



TEXAS
*expanded learning
opportunities council*

**Report to the
89th Texas Legislature**

November 2024



Executive Summary

Expanded Learning is a core component to a student's learning journey. It is our responsibility to provide the most accessible, coherent, and high-quality experience possible.

This report is presented to the 89th Texas Legislature for consideration to increase access to expanded learning opportunities that help youth succeed academically and support youth development. The recommendations in this report are based on the continued research of the Expanded Learning Opportunities (ELO) Council. The Council identified **three key recommendations** and action steps to move towards a shared vision of expanded learning.



1. Fund the expansion of evidence-based expanded learning models that are flexible to local contexts

- a. Promote the expansion of existing programs and develop new models to meet demand and fill geographical, demographic, and other needs-based gaps.
- b. Encourage local fund development, including private resources, to promote collective impact approaches
- c. Explore changes to funding requirements and process to identify and address barriers to state-administered funds to widen the pool of programs that apply



2. Document and communicate the impact of expanded learning models throughout Texas

- a. Fund research and evaluation to assess the impact of these models on student outcomes and long-term success
- b. Promote increased coordination across agencies and funding streams
- c. Raise awareness of impact and outcomes with diverse stakeholders



3. Expand supports for schools, nonprofits, and agencies to fund and deliver high-quality expanded learning models

- a. Refine and expand training, capacity building, and evaluation services for programs and professionals
- b. Provide guidance and support to nonprofits and schools to secure, manage, and stack public and private funds
- c. Provide incentives and capacity building supports to promote strong community partnerships



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Background and Purpose

History of the Expanded Learning Opportunities Council

The Expanded Learning Opportunities (ELO) Council was formed in 2013 by Senate Bill 503 (83rd Texas Legislature) and codified in the Texas Education Code Section 33.252 Subchapter G. The Texas Legislature created the ELO Council to study and make legislative recommendations regarding expanded learning opportunities policy in Texas.

With support from the Texas Education Agency (TEA), Texas Partnership for Out of

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School Time (TXPOST) and organizational partners, representatives of the ELO Council met regularly over the past two years to assess the current state of expanded learning and future needs, obstacles and challenges, and opportunities to increase access to high-quality programs across the state. The Council's landscape analysis, findings, and recommendations are presented in this sixth biennial report for the 89th Texas Legislature for consideration.

When students have access to high-quality expanded learning, they fare better academically, mentally, and developmentally. Specifically, research has demonstrated that high-quality expanded learning programs support working families and contribute to:

- Improved academic skills, including better grades in reading and math;
- Reduced absenteeism and result in higher attendance rates;
- Improved student performance in standardized state assessments;
- Improved social skills and mental health;
- Reduced in-school disciplinary incidents and out-of-school juvenile crime;
- On-time grade promotion and higher graduation rates; and
- Improved workforce and college readiness.¹

Over the last 12 years, the ELO Council's recommendations have prioritized increasing and sustaining access to high-quality expanded learning opportunities for all students in Texas. Texas Education Code §33.252 defines Expanded Learning Opportunities (ELOs) as those provided during an extended school day, an extended school year, or structured learning programs outside of the regular school day, including before- and after-school programs and summer programs, which are also referred to as out of school time (OST) programs. Programs take place in schools and in other locations throughout communities.

Introduction

The Council's research and recommendations are presented in the important context of the forthcoming end of the largest federal education funding package in history through the

¹ The Wallace Foundation. (2023, September). *Learning from summer: Effects of voluntary summer learning programs*. <https://wallacefoundation.org/sites/default/files/2023-09/Learning-from-Summer-Effects-of-Voluntary-Summer-Learning-Programs.pdf>

Kremer, K. P., Maynard, B. R., Polanin, J. R., Vaughn, M. G., & Sarteschi, C. M. (2015). Effects of after-school programs with at-risk youth on attendance and externalizing behaviors: A systematic review and meta-analysis. *Journal of Youth and Adolescence*, 44(3), 616–636. <https://doi.org/10.1007/s10964-014-0226-4>



American Rescue Plan, which fueled COVID-related economic and learning recovery for summer and afterschool at a scale of nearly \$250 million over three years in Texas. This once in a generation investment saw an incredible expansion of high-quality services to many Texas youth across rural and urban areas who hadn't previously received them, and providers across the state are currently grappling with what this loss in funding will mean for their students going forward.

While the full scope of local, state, and federal funded programs are considered when exploring the current status of expanded learning in Texas, the data and findings draw heavily from several TEA administered initiatives, which have been successfully implemented across a wide range of local contexts:

Foundational School Program Allotments

- **ADSY:** The Texas State Legislature was instrumental in advancing funding for expanded learning through Additional Days School Year (ADSY) as part of House Bill 3 in 2019. School districts that have an approved 180 day calendar can use ADSY funding—equivalent to a half day of funding for each student attending—to provide up to 30 additional instructional days focused on high-quality literacy, mathematics, and enrichment activities for elementary campuses (pre-kindergarten through fifth grade). This funding is available to any qualifying campus across the state.

Existing and Ongoing Grant Programs

- **ADSY PEP Summer:** In addition to ADSY formula funding, TEA administers the ADSY Planning and Execution Program (ADSY PEP). This grant program has supported over 75 school systems districts through a yearlong planning process, including the submission of detailed plans outlining structure and goals to enhance student learning and engagement. The ADSY PEP is optional, and supports LEAs with the planning, program design, and change management necessary to effectively implement an evidence-based summer program that fosters learning acceleration in students. This program has been resourced through a combination of state, philanthropic, and federal COVID funding, with the next cycle being funded solely by state funding. ADSY PEP is being studied by the American Institutes for Research (the Texas Summer Learning Study).
- **Texas ACE:** The federally funded Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program supports the creation and expansion of community learning centers that provide academic and enrichment opportunities during afterschool and summer programming, particularly for students who attend high-poverty and low-performing schools.



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The Texas 21st CCLC program operates as the Texas Afterschool Centers on Education, or Texas ACE. Texas ACE funding enables high quality afterschool programming at 96 district and community-based grantees with over 670 sites across the state. Every Texas ACE program provides academic support, student interest-based enrichment, college and career readiness, and family engagement activities. Texas ACE programs receive extensive training and personalized technical assistance, and the most recent cycle incorporates high impact tutoring into program design..

- **OST CARES:** This new grant program was created to meet the requirements authorized by General Appropriations Act (GAA), Article III, Rider 88, 88th Texas Legislature. It provides funding to the Texas Partnership for Out of School Time (TXPOST) to implement mental health programs in community-based out of school time (OST) and build statewide intermediary infrastructure to support OST programs and professionals. OST CARES funding supports direct service programs through comprehensive staff training and ongoing assistance through a community of practice to implement mental health promotion and prevention practices and activities with youth. This grant program also supports OST intermediaries in developing collaborative systems that help build the capacity of direct service programs, connect OST organizations with school districts and community partners, and raise awareness on the impact of OST—all to increase access to high-quality programming across Texas.

One Time Sunsetting Grant Programs

- **TCLAS Decision 11 High Quality Afterschool:** Federally funded through ESSER III, TCLAS Decision 11 High Quality Afterschool was designed specifically to start or expand afterschool programs in support of these goals. The funding for this program ended on September 30th, 2024. The target supports included licenses for high-quality instructional materials to implement high-impact tutoring and support school districts in meeting the requirement of HB 4545 (87R) and HB 1416 (87R), funding for locally determined technical assistance, and funding to support the implementation of student-interest based enrichment clubs.

Section 1: Defining Quality

High quality expanded learning opportunities lead to positive experiences and academic and developmental outcomes for children and youth. The Council Subcommittee on Quality met

several times over the course of winter 2023–2024 to review existing quality frameworks from TEA expanded learning grant programs to inform discussion and establish a shared vision for quality that adequately encompasses the diversity of expanded learning programs at a statewide level. The following four domains of quality surfaced from these discussions.

 <p>Safe and Supportive Environments</p> <p>A high-quality program offers a safe environment where youth have opportunities to practice healthy behaviors and have access to nutritious food. A supportive environment also includes developmental supports that help children and teens reach their full potential.</p>	 <p>Intentional Planning and Activities</p> <p>A high-quality program provides a variety of activities that support the cognitive, mental, social, and physical development of all participants. Well-planned academic and enrichment activities can support students in addressing academic deficits, applying learning in hands-on and real-world scenarios, and developing important 21st-century skills like creativity and critical thinking.</p>
 <p>Strategic Staffing and Leadership</p> <p>A high-quality program has staff management policies and practices that benefit youth and emphasize hiring, retaining, and developing qualified staff as part of their program implementation strategy. A highly qualified staff member can be defined by education, experience, and skill.</p>	 <p>Family and Community Engagement</p> <p>A high-quality program provides opportunities for meaningful participation by families and actively engages with other organizations. Partnerships with local organizations can support the engagement of families and enhance the quality of programming.</p>

Stories of Quality

Across the state of Texas, there are countless examples of high-quality programs positively impacting students and their families. Below are snapshots of the domains of quality in action and demonstrate the power of expanded learning programs.



Safe and Supportive Environments

Providing a safe and supportive environment is a critical foundation for Lubbock Independent School District (LISD) as they strive to meet the unique needs of their diverse student population,



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including students at three nontraditional campuses, through their Texas ACE program. In addition to serving 3 traditional school sites, LISD serves youth at Dupre Academy High School for Credit Recovery, Priority Intervention Academy (PIA) behavior referral campus, the Juvenile Justice Alternative Education Program, which provides essential education for expelled students; and the Lubbock County Juvenile Justice Center for incarcerated students.

Working in these non-traditional sites carries additional logistical and programmatic hurdles to ensure students are fully supported while meeting program requirements. In practice, this involves implementing tailored academic support programs that include targeted tutoring, behavioral interventions, and social-emotional learning (SEL). At PIA, LCJJC, and JJAEP students receive personalized support and SEL activities specifically designed to address behavioral challenges, while at Dupre, the focus is on intensive academic support to help students recover credits and graduate high school.

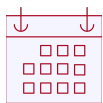
Student participants at the Lubbock County Juvenile Justice Center were asked about how they felt while attending the Texas ACE program and shared:

"This is a safe space for me and I like how much they care."

"The afterschool program gives me hope that once I leave detention I can be someone."

Program Highlight

- **Innovation Station Launch:** Texas ACE students transformed a Durham school bus into a fully equipped mobile classroom. Both elementary and junior high students applied key college and career readiness (CCR) skills, such as **engineering** and **problem-solving**, to bring this vision to life. The Innovation Station will be featured at all Family Engagement Events (FES) and incorporated into community events on staff development days, student holidays, and throughout the summer. This initiative ensures year-round access to out-of-school time (OST) learning opportunities for students.



Intentional Planning and Activities

The US Dream Academy in Houston works with elementary-age youth at 3 Learning Centers serving under-resourced neighborhoods in Houston, offering unique programming that also



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generates career exposure and scaffolds learning opportunities with lessons that develop key workforce and life skills for middle and high school students. Close partnerships with the school campuses on which they operate and with other active community-based organizations that serve these students and their families to meet their needs leverages the strengths of each partner in a coordinated manner that yields a greater impact than acting alone could accomplish. Aligning skills development and applied learning with school-day lessons reinforces learning and exposes youth to concepts in new and engaging ways.

As students enter high school, programming transitions to the Scott Street Youth Institute (SSYI), emphasizing leadership, critical thinking, and community involvement. SSYI, a youth-led organization, collaborates with community mentors to address the needs of youth exposed to violence, emphasizing mental health, core values, and healing through community organizing. Students are coached to recognize their potential and seize opportunities with the mantra: **"You don't have to wait to be great; you can be great now"**.

This work is supported by a grant from the U.S. Department of Justice/OJJDP through two grant projects: Multi-State Mentoring and Children Exposed to Violence.



Strategic Staffing and Leadership

The Andy Roddick Foundation (ARF) invests deeply in high-quality staffing in its summer learning program for elementary youth. All staff, regardless of experience, participate in a week-long pre-program training series that focuses on topics like youth development, hands-on learning, and supporting emotional and academic needs. Throughout the program, class observations are conducted, both formally and informally, to provide staff with instantaneous feedback, coaching, and resources to enhance their effectiveness with youth and provide ongoing support.

Groups of youth are facilitated by a "Mentor"—typically a college student, teaching assistant, or early career teacher—who leads a group of no more than 12 youth through daily activities. During academic and enrichment blocks, the Mentor is joined by an "Instructor", an experienced, certified elementary teacher, who leads lessons and reduces the adult to youth ratio to 1:6. All physical activity is led by a certified physical education teacher.

Certified teachers bring a wealth of expertise in pedagogy and subject matter, ensuring high-quality instruction that aligns with educational standards to drive progress and reinforce key



concepts young people learn in school. Low staff to student ratios ensure personalized attention that fosters deeper understanding and individualized support for youth, building meaningful relationships between young people and their Mentors. This model has proven effective in supporting youth in achieving strong outcomes. When compared to their peers, youth in the program have higher rates of meeting STAAR standards in reading, math, and science and stronger school average daily attendance rate as well as marked improvement in skills like problem solving. **Pairing the Mentors and Instructors also provides real-time training and support for newer staff, allowing experienced teachers to coach, guide, and mentor those newer to the field.**



Family and Community Engagement

It is well established in research that family engagement in a child's education contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, and improved parent-teacher and teacher-student relationships.²

The Communities In Schools of Cameron County (CISCC) Texas ACE Program oversees 10 school-based sites in partnership with the Brownsville Independent School District (BISD). The sites are located along the U.S.–Mexican border and serve a student population that is over 90% economically disadvantaged. The CISCC Texas ACE Program has a robust family engagement component supported by local organizations including Brownsville Historical Association, Cameron County Parks, City of Brownsville Central Library, City of Brownsville Museum of Fine Arts, Estero Llano Grande State Park, and Texas Southmost College. During the 2023–2024 school year, 2,458 adult family members attended family engagement opportunities, well over the program's goal of 1,185 adult family members. The organization conducts parent voice and choice surveys to inform and enhance their family engagement efforts and offers a variety of courses and events based on feedback collected. Family engagement is key to the success of the program and has strengthened parent involvement at the schools served by CISCC Texas ACE program.

Section 2: Current State of Access

² Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.



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Our vision is that all Texas youth and families have access to high-quality, responsive, and reliable expanded learning programs, yet not all young people have this access. The Council Subcommittee on Program Access met several times over the course of winter 2023–2024 to review the current state of access in Texas and identified the following highlights that informed the Council’s recommendations.

National Trends Show Limited Access and High Demand

According to the most recent [America After 3 PM Survey, conducted in 2020](#), **for every child enrolled in an afterschool program in Texas, there are 3 more that are waiting to get in.** This represents a total demand of nearly 2.5 million children. Sixty percent of parents reflect that programs are not affordable, and 40% say that programs are not available. While nearly 65% of young people participate in some structured summer programming, there are 1.5 million who are not in a summer program, but would be enrolled if a program were available to them. The reported barriers to participating in summer programming include affordability, location/transportation issues, and lack of available programs.

[Nationally](#), the unmet demand is greater for rural areas where cost, transportation, and lack of programming are greater access barriers. **For every child enrolled in a rural program, 4 more are waiting to enroll.** Based on the data that shows fewer programs in smaller and more rural districts, this national trend seems to hold true in Texas.

Texas Provides Several Existing Expanded Learning Major Initiatives

State and federal sources provide critical funding to OST programming. New and existing initiatives and programs were bolstered by federal COVID learning recovery funds, leading to expanded access and new system capabilities but reduced access upon the sunset of stimulus funding in September 2024. In the 2022–2023 school year, each initiative reported the following:

Texas ACE: Over 140,000 students attended this afterschool and summer program. Of those, almost 90,000 students attended for at least 45 days and had access to at least 29 weeks of afterschool and at least 5 weeks of summer programming. 236 centers (campuses) offered High Impact Tutoring and/or High Quality Instructional Material-based learning acceleration programs.



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TCLAS Decision 11 High Quality Afterschool: Grantees served over 40,000 students, and offered an average of 127 days of afterschool. This is well above the 90 days minimum requirement, with 101 days including time for High Impact Tutoring (HIT) using TEA approved High Quality Instructional Materials (HQIM).

Additional Days School Year (ADSY): School districts provided an average of 23 additional days of programming to over 60,000 students statewide. This represents 388 campuses at 91 different school systems.

Additional Days School Year (ADSY) PEP Summer: More than 29,500 students attended evidence-based summer programming for a minimum of 20–25 days, 5 days a week for at least 6 hours per day, including 3 hours of academics daily. Through the Additional Days School Year initiative, TEA has significantly impacted and expanded access to quality programs.

These initiatives have the opportunity, with increased resources, to leverage existing systems of support to efficiently scale up to expand programming and serve more young people.

District Reporting on Expanded Learning Opportunities Provides Key Insights

The PEIMS Expanded Learning Opportunities ([ELO](#)) indicator, created as a result of [ELO Council recommendations in 2016](#), collects information about expanded learning opportunities across funding streams from all districts and schools. This data indicates both strengths in growth of expanded learning in more urban and larger districts while also pointing to the opportunity to grow programming in smaller and more rural districts and ensuring that the students most in need are participating. Specifically, the following trends related to access from school year 2022–2023 (SY23) as compared to school year 2021–2022 (SY22).

- The number of districts reporting Expanded Learning Opportunities dropped from 35% to 32%, while the number of campuses rose slightly from 3,789 to 3,832 (representing 41% of total campuses).
- These programs added 6 operating days and delivered an average of 90 days of ELO in SY23 compared to SY22.
- Expanded learning has the greatest uptake in Texas' urban centers and the Rio Grande Valley, with a similar statewide distribution in SY22 and 23.



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- Charter and more rural districts reported fewer schools offering ELO, and the number of campuses decreased for all categories from SY22 to 23 except for urban areas.
- Campuses in smaller districts have lower ELO participation, as measured by the number of campuses offering at least one expanded learning opportunity. This also represents a decrease in offerings since SY22 for all but the larger districts.
- Campuses with a smaller emergent bilingual population have lower ELO participation, which is decreasing over time. More investigation is needed, but this trend could be related to mandatory summer programming for Pre-K/K bilingual students, which would divert students away from other, optional offerings. More districts are accessing ADSY compared to previous school years, for more total days, but for more targeted students. TEA's ADSY Summer Planning and Execution Program seems to be driving uptake for many LEAs.

Multiple Funding Streams Can Be Made Available for Expanded Learning (among other initiatives)

As directed by the 88th Legislature through Rider 72, TEA, in conjunction with other state agencies like the Texas Health and Human Services Commission and the Texas Workforce Commission, has compiled a statewide Expanded Learning Opportunity Funding Report (see Rider 72 report in appendix) to better understand the availability of public funding in Texas that can support expanded learning opportunities like summer and afterschool. This funding inventory identified over \$10 billion in funds that are primarily administered by the state of Texas in 2023-2024. This included \$1.15 billion of COVID recovery funds that will be sunsetting in the coming year. Of the \$8.85 billion of ongoing funds, only \$1 billion is solely intended for afterschool and summer programming. The remaining \$7.85 billion **can** be allocated at the local or site level for school year and summer expanded learning, however these sources are typically used for other pressing purposes, and data is not available to determine how much actually is allocated to these purposes.

Section 3: Sustainability

Ensuring the long-term success and impact of summer and afterschool programs is essential for the holistic development of our youth. Many funding streams, large and small, make up the landscape, and ensuring stability and ongoing services can be a challenge, especially with large federal investments coming to an end. Throughout winter 2024, Council members independently contributed to a SWOT analysis identifying current and future opportunities and threats to



high-quality expanded learning throughout Texas. In addition, the sustainability subcommittee reviewed research findings and evidence-based frameworks for promoting the durability of expanded learning through state systems and within local communities.³

Opportunities

Over the past few years, the Texas Education Agency, Texas Partnership for Out of School Time, and a diverse group of state, regional, and local organizations have increased their commitment to partnership, coordination, and alignment strategies. In addition, TEA and TXPOST have embraced the need to convene and unite constituents across the state to more effectively leverage existing resources for high-quality programming.

With the goal of establishing a unified system of diverse programs that meet the individual needs and interests of youth and families, there is an opportunity to spread existing programs like ADSY across schools while also scaling new and established models operated by nonprofits and community agencies.

This collaboration resembles a collective impact approach built upon a shared agenda and ongoing communication that leverages the expertise of both parties in a common direction, while recognizing the unique roles these and other stakeholders play in a complex education ecosystem. This approach is also being implemented locally across the state, which is leading to:

- Broad community engagement;
- Intentional partnerships;
- Empowered program staff and leaders; and
- Diverse and sustainable funding.

This model can also support:

- Hosting local convenings to boost community engagement and partnership;
- Promoting sustainable funding models, including providing more explicit “permission” and guidance for districts and community-based organizations (CBOs) on how to use funds;

³ Worley, S., Palmer, S., & Woods, N. (2022). *Building, Sustaining, and Improving: Using Federal Funds for Summer Learning and Afterschool*. EducationCounsel for The Wallace Foundation.

<https://doi.org/10.59656/YD-OS9931.001>

Oravec, H. and McLaughlin B. (2019.). *Summer Learning Toolkit: Substantiality Tools – Planning Section*. The Learning Agenda for The Wallace Foundation.

<https://wallacefoundation.org/toolkit/summer-learning-toolkit?s=planning>



- Increasing funding for CBOs, particularly in rural areas;
- Creating initiatives to cultivate diverse talent for expanded learning programs; and
- Leveraging technology for remote learning.

Threats

The principal threat to expanded learning at the time of this biennial report is the looming sunset of federal COVID stimulus funds, which may result in a large number of programs being forced to drastically reduce services or close. Over the last four years, the Texas Education Agency has communicated to local education agencies that they should supplant federal COVID funds to reduce the impact of the “fiscal cliff.” Still, the Council fears that Texas is at risk of diminishing the impact of this historic investment if further action is not taken.

While TEA and TXPOST have made great strides in convening and unifying a diverse array of expanded learning leaders across the state, the Council recognizes that expanded learning activities throughout the state are disjointed, with significant gaps in access, resources, quality, and partnerships across the state. At the community level, Council members would like to see expanded learning better integrated within the year round learning ecosystem and through partnerships between schools and nonprofits.

Additional threats to youth accessing sustainable, high-quality programming include:

- Lack of access to and funding for transportation;
- Staffing demand and burnout;
- Rapidly changing needs of youth and their families;
- Ongoing environmental and public health crises; and
- Inequitable access to technology throughout the state.

Section 4: Publicly-Funded Expanded Learning in Texas - Sustaining the Investment

The ELO Council’s vision for expanded learning encompasses a broad array of effective models that increase academic and youth development outcomes. Within this large umbrella are a few key federally- and state-funded models (introduced previously) that provide access to evidence-based opportunities throughout the state, including under-resourced urban and rural



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areas: Additional Days School Year (ADSY), Texas ACE/21st Century Community Learning Centers (21st CCLC), TCLAS Decision II High Quality Afterschool, and OST CARES. The following section discusses unique threats and opportunities related to each publicly-funded expanded learning program. The section concludes with a key challenge that providers face: understanding all of the funding options available and how to successfully stack and manage them.

Council members highlighted that capacity varies greatly from urban to suburban and rural communities. Large, urban districts often have the capacity to pursue funding but some may lack capacity to implement with quality, and conversely small, rural districts, where programs are needed the most, often lack the capacity to identify, pursue, and manage funding opportunities. Across both settings, nonprofits are not always eligible for more sustainable public funds. Districts, campuses, and nonprofits vary in their capacity to partner and collectively leverage funding along with their organizational assets.

Additional Days School Year (ADSY)

The Council identified ADSY, particularly with support provided to districts through ADSY PEP, as a key opportunity to expand access to expanded learning throughout the state. Yet, there are considerable barriers to district and campus uptake. There is strong consensus among a wide swath of school and out of school time leaders regarding the principal barrier to implementing ADSY: the 180 day requirement.

Data from the Texas Education Agency shows that the average length of school year across the state is 171 days. In communities throughout Texas, TEA and ADSY partners found that the ADSY half-day funding incentive was not significant enough for them to address the challenge of adding 9 calendar days to school year calendars. Proposals to change the baseline calendar requirement to 175 days would greatly increase access to opportunities and provide critical learning and development support for elementary students.

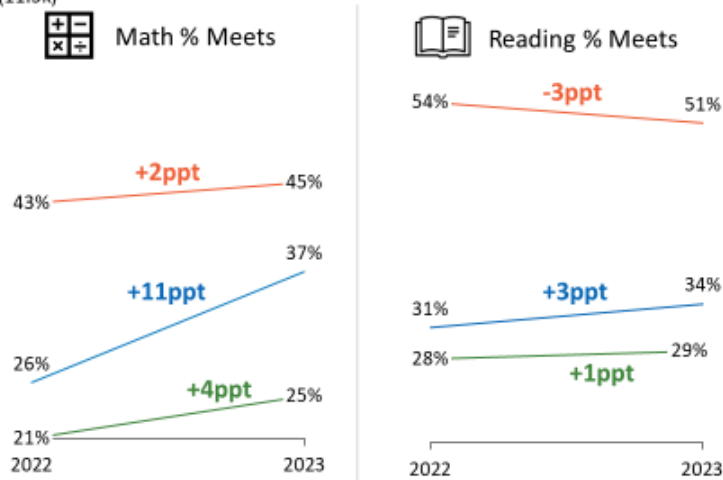
When implemented at the fullest extent, ADSY has shown to be effective. Data from 2021-2022 and 2022-2023 ADSY participation shows that students attending ADSY days at campuses offering at least 25 additional days make significant improvement in STAAR reading and math.



Students attending ADSY when 25+ days were offered saw higher average gains

- Non-ADSY (1M)
- ADSY - 25+ days offered (7.3k)
- ADSY - less than 25 days offered (11.5k)

Outcomes by Days Offered



Total N size = 1,099,867. Sources: TEA Student Assessment Files, PEIMS. Notes: Students in our sample have valid STAAR scores in both SY 21-22 and SY22-23, limited to elementary grade levels.

Planning and Execution Program

The Council also identified that additional planning and implementation support is making an impact. A research study funded by The Wallace Foundation and being conducted by the American Institutes for Research, shows an increased adoption rate of evidence based design principles among the Summer Learning Planning and Execution Program grantees. Additionally, in examining two years of STAAR assessments (SY21-22 and SY22-23) from over one million students, student-level participation data presented below show a strong pattern supporting the benefits of ADSY and the compounded benefits for students who attended ADSY PEP-supported programs.

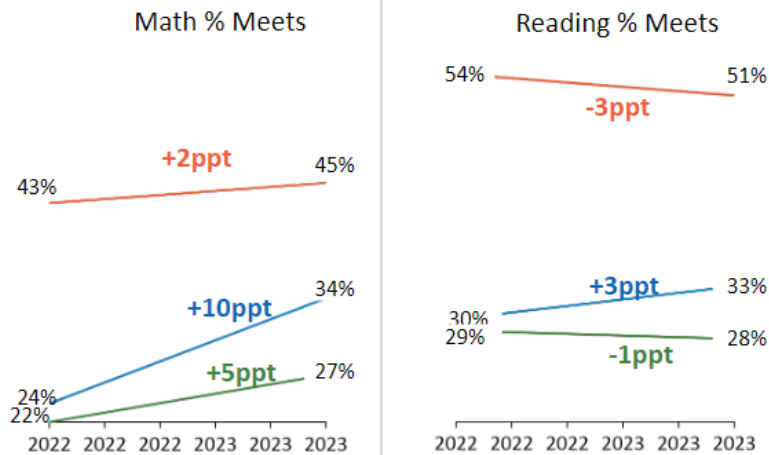


Students who participated in ADSY PEP saw larger gains in both Math and Reading

Outcomes by ADSY PEP

- Non-ADSY N = 1,080,988
- ADSY PEP* N = 6,744
- ADSY - Non-PEP N = 12,135

*ADSY PEP districts went through a year-long planning process and had an average of 24 additional days vs. 18 for non-PEP districts



Total N size = 1,099,867. Sources: TEA Student Assessment Files, PEIMS. Notes: Students in our sample have valid STAAR scores in both SY 21-22 and SY22-23, limited to elementary grade levels.

ADSY PEP programmatic design is in the process of a shift due to sunsetting ESSER funds and sunsetting philanthropic investment. As part of this shift, the Wallace Foundation is funding a gradual release model where foundation-funded technical assistance transitions from established vendors to three Education Service Centers (ESC 1 in the Rio Grande Valley, ESC 11 in the Fort Worth area, and ESC 20 in the San Antonio area).

While vetting Council draft recommendations, the Education Service Centers in Texas expressed interest in funding and strategy support to host semi-annual site visits (school year and summer) in coordination with the Council to demonstrate impact to the field and to motivate more superintendents to commit to hosting ADSY, conduct other expanded learning programs, and participate in the planning and execution program.

Continuous quality improvement systems and robust technical assistance, such as those offered by ADSY PEP and other programs, are critical for empowering afterschool and summer providers to deliver exceptional programs. By fostering a culture of innovation and learning, these initiatives enhance program effectiveness, expand reach, and ultimately improve outcomes for youth.



Texas ACE / 21st CCLC

Texas Afterschool Centers on Education (ACE), funded through the United States Every Student Succeeds Act (ESSA) Title IV, Part B (Nita M. Lowey 21st Century Community Learning Centers or 21st CCLC), is the most significant and sustainable source for out of school in the state. In Texas, increasing demand for 21st CCLC funding far exceeds the funding available for each cycle. During the last competitive funding cycle in 2023, the agency received 143 applications and was able to fund 50 requests, which cost \$73,487,405. Funding all applications received would have cost \$180,116,866. The application process is rigorous and lengthy, and yet the agency receives a significant number of high-quality applications. All applicants submitted for the most recent cycle are available on the [TEA Grant Awards](#) page.

Texas ACE serves about 140,000 students annually at Title I campuses at which at least 40% of the students qualify for free and reduced lunch. Priority is given to the programs that operate at campuses on school performance improvement plans and in formal partnership with community-based organizations. More demographic information about Texas ACE is described in this [2021-2022 Texas ACE Information Sheet](#).

Texas ACE consistently demonstrates positive outcomes for students. Especially in reducing chronic absenteeism, college and technical education course completion rates, and math performance. More outcomes information about Texas ACE is available in this [2021-2022 Texas ACE Highlights Sheet](#).

TCLAS Decision 11

The state of Texas invested over \$125M to expand after school programs using COVID recovery funds. This funding ended on September 30th, 2024.

Grantee districts and schools created steering committees that worked with technical assistance providers to plan and implement programming. Anecdotally there were a number of very successful and high quality programs, but there is limited opportunity to know the outcomes for participants based on varying local approaches to data collection.

In an end of program survey, 79% of grantees indicated an interest in continuing afterschool programming after funding expired. However, 59% indicated having to do so at a reduced



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capacity. Reduction plans included reducing hours and days of service, reducing staff pay, and reducing the number of campuses or students served through the afterschool program. Some indicated plans to move to a fee-based model.

100% of grantees agreed or strongly agreed that the program had a positive impact on the academic growth of students.

- *"The positive impact to our district has been immeasurable. We have students that stayed for over 55 hours out of 61 total days provided this spring 2024 in the K-5th area. That is 55 hours of math and reading support that helped with comprehension and STAAR testing scores. Students and families are very sad to see programming end."*
- *"Students are hitting their [tutoring product] minutes, increased participation in academic programs, increased homework assistance, ADA of participants continued to be higher than nonparticipants, participants with chronic absences continued to show a higher attendance rate vs nonparticipant, the enrollment exceeded the enrollment targets, data shows that afterschool participants outperformed nonparticipant academically."*
- *"Students are given the opportunity to close any gaps in school day learning. This program gives teachers the time to elaborate or reteach skills that were missed. Students showed growth in scores as well in their confidence to address their needs in the classroom."*

100% of grantees agreed or strongly agreed that the program had a positive impact on the character and social development growth of students.

- *"Teachers have said that students who participated were more confident and more participatory in class. I noticed a difference in students from the beginning of semester to end--many quiet, shy ones found their voice and were more talkative to me and other students."*
- *"Because of small group settings, students were much better aligned to form positive relationships with other students and adults. Students were involved in team building activities, which required patience and concentration."*

OST CARES

This new grant program, authorized by the 88th Texas Legislature, directs \$2,500,000 from General Revenue funds in each fiscal year of the 2024-25 biennium to fund the Texas Partnership for Out of School Time (TXPOST) to implement mental health programs in community-based out of school time (OST) and build statewide intermediary infrastructure to support OST programs and



professionals. TXPOST launched the OST CARES Direct Service Program and Intermediary Collaborative in May 2024.

The Intermediary Collaborative consists of 10 organizations that support out of school time programs in their local or statewide networks. The Collaborative is spending its first six months outlining its vision and strategic activities for future work together, with implementation of this roadmap to begin in early 2025. The first of four planned cohorts for the Direct Service Program began in August 2024 with bi-monthly training sessions and community of practice meetings that aim to support OST staff in implementing mental health promotion and prevention practices with youth in their program.

OST programs are well-positioned to promote youth mental health by providing valuable opportunities to support youth holistically, foster resilience, and create nurturing environments beyond the classroom setting. The Council will fully examine the impact of this program in subsequent reports, as program implementation progresses.

Section 5: Regional and Private Funding Opportunities

Community-specific and regional funding features prominently to support OST throughout the state, particularly in support of community-based organizations offering afterschool and summer programs. While the list is not exhaustive, it provides a window into the types of opportunities that exist near major urban centers in Texas. These examples showcase the need for comprehensive programming in order to meet the diverse needs of young people, as well as intermediary and system support for programs to ensure they have the capacity to deliver high quality experiences, and the importance of resources for both. They also showcase the importance of pursuing and leveraging local and philanthropic funding.

South Texas and San Antonio

In 2023, the San Antonio Area Foundation joined Bloomberg Philanthropies as a funding partner to its Summer BOOST investment which provides up to \$2,000 per student for summer programming. Originally launched in response to COVID learning loss, this investment continues to support charter students in select cities across the nation to accelerate learning and drive academic recovery in English Language Arts and math while providing engaging enrichment activities. Recent findings (June 2024) from a [large-scale summer learning study](#) conducted by MGT, Harvard, and Arizona State University point to the effectiveness of comprehensive programs. In a



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sample of over 35,000 charter school students from around the country, including in San Antonio, researchers found:

- On average, students gained an additional four to five weeks of learning in Math and three to four weeks in English Language Arts (ELA) compared to their peers who did not participate in a summer program.
- These gains helped students recover approximately 31% of COVID-related learning loss in Math and 22% in ELA
- Students who attended at least 70% of a program benefitted the most.
- Programming was effective across various demographic groups and curricula being taught across the country, with English Language Learners showing especially significant progress, gaining up to seven additional weeks of learning in Math and eight weeks in ELA.
- A program's success is attributed to its comprehensive design, which combines academic instruction with engaging enrichment activities.

North Texas and Dallas City of Learning⁴

The Dallas City of Learning (DCoL) is a public-private partnership between Dallas Independent School District (DISD), Big Thought, the United Way of Metropolitan Dallas, several prominent foundations, and regional corporate partners. The district, foundation, and corporate sponsor-generated annual investment in STEM, arts and culture, and summer learning programs ranges from \$5 to \$10 million annually. According to a February 2023 report on summer 2022 programming, the reach and impact of DCoL included 1,308 total programs reaching 47,503 participants (22,632 total unique students). The report also traces the impact of Big Thought as an intermediary that offers support services to 327 direct service partners to promote program quality that leads to positive student outcomes.

Central Texas and Austin

In 2024, the Andy Roddick Foundation supported 39 Learn All The Time (LATT) Network partners providing over 45,000 afterschool and summer learning opportunities for youth across 450 program sites. To enhance quality across all partner sites, ARF created and published its Learn All The Time Quality Practices Guide in 2023. The Guide was tied to professional development

⁴ [2022 Dallas City of Learning Summer Learning Report](#)



throughout the year, including a multi-month cohort for site directors to learn together and receive funding to support a quality innovation project, as well as connected to quality innovation mini-grants, funding focused on building capacity for quality within a program or organization.

Since 2022, data has been collected from youth in grades 3+ asking if an adult in their afterschool or summer program cares about them to show the collective impact of high quality programs. Of the over 3,700 youth surveyed, 97% agree that there is an adult in their program that cares about them. This indicator leads to increased academic motivation in youth, increased resilience to trauma and stress, increased levels of well-being and belonging, increased capacity to take on more responsibility, and reduced engagement in risky behaviors.

Section 6: Council Recommendations

In a state as big and diverse as Texas, a flexible and adaptive system is necessary to support the diverse array of programs that kids and communities need. Anything overly prescriptive or restrictive will limit the impact of expanded learning across the state. These recommendations and corresponding action steps are meant to be broadly applicable across diverse communities and program and funding streams.

- 1. Fund the expansion of evidence-based expanded learning models that are flexible for local contexts**
 - a. Promote the expansion of existing programs and develop new models to meet demand and fill geographical, demographic, and other needs-based gaps.
 - b. Encourage local fund development, including private resources, to promote collective impact approaches
 - c. Explore changes to funding requirements and process to identify and address barriers to state-administered funds to widen the pool of programs that apply
- 2. Document and communicate the impact of expanded learning models throughout Texas**
 - a. Fund research and evaluation to assess the impact of these models on student outcomes and long-term success
 - b. Promote increased coordination across agencies and funding streams
 - c. Raise awareness of impact and outcomes with diverse stakeholders
- 3. Expand supports for schools, nonprofits, and agencies to fund and deliver high-quality programs**
 - a. Refine and expand training, capacity building, and evaluation services for programs and professionals



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- b. Provide guidance and support to nonprofits and schools to secure, manage, and stack public and private funds
- c. Provide incentives and capacity building supports to promote strong community partnerships