

Executive Summary of Evaluation Baseline Findings

*The David & Lucile Packard Foundation After-school & Summer Enrichment
Subprogram: 2011-16 Strategy*

PREPARED FOR:

the David &
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FOUNDATION

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BTW *informing change*

INTRODUCTION

The David and Lucile Packard Foundation's (the Foundation) After-school and Summer Enrichment Subprogram (the Subprogram) invests in after-school and summer enrichment programs in California, with the goal of reducing the opportunity and achievement gaps for low-income students. In 2007–10, the Subprogram focused on expanding after-school programs in California, capitalizing on increased public support through the After School Education and Safety Program (ASES). For its 2011–16 strategy, the Subprogram has shifted to a combined after-school and summer enrichment focus, building on the existing after-school system to create accessible, high-quality summer enrichment programs for low-income students. Through grantmaking in Quality Practice, Systems Building, and Policy Development and Stakeholder Engagement, the Foundation aims to make after-school and summer enrichment integral to a system of high-quality learning in California and thereby help to narrow the achievement gap.

EVALUATION OVERVIEW

This document summarizes findings from BTW *informing change's* (BTW) preliminary analysis of the Subprogram's current grantmaking strategy, which will be implemented through 2016. BTW intends to produce additional interim reports in 2013 and 2015, and a final report in 2017; therefore, the information in this summary should be viewed primarily as a baseline. This evaluation summary is framed by the following questions:

1. How and to what extent have the Subprogram's investments in **quality practice** improved quality indicators for summer enrichment programs and also produced summer enrichment demonstration 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 enrichment **systems building** improved and integrated the technical assistance (TA), workforce, and professional development available to publicly-supported after-school and summer enrichment programs?
3. How and to what extent have the Subprogram's investments in **policy development and stakeholder engagement** created more after-school and summer enrichment program resources, access, demand, and growth?
4. How and to what extent has the **combination of the Subprogram's three funding investments** contributed to California's K–12 leaders' commitment to and deepened understanding of the contributions of after-school and summer enrichment to a system of learning for children?

EVALUATION METHODS

BTW collected qualitative data from 46 key informant interviews, observations of grantee program sites and gatherings, and numerous grant reports. In addition, BTW collected quantitative information by conducting a survey of California after-school and summer enrichment program providers (n=438), gathering program enrollment and funding data from the Foundation's 10 summer target community grantees, and collecting workforce data from California Teacher Pathway programs.

FINDINGS

Quality Practice

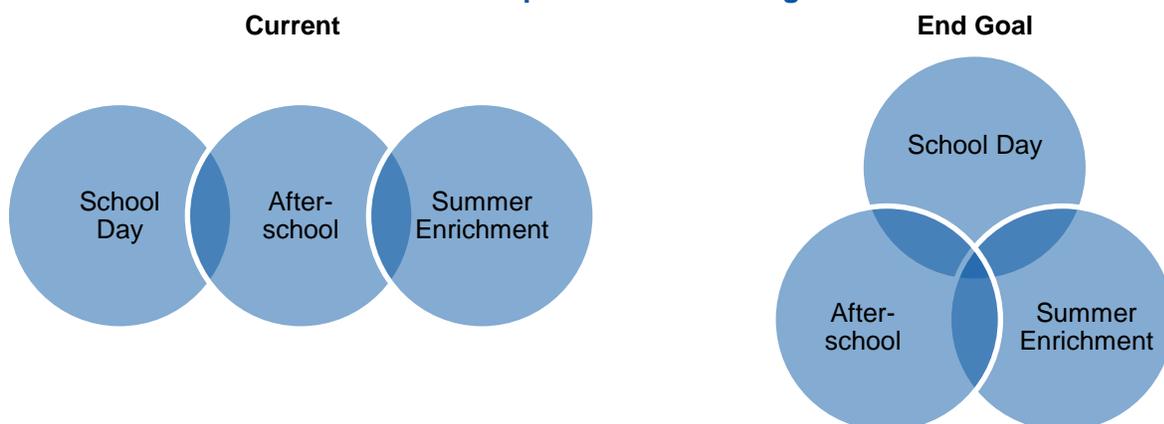
The Foundation is investing in 10 high-quality summer enrichment programs to serve as models for other programs across the state. The Foundation intends for these 10 “summer target community” programs to be integrated into after-school and school day programs, and partnered with their local communities. In addition, the Foundation is supporting the development and use of a common definition of quality summer enrichment programming and quality indicators through the Comprehensive Assessment of Summer Programs (CASP) tool developed by the National Summer Learning Association (NSLA) with Foundation support.

INTENDED OUTCOMES OF QUALITY PRACTICE INVESTMENTS

- Increased agreement on and understanding of the **definition of quality** summer enrichment programming in the field
 - Improved integration of summer enrichment programs into **school districts’ plans** for the school day and after-school programs
 - Increased engagement of summer enrichment target communities in **state and local partnerships** that provide, promote, and advocate for sustainable high-quality summer enrichment programs
- **Quality Standards:** The Foundation’s investments are encouraging a statewide conversation about quality standards for summer enrichment programs. Support for quality standards is growing, yet there is active debate on whether standards should be developed at the program level, field level, or both. Very few providers prefer field-level quality standards alone. Many are concerned that field-level standards are too broad and that the CASP assessment tool is too lengthy for practical use.
 - **Integrated Education System:** The substantial staff and funding overlap between after-school and summer enrichment programs create more opportunity for summer to interact with after-school than with the school day (Exhibit 1). Nevertheless, the relationships between after-school and school day have indirect benefits for summer enrichment programs. Over time, the Foundation envisions a relationship in which all three systems—school day, after-school and summer enrichment—link directly with one another.

Exhibit 1

Relationship Between Learning Times



- State & Local Partnerships:** Summer enrichment programs have made some progress in developing helpful state and local partnerships. Each Packard-supported program has established or is in the process of establishing a wide range of partnerships (e.g., with local libraries or state parks), while other summer enrichment programs generally have few partnerships to report. It is unclear whether the partnerships established in the target communities will continue to provide support in the future, after Foundation funding ends. State partnerships have effectively disseminated the idea of summer learning but have not become a dependable pathway to sustainability.

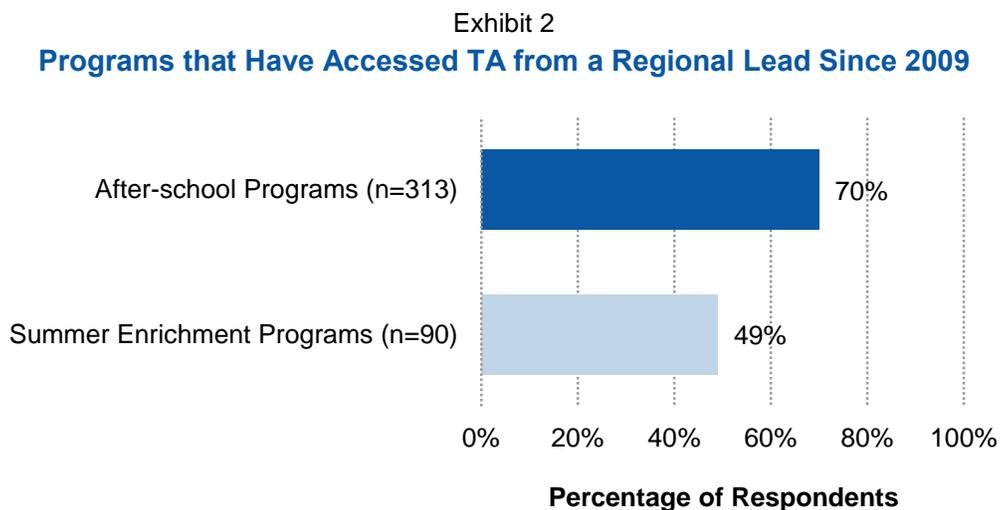
Systems Building

The Systems Building grantmaking area builds on the Foundation’s previous investments, including extending existing after-school TA and workforce development opportunities to the summer enrichment field.

INTENDED OUTCOMES OF SYSTEMS BUILDING INVESTMENTS

- Strengthened integration of after-school and summer enrichment **TA** systems
- Strengthened integration of after-school and summer enrichment **professional development** strategies for after-school and summer enrichment program providers
- Increased number of higher education institutions engaged and committed to after-school and summer **workforce development**

- TA & Professional Development Access:** Program providers are actively pursuing and receiving TA and professional development, although more often for their after-school than summer enrichment programs (Exhibit 2). Providers state that most trainings are geared toward after-school programs, with the exception of Foundation-supported sessions for summer target communities. Many topics covered in after-school trainings, however, are relevant for summer enrichment programs, and most of the staff work in both programs.



(Source: BTW survey of program providers, November 2011)

- **TA Sources:** Providers within and outside of the Foundation’s target communities utilize different sources of TA. Program providers within the target communities frequently receive TA from Foundation-funded providers such as Partnership for Children & Youth, ASAPconnect, or NSLA , along with some individual Regional Leads. At the same time, providers outside of the target communities typically cite their districts, county offices of education, and Regional Leads as their primary sources of TA.
- **Summer Target Community Trainings:** Target community providers had very positive feedback on Foundation-sponsored summer enrichment trainings, which allowed grantees to discuss shared issues and develop solutions together, rather than just receiving information from an expert in a lecture format. Some grantees expressed appreciation for the intensive support of a Regional Lead or other third party TA provider, noting that this approach builds a relationship that will have benefits beyond the lifespan of the Foundation’s grant.
- **Workforce Development:** The Foundation has continued to support the California Teacher Pathway program and its affiliated local Urban Teacher Fellowship (UTF) programs. Students in UTF provide a pool of talented and motivated staff members for after-school and summer enrichment programs and also demonstrate the value of employment in these types of programs for workforce development efforts more generally. In fact, 176 of the 450 students enrolled in the nine UTF sites worked in after-school programs during the 2011–12 school year. UTF directors estimate that up to 250 students will work in a summer enrichment program during summer 2012. UTF is therefore known within a relatively small circle of higher education institutions and after-school and summer enrichment programs, and does not yet impact a large share of the after-school and summer enrichment workforce.

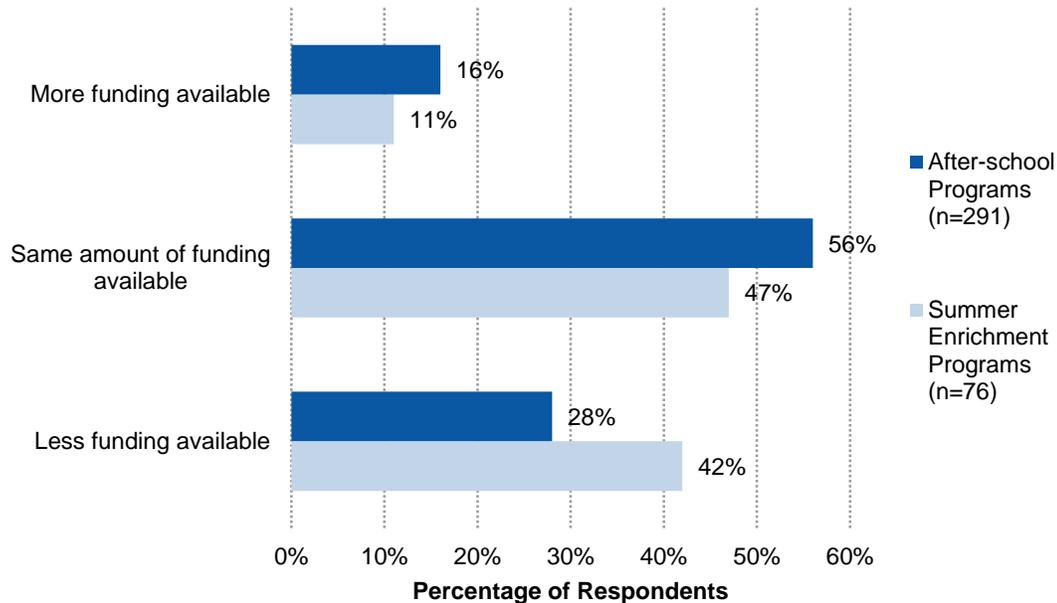
Policy Development & Stakeholder Engagement

This area of grantmaking is designed to cultivate champions for after-school and summer enrichment programs among district superintendents, principals, school board members, and administrators, as well as at the state level among CDE officials and legislators.

INTENDED OUTCOMES OF POLICY DEVELOPMENT & STAKEHOLDER ENGAGEMENT INVESTMENTS

- Sustained access to existing after-school and summer enrichment funding streams and increased access to **funding** through modification of related **funding streams** (e.g., juvenile justice, youth service)
- **Strengthened support base** for quality summer enrichment programming, including the Legislature, K–12 leaders, philanthropy, the business sector, and other stakeholders
- **Access to Funding:** Most after-school and summer enrichment providers report no increases in their funding over the last three years (Exhibit 3 on the next page). School administrators consider ASES funding to be dependable, but it offers a minimal safety net for after-school programs. ASES funding does not cover full program costs; additional funds must be raised to meet quality standards and to serve more families. Furthermore, private sources are not coming forward to fill gaps or grow programs.

Exhibit 3
Reported Changes in Federal & State Funding for Programs Since 2009

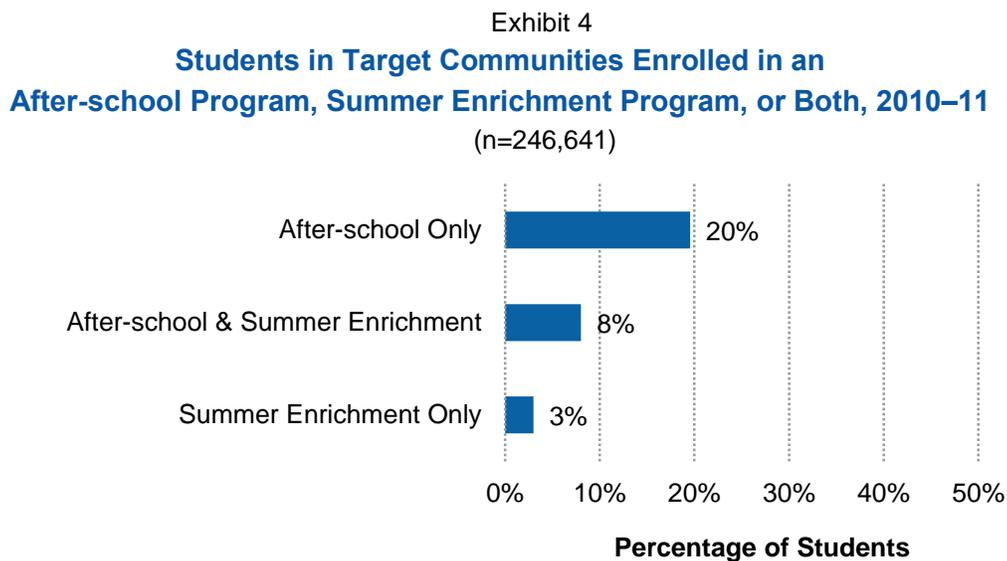


(Source: BTW survey of program providers, November 2011)

- State Policy Change:** The experience and knowledge of Foundation grantees contributed to a key policy change in the past three years: improved access to and more flexible use of ASES and 21st Century Community Learning Centers (21st CCLC) supplemental funds. Some after-school and summer enrichment programs received additional support through a reallocation of 21st CCLC supplemental funds that had been carried over from prior fiscal years. In addition, Senate Bill 429 gave programs increased flexibility for using supplemental funds, allowing them to offer additional hours or additional locations for summer enrichment programming. In both instances, Foundation grantees helped to ensure that program providers, TA providers, and other stakeholders were aware of the changes and how the changes affected their work.
- Strengthened Support Base:** In the past year, the Foundation’s summer enrichment grantees and others have coalesced around an education and advocacy campaign called Summer Matters, an evolution of the Summer Practice Consortium grantee group that the Foundation convened between 2009 and 2011. The Summer Matters campaign has engaged CDE’s leadership (including State Superintendent of Instruction Tom Torlakson and the director of CDE’s restructured After-school Division, Michael Funk) in events and discussions about summer learning. In addition, Summer Matters is bringing new institutional partners (e.g., California PTA, California School Boards Association, regional funders) into the summer learning conversation.
- Communications Capacity:** Due to California’s budget crisis, Foundation grantees and their allies are finding it very difficult to promote policy changes or attract additional funding. The Foundation’s investments in communications and advocacy capacity development are laying the groundwork for future policy work when the environment is more conducive.

Cumulative Effect

- **Integration of Efforts:** The Foundation’s three investment areas are proving to be mutually reinforcing. For example, TA providers are broadening awareness of quality standards by raising those issues with programs outside of the Foundation-funded target communities and familiarizing all 11 Regional Leads with the content and purpose of the CASP. Also, as Foundation grantees educate state legislators and their staffs about the benefits of summer enrichment, they can confidently point to the target communities as examples. In addition, the Summer Matters Roundtable is prompting education-minded organizations to ask how they can diminish summer learning loss in their communities; the materials on quality and the TA system help Summer Matters leaders respond to these requests.
- **Summer Enrichment Program Demand:** A key indicator of the success of the Foundation’s after-school and summer enrichment strategy is increased demand for and access to summer enrichment programming. Close to 250,000 students were enrolled in schools that were associated with the target communities’ after-school and summer enrichment programs during the 2010–11 school year. Across these 10 communities, around 30% of students participated in an after-school or summer enrichment program; only 8% were enrolled in both programs (Exhibit 4).



(Source: BTW survey of Packard target community grantees, March 2012)

- **Salience of Summer Learning:** Summer learning loss resonates with K–12 leaders, legislators, and business leaders concerned about education. In the target communities and among some sectors of California business leaders, Foundation investments have helped to heighten awareness of summer learning loss. There is less understanding, however, that summer enrichment programs offer a way to combat summer learning loss and narrow the academic achievement gap. With current budget issues, there are too many programs competing for limited funds, and after-school and summer enrichment often do not rise as top priorities.



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