in schools eligible for federal Title I schoolwide programs or otherwise serve a high percentage of students from low-income families,[[17]](#footnote-17) with priority given to schools designated as in need of improvement.[[18]](#footnote-18)

An analysis of the characteristics of the schools and students participating in the CDE’s ELPs in the 2018–19 academic year highlights that the CDE’s ELPs are reaching students who are socioeconomically disadvantaged and are in high need of additional support to close the achievement and opportunity gaps and to foster positive youth development and well-being.[[19]](#footnote-19)

The results of this analysis indicate that in the 2018–19 academic year, the CDE awarded expanded learning grants to schools that served students who were predominantly socioeconomically disadvantaged[[20]](#footnote-20) (82.2 percent) and were students of color. Nearly one-third (28.5 percent) of the students were English learners, 5.6 percent were experiencing homelessness, 0.7 percent were foster youths, 1.4 percent were migrant students, and 13.6 percent were students with disabilities. Exhibit 6 below shows the school-level demographic characteristics for the CDE expanded learning grantees in the 2018–19 academic year and the state proportions of all students enrolled within these demographic categories.[[21]](#footnote-21) The state proportion includes all participating and nonparticipating schools.

Exhibit 6. Demographic Characteristics of Expanded Learning Grantee Schools in 2018–19 as Compared to the Demographic Proportions Within All Schools in California

| Characteristic | Expanded Learning School Average | State Proportion |
| --- | --- | --- |
| Female | 48.5% | 48.6% |
| Socioeconomically Disadvantaged | 82.2% | 60.9% |
| Asian | 5.3% | 9.3% |
| Black | 6.8% | 5.4% |
| Filipino | 1.5% | 2.4% |
| Latino | 69.6% | 54.6% |
| Native American or American Indian | 0.8% | 0.5% |
| Hawaiian or Pacific Islander | 0.5% | 0.5% |
| White | 12.1% | 22.9% |
| Two or More Races/Ethnicities Selected | 2.5% | 3.6% |
| English Learner | 28.5% | 19.3% |
| Migrant Education Program Participant | 1.4% | 0.8% |
| Homeless | 5.6% | 3.4% |
| Student with a Disability | 13.6% | 11.7% |
| Foster Youth | 0.7% | 0.5% |
| EXLD Participation Rate | 31.1% | N/A |

In the 2018–19 academic year, a total of 2,849,693 students were enrolled in the CDE’s expanded learning grantee schools. Within those schools, 31.1 percent of students participated[[22]](#footnote-22) in one or more of the CDE’s ELPs (i.e., 885,993 students participated in the CDE’s ELPs, whereas 1,963,700 did not participate in the CDE’s ELPs).[[23]](#footnote-23)

Within grantee schools, the CDE’s ELPs served students who were demographically similar to their peers who did not attend the CDE’s ELPs. There were no meaningful demographic differences between these two groups.[[24]](#footnote-24) Appendix C includes the student-level comparisons for all demographic and special programs categories. Exhibit 7 below includes the comparison of the CDE’s expanded learning participants and their nonparticipating peers within grantee schools.

Across the eight race/ethnicity categories, the differences between CDE ELP participants and nonparticipants were approximately one to two percentage points in most cases. The largest differences found between the CDE’s ELP participants and their nonparticipating peers were the percentages of English language learners, Black students, and students with disabilities.

Exhibit 7. Characteristics of Program Participants and Nonparticipants within Expanded Learning 2018–19 Grantee Schools

| Characteristic | Percentage of California Department of Education Expanded Learning Program Participants | Percentage of Nonparticipants |
| --- | --- | --- |
| Female | 49.8% | 48.0% |
| Socioeconomically Disadvantaged | 83.3% | 81.7% |
| Asian | 5.4% | 5.7% |
| Black | 8.0% | 5.8% |
| Filipino | 1.5% | 1.7% |
| Latino | 71.5% | 71.8% |
| Native American or American Indian | 0.5% | 0.5% |
| Hawaiian or Pacific Islander | 0.5% | 0.5% |
| White | 9.8% | 11.1% |
| Two or More Races/Ethnicities Selected | 2.2% | 2.3% |
| English Language Learner | 24.8% | 28.3% |
| Migrant Education Program Participant | 1.6% | 1.3% |
| Homeless | 5.7% | 5.5% |
| Student with a Disability | 11.9% | 13.9% |
| Foster Youth | 0.8% | 0.6% |
| Total Students | **885,993** | **1,963,700** |

### Participation in the California Department of Education’s Expanded Learning Programs Results in Increases in School Day Attendance and Financial Resources to Schools

This section reports the differences in school day attendance in the 2018–19 academic year for CDE ELP participants compared to matched nonparticipants within schools that received the CDE expanded learning grants. All analyses controlled for student gender, race/ethnicity, EL status, socioeconomic designation, migrant student status, homeless student status, special education designation, and foster status. The results by program type and grade level are shown in Exhibits 10–17 below; tables with results are in Appendix E. Additionally, the team calculated the hypothetical financial gains to schools due to the increase in receipt of state funds allocated by ADA. The total ADA is defined as the total days of student attendance divided by the total days of instruction. The amount of ADA funds that schools receive is directly tied to student school day attendance; thus, increases in school day attendance result in increases in funding. Appendix A includes the methods used in these analyses.

Exhibit 8 below shows that the average number of school days attended by participants in CDE ELPs during the 2018–19 academic year ranged from 167.7 days to 170.5 days, depending on the type of program. For all programs, the expected annual days of attendance during the 2018–19 academic year was about 177.

Exhibit 8. Program and School Day Attendance in the 2018–19 Academic Year, by Type of California Department of Education-Funded Expanded Learning Program

| Measure | Before School | After School | Supplemental | After School Safety and Enrichment  for Teens |
| --- | --- | --- | --- | --- |
| Number of Students | 36,223 | 603,324 | 112,946 | 221,907 |
| Average School  Day Attendance | 169.3 | 169.8 | 170.5 | 167.7 |
| Expected Annual Days of Attendance | 176.8 | 177.4 | 177.3 | 177.4 |

**Note:** The number of students by program category does not represent unique students. For example, it is possible that a student participated in before school and after school programs; in this situation, the student would be counted as a before school program participant and an after school program participant. The number of students by program is lower than previously reported totals in this report because it displays only students who can be matched to school day attendance data, which is the outcome of interest.

To capture meaningful participation in programs, the team defined **program participation** in before school, after school, and ASSETs as 60 or more days of attendance—a standard threshold in the literature. This threshold was not included for supplemental programming because supplemental programs operate less frequently. Exhibit 9 below includes the number and percentage of students who met this threshold of attending at least 60 days of programming.

Exhibit 9. Number and Percentages of Students Attending At Least 60 Days of Programming

| Measure | Before School | After School | After School Safety and Enrichment for Teens |
| --- | --- | --- | --- |
| Number of Students Who Attended at Least 60 Days of Expanded Learning Programming | 19,724 | 453,427 | 32,467 |
| Number of Students Who Attended at Least 1 Day of Expanded Learning Programming | 37,080 | 609,957 | 237,990 |
| Percentage of Students Who Attended at Least 60 Days of ELPs | 53.2% | 74.3% | 13.6% |

**Note:** The percentage of students was calculated by taking the number of students attending 60 days or more divided by the total number of students who attended at least 1 day of the respective program. For example, 19,724 students attended at least 60 days of before school programming, and 37,080 students attended at least 1 day of before school programming for a percentage of 53.2 percent.

A significant and meaningful difference in 2018–19 school day attendance for the CDE expanded learning participants compared to nonparticipants was observed across all program types and most grade levels. Program participants, on average, were more likely to have higher rates of school day attendance, up to 1.5 percent more school days of attendance (2.7 school days more than nonparticipants based on a 177-school-day year), depending on program type and grade level. There were 0 out of 31 program-grade level combinations in which participants attended fewer school days on average than nonparticipants. Additionally, financial gains to schools because of increased potential ADA funds amounted to a combined total of $38,264,945 for after school programs (i.e., elementary and middle school after school programs and high school ASSETs after school programs). These potential financial gains are detailed in Exhibit E5 in Appendix E.

Results in Exhibit E5 in Appendix E are reported by grade level, and all comparisons control for the prior year’s attendance, gender, English language status, race/ethnicity, migrant student status, socioeconomic disadvantage status, special education status, foster student status, and homeless student status. The impacts of 0 to 2.7 days attended ranged from null to medium-sized effects when calculated as effect sizes (d = 0.019 to 0.278).

#### Before School Programs

Elementary and middle school students who participated in at least one day of before school programs during the 180-day academic year attended, on average, a range of 0.1 percent fewer school days to 0.7 percent more school days compared to their nonparticipant peers, depending on grade (see Exhibit 10 below). The difference between school day attendance for before school participants and their nonparticipant peers is equivalent to $1,204,816 in potential ADA gains to schools.

Exhibit 10. Average School Day Attendance for the California Department of Education’s Expanded Learning Before School Program Participants and Nonparticipants

| Grade Level | Treatment Group | Number of Students | Days Attended | Days Expected | Days Attended Percentage |
| --- | --- | --- | --- | --- | --- |
| K | Nonparticipants | 874 | 169.1 | 177.2 | 95.4% |
| K | Participants | 874 | 167.9 | 177.1 | 94.8% |
| 1 | Nonparticipants | 3,722 | 169.2 | 177.5 | 95.3% |
| 1 | Participants | 3,722 | 169.7 | 178.0 | 95.3% |
| 2 | Nonparticipants | 4,279 | 169.1 | 177.4 | 95.3% |
| 2 | Participants | 4,279 | 170.1 | 178.0 | 95.6% |
| 3 | Nonparticipants | 4,749 | 170.1 | 177.6 | 95.8% |
| 3 | Participants | 4,749 | 170.2 | 177.8 | 95.7% |
| 4 | Nonparticipants | 4,515 | 169.9 | 177.5 | 95.7% |
| 4 | Participants | 4,515 | 170.9 | 178.2 | 95.9% |
| 5 | Nonparticipants | 4,524 | 170.7 | 178.0 | 95.9% |
| 5 | Participants | 4,524 | 171.5 | 178.4 | 96.1% |
| 6 | Nonparticipants | 3,163 | 170.1 | 177.3 | 95.9% |
| 6 | Participants | 3,163 | 170.6 | 177.5 | 96.1% |
| 7 | Nonparticipants | 3,166 | 169.1 | 176.8 | 95.6% |
| 7 | Participants | 3,166 | 169.8 | 176.5 | 96.2% |
| 8 | Nonparticipants | 2,997 | 170.3 | 177.5 | 95.9% |
| 8 | Participants | 2,997 | 170.3 | 176.8 | 96.3% |

Exhibit 11. Average Difference in Percentage of Days Attended for the California Department of Education’s Expanded Learning Before School Program Participants and Nonparticipants

|  |  |
| --- | --- |
| Grade Level | Effect Size (Difference in Percentage of Days Attended by Participants) |
| K | 0.070 |
| 1 | 0.019 |
| 2 | 0.074\*\*\* |
| 3 | 0.036 |
| 4 | 0.066\*\*\* |
| 5 | 0.046\* |
| 6 | 0.055\* |
| 7 | 0.115\*\*\* |
| 8 | 0.101\*\*\* |

**Note:** The CDE expanded learning before school program participants were those who attended at least one day of ASES or 21st CCLC before school programming during the 2018–19 academic year. Nonparticipants were those who did not attend any ASES or 21st CCLC programming during the 2018–19 academic year. Days attended and expected are presented as raw averages. The effect size table indicates the estimated effect size in the percentage of attended days between participants and nonparticipants from the statistical models controlling for the prior year’s attendance, gender, EL status, race/ethnicity, migrant student status, socioeconomic disadvantage status, special education status, foster student status, and homeless student status. Statistical significance in Exhibit 11 is indicated by: \* p<.05 \*\* p<.01 \*\*\* p<.001.

#### After School Programs

Elementary and middle school students who participated in at least 60 days of the CDE’s expanded learning after school programs during the 180-day academic year attended, on average, 0.3 percent to 0.7 percent more school days compared to their nonparticipant peers, depending on grade level (see Exhibit 12 below). The differences in attendance are equivalent to $24,683,207 in potential ADA funding.

Exhibit 12. Average School Day Attendance for the California Department of Education’s Expanded Learning After School Program Participants and Nonparticipants

| Grade Level | Treatment Group | Number of Students | Days Attended | Days Expected | Days Attended Percentage |
| --- | --- | --- | --- | --- | --- |
| K | Nonparticipants | 8,140 | 167.0 | 176.8 | 94.4% |
| K | Participants | 8,140 | 169.2 | 178.6 | 94.7% |
| 1 | Nonparticipants | 50,038 | 168.8 | 177.2 | 95.2% |
| 1 | Participants | 50,038 | 171.0 | 178.9 | 95.5% |
| 2 | Nonparticipants | 59,766 | 169.7 | 177.4 | 95.6% |
| 2 | Participants | 59,766 | 171.6 | 178.9 | 95.9% |
| 3 | Nonparticipants | 62,576 | 170.1 | 177.5 | 95.8% |
| 3 | Participants | 62,576 | 172.1 | 178.2 | 96.1% |
| 4 | Nonparticipants | 59,382 | 170.4 | 177.6 | 95.9% |
| 4 | Participants | 59,382 | 172.4 | 179.1 | 96.3% |
| 5 | Nonparticipants | 57,539 | 170.9 | 177.8 | 96.1% |
| 5 | Participants | 57,539 | 172.7 | 179.1 | 96.4% |
| 6 | Nonparticipants | 45,214 | 171.0 | 177.7 | 96.1% |
| 6 | Participants | 45,214 | 172.8 | 178.9 | 96.6% |
| 7 | Nonparticipants | 35,392 | 170.5 | 177.8 | 95.8% |
| 7 | Participants | 35,392 | 172.8 | 179.0 | 96.5% |
| 8 | Nonparticipants | 30,211 | 171.0 | 177.9 | 96.0% |
| 8 | Participants | 30,211 | 173.0 | 179.0 | 96.6% |

Exhibit 13. Average Difference in Percentage of Days Attended for the California Department of Education’s Expanded Learning After School Program Participants and Nonparticipants

| Grade Level | Effect Size (Difference in Percentage of Days Attended by Participants) |
| --- | --- |
| K | 0.104\*\*\* |
| 1 | 0.105\*\*\* |
| 2 | 0.082\*\*\* |
| 3 | 0.086\*\*\* |
| 4 | 0.095\*\*\* |
| 5 | 0.097\*\*\* |
| 6 | 0.122\*\*\* |
| 7 | 0.150\*\*\* |
| 8 | 0.157\*\*\* |

**Note:** The CDE expanded learning after school program participants were those who attended at least 60 days of ASES or 21st CCLC after school programming during the 2018–19 academic year. Nonparticipants were those who did not attend any ASES or 21st CCLC programming during the 2018–19 academic year. Days attended and expected are presented as raw averages. The effect size column indicates the estimated effect size in the percentage of attended days between participants and nonparticipants from the statistical models controlling for the prior year’s attendance, gender, EL status, race/ethnicity, migrant student status, socioeconomic disadvantage status, special education status, foster student status, and homeless student status. Statistical significance in Exhibit 13 is indicated by: \* p<.05 \*\* p<.01 \*\*\* p<.001.

#### Supplemental Programs

Elementary and middle school students who participated in the CDE’s after school supplemental programs during intersessions or vacation periods (outside of the 180-day academic year) attended 0.1 percent to 0.6 percent more school days compared to their nonparticipant peers, depending on grade level, a difference associated with a potential $5,261,319 gain in ADA funding. Exhibit 14 below shows the average school day attendance for supplemental program participants and their peers.

Exhibit 14. Average School Day Attendance for the California Department of Education’s Expanded Learning Supplemental Program Participants and Nonparticipants

| Grade Level | Treatment Group | Number of Students | Days Attended | Days Expected | Days Attended Percentage |
| --- | --- | --- | --- | --- | --- |
| K | Nonparticipants | 2,720 | 167.7 | 176.9 | 94.7% |
| K | Participants | 2,720 | 169.7 | 178.0 | 95.3% |
| 1 | Nonparticipants | 13,659 | 169.4 | 177.3 | 95.4% |
| 1 | Participants | 13,659 | 170.9 | 178.5 | 95.7% |
| 2 | Nonparticipants | 15,119 | 170.4 | 177.7 | 95.8% |
| 2 | Participants | 15,119 | 171.5 | 178.4 | 96.1% |
| 3 | Nonparticipants | 15,707 | 170.6 | 177.6 | 96.0% |
| 3 | Participants | 15,707 | 171.7 | 178.3 | 96.3% |
| 4 | Nonparticipants | 14,008 | 170.9 | 177.6 | 96.1% |
| 4 | Participants | 14,008 | 172.2 | 178.3 | 96.4% |
| 5 | Nonparticipants | 13,477 | 171.4 | 177.9 | 96.3% |
| 5 | Participants | 13,477 | 172.4 | 178.7 | 96.4% |
| 6 | Nonparticipants | 9,833 | 171.3 | 177.8 | 96.3% |
| 6 | Participants | 9,833 | 172.2 | 178.3 | 96.6% |
| 7 | Nonparticipants | 9,245 | 170.7 | 177.9 | 95.8% |
| 7 | Participants | 9,245 | 172.4 | 178.9 | 96.3% |
| 8 | Nonparticipants | 6,654 | 171.6 | 178.2 | 95.9% |
| 8 | Participants | 6,654 | 171.6 | 178.3 | 96.2% |

Exhibit 15. Average Difference in Percentage of Days Attended for the California Department of Education’s Expanded Learning Supplemental Program Participants and Nonparticipants

|  |  |
| --- | --- |
| Grade Level | Effect Size (Difference in Percentage of Days Attended by Participants) |
| K | 0.133\*\*\* |
| 1 | 0.099\*\*\* |
| 2 | 0.095\*\*\* |
| 3 | 0.079\*\*\* |
| 4 | 0.095\*\*\* |
| 5 | 0.071\*\*\* |
| 6 | 0.072\*\*\* |
| 7 | 0.131\*\*\* |
| 8 | 0.080\*\*\* |

**Note:** The CDE expanded learning supplemental program participants were those who attended at least one day of ASES or 21st CCLC after school supplemental programs during the 2018–19 academic year. Nonparticipants were those who did not attend any ASES or 21st CCLC after school supplemental programs during the 2018–19 academic year. The statistical models controlled for gender, EL status, and ethnicity. All comparisons in Exhibit 15 are significant at p < .001 and remain significant after applying the Benjamini-Hochberg (Benjamini and Hochberg 1995) adjustment for multiple comparisons. Days attended and expected are presented as raw averages. The effect size column indicates the estimated effect size in the percentage of attended days between participants and nonparticipants from the statistical models controlling for the prior year’s attendance, gender, EL status, race/ethnicity, migrant student status, socioeconomic disadvantage status, special education status, foster student status, and homeless student status. Statistical significance in Exhibit 15 is indicated by: \* p<.05 \*\* p<.01 \*\*\* p<.001.

#### After School Safety and Enrichment for Teens Programs

Students in grades nine through twelve who participated in at least 60 days of the CDE’s ASSETs programs during the 180-day academic year attended, on average, 0.8 percent to 1.5 percent more school days compared to their nonparticipant peers, depending on grade level. Exhibit 16 below shows the average school day attendance for ASSETs Program participants and their peers. The difference between school day attendance for high school ASSETs participants and their nonparticipant peers is equivalent to an increase of $7,115,584 in allocated ADA funds to schools.

Exhibit 16. Average School Day Attendance for the California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Participants and Nonparticipants

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level | Treatment Group | Number of Students | Days Attended | Days Expected | Days Attended Percentage |
| 9 | Nonparticipants | 6,189 | 167.5 | 177.0 | 94.4% |
| 9 | Participants | 6,189 | 173.1 | 179.6 | 96.3% |
| 10 | Nonparticipants | 7,106 | 166.9 | 176.7 | 94.2% |
| 10 | Participants | 7,106 | 171.8 | 179.6 | 95.6% |
| 11 | Nonparticipants | 7,931 | 165.1 | 175.9 | 93.4% |
| 11 | Participants | 7,931 | 170.8 | 179.8 | 94.9% |
| 12 | Nonparticipants | 7,328 | 161.1 | 172.2 | 92.6% |
| 12 | Participants | 7,328 | 166.8 | 178.3 | 93.4% |

Exhibit 17. Average Difference in Percentage of Days Attended for the California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Participants and Nonparticipants

|  |  |
| --- | --- |
| Grade Level | Effect Size (Difference in Percentage of Days Attended by Participants) |
| 9 | 0.278\*\*\* |
| 10 | 0.216\*\*\* |
| 11 | 0.222\*\*\* |
| 12 | 0.206\*\*\* |

**Note:** The CDE expanded learning after school program participants were those who attended at least 60 days of ASSETs after school programming during the 2018–19 academic year. Nonparticipants were those who did not attend any ASSETs programming during the 2018–19 academic year. Days attended and expected are presented as raw averages. The effect size column indicates the estimated effect size in the percentage of attended days between participants and nonparticipants from the statistical models controlling for the prior year’s attendance, gender, English learner status, race/ethnicity, migrant student status, socioeconomic disadvantage status, special education status, foster student status, and homeless student status. Statistical significance in Exhibit 17 is indicated by: \* p<.05 \*\* p<.01 \*\*\* p<.001.

## Discussion

As previously noted, the percentage of California parents surveyed who were extremely satisfied with their after school program has risen nearly 20 percentage points since 2014, from 47 percent to 66 percent (Afterschool Alliance 2020). The data in this second biennial report to the California State Legislature provide further evidence that this support by California’s parents is well-founded, particularly in regard to meeting the needs of marginalized and underserved youths, closing the state’s achievement and opportunity gaps, and improving school attendance.

### Comparing 2015–16 and 2018–19 Findings

Based on data from the 2015–16 academic year, the first biennial report revealed that, as intended, schools that received CDE funding for after school programs served economically disadvantaged students and students of color.[[25]](#footnote-25) This finding was confirmed by this second report, which is based on data from the 2018–19 academic year. Further, similar to what was reported in the first biennial report, within grantee schools, this second report found that nearly a third of students participated in CDE-funded after school programs. Program participants were representative of the larger student bodies of the schools in which the programs were located.

Similar to findings from the first biennial report, which found that program participants attended more days of school compared to their nonparticipating peers, the current analysis found that program participants attended an average of 0.0 to 1.5 percent more school days compared to their nonparticipating peers.

The findings from the 2018–19 academic year are consistent with the previous report’s findings from the 2015–16 academic year, demonstrating the impact of the CDE’s commitment to providing funding for after school programs to schools that predominantly serve economically disadvantaged students and students of color. The findings also highlight the consistent influence of program participation on school day attendance. Exhibit 18 below summarizes the school day attendance findings from the 2015–16 and 2018–19 academic year analysis. In Exhibit 18, **significant** refers to statistical significance of p<.05, and **meaningful** refers to an effect size greater than 0.25.

Exhibit 18. School Day Attendance Findings From 2015–16 Academic Year Compared to 2018–19 Academic Year

| Grade Level | Analysis | Before School | After School | Supplemental | After School Safety and Enrichment for Teens |
| --- | --- | --- | --- | --- | --- |
| 1 | 2015–16  Academic Year | Significant & Meaningful | Significant & Meaningful | Significant | N/A |
| 1 | 2018–19  Academic Year | Not Significant | Significant | Significant | N/A |
| 2 | 2015–16  Academic Year | Significant & Meaningful | Significant & Meaningful | Significant | N/A |
| 2 | 2018–19  Academic Year | Significant | Significant | Significant | N/A |
| 3 | 2015–16  Academic Year | Significant & Meaningful | Significant & Meaningful | Significant | N/A |
| 3 | 2018–19  Academic Year | Not Significant | Significant | Significant | N/A |
| 4 | 2015–16  Academic Year | Significant & Meaningful | Significant & Meaningful | Significant | N/A |
| 4 | 2018–19  Academic Year | Significant | Significant | Significant | N/A |
| 5 | 2015–16  Academic Year | Significant & Meaningful | Significant & Meaningful | Significant | N/A |
| 5 | 2018–19  Academic Year | Significant | Significant | Significant | N/A |
| 6 | 2015–16  Academic Year | Significant & Meaningful | Significant & Meaningful | Significant | N/A |
| 6 | 2018–19  Academic Year | Significant | Significant | Significant | N/A |
| 7 | 2015–16  Academic Year | Significant & Meaningful | Significant & Meaningful | Significant | N/A |
| 7 | 2018–19 Academic Year | Significant | Significant | Significant | N/A |
| 8 | 2015–16  Academic Year | Significant | Significant | Significant | N/A |
| 8 | 2018–19  Academic Year | Significant | Significant | Significant | N/A |
| 9 | 2015–16  Academic Year | N/A | N/A | N/A | Significant & Meaningful |
| 9 | 2018–19  Academic Year | N/A | N/A | N/A | Significant & Meaningful |
| 10 | 2015–16  Academic Year | N/A | N/A | N/A | Significant & Meaningful |
| 10 | 2018–19 Academic Year | N/A | N/A | N/A | Significant |
| 11 | 2015–16  Academic Year | N/A | N/A | N/A | Significant & Meaningful |
| 11 | 2018–19  Academic Year | N/A | N/A | N/A | Significant |
| 12 | 2015–16  Academic Year | N/A | N/A | N/A | Significant & Meaningful |
| 12 | 2018–19  Academic Year | N/A | N/A | N/A | Significant |

### Closing the State’s Achievement and Opportunity Gaps

The ASES and 21st CCLC programs serve students in schools that predominantly enroll economically disadvantaged students of color and high proportions of English learners and other marginalized, high-need, or underserved groups. Moreover, these programs are inclusive. An average of one-third of the enrolled students within grantee schools were program participants, and they demographically reflect the overall student body.

The evidence that the CDE’s ELPs are reaching these youth underscores the important role ELPs can play in closing the state’s interrelated achievement and opportunity gaps both directly, by providing academic supports, and indirectly, by providing a wide variety of enrichment activities and services designed to serve the developmental needs of the whole child. Improvements in data collection will enable future reporting to the California State Legislature regarding how the CDE’s ELPs are impacting achievement and positive developmental outcomes.

#### Improving School Attendance

This report’s findings are particularly important in showing that participants in the CDE-funded ELPs in 2018–19, consistent with results from the first biennial report, attended significantly more days of school than their nonparticipating peers in the same schools after controlling for other characteristics. The effect sizes for the 2018–19 academic year are smaller than those found for the 2015–16 academic year, but this is likely due to a data enhancement that impacted the current analyses. The analysis for the first biennial report did not include a baseline level of school day attendance because the data were not available. The current analyses did include a baseline measurement of school day attendance, which enhanced the quality of the analysis but attenuated the findings.

The higher school day attendance for expanded learning participants has financial implications for schools. By increasing school day attendance among students, schools are able to receive more allocated funding. The difference in school day attendance for ELP participants, compared to their nonparticipant peers, results in a substantial potential increase in allocated funding for schools, ranging from $1,204,816 to $24,683,207 in 2018–19, depending on ELP type. The total combined potential increase in ADA funding amounts to $38,264,946.

Previous research on the effect of after school programs on school attendance showed mixed results. Many researchers have found evidence of a positive effect (American Institutes for Research 2013; Durlak and Weissberg 2013; Vandell 2014). Others have not demonstrated significant effects on school attendance (Durlak, Weissberg, and Pachan 2010; Kremer et al. 2015; Zief, Lauver, and Maynard 2006). One suggested reason for the findings in which there were not significant effects on attendance is that few programs actually designed their programs with increased school attendance as a primary goal. As Kremer et al. (2015) emphasize:

If school attendance truly is a goal of after-school programs, then it is important for after-school programs to state that explicitly as a goal and develop their programs to affect school attendance using a theory of change to drive program elements that would likely impact school attendance outcomes. Simply implementing an after-school program with hopes that it will have positive impacts on a number of outcomes without building in specific mechanisms to impact those outcomes is likely to fail.

In this regard, one reason why the CDE’s ELPs may be positively improving school attendance is the emphasis the CDE has placed on this outcome both directly and indirectly. Directly, the CDE has required grantees to report on school day attendance as an outcome measure. Indirectly, it has aimed to foster school engagement and attendance by requiring the implementation of quality standards designed to improve learning, build learning-related skills, collaborate with the school, and build positive adult relationships with youth.

The high level of program attendance may also have played a role in the positive school attendance findings for the CDE’s ELPs. Mahoney, Parente, and Zigler (2010) observed that related gains in school attendance appear largest for students with regular and durable after school program attendance. Additionally, Leos-Urbel (2015) found that students with higher attendance in after school programs with supportive environments and opportunities for structured interactions had better academic outcomes than peers with lower attendance in these same programs. This suggests that attendance in after school programs may be related to better academic performance in school, though only for students attending high-quality after school programs. Similarly, Lax et al. (2021) found that participation in after school activities is associated with reduced school absenteeism. Together, these findings reflect the potential impact of program attendance on a range of student outcomes at school.

### The Importance of Program Attendance

More than one-third of students in grantee schools attended a CDE-funded program, and participants received an average of 113 days of programming—meaning they attended the majority of days in the academic year. Research emphasizes that even in high-quality programs, the degree to which a student is likely to experience positive outcomes is related to the frequency of attendance and, therefore, exposure to programming. Youth need to attend regularly to measurably benefit from programming. Thus, McCombs, Whitaker, and Youngmin Yoo (2017) recommend that agencies and programs work to maximize the attendance of individual students. The high CDE ELP attendance lays a solid foundation for positive outcomes to occur, such as the outcomes observed related to school day attendance.

#### Unmet Need

Despite the many positive developments in the field of after school programs over the past two years, the number of programs and youth participation continues to fail in meeting the participation needs (demand) of California and the nation (Afterschool Alliance 2020; Williams 2020). The 2021 *America After 3PM* report finds a dramatic escalation in the unmet national demand for after school programs since 2014. Now, for every child in the U.S. who attends an after school program, there are three more children waiting to get in, and the unmet demand is highest among traditionally underserved communities where youths in low-income families have more limited learning opportunities—including access to after school programs—outside of school than their higher-income peers. The report notes that US families in the highest income bracket spend more than five times as much on OST activities annually than U.S. families in the lowest income bracket, spending roughly $3,600 annually versus $700 (Afterschool Alliance 2020).

Although ASES and 21st CCLC programs reached more than 4,500 high-need schools and served more than 880,000 students in the 2018–19 academic year, many others in need are not being served. The Afterschool Alliance (2015) estimates that 19 percent of California children are unsupervised after school, and 49 percent of children not currently attending an after school program would enroll if one was available. Another estimate of the unmet need is that more than 2,900 low-income California schools and nearly a quarter (21.4 percent) of the state’s more than 1.3 million English learner students do not have access to after school programs (Hay and Davis 2017).

Even existing CDE EXLD grantees struggle to meet the needs of their program participants with available funding. As this report has shown, on average two-thirds of the enrolled students in grantee schools do not attend ELPs, although many would benefit from participation in such programs.

## Conclusion

California continues to play a national leadership role in the field of after school programming. The CDE’s efforts are significant. California leads the nation in the scale and scope of their programs and serves as a model for quality-improvement efforts.

The evidence in this report confirms the conclusion of the CDE’s first biennial report to the California State Legislature that the state’s grant programs are reaching the youth who are most in need of the benefits they provide and that, overall, the programs have had a positive impact on an important outcome indicator: school attendance.

Future analyses and reports to the California State Legislature will be able to draw upon a broader array of data outcome indicators to further document after school program effectiveness and examine improvement outcomes over time and in relation to years of program implementation.

## Appendix A. Methodology

To better understand the potential effects of participation in the CDE EXLD programming on student attendance, WestEd used a quasi-experimental design to compare 2018–19 school day attendance for students who participated in the CDE expanded learning programming and those who did not. The following section describes the processes utilized to merge data from various sources, clean data, identify students eligible for inclusion in the treatment and comparison groups, match treatment and comparison students, and analyze outcome data.

### File and Group Construction

WestEd utilized data provided by the CDE as they relate to attendance outcomes and drew upon four sources for the analysis. First, the CDE EXLD collects program participation and school day attendance data from all of its grantees. Data are collected by program, subprogram, and grant type. WestEd utilized 2018–19 data from the EXLD ASES and 21st CCLC datasets to capture information about participation in ASES programming by program type (i.e., after school base, after school supplemental, before school base, before school supplemental).[[26]](#footnote-26) Second, WestEd utilized 2018–19 data from the EXLD’s ASSETs dataset to capture information about participation in ASSETs programming. Third, WestEd utilized 2018–19 data from the California Longitudinal Pupil Achievement Data System (CALPADS) demographics dataset to capture 2018–19 demographic variables such as student race/ethnicity, gender, English learner status, socioeconomically disadvantaged status, migrant status, homeless status, disability status, and foster status as well as 2018–19 school enrollment. Finally, WestEd utilized 2017–18 and 2018–19 data from the CALPADS demographics dataset to capture student attendance in both years.

To prepare the provided data for analysis, WestEd carried out extensive data cleaning. To begin, WestEd reviewed each individual dataset to identify cases with missing, invalid, or unusable key data and/or duplicate Statewide Student Identifiers values (see Exhibit A1 below). Duplicate student records were evident in all datasets, while only the EXLD programming files had instances of missing or invalid data. To determine which single student record to retain, the analysis team applied decision rules aligned with the nuances of each dataset. For the ASES/21st CCLC data, the case with the highest number of days of ASES/21st CCLC participation was retained. For the ASSETs data, the number of days from all instances of ASSETs participation were added, as multiple cases were present only when students attended multiple versions of the programs. This resulted in the removal of 1,614 invalid cases (0.2 percent) and 368,199 duplicate cases (35.1 percent) in the ASES/21st CCLC 2018–19 file. The analysis team removed 156 invalid cases (0.1 percent) and 16,383 cases (6.4 percent) from the ASSETs 2018–19 file. WestEd randomly selected a unique case from each duplicate in the demographics data files for inclusion in the final dataset. This resulted in the removal of 202,233 cases (6.6 percent) from the 2018–19 file. Finally, in the school attendance files, students with multiple cases while attending multiple schools were combined into one case entry determining their attendance at all schools attended that year. This resulted in the removal of 323,003 cases (9.9 percent) from the 2017–18 file and 589,879 cases (17.1 percent) from the 2018–19 file.

Exhibit A1. Removal of Duplicate Cases in Original Data Files

| Dataset | Cases in Original Dataset | Cases with Missing/Invalid Data Removed | Duplicate Cases Removed | Cases Retained |
| --- | --- | --- | --- | --- |
| ASES/21st CCLC | 1,048,573 | 1,614 | 368,199 | 678,760 |
| ASSETs | 254,529 | 156 | 16,383 | 237,990 |
| 2018–19 Demographics | 3,051,926 | - | 202,233 | 2,849,693 |
| 2017–18 Attendance | 3,256,285 | - | 323,003 | 2,933,282 |
| 2018–19 Attendance | 3,439,572 | - | 589,879 | 2,849,693 |

After removing duplicate cases from each individual data file, both the ASES/21st CCLC 2018–19 file and the ASSETs 2018–19 file were merged with the other three data files (demographics and attendance) to create two unique analysis datasets. Cases with unmergeable data for demographics or either year of attendance were removed because demographic data was required for eventual matching and attendance was required to analyze as the eventual outcome of interest. Many of the cases removed for unmergeable attendance data occurred because students were either too young (not in the system yet in 2017–18) or too old (graduating from high school in 2017–18) in the first year of the data utilized. Exhibit A2 below displays the total cases removed from each analytic file. This process yielded an ASES/21st CCLC 2018–19 analysis dataset with 2,040,470 valid cases (77 percent of the total number of cases in the original files) and an ASSETs analysis dataset with 333,817 valid cases (48 percent of cases from original files).[[27]](#footnote-27)

Exhibit A2. Cases From Analysis Dataset Removed Due to Incomplete or Invalid Data

| Rationale for Removing | After School Education and Safety/21stCentury Community Learning Centers Analysis Dataset | After School Safety and Enrichment for Teens Analysis Dataset |
| --- | --- | --- |
| Total Number of Cases in Original Files | 2,649,068 | 690,809 |
| Nonmerging 2018–19 Demographic Data | 12,443 | 0 |
| Nonmerging or Invalid 2018–19 Attendance Data | 199,817 | 279,931 |
| Nonmerging or Invalid 2017–18 Attendance Data | 396,338 | 77,061 |
| Total Number of Cases Retained for Potential Use in Final Analysis | 2,040,470 | 333,817 |

After developing two datasets with all potential participants, the WestEd team utilized ASES/21st CCLC and ASSETs data to identify students eligible for participation in the treatment and comparison groups. To allow for a comparison of those with meaningful CDE ELP participation compared to those with no exposure to the CDE’s ELPs within the same grantee schools, criteria were established for treatment group inclusion based on days of participation in each type of the CDE’s ELPs (e.g., before school, after school, supplemental) or subprograms. Those eligible for the before school treatment group included students who participated in at least one day of before school ASES/21st CCLC programming during the 2018–19 academic year (n = 36,223). Those eligible for the after school treatment group included students who participated in at least 60 days of after school ASES/21st CCLC programming during the 2018–19 academic year (n = 449,684).

Because supplemental programming is limited and participation rates are reduced compared to other types of ASES/21st CCLC programming, those eligible for the supplemental treatment group included students who participated in at least one day of supplemental ASES/21st CCLC programming during the 2018–19 academic year (n = 112,946). Finally, those eligible for the high school treatment group included students who participated in at least 60 days of ASSETs programming during the 2018–19 academic year (n = 31,134). The same pool of potential comparison group students was utilized for all four of the treatment groups and included students who did not participate in any type of the CDE’s expanded learning programming during the 2018–19 academic year (n = 1,963,700). Students who participated in at least one day of any type of programming but fewer than 60 days of before school or after school programming were excluded from both the treatment and potential comparison group pool for the before school and after school analyses. The same strategy was used for the high school analyses. For the supplemental analyses, students were included in the comparison pool if they attended zero days of any type of ELPs; students were included in the treatment group if they attended at least one day of supplemental programming.

To allow for an analysis of program impact on school day attendance by grade level and to conduct matching by grade level, the master dataset was disaggregated into grade level-specific files based on grade level in 2018–19. The analysis team examined the outcome variable of interest, school day attendance during the 2018–19 academic year, and its necessary statistical control, school day attendance during the 2017–18 academic year, to determine the extent of missing outcome data (see Exhibit A3 below).

Exhibit A3. Potential Analysis Cases with Missing 2017–18 or 2018–19 Attendance Data

| Grade 2018–19 | Potential Cases | Potential Number of Students with Missing Attendance Data | Potential Cases with Missing Attendance Data Percentage | Potential Number of Students Retained | Potential Cases Retained Percentage |
| --- | --- | --- | --- | --- | --- |
| K | 312,192 | 252,547 | 80.89% | 59,645 | 19.11% |
| 1 | 252,039 | 17,777 | 7.05% | 234,262 | 92.95% |
| 2 | 254,628 | 14,310 | 5.62% | 240,318 | 94.38% |
| 3 | 254,514 | 13,399 | 5.26% | 241,115 | 94.74% |
| 4 | 247,954 | 13,022 | 5.25% | 234,932 | 94.75% |
| 5 | 258,127 | 12,693 | 4.92% | 245,434 | 95.08% |
| 6 | 247,090 | 27,341 | 11.07% | 219,749 | 88.93% |
| 7 | 240,412 | 18,635 | 7.75% | 221,777 | 92.25% |
| 8 | 232,153 | 11,318 | 4.88% | 220,835 | 95.12% |
| 9 | 60,619 | 9,672 | 15.96% | 50,947 | 84.04% |
| 10 | 56,518 | 11,512 | 20.37% | 45,006 | 79.63% |
| 11 | 50,908 | 10,707 | 21.03% | 40,201 | 78.97% |
| 12 | 52,373 | 11,023 | 21.05% | 41,350 | 78.95% |

**Note:** All missing data is from comparison group-eligible students.

Across grades, potential cases had 4.88 percent to 21.05 percent of potential comparison cases missing attendance data, except for kindergarten, which had 80.89 percent of cases with missing attendance data. It is evident that missing attendance data was more prevalent in higher grades, with potential comparison students in grades nine through twelve during the 2018–19 academic year having the highest proportion of missing outcome data, as well as in kindergarten, where most students did not have two full years of attendance data. Cases with missing attendance outcome data were removed from the pool of potential analysis cases. This exclusion process resulted in the final pool of potential before school, after school, supplemental, and high school treatment and comparison cases at each grade level (see Exhibit A4 below).

Exhibit A4. Final Pool of Potential Treatment and Comparison Cases

| Grade 2018–19 | Treatment Group Eligible Before School | Treatment Group Eligible After School | Treatment Group Eligible Supplemental | Treatment Group Eligible High School | Comparison Group Eligible All Programs |
| --- | --- | --- | --- | --- | --- |
| K | 874 | 8,140 | 2,720 | N/A | 49,571 |
| 1 | 3,722 | 50,038 | 13,659 | N/A | 175,857 |
| 2 | 4,279 | 59,766 | 15,119 | N/A | 171,712 |
| 3 | 4,749 | 62,576 | 15,707 | N/A | 169,265 |
| 4 | 4,515 | 59,382 | 14,008 | N/A | 167,297 |
| 5 | 4,524 | 57,539 | 13,477 | N/A | 179,082 |
| 6 | 3,163 | 45,214 | 9,833 | N/A | 167,580 |
| 7 | 3,166 | 35,392 | 9,245 | N/A | 179,244 |
| 8 | 2,997 | 30,211 | 6,654 | N/A | 185,352 |
| 9 | N/A | N/A | N/A | 6,189 | 44,758 |
| 10 | N/A | N/A | N/A | 7,106 | 37,900 |
| 11 | N/A | N/A | N/A | 7,931 | 32,270 |
| 12 | N/A | N/A | N/A | 7,328 | 34,022 |

### Propensity Score Matching

To compare school day attendance for the CDE ELP participants and nonparticipants, WestEd employed a propensity score matching procedure to select the comparison groups of nonparticipants for the identified 2018–19 CDE expanded learning participants (Rosenbaum and Rubin 1983). Propensity score matching is an analytic technique that allowed for matching each CDE ELP participant with a nonparticipant with similar demographic characteristics (i.e., the observable characteristics used in the matching process). The goal of the matching technique was to select a similar-sized group of nonparticipants who were comparable to the CDE ELP participants so that unbiased estimates of the program effects could be calculated. The fundamental assumption for the validity of the matching process is that the treatment and comparison groups are balanced with respect to all the characteristics relevant to the outcome variables of interest when the observable characteristics are balanced across the two groups.

To conduct the propensity score matching, WestEd utilized a logistic regression model with key 2017–18 and 2018–19 predictors to calculate each student’s propensity (on a scale of zero to one) to be a participant in the CDE’s expanded learning programming. Each propensity score-matching analysis included the previous performance on the outcome of interest from the 2017–18 academic year and the following demographic variables from the 2018–19 academic year: race/ethnicity identification, gender, English learner status, socioeconomically disadvantaged status, migrant status, homeless status, disability status, and foster status. Each of the CDE expanded learning participants were then matched with a nonparticipant with the closest propensity score (i.e., nearest neighbor matching without replacement). Propensity score matching formed comparison groups for the CDE expanded learning students who had similar distributions on all the observed variables utilized in the logistic regression model. In other words, the propensity score matching technique formed groups of students who would have likely had similar outcomes to the CDE expanded learning participants if they had not participated in the CDE’s expanded learning programming. In this study, the propensity score matching was conducted using the psmatch2 command in Stata 16.1.

WestEd carried out the propensity score matching process a total of 31 times to identify matched samples for every combination of grade and the CDE expanded learning programming type (i.e., before school, after school, supplemental, and high school). Given the criteria for inclusion in the potential treatment and comparison groups, all cases had complete data for all matching variables. The quality of these matches was evaluated by examining the standardized percentage bias for every covariate and for graphical displays highlighting the distribution of covariates in each group. In addition, the effect size Cohen’s d was calculated to test whether there were sizable population differences between the CDE ELP participants and nonparticipants on each matching variable. The effect sizes of between-group differences after matching are reported in appendix D along with group means, standard deviations, t‑tests, and p-values. Across all grades and the CDE ELP types, the quality of matches was high, with nearly all effect sizes equaling or in close proximity to zero.

### Data Analysis

Because the CDE ELP participants and nonparticipants were nested in different schools across the state, after constructing matched grade level and CDE ELP type samples, the team then explored the level of dependency in the data based on school membership. First, WestEd built a one-way random-effects Analysis of Variance (ANOVA) model—specifically, a fully unconditional, two-level hierarchical linear model (HLM) predicting attendance for each grade and CDE ELP type—to determine the amount of dependence due to clustering of students within schools. Based on the estimates of this model, the team calculated the intraclass correlation coefficient (ICC) to assess the proportion of the variance in the outcome that was between the level-2 units of schools. This is a vital step, as using ANOVA with data that has a high ICC as opposed to using HLM can result in inflated Type I error rates (for example, an increased likelihood of false positive findings) when examining the impact of a program.

The analyses revealed that ICCs were high across most of the CDE ELP types and grade levels (see Exhibit A5 below). Across grade-level samples for before school CDE expanded learning programming, ICCs ranged from 0.05 to 0.11. Across grade-level samples for the after school CDE expanded learning programming, ICCs ranged from 0.07 to 0.09. Across grade-level samples for supplemental CDE expanded learning programming, ICCs ranged from 0.08 to 0.12. Across grade-level samples for high school CDE expanded learning programming, ICCs ranged from 0.14 to 0.39. Because some ICCs were greater than 15 percent (adding a random effect for the school would explain more than 15 percent of the variation), WestEd elected to use a random-intercept HLM model to compare the group means for all analyses (Raudenbush and Bryk 2002).

Exhibit A5. Intraclass Correlation Coefficient Across All of the California Department of Education’s Expanded Learning Program Types and Grade Levels

| Grade 2018–19 | California Department of Education Expanded Learning Program Type Before School | California Department of Education Expanded Learning Program Type After School | California Department of Education Expanded Learning Program Type Supplemental | California Department of Education Expanded Learning Program Type High School |
| --- | --- | --- | --- | --- |
| K | 0.07 | 0.09 | 0.09 | N/A |
| 1 | 0.06 | 0.09 | 0.09 | N/A |
| 2 | 0.10 | 0.09 | 0.11 | N/A |
| 3 | 0.07 | 0.09 | 0.09 | N/A |
| 4 | 0.08 | 0.09 | 0.09 | N/A |
| 5 | 0.10 | 0.08 | 0.09 | N/A |
| 6 | 0.05 | 0.07 | 0.08 | N/A |
| 7 | 0.09 | 0.08 | 0.09 | N/A |
| 8 | 0.08 | 0.08 | 0.09 | N/A |
| 9 | N/A | N/A | N/A | 0.14 |
| 10 | N/A | N/A | N/A | 0.24 |
| 11 | N/A | N/A | N/A | 0.39 |
| 12 | N/A | N/A | N/A | 0.24 |

The HLM is an analytic technique that is like regression but accounts for the fact that students who are nested in a higher unit, such as an individual classroom, a school, or a district, are generally more similar to one another than to students outside of their classroom, school, or district. The analysis leads to more accurate and unbiased estimates because the model appropriately addresses the nested data structure. After examining all the ICCs, WestEd conducted a total of 31 HLM analyses to examine differences in attendance for every combination of grade and CDE ELP type.

Additionally, WestEd entered previous performance on the outcome of interest from the 2017–18 academic year and the following demographic variables from the 2018–19 academic year as covariates in the models to control for these characteristics: race/ethnicity identification, gender, English learner status, socioeconomically disadvantaged status, migrant status, homeless status, disability status, and foster status. The dichotomous variable representing the CDE ELP participation in the 2018–19 academic year (0 = nonparticipant, 1 = CDE ELP participant), entered into the linear models after the covariate variables, provided the test of the CDE ELP impacts in 2018–19. The following HLM model was utilized for all analyses:

Y\_ij=(β\_0+ ζ\_j )+ β\_1 Group+ β\_2 Previous Attendance+〖β\_X^' X〗\_ij + ε\_ij , where Y\_ij is the days of attendance during the 2018–19 academic year for student i in school j, β\_1 is the program effect, Group is the dichotomous variable representing the group membership (0 = nonparticipant; 1 = CDE ELP participant), β\_2 is the regression coefficient for the attendance outcome for student i reported in the previous year, β\_X is a vector of the regression coefficients for the vector of covariate variables, X\_ij is a vector of covariate variables for student i in school j, ζ\_j represents the random effect for school j, and ε\_ij is the random residual error for student i in school j.

### Calculations of Increases in Allocated Funds Due to Differences in Attendance Analysis

WestEd conducted an analysis to determine the financial gains schools experience in allocated funding due to higher school day attendance. To calculate the gain, the team first calculated the percentage of school days attended for each student included in the quasi-experimental analysis. The percentage was calculated using their reported number of school days attended divided by 180 (the maximum number of school days in the 2018–19 academic year). The team then multiplied the percentage by $13,027.77, which is the current expense of education per ADA for the 2018–19 academic year.[[28]](#footnote-28) Total ADA is defined as the total days of student attendance divided by the total days of instruction. This calculation resulted in the total projected ADA a school would receive for each student based on that student’s attendance. For example, if a student attended 75 percent of the 180 school days (135 school days), the school would receive $9,770.83 for that student in 2018–19. WestEd then created a sum, by grade level, for the ELP participants and a separate sum, also by grade level, for the nonparticipants. The sum was then subtracted for the nonparticipants from the sum for the participants to create a grade-level estimate of the increase in allocated funding. To create the summary estimates by program type, the team simply summed the increases across all grades for each specific ELP type (i.e., before school, after school, supplemental, high school). Results are included in Exhibit E5 in Appendix E.

### Data Analysis Considerations

There are several points that should be considered when evaluating the results of the analyses presented within this report. The propensity score matching research design (detailed in Appendix A) used does not allow for causal attribution of programmatic effects. It is quasi-experimental in nature, which allows for stronger confidence in the integrity of the results than a simple correlational research design, but the results cannot be attributed as causal linkages. Given the nature of the programming analyzed and the secondary nature of the data analyzed, performing an experimental research design that yields causal inferences was not possible.

Additionally, due to data limitations, it was not possible to know the potential range of focus areas within site-level programming. For this reason, it was not possible to link student outcomes to programming at individual sites that might have been more or less tailored toward improving a specific outcome. Within these analyses, programming was considered to be “focus agnostic” and equally likely to contribute to any kind of student outcome. However, with access to data on program focus, future data analyses could be modified to better match student outcomes to program participation at sites that specifically target the outcome of interest.

## Appendix B. Geographic Analysis of the California Department of Education Expanded Learning Programs Funded in 2018–19

### Method

WestEd used three files to create a map using ArcGIS Desktop geographic information system software. Two files entitled “2018–19 After School Program Evaluation (ASPEVAL) Merge 05-Mar-2020.xlsx” and “2018-19 ASSETs Merge 26-Feb-2020.xlsx” containing program attendance data about students were received from the CDE’s Expanded Learning Division. These files were appended together, resulting in a file containing 978,962 student records. After removing cases from duplicate schools, 4,550 unique schools remained that administered the ASSETs or one or more of the following ASPEVAL Programs: after school base, after school supplemental, before school base, and before school supplemental. WestEd then match-merged this file with the data in a file entitled “pubschls.xlsx” obtained from the CDE, which contained up-to-date administrative data on all California public schools, to create the map using ArcGIS Desktop geographic information system mapping software.

This matching process resulted in 4,542 matched schools that contained longitudinal and latitudinal coordinates obtained from the “pubschls.xlsx” file and eight unmatched cases that were present in the appended program file but not in the “pubschls.xlsx” file. Matched schools were then geocoded (i.e., converted to points on a map) onto a base map of the 80 California State Assembly districts using the longitudinal and latitudinal coordinates.

A final cautionary note about the map is that the outlines of the California Assembly districts were created by the Sierra Nevada Conservancy (SNC) in 2016 and are available at [https://gispublic.waterboards.ca.gov/portal/home/item.html?  
id=d7706abecb8e431ea8a83028e1e08e34](https://gispublic.waterboards.ca.gov/portal/home/item.html?id=d7706abecb8e431ea8a83028e1e08e34). WestEd compared the map created by the other ArcGIS user with the map of the Assembly districts available at <https://statewidedatabase.org/gis/districtscomp.html>. The maps appeared to be consistent with each another. However, WestEd cannot completely verify the accuracy of the map created by SNC.

## Appendix C. Baseline Comparisons for Students Within California Department of Education-Funded Expanded Learning Program Grantees

For all exhibits in Appendix C, M = mean; SD = standard deviation; t = t-test statistics; d = Cohen’s d.

Exhibit C1. Student-Level Demographic Comparisons for the California Department of Education’s Expanded Learning Program Participants and Their Nonparticipant Peers Within the California Department of Education-Funded Schools

| Variable | Nonparti-cipants M | Nonparti-cipants SD | Students Who Attended At Least One Day of California Department of Education Expanded Learning Programs M | Students Who Attended At Least One Day of California Department of Education Expanded Learning Programs SD | t | d |
| --- | --- | --- | --- | --- | --- | --- |
| Female | 0.48 | 0.50 | 0.50 | 0.50 | -29.15 | -0.04 |
| Asian | 0.06 | 0.23 | 0.05 | 0.23 | 10.74 | 0.01 |
| Black | 0.06 | 0.23 | 0.08 | 0.27 | -69.23 | -0.09 |
| Filipino | 0.02 | 0.13 | 0.02 | 0.12 | 12.97 | 0.02 |
| Hispanic | 0.72 | 0.45 | 0.71 | 0.45 | 5.11 | 0.01 |
| Native American/ American Indian | 0.00 | 0.07 | 0.01 | 0.07 | -2.62 | 0.00 |
| Hawaiian/ Pacific Islander | 0.01 | 0.07 | 0.00 | 0.07 | 4.11 | 0.00 |
| White | 0.11 | 0.31 | 0.10 | 0.30 | -32.08 | 0.04 |
| Two or More Ethnicities | 0.02 | 0.15 | 0.02 | 0.16 | 0.72 | 0.00 |
| English Language Learner | 0.28 | 0.45 | 0.25 | 0.43 | 62.18 | 0.08 |
| Socioeco-nomically Disadvan-taged | 0.82 | 0.39 | 0.83 | 0.37 | -31.94 | -0.04 |
| Special Education | 0.14 | 0.35 | 0.12 | 0.32 | 44.96 | 0.06 |
| Migrant | 0.01 | 0.11 | 0.02 | 0.13 | -21.71 | -0.03 |
| Homeless | 0.05 | 0.23 | 0.06 | 0.23 | -7.39 | -0.01 |
| Foster | 0.01 | 0.07 | 0.01 | 0.09 | -24.50 | -0.03 |

**Note:** Nonparticipant total count = 1,963,700; students who attended at least one day of the CDE’s ELPs = 885,993. t = t-test statistic; d = Cohen’s d effect size.

## Appendix D. Baseline Comparisons for the Quasi‑Experimental Study

For all exhibits in Appendix D, n = number of students in group; M = mean; SD = standard deviation; t = t-test statistics; p = alpha value; d = Cohen’s d.

Exhibit D1. Grade Kindergarten Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Before School Program Participants n | California Department of Education Expanded Learning Before School Program Participants M | California Department of Education Expanded Learning Before School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 874 | 0.95 | 0.05 | 874 | 0.94 | 0.06 | -1.28 | 0.20 | 0.06 |
| Female | 874 | 0.49 | 0.50 | 874 | 0.49 | 0.50 | -0.14 | 0.89 | 0.01 |
| Asian | 874 | 0.01 | 0.11 | 874 | 0.01 | 0.11 | 0 | 1.00 | 0.00 |
| Black | 874 | 0.08 | 0.27 | 874 | 0.08 | 0.28 | 0.35 | 0.73 | -0.02 |
| Filipino | 874 | 0.01 | 0.11 | 874 | 0.01 | 0.12 | 0.21 | 0.83 | -0.01 |
| Hispanic | 874 | 0.74 | 0.44 | 874 | 0.74 | 0.44 | 0.22 | 0.83 | -0.01 |
| Native American/ American Indian | 874 | 0.01 | 0.08 | 874 | 0.00 | 0.07 | -0.63 | 0.53 | 0.03 |
| Hawaiian/ Pacific Islander | 874 | 0.00 | 0.07 | 874 | 0.00 | 0.03 | -1.34 | 0.18 | 0.06 |
| White | 874 | 0.09 | 0.29 | 874 | 0.09 | 0.28 | -0.5 | 0.62 | 0.02 |
| Two or More Ethnicities | 874 | 0.04 | 0.20 | 874 | 0.04 | 0.20 | -0.36 | 0.72 | 0.02 |
| No Race/ Ethnicity Response | 874 | 0.01 | 0.08 | 874 | 0.01 | 0.11 | 1.22 | 0.22 | -0.06 |
| English Language Learner | 874 | 0.43 | 0.49 | 874 | 0.43 | 0.50 | 0.24 | 0.81 | -0.01 |
| Socioeco-nomically Disadvan-taged | 874 | 0.83 | 0.38 | 874 | 0.82 | 0.38 | -0.44 | 0.66 | 0.02 |
| Migrant | 874 | 0.01 | 0.10 | 874 | 0.01 | 0.11 | 0.47 | 0.64 | -0.02 |
| Homeless | 874 | 0.07 | 0.26 | 874 | 0.08 | 0.28 | 0.98 | 0.33 | -0.05 |
| Special Education | 874 | 0.11 | 0.31 | 874 | 0.12 | 0.32 | 0.45 | 0.65 | -0.02 |
| Foster | 874 | 0.01 | 0.08 | 874 | 0.00 | 0.07 | -0.63 | 0.53 | 0.03 |

Exhibit D2. Grade One Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Before School Program Participants  n | California Department of Education Expanded Learning Before School Program Participants M | California Department of Education Expanded Learning Before School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 3,722 | 0.95 | 0.05 | 3,722 | 0.95 | 0.05 | -1.23 | 0.22 | 0.03 |
| Female | 3,722 | 0.50 | 0.50 | 3,722 | 0.50 | 0.50 | -0.16 | 0.87 | 0.00 |
| Asian | 3,722 | 0.02 | 0.13 | 3,722 | 0.01 | 0.12 | -0.76 | 0.45 | 0.02 |
| Black | 3,722 | 0.09 | 0.28 | 3,722 | 0.08 | 0.28 | -0.17 | 0.87 | 0.00 |
| Filipino | 3,722 | 0.01 | 0.11 | 3,722 | 0.01 | 0.10 | -0.67 | 0.50 | 0.02 |
| Hispanic | 3,722 | 0.75 | 0.44 | 3,722 | 0.75 | 0.43 | 0.75 | 0.45 | -0.02 |
| Native American/ American Indian | 3,722 | 0.01 | 0.08 | 3,722 | 0.01 | 0.08 | 0.00 | 1.00 | 0.00 |
| Hawaiian/ Pacific Islander | 3,722 | 0.00 | 0.05 | 3,722 | 0.00 | 0.05 | 0.24 | 0.81 | -0.01 |
| White | 3,722 | 0.09 | 0.28 | 3,722 | 0.08 | 0.28 | -0.17 | 0.87 | 0.00 |
| Two or More Ethnicities | 3,722 | 0.04 | 0.19 | 3,722 | 0.03 | 0.18 | -0.44 | 0.66 | 0.01 |
| No Race/ Ethnicity Response | 3,722 | 0.01 | 0.11 | 3,722 | 0.01 | 0.11 | 0.00 | 1.00 | 0.00 |
| English Language Learner | 3,722 | 0.36 | 0.48 | 3,722 | 0.36 | 0.48 | 0.34 | 0.74 | -0.01 |
| Socioeco-nomically Disadvan-taged | 3,722 | 0.82 | 0.38 | 3,722 | 0.83 | 0.38 | 0.43 | 0.67 | -0.01 |
| Migrant | 3,722 | 0.01 | 0.10 | 3,722 | 0.01 | 0.10 | 0.00 | 1.00 | 0.00 |
| Homeless | 3,722 | 0.05 | 0.21 | 3,722 | 0.06 | 0.23 | 2.08 | 0.04 | -0.05 |
| Special Education | 3,722 | 0.11 | 0.31 | 3,722 | 0.10 | 0.31 | -0.38 | 0.71 | 0.01 |
| Foster | 3,722 | 0.01 | 0.08 | 3,722 | 0.01 | 0.10 | 1.48 | 0.14 | -0.03 |

Exhibit D3. Grade Two Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Before School Program Participants n | California Department of Education Expanded Learning Before School Program Participants M | California Department of Education Expanded Learning Before School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 4,279 | 0.96 | 0.04 | 4,279 | 0.96 | 0.04 | -0.24 | 0.81 | 0.01 |
| Female | 4,279 | 0.49 | 0.50 | 4,279 | 0.50 | 0.50 | 0.50 | 0.62 | -0.01 |
| Asian | 4,279 | 0.01 | 0.11 | 4,279 | 0.01 | 0.11 | -0.09 | 0.93 | 0.00 |
| Black | 4,279 | 0.09 | 0.28 | 4,279 | 0.08 | 0.28 | -0.58 | 0.56 | 0.01 |
| Filipino | 4,279 | 0.02 | 0.12 | 4,279 | 0.02 | 0.12 | 0.18 | 0.86 | 0.00 |
| Hispanic | 4,279 | 0.76 | 0.43 | 4,279 | 0.76 | 0.43 | 0.71 | 0.48 | -0.02 |
| Native American/ American Indian | 4,279 | 0.00 | 0.05 | 4,279 | 0.00 | 0.05 | 0.43 | 0.67 | -0.01 |
| Hawaiian/ Pacific Islander | 4,279 | 0.00 | 0.06 | 4,279 | 0.00 | 0.06 | 0.19 | 0.85 | 0.00 |
| White | 4,279 | 0.08 | 0.27 | 4,279 | 0.08 | 0.27 | -0.12 | 0.91 | 0.00 |
| Two or More Ethnicities | 4,279 | 0.03 | 0.17 | 4,279 | 0.03 | 0.17 | -0.38 | 0.70 | 0.01 |
| No Race/ Ethnicity Response | 4,279 | 0.01 | 0.09 | 4,279 | 0.01 | 0.08 | -0.99 | 0.32 | 0.02 |
| English Language Learner | 4,279 | 0.33 | 0.47 | 4,279 | 0.33 | 0.47 | -0.21 | 0.84 | 0.00 |
| Socioeco-nomically Disadvan-taged | 4,279 | 0.84 | 0.36 | 4,279 | 0.85 | 0.36 | 0.54 | 0.59 | -0.01 |
| Migrant | 4,279 | 0.01 | 0.10 | 4,279 | 0.01 | 0.10 | 0.43 | 0.67 | -0.01 |
| Homeless | 4,279 | 0.06 | 0.25 | 4,279 | 0.07 | 0.25 | 0.61 | 0.54 | -0.01 |
| Special Education | 4,279 | 0.12 | 0.32 | 4,279 | 0.12 | 0.33 | 0.13 | 0.89 | 0.00 |
| Foster | 4,279 | 0.01 | 0.08 | 4,279 | 0.01 | 0.09 | 1.18 | 0.24 | -0.03 |

Exhibit D4. Grade Three Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Before School Program Participants n | California Department of Education Expanded Learning Before School Program Participants M | California Department of Education Expanded Learning Before School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 4,749 | 0.96 | 0.04 | 4,749 | 0.96 | 0.04 | -0.63 | 0.53 | 0.01 |
| Female | 4,749 | 0.50 | 0.50 | 4,749 | 0.50 | 0.50 | -0.35 | 0.73 | 0.01 |
| Asian | 4,749 | 0.02 | 0.14 | 4,749 | 0.02 | 0.13 | -0.38 | 0.70 | 0.01 |
| Black | 4,749 | 0.08 | 0.27 | 4,749 | 0.08 | 0.27 | 0.23 | 0.82 | 0.00 |
| Filipino | 4,749 | 0.01 | 0.11 | 4,749 | 0.01 | 0.11 | 0.29 | 0.77 | -0.01 |
| Hispanic | 4,749 | 0.76 | 0.43 | 4,749 | 0.77 | 0.42 | 0.65 | 0.51 | -0.01 |
| Native American/ American Indian | 4,749 | 0.00 | 0.06 | 4,749 | 0.00 | 0.06 | 0.00 | 1.00 | 0.00 |
| Hawaiian/ Pacific Islander | 4,749 | 0.00 | 0.05 | 4,749 | 0.00 | 0.05 | 0.39 | 0.70 | -0.01 |
| White | 4,749 | 0.09 | 0.28 | 4,749 | 0.08 | 0.28 | -0.55 | 0.58 | 0.01 |
| Two or More Ethnicities | 4,749 | 0.03 | 0.17 | 4,749 | 0.03 | 0.16 | -0.76 | 0.45 | 0.02 |
| No Race/ Ethnicity Response | 4,749 | 0.01 | 0.09 | 4,749 | 0.01 | 0.09 | -0.69 | 0.49 | 0.01 |
| English Language Learner | 4,749 | 0.30 | 0.46 | 4,749 | 0.30 | 0.46 | 0.58 | 0.56 | -0.01 |
| Socioeco-nomically Disadvan-taged | 4,749 | 0.86 | 0.35 | 4,749 | 0.86 | 0.35 | 0.59 | 0.56 | -0.01 |
| Migrant | 4,749 | 0.01 | 0.10 | 4,749 | 0.01 | 0.11 | 1.10 | 0.27 | -0.02 |
| Homeless | 4,749 | 0.07 | 0.26 | 4,749 | 0.08 | 0.27 | 0.70 | 0.49 | -0.01 |
| Special Education | 4,749 | 0.13 | 0.34 | 4,749 | 0.13 | 0.34 | -0.27 | 0.79 | 0.01 |
| Foster | 4,749 | 0.01 | 0.08 | 4,749 | 0.01 | 0.08 | 0.13 | 0.90 | 0.00 |

Exhibit D5. Grade Four Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Before School Program Participants n | California Department of Education Expanded Learning Before School Program Participants M | California Department of Education Expanded Learning Before School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 4,515 | 0.96 | 0.04 | 4,515 | 0.96 | 0.04 | 0.07 | 0.94 | 0.00 |
| Female | 4,515 | 0.50 | 0.50 | 4,515 | 0.50 | 0.50 | -0.04 | 0.97 | 0.00 |
| Asian | 4,515 | 0.02 | 0.13 | 4,515 | 0.02 | 0.13 | 0.00 | 1.00 | 0.00 |
| Black | 4,515 | 0.08 | 0.27 | 4,515 | 0.08 | 0.27 | -0.23 | 0.81 | 0.00 |
| Filipino | 4,515 | 0.01 | 0.11 | 4,515 | 0.01 | 0.10 | -0.60 | 0.55 | 0.01 |
| Hispanic | 4,515 | 0.77 | 0.42 | 4,515 | 0.77 | 0.42 | 0.23 | 0.82 | 0.00 |
| Native American/ American Indian | 4,515 | 0.00 | 0.05 | 4,515 | 0.00 | 0.05 | 0.41 | 0.68 | -0.01 |
| Hawaiian/ Pacific Islander | 4,515 | 0.00 | 0.06 | 4,515 | 0.00 | 0.06 | -0.51 | 0.61 | 0.01 |
| White | 4,515 | 0.08 | 0.27 | 4,515 | 0.08 | 0.27 | 0.54 | 0.59 | -0.01 |
| Two or More Ethnicities | 4,515 | 0.03 | 0.17 | 4,515 | 0.03 | 0.16 | -0.45 | 0.66 | 0.01 |
| No Race/ Ethnicity Response | 4,515 | 0.01 | 0.07 | 4,515 | 0.00 | 0.07 | -0.45 | 0.65 | 0.01 |
| English Language Learner | 4,515 | 0.31 | 0.46 | 4,515 | 0.32 | 0.47 | 0.23 | 0.82 | 0.00 |
| Socioeco-nomically Disadvan-taged | 4,515 | 0.87 | 0.34 | 4,515 | 0.87 | 0.34 | -0.16 | 0.88 | 0.00 |
| Migrant | 4,515 | 0.01 | 0.11 | 4,515 | 0.02 | 0.12 | 1.36 | 0.17 | -0.03 |
| Homeless | 4,515 | 0.07 | 0.26 | 4,515 | 0.08 | 0.26 | 0.16 | 0.87 | 0.00 |
| Special Education | 4,515 | 0.13 | 0.34 | 4,515 | 0.14 | 0.35 | 1.44 | 0.15 | -0.03 |
| Foster | 4,515 | 0.01 | 0.08 | 4,515 | 0.01 | 0.09 | 0.90 | 0.37 | -0.02 |

Exhibit D6. Grade Five Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Before School Program Participants n | California Department of Education Expanded Learning Before School Program Participants M | California Department of Education Expanded Learning Before School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 4,524 | 0.97 | 0.04 | 4,524 | 0.96 | 4,524 | -0.27 | 0.79 | 0.01 |
| Female | 4,524 | 0.51 | 0.50 | 4,524 | 0.51 | 4,524 | 0.02 | 0.98 | 0.00 |
| Asian | 4,524 | 0.02 | 0.13 | 4,524 | 0.02 | 4,524 | -0.33 | 0.74 | 0.01 |
| Black | 4,524 | 0.08 | 0.27 | 4,524 | 0.08 | 4,524 | -0.62 | 0.54 | 0.01 |
| Filipino | 4,524 | 0.02 | 0.12 | 4,524 | 0.01 | 4,524 | -0.35 | 0.73 | 0.01 |
| Hispanic | 4,524 | 0.77 | 0.42 | 4,524 | 0.78 | 4,524 | 0.48 | 0.63 | -0.01 |
| Native American/ American Indian | 4,524 | 0.00 | 0.07 | 4,524 | 0.01 | 4,524 | 0.60 | 0.55 | -0.01 |
| Hawaiian/ Pacific Islander | 4,524 | 0.00 | 0.05 | 4,524 | 0.00 | 4,524 | 0.00 | 1.00 | 0.00 |
| White | 4,524 | 0.07 | 0.26 | 4,524 | 0.07 | 4,524 | 0.20 | 0.84 | 0.00 |
| Two or More Ethnicities | 4,524 | 0.02 | 0.15 | 4,524 | 0.02 | 4,524 | 0.00 | 1.00 | 0.00 |
| No Race/ Ethnicity Response | 4,524 | 0.01 | 0.08 | 4,524 | 0.01 | 4,524 | -0.53 | 0.60 | 0.01 |
| English Language Learner | 4,524 | 0.26 | 0.44 | 4,524 | 0.26 | 4,524 | 0.00 | 1.00 | 0.00 |
| Socioeco-nomically Disadvan-taged | 4,524 | 0.88 | 0.33 | 4,524 | 0.87 | 4,524 | -0.48 | 0.63 | 0.01 |
| Migrant | 4,524 | 0.01 | 0.10 | 4,524 | 0.01 | 4,524 | 0.96 | 0.34 | -0.02 |
| Homeless | 4,524 | 0.08 | 0.27 | 4,524 | 0.08 | 4,524 | 0.82 | 0.41 | -0.02 |
| Special Education | 4,524 | 0.16 | 0.37 | 4,524 | 0.16 | 4,524 | -0.26 | 0.80 | 0.01 |
| Foster | 4,524 | 0.00 | 0.07 | 4,524 | 0.01 | 4,524 | 1.26 | 0.21 | -0.03 |

Exhibit D7. Grade Six Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Before School Program Participants n | California Department of Education Expanded Learning Before School Program Participants M | California Department of Education Expanded Learning Before School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 3,163 | 0.97 | 0.04 | 3,163 | 0.97 | 0.04 | -0.02 | 0.98 | 0.00 |
| Female | 3,163 | 0.48 | 0.50 | 3,163 | 0.48 | 0.50 | -0.08 | 0.94 | 0.00 |
| Asian | 3,163 | 0.02 | 0.13 | 3,163 | 0.02 | 0.13 | -0.19 | 0.85 | 0.00 |
| Black | 3,163 | 0.08 | 0.27 | 3,163 | 0.07 | 0.26 | -0.43 | 0.67 | 0.01 |
| Filipino | 3,163 | 0.01 | 0.11 | 3,163 | 0.01 | 0.12 | 0.55 | 0.58 | -0.01 |
| Hispanic | 3,163 | 0.75 | 0.43 | 3,163 | 0.75 | 0.43 | 0.17 | 0.86 | 0.00 |
| Native American/ American Indian | 3,163 | 0.00 | 0.07 | 3,163 | 0.01 | 0.08 | 0.69 | 0.49 | -0.02 |
| Hawaiian/ Pacific Islander | 3,163 | 0.00 | 0.06 | 3,163 | 0.00 | 0.05 | -0.66 | 0.51 | 0.02 |
| White | 3,163 | 0.10 | 0.29 | 3,163 | 0.10 | 0.30 | 0.09 | 0.93 | 0.00 |
| Two or More Ethnicities | 3,163 | 0.03 | 0.17 | 3,163 | 0.03 | 0.17 | -0.15 | 0.88 | 0.00 |
| No Race/ Ethnicity Response | 3,163 | 0.01 | 0.09 | 3,163 | 0.01 | 0.09 | -0.14 | 0.89 | 0.00 |
| English Language Learner | 3,163 | 0.22 | 0.41 | 3,163 | 0.22 | 0.42 | 0.30 | 0.76 | -0.01 |
| Socioeco-nomically Disadvan-taged | 3,163 | 0.85 | 0.36 | 3,163 | 0.85 | 0.36 | -0.56 | 0.58 | 0.01 |
| Migrant | 3,163 | 0.01 | 0.11 | 3,163 | 0.01 | 0.12 | 0.65 | 0.52 | -0.02 |
| Homeless | 3,163 | 0.05 | 0.23 | 3,163 | 0.05 | 0.23 | -0.06 | 0.96 | 0.00 |
| Special Education | 3,163 | 0.15 | 0.35 | 3,163 | 0.14 | 0.35 | -0.25 | 0.80 | 0.01 |
| Foster | 3,163 | 0.01 | 0.08 | 3,163 | 0.01 | 0.08 | -0.33 | 0.75 | 0.01 |

Exhibit D8. Grade Seven Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Before School Program Participants n | California Department of Education Expanded Learning Before School Program Participants M | California Department of Education Expanded Learning Before School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 3,166 | 0.97 | 0.04 | 3,166 | 0.97 | 0.04 | 0.66 | 0.51 | -0.02 |
| Female | 3,166 | 0.46 | 0.50 | 3,166 | 0.47 | 0.50 | 0.48 | 0.63 | -0.01 |
| Asian | 3,166 | 0.03 | 0.17 | 3,166 | 0.03 | 0.18 | 0.57 | 0.57 | -0.01 |
| Black | 3,166 | 0.06 | 0.24 | 3,166 | 0.06 | 0.24 | 0.21 | 0.84 | -0.01 |
| Filipino | 3,166 | 0.02 | 0.16 | 3,166 | 0.02 | 0.16 | -0.08 | 0.94 | 0.00 |
| Hispanic | 3,166 | 0.62 | 0.49 | 3,166 | 0.62 | 0.49 | 0.05 | 0.96 | -0.0 |
| Native American/ American Indian | 3,166 | 0.01 | 0.08 | 3,166 | 0.00 | 0.07 | -0.87 | 0.38 | 0.02 |
| Hawaiian/ Pacific Islander | 3,166 | 0.01 | 0.07 | 3,166 | 0.01 | 0.08 | 0.51 | 0.61 | -0.01 |
| White | 3,166 | 0.21 | 0.41 | 3,166 | 0.20 | 0.40 | -0.78 | 0.44 | 0.02 |
| Two or More Ethnicities | 3,166 | 0.04 | 0.19 | 3,166 | 0.04 | 0.19 | 0.33 | 0.74 | -0.01 |
| No Race/ Ethnicity Response | 3,166 | 0.01 | 0.08 | 3,166 | 0.01 | 0.09 | 1.32 | 0.19 | -0.03 |
| English Language Learner | 3,166 | 0.17 | 0.38 | 3,166 | 0.17 | 0.37 | -0.63 | 0.53 | 0.02 |
| Socioeco-nomically Disadvan-taged | 3,166 | 0.75 | 0.43 | 3,166 | 0.75 | 0.43 | 0.20 | 0.84 | -0.01 |
| Migrant | 3,166 | 0.01 | 0.11 | 3,166 | 0.01 | 0.11 | 0.23 | 0.82 | -0.01 |
| Homeless | 3,166 | 0.03 | 0.17 | 3,166 | 0.03 | 0.17 | 0.30 | 0.77 | -0.01 |
| Special Education | 3,166 | 0.15 | 0.36 | 3,166 | 0.15 | 0.36 | 0.11 | 0.92 | 0.00 |
| Foster | 3,166 | 0.00 | 0.07 | 3,166 | 0.01 | 0.08 | 0.85 | 0.40 | -0.02 |

Exhibit D9. Grade Eight Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Before School Program Participants n | California Department of Education Expanded Learning Before School Program Participants M | California Department of Education Expanded Learning Before School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 2,997 | 0.97 | 0.04 | 2,997 | 0.97 | 0.04 | -0.23 | 0.82 | 0.01 |
| Female | 2,997 | 0.46 | 0.50 | 2,997 | 0.46 | 0.50 | -0.13 | 0.90 | 0.00 |
| Asian | 2,997 | 0.04 | 0.18 | 2,997 | 0.03 | 0.18 | -0.28 | 0.78 | 0.01 |
| Black | 2,997 | 0.06 | 0.24 | 2,997 | 0.06 | 0.24 | 0.27 | 0.79 | -0.01 |
| Filipino | 2,997 | 0.02 | 0.14 | 2,997 | 0.02 | 0.14 | -0.27 | 0.79 | 0.01 |
| Hispanic | 2,997 | 0.64 | 0.48 | 2,997 | 0.64 | 0.48 | -0.11 | 0.91 | 0.00 |
| Native American/ American Indian | 2,997 | 0.01 | 0.09 | 2,997 | 0.01 | 0.09 | -0.42 | 0.67 | 0.01 |
| Hawaiian/ Pacific Islander | 2,997 | 0.00 | 0.06 | 2,997 | 0.00 | 0.06 | 0.43 | 0.67 | -0.01 |
| White | 2,997 | 0.19 | 0.40 | 2,997 | 0.20 | 0.40 | 0.16 | 0.87 | 0.00 |
| Two or More Ethnicities | 2,997 | 0.03 | 0.18 | 2,997 | 0.03 | 0.18 | -0.14 | 0.89 | 0.00 |
| No Race/ Ethnicity Response | 2,997 | 0.00 | 0.05 | 2,997 | 0.00 | 0.07 | 0.85 | 0.39 | -0.02 |
| English Language Learner | 2,997 | 0.15 | 0.35 | 2,997 | 0.15 | 0.36 | 0.33 | 0.74 | -0.01 |
| Socioeco-nomically Disadvan-taged | 2,997 | 0.74 | 0.44 | 2,997 | 0.74 | 0.44 | 0.23 | 0.81 | -0.01 |
| Migrant | 2,997 | 0.01 | 0.09 | 2,997 | 0.01 | 0.09 | -0.30 | 0.77 | 0.01 |
| Homeless | 2,997 | 0.04 | 0.18 | 2,997 | 0.04 | 0.19 | 0.48 | 0.63 | -0.01 |
| Special Education | 2,997 | 0.14 | 0.35 | 2,997 | 0.15 | 0.36 | 0.92 | 0.36 | -0.02 |
| Foster | 2,997 | 0.01 | 0.09 | 2,997 | 0.01 | 0.09 | -0.58 | 0.56 | 0.01 |

Exhibit D10. Grade Kindergarten Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning After School Program Participants n | California Department of Education Expanded Learning After School Program Participants M | California Department of Education Expanded Learning After School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 8,140 | 0.94 | 0.06 | 8,140 | 0.94 | 0.06 | -0.57 | 0.57 | 0.01 |
| Female | 8,140 | 0.49 | 0.50 | 8,140 | 0.49 | 0.50 | 0.11 | 0.91 | 0.00 |
| Asian | 8,140 | 0.05 | 0.22 | 8,140 | 0.05 | 0.21 | -0.72 | 0.47 | 0.01 |
| Black | 8,140 | 0.09 | 0.28 | 8,140 | 0.09 | 0.28 | 0.42 | 0.68 | -0.01 |
| Filipino | 8,140 | 0.01 | 0.11 | 8,140 | 0.01 | 0.11 | 0.14 | 0.89 | 0.00 |
| Hispanic | 8,140 | 0.69 | 0.46 | 8,140 | 0.69 | 0.46 | 0.02 | 0.99 | 0.00 |
| Native American/ American Indian | 8,140 | 0.01 | 0.07 | 8,140 | 0.01 | 0.07 | -0.43 | 0.67 | 0.01 |
| Hawaiian/ Pacific Islander | 8,140 | 0.00 | 0.06 | 8,140 | 0.00 | 0.06 | 0.28 | 0.78 | 0.00 |
| White | 8,140 | 0.12 | 0.32 | 8,140 | 0.11 | 0.32 | -0.20 | 0.84 | 0.00 |
| Two or More Ethnicities | 8,140 | 0.03 | 0.16 | 8,140 | 0.03 | 0.16 | -0.05 | 0.96 | 0.00 |
| No Race/ Ethnicity Response | 8,140 | 0.01 | 0.08 | 8,140 | 0.01 | 0.09 | 1.15 | 0.25 | -0.02 |
| English Language Learner | 8,140 | 0.39 | 0.49 | 8,140 | 0.39 | 0.49 | -0.11 | 0.91 | 0.00 |
| Socioeco-nomically Disadvan-taged | 8,140 | 0.83 | 0.38 | 8,140 | 0.83 | 0.38 | 0.35 | 0.72 | -0.01 |
| Migrant | 8,140 | 0.01 | 0.11 | 8,140 | 0.01 | 0.11 | 0.56 | 0.57 | -0.01 |
| Homeless | 8,140 | 0.05 | 0.21 | 8,140 | 0.05 | 0.22 | 1.14 | 0.25 | -0.02 |
| Special Education | 8,140 | 0.09 | 0.29 | 8,140 | 0.10 | 0.29 | 0.62 | 0.54 | -0.01 |
| Foster | 8,140 | 0.01 | 0.09 | 8,140 | 0.01 | 0.10 | 1.05 | 0.29 | -0.02 |

Exhibit D11. Grade One Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning After School Program Participants n | California Department of Education Expanded Learning After School Program Participants M | California Department of Education Expanded Learning After School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 50,038 | 0.95 | 0.05 | 50,038 | 0.95 | 0.05 | -1.22 | 0.22 | 0.01 |
| Female | 50,038 | 0.50 | 0.50 | 50,038 | 0.50 | 0.50 | 0.39 | 0.70 | 0.00 |
| Asian | 50,038 | 0.05 | 0.22 | 50,038 | 0.05 | 0.22 | -0.74 | 0.46 | 0.01 |
| Black | 50,038 | 0.08 | 0.28 | 50,038 | 0.09 | 0.28 | 0.26 | 0.79 | 0.00 |
| Filipino | 50,038 | 0.01 | 0.11 | 50,038 | 0.01 | 0.11 | 0.15 | 0.88 | -0.01 |
| Hispanic | 50,038 | 0.70 | 0.46 | 50,038 | 0.70 | 0.46 | -0.13 | 0.90 | 0.00 |
| Native American/ American Indian | 50,038 | 0.01 | 0.07 | 50,038 | 0.01 | 0.07 | -0.34 | 0.73 | 0.00 |
| Hawaiian/ Pacific Islander | 50,038 | 0.00 | 0.06 | 50,038 | 0.00 | 0.06 | 0.70 | 0.49 | 0.00 |
| White | 50,038 | 0.10 | 0.30 | 50,038 | 0.10 | 0.30 | 0.17 | 0.87 | 0.00 |
| Two or More Ethnicities | 50,038 | 0.03 | 0.17 | 50,038 | 0.03 | 0.17 | -0.19 | 0.85 | 0.00 |
| No Race/ Ethnicity Response | 50,038 | 0.01 | 0.10 | 50,038 | 0.01 | 0.10 | 0.98 | 0.33 | -0.01 |
| English Language Learner | 50,038 | 0.35 | 0.48 | 50,038 | 0.35 | 0.48 | 0.48 | 0.63 | 0.00 |
| Socioeco-nomically Disadvan-taged | 50,038 | 0.84 | 0.37 | 50,038 | 0.84 | 0.37 | 0.39 | 0.69 | 0.00 |
| Migrant | 50,038 | 0.02 | 0.13 | 50,038 | 0.02 | 0.13 | 0.52 | 0.61 | 0.00 |
| Homeless | 50,038 | 0.05 | 0.22 | 50,038 | 0.05 | 0.22 | 2.51 | 0.01 | -0.02 |
| Special Education | 50,038 | 0.09 | 0.29 | 50,038 | 0.09 | 0.29 | -1.01 | 0.32 | 0.01 |
| Foster | 50,038 | 0.01 | 0.09 | 50,038 | 0.01 | 0.10 | 2.00 | 0.05 | -0.01 |

Exhibit D12. Grade Two Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning After School Program Participants n | California Department of Education Expanded Learning After School Program Participants M | California Department of Education Expanded Learning After School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 59,766 | 0.96 | 0.04 | 59,766 | 0.96 | 0.04 | -0.84 | 0.40 | 0.00 |
| Female | 59,766 | 0.50 | 0.50 | 59,766 | 0.50 | 0.50 | 1.08 | 0.28 | -0.01 |
| Asian | 59,766 | 0.05 | 0.21 | 59,766 | 0.05 | 0.21 | -0.96 | 0.34 | 0.01 |
| Black | 59,766 | 0.08 | 0.28 | 59,766 | 0.08 | 0.28 | -0.07 | 0.94 | 0.00 |
| Filipino | 59,766 | 0.01 | 0.11 | 59,766 | 0.01 | 0.11 | 0.85 | 0.39 | 0.00 |
| Hispanic | 59,766 | 0.71 | 0.45 | 59,766 | 0.71 | 0.45 | 0.33 | 0.75 | 0.00 |
| Native American/ American Indian | 59,766 | 0.01 | 0.07 | 59,766 | 0.01 | 0.07 | 0.04 | 0.97 | 0.00 |
| Hawaiian/ Pacific Islander | 59,766 | 0.00 | 0.06 | 59,766 | 0.00 | 0.06 | -0.75 | 0.45 | 0.00 |
| White | 59,766 | 0.10 | 0.30 | 59,766 | 0.10 | 0.30 | 0.06 | 0.95 | 0.00 |
| Two or More Ethnicities | 59,766 | 0.03 | 0.16 | 59,766 | 0.03 | 0.16 | 0.04 | 0.97 | 0.00 |
| No Race/ Ethnicity Response | 59,766 | 0.01 | 0.10 | 59,766 | 0.01 | 0.10 | 0.06 | 0.95 | 0.00 |
| English Language Learner | 59,766 | 0.33 | 0.47 | 59,766 | 0.33 | 0.47 | -0.02 | 0.99 | 0.00 |
| Socioeco-nomically Disadvan-taged | 59,766 | 0.84 | 0.37 | 59,766 | 0.84 | 0.36 | 0.49 | 0.62 | 0.00 |
| Migrant | 59,766 | 0.02 | 0.13 | 59,766 | 0.02 | 0.13 | 0.68 | 0.50 | 0.00 |
| Homeless | 59,766 | 0.06 | 0.23 | 59,766 | 0.06 | 0.23 | 1.95 | 0.05 | -0.01 |
| Special Education | 59,766 | 0.11 | 0.31 | 59,766 | 0.11 | 0.31 | 0.26 | 0.79 | 0.00 |
| Foster | 59,766 | 0.01 | 0.09 | 59,766 | 0.01 | 0.09 | 1.39 | 0.17 | -0.01 |

Exhibit D13. Grade Three Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning After School Program Participants n | California Department of Education Expanded Learning After School Program Participants M | California Department of Education Expanded Learning After School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 62,576 | 0.96 | 0.04 | 62,576 | 0.96 | 0.04 | -0.59 | 0.55 | 0.00 |
| Female | 62,576 | 0.51 | 0.50 | 62,576 | 0.51 | 0.50 | 0.46 | 0.65 | 0.00 |
| Asian | 62,576 | 0.05 | 0.23 | 62,576 | 0.05 | 0.23 | -0.36 | 0.72 | 0.00 |
| Black | 62,576 | 0.08 | 0.27 | 62,576 | 0.08 | 0.27 | -0.53 | 0.60 | 0.00 |
| Filipino | 62,576 | 0.01 | 0.11 | 62,576 | 0.01 | 0.12 | 0.49 | 0.62 | 0.00 |
| Hispanic | 62,576 | 0.71 | 0.45 | 62,576 | 0.71 | 0.45 | 0.06 | 0.96 | 0.00 |
| Native American/ American Indian | 62,576 | 0.00 | 0.07 | 62,576 | 0.01 | 0.07 | 1.57 | 0.12 | -0.01 |
| Hawaiian/ Pacific Islander | 62,576 | 0.00 | 0.06 | 62,576 | 0.00 | 0.06 | 0.18 | 0.86 | 0.00 |
| White | 62,576 | 0.10 | 0.29 | 62,576 | 0.10 | 0.29 | -0.06 | 0.95 | 0.00 |
| Two or More Ethnicities | 62,576 | 0.03 | 0.16 | 62,576 | 0.03 | 0.16 | -0.22 | 0.83 | 0.00 |
| No Race/ Ethnicity Response | 62,576 | 0.01 | 0.08 | 62,576 | 0.01 | 0.08 | 0.85 | 0.40 | 0.00 |
| English Language Learner | 62,576 | 0.29 | 0.45 | 62,576 | 0.29 | 0.45 | 0.52 | 0.60 | 0.00 |
| Socioeco-nomically Disadvan-taged | 62,576 | 0.85 | 0.36 | 62,576 | 0.85 | 0.36 | 0.49 | 0.63 | 0.00 |
| Migrant | 62,576 | 0.02 | 0.12 | 62,576 | 0.02 | 0.13 | 1.17 | 0.24 | -0.01 |
| Homeless | 62,576 | 0.06 | 0.23 | 62,576 | 0.06 | 0.24 | 1.58 | 0.12 | -0.01 |
| Special Education | 62,576 | 0.12 | 0.33 | 62,576 | 0.12 | 0.33 | -0.04 | 0.97 | 0.00 |
| Foster | 62,576 | 0.01 | 0.08 | 62,576 | 0.01 | 0.09 | 1.78 | 0.08 | -0.01 |

Exhibit D14. Grade Four Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning After School Program Participants n | California Department of Education Expanded Learning After School Program Participants M | California Department of Education Expanded Learning After School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 59,382 | 0.97 | 0.04 | 59,382 | 0.97 | 0.04 | -0.42 | 0.67 | 0.00 |
| Female | 59,382 | 0.51 | 0.50 | 59,382 | 0.51 | 0.50 | 0.28 | 0.78 | 0.00 |
| Asian | 59,382 | 0.05 | 0.22 | 59,382 | 0.05 | 0.22 | 0.32 | 0.75 | 0.00 |
| Black | 59,382 | 0.08 | 0.27 | 59,382 | 0.08 | 0.27 | -0.60 | 0.55 | 0.00 |
| Filipino | 59,382 | 0.01 | 0.11 | 59,382 | 0.01 | 0.11 | 0.36 | 0.72 | 0.00 |
| Hispanic | 59,382 | 0.72 | 0.45 | 59,382 | 0.72 | 0.45 | -0.24 | 0.81 | 0.00 |
| Native American/ American Indian | 59,382 | 0.00 | 0.07 | 59,382 | 0.00 | 0.07 | 0.25 | 0.80 | 0.00 |
| Hawaiian/ Pacific Islander | 59,382 | 0.00 | 0.06 | 59,382 | 0.00 | 0.06 | 0.32 | 0.75 | 0.00 |
| White | 59,382 | 0.09 | 0.29 | 59,382 | 0.09 | 0.29 | 0.15 | 0.88 | 0.00 |
| Two or More Ethnicities | 59,382 | 0.02 | 0.15 | 59,382 | 0.02 | 0.15 | 0.21 | 0.84 | 0.00 |
| No Race/ Ethnicity Response | 59,382 | 0.01 | 0.07 | 59,382 | 0.01 | 0.08 | 0.58 | 0.56 | 0.00 |
| English Language Learner | 59,382 | 0.30 | 0.46 | 59,382 | 0.30 | 0.46 | 0.64 | 0.52 | 0.00 |
| Socioeco-nomically Disadvan-taged | 59,382 | 0.85 | 0.36 | 59,382 | 0.85 | 0.36 | 0.08 | 0.94 | 0.00 |
| Migrant | 59,382 | 0.02 | 0.13 | 59,382 | 0.02 | 0.13 | 0.87 | 0.38 | -0.01 |
| Homeless | 59,382 | 0.06 | 0.24 | 59,382 | 0.06 | 0.24 | 1.72 | 0.09 | -0.01 |
| Special Education | 59,382 | 0.13 | 0.34 | 59,382 | 0.13 | 0.34 | 0.37 | 0.71 | 0.00 |
| Foster | 59,382 | 0.01 | 0.08 | 59,382 | 0.01 | 0.09 | 2.12 | 0.03 | -0.01 |

Exhibit D15. Grade Five Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning After School Program Participants n | California Department of Education Expanded Learning After School Program Participants M | California Department of Education Expanded Learning After School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 57,539 | 0.97 | 0.03 | 57,539 | 0.97 | 0.04 | -0.82 | 0.41 | 0.00 |
| Female | 57,539 | 0.51 | 0.50 | 57,539 | 0.51 | 0.50 | 0.34 | 0.73 | 0.00 |
| Asian | 57,539 | 0.06 | 0.23 | 57,539 | 0.06 | 0.23 | -0.37 | 0.71 | 0.00 |
| Black | 57,539 | 0.08 | 0.28 | 57,539 | 0.08 | 0.28 | -0.19 | 0.85 | 0.00 |
| Filipino | 57,539 | 0.01 | 0.12 | 57,539 | 0.01 | 0.12 | 0.15 | 0.88 | 0.00 |
| Hispanic | 57,539 | 0.72 | 0.45 | 57,539 | 0.72 | 0.45 | -0.39 | 0.70 | 0.00 |
| Native American/ American Indian | 57,539 | 0.01 | 0.07 | 57,539 | 0.01 | 0.07 | 0.74 | 0.46 | 0.00 |
| Hawaiian/ Pacific Islander | 57,539 | 0.00 | 0.07 | 57,539 | 0.00 | 0.07 | 0.89 | 0.38 | -0.01 |
| White | 57,539 | 0.09 | 0.28 | 57,539 | 0.09 | 0.28 | 0.03 | 0.98 | 0.00 |
| Two or More Ethnicities | 57,539 | 0.02 | 0.15 | 57,539 | 0.02 | 0.15 | 0.65 | 0.52 | 0.00 |
| No Race/ Ethnicity Response | 57,539 | 0.01 | 0.07 | 57,539 | 0.01 | 0.07 | 1.06 | 0.29 | -0.01 |
| English Language Learner | 57,539 | 0.26 | 0.44 | 57,539 | 0.26 | 0.44 | 0.01 | 1.00 | 0.00 |
| Socioeco-nomically Disadvan-taged | 57,539 | 0.85 | 0.36 | 57,539 | 0.85 | 0.36 | -0.23 | 0.82 | 0.00 |
| Migrant | 57,539 | 0.02 | 0.13 | 57,539 | 0.02 | 0.13 | -0.32 | 0.75 | 0.00 |
| Homeless | 57,539 | 0.06 | 0.23 | 57,539 | 0.06 | 0.24 | 0.79 | 0.43 | 0.00 |
| Special Education | 57,539 | 0.14 | 0.34 | 57,539 | 0.14 | 0.34 | -0.25 | 0.80 | 0.00 |
| Foster | 57,539 | 0.01 | 0.08 | 57,539 | 0.01 | 0.09 | 2.65 | 0.01 | -0.02 |

Exhibit D16. Grade Six Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning After School Program Participants n | California Department of Education Expanded Learning After School Program Participants M | California Department of Education Expanded Learning After School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 45,214 | 0.97 | 0.03 | 45,214 | -0.53 | 0.59 | -0.63 | 0.53 | 0.00 |
| Female | 45,214 | 0.51 | 0.50 | 45,214 | 0.24 | 0.81 | 0.27 | 0.79 | 0.00 |
| Asian | 45,214 | 0.06 | 0.24 | 45,214 | 0.22 | 0.83 | -0.03 | 0.98 | 0.00 |
| Black | 45,214 | 0.09 | 0.28 | 45,214 | 0.30 | 0.77 | 0.19 | 0.85 | 0.00 |
| Filipino | 45,214 | 0.01 | 0.11 | 45,214 | 1.01 | 0.31 | 0.62 | 0.54 | 0.00 |
| Hispanic | 45,214 | 0.72 | 0.45 | 45,214 | -0.89 | 0.37 | -0.56 | 0.58 | 0.00 |
| Native American/ American Indian | 45,214 | 0.01 | 0.07 | 45,214 | 0.86 | 0.39 | 0.63 | 0.53 | 0.00 |
| Hawaiian/ Pacific Islander | 45,214 | 0.00 | 0.06 | 45,214 | 0.70 | 0.48 | 1.06 | 0.29 | -0.01 |
| White | 45,214 | 0.08 | 0.28 | 45,214 | 0.01 | 0.99 | -0.13 | 0.90 | 0.00 |
| Two or More Ethnicities | 45,214 | 0.02 | 0.14 | 45,214 | 0.10 | 0.92 | 0.48 | 0.63 | 0.00 |
| No Race/ Ethnicity Response | 45,214 | 0.01 | 0.08 | 45,214 | 0.31 | 0.75 | -0.18 | 0.86 | 0.00 |
| English Language Learner | 45,214 | 0.22 | 0.41 | 45,214 | 0.31 | 0.75 | -0.23 | 0.82 | 0.00 |
| Socioeco-nomically Disadvan-taged | 45,214 | 0.85 | 0.36 | 45,214 | -0.19 | 0.85 | -0.23 | 0.82 | 0.00 |
| Migrant | 45,214 | 0.02 | 0.12 | 45,214 | -0.81 | 0.42 | -0.08 | 0.94 | 0.00 |
| Homeless | 45,214 | 0.05 | 0.22 | 45,214 | 1.98 | 0.05 | 1.27 | 0.21 | -0.01 |
| Special Education | 45,214 | 0.14 | 0.34 | 45,214 | -0.04 | 0.97 | 0.45 | 0.65 | 0.00 |
| Foster | 45,214 | 0.01 | 0.08 | 45,214 | 0.94 | 0.35 | 1.57 | 0.12 | -0.01 |

Exhibit D17. Grade Seven Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning After School Program Participants n | California Department of Education Expanded Learning After School Program Participants M | California Department of Education Expanded Learning After School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 35,392 | 0.97 | 0.04 | 35,392 | 0.97 | 0.04 | -0.63 | 0.53 | 0.00 |
| Female | 35,392 | 0.51 | 0.50 | 35,392 | 0.51 | 0.50 | 0.11 | 0.91 | 0.00 |
| Asian | 35,392 | 0.07 | 0.25 | 35,392 | 0.07 | 0.25 | 0.15 | 0.88 | 0.00 |
| Black | 35,392 | 0.10 | 0.29 | 35,392 | 0.10 | 0.29 | 0.26 | 0.80 | 0.00 |
| Filipino | 35,392 | 0.02 | 0.13 | 35,392 | 0.02 | 0.13 | -0.14 | 0.89 | 0.00 |
| Hispanic | 35,392 | 0.69 | 0.46 | 35,392 | 0.68 | 0.47 | -0.75 | 0.45 | 0.01 |
| Native American/ American Indian | 35,392 | 0.00 | 0.07 | 35,392 | 0.01 | 0.07 | 0.54 | 0.59 | 0.00 |
| Hawaiian/ Pacific Islander | 35,392 | 0.00 | 0.07 | 35,392 | 0.00 | 0.07 | 1.22 | 0.22 | -0.01 |
| White | 35,392 | 0.09 | 0.29 | 35,392 | 0.09 | 0.29 | 0.13 | 0.90 | 0.00 |
| Two or More Ethnicities | 35,392 | 0.02 | 0.15 | 35,392 | 0.02 | 0.15 | 0.17 | 0.86 | 0.00 |
| No Race/ Ethnicity Response | 35,392 | 0.00 | 0.07 | 35,392 | 0.01 | 0.07 | 1.01 | 0.31 | -0.01 |
| English Language Learner | 35,392 | 0.18 | 0.38 | 35,392 | 0.18 | 0.38 | -0.23 | 0.82 | 0.00 |
| Socioeco-nomically Disadvan-taged | 35,392 | 0.82 | 0.38 | 35,392 | 0.82 | 0.39 | -0.34 | 0.73 | 0.00 |
| Migrant | 35,392 | 0.02 | 0.12 | 35,392 | 0.01 | 0.12 | -0.28 | 0.78 | 0.00 |
| Homeless | 35,392 | 0.04 | 0.20 | 35,392 | 0.04 | 0.21 | 0.92 | 0.36 | -0.01 |
| Special Education | 35,392 | 0.14 | 0.34 | 35,392 | 0.14 | 0.34 | -0.02 | 0.98 | 0.00 |
| Foster | 35,392 | 0.01 | 0.09 | 35,392 | 0.01 | 0.09 | 0.74 | 0.46 | -0.01 |

Exhibit D18. Grade Eight Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning After School Program Participants n | California Department of Education Expanded Learning After School Program Participants M | California Department of Education Expanded Learning After School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 30,211 | 0.97 | 0.04 | 30,211 | 0.97 | 0.04 | -0.40 | 0.69 | 0.00 |
| Female | 30,211 | 0.50 | 0.50 | 30,211 | 0.50 | 0.50 | -0.11 | 0.91 | 0.00 |
| Asian | 30,211 | 0.07 | 0.25 | 30,211 | 0.07 | 0.25 | -0.03 | 0.97 | 0.00 |
| Black | 30,211 | 0.10 | 0.30 | 30,211 | 0.10 | 0.30 | 0.08 | 0.94 | 0.00 |
| Filipino | 30,211 | 0.02 | 0.13 | 30,211 | 0.02 | 0.14 | 0.63 | 0.53 | -0.01 |
| Hispanic | 30,211 | 0.68 | 0.47 | 30,211 | 0.68 | 0.47 | -0.69 | 0.49 | 0.01 |
| Native American/ American Indian | 30,211 | 0.01 | 0.07 | 30,211 | 0.01 | 0.07 | 0.50 | 0.62 | 0.00 |
| Hawaiian/ Pacific Islander | 30,211 | 0.01 | 0.08 | 30,211 | 0.01 | 0.08 | -0.52 | 0.61 | 0.00 |
| White | 30,211 | 0.10 | 0.30 | 30,211 | 0.10 | 0.30 | 0.03 | 0.98 | 0.00 |
| Two or More Ethnicities | 30,211 | 0.02 | 0.14 | 30,211 | 0.02 | 0.14 | 1.10 | 0.27 | -0.01 |
| No Race/ Ethnicity Response | 30,211 | 0.00 | 0.07 | 30,211 | 0.00 | 0.07 | 0.89 | 0.37 | -0.01 |
| English Language Learner | 30,211 | 0.15 | 0.36 | 30,211 | 0.15 | 0.36 | 0.50 | 0.62 | 0.00 |
| Socioeco-nomically Disadvan-taged | 30,211 | 0.81 | 0.39 | 30,211 | 0.81 | 0.39 | -0.52 | 0.61 | 0.00 |
| Migrant | 30,211 | 0.01 | 0.12 | 30,211 | 0.01 | 0.12 | 0.03 | 0.97 | 0.00 |
| Homeless | 30,211 | 0.04 | 0.21 | 30,211 | 0.05 | 0.21 | 1.63 | 0.10 | -0.01 |
| Special Education | 30,211 | 0.13 | 0.34 | 30,211 | 0.14 | 0.34 | 0.78 | 0.43 | -0.01 |
| Foster | 30,211 | 0.01 | 0.08 | 30,211 | 0.01 | 0.09 | 0.86 | 0.39 | -0.01 |

Exhibit D19. Grade Kindergarten Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Supplemental Program Participants n | California Department of Education Expanded Learning Supplemental Program Participants M | California Department of Education Expanded Learning Supplemental Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 2,720 | 0.95 | 0.06 | 2,720 | 0.95 | 0.06 | -0.24 | 0.81 | 0.01 |
| Female | 2,720 | 0.47 | 0.50 | 2,720 | 0.47 | 0.50 | -0.03 | 0.98 | 0.00 |
| Asian | 2,720 | 0.04 | 0.20 | 2,720 | 0.04 | 0.20 | 0.34 | 0.74 | -0.01 |
| Black | 2,720 | 0.06 | 0.24 | 2,720 | 0.07 | 0.25 | 0.50 | 0.62 | -0.01 |
| Filipino | 2,720 | 0.01 | 0.07 | 2,720 | 0.01 | 0.07 | 0.19 | 0.85 | -0.01 |
| Hispanic | 2,720 | 0.78 | 0.41 | 2,720 | 0.77 | 0.42 | -0.62 | 0.54 | 0.02 |
| Native American/ American Indian | 2,720 | 0.00 | 0.07 | 2,720 | 0.00 | 0.07 | 0.20 | 0.84 | -0.01 |
| Hawaiian/ Pacific Islander | 2,720 | 0.00 | 0.06 | 2,720 | 0.00 | 0.06 | 0.22 | 0.83 | -0.01 |
| White | 2,720 | 0.08 | 0.28 | 2,720 | 0.08 | 0.26 | -1.15 | 0.25 | 0.03 |
| Two or More Ethnicities | 2,720 | 0.02 | 0.12 | 2,720 | 0.02 | 0.15 | 1.91 | 0.06 | -0.05 |
| No Race/ Ethnicity Response | 2,720 | 0.01 | 0.07 | 2,720 | 0.01 | 0.09 | 1.00 | 0.32 | -0.03 |
| English Language Learner | 2,720 | 0.44 | 0.50 | 2,720 | 0.44 | 0.50 | -0.08 | 0.94 | 0.00 |
| Socioeco-nomically Disadvan-taged | 2,720 | 0.85 | 0.36 | 2,720 | 0.85 | 0.36 | 0.23 | 0.82 | -0.01 |
| Migrant | 2,720 | 0.02 | 0.13 | 2,720 | 0.02 | 0.13 | -0.21 | 0.84 | 0.01 |
| Homeless | 2,720 | 0.06 | 0.24 | 2,720 | 0.06 | 0.24 | -0.06 | 0.96 | 0.00 |
| Special Education | 2,720 | 0.11 | 0.32 | 2,720 | 0.12 | 0.33 | 0.84 | 0.40 | -0.01 |
| Foster | 2,720 | 0.01 | 0.11 | 2,720 | 0.01 | 0.11 | 0.00 | 1.00 | 0.00 |

Exhibit D20. Grade One Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Supplemental Program Participants n | California Department of Education Expanded Learning Supplemental Program Participants M | California Department of Education Expanded Learning Supplemental Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 13,659 | 0.96 | 0.05 | 13,659 | 0.96 | 0.05 | -0.96 | 0.34 | 0.01 |
| Female | 13,659 | 0.49 | 0.50 | 13,659 | 0.49 | 0.50 | -0.18 | 0.86 | 0.00 |
| Asian | 13,659 | 0.05 | 0.21 | 13,659 | 0.05 | 0.21 | -0.32 | 0.75 | 0.01 |
| Black | 13,659 | 0.06 | 0.24 | 13,659 | 0.06 | 0.25 | 0.64 | 0.52 | -0.01 |
| Filipino | 13,659 | 0.01 | 0.08 | 13,659 | 0.01 | 0.08 | -0.15 | 0.88 | 0.00 |
| Hispanic | 13,659 | 0.78 | 0.41 | 13,659 | 0.78 | 0.41 | -0.01 | 0.99 | 0.00 |
| Native American/ American Indian | 13,659 | 0.00 | 0.06 | 13,659 | 0.00 | 0.07 | 0.37 | 0.71 | 0.00 |
| Hawaiian/ Pacific Islander | 13,659 | 0.00 | 0.06 | 13,659 | 0.00 | 0.06 | 0.40 | 0.69 | 0.00 |
| White | 13,659 | 0.07 | 0.25 | 13,659 | 0.07 | 0.25 | -0.53 | 0.59 | 0.01 |
| Two or More Ethnicities | 13,659 | 0.02 | 0.13 | 13,659 | 0.02 | 0.13 | -0.05 | 0.96 | 0.00 |
| No Race/ Ethnicity Response | 13,659 | 0.01 | 0.09 | 13,659 | 0.01 | 0.09 | 0.21 | 0.83 | 0.00 |
| English Language Learner | 13,659 | 0.42 | 0.49 | 13,659 | 0.42 | 0.49 | 0.04 | 0.97 | 0.00 |
| Socioeco-nomically Disadvan-taged | 13,659 | 0.87 | 0.33 | 13,659 | 0.87 | 0.33 | 0.64 | 0.52 | -0.01 |
| Migrant | 13,659 | 0.02 | 0.15 | 13,659 | 0.02 | 0.15 | -0.16 | 0.87 | 0.00 |
| Homeless | 13,659 | 0.06 | 0.24 | 13,659 | 0.06 | 0.24 | 0.43 | 0.67 | -0.01 |
| Special Education | 13,659 | 0.12 | 0.32 | 13,659 | 0.11 | 0.32 | -0.45 | 0.65 | 0.01 |
| Foster | 13,659 | 0.01 | 0.09 | 13,659 | 0.01 | 0.10 | 1.69 | 0.09 | -0.02 |

Exhibit D21. Grade Two Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Supplemental Program Participants n | California Department of Education Expanded Learning Supplemental Program Participants M | California Department of Education Expanded Learning Supplemental Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 15,119 | 0.96 | 0.04 | 15,119 | 0.96 | 0.04 | -0.66 | 0.51 | 0.01 |
| Female | 15,119 | 0.49 | 0.50 | 15,119 | 0.49 | 0.50 | -0.10 | 0.92 | 0.00 |
| Asian | 15,119 | 0.04 | 0.19 | 15,119 | 0.04 | 0.19 | 0.33 | 0.74 | 0.00 |
| Black | 15,119 | 0.07 | 0.25 | 15,119 | 0.07 | 0.25 | 0.62 | 0.53 | -0.01 |
| Filipino | 15,119 | 0.01 | 0.08 | 15,119 | 0.01 | 0.09 | 0.07 | 0.95 | 0.00 |
| Hispanic | 15,119 | 0.79 | 0.40 | 15,119 | 0.79 | 0.41 | -0.65 | 0.51 | 0.01 |
| Native American/ American Indian | 15,119 | 0.00 | 0.05 | 15,119 | 0.00 | 0.06 | 0.54 | 0.59 | 0.00 |
| Hawaiian/ Pacific Islander | 15,119 | 0.00 | 0.06 | 15,119 | 0.00 | 0.06 | -0.10 | 0.92 | 0.00 |
| White | 15,119 | 0.06 | 0.24 | 15,119 | 0.06 | 0.24 | -0.07 | 0.94 | 0.00 |
| Two or More Ethnicities | 15,119 | 0.02 | 0.13 | 15,119 | 0.02 | 0.13 | 0.13 | 0.90 | 0.00 |
| No Race/ Ethnicity Response | 15,119 | 0.01 | 0.09 | 15,119 | 0.01 | 0.09 | 0.19 | 0.85 | 0.00 |
| English Language Learner | 15,119 | 0.39 | 0.49 | 15,119 | 0.39 | 0.49 | -0.20 | 0.84 | 0.00 |
| Socioeco-nomically Disadvan-taged | 15,119 | 0.88 | 0.33 | 15,119 | 0.88 | 0.33 | -0.12 | 0.90 | 0.00 |
| Migrant | 15,119 | 0.02 | 0.16 | 15,119 | 0.02 | 0.16 | 0.07 | 0.94 | 0.00 |
| Homeless | 15,119 | 0.06 | 0.24 | 15,119 | 0.06 | 0.25 | 1.04 | 0.30 | -0.01 |
| Special Education | 15,119 | 0.13 | 0.33 | 15,119 | 0.13 | 0.33 | 0.00 | 1.00 | 0.00 |
| Foster | 15,119 | 0.01 | 0.09 | 15,119 | 0.01 | 0.10 | 1.80 | 0.07 | -0.02 |

Exhibit D22. Grade Three Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Supplemental Program Participants n | California Department of Education Expanded Learning Supplemental Program Participants M | California Department of Education Expanded Learning Supplemental Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 15,707 | 0.97 | 0.04 | 15,707 | 0.97 | 0.04 | -0.41 | 0.68 | 0.00 |
| Female | 15,707 | 0.50 | 0.50 | 15,707 | 0.50 | 0.50 | 0.14 | 0.89 | 0.00 |
| Asian | 15,707 | 0.04 | 0.20 | 15,707 | 0.04 | 0.20 | 0.51 | 0.61 | -0.01 |
| Black | 15,707 | 0.07 | 0.25 | 15,707 | 0.07 | 0.25 | 0.02 | 0.98 | 0.00 |
| Filipino | 15,707 | 0.01 | 0.09 | 15,707 | 0.01 | 0.09 | 0.00 | 1.00 | 0.00 |
| Hispanic | 15,707 | 0.80 | 0.40 | 15,707 | 0.79 | 0.40 | -0.53 | 0.60 | 0.01 |
| Native American/ American Indian | 15,707 | 0.00 | 0.05 | 15,707 | 0.00 | 0.05 | 0.11 | 0.91 | 0.00 |
| Hawaiian/ Pacific Islander | 15,707 | 0.00 | 0.06 | 15,707 | 0.00 | 0.06 | 0.81 | 0.42 | -0.01 |
| White | 15,707 | 0.06 | 0.24 | 15,707 | 0.06 | 0.24 | 0.21 | 0.84 | 0.00 |
| Two or More Ethnicities | 15,707 | 0.01 | 0.11 | 15,707 | 0.01 | 0.11 | 0.35 | 0.73 | 0.00 |
| No  Race/ Ethnicity Response | 15,707 | 0.01 | 0.08 | 15,707 | 0.01 | 0.07 | -0.54 | 0.59 | 0.01 |
| English Language Learner | 15,707 | 0.35 | 0.48 | 15,707 | 0.35 | 0.48 | 0.25 | 0.80 | 0.00 |
| Socioeco-nomically Disadvan-taged | 15,707 | 0.89 | 0.31 | 15,707 | 0.89 | 0.31 | 0.27 | 0.79 | 0.00 |
| Migrant | 15,707 | 0.03 | 0.16 | 15,707 | 0.03 | 0.16 | -0.28 | 0.78 | 0.00 |
| Homeless | 15,707 | 0.07 | 0.25 | 15,707 | 0.07 | 0.26 | 1.43 | 0.15 | -0.02 |
| Special Education | 15,707 | 0.13 | 0.34 | 15,707 | 0.13 | 0.34 | 0.18 | 0.86 | 0.00 |
| Foster | 15,707 | 0.01 | 0.08 | 15,707 | 0.01 | 0.09 | 1.38 | 0.17 | -0.02 |

Exhibit D23. Grade Four Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Supplemental Program Participants n | California Department of Education Expanded Learning Supplemental Program Participants M | California Department of Education Expanded Learning Supplemental Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 14,008 | 0.97 | 0.04 | 14,008 | 0.97 | 0.04 | -0.41 | 0.68 | 0.00 |
| Female | 14,008 | 0.50 | 0.50 | 14,008 | 0.50 | 0.50 | -0.07 | 0.94 | 0.00 |
| Asian | 14,008 | 0.04 | 0.19 | 14,008 | 0.04 | 0.19 | 0.06 | 0.95 | 0.00 |
| Black | 14,008 | 0.07 | 0.25 | 14,008 | 0.07 | 0.25 | 0.31 | 0.76 | 0.00 |
| Filipino | 14,008 | 0.01 | 0.09 | 14,008 | 0.01 | 0.09 | 0.21 | 0.84 | 0.00 |
| Hispanic | 14,008 | 0.81 | 0.40 | 14,008 | 0.80 | 0.40 | -0.33 | 0.74 | 0.00 |
| Native American/ American Indian | 14,008 | 0.00 | 0.05 | 14,008 | 0.00 | 0.05 | 0.24 | 0.81 | 0.00 |
| Hawaiian/ Pacific Islander | 14,008 | 0.00 | 0.06 | 14,008 | 0.00 | 0.06 | 0.40 | 0.69 | 0.00 |
| White | 14,008 | 0.06 | 0.23 | 14,008 | 0.06 | 0.23 | 0.18 | 0.86 | 0.00 |
| Two or More Ethnicities | 14,008 | 0.01 | 0.12 | 14,008 | 0.01 | 0.12 | -0.10 | 0.92 | 0.00 |
| No  Race/ Ethnicity Response | 14,008 | 0.00 | 0.07 | 14,008 | 0.00 | 0.06 | -0.66 | 0.51 | 0.01 |
| English Language Learner | 14,008 | 0.35 | 0.48 | 14,008 | 0.35 | 0.48 | 0.24 | 0.81 | 0.00 |
| Socioeco-nomically Disadvan-taged | 14,008 | 0.89 | 0.31 | 14,008 | 0.89 | 0.31 | 0.12 | 0.91 | 0.00 |
| Migrant | 14,008 | 0.02 | 0.15 | 14,008 | 0.02 | 0.15 | 0.27 | 0.78 | 0.00 |
| Homeless | 14,008 | 0.07 | 0.25 | 14,008 | 0.07 | 0.25 | 0.72 | 0.47 | -0.01 |
| Special Education | 14,008 | 0.15 | 0.35 | 14,008 | 0.15 | 0.35 | 0.02 | 0.99 | 0.00 |
| Foster | 14,008 | 0.01 | 0.09 | 14,008 | 0.01 | 0.09 | 1.14 | 0.26 | -0.01 |

Exhibit D24. Grade Five Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Supplemental Program Participants n | California Department of Education Expanded Learning Supplemental Program Participants M | California Department of Education Expanded Learning Supplemental Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 13,477 | 0.97 | 0.03 | 13,477 | 0.97 | 0.04 | -0.57 | 0.57 | 0.01 |
| Female | 13,477 | 0.49 | 0.50 | 13,477 | 0.50 | 0.50 | 0.32 | 0.75 | 0.00 |
| Asian | 13,477 | 0.04 | 0.21 | 13,477 | 0.04 | 0.21 | -0.12 | 0.91 | 0.00 |
| Black | 13,477 | 0.07 | 0.25 | 13,477 | 0.07 | 0.25 | 0.00 | 1.00 | 0.00 |
| Filipino | 13,477 | 0.01 | 0.08 | 13,477 | 0.01 | 0.08 | -0.30 | 0.76 | 0.00 |
| Hispanic | 13,477 | 0.81 | 0.39 | 13,477 | 0.81 | 0.39 | -0.08 | 0.94 | 0.00 |
| Native American/ American Indian | 13,477 | 0.00 | 0.06 | 13,477 | 0.00 | 0.06 | 0.72 | 0.47 | -0.01 |
| Hawaiian/ Pacific Islander | 13,477 | 0.00 | 0.06 | 13,477 | 0.00 | 0.06 | 0.20 | 0.84 | 0.00 |
| White | 13,477 | 0.05 | 0.21 | 13,477 | 0.05 | 0.21 | -0.26 | 0.79 | 0.00 |
| Two or More Ethnicities | 13,477 | 0.01 | 0.11 | 13,477 | 0.01 | 0.12 | 0.58 | 0.56 | -0.01 |
| No  Race/ Ethnicity Response | 13,477 | 0.00 | 0.06 | 13,477 | 0.00 | 0.07 | 0.19 | 0.85 | 0.00 |
| English Language Learner | 13,477 | 0.30 | 0.46 | 13,477 | 0.30 | 0.46 | 0.26 | 0.79 | 0.00 |
| Socioeco-nomically Disadvan-taged | 13,477 | 0.90 | 0.30 | 13,477 | 0.90 | 0.30 | 0.12 | 0.90 | 0.00 |
| Migrant | 13,477 | 0.02 | 0.16 | 13,477 | 0.03 | 0.16 | 0.16 | 0.88 | 0.00 |
| Homeless | 13,477 | 0.06 | 0.24 | 13,477 | 0.06 | 0.24 | 0.63 | 0.53 | -0.01 |
| Special Education | 13,477 | 0.15 | 0.36 | 13,477 | 0.15 | 0.36 | 0.05 | 0.96 | 0.00 |
| Foster | 13,477 | 0.01 | 0.09 | 13,477 | 0.01 | 0.09 | 1.06 | 0.29 | -0.01 |

Exhibit D25. Grade Six Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Supplemental Program Participants n | California Department of Education Expanded Learning Supplemental Program Participants M | California Department of Education Expanded Learning Supplemental Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 9,833 | 0.97 | 0.03 | 9,833 | 0.97 | 0.03 | -0.24 | 0.81 | 0.00 |
| Female | 9,833 | 0.49 | 0.50 | 9,833 | 0.49 | 0.50 | 0.17 | 0.86 | 0.00 |
| Asian | 9,833 | 0.05 | 0.21 | 9,833 | 0.05 | 0.21 | -0.10 | 0.92 | 0.00 |
| Black | 9,833 | 0.07 | 0.25 | 9,833 | 0.07 | 0.25 | 0.06 | 0.96 | 0.00 |
| Filipino | 9,833 | 0.01 | 0.08 | 9,833 | 0.01 | 0.08 | 0.46 | 0.64 | -0.01 |
| Hispanic | 9,833 | 0.80 | 0.40 | 9,833 | 0.80 | 0.40 | -0.60 | 0.55 | 0.01 |
| Native American/ American Indian | 9,833 | 0.00 | 0.06 | 9,833 | 0.00 | 0.07 | 1.94 | 0.05 | -0.02 |
| Hawaiian/ Pacific Islander | 9,833 | 0.00 | 0.07 | 9,833 | 0.00 | 0.07 | 0.63 | 0.53 | -0.01 |
| White | 9,833 | 0.05 | 0.22 | 9,833 | 0.05 | 0.22 | 0.32 | 0.75 | 0.00 |
| Two or More Ethnicities | 9,833 | 0.01 | 0.12 | 9,833 | 0.01 | 0.12 | -0.36 | 0.72 | 0.01 |
| No Race/ Ethnicity Response | 9,833 | 0.01 | 0.07 | 9,833 | 0.01 | 0.07 | 0.29 | 0.77 | 0.00 |
| English Language Learner | 9,833 | 0.26 | 0.44 | 9,833 | 0.26 | 0.44 | 0.18 | 0.86 | 0.00 |
| Socioeco-nomically Disadvan-taged | 9,833 | 0.89 | 0.31 | 9,833 | 0.89 | 0.31 | -0.21 | 0.84 | 0.00 |
| Migrant | 9,833 | 0.03 | 0.17 | 9,833 | 0.03 | 0.17 | 0.04 | 0.97 | 0.00 |
| Homeless | 9,833 | 0.06 | 0.23 | 9,833 | 0.06 | 0.23 | 0.24 | 0.81 | 0.00 |
| Special Education | 9,833 | 0.14 | 0.35 | 9,833 | 0.14 | 0.35 | -0.06 | 0.95 | 0.00 |
| Foster | 9,833 | 0.01 | 0.09 | 9,833 | 0.01 | 0.10 | 1.49 | 0.14 | -0.02 |

Exhibit D26. Grade Seven Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Supplemental Program Participants n | California Department of Education Expanded Learning Supplemental Program Participants M | California Department of Education Expanded Learning Supplemental Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 9,245 | 0.97 | 0.04 | 9,245 | 0.97 | 0.04 | -0.09 | 0.93 | 0.00 |
| Female | 9,245 | 0.47 | 0.50 | 9,245 | 0.47 | 0.50 | -0.28 | 0.78 | 0.00 |
| Asian | 9,245 | 0.05 | 0.21 | 9,245 | 0.05 | 0.22 | 0.51 | 0.61 | -0.01 |
| Black | 9,245 | 0.06 | 0.24 | 9,245 | 0.06 | 0.24 | 0.15 | 0.88 | 0.00 |
| Filipino | 9,245 | 0.01 | 0.11 | 9,245 | 0.01 | 0.11 | -0.14 | 0.89 | 0.00 |
| Hispanic | 9,245 | 0.80 | 0.40 | 9,245 | 0.79 | 0.40 | -0.42 | 0.68 | 0.01 |
| Native American/ American Indian | 9,245 | 0.00 | 0.05 | 9,245 | 0.00 | 0.05 | -0.41 | 0.68 | 0.01 |
| Hawaiian/ Pacific Islander | 9,245 | 0.00 | 0.05 | 9,245 | 0.00 | 0.06 | 0.68 | 0.50 | -0.01 |
| White | 9,245 | 0.06 | 0.23 | 9,245 | 0.06 | 0.23 | 0.16 | 0.87 | 0.00 |
| Two or More Ethnicities | 9,245 | 0.01 | 0.12 | 9,245 | 0.01 | 0.12 | 0.13 | 0.90 | 0.00 |
| No Race/ Ethnicity Response | 9,245 | 0.00 | 0.07 | 9,245 | 0.00 | 0.07 | -0.43 | 0.67 | 0.01 |
| English Language Learner | 9,245 | 0.23 | 0.42 | 9,245 | 0.23 | 0.42 | 0.28 | 0.78 | 0.00 |
| Socioeco-nomically Disadvan-taged | 9,245 | 0.88 | 0.32 | 9,245 | 0.88 | 0.32 | -0.16 | 0.87 | 0.00 |
| Migrant | 9,245 | 0.03 | 0.17 | 9,245 | 0.03 | 0.17 | -0.35 | 0.73 | 0.01 |
| Homeless | 9,245 | 0.04 | 0.20 | 9,245 | 0.04 | 0.20 | 0.56 | 0.58 | -0.01 |
| Special Education | 9,245 | 0.13 | 0.34 | 9,245 | 0.14 | 0.34 | 0.47 | 0.64 | -0.01 |
| Foster | 9,245 | 0.01 | 0.08 | 9,245 | 0.01 | 0.09 | 1.57 | 0.12 | -0.02 |

Exhibit D27. Grade Eight Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning Supplemental Program Participants n | California Department of Education Expanded Learning Supplemental Program Participants M | California Department of Education Expanded Learning Supplemental Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 6,654 | 0.97 | 0.04 | 6,654 | 0.97 | 0.04 | -0.22 | 0.82 | 0.00 |
| Female | 6,654 | 0.51 | 0.50 | 6,654 | 0.50 | 0.50 | -0.83 | 0.41 | 0.01 |
| Asian | 6,654 | 0.04 | 0.21 | 6,654 | 0.04 | 0.21 | 0.04 | 0.97 | 0.00 |
| Black | 6,654 | 0.07 | 0.25 | 6,654 | 0.07 | 0.25 | -0.07 | 0.94 | 0.00 |
| Filipino | 6,654 | 0.01 | 0.10 | 6,654 | 0.01 | 0.10 | -0.34 | 0.73 | 0.01 |
| Hispanic | 6,654 | 0.79 | 0.41 | 6,654 | 0.79 | 0.41 | 0.06 | 0.95 | 0.00 |
| Native American/ American Indian | 6,654 | 0.00 | 0.06 | 6,654 | 0.00 | 0.06 | 0.30 | 0.76 | -0.01 |
| Hawaiian/ Pacific Islander | 6,654 | 0.01 | 0.08 | 6,654 | 0.01 | 0.08 | 0.87 | 0.39 | -0.02 |
| White | 6,654 | 0.07 | 0.25 | 6,654 | 0.06 | 0.24 | -0.46 | 0.65 | 0.01 |
| Two or More Ethnicities | 6,654 | 0.01 | 0.12 | 6,654 | 0.01 | 0.12 | 0.07 | 0.94 | 0.00 |
| No Race/ Ethnicity Response | 6,654 | 0.00 | 0.05 | 6,654 | 0.00 | 0.06 | 0.62 | 0.54 | -0.01 |
| English Language Learner | 6,654 | 0.19 | 0.40 | 6,654 | 0.20 | 0.40 | 0.52 | 0.60 | -0.01 |
| Socioeco-nomically Disadvan-taged | 6,654 | 0.88 | 0.32 | 6,654 | 0.88 | 0.32 | -0.30 | 0.77 | 0.01 |
| Migrant | 6,654 | 0.03 | 0.17 | 6,654 | 0.03 | 0.17 | -0.36 | 0.72 | 0.01 |
| Homeless | 6,654 | 0.05 | 0.21 | 6,654 | 0.05 | 0.21 | 0.00 | 1.00 | 0.00 |
| Special Education | 6,654 | 0.14 | 0.35 | 6,654 | 0.14 | 0.35 | 0.10 | 0.92 | 0.00 |
| Foster | 6,654 | 0.01 | 0.08 | 6,654 | 0.01 | 0.08 | 0.97 | 0.33 | -0.02 |

Exhibit D28. Grade Nine Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning High School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning High School Program Participants n | California Department of Education Expanded Learning High School Program Participants M | California Department of Education Expanded Learning High School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 6,189 | 0.97 | 0.05 | 6,189 | 0.97 | 0.05 | -0.11 | 0.91 | 0.00 |
| Female | 6,189 | 0.44 | 0.50 | 6,189 | 0.43 | 0.50 | -0.43 | 0.66 | 0.01 |
| Asian | 6,189 | 0.07 | 0.25 | 6,189 | 0.07 | 0.25 | -0.50 | 0.61 | 0.01 |
| Black | 6,189 | 0.09 | 0.29 | 6,189 | 0.09 | 0.29 | 0.09 | 0.93 | 0.00 |
| Filipino | 6,189 | 0.02 | 0.14 | 6,189 | 0.02 | 0.15 | 0.31 | 0.76 | -0.01 |
| Hispanic | 6,189 | 0.70 | 0.46 | 6,189 | 0.70 | 0.46 | 0.00 | 1.00 | 0.00 |
| Native American/ American Indian | 6,189 | 0.01 | 0.07 | 6,189 | 0.00 | 0.06 | -0.93 | 0.35 | 0.02 |
| Hawaiian/ Pacific Islander | 6,189 | 0.01 | 0.08 | 6,189 | 0.01 | 0.08 | 0.35 | 0.73 | -0.01 |
| White | 6,189 | 0.09 | 0.29 | 6,189 | 0.09 | 0.28 | -0.28 | 0.78 | 0.01 |
| Two or More Ethnicities | 6,189 | 0.02 | 0.13 | 6,189 | 0.02 | 0.14 | 1.06 | 0.29 | -0.02 |
| No  Race/ Ethnicity Response | 6,189 | 0.00 | 0.06 | 6,189 | 0.00 | 0.07 | 0.41 | 0.68 | -0.01 |
| English Language Learner | 6,189 | 0.13 | 0.34 | 6,189 | 0.14 | 0.34 | 0.37 | 0.71 | -0.01 |
| Socioeco-nomically Disadvan-taged | 6,189 | 0.85 | 0.36 | 6,189 | 0.85 | 0.36 | -0.45 | 0.65 | 0.01 |
| Migrant | 6,189 | 0.01 | 0.11 | 6,189 | 0.01 | 0.09 | -1.59 | 0.11 | 0.03 |
| Homeless | 6,189 | 0.04 | 0.19 | 6,189 | 0.04 | 0.20 | 0.64 | 0.52 | -0.01 |
| Special Education | 6,189 | 0.14 | 0.35 | 6,189 | 0.14 | 0.35 | 0.16 | 0.88 | 0.00 |
| Foster | 6,189 | 0.00 | 0.06 | 6,189 | 0.00 | 0.06 | 0.75 | 0.46 | -0.01 |

Exhibit D29. Grade Ten Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning High School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning High School Program Participants n | California Department of Education Expanded Learning High School Program Participants M | California Department of Education Expanded Learning High School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 7,106 | 0.97 | 0.05 | 7,106 | 0.97 | 0.05 | -0.08 | 0.94 | 0.00 |
| Female | 7,106 | 0.44 | 0.50 | 7,106 | 0.44 | 0.50 | -0.08 | 0.93 | 0.00 |
| Asian | 7,106 | 0.06 | 0.24 | 7,106 | 0.06 | 0.24 | 0.73 | 0.47 | -0.01 |
| Black | 7,106 | 0.11 | 0.31 | 7,106 | 0.11 | 0.31 | -0.03 | 0.98 | 0.00 |
| Filipino | 7,106 | 0.02 | 0.15 | 7,106 | 0.02 | 0.15 | 0.66 | 0.51 | -0.01 |
| Hispanic | 7,106 | 0.68 | 0.47 | 7,106 | 0.68 | 0.47 | -0.16 | 0.87 | 0.00 |
| Native American/ American Indian | 7,106 | 0.00 | 0.05 | 7,106 | 0.00 | 0.06 | 1.12 | 0.26 | -0.02 |
| Hawaiian/ Pacific Islander | 7,106 | 0.01 | 0.10 | 7,106 | 0.01 | 0.10 | -0.09 | 0.93 | 0.00 |
| White | 7,106 | 0.10 | 0.30 | 7,106 | 0.10 | 0.29 | -0.68 | 0.50 | 0.01 |
| Two or More Ethnicities | 7,106 | 0.02 | 0.13 | 7,106 | 0.02 | 0.13 | 0.20 | 0.85 | 0.00 |
| No  Race/ Ethnicity Response | 7,106 | 0.01 | 0.08 | 7,106 | 0.00 | 0.07 | -0.91 | 0.36 | 0.02 |
| English Language Learner | 7,106 | 0.12 | 0.33 | 7,106 | 0.12 | 0.33 | 0.13 | 0.90 | 0.00 |
| Socioeco-nomically Disadvan-taged | 7,106 | 0.83 | 0.38 | 7,106 | 0.83 | 0.37 | 0.36 | 0.72 | -0.01 |
| Migrant | 7,106 | 0.01 | 0.10 | 7,106 | 0.01 | 0.10 | -0.17 | 0.87 | 0.00 |
| Homeless | 7,106 | 0.03 | 0.18 | 7,106 | 0.04 | 0.20 | 2.14 | 0.03 | -0.04 |
| Special Education | 7,106 | 0.13 | 0.34 | 7,106 | 0.13 | 0.33 | -0.50 | 0.62 | 0.01 |
| Foster | 7,106 | 0.00 | 0.05 | 7,106 | 0.00 | 0.06 | 1.61 | 0.11 | -0.03 |

Exhibit D30. Grade Eleven Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning High School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning High School Program Participants n | California Department of Education Expanded Learning High School Program Participants M | California Department of Education Expanded Learning High School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 7,931 | 0.96 | 0.05 | 7,931 | 0.96 | 0.06 | 0.04 | 0.97 | 0.00 |
| Female | 7,931 | 0.44 | 0.50 | 7,931 | 0.44 | 0.50 | 0.14 | 0.89 | 0.00 |
| Asian | 7,931 | 0.06 | 0.23 | 7,931 | 0.06 | 0.23 | -0.17 | 0.86 | 0.00 |
| Black | 7,931 | 0.10 | 0.30 | 7,931 | 0.10 | 0.30 | -0.50 | 0.62 | 0.01 |
| Filipino | 7,931 | 0.03 | 0.18 | 7,931 | 0.03 | 0.16 | -1.71 | 0.09 | 0.03 |
| Hispanic | 7,931 | 0.71 | 0.46 | 7,931 | 0.71 | 0.45 | 1.24 | 0.21 | -0.02 |
| Native American/ American Indian | 7,931 | 0.00 | 0.06 | 7,931 | 0.00 | 0.07 | 0.37 | 0.71 | -0.01 |
| Hawaiian/ Pacific Islander | 7,931 | 0.01 | 0.08 | 7,931 | 0.01 | 0.08 | 0.79 | 0.43 | -0.01 |
| White | 7,931 | 0.07 | 0.25 | 7,931 | 0.07 | 0.25 | -0.06 | 0.95 | 0.00 |
| Two or More Ethnicities | 7,931 | 0.02 | 0.13 | 7,931 | 0.02 | 0.13 | -0.67 | 0.50 | 0.01 |
| No  Race/ Ethnicity Response | 7,931 | 0.01 | 0.08 | 7,931 | 0.01 | 0.07 | -0.82 | 0.41 | 0.01 |
| English Language Learner | 7,931 | 0.12 | 0.32 | 7,931 | 0.12 | 0.32 | 0.22 | 0.83 | 0.00 |
| Socioeco-nomically Disadvan-taged | 7,931 | 0.84 | 0.37 | 7,931 | 0.84 | 0.36 | 1.39 | 0.17 | -0.02 |
| Migrant | 7,931 | 0.01 | 0.11 | 7,931 | 0.01 | 0.11 | -0.07 | 0.94 | 0.00 |
| Homeless | 7,931 | 0.04 | 0.20 | 7,931 | 0.04 | 0.20 | 0.44 | 0.66 | -0.01 |
| Special Education | 7,931 | 0.11 | 0.31 | 7,931 | 0.11 | 0.31 | -0.30 | 0.76 | 0.00 |
| Foster | 7,931 | 0.00 | 0.06 | 7,931 | 0.00 | 0.06 | -0.41 | 0.68 | 0.01 |

Exhibit D31. Grade Twelve Post-Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning High School Programming

| Variable | Nonparti-cipants n | Nonparti-cipants M | Nonparti-cipants SD | California Department of Education Expanded Learning High School Program Participants n | California Department of Education Expanded Learning High School Program Participants M | California Department of Education Expanded Learning High School Program Participants SD | t | p | d |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Previous Days Attended (2017–18) | 7,328 | 0.96 | 0.07 | 7,328 | 0.95 | 0.08 | -2.37 | 0.02 | 0.04 |
| Female | 7,328 | 0.45 | 0.50 | 7,328 | 0.45 | 0.50 | -0.02 | 0.99 | 0.00 |
| Asian | 7,328 | 0.06 | 0.23 | 7,328 | 0.06 | 0.23 | -0.68 | 0.50 | 0.01 |
| Black | 7,328 | 0.10 | 0.31 | 7,328 | 0.11 | 0.31 | 0.43 | 0.67 | -0.01 |
| Filipino | 7,328 | 0.03 | 0.18 | 7,328 | 0.03 | 0.18 | -0.69 | 0.49 | 0.01 |
| Hispanic | 7,328 | 0.70 | 0.46 | 7,328 | 0.71 | 0.46 | 0.43 | 0.66 | -0.01 |
| Native American/ American Indian | 7,328 | 0.00 | 0.06 | 7,328 | 0.00 | 0.06 | 0.14 | 0.89 | 0.00 |
| Hawaiian/ Pacific Islander | 7,328 | 0.01 | 0.09 | 7,328 | 0.01 | 0.10 | 0.60 | 0.55 | -0.01 |
| White | 7,328 | 0.06 | 0.25 | 7,328 | 0.07 | 0.25 | 0.47 | 0.64 | -0.01 |
| Two or More Ethnicities | 7,328 | 0.02 | 0.13 | 7,328 | 0.01 | 0.12 | -1.74 | 0.08 | 0.03 |
| No  Race/ Ethnicity Response | 7,328 | 0.00 | 0.07 | 7,328 | 0.00 | 0.07 | -0.12 | 0.90 | 0.00 |
| English Language Learner | 7,328 | 0.12 | 0.33 | 7,328 | 0.12 | 0.32 | -0.56 | 0.58 | 0.01 |
| Socioeco-nomically Disadvan-taged | 7,328 | 0.83 | 0.37 | 7,328 | 0.84 | 0.36 | 1.60 | 0.11 | -0.03 |
| Migrant | 7,328 | 0.01 | 0.11 | 7,328 | 0.01 | 0.11 | -0.15 | 0.88 | 0.00 |
| Homeless | 7,328 | 0.05 | 0.22 | 7,328 | 0.05 | 0.22 | 0.53 | 0.60 | -0.01 |
| Special Education | 7,328 | 0.13 | 0.33 | 7,328 | 0.12 | 0.32 | -1.28 | 0.20 | 0.02 |
| Foster | 7,328 | 0.00 | 0.06 | 7,328 | 0.00 | 0.06 | 0.00 | 1.00 | 0.00 |

## Appendix E. Quasi-Experimental Study Results

For all exhibits in Appendix E, n = number of students in group; M = mean; SD = standard deviation; t = t-test statistic, difference in means; p = p-value, difference in means; d = Cohen’s d, difference in means.

Exhibit E1. The California Department of Education’s Expanded Learning Before School Programming School Day Attendance Outcomes—Full Analysis Models

| Outcome | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Before School Program Participation | 0.05  (0.04) | 0.01  (0.02) | 0.05\*\*  (0.02) | 0.00  (0.02) | 0.04\*  (0.02) | 0.02  (0.02) | 0.07\*\*  (0.02) | 0.14\*\*\*  (0.03) | 0.08\*\*  (0.03) |
| Previous Days Attended (2017–18) | 10.16\*\*\*  (0.34) | 13.40\*\*\*  (0.19) | 13.90\*\*\*  (0.20) | 15.59\*\*\*  (0.20) | 15.42\*\*\*  (0.21) | 13.58\*\*\*  (0.21) | 15.32\*\*\*  (0.26) | 14.53\*\*\*  (0.26) | 14.62\*\*\*  (0.24) |
| Female | 0.03  (0.04) | 0.00  (0.02) | 0.03  (0.02) | 0.03\*  (0.02) | 0.03\*  (0.02) | 0.03  (0.02) | 0.08\*\*\*  (0.02) | 0.01  (0.02) | 0.01  (0.02) |
| Race/Ethnicity: Asian | 0.97\*\*\*  (0.25) | 0.21  (0.11) | -0.09  (0.12) | 0.22\*  (0.11) | 0.23  (0.13) | 0.32\*  (0.13) | 0.21  (0.14) | 0.39\*\*  (0.12) | 0.18  (0.16) |
| Race/Ethnicity: Black | 0.79\*\*\*  (0.19) | 0.04  (0.09) | -0.18  (0.10) | 0.00  (0.10) | -0.11  (0.12) | 0.02  (0.12) | -0.02  (0.12) | 0.22  (0.12) | -0.11  (0.16) |
| Race/Ethnicity: Filipino | 0.84\*\*\*  (0.25) | 0.28\*  (0.12) | 0.00  (0.12) | 0.12  (0.12) | 0.18  (0.14) | 0.27\*  (0.13) | 0.22  (0.15) | 0.36\*\*  (0.13) | 0.09  (0.17) |
| Race/Ethnicity: Hispanic | 0.75\*\*\*  (0.18) | 0.08  (0.09) | -0.07  (0.10) | 0.07  (0.09) | -0.01  (0.12) | 0.12  (0.11) | 0.03  (0.12) | 0.29\*\* (0.11) | 0.03  (0.16) |
| Race/Ethnicity: Native American/American Indian | 0.78\*  (0.33) | -0.17  (0.15) | -0.11  (0.20) | -0.09  (0.15) | -0.58\*\*  (0.20) | -0.05  (0.16) | -0.01  (0.18) | 0.02  (0.18) | -0.05 (0.19) |
| Race/Ethnicity: Hawaiian/Pacific Islander | 0.90\*  (0.44) | -0.19  (0.17) | 0.12  (0.17) | 0.03  (0.16) | 0.08  (0.18) | -0.06  (0.20) | 0.24  (0.22) | -0.09  (0.17) | 0.03  (0.22) |
| Race/Ethnicity: White | 0.87\*\*\*  (0.20) | 0.13  (0.09) | -0.06  (0.10) | 0.09  (0.09) | 0.05  (0.12) | 0.14  (0.12) | -0.03  (0.12) | 0.24\*  (0.11) | -0.02  (0.16) |
| Race/Ethnicity:  Two or More | 0.71\*\*\*  (0.21) | 0.08  (0.10) | -0.02  (0.11) | 0.10  (0.10) | 0.07  (0.13) | 0.13  (0.13) | -0.02  (0.13) | 0.22  (0.12) | -0.06  (0.16) |
| Race/Ethnicity:  No Response | 0.00  (0.00) | 0.00  (0.00) | 0.00  (0.00) | 0.00  (0.00) | 0.00  (0.00) | 0.00  (0.00) | 0.00  (0.00) | 0.00  (0.00) | 0.00  (0.00) |
| English Language Learner | 0.15\*\*\*  (0.04) | 0.08\*\*\*  (0.02) | 0.06\*\*  (0.02) | 0.07\*\*\*  (0.02) | 0.05\*  (0.02) | 0.03  (0.02) | 0.01  (0.03) | 0.00  (0.03) | -0.02  (0.03) |
| Socioeconomically Disadvantaged | -0.07  (0.05) | -0.09\*\*\*  (0.02) | -0.08\*\*  (0.03) | -0.05\*  (0.02) | -0.06\*  (0.03) | 0.01  (0.03) | -0.07\*  (0.03) | -0.11\*\*\*  (0.03) | -0.04  (0.03) |
| Migrant | 0.20  (0.20) | 0.17  (0.09) | 0.10  (0.08) | 0.10  (0.08) | 0.05  (0.07) | 0.09  (0.08) | 0.19\*  (0.09) | 0.01  (0.09) | 0.11  (0.11) |
| Experiencing Homelessness | -0.19\*\*  (0.07) | -0.11\*\*  (0.04) | -0.09\*\*  (0.03) | -0.08\*  (0.03) | -0.11\*\*\*  (0.03) | -0.08\*  (0.03) | -0.15\*\*\*  (0.05) | -0.25\*\*\*  (0.06) | -0.23\*\*\*  (0.05) |
| Special Education | -0.21\*\*\* (0.06) | -0.07\*  (0.03) | -0.04  (0.03) | -0.10\*\*\*  (0.02) | -0.11\*\*\*  (0.02) | -0.08\*\*\*  (0.02) | -0.04  (0.03) | -0.11\*\*\*  (0.03) | -0.03  (0.03) |
| Foster | -0.06  (0.25) | 0.11  (0.09) | 0.28\*\*  (0.10) | 0.20\* (0.10) | 0.02  (0.10) | 0.22  (0.11) | -0.02  (0.13) | 0.23  (0.14) | -0.22  (0.12) |
| Constant | -10.36\*\*\*  (0.36) | -12.79\*\*\*  (0.20) | -13.22\*\*\*  (0.22) | -15.04\*\*\*  (0.21) | -14.84\*\*\*  (0.24) | -13.25\*\*\*  (0.24) | -14.83\*\*\*  (0.28) | -14.28\*\*\*  (0.27) | -14.13\*\*\*  (0.28) |
| N | **1,748** | **7,444** | **8,558** | **9,498** | **9,030** | **9,048** | **6,326** | **6,332** | **5,994** |

Exhibit E2. The California Department of Education’s Expanded Learning 2018–19 After School Programming School Day Attendance Outcomes—Full Analysis Models

| Outcome | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| After School Program Participation | 0.10\*\*\*  (0.01) | 0.10\*\*\*  (0.01) | 0.08\*\*\*  (0.00) | 0.09\*\*\*  (0.00) | 0.09\*\*\*  (0.00) | 0.10\*\*\*  (0.00) | 0.12\*\*\*  (0.01) | 0.15\*\*\*  (0.01) | 0.10\*\*\*  (0.01) |
| Previous Days Attended (2017–18) | 9.08\*\*\*  (0.10) | 12.09\*\*\*  (0.05) | 14.43\*\*\*  (0.06) | 15.24\*\*\*  (0.06) | 15.65\*\*\*  (0.07) | 16.30\*\*\*  (0.07) | 15.69\*\*\*  (0.08) | 15.35\*\*\*  (0.09) | 9.08\*\*\*  (0.10) |
| Female | -0.01  (0.01) | -0.01  (0.00) | 0.00  (0.00) | 0.00  (0.00) | 0.01\*\*  (0.00) | 0.03\*\*\*  (0.00) | 0.02\*\*\*  (0.01) | 0.00  (0.01) | -0.01  (0.01) |
| Race/Ethnicity: Asian | 0.10  (0.08) | 0.14\*\*\*  (0.03) | 0.12\*\*\*  (0.03) | 0.19\*\*\*  (0.03) | 0.21\*\*\*  (0.03) | 0.20\*\*\*  (0.03) | 0.22\*\*\*  (0.04) | 0.21\*\*\*  (0.04) | 0.10  (0.08) |
| Race/Ethnicity: Black | -0.17\*  (0.07) | -0.12\*\*\*  (0.03) | -0.13\*\*\*  (0.03) | -0.10\*\*\*  (0.03) | -0.09\*\*  (0.03) | -0.08\*  (0.03) | -0.07  (0.04) | -0.05  (0.04) | -0.17\*  (0.07) |
| Race/Ethnicity: Filipino | 0.06  (0.09) | 0.08\*  (0.03) | 0.08\*  (0.03) | 0.16\*\*\*  (0.03) | 0.19\*\*\*  (0.04) | 0.17\*\*\*  (0.04) | 0.18\*\*\*  (0.04) | 0.17\*\*\*  (0.05) | 0.06  (0.09) |
| Race/Ethnicity: Hispanic | -0.03  (0.07) | -0.01  (0.03) | -0.01  (0.02) | 0.04  (0.03) | 0.05  (0.03) | 0.04  (0.03) | 0.06  (0.04) | 0.06  (0.04) | -0.03  (0.07) |
| Race/Ethnicity: Native American/American Indian | -0.02  (0.11) | -0.09\*  (0.04) | -0.10\*  (0.04) | 0.02  (0.04) | -0.09\*  (0.05) | -0.04  (0.05) | -0.01  (0.05) | -0.10  (0.06) | -0.02  (0.11) |
| Race/Ethnicity: Hawaiian/Pacific Islander | -0.48\*\*\*  (0.13) | -0.15\*\*  (0.05) | -0.15\*\*\*  (0.04) | -0.13\*\*  (0.04) | -0.05  (0.05) | -0.07  (0.05) | -0.02  (0.05) | -0.04  (0.06) | -0.48\*\*\*  (0.13) |
| Race/Ethnicity: White | 0.06  (0.07) | 0.04  (0.03) | 0.00  (0.02) | 0.03  (0.03) | 0.03  (0.03) | 0.01  (0.03) | 0.00  (0.04) | 0.03  (0.04) | 0.06  (0.07) |
| Race/Ethnicity:  Two or More | -0.05  (0.08) | -0.03  (0.03) | -0.02  (0.03) | 0.00  (0.03) | 0.02  (0.03) | -0.01  (0.04) | 0.00  (0.04) | 0.00  (0.05) | -0.05  (0.08) |
| Race/Ethnicity:  No Response | 0.00  (.) | 0.00  (.) | 0.00  (.) | 0.00  (.) | 0.00  (.) | 0.00  (.) | 0.00  (.) | 0.00  (.) | 0.00  (.) |
| English Language Learner | 0.12\*\*\*  (0.01) | 0.09\*\*\*  (0.01) | 0.08\*\*\*  (0.01) | 0.04\*\*\*  (0.01) | 0.05\*\*\*  (0.01) | 0.03\*\*\*  (0.01) | 0.03\*\*\*  (0.01) | 0.00  (0.01) | 0.12\*\*\*  (0.01) |
| Socioeconomically Disadvantaged | -0.08\*\*\*  (0.02) | -0.05\*\*\*  (0.01) | -0.06\*\*\*  (0.01) | -0.03\*\*\*  (0.01) | -0.06\*\*\*  (0.01) | -0.04\*\*\*  (0.01) | -0.04\*\*\*  (0.01) | -0.06\*\*\*  (0.01) | -0.08\*\*\*  (0.02) |
| Migrant | 0.12\*  (0.06) | 0.05\*  (0.02) | 0.10\*\*\*  (0.02) | 0.05\*\*  (0.02) | 0.06\*\*  (0.02) | 0.08\*\*\*  (0.02) | 0.06\*\*  (0.02) | 0.04  (0.03) | 0.12\*  (0.06) |
| Experiencing Homelessness | -0.05  (0.03) | -0.09\*\*\*  (0.01) | -0.09\*\*\*  (0.01) | -0.08\*\*\*  (0.01) | -0.12\*\*\*  (0.01) | -0.10\*\*\*  (0.01) | -0.11\*\*\*  (0.01) | -0.12\*\*\*  (0.02) | -0.05  (0.03) |
| Special Education | -0.02  (0.02) | -0.05\*\*\*  (0.01) | -0.04\*\*\*  (0.01) | -0.06\*\*\*  (0.01) | -0.06\*\*\*  (0.01) | -0.09\*\*\*  (0.01) | -0.10\*\*\*  (0.01) | -0.07\*\*\*  (0.01) | -0.02  (0.02) |
| Foster | 0.13\*  (0.06) | 0.11\*\*\*  (0.03) | 0.18\*\*\*  (0.02) | 0.23\*\*\*  (0.03) | 0.21\*\*\*  (0.03) | 0.14\*\*\*  (0.03) | 0.03  (0.03) | 0.00  (0.03) | 0.13\*  (0.06) |
| Constant | -8.52\*\*\*  (0.12) | -11.54\*\*\*  (0.06) | -13.85\*\*\*  (0.06) | -14.74\*\*\*  (0.06) | -15.18\*\*\*  (0.07) | -15.83\*\*\*  (0.07) | -15.28\*\*\*  (0.09) | -14.96\*\*\*  (0.09) | -8.52\*\*\*  (0.12) |
| N | **16,280** | **100,076** | **119,532** | **125,152** | **118,764** | **115,078** | **90,428** | **70,784** | **16,280** |

Exhibit E3. The California Department of Education’s Expanded Learning 2018–19 Supplemental Programming School Day Attendance Outcomes—Full Analysis Models

| Outcome | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Supplemental Program Participation | 0.13\*\*\*  (0.02) | 0.10\*\*\*  (0.01) | 0.09\*\*\*  (0.01) | 0.08\*\*\*  (0.01) | 0.10\*\*\*  (0.01) | 0.07\*\*\*  (0.01) | 0.07\*\*\*  (0.01) | 0.13\*\*\*  (0.02) | 0.13\*\*\*  (0.02) |
| Previous Days Attended (2017–18) | 9.00\*\*\*  (0.21) | 12.20\*\*\*  (0.11) | 14.57\*\*\*  (0.12) | 14.85\*\*\*  (0.13) | 16.00\*\*\*  (0.14) | 16.41\*\*\*  (0.14) | 16.32\*\*\*  (0.17) | 15.12\*\*\*  (0.16) | 9.00\*\*\*  (0.21) |
| Female | -0.04  (0.02) | -0.01  (0.01) | 0.00  (0.01) | 0.01  (0.01) | 0.01  (0.01) | 0.04\*\*\*  (0.01) | 0.01  (0.01) | -0.03\*\*  (0.01) | -0.04  (0.02) |
| Race/Ethnicity: Asian | 0.28  (0.15) | 0.08  (0.06) | 0.15\*  (0.06) | 0.20\*\*  (0.07) | 0.32\*\*\*  (0.08) | 0.25\*\*  (0.08) | -0.04  (0.08) | 0.22\*  (0.09) | 0.28  (0.15) |
| Race/Ethnicity: Black | -0.07  (0.15) | -0.20\*\*\*  (0.06) | -0.01  (0.06) | -0.07  (0.06) | -0.01  (0.08) | -0.09  (0.08) | -0.33\*\*\*  (0.08) | -0.15  (0.09) | -0.07  (0.15) |
| Race/Ethnicity: Filipino | 0.31  (0.21) | 0.03  (0.08) | 0.05  (0.07) | 0.17\*  (0.08) | 0.24\*\*  (0.09) | 0.21\*  (0.09) | -0.17  (0.11) | 0.14  (0.10) | 0.31  (0.21) |
| Race/Ethnicity: Hispanic | 0.04  (0.14) | -0.06  (0.06) | 0.06  (0.05) | 0.05  (0.06) | 0.16\*  (0.07) | 0.08  (0.07) | -0.22\*\*  (0.08) | 0.04  (0.09) | 0.04  (0.14) |
| Race/Ethnicity: Native American/American Indian | -0.01  (0.22) | -0.10  (0.09) | -0.06  (0.10) | -0.11  (0.11) | -0.07  (0.12) | -0.12  (0.11) | -0.23  (0.12) | -0.18  (0.14) | -0.01  (0.22) |
| Race/Ethnicity: Hawaiian/Pacific Islander | -0.13  (0.23) | -0.17  (0.10) | -0.15  (0.09) | -0.14  (0.10) | 0.07  (0.11) | -0.09  (0.11) | -0.24\*  (0.11) | -0.09  (0.14) | -0.13  (0.23) |
| Race/Ethnicity: White | 0.16  (0.15) | -0.05  (0.06) | 0.06  (0.06) | 0.02  (0.06) | 0.14  (0.08) | 0.00  (0.08) | -0.28\*\*\*  (0.08) | -0.01  (0.09) | 0.16  (0.15) |
| Race/Ethnicity:  Two or More | 0.01  (0.16) | -0.02  (0.07) | -0.06  (0.06) | -0.01  (0.07) | 0.18\*  (0.08) | 0.12  (0.08) | -0.31\*\*\*  (0.09) | 0.02  (0.10) | 0.01  (0.16) |
| Race/Ethnicity:  No Response | 0.00  (.) | 0.00  (.) | 0.00  (.) | 0.00  (.) | 0.00  (.) | 0.00  (.) | 0.00  (.) | 0.00  (.) | 0.00  (.) |
| English Language Learner | 0.17\*\*\*  (0.03) | 0.10\*\*\*  (0.01) | 0.08\*\*\*  (0.01) | 0.05\*\*\*  (0.01) | 0.05\*\*\*  (0.01) | 0.01  (0.01) | 0.02  (0.01) | -0.03\*  (0.01) | 0.17\*\*\*  (0.03) |
| Socioeconomically Disadvantaged | -0.09\*\*  (0.03) | -0.05\*\*  (0.02) | -0.06\*\*\*  (0.01) | -0.04\*\*  (0.02) | -0.01  (0.02) | -0.04\*  (0.02) | -0.10\*\*\*  (0.02) | -0.04\*  (0.02) | -0.09\*\*  (0.03) |
| Migrant | 0.14  (0.09) | 0.11\*\*  (0.03) | 0.07\*  (0.03) | 0.10\*\*\*  (0.03) | 0.08\*  (0.03) | 0.12\*\*\*  (0.03) | 0.10\*\*  (0.04) | 0.09\*  (0.04) | 0.14  (0.09) |
| Experiencing Homelessness | -0.07  (0.05) | -0.05\*\*  (0.02) | -0.06\*\*  (0.02) | -0.10\*\*\*  (0.02) | -0.09\*\*\*  (0.02) | -0.04  (0.02) | -0.11\*\*\*  (0.03) | 0.00  (0.03) | -0.07  (0.05) |
| Special Education | -0.07\*  (0.04) | -0.05\*\*  (0.02) | -0.03\*  (0.01) | -0.08\*\*\*  (0.01) | -0.07\*\*\*  (0.01) | -0.08\*\*\*  (0.01) | -0.11\*\*\*  (0.02) | -0.06\*\*\*  (0.02) | -0.07\*  (0.04) |
| Foster | -0.01  (0.11) | 0.16\*\*  (0.05) | 0.08  (0.05) | 0.05  (0.05) | 0.21\*\*\*  (0.05) | 0.03  (0.05) | 0.10  (0.06) | -0.34\*\*\*  (0.07) | -0.01  (0.11) |
| Constant | -8.61\*\*\*  (0.24) | -11.64\*\*\*  (0.12) | -14.12\*\*\*  (0.13) | -14.42\*\*\*  (0.14) | -15.70\*\*\*  (0.15) | -15.99\*\*\*  (0.15) | -15.56\*\*\*  (0.18) | -14.70\*\*\*  (0.18) | -8.61\*\*\*  (0.24) |
| N | **5,440** | **27,318** | **30,238** | **31,414** | **28,016** | **26,954** | **19,666** | **18,490** | **5,440** |

Exhibit E4. The California Department of Education’s Expanded Learning 2018–19 High School Programming School Day Attendance Outcomes—Full Analysis Models

| Outcome | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| --- | --- | --- | --- | --- |
| High School Program Participation | 0.28\*\*\*  (0.02) | 0.22\*\*\*  (0.02) | 0.22\*\*\*  (0.01) | 0.21\*\*\*  (0.01) |
| Previous Days Attended (2017–18) | 10.97\*\*\*  (0.16) | 10.63\*\*\*  (0.14) | 10.04\*\*\*  (0.12) | 7.63\*\*\*  (0.09) |
| Female | 0.01  (0.01) | -0.01  (0.01) | 0.00  (0.01) | -0.02  (0.01) |
| Race/Ethnicity: Asian | 0.12  (0.12) | 0.23\*  (0.09) | 0.08  (0.08) | 0.01  (0.09) |
| Race/Ethnicity: Black | -0.17  (0.11) | -0.04  (0.09) | -0.04  (0.08) | -0.07  (0.09) |
| Race/Ethnicity: Filipino | 0.08  (0.12) | 0.11  (0.10) | 0.05  (0.08) | 0.07  (0.09) |
| Race/Ethnicity: Hispanic | -0.03  (0.11) | 0.09  (0.09) | 0.03  (0.08) | 0.01  (0.09) |
| Race/Ethnicity: Native American/American Indian | -0.16  (0.15) | 0.00  (0.16) | -0.05  (0.12) | -0.20  (0.13) |
| Race/Ethnicity: Hawaiian/Pacific Islander | -0.36\*  (0.15) | -0.09  (0.11) | -0.11  (0.10) | -0.14  (0.10) |
| Race/Ethnicity: White | -0.04  (0.11) | 0.06  (0.09) | -0.05  (0.08) | -0.01  (0.09) |
| Race/Ethnicity:  Two or More | -0.08  (0.12) | 0.08  (0.10) | -0.04  (0.09) | 0.02  (0.10) |
| Race/Ethnicity:  No Response | 0.00  (.) | 0.00  (.) | 0.00  (.) | 0.00  (.) |
| English Language Learner | -0.08\*\*\*  (0.02) | -0.09\*\*\*  (0.02) | -0.08\*\*\*  (0.02) | -0.11\*\*\*  (0.02) |
| Socioeconomically Disadvantaged | -0.07\*\*  (0.02) | -0.03  (0.02) | -0.02  (0.02) | 0.04\*  (0.02) |
| Migrant | 0.08  (0.07) | 0.07  (0.07) | 0.05  (0.05) | 0.10  (0.06) |
| Experiencing Homelessness | -0.09\*  (0.04) | -0.14\*\*\*  (0.04) | -0.13\*\*\*  (0.03) | -0.07\*\*  (0.03) |
| Special Education | 0.00  (0.02) | -0.07\*\*\*  (0.02) | 0.02  (0.02) | -0.01  (0.02) |
| Foster | -0.06  (0.12) | -0.27\*  (0.12) | -0.17  (0.10) | -0.07  (0.09) |
| Constant | -10.66\*\*\*  (0.19) | -10.44\*\*\*  (0.16) | -9.81\*\*\*  (0.14) | -7.40\*\*\*  (0.13) |
| N | **12,378** | **14,212** | **15,862** | **14,656** |

Exhibit E5. Potential Financial Gains for Differences in Allocated Funding as a Result of Increases in Attendance for Expanded Learning Participants in the 2018–19 academic year

| Grade | Before School Elementary/Middle | After School Elementary/Middle | Supplemental Elementary/Middle | High School Programming |
| --- | --- | --- | --- | --- |
| K | $38,944 | $560,750 | $219,566 | N/A |
| 1 | $42,166 | $3,109,354 | $783,124 | N/A |
| 2 | $195,138 | $2,746,029 | $787,355 | N/A |
| 3 | $104,398 | $2,894,051 | $696,858 | N/A |
| 4 | $169,985 | $3,039,998 | $718,438 | N/A |
| 5 | $127,264 | $2,992,872 | $512,645 | N/A |
| 6 | $48,669 | $3,117,069 | $390,801 | N/A |
| 7 | $251,662 | $3,297,313 | $787,123 | N/A |
| 8 | $226,589 | $2,925,770 | $365,419 | N/A |
| 9 | N/A | N/A | N/A | $ 1,524,007 |
| 10 | N/A | N/A | N/A | $1,483,223 |
| 11 | N/A | N/A | N/A | $2,004,595 |
| 12 | N/A | N/A | N/A | $2,103,770 |
| Total | $1,204,815 | $24,683,206 | $5,261,329 | $7,115,595 |

**Note:** Funding gain calculated using CDE ADA rate of $13,028 for 2018–19 academic year

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1. CDE-funded after school programs include before school, after school, and supplemental programs funded through the CDE EXLD. [↑](#footnote-ref-1)
2. The estimate represents potential increases in ADA funding for schools based on increases in school day attendance. The estimate represents potential increases related to participation in elementary and middle school after school programs as well as high school ASSETs after school programs. [↑](#footnote-ref-2)
3. The first funding ($50 million) from the state budget for school-based after school programs resulted from three bills passed in 1998: AB 2284 (Torlakson), AB 1428 (Oritz), and SB 1756 (Lockyer). [↑](#footnote-ref-3)
4. In the First Biennial Report, *Characteristics of Schools and Students Participating in After School Programs 2017 Report*, the footnote about this funding had two small errors: an incorrect preposition and an incorrect date that the bills were passed. The original footnote read as follows (errors are denoted by bolded text): “The first funding ($50 million) from the state budget for school-based after school programs resulted **in** three bills passed in **1997**: AB 2284 (Torlakson), AB 1428 (Oritz), and SB 1756 (Lockyer).” This error is corrected in footnote 3 above. [↑](#footnote-ref-4)
5. The CDE ASES Program Description (background information, program objectives, and requirements) is on the CDE Funding Opportunities web page at <https://www.cde.ca.gov/ls/ex/fundingop.asp#asesand21stcclcrfa>. [↑](#footnote-ref-5)
6. For more information about the 21st CCLC Program, see the U.S. Department of Education Programs web page at <https://www2.ed.gov/programs/21stcclc/index.html?exp=0>. [↑](#footnote-ref-6)
7. The CDE CCLC funding chart is located on the Afterschool Alliance web page at <http://www.afterschoolalliance.org/states_docs/21cclc/ca_21_grants.pdf>. [↑](#footnote-ref-7)
8. Description of the System of Support for Expanded Learning is located on the CDE Statewide System of Support for Expanded Learning web page at <https://www.cde.ca.gov/ls/ex/stsystemofsup.asp>. [↑](#footnote-ref-8)
9. For more information, visit the CAN website at <https://www.afterschoolnetwork.org/>. [↑](#footnote-ref-9)
10. For more information, visit the CDE Statewide Technical Assistance Partners web page at <https://www.cde.ca.gov/ls/ex/statewidtaproviders.asp>. [↑](#footnote-ref-10)
11. The study included surveys of California-based ELP providers (n = 258) and TA providers (n = 98); interviews (n = 68) with ELP providers, TA providers, field leaders, and funders; and a review, observation, and analysis of materials and gatherings from the field. [↑](#footnote-ref-11)
12. For example, a bipartisan report by the American Enterprise Institute and the Brookings Institution (2015) recommended a holistic approach to education promoting both academics and skills such as the ability to work well with others, self-management, and responsible decision-making. [↑](#footnote-ref-12)
13. The map above includes outlines of the 80 California State Assembly districts. [↑](#footnote-ref-13)
14. There are schools that meet eligibility requirements per *EC* but are not funded. This could be for one or both of two reasons: (1) they did not apply or (2) there was not adequate funding to fund them based on their FRPM percentage. [↑](#footnote-ref-14)
15. Some schools received both ASES and 21st CCLC grants. [↑](#footnote-ref-15)
16. This number only includes schools and students who had demographic data; missing data and resulting calculations are discussed in Appendix A. [↑](#footnote-ref-16)
17. Low-income is defined as being eligible for Title I financial assistance. [↑](#footnote-ref-17)
18. Title I of the Elementary and Secondary Education Act (ESEA), as amended, provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. The school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. [↑](#footnote-ref-18)
19. Appendix A includes the methods used for constructing databases and conducting analyses. [↑](#footnote-ref-19)
20. Socioeconomically disadvantaged students are defined by the CDE as students (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program, or NSLP) or have a direct certification for free or reduced-price meals or (2) who are migrant, homeless, or foster youth or (3) who have parents who are not high school graduates. [↑](#footnote-ref-20)
21. Data for state proportions was pulled from the CDE’s Cumulative Enrollment Downloadable Data (available on the CDE Annual Enrollment Downloadable Files web page at <https://www.cde.ca.gov/ds/ad/enrolldowndata.asp>) and the CDE’s Customizable Data Reports (available on the Dataquest website at <https://dq.cde.ca.gov/dataquest/>) in January 2021. [↑](#footnote-ref-21)
22. All students enrolled in a school that has an award are eligible to participate. [↑](#footnote-ref-22)
23. Students with duplicate cases were removed. The data sources are discussed in more detail in Appendix A. [↑](#footnote-ref-23)
24. The effect sizes ranged from -0.09 to 0.08. With large sample sizes such as these, which include nearly all students in the state of California, a preferred indicator of a meaningful difference is an effect size. Effect sizes show the overlap between two groups; when there is a lot of overlap, the effect size is small, but when there is little or no overlap (which indicates the groups are truly different), the effect size is large. For this report, Cohen’s d was used as the effect size measure, and the team will interpret findings based on effect sizes. Hill et al. (2008) suggest that effect sizes related to academic achievement differ depending on grade level and study design. Their meta-analysis of effect sizes in education found that the average effect size ranged from 0.20 to 0.30. Further, the What Works Clearinghouse version 4.0 considers effect sizes larger than 0.25 to indicate a meaningful difference between two groups. For this report, findings are interpreted based on effect sizes. [↑](#footnote-ref-24)
25. CDE-funded after school programs include before school, after school, and supplemental programs funded through the CDE EXLD. [↑](#footnote-ref-25)
26. After school base is subsequently referred to as “after school,” before school base is subsequently referred to as “before school,” and after school supplemental is subsequently referred to as “supplemental.” Before school supplemental is not referenced in this report because of low program participation. [↑](#footnote-ref-26)
27. This dataset was used for the calculation of student-level demographic comparisons in the propensity score matching analysis. [↑](#footnote-ref-27)
28. View the CDE Current Expense of Education web page located at <https://www.cde.ca.gov/ds/fd/ec/currentexpense.asp>. [↑](#footnote-ref-28)