DC OUT-OF-SCHOOL TIME COALITION

STUDENT GROWTH AND ACHIEVEMENT HAPPENS BEYOND THE TRADITIONAL SCHOOL DAY

Student growth and achievement happens beyond the traditional school day. The time that youth spend during out-of-school time (OST) is important to their overall healthy development and presents important opportunities for them to get connected to the right resources. These programs have been especially important during the COVID-19 pandemic, and have served as an important bridge in different ways.

Because the OST community is diverse, some programs have been able to provide safe, modified in-person programming opportunities at their own facilities or outdoors. Others, either because they do not have access to facilities (DCPS has not allowed OST programs to use school facilities) or because of health and safety concerns, exclusively offer virtual learning. All are committed to meeting the needs of families and youth and have worked to build and maintain community, support distance learning, and connect families to basic resources.

ONE THING IS CLEAR:

OUT-OF-SCHOOL TIME PROGRAMS ARE AN INTEGRAL PART OF OUR LOCAL EDUCATION SYSTEM

Out-of-school time programs play an important role in bridging the gap between schools and communities by ensuring that young people have safe and supportive environments to demonstrate the skills and competencies that will create limitless possibilities for their future.

To truly reach its fullest potential, District leaders must commit to maintaining funding for this important sector during the pandemic, and make long-term public investments so that all students can benefit from these valuable spaces.

By closing gaps in data collection, improving access to quality programming, and ensuring that all families and community-based organizations are a part of the conversations that shape our system, especially during the pandemic, we can better support all children in their pursuit of a more prosperous life.

DC OUT-OF-SCHOOL TIME COALITION

WHAT IS OUT-OF-SCHOOL TIME?

Research estimates that young people can spend up to 5,000 waking hours out of school each year.[1] The time young people spend participating in activities that enrich their lives before and after school and during the summer months is referred to as out-of-school time (OST). In DC, out-of-school time activities available to young people range from music, arts, and cultural activities to sports, robotics, debate, and tutoring, to name a few.

This report looks at programs that receive public support, and does not look at programs that only rely on philanthropic or private funds. It is also worth noting that we do not include the Marion Barry Summer Youth Employment Program in our analysis. However, as a widely popular resource for young people to develop life-long skills and earn income, the benefits of this program cannot be overemphasized in its ability to promote youth autonomy and success. It serves youth 14-24 and is better categorized as a youth workforce program.

For many youth, out-of-school time programs can serve as a vital resource for building strong relationships that support their lifelong growth and development. OST has become even more important during the COVID-19 crisis. We know that the pandemic has worsened education inequities. OST is vital to closing these divides and it is critical that we maintain the program infrastructure that families, children, and youth rely on.

WHY IT MATTERS

Public research shows well-structured environments where children can explore their individual interests and capabilities can serve as important opportunities for them to develop confidence, self-efficacy, and a sense of belonging in peer groups.[2] For students of color, who often face bias and discrimination as they navigate the world, building this sense of community and safety is essential to their success in school and in life.

As a matter of equity, expanding access to high-quality out-of-school time opportunities must include understanding DC's complex history of exclusionary policies and practices towards Black and Latinx youth and provide ample opportunities for their cultural capital to be celebrated. In recent years, local efforts to address the use of exclusionary discipline practices have resulted in more attention paid to positive school climate and culture. Yet it is also worth noting that one of the most common spaces where students are afforded opportunities to learn restorative practices and receive specialized support in social-emotional development happens to take place during expanded or extended learning time. Indeed, the out-of-school time space continues to be an important outlet for youth to develop skills and competencies in an environment where they feel most safe and supported.

1. Ed100
2. *Kort-Butler, Lisa. Extracurricular Activity Involvement and Adolescent Self-Esteem. 2012*

OUTCOMES OF EXPANDED LEARNING[3]

Academic Performance
Expanded learning helps kids increase test scores and get better grades.

Attendance & Participation
Expanded learning helps kids stay in school and bring essential skills to the classroom.

Social & Emotional Development
Expanded learning uniquely contributes to kids' positive growth and success in life.

Fitness & Wellness
Expanded learning helps instill physical, mental, and behavioral habits for kids to lead a healthy life.

For more detail on these outcomes and supporting research, please see, "Evidence for Afterschool and Expanded Learning."[4]

HOW OST WORKS

The DC government has a long history of supporting OST because of the widely recognized value that extended learning opportunities provide. Previously, these programs were supported by the DC Children and Youth Investment Trust Corporation which was established in 1999 but dissolved in 2016. The Office of Out-of-School Time Grants and Youth Outcomes was created in the Trust's place. The OST Office, along with the United Way of the National Capital Area, were responsible for distributing funds until Learn 24 was launched in 2018, eventually phasing out the United Way's role in the process.

Separate from this, federal funding supported some programs, DC Public Schools (DCPS) provided some afterschool and summer program funding, and some individual traditional and charter schools found money in their budgets for OST programming.

Because of this, the OST landscape is complex. Programs can be located at schools, community-based organizations, or recreation centers, and programs at schools may be run by the school itself or by an organization with which the school partners.

Some sites only have before or afterschool programs, others only have summer programs, and others offer both (sometimes through different funding streams).

[3] *DCAYA, Expand Learning DC Report. Ensuring Access to Quality Afterschool and Summer Learning Opportunities for All DC Students 2006.*
[4] *ExpandEDSchools, Evidence for Afterschool and Expanded Learning, Saskia Traill. 2017.*

HOW OST WORKS: CONTINUED

Most publicly funded programs are accountable to one or more of a range of DC government agencies including the Office of State Superintendent of Education (OSSE), the Deputy Mayor of Education (via Learn 24), and the DC Department of Parks and Recreation. With programs spanning so many different governmental areas, and many programs receiving funding from multiple sources, both public and private, the District does not have a comprehensive directory of all OST options across these agencies, and there is not a current number on the total number of unique youth who participate in OST programs, or who could be served by them.

Additionally, information about programs funded by school budgets are only reported in individual school budgets, not as part of a comprehensive report, which adds to the complexity in establishing a complete picture of all of the programs. However, the most recent report from 2017, completed by the DC Policy Center, estimated 33,400 children and youth in subsidized afterschool programs and 15,000 in summer programs (the vast majority in the Marion Barry Summer Youth Employment Program).[5]

HOW OST IS FUNDED

OST programs operate through a combination of federal, several different local, and various philanthropic funds, supplemented in some cases by fees families pay. The main sources of public funding are the federal 21 Century Learning[6], the local DC Department of Parks and Recreation, Learn 24, and (per pupil funding allotment, federal Title I funds, PTA support, or other sources within) individual public and charter school budgets.

Of these sources, Learn 24 uses local public funds to provide grants to out-of-school time programs at community-based organizations. The budget for the District of Columbia for Fiscal Year 2021 was $16.9 billion dollars, of which $8.6 billion comes from local funding[7] and the Mayor and DC Council allocated $13.7 million for Learn 24: the Office of OST Grants and Youth Outcomes, or roughly 0.16% of the local budget. Despite increased budget pressures resulting from the pandemic, the FY 2021 budget effectively held Learn 24 harmless, resulting in only a 2% decrease, when adjusted for inflation, from the year's previous budget. See **Annex 1** for specific funding streams.

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5. https://www.dcpolicycenter.org/wp-content/uploads/2017/10/FINAL-OST-DRAFT.OCTOBER-16.corrected.pdf
6. *While the purpose of most programs is defined by DC officials, it's worth noting the intended purpose of the federally-created 21st CCLC program, which is to, "(1) provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics; (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by community learning centers opportunities for literacy and related educational development."*
7. *See page 60 of* https://cfo.dc.gov/sites/default/files/dc/sites/ocfo/publication/attachments/DC_OCFO_Budget_Vol_1-Bookmarked-9-1-2020.pdf

WHO OST SERVES

Each of these funding streams supports programming for children and youth ranging from PreK or kindergarten through high school. Individual program sites generally serve a narrower age range and no DCPS administered 21st Century Learning program serving students older than eighth grade in the pre-pandemic context. Prior to the pandemic, the sources below supported the following number of children and youth.

21st Century Learning	• **9,078** participants in FY19
Learn 24	• **27,096** seats available in FY19
DC Department of Parks and Recreation	• **7,937** youth in summer camp in fiscal year 2019 • **21,438** in Roving Leaders across 4 quarters (likely counting youth multiple times, once per quarter) • **646** in Break Camp; **479** in Fun Day (programs for days when school is not in session) • **353** in Enrichment Zone and **979** in Afternoon Access (afterschool programs for ages 6-12) • It is not clear how many youth are served by the budget item for "Teen Programs"

Please note that the number of unique children served is not counted by DC agencies, so there is some overlap in these numbers as some children are likely in multiple programs (e.g. one afterschool program and one summer program).

Please note that while individual DCPS and charter schools may fund their own programs by pulling from the per pupil funding they receive, federal Title I funds, PTA funds, etc., the size of those budgets and the number of youth served are currently not available and therefore not reflected in this document.

COLLECTIVE ACTION TO PROTECT AND EXPAND OST

The DC Out-of-School Time Coalition's mission is to advocate for access to high quality learning opportunities beyond the school day that prepares DC's youth for success in education, careers, and life.

These programs are an important part of our system of care and education in the District. We are committed to raising the voice of the OST community to strongly encourage District leaders to demonstrate their support by increasing long-term public investments in OST.

We are made up of dozens of out-of-school time programs from across the District, and are based at DC Action for Children.

To learn more, or get involved, please visit DCActionforChildren.org/OST

ANNEX 1

Funding and Administration	FY21 Budget as of Summer 2020	Oversight
Federal **21st Century Community Learning Center** (21CCLC) grants fund many programs – over half run by DCPS and most of the rest run by community based organizations operating at schools. Federal funds are supplemented by nominal fees for families, which are waived for families with high need	$12,158,000 to subrecipients in 2020-21 school year[8]	US Department of Education via OSSE and DCPS
Learn 24 administers local OST funding for community based organizations	$13,669,000[9]	Mayor and DC Council via Deputy Mayor of Education
The **DC Department of Parks and Recreation** receives local funding for OST programming	$11,209,000 $7,519,000 for seasonal camps; $2,862,000 Roving Leaders; $801,000 for Teen Programs; $27,000 for unspecified administration)[10] Budget numbers for Enrichment Zone and Afternoon Access are unclear, as well as whether "seasonal camps" includes Break Camp or Fun Day in addition to summer camps.	DC Council via DC Department of Parks and Recreation

[8] https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2020-21%20School%20Year%2021st%20CCLC%20Subrecipient%20Roster.pdf

[9] *Based on D-95 on pg. 414 of* https://app.box.com/s/foeinpgoyn21retjiuku9nbgk5zbqk6q

[10] *Based on D-17 on pg. 1 of* https://cfo.dc.gov/sites/default/files/dc/sites/ocfo/publication/attachments/ha_dpr_tables_2021a.pdf *for seasonal camps, D-18 on pg. 491 of* https://app.box.com/s/foeinpgoyn21retjiuku9nbgk5zbqk6q *for Roving Leaders, D-18 on pg. 2 of* https://cfo.dc.gov/sites/default/files/dc/sites/ocfo/publication/attachments/ha_dpr_tables_2021a.pdf *for teen programs, and D-18 on pg. 491 of* https://app.box.com/s/foeinpgoyn21retjiuku9nbgk5zbqk6q *for unspecified administration*

ANNEX 2

Program	Enrollment	Demographics
21CCLC	9,078 participants in FY19[11]	Not available across all DC 21CCLC programs, but for afterschool programs administered by DCPS 70% of participants were Black, 7% white, 1% Asian, 2% multiracial, and 20% Latinx (with students who identified both as Latinx and part of one of the other groups counted twice). Approximately 81% of students attended for free.[12]

GEOGRAPHY: FOR DCPS 21CCLC PROGRAMS

Ward of School	1	2	3	4	5	6	7	8
% of Enrollment	6%	5%	0%	23%	9%	18%	15%	24%

Program	Enrollment	Demographics
Learn 24	27,096 in FY19	Anticipated in Learn 24's upcoming report

GEOGRAPHY: FOR LEARN 24 PROGRAMS[13]

Ward of School	1	2	3	4	5	6	7	8
% of Seats	19%	3%	1%	13%	11%	13%	15%	25%

Program	Enrollment in FY2019
Parks & Recreation	7,937 youth in summer camp 646 in Break Camp 479 in Fun Day 353 in Enrichment Zone 979 in Afternoon Access[14] 21,438 in Roving Leaders across 4 quarters (likely counting youth multiple times, once per quarter). It is not clear how many youth are served by the budget item for "Teen Programs."

[11] *Number provided by OSSE*

[12] *Racial demographics are from https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/SY%2018-19%2021CCLC%20Afterschool%20End%20of%20Year%20Evaluation%20Report%20.pdf. The percentage of students with fees waived or otherwise not paying fees is based on data requested from DCPS.*

[13] *Number and distribution of funded seats by ward is based on information sent by the Learn 24 office in response to a data request*

[14] *From data provided by DC Council Committee on Recreation and Youth Affairs staff in response to a data request. Roving Leaders numbers are on page 303 of https://dccouncil.us/wp-content/uploads/2020/03/DPR_FY19_Performance_Oversight_Responses.pdf*