

# Work Session

<b>Agenda Item #</b>	5
<b>Meeting Date</b>	December 7, 2015
<b>Prepared By</b>	Jason Damweber Deputy City Manager
<b>Approved By</b>	Suzanne R. Ludlow City Manager

<b>Discussion Item</b>	<b>Consider Providing Funding to Supplement 21<sup>st</sup> Century Community Learning Centers Grant</b>
<b>Background</b>	<p>Earlier this year the Montgomery County Collaboration Council (MCCC) was awarded a three-year 21<sup>st</sup> Century Community Learning Center grant in the amount of \$1,103,929 (\$374,851 for Year 1, \$364,539 in Year 2 and \$364,539 in Year 3) to provide afterschool programming for children and classes for parents. The program, which will be administered by the African Arts, Culture and Education Academy (ACE), is currently scheduled to begin on December 7, 2015. The locations identified for the afterschool programs are Essex House in Takoma Park and Park Montgomery in Silver Spring. Based on available space, 25-30 children will be served at Essex House and about 40 at Park Montgomery. Funding will be allocated proportionately with the number of students served, so approximately \$475,000 will benefit Takoma Park residents over the three years.</p> <p>With existing grant funding, the program is expected to run until 6:30pm on Mondays through Thursdays during the academic year. The MCCC is seeking additional funding to supplement the grant in order to extend the program to cover Fridays. Mayor Stewart, Councilmember Smith and Deputy City Manager Damweber met with a representative of the MCCC on November 13<sup>th</sup> to learn more about the grant requirements, the afterschool program, and to discuss the request.</p> <p>The total annual cost to supplement the program at Essex House would be approximately \$5,500, which would cover staffing, food for students not eligible for free or reduced meals, and administrative costs. Funding for two Fridays in December (about \$400) was committed in order to provide the full Council more time to discuss providing additional supplemental funds for the remainder of the current academic year and in out years.</p> <p>Grant partners include: Montgomery County Collaboration Council for Children, Youth and Families, African Immigrant and Refugee Foundation, Carpe Diem Arts, Community Preservation and Development Corporation, Move This World, Sharp Insight, LLC, Westin Educational Consulting Group, LLC, Montgomery Knolls Elementary, Pine Crest Elementary, Piney Branch Elementary, and Takoma Park Elementary.</p>

<p><b>Policy</b></p>	<p>The Takoma Park Strategic Plan states the following:</p> <p>“We envision Takoma Park to be ‘a sustainable and livable community, with an engaged, responsive, and service-oriented government.’ The City Council believes that the City must work in partnership with city residents, community organizations, non-profits, the business community, and other governmental agencies to achieve our vision for Takoma Park.”</p>
<p><b>Fiscal Impact</b></p>	<p>The estimated annual cost to supplement the grant is approximately \$5,500.</p>
<p><b>Attachments</b></p>	<p>-Fact Sheet on the African Arts, Culture and Education (ACE) Academy          -Overview of the 21<sup>st</sup> Century Community Learning Center          -“Afterschool by the Numbers in Maryland”</p> <p><i>(all attachments provided by MCCC)</i></p>
<p><b>Recommendation</b></p>	<p>Discuss MCCC’s request and provide direction to the City Manager regarding the allocation of current fiscal year funds.</p>
<p><b>Special Consideration</b></p>	<p>In order to ensure that Fridays for the month of January are funded, if Council decides to fund the program, a decision will need to be made before Council recesses for the winter holidays.</p>

# African Arts, Culture and Education (ACE) Academy

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- The Montgomery County Collaboration Council was awarded a 3-year 21<sup>st</sup> Century Community Learning Center grant to provide afterschool programming and classes for parents, scheduled to begin on December 7, 2015.
- The *ACE Academy* is a culture-rich reading and creative arts after school program for 1<sup>st</sup> through 5<sup>th</sup> grade students located at two housing communities in southern Montgomery County-- Essex House in Takoma Park and Park Montgomery in Silver Spring.
- This unique program addresses the needs of a growing population of African and immigrant families with a focus on writing, reading fluency, comprehension, and English language learning.
- *ACE Academy* participants will discover new ways of connecting with their former and adopted cultures through a variety of arts enrichment experiences including participation in classes in West African drumming and dance, basket weaving, sculpture, and traditional African tales.
- Parents will also receive free access to skill-building supports including computer classes, English literacy, job circles and supporting school success.
- Program partners include: Montgomery County Collaboration Council for Children, Youth and Families, African Immigrant and Refugee Foundation, Carpe Diem Arts, Community Preservation and Development Corporation, Move This World, Sharp Insight, LLC, Westin Educational Consulting Group, LLC, Montgomery Knolls Elementary, Pine Crest Elementary, Piney Branch Elementary, and Takoma Park Elementary.



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

Providing Afterschool and Summer Learning

Support to Communities Nationwide



Afterschool Alliance

March 2015

## 21<sup>st</sup> CCLC Overview


The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) initiative is the only federal funding source dedicated exclusively to before-school, afterschool and summer learning programs. Each state education agency receives funds based on its share of Title I funding for low-income students at high-poverty, low performing schools. Funds are also allocated to territories and the Bureau of Indian Affairs.

### 21<sup>st</sup> CCLC programs provide:

- Academic enrichment activities that help students meet state and local achievement standards;
- A broad array of additional services designed to reinforce and complement the regular academic program; and
- Literacy and related educational development services to the families of children who are served in the program.

(U.S. Department of Education)

## Student & Program Profile



**1,660,945**  
children and youth served<sup>1</sup>

**182**  
avg. attendees per center<sup>1</sup>

**88**  
avg. regular attendees per center<sup>1</sup>

**1 in 3** attendees are Hispanic/Latino<sup>2</sup>

**1 in 4** attendees are African-American<sup>2</sup>

**73%** of regular attendees participate in the Free/Reduced Price Lunch Program<sup>1</sup>

**16%** of regular attendees have Limited English Proficiency<sup>2</sup>



**253,283**  
adult family members served<sup>1</sup>



**44,983** organizations partnering with afterschool programs<sup>3</sup>

**11,040** school-based and community centers<sup>3</sup>

**9 in 10** centers are located in schools<sup>3</sup>

### Staff Profile

(based on 166,480 total staff)<sup>1</sup>


**60,470 (36%)** school-day teachers

**39,470 (24%)** volunteers

**127,010 (76%)** paid staff

**19,206 (12%)** college students

**25,222 (15%)** community partners



### Grade-Level by Student

(based on 1,585,978 reported students)<sup>1</sup>

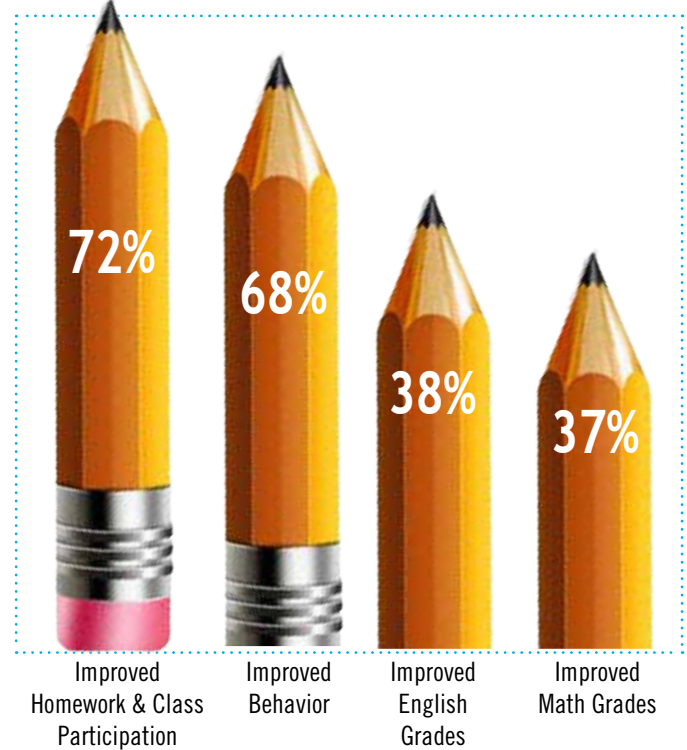
High School	468,727	30%
Middle School	408,835	26%
Elementary School	700,225	44%
Pre-K	8,191	<1%

## Outcomes & Benefits

Afterschool programs keep kids safe, improve academic performance and help working families across America. Studies have shown that quality programs give students the academic, social and career-ready skills they need to succeed. Students who regularly attend have better grades and behavior in school; better peer relations and emotional well-being; and lower incidences of drug-use, violence and unintended pregnancy. For example, research in 2011 and 2012 from several state education agencies found that teachers report that students regularly participating in 21<sup>st</sup> Century Community Learning Centers show improvements in homework completion, class participation, attendance, behavior in class, and reading and math achievement scores and grades. A separate 2013 study out of University of California, Irvine School of Education found that regular participation in afterschool programs helped to narrow the achievement gap between high-income and low-income students in math, improved academic and behavioral outcomes, and reduced school absences.

*(American Institutes for Research, 2011 & 2013; Evers, 2012; Pierce, Auger & Vandell, 2013)*

### Teacher Reported Outcomes<sup>1</sup>



## Regular Attendance is Key

Students who participate regularly in 21<sup>st</sup> CCLC programs show greater improvement in:

- grades
- math and reading proficiency
- homework completion
- class participation and
- student behavior

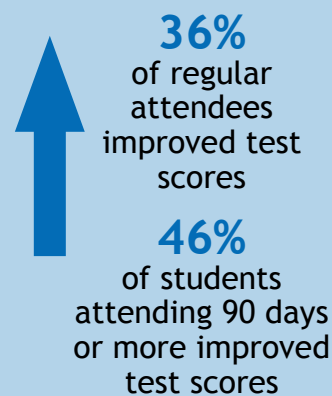
*(Learning Point Associates, 2010)*

A study of about 3,000 low-income, ethnically-diverse elementary and middleschool students found that those who regularly attended high-quality programs (including programs funded by 21<sup>st</sup> CCLC) over two years demonstrated gains of up to 20 percentiles and 12 percentiles in standardized math test scores respectively, compared to peers who were routinely unsupervised during the afterschool hours.

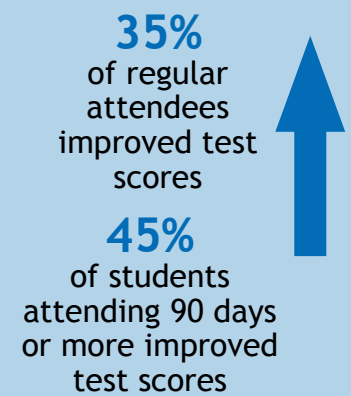
*(Policy Studies Associates, Inc., 2007)*

## State Assessments<sup>1</sup>

### Reading Scores



### Math Scores



*(among students scoring below proficiency in the previous year)*





## How long do 21<sup>st</sup> CCLC programs stay open?

**13.8 hours**  
avg. per week<sup>3</sup>

**5 days**  
avg. per week<sup>3</sup>

**32 weeks**  
avg. per year<sup>3</sup>

94% of centers are open at least 4 days per week

## State of 21<sup>st</sup> CCLC Funding

Current funding levels do not come close to meeting the nationwide demand:

- 22 million kids are eligible to attend 21<sup>st</sup> CCLC programs nationally, but funding allows for only 1.6 million to participate.

*(National Center for Education Statistics)*

- There are 19.4 million children in the United States whose parents would enroll them in an afterschool program if one were available.

*(America After 3PM, 2014)*

- Only 1 out of 3 requests for funding is awarded. Over the last 10 years, \$4 billion in local grant requests were denied because of the lack of adequate federal funding and intense competition.

*(Learning Point Associates, 2012)*

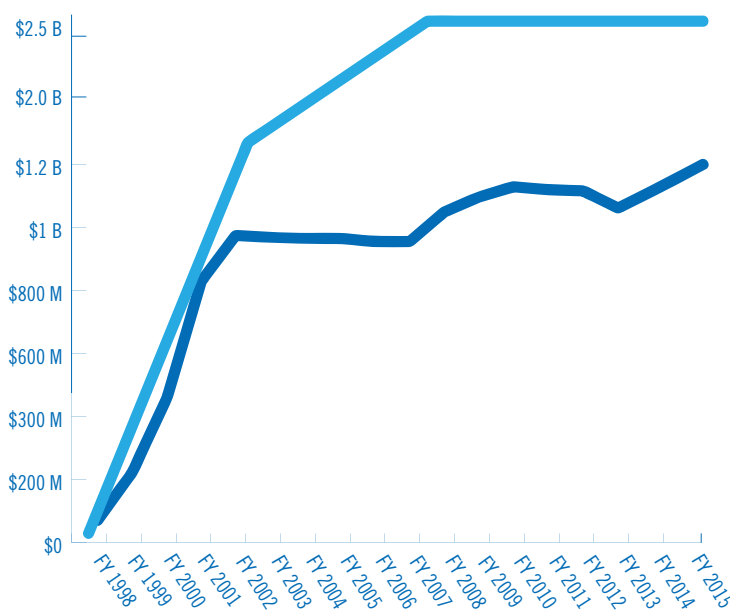
- The federal government contributes only 11 percent of the cost of afterschool, while 29 percent of children in afterschool meet the federal government's definition of low-income and in need of federal assistance.

*(Roadmap to Afterschool for All: Examining Current Investments and Mapping Future Needs, 2009)*

- Between 2006 and 2010, partner organizations have contributed more than \$1 billion to support 21<sup>st</sup> CCLC programs. In 2010, the average contribution was \$67,000 per partner.

*(Expanding Minds and Opportunities, 2013)*

Funding History



Fiscal Year	Amount Appropriated	Amount Authorized
1998	\$40 million	n/a
2002	\$1 billion	\$1.25 billion
2007	\$981 million	\$2.5 billion
2010	\$1.166 billion	\$2.5 billion
2011	\$1.154 billion	\$2.5 billion
2012	\$1.152 billion	\$2.5 billion
2013	\$1.092 billion	\$2.5 billion
2014	\$1.149 billion	\$2.5 billion
2015	\$1.152 billion	\$2.5 billion



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

Among the areas targeted for funding reductions in the House budget are afterschool and summer learning programs. Now is the time to make the case to policy makers to support funding for school- and community-based before-school, afterschool and summer learning programs that inspire learning, keep young people safe and help working families. [Take action now!](#)

**Write a letter.** Providing feedback to your Member of Congress is easy to do and is a critical part of the democratic process. Visit [afterschoolalliance.org](http://afterschoolalliance.org) to email your elected official and learn key talking points to mention when speaking with policy makers in person.

**Arrange a site visit.** Inviting policy makers and their staff to visit your afterschool program is a powerful way to help them understand the benefits your program provides to the community.

**Sign the petition.** By signing the petition in support of afterschool funding, you'll send a message to elected officials, and get access to a wealth of resources that help you stay informed about afterschool issues all year long. Sign the petition at [afterschoolalliance.org/petition.cfm](http://afterschoolalliance.org/petition.cfm)

Check the **Policy and Action Center** often at [afterschoolalliance.org/policyAction.cfm](http://afterschoolalliance.org/policyAction.cfm).



**9** avg. number of partner organizations per grantee<sup>3</sup>



**1 in 5** grantees is a community-based organization<sup>1</sup>



**1 in 5** grantees represent other types of organizations, including faith-based organizations, private schools and charter schools<sup>1</sup>



**3 in 5** grantees are school districts<sup>1</sup>

### Annual Cost

**\$298,000**  
per grant<sup>3</sup>

**\$122,000**  
per center<sup>3</sup>

**\$1,222**  
per regular  
attendee<sup>1</sup>

**\$595**  
per attendee<sup>1</sup>



**4,819** grants funded afterschool and summer programs<sup>3</sup>



Each grantee has an average of **2 additional funding sources** (Learning Point Associates, 2005)

<sup>1</sup> Learning Point Associates. (2011). 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Analytic Support for Evaluation and Program Monitoring: An Overview of the 21st CCLC Performance Data: 2009-10. U.S. Department of Education.

<sup>2</sup> Learning Point Associates. (2006). 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Analytic Support for Evaluation and Program Monitoring: An Overview of the 21st CCLC Program: 2004-05. U.S. Department of Education.

<sup>3</sup> Learning Point Associates. Profile and Performance Information Collection System (PPICS). Data retrieved May 1, 2014.

More than a decade of research confirms that quality afterschool programs inspire and motivate children to learn, support children's social and emotional growth, and help raise their academic achievement. However, 192,737 of Maryland's school-age children (21%) are alone and unsupervised during the hours after school. Investment in quality afterschool programs is needed now more than ever to help address our country's growing opportunity and achievement gaps and support the overall well-being of children as they move through school, career and life.

## Afterschool Programs Keep Kids Safe, Inspire Learning and Support Working Families:

- An evaluation of more than 60 afterschool programs in the Baltimore area found that regularly attending students were less likely to be chronically absent from school than their non-participating peers and were more likely to be promoted to the next grade than non-participants. (Baltimore Education Research Consortium, 2013)
- A study of outcomes associated with participation in afterschool programs found that students regularly participating during the elementary school years showed a variety of gains, including:
  - ◇ Narrowing the math achievement gap at grade five between high-income and low-income students;
  - ◇ Improving work habits and self-efficacy; and
  - ◇ Reducing the number of school absences. (Auger, A., Pierce, K.M. and Vandell, D.L., 2013)
- Research on 21<sup>st</sup> CCLC programs shows that 21<sup>st</sup> CCLC participants made significant improvements in their classroom behavior, completing their homework and participating in class. Gains were also made in students' math and English grades. (Learning Point Associates, 2011)

## The Need for Afterschool in Maryland:

**280,319** kids in Maryland would participate in an afterschool program if one were available to them (36%).

**192,737** kids are on their own during the hours after school in Maryland (21%).

**150,112** kids in Maryland participate in afterschool programs (16%).

**15,605** kids in Maryland participate in a 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) program—programs that serve children living in high-poverty areas and attending low-performing schools.

## Afterschool's role in the ABCs of dropout prevention

Attendance, Behavior and Coursework are three key indicators of whether a middle school student will likely graduate from high school. An analysis of 68 afterschool studies found that participants in high-quality afterschool programs go to school more, behave better, receive better grades and perform better on tests compared to students who don't participate in afterschool programs.



- A national household survey found that 72 percent of parents reported that their child’s afterschool program serves snacks and/or meals and 80 percent said that it offers opportunities for physical activity. (Afterschool Alliance, 2014)
- Researchers report that parental concerns about afterschool care cost businesses up to \$300 billion per year in decreased worker productivity. (Catalyst & Brandeis University, 2006)

*69% of parents surveyed in Maryland agree that afterschool programs help working parents keep their jobs.*

*84% of Maryland parents support public funding for afterschool programs. (America After 3PM, 2014)*

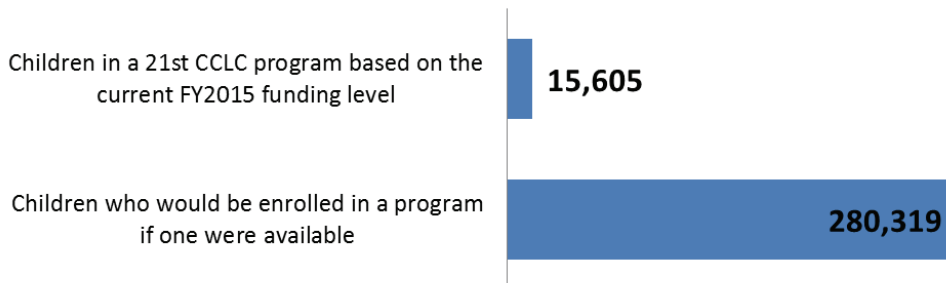
## Federal Funding for Afterschool Programs in Maryland:

In Maryland, the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) initiative is the only federal funding source dedicated exclusively to before-school, afterschool and summer learning programs. Investment in 21<sup>st</sup> CCLC programs helps ensure children from high-poverty, low-performing schools have access to a safe and supervised space; keeps kids involved in interest-driven academic enrichment activities that put them on the road to become lifelong learners; and helps support working families. Currently, **261,199** kids in Maryland are eligible to participate in a 21<sup>st</sup> CCLC program. However, just **15,605** students attend a 21<sup>st</sup> CCLC program, due in large part to limited federal funding for programs.

- If the 21<sup>st</sup> CCLC initiative were fully funded at the most recently authorized level, Maryland would receive \$33,813,648. The current funding for Maryland is only **\$15,604,645**.



### Estimated Number of Children in 21<sup>st</sup> CCLC Programs vs. Demand for Afterschool Programs in Maryland



## The Child Care and Development Fund (CCDF):

FY2015 funding for the Child Care and Development Fund (CCDF)—which provides vouchers or subsidies for low-income parents to pay for child care, including preschool, before-school, afterschool and summer care for children up to age 12—was \$6.08 billion. President Obama’s most recent 2016 budget proposed an additional \$82 billion over 10 years in mandatory funding to CCDF, a historic investment in early childhood education that will be necessary to promote greater access to quality afterschool programs.

Total FY2014 CCDF Funds in Maryland	Federal Share	Percentage of Children Receiving Subsidies Who Are School Age
<b>\$136,684,317</b>	<b>\$82,673,746</b>	<b>35%</b>

*The Afterschool Alliance is a nonprofit public awareness and advocacy organization working to ensure that all children and youth have access to quality afterschool programs. More information is available at [www.afterschoolalliance.org](http://www.afterschoolalliance.org).*