



**Midterm Evaluation Report of the  
After-school & Summer  
Enrichment Subprogram's  
2011–16 Strategy**

*Prepared for*  
The David and Lucile Packard  
Foundation

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**INFORMING  
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# Introduction

The David and Lucile Packard Foundation’s (the Foundation) 2011–16 After-school and Summer Enrichment Subprogram (the Subprogram) investment strategy aims to make after-school and summer learning integral to a system of high-quality learning in California (Exhibit 1). The Foundation believes that raising the salience of summer learning and after-school programs among California’s K–12 leaders is the best way to build and integrate those programs into the larger educational system. While the Foundation cannot accomplish this on its own, its support in the three areas of Quality Practice, Systems Building, and Policy Development and Stakeholder Engagement, draws from and reinforces other state and national efforts to expand summer learning programs and allows the Foundation to build upon its previous after-school investments. The ultimate goal of the Subprogram’s strategy is to help narrow the achievement gap for California’s low-income children.

**Exhibit 1**  
**The After-School & Summer Enrichment Subprogram Strategies**



<sup>1</sup> [Summer Matters](#) is a diverse statewide coalition of educators, policy makers, advocates, school district leaders, mayors, parents, and others working collaboratively to expand access to high-quality summer learning opportunities for all California students.

## EVALUATION OVERVIEW

The Foundation is partnering with Informing Change to conduct an ongoing evaluation of the Subprogram's 2011–16 strategy. Informing Change is a strategic consulting firm based in Berkeley, California, that works with nonprofit and philanthropic organizations to improve their effectiveness, build a culture of learning, and maximize impact.

The evaluation is based upon the Subprogram's Theory of Change, which articulates the components of the strategy as well as intended outcomes in the shorter and longer term (See Appendix A). This report provides a midpoint assessment of that strategy. Prior reports include a 2012 baseline assessment of key grantees and target communities, and a 2012-13 assessment of the salience of summer learning in the communities where the Foundation has targeted its investments and among statewide K–12 leaders.

### Evaluation Questions

For the 2011–16 strategy, Informing Change and the Foundation developed an overarching evaluation question and three evaluation sub-questions:

**Overarching Evaluation Question:** How and to what extent has the combination of the Subprogram's three funding investments influenced California's K–12 leaders' perceptions of the contributions of after-school and summer learning to a system of learning for children?

#### Sub-questions:

1. How and to what extent have the Subprogram's investments in **quality practice** improved quality indicators for summer learning programs and also produced summer learning programs that are linked to the school day, after-school, and their surrounding communities?
2. How and to what extent have the Subprogram's targeted investments in after-school and summer learning **systems building** improved and integrated the technical assistance (TA) available to publicly-supported after-school and summer learning programs?
3. How and to what extent have the Subprogram's investments in **policy development and stakeholder engagement** created more after-school and summer learning program resources, access, demand, and growth?

### Evaluation Methods

Throughout the evaluation, Informing Change applied a mixed-methods approach to data collection. Qualitative data used for this report include 62 key informant interviews and observations of grantee program sites and gatherings. Quantitative data sources include a survey of California after-school and summer learning program providers (n=464), a survey of members of the California School Boards Association (n=215), and program enrollment and funding data from the Foundation's 10 target community grantees. In addition, Informing Change reviewed grant reports, legislative action around after-school and summer learning across the state, and other materials relevant to the Foundation's investments. Appendix B provides more details on the evaluation methodology.

## THIS REPORT

The first chapter of this report describes progress made toward the overarching evaluation question, namely the perceptions of after-school and summer among K–12 education leaders across California. Subsequent chapters present findings about each of the Foundation's key areas of investment: Quality Practice, Systems Building, and Policy Development and Stakeholder Engagement. A concluding chapter offers some implications from this evaluation that can inform the final years of this investment strategy, as well as the field more broadly.

# Statewide Perceptions of After-school & Summer Learning

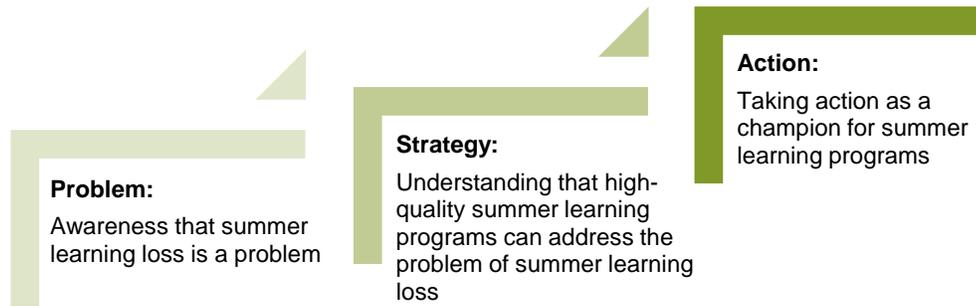
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The Foundation’s strategy of interlocking investments in three areas—Quality Practice, Systems Building, and Policy Development and Stakeholder Engagement—is an acknowledgement that its goal to make after-school and summer learning integral to the state’s system of learning requires various approaches to reach and influence a range of different stakeholders. However, all approaches are aimed at raising educational leaders’ commitment and action to make expanded learning, particularly summer learning programs, more accessible to California’s children.

INTENDED OUTCOMES OF THE OVERALL STRATEGY	
<b>Short-term</b>	<b>Long-term</b>
<ul style="list-style-type: none"><li>• Increased K–12 demand for summer learning programs</li></ul>	<ul style="list-style-type: none"><li>• Improved K–12 understanding of the complementary roles of the school day, after-school, and summer learning experiences</li><li>• Increased recognition by statewide and local leaders of after-school and summer learning programs as beneficial to learning for children and youth</li></ul>

The Foundation’s expectation is that K–12 commitment to summer learning will be built on the commitment these leaders have already exhibited for after-school programs. To increase the prevalence of summer learning programs in California, those who know and advocate for them must guide educational leaders with decision-making authority along a path from awareness to action (Exhibit 2). To start, there needs to be an awareness of the problem—in this case summer learning loss—followed by an understanding of how to address the problem—in this case, summer learning programs. Given the role of public funding in providing after-school and summer learning programs, the path beyond understanding must also pass through thickets of local school district decisions as well as the halls of the state Department of Education and state legislature.

Exhibit 2  
**Path to Increased Prevalence & Salience of Summer Learning**



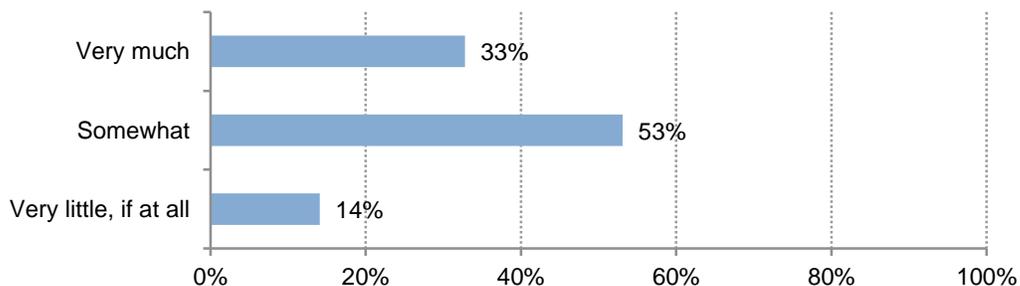
**LEVEL OF K–12 EDUCATIONAL LEADERS’ KNOWLEDGE**

Compared to 2011, program providers and many field leaders perceive K–12 education leaders as more aware of the contributions of after-school and summer learning programs to a system of learning for children.

In data collected from program providers, K–12 leaders, and field leaders, the same theme emerges: the topic of summer learning is appearing more frequently in educational discussions, and more of California’s K–12 leaders are viewing it in a positive light. School superintendents and other district personnel in the communities receiving Foundation funding for summer learning programs demonstrate the full range—from awareness to action—and this is supported by program providers’ descriptions of the support they receive from district leaders. Statewide, there is greater evidence of the earlier stages of support (i.e., problem awareness) than of the later stages (i.e., taking action). However, not all stakeholders share the opinion that there have been big changes in awareness.

- **Program Providers:** Most program providers (86%) surveyed for this evaluation say California’s K–12 education leaders perceive summer learning programs as somewhat to very important for students’ overall learning (Exhibit 3). When asked whether they think K–12 leaders’ impressions of summer learning programs are more or less positive than a few years ago, half (51%) said it is more positive now, and only 13% believe it is now more negative.

Exhibit 3  
**According to Program Providers:  
 Do California K–12 Education Leaders View Summer Programs  
 as an Important Component of Overall Learning?**  
 (n=128)



- **School District Superintendents:** Since the start of Foundation investments, more California school superintendents are publicly expressing their understanding of summer learning loss and their interest in summer learning programs. More than 40 school district superintendents from across the state have signed the pledge *Summer Matters: Superintendents Stand Up for Summer Learning*. In interviews, most superintendents of the Foundation’s target communities were also able to articulate the district-level benefits of summer programs.

*“I advocate and talk with my colleagues as often as I can [about summer learning and our program], but we’re still on the fringe. I think we’re getting a little more in vogue, but we’re still not where we should be.”*

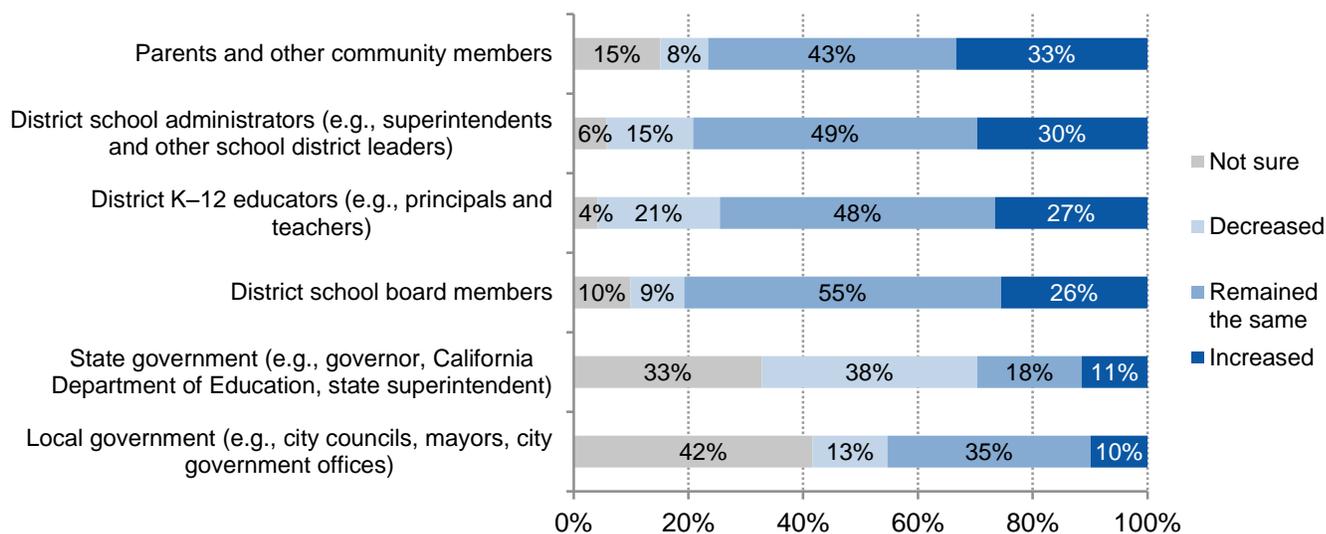
– Superintendent from Foundation-funded Community

- **Members of the California School Boards Association:**

A majority of the respondents to a CSBA survey conducted in late 2013 believe that support for summer learning has remained about the same for K–12 educators, school board members, parents, and administrators in their districts (Exhibit 4). This differs from the more positive views expressed in key informant interviews and in program provider survey responses. The discrepancy may be because informants interviewed for the evaluation are highly immersed in the after-school and summer learning field, as are program providers. CSBA members’ views may be more reflective of the general K–12 landscape.

Close to 40% of the CSBA respondents also said it was their impression that support for summer learning programs has decreased at the state government level. Given the mix of agencies and individuals included in this category (e.g., California Department of Education (CDE), Governor, State Superintendent of Public Instruction), this finding cannot be interpreted as the perceived support from any single agency or individual.

Exhibit 4  
**According to CSBA Members:  
 How Has Support for Summer Learning Programs Changed  
 in the Last 3 Years Among Various Stakeholder Groups?**  
 (n=192)



**Superintendents and school board members in general hold summer learning programs in positive regard, whether their district offers one or not.**

Most (88%) respondents to the CSBA survey are familiar with the term summer learning loss, and conceptually most have resounding support for high-quality summer programs. The majority of respondents agreed with the following statements on the importance and benefits of summer programs:

- It is important for districts to offer summer programming (84% agreed)
- High-quality summer programs help decrease the achievement gap (84% agreed)
- High-quality summer programs help reduce summer learning loss (86% agreed)

Two-thirds of respondents to the CSBA survey believe summer learning loss is somewhat of a concern for their district, and 28% believe it is a *large* concern (Exhibit 5). This is true for both school board members and superintendents.

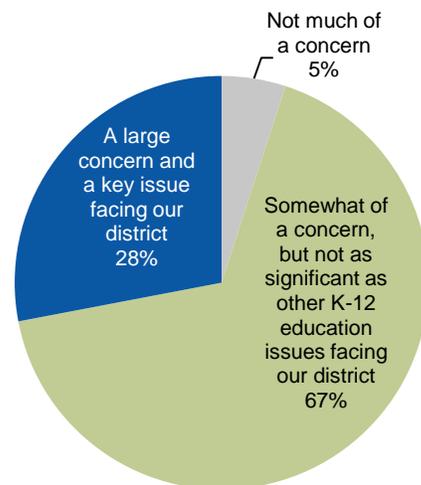
There is some evidence that summer learning is a discussion topic at the district level. About 60% of both school board members and district superintendents reported having had a discussion or report from staff about summer learning or programming in the past two years.

As noted earlier, the CSBA members represent a broad mix of districts with a full range of summer program offerings, from no programs at all to large, established summer learning programs. Given this, their views may signal that in general K-12 district leaders are receptive to the idea of summer learning opportunities.

**More school district staff and program providers are articulating how summer learning programs directly support district goals.**

School district informants from the target communities, as well as field leaders and TA providers, report that they are seeing some instances where summer learning programs are helping districts meet their goals in tangible ways. These include reducing achievement gaps among English language learners, improving the ability of students to see themselves as successful learners, increasing the leadership roles of students on campus, improving success rates for transition to middle school, and increasing motivation among older students to stay in school.

Exhibit 5  
**According to CSBA Members: How Large of a Concern is Summer Learning Loss/Summer Slide for Students in the District you Serve?**  
(n=210)



***“In a district, it’s your checkbook that makes a lot of your choices for you. I think [district superintendents] all would [add summer learning programs] if they could.”***

– County Office of Education Leader in Foundation-funded Community

*“We looked at [summer programs] as a place to try some different approaches that could spill into the school day and the school year. We looked at it as a way to engage partners, to leverage opportunities, a place to do sort of win-win-win in our city, where we could really try something rather than having so many kids doing at best nothing, and at worst, be up to mischief.”*

– Superintendent from Foundation-funded Community

## GROWTH & PREVALENCE OF AFTER-SCHOOL & SUMMER LEARNING PROGRAMS

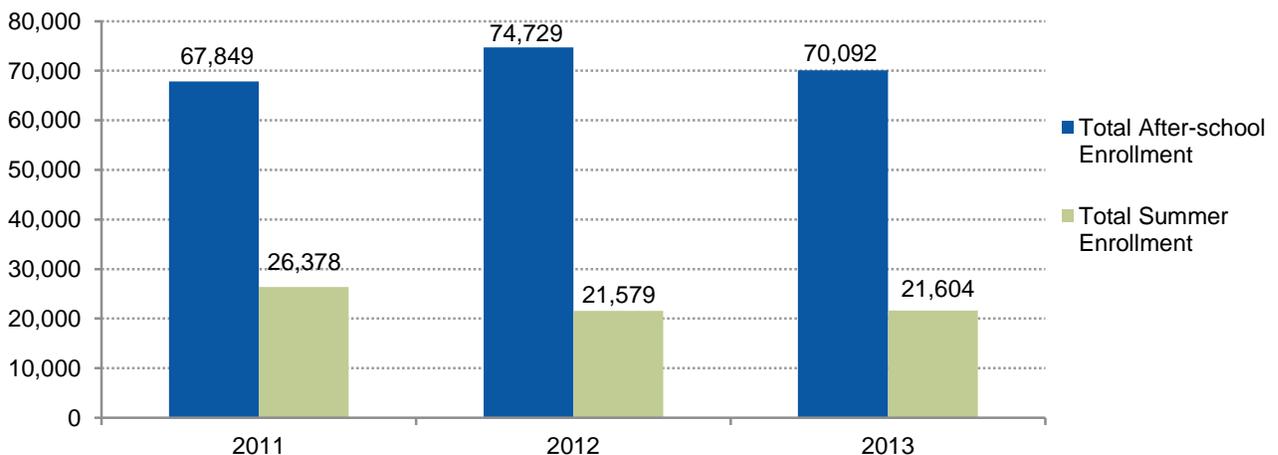
Many publicly-funded after-school and summer learning programs in California report more enrolled students; the Foundation’s 10 target communities as a whole present a mixed picture.

- **Statewide:** Of the program providers across the state who responded to Informing Change’s survey, 43% report that the number of students served in their 2013 *summer programs* increased over 2011, and 17% report an increase in the number of their summer program sites. Similarly, 50% report that the number of students served in their 2013 *after-school programs* increased over 2011, and 18% report an increase in the number of their after-school program sites.
- **Foundation-funded target communities:** Within the 10 Foundation-funded target communities from 2011 to 2013, about 31% of students were enrolled in an after-school program, summer program, or both. In these communities, the total number of students enrolled in after-school programs increased from 2011 to 2012, but dropped in 2013, resulting in a 3% overall increase from 2011 to 2013 (Exhibit 6). Summer learning program enrollment in these communities dropped 18% between 2011 and 2012, but then remained steady in 2013. The summer learning programs report they are making efforts to expand access; for example, they generally report that they are serving more students than they had planned and budgeted for in order to minimize waiting lists.

Exhibit 6

### Target Community After-school & Summer Learning Program Enrollment 2011–13

(n=10)



**Despite the growth in awareness and positive regard, K–12 leaders say there are significant obstacles to increasing the availability of summer learning programs.**

A third (31%) of CSBA survey respondents' districts did not offer a summer program in 2013, and the vast majority stated this was because of lack of funding. Superintendents and school board members say this is because other district needs take priority over summer learning.

About two-thirds of the CSBA survey respondents shared opinions about the prospects for funding and implementing summer learning in their districts. Within this sub-group of respondents, more than half of the school board members (63%) and about half of superintendents (49%) agree or strongly agree that “summer programs are a good investment of scarce dollars.” However, smaller proportions believe their district is ready to offer a new summer program or expand its existing program (33% of board members, 40% of superintendents).

In interviews with K–12 leaders in target communities, after-school and summer learning field leaders, and state policy makers, there is a common perception that lack of funding is the greatest obstacle to expansion of summer learning programs. From their interactions with K–12 district leaders, these informants believe most districts would like to have summer learning programs to meet achievement goals and parent demand, but all available funding is already allocated to other priorities.

*“The extraordinary numbers of acute and chronic needs we have [in our district] are almost overwhelming. [Asking for summer learning funding] is like asking a drowning person, who’s trying to swim for the life preserver, what they would like for lunch. It’s not that it’s a bad question, it’s just that given the life or death situation they feel that they’re engaged in, it’s somewhat wishful thinking. I think that’s the challenge.”*

– Superintendent from Foundation-funded Community

# Improving Summer Quality

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To address Quality Practice, the Foundation is investing in the development of summer learning programs in 10 target communities. In addition, the Foundation has supported the development and use of common quality indicators for summer learning programs through the Comprehensive Assessment of Summer Programs (CASP) tool developed by the National Summer Learning Association (NSLA).

From these investments in Quality Practice, the Foundation expects to see larger numbers of summer learning programs throughout the state demonstrating high quality that aligns with national standards and creates supporters among education and community leaders.

**INTENDED OUTCOMES OF QUALITY PRACTICE INVESTMENTS**

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<b>Short-term</b>	<b>Long-term</b>
<ul style="list-style-type: none"><li>• Increased engagement of summer learning programs in state and local partnerships that promote and advocate for sustainable high-quality summer learning programs</li><li>• Increased agreement on and understanding of the definition of quality summer learning programming in the field</li><li>• Improved integration of summer learning programs into school districts' plans for school day and after-school programs</li></ul>	<ul style="list-style-type: none"><li>• Increased number of publicly-funded summer learning programs (including both Packard grantees and non-grantees) implementing quality standards</li><li>• Increased number of schools and school districts that adopt an integrated after-school and summer learning approach to advance learning goals</li></ul>

## TEN TARGET COMMUNITIES

One of the Foundation's core investments is the development of 10 high-quality summer learning programs that utilize commonly accepted standards of quality, including integrating the summer learning program with the after-school program and the school day, and partnering with local community groups. These programs are intended to serve as models for other summer learning programs across California. Each of these grantee programs is assisted by a designated TA provider, who receives funding from the Foundation for this purpose (Exhibit 7).

The Foundation staggered the years in which programs started as grantees, between 2009 and 2012. Programs were eligible to request renewal grants for five or six years, with the annual grant amount decreasing over the years to a final annual grant of \$50,000.<sup>2</sup>

While these grantee programs share many similarities in implementation, they differ substantially in size. In larger communities, the Foundation’s funding is applied to one or a few of a program’s many sites. In smaller communities, the Foundation is funding all of a program’s sites.

Exhibit 7  
**The Target Community Summer Learning Programs**

<b>Community</b>	<b>Grantee</b>	<b># of Years as a Grantee</b>	<b>TA Provider</b>
Fresno	Fresno County Office of Education	5	External organization, Central Valley Afterschool Foundation
Gilroy	Gilroy Unified School District	5	CDE Regional Lead
Glenn County	Glenn County Office of Education	2	CDE Regional Lead
Los Angeles	LA’s BEST	3	Internal technical assistance team
Oakland	East Bay Asian Youth Center	5	Partnership for Children and Youth
Sacramento	Sacramento City Unified School District	3	CDE Regional Lead and UC Davis School of Education
San Bernardino	San Bernardino City School District	2	District’s internal after-school technical assistance team
San Francisco	San Francisco Department of Children, Youth and their Families	3	Partnership for Children and Youth
Santa Ana	THINK Together	3	Internal technical assistance team
Whittier	Whittier City School District	4	CDE Regional Lead

<sup>2</sup> The three programs that received the initial target community grants were eligible for a sixth year of funding, in consideration of the pilot status of the overall initiative in 2009.

## QUALITY STANDARDS

Summer learning programs have access to several quality frameworks and assessments to guide their program improvement efforts. Programs can use their own assessment tool (e.g., YMCA Program Quality Framework), a state agency tool (i.e., the summer learning section of CDE’s After School Program Quality Self-Assessment Tool [Section 12]), or a tool in use across the country (i.e., NSLA’s CASP). In late 2013, CDE’s After School Division began a process to develop a set of quality standards for expanded learning programs throughout the state; these standards, currently in draft form and being reviewed in the field, will be used for both after-school and summer learning programs.

### Summer learning program providers across the state are aware of, supportive of, and using quality standards for their programs.

#### WHAT IS CASP?

The Comprehensive Assessment of Summer Programs (CASP) is a tool developed by the National Summer Learning Association to measure the quality of summer programs in nine domains. Research-based rubrics for each domain help trained professionals (either internal or external to the summer program) assess the quality of the program infrastructure and program delivery. Following the assessment, summer program leaders receive a comprehensive feedback report highlighting the program’s strengths and opportunities for improvement in each domain. The 10 Foundation-funded target communities have been using the CASP, and some have begun developing modified versions to help encourage the tool’s use beyond their Foundation-funded sites.

#### The Nine Domains of a CASP Assessment

1. Purpose
2. Finance and sustainability
3. Planning
4. Staff
5. Partnerships
6. Individualized programming
7. Intentional programming
8. Integrated programming
9. Unique program culture

Summer Matters programs are required to conduct program quality assessments.<sup>3</sup> All of these programs report using at least the CASP tool for quality assessment in 2013; many report they also used other assessment tools.

Most other summer learning programs are not required to conduct program quality assessments, but about half (52%) do report using a summer quality assessment tool. These programs report typically using their program’s own assessment tool or the summer learning section of CDE’s After School Program Quality Self-Assessment Tool. Another 28% of non-Summer Matters program providers indicate that they do not currently use a quality assessment tool for their summer program but are considering using one in the future.

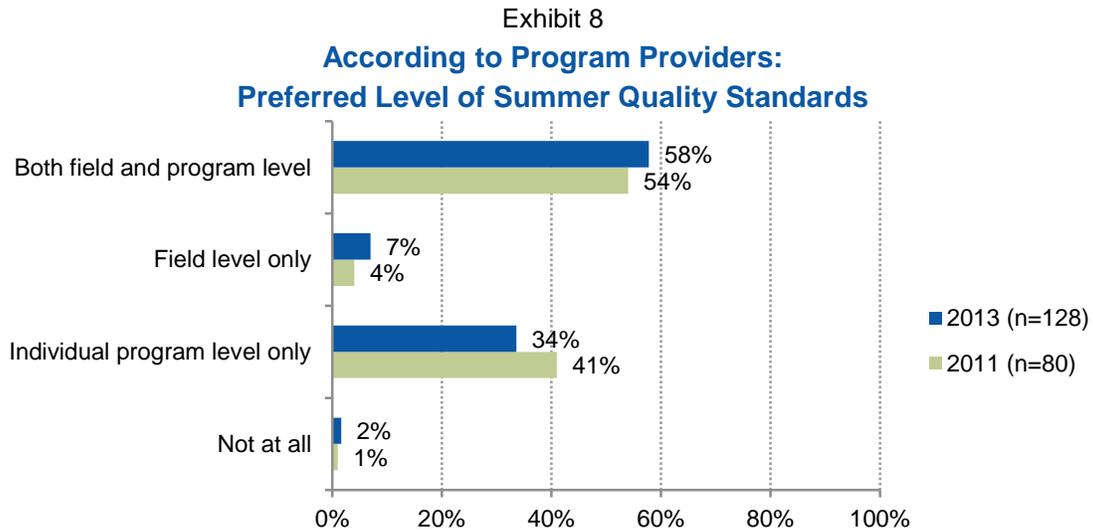
*“Most people want quality, but do not necessarily [have] a methodology to get there... Prior to our involvement in the Packard initiative, our summer programs had no standards and no ability to do any kind of comparative analysis. There was not a structure set up.”*

– Target Community Program Provider

The Foundation’s summer learning grantees have become highly knowledgeable about indicators of quality in summer learning programs; they regularly use the terms listed in the CASP’s nine domains when describing their program or their quality improvement efforts. In addition to these grantees, other program providers are aware of and interested in meeting specific standards for summer (i.e., standards that are not the same as for after-

<sup>3</sup> The term **Summer Matters programs** comprises the summer learning programs in the 10 Foundation-funded target communities plus 2 additional communities receiving Summer Science grants from S.D. Bechtel Foundation and other sources. **Summer Matters TA providers** are TA providers who work regularly with one or more Summer Matters programs. **Non-Summer Matters programs** are all other California after-school and summer learning programs that provided evaluation data.

school). However, as was true in 2011, there are differences in opinion over whether those standards should be developed and implemented at the field level (i.e., the same standards are developed and implemented for all summer learning programs, such as the CASP), the individual program level (i.e., standards are developed and implemented by individual programs to meet their own needs), or both (Exhibit 8). This suggests that a large share of providers in the field believe that quality is a concept that should allow some degree of individual program definition, in addition to field-level guidance.



**The CASP is conceptually supported by program providers, but few outside of the Foundation-funded programs are implementing it.**

The CASP has been useful in building the field of summer learning. The tool’s assessment areas and measures serve many roles: a list for program assessment, a tool for prioritizing improvement plans, and a tool for determining TA needs, among others. While the CASP’s broader domains are generally accepted as useful areas for program assessment, the details of the smaller measures within the domains, and whether so many are needed, are still being debated.

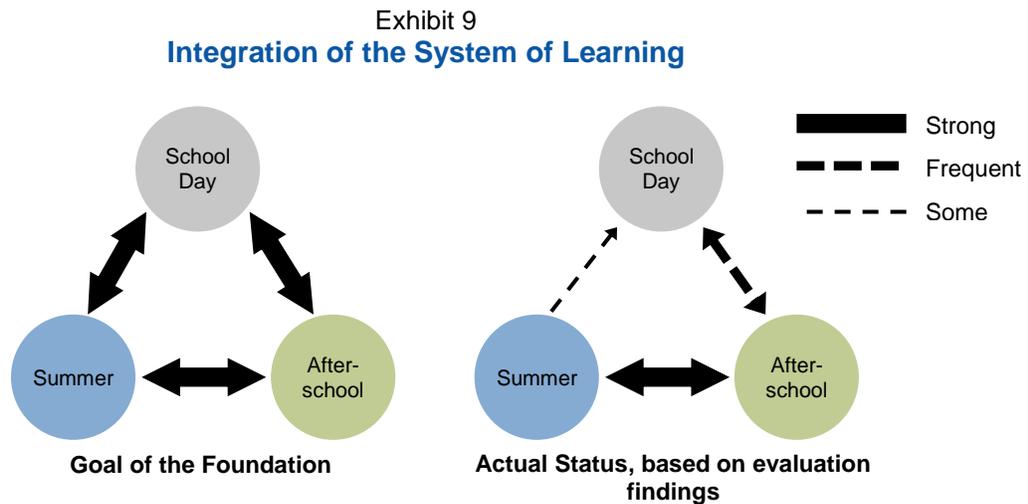
In the Foundation-funded target community programs, the process of administering the CASP helps to deepen local ownership of program improvement efforts, as it gradually transitions the accountability for assessments from the TA provider to site leaders. In general, evidence of deepened local ownership in the communities grows with the number of years as a grantee. This process has also built program staff’s skills in assessment and planning.

*“We use the CASP specifically at our Packard-funded sites. But as a result of using the CASP, we created our own internal evaluation tool similar to CASP that we use [at] all other summer sites.”*

– Target Community Program Provider

## INTEGRATION OF SUMMER WITH SCHOOL DAY & AFTER-SCHOOL

A goal within the Quality Practice area is to better integrate summer learning programs with after-school and school day programs in the same district. A higher degree of integration indicates a probability of academically-related summer activities, such as literacy, math and science, being aligned with what students will need for grade-level success in the fall. The Foundation envisions a relationship in which all three programs link directly with one another to create a stronger-linked system of learning for children; evaluation findings show that further progress is needed to reach this ideal (Exhibit 9).



### Providers say their districts' after-school and summer learning programs are highly integrated.

Similar to the strategy's evaluation findings in 2011, after-school and summer learning programs are very integrated with each other—they often use the same staff, are led by the same leaders, and develop a shared understanding of best practices. More than half of providers stated that they integrate the planning and implementation of their after-school and summer programs as much as possible. This percentage is slightly greater for the Summer Matters programs (66%) than others across the state (52%). District leaders who express overall support for summer learning programs also describe ways that summer programming is integrated with the goals and objectives of their school-day curricula.

### Similar to 2011, after-school programs tend to have stronger connections with school day than do summer learning programs.

Compared to providers affiliated with a summer learning program, more program providers affiliated with an after-school program report regular interactions with school day personnel in planning and implementing program curricula, planning and implementing program activities, and securing funding for the program. More program providers affiliated with an after-school program also report high overall integration with school day than providers affiliated only with a summer learning program.

***“For most [summer learning] program sites that I work with...the schools give them a space, give them access, but they’re not planning with their principals. Their principals just trust them to use their campus and to support their kids, but not that the principals know or have time to get into details about what that really looks like.”***

– Target Community TA Provider

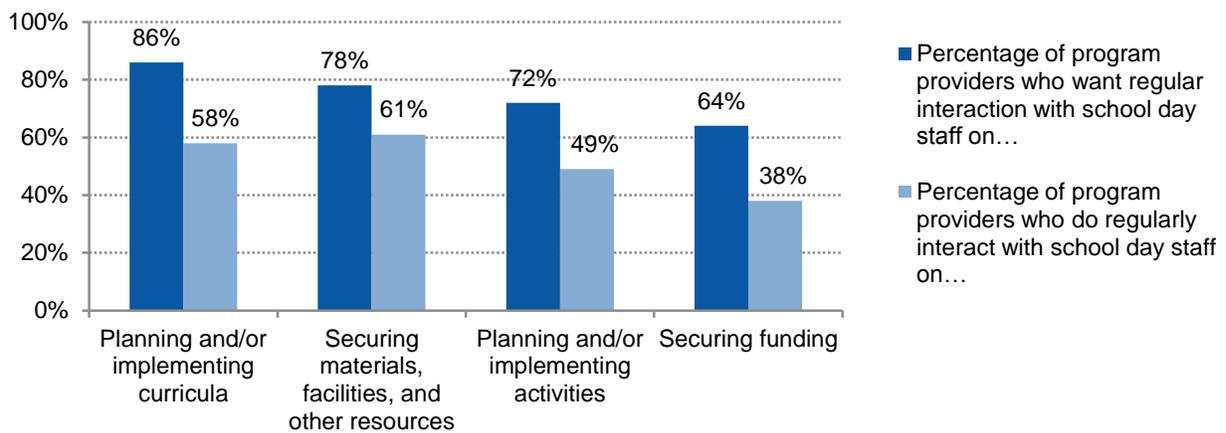
From the evaluation data, it appears that after-school’s stronger connection to the school day stems from site level connections, including sharing the same site, similar attendance calendars and, to some degree, conceptual support from the site’s teachers or principal. However, there is some indication that K–12 principals and superintendents see the unique opportunities afforded by summer learning as more compelling than after-school for meeting district goals. This may indicate a shift in the school day mindset that could lead to closer integration with summer learning programs in the future.

**Program providers’ expectations have risen, but actual integration with school day programs remains limited.**

Integration, according to program providers and TA providers, requires a relationship with school day leaders (e.g., teachers, principals); acceptance by these leaders of the after-school/summer program models (e.g., more engaged, hands-on, project-based learning); and logistical arrangements.

Close interaction with school day staff is more aspirational than actual for providers. Survey respondents were asked to identify where their actual experiences matched or varied from what they considered an ideal level of interaction with the school day (Exhibit 10).<sup>4</sup> They report the largest discrepancy in planning and implementing curricula: 86% of providers say ideally interaction on this topic would happen regularly, but only 58% say that has been their experience. The smallest discrepancy is in securing materials, facilities, and other resources: 78% of providers want to interact with school day staff on this regularly, and 61% of program providers report they actually do. Survey responses suggest that the more tactical elements of integration have been easier, while shared work on more complex issues, such as curricula integration, are still in development.

Exhibit 10  
**Program Providers’ Views on Interaction with School Day Staff**  
 (n=407–459)



Compared to 2011, program providers now have higher expectations for integrating their after-school and summer learning programs with the school day. For example, in 2011, 54% of providers reported that they would like regular interaction with school day staff on planning and/or implementing activities. In 2013, this figure grew to 72%. Similarly, in 2011, 48% of providers reported that they would like interact regularly with school day staff around securing funding. In 2013, this figure was 64%.

<sup>4</sup> Survey respondents were given a list of six possible activities for working jointly or in coordination with school day partners: Meeting staffing needs, obtaining TA, planning and/or implementing curricula, planning and/or implementing other activities, securing funding, and securing materials, facilities and other resources.

Nevertheless, program providers and field leaders express some concern that too close integration could mean that after-school and summer are just expected to be extensions of the school day, diluting the unique learning opportunities that they provide and their appeal to students.

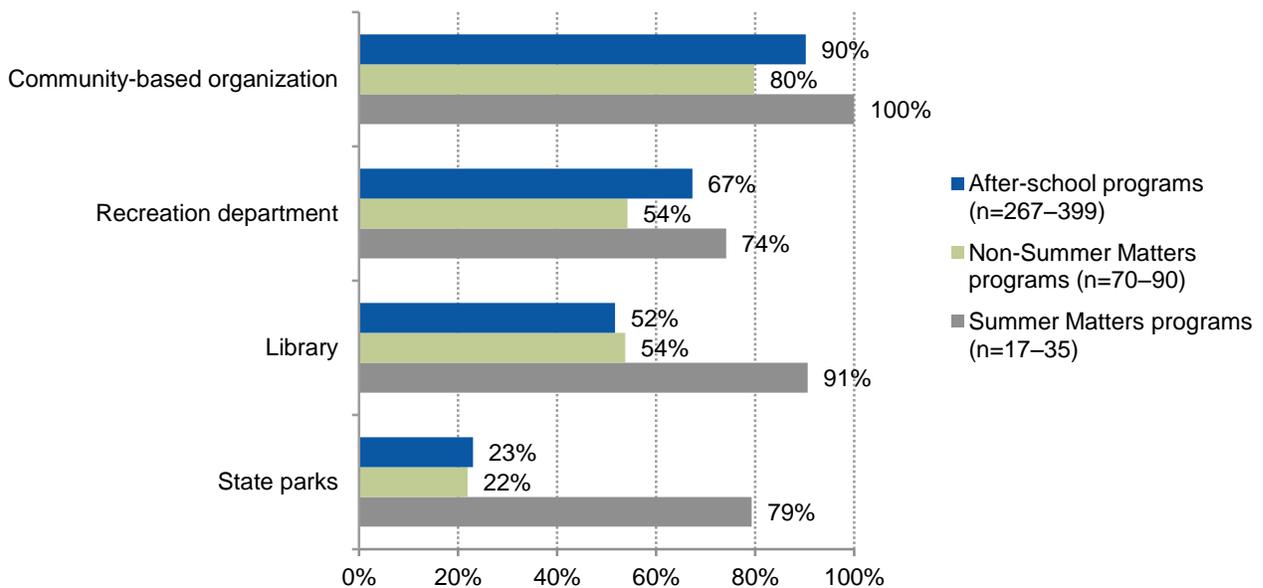
## LOCAL COMMUNITY PARTNERSHIPS

The Foundation has hypothesized that community partnerships provide resources that will support program development and align summer learning programs to the needs of their surrounding communities. The Foundation’s grantmaking strategy also included developing state-level partnerships with the California State Parks Foundation and the California Library Association to help build support for the expanded learning field.

### Programs active in the Summer Matters campaign have a wider range of program partnerships than other programs.

Nearly all after-school (97%) and summer learning programs (93%) report having at least one type of partnership (e.g., community-based organization, city agency, hospital, business) for their program. Most report multiple partnership types. Summer Matters programs report more partnerships and more types of partnerships than other summer programs (Exhibit 11). The high percentage of Summer Matters programs reporting partnerships with libraries and state parks is a result of the Foundation’s efforts to encourage programs in the target communities to network and plan with these groups at the local level.

Exhibit 11  
Prevalence of Four Types of Partnerships, 2013



**Program providers say their local community partnerships help to increase the community’s awareness of and support for after-school and summer learning programs.**

Programs across the state report that partnerships deliver unique benefits. They often allow programs to provide students with opportunities they would not otherwise experience. For example, among the 10 Foundation-funded target communities, many highly value their state parks partnerships because they give access to locations and to knowledge about natural history and outdoor education not possessed by the summer program staff. “The state park has given us use of camp areas,” says one provider. “That’s a huge benefit. In the urban environment that we’re in, our summer program is many times the first time a child has been camping.”

**91%** After-school program providers reporting that partnerships have helped increase program sustainability

**85%** Summer learning program providers reporting that partnerships have helped increase program sustainability

Another important benefit of partnerships is increasing community awareness and support for programs, which many program providers say helps program sustainability, such as raising funds and securing in-kind support.

However, the value of each partnership varies by community. A summer learning partnership that works in one community does not necessarily work in all communities. The target communities’ partnerships with state parks and libraries are strong examples of this: some speak highly of the results of the partnerships or the ease of the relationships, while others have found these partnerships not as useful or difficult to manage.

## Systems Building

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The Foundation’s Systems Building grantmaking area builds upon its previous investments in after-school TA and workforce development, including several targeted investments to extend existing after-school TA opportunities to the summer learning field. Specifically, the investment intends to provide critical TA to the target community programs through dedicated resources, and support other programs through greater capacity in the existing after-school TA networks (e.g., ASAPconnect, Regional Leads). Each target community has a Foundation-funded TA provider to support summer program quality development. They represent different types of TA providers in the after-school and summer TA support system: some target communities are supported by a CDE Regional Technical Assistance Center (known in the field as a “Regional Lead”), some receive support from their organization’s internal TA department, and some work with a nonprofit provider.

### INTENDED OUTCOMES OF SYSTEMS BUILDING INVESTMENTS

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#### Short-term

- Strengthened integration of after-school and summer learning TA systems

#### Long-term

- Better integration of after-school and summer learning into the design and operations of CDE’s larger educational work, including the school day, summer school, after-school, and TA strategies

**Foundation grantees have built up a summer learning TA system that emphasizes program quality, continuous program improvement, peer support, and learning.**

At the start of the Foundation’s investments in summer learning, which began with a pilot in 2009 before the full strategy launched in 2011, the TA available to publicly-funded summer learning programs was sparse and inconsistent. This has changed significantly over the past few years. Through the Foundation’s investments in TA, the state now has an expanded set of knowledgeable summer learning TA providers. The framework of a summer learning TA system has been created and intertwined with existing TA networks, and this system continues to build capacity through regional outreach and development in underserved geographic areas.

Representatives of three of the Foundation’s lead summer learning grantees—ASAPconnect, PCY, and the NSLA—have worked closely with the 10 target communities’ TA providers to provide program support and staff development. The TA providers partnering with the target communities have worked as a team with the lead grantees not just to build their individual professional knowledge but also to foster statewide connections in support of summer learning programs. The system of TA support developed by this group for the Summer Matters programs is now expanding intentionally to begin serving summer learning programs in other communities.

The TA providers funded to support the Summer Matters programs say they are now able to provide better support to summer learning programs because of their increased knowledge and experience. They say working with the CASP has helped them to understand the types of TA summer learning programs need.

Through training sessions and materials produced by this group of summer learning TA providers and the lead Foundation grantees (i.e., PCY, NSLA, and ASAPconnect), the staffs of all of CDE’s Regional Leads have increased their knowledge about summer learning loss, summer learning quality indicators, and available resources for program support. Five of the 11 Regional Centers actively participate in the Summer Matters TA provider network through Foundation grant support.

**Both after-school and summer learning program providers utilize multiple types of TA from multiple sources.**

After-school and summer learning program providers are utilizing TA at similar rates in 2013 as in 2011. Since 2011, 80% of program providers have used TA for their after-school programs and 68% for their summer learning programs. Of those not using TA, about half report that is because they did not identify areas needing TA.

After-school programs most frequently call on TA for issues around their state funding and grant compliance. After that, their most frequent TA requests are very similar to those of summer learning programs; both focus on program planning, implementation, and capacity building. Within the area of program planning, providers most frequently request TA around content knowledge, writing lesson plans, and behavioral management. For capacity building, they most frequently access help for quality improvement plans, identifying potential local partners, and staff training and support.

*“We work in that realm of consulting, brokering resources, and coaching programs around summer learning: the research around summer learning loss, methods that have been established, best practices for moving the needle in youth outcomes, and how you grow and sustain [a summer learning program] over time with diversified funding, partnership, and strong alignment.”*

– TA Provider

**MOST FREQUENTLY UTILIZED TYPES OF TA**

**As reported by after-school programs:**

- Grant compliance requirements (70%)
- Program planning and design (66%)
- Staff development plans and strategies (63%)
- Lesson plans and aligning to content standards (56%)

**As reported by summer programs:**

- Program planning and design (65%)
- Lesson plans and aligning to content standards (54%)
- Program accountability, including evaluation and research (51%)

With regard to sources of TA, 75% of after-school programs and about half of summer program providers have received TA from their Regional Lead team. After-school program providers are increasingly accessing other TA sources, such as CalSAC, the California AfterSchool Network (CAN), and regional or local nonprofits and agencies (e.g. Central Valley Afterschool Foundation).

**Summer Matters programs are seeking and accessing a more diverse mix of TA support than other after-school and summer programs.**

Summer Matters programs utilize TA from more sources than other programs, and they are seeking more TA supports related to sustainability. Almost all of the Summer Matters programs report benefitting from TA from ASAPconnect, PCY and NSLA—three providers with high-level knowledge and skill in the area of summer learning. In comparison, only 12% to 17% of other programs report using these TA providers.

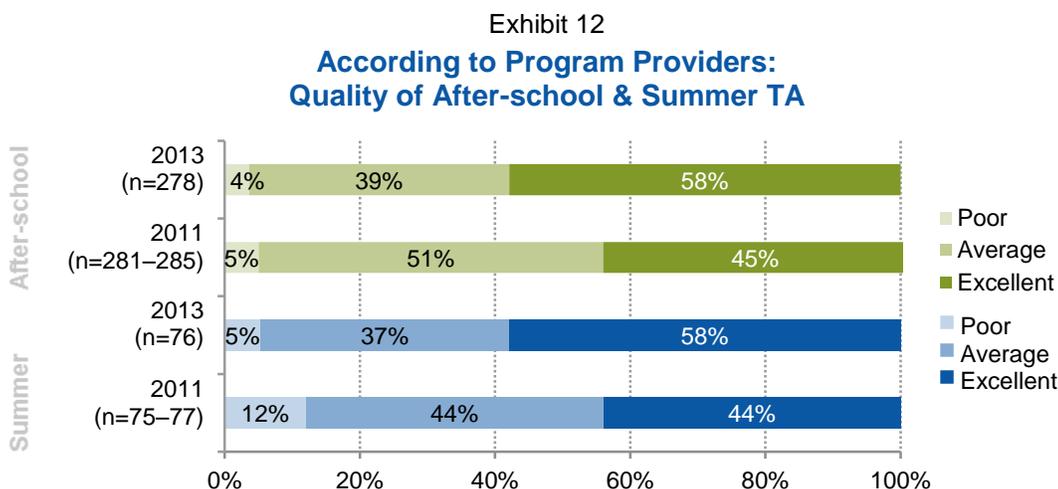
Sustainability-related TA is more frequently named by Summer Matters programs than by program providers overall, including help with developing community collaborations, program accountability, resource development, and program sustainability. The use of the CASP program assessment tool has helped TA providers, as well as summer learning field leaders overall, identify the types of resources needed to improve the quality of California programs. The CASP descriptions of quality indicators have prompted productive discussions about the types and content of TA that programs need.

The increased use of TA by programs in the Foundation-funded target communities supports the Foundation objective of defining and promoting quality indicators for summer learning programs. The target community program providers, having accepted the recommended standards of quality, are actively identifying areas for program improvement and accessing the TA available to them. The fact that these programs have regular, easy access to Foundation-funded TA services—in contrast to non-Summer Matters programs that must pay fees, travel, or wait for Regional Lead availability—is likely also a factor in their higher utilization of TA.

**Program providers report that TA quality has improved in recent years.**

Almost all after-school and summer learning program providers report the quality of TA as being excellent or average (Exhibit 12). TA providers and field leaders agree; they believe that the increased availability of TA supports and the increased knowledgeable cadre of TA providers has resulted in a more organized and responsive TA system.

**80%** After-school and summer program providers reporting that the TA they accessed met or exceeded their needs



Even as quality has improved, a few have noted that the capacity of TA providers is becoming stretched; some attribute this to increased demand and more ongoing supports. Additionally, informants shared that the quality of available summer learning TA varies across regions.

As for the quality of TA for summer learning programs, Summer Matters program providers rate the quality of summer TA higher than other program providers. For example, 66% of Summer Matters programs report excellent quality, while 52% of other summer learning programs report excellent quality.

TA providers say they now are better able to meet the needs of different program providers because they offer higher-quality and increasingly diverse supports. A few informants described providing types of TA supports that evolve and deepen over time, such as coaching, which empower program providers and give longer-lasting benefits than a typical training session.

**Program providers are satisfied with the *availability* of TA and report that availability has increased in recent years.**

In comparison to 2011, more summer and after-school program providers are reporting the availability of TA as excellent (Exhibit 13). Summer Matters program providers rate the availability of summer TA more highly than other program providers. For example, 66% of Summer Matters programs report excellent availability, while 44% of other summer learning programs describe availability as excellent. Respondents, particularly field leaders, attribute the increase in TA availability to greater awareness of TA among program providers and increased funding for TA, as well as increased awareness of summer learning loss due to the Summer Matters campaign.

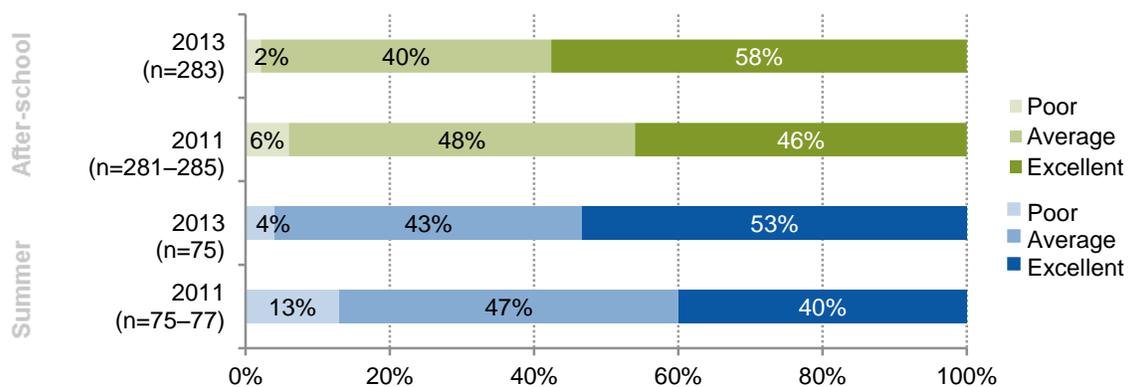
However, challenges persist in making TA available to all parts of the state. Program providers who did not access TA report that there are not enough relevant opportunities in their area, indicating that geography continues to be a barrier for accessing TA.

Availability of summer learning TA is poised to expand after 2014. With new grant support from the Foundation, two intermediary organizations and another Regional Lead team have begun planning future delivery of summer learning TA to programs in underserved geographic areas.

*“The quality of the TA provision is still mixed. It depends on where in the state you’re talking about.”*

– Field Leader

Exhibit 13  
**According to Program Providers:  
 Availability of After-school & Summer TA**



**TA providers find that summer learning TA is becoming more integrated with the larger, more established after-school TA system.**

Despite the distinctions between after-school and summer programs, both types of program providers frequently request similar help: assistance with program planning, implementation, and capacity building. TA providers report that the training and support they provide in program planning and some content areas (e.g., STEM, healthy eating) are equally applicable to after-school and summer programs. TA providers understand that often the same staff members are working in both after-school and summer programs, which further facilitates the integration of summer and after-school TA.

As for further coordination of TA, field leaders and TA providers report a need for increased integration between the after-school and school day TA supports.

# Policy Development & Stakeholder Engagement

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The Foundation’s grantmaking in the area of Stakeholder Engagement and Policy Development aims to cultivate champions for after-school and summer learning programs among district superintendents, principals, school board members, and administrators, as well as at the state level among CDE officials and legislators. With a broader and deeper set of supporters, after-school and summer program providers will be better able to secure the positive changes to public policy that they desire, such as increases to federal funding streams, more flexible guidelines for state funding, and inclusion as priorities in local school district plans.

**INTENDED OUTCOMES OF POLICY DEVELOPMENT & STAKEHOLDER ENGAGEMENT INVESTMENTS**

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<b>Short-term</b>	<b>Long-term</b>
<ul style="list-style-type: none"><li>• Sustained access to existing after-school and summer learning funding streams and increased access to funding through modification of related funding streams (e.g., juvenile justice, youth service, private foundation funding)</li><li>• Increased awareness and understanding of summer learning loss among stakeholders involved in California’s system of learning</li><li>• Strengthened support from the CDE, state and local government, K–12 leaders, the business community, and other stakeholders for quality summer learning programming as a strategy for reducing summer learning loss</li></ul>	<ul style="list-style-type: none"><li>• Increased monetary and non-monetary resources for after-school and summer learning programs</li><li>• Improved state and federal policies that result in flexible funding streams for California’s after-school and summer learning programs</li><li>• Increased number of champions for after-school and summer learning programs in the CDE, legislature, business community, and statewide preschool, K–12, and after-school networks</li></ul>

## EXPANDING STAKEHOLDER ENGAGEMENT

The Foundation’s pilot investments in summer learning—that is, prior to 2011—set the groundwork for creating Summer Matters, a statewide campaign dedicated to building awareness and support of high-quality publicly-funded summer learning programs. The Summer Matters network grew out of the Foundation’s early strategy of identifying leadership grantees and engaging them as a group in decisions about how to assess and support the target communities’ summer learning programs.

## **The Summer Matters campaign has substantially expanded the base of support for summer learning.**

Since 2011, the Summer Matters campaign has expanded awareness of summer learning loss and the role of summer learning programs to a widening circle of stakeholders, including school district leaders, state agencies, state legislators and their staff, and youth development organizations. Through relationship building and some key strategic activities, Summer Matters has attained brand recognition and good credibility among stakeholders. Key Summer Matters strategies include:

- **Summer Learning Day**, an annual advocacy event that captures the attention of parents, school officials, and civic leaders, and generates media interest across the state. Field leaders say Summer Learning Day, especially the events at the Capitol in Sacramento, has made a larger number of legislators and their staff more aware of summer learning loss and the benefits of summer learning programs.
- **Summer Matters Roundtable**, a convening and communications approach for increasing the number and types of organizations knowledgeable about and engaged in summer learning. Approximately 85 schools and organizations have signed on as members of the Roundtable.
- Active presence in **state-level gatherings related to after-school and summer programs**. Summer Matters Steering Committee and staff monitor key groups that support or influence California's after-school and summer programs (e.g., CAN, CDE After School Division Advisory group, CalSAC and other groups that previously focused only on after-school), and then work to ensure the salience of summer learning in those groups' deliberations. Partially because of this activity, statewide organizations doing work related to education and youth development now more frequently include summer learning topics in their discussions and activities (e.g., summer learning quality indicators, summer learning TA, youth health and wellness programs for summer months).
- **Research and communications** targeted to build knowledge and increase commitment to summer learning programs among state and local K–12 leaders. The Summer Matters campaign has commissioned independent research and white papers that describe the benefits and challenges of providing disadvantaged students with high-quality summer learning programs in California. A professional public relations firm, PR+CO, has assisted the campaign and the 10 target communities to craft key messages; produce press releases, videos, and other publicity materials; and successfully place Summer Matters stories in local press and television, as well as in national publications.

## **Champions for summer learning are now visible and active within state education agencies.**

At the state level, State Superintendent of Public Instruction Tom Torlakson has been particularly instrumental in building support for summer learning, especially among district superintendents. Torlakson advocates for expanded learning in general, and actively encourages districts to increase access to high-quality after-school and summer learning.

In 2012, CDE elevated the after-school and summer learning unit to a department division, which is helping both types of programs get increased visibility and influence within CDE. After-school and summer learning field leaders commend Michael Funk, the Division Director, for building relationships and sharing information with other CDE department leaders.

## POLICY & FUNDING DEVELOPMENTS

**Although the overall funding climate for schools in California may be more positive than in 2011, most after-school and summer learning program providers report no increases in available funding.**

Overall, program providers say after-school funding from state and federal sources has declined or stayed the same since 2011. Only 9% of survey respondents report increases in after-school funding from public sources between 2011 and 2013. This paints a more negative picture than in 2011, when 16% of survey respondents said that state and federal funding had increased over 2009 levels (Exhibit 14).

Similar to 2011, program providers and their district leaders appreciate that After School Education Safety Program (ASES) funding is dependable, but note that ASES covers only the minimal budget for after-school and summer program operations, and that funding to provide high quality and/or increase access must come from other sources.<sup>5</sup> That second level of funding varies from year to year and is not dependable, according to program providers and district personnel. The one bright spot is that unlike 2011, respondents feel comfortable that ASES funding will be available into the future, and that there will be no legislative attempt to redirect the funding to other educational needs.

Informants generally believe summer program funding is less stable than after-school funding. Several field leaders point out that 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) funding, a key part of many summer learning programs' budget, flows in five-year funding cycles, which contributes to summer learning programs' sense of instability. Additionally, competition for these funds has become more intense and there are no immediate prospects of a larger pool becoming available for the increasing number of ASES-funded programs that want to expand their summer offerings.

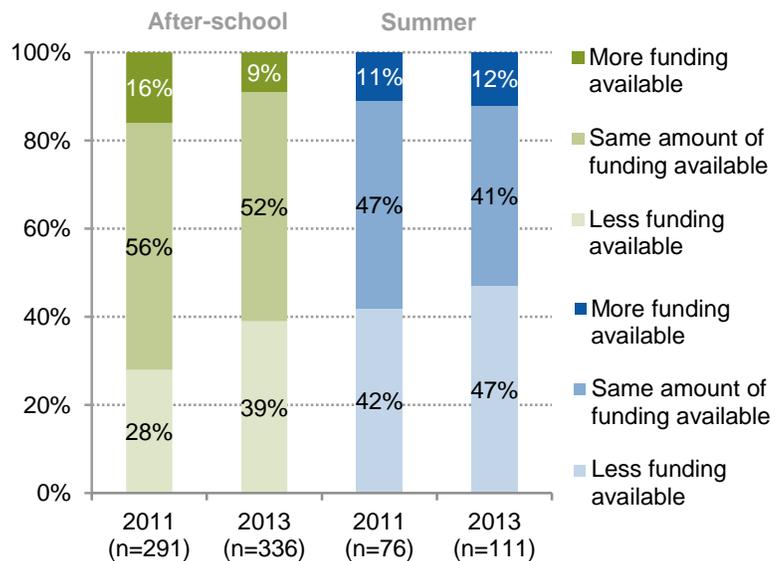
**Informants report no growth in philanthropic funding and anticipate no new state funding in the near future.**

Half (51%) of all program providers surveyed say that funding for after-school and summer learning from foundations, businesses, and other private sources has declined since 2011.

Across evaluation interviews with state policy makers, field leaders, County Office of Education staff and school district leaders, informants say there are no prospects of new funding sources at the state level in the foreseeable future. K–12 informants at both the state and local levels agree that it is extremely unlikely to see any state funding stream that would support the development of any new or expanded after-school or summer learning programs.

Program leaders in the 10 Foundation-funded target communities report that they are more aggressively seeking

Exhibit 14  
**Funding Availability from Public Sources**



<sup>5</sup> California's ASES Program annually provides \$550 million in state funding for before-school, after-school, and summer learning programs. ASES resulted from the 2002 voter-approved initiative, Proposition 49.

new funding, including soliciting grants from foundations, corporations, and city or county youth services funds; developing annual fundraising events; and charging parent fees, where relevant. At this time, however, their projected future program budgets still show funding deficits.

**State legislators’ may be increasing their awareness of summer learning loss and the benefits of summer learning programs, but they are unlikely to make efforts to find additional state funds to support program expansion.**

The Summer Matters campaign continues to steadily build relationships with state lawmakers and their staffs. Field leaders and policy specialists say state legislators have positive regard for both summer learning and after-school programs, such that the legislature would hesitate to remove the programs’ available funding. The policy specialists consider it a success for the after-school field that the number and frequency of attempts by state legislators to redirect the ASES funding pool has sharply declined since 2011. At the same time, these informants say it is unlikely that legislators would choose to take resources away from any part of the education budget in order to expand funding for either after-school or summer learning.

State legislators have, however, supported non-funded policy changes to the benefit of after-school and summer learning programs in the state. Two durable policy changes related to publicly funded after-school and summer learning programs passed the state legislature in 2013:

- Assembly Bill 547 (Salas) changes the Education Code to give high school after-school programs funded through ASSETS more flexibility in how they meet requirements for instructional time.
- Assembly Bill 626 (Skinner) changes certification requirements for ASES and ASSETS programs to remove constraints and confusion around providing meals and snacks to students in the programs.

***“No one from Sacramento who visits our program ever says they aren’t supporters, but that doesn’t mean they’ll cut funding from something else to fund our programs.”***

– Field Leader

**Informants say the best hope for new funding for after-school and summer learning programs is through districts’ Local Control and Accountability Plans (LCAP).**

Given the new rules of the Local Control Funding Formula (LCFF) and required process for creating district LCAPs, some program providers see the possibility of new or additional funding for after-school and summer learning programs. Spring 2014 will be the first time districts will use the new process and rules. In preparation, the Summer Matters campaign and the summer learning TA system are helping after-school and summer learning program providers prepare to participate to their best advantage within the LCAP process in their school districts.

Among respondents to the CSBA survey, 28% of school board members and 39% of the superintendents believe the new LCFF rules make it more likely that their district will find the funding needed to offer summer programs in the coming years. One-quarter of both positions (23% and 26%, respectively) strongly disagree that LCFF will make this more likely.

To take best advantage of LCAP, field leaders say after-school and summer learning programs need help with messaging. They point out that districts will be faced with many important and competing interests for funding, such as teacher salaries, reduction of classroom size, and mental health services. Summer learning can quickly fade from view in an environment full of such hot-button topics, they say, unless its message is crystal clear and directly related to already-known district priorities.

As reported in the Informing Change’s 2013 evaluation memo, summer learning programs are not always recognized as a key strategy to reduce the achievement gap, yet many strategies that are frequently named could be implemented through summer programs. One field leader says, “We have to link the benefits of our programs to other issues the districts are concerned about, and not tie ourselves to things we can’t ever prove.”

To compete successfully for LCAP dollars, field leaders and policy leaders recommend articulating how summer learning programs address district goals, and find ways to get that message to district leadership. A policy maker points out that typically, after-school and summer programs are not considered part of a district’s overall strategy for program improvement or meeting learning goals. “Usually after-school and summer is a different division, not affiliated with the principal or with the school site’s learning goals in a traditional way...That makes it very difficult for after-school programs and summer programs to compete in an LCFF environment.”

Additionally, the summer learning programs in the 10 Foundation-funded target communities have developed and are implementing sustainability plans. These plans include tactics for expanding community awareness and support, which may boost the relative position of summer learning in the LCAPs of these communities.

<b>EXAMPLES OF TARGET COMMUNITIES’ SUSTAINABILITY EFFORTS &amp; ACCOMPLISHMENTS</b>	
<b>More diverse funding sources</b>	<b>Expanding the school-based program’s base of support</b>
<ul style="list-style-type: none"><li>• Receiving grants from city and county youth services funds</li><li>• Receiving grants for healthy eating and other healthy kids programs</li><li>• Charging some fees for program activities</li><li>• Running an annual fundraising event</li><li>• Getting corporate sponsorships for program events</li></ul>	<ul style="list-style-type: none"><li>• Speaking at Rotary Clubs</li><li>• Working with the Community Gang Prevention Task Force</li><li>• Training parents to be ambassadors to other families</li><li>• Finding parent volunteers to speak about the program with Spanish language media</li><li>• Sharing Summer Matters research and publications with district leaders</li></ul>

## Evaluation Implications & Conclusion

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Since the start of the Foundation’s investments in summer learning in 2009, there is now **a much higher level of attention on summer learning loss across California and activity around summer learning programs**. Multiple factors have affected this progress, including higher visibility of summer learning loss in the national media and a recently installed Superintendent of Public Instruction in California who is a champion for expanded learning. There is also evidence that the Packard Foundation’s investment strategy directly contributed to the increased activity and attention, as well as provided beneficial infrastructure that is facilitating more effective work by field-level advocates for high quality summer learning programs.

As the Foundation’s investments mature, **the combined impact of the three Subprogram strategies is becoming clearer**. The strategic goal was to promote changed attitudes and knowledge among K–12 leaders across the state, which required applying levers of change at state and local levels and knitting together the work at both levels, to ensure coherence, shared knowledge, and ultimately, greater impact on California’s children.

### Salience of Summer Learning

Reflecting on the traction that summer learning has made among California’s education leaders, it is evident that the outcomes of local programs—serving students and demonstrating what quality summer programming looks like—was only a small part of building the case for more summer learning in California. To a large degree, the Foundation’s investments elevated the salience of summer learning in K–12 education by helping local, state, and national summer learning stakeholders develop a shared vision for California and pursue common actions that can be taken to achieve it.

Furthermore, the Foundation’s investments to advance after-school and summer learning have helped build an infrastructure from which individual advocates and champions can communicate and network. The infrastructure (e.g., annual target community gatherings, communications consultation, Summer Matters Steering Committee) positioned lead grantees to be able to influence state and district leaders when the time was right. The Foundation is perceived by field leaders as more than an interested supporter; its presence as an informed proponent of summer learning, not for the purpose of individual organizational gain but for the betterment of education for our children throughout the state, has given more credence to advocates’ claims.

**Implications:** Stakeholders need to keep developing advocates and strategic allies for after-school and summer learning. The presence of advocates at the highest levels of CDE and the Office of the Superintendent of Public Instruction cannot be taken for granted. Stakeholders will need to nurture a pool of allies with leadership abilities, from which future advocates can be drawn. To hold the ground that has been gained for summer learning, key stakeholders will also need to continue to support a *network of advocates*, including philanthropic allies that can be activated when needed.

## Improving Summer Learning Program Quality

The Foundation's investments to date have improved existing systems to expand capacity (e.g., content knowledge of Regional Leads and internal TA departments in large after-school programs) to support summer learning programs' quality and growth. Additionally, the interplay of the Foundation's three investment strategies has helped the 10 target communities and state-level organizations strengthen their own capacity for delivering and promoting high quality summer learning. As a result of the networking and linkages, the state has a beginning armature for long-term system improvements. This structure will be heavily leaned upon as more ASES-funded and 21<sup>st</sup> CCLC programs seek to improve the quality of their summer programs.

**Implications:** With more interest in summer learning emerging in school districts, there will be a need to expand the availability of quality TA beyond the current set of trained providers. Recently revised standards from CDE for after-school and summer programs may also prompt higher interest from programs to request summer learning TA. In this context, it will be important to continue to shine a light on the importance of TA for developing and ensuring quality programming and scaling TA to serve more geographic regions of the state.

In addition, program and TA providers in the target communities hold a rich trove of information about what it takes to increase quality of summer learning programs. This information should be mined and shared for the benefit of superintendents and other K–12 leaders in understanding the factors that lead to high-quality programs.

## Policy Change for Greater Access to Programs

The Foundation's investments helped increase student access to some degree by supporting some new program sites and building capacity at existing sites. However, to get significantly greater student access requires a greater flow of public funding for summer learning, which will require structural and systemic changes that must be accomplished by state and district K–12 leaders and policy makers. The Summer Matters campaign has made collective progress in the first steps to policy change, including creating a field-wide conversation on the salience of summer learning, defining quality, and shedding light on the current level of service (e.g., distribution of programs across the state, characteristics of those programs, and their sources of funding).

Since the completion of data collection for this midterm report, a number of additional key developments have occurred, including the release of materials linking after-school and summer to the LCFF, the introduction of new legislation to add after-school programs to the list of groups that school districts must consult in creating their LCAP, and a dedicated "strand" of summer learning workshops at the annual BOOST conference.<sup>6</sup> Add to this the many district-level conversations about summer learning's contribution to district LCAPs, and it is clear that summer learning is a hot topic in education and youth development, moving outside the sphere of programs and districts directly affected by Foundation funding. The continued flow of information about after-school and summer learning, through clearer data, standards, and increased statewide discussion, indicates a burgeoning field.

**Implications:** As the after-school and summer learning field continues to grow, it will be important to not only develop allies and focus on quality as discussed above, but also to build evidence for policy change to provide more students with access to programs. This could include collection of statewide data on the actual number and distribution of publicly-funded summer learning programs, further research on the impact of expanded learning on student academic outcomes, and close monitoring of the progress of the changing context in which the field sits, including new standards, the LCAP processes and results as related to after-school and summer, as well as changes in superintendents' awareness, engagement, and action.

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<sup>6</sup> The BOOST Conference is an annual, comprehensive convening of over 2,000 professionals supporting children, families, and communities in the out-of-school time hours.

# Appendices

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**Appendix A:** Theory of Change ..... A 1

**Appendix B:** Data Collection Methods ..... B 1

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

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

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

<b>PROBLEMS</b>	<b>STRATEGIES</b>	<b>SHORT-TERM OUTCOMES</b>	<b>LONG-TERM OUTCOMES</b>
<ul style="list-style-type: none"> <li>• After-school, summer learning, and regular school day systems are not aligned with each other</li> <li>• Inefficient and inflexible resources to support after-school and summer learning</li> <li>• Limited awareness of the role of summer learning programs in helping students succeed in school</li> <li>• Low prioritization by after-school leaders of summer learning for school success</li> <li>• Insufficient demand within the education system for high-quality summer learning programs</li> <li>• Inadequate supports to ensure summer learning program quality</li> <li>• Gap in recruiting and training an after-school workforce to meet California's growing needs</li> </ul>	<p><b>Quality Practice</b></p> <ul style="list-style-type: none"> <li>• Develop sustainable, quality demonstration summer programs</li> <li>• Support improvement of quality indicators focusing on literacy and wellness</li> </ul> <p><b>Systems Building</b></p> <ul style="list-style-type: none"> <li>• Maintain a vital and robust platform for after-school and summer through the TA system</li> <li>• Implement a “train-the-trainers” model for TA providers to expand TA quality for after-school and summer learning</li> <li>• Develop summer professional development strategies that are linked to after-school workforce development</li> </ul> <p><b>Policy &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>• Develop effective common messages that promote more flexible state and federal funding streams for after-school and summer</li> <li>• Collaborate with philanthropy, business, local government, and other stakeholders to support effective summer learning programs</li> <li>• Build demand for summer learning programs among existing advocates</li> <li>• Build new champions to support summer learning</li> </ul> <p><b>TARGET CONSTITUENCIES</b></p> <ul style="list-style-type: none"> <li>• After-school and summer learning leaders and program providers</li> <li>• Local school districts</li> <li>• CDE</li> <li>• After-school TA system</li> <li>• Higher education institutions</li> <li>• Workforce and labor agencies</li> <li>• Ed Coalition</li> <li>• Business leaders</li> <li>• State and local elected officials</li> <li>• State and local government agencies</li> <li>• Media</li> </ul>	<p><b>Quality Practice</b></p> <ul style="list-style-type: none"> <li>• Summer program engagement in state and local partnerships that advocate for sustainable high-quality summer programs</li> <li>• Improved integration of summer programs into districts' plans for school day and after-school</li> <li>• Agreement on and understanding of the definition of quality summer programming in the field</li> </ul> <p><b>Systems Building</b></p> <ul style="list-style-type: none"> <li>• Strengthened integration of after-school and summer TA systems</li> <li>• Increased K–12 demand for summer learning programs</li> </ul> <p><b>Policy &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>• Sustained access to existing after-school and summer learning funding streams</li> <li>• Awareness and understanding of summer learning loss among stakeholders involved in California's system of learning</li> <li>• Support from the California Department of Education (CDE), state and local government, K–12 leaders, businesses and stakeholders for quality summer programming</li> </ul>	<p><b>Quality Practice</b></p> <ul style="list-style-type: none"> <li>• Increased number of publicly funded summer programs implementing quality standards</li> <li>• Increased number of schools and districts adopting an integrated after-school and summer learning approach</li> </ul> <p><b>Systems Building</b></p> <ul style="list-style-type: none"> <li>• Better integration of after-school and summer learning into CDE's larger educational work</li> <li>• Improved K–12 understanding of links between school day, after-school and summer learning</li> </ul> <p><b>Policy &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>• Increased resources for after-school and summer programs</li> <li>• Improved state and federal policies that result in flexible funding streams</li> <li>• Increased recognition by leaders of benefits of after-school and summer programs</li> <li>• Increased number of champions for after-school and summer programs in CDE, legislature, business, preschool, K–12 and after-school networks</li> </ul>

## Data Collection Methods

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Informing Change employed multiple research methods to capture a wide range of voices within and connected to California's after-school and summer learning fields. Data were collected between July and December 2013. Below is a brief description of each data collection method.

### KEY INFORMANT INTERVIEWS

Informing Change and the David & Lucile Packard Foundation (the Foundation) staff identified leaders who are connected to California's after-school and summer learning field and informed on the factors that influence these programs. From October 2013 through December 2013, Informing Change interviewed a total of 62 key informants in the following categories:

- After-school and Summer Learning Program Providers within the Target Communities
- After-school and Summer Learning Program Providers outside of the Target Communities
- Summer Learning Roundtable Members
- Summer Learning Technical Assistance Providers
- School District and County Office of Education Leaders within the Target Communities
- Field-level Leaders in California's After-school and Summer Field
- State Policymakers
- Representatives of Other Key Subprogram Grantees

### SURVEYS

#### After-school & Summer Learning Program Provider Survey

In November 2013, Informing Change conducted an online survey of after-school and summer learning program providers throughout the state. The survey first asked respondents for data about their programs, such as number of staff and days of programming. Respondents were then asked about program staff, an integrated education system, technical assistance, professional development, program funding, summer learning program quality standards, and program participants. A total of 464 program providers completed the survey.

#### Target Community Enrollment & Funding Data Questionnaire

Informing Change analyzed after-school and summer program enrollment and funding data reported by grantees in the 10 target communities to the Foundation as part of their annual grant reports in 2013.

#### California School Boards Association Survey

In December 2013, Informing Change partnered with the California School Boards Association (CSBA) to administer a survey to school board members and superintendents across the state to collect information on perceptions of summer learning loss and views on summer programs. A total of 225 CSBA members completed the survey, including 153 school board members, 59 district superintendents, and 13 other district employees.

## **SITE VISITS & OBSERVATIONS**

In July 2013, Informing Change conducted site visits to the summer learning program in the Sacramento City Unified School District and to the Magic Zone summer learning program in San Francisco to gather contextual information for the evaluation. Informing Change also attended the Summer Matters Technical Assistance Providers annual debrief and the target community grantees' annual debrief in October 2013; the Summer Matters Steering Committee meetings in April, July and October 2013; and the Summer Matters Roundtable meeting in April 2013.

## **DATA & MATERIALS REVIEW**

Throughout the data collection period, Informing Change reviewed and analyzed grant proposals, final grant reports, field communications, legislative actions related to after-school and summer programs, Summer Matters meeting agendas and minutes, Summer Matters press releases and public communications, and other materials relevant to the Foundation's investments.



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