

ARP ESSER III Evidence-Based Comprehensive Afterschool Programs

INTRODUCTION | Beginning in 2021, the Washington Office of Superintendent of Public Instruction (OSPI) was tasked with administering the 1% set aside of the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) III funds earmarked for eligible after-school and summer programs in the state of Washington. This responsibility fell under the Special Programs and Federal accountability office at OSPI, the same office overseeing the Nita M. Lowey 21st Century Community Learning Centers (CCLC) program, a Title IV program under the Every Student Succeeds Act (ESSA). Eligible entities were encouraged to apply in one of two pathways: to open new programs at new sites, or to expand programming at existing 21st CCLC sites (i.e., serve more students and/or offer more activities).

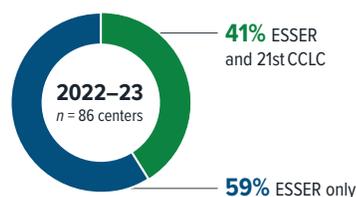
OSPI enlisted the support of the American Institutes for Research (AIR) to collect data from ESSER-funded programs to enable them to examine the same information as 21st CCLC-funded programs. This infographic includes programming information for the 2022–23 program year and is intended to provide OSPI and other interested stakeholders with a snapshot of the type of programs operating, their approach to service delivery, and the population of students they served.

During the 2022–23 program year, there were 33 grantees receiving ESSER funding, which represented 86 centers.¹

Fifty-one of these centers were funded by ESSER only (i.e., they were not already operating as a 21st CCLC program and were brand new after-school programs that did not exist before this funding opportunity), and 35 centers were funded by ESSER and 21st CCLC combined.

¹ Center refers to the physical location where ESSER-funded services and activities take place.

Nearly 60% of ESSER-funded centers in Washington were funded solely by ESSER, while the remainder were funded by ESSER and 21st CCLC combined.

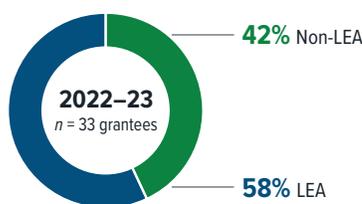


Source: OSPI grantee and center contact information.

Grantee and Center Organization Type

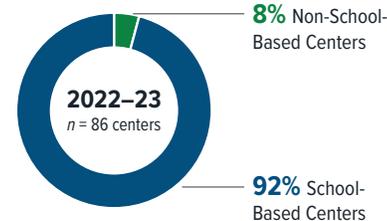
Several types of grantee agencies may administer programs. The most relevant distinction is whether the grantee organization is a school-based entity. Both school-based and non-school-based organizations can look different in their staffing models, how they recruit and enroll youth in their program, and how they communicate with the school day staff.

In the 2022–23 program year, nearly 58% of ESSER-funded grantees were school-based organizations.



Source: OSPI grantee and center contact information.

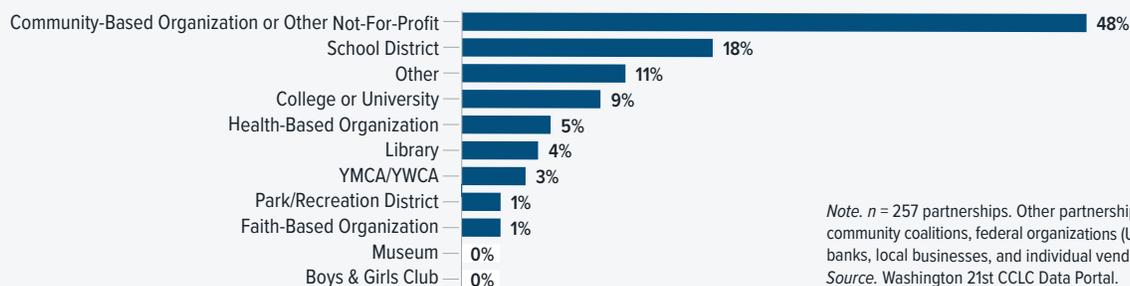
In the 2022–23 program year, 92% of ESSER-funded programming took place in schools.



Center Partners

ESSER-funded centers in Washington worked with a variety of partner organizations during the 2022–23 program year, including community-based organizations, school districts, colleges, and libraries.

The largest percentage of partnerships in 2022–23 was with community-based organizations or school districts.

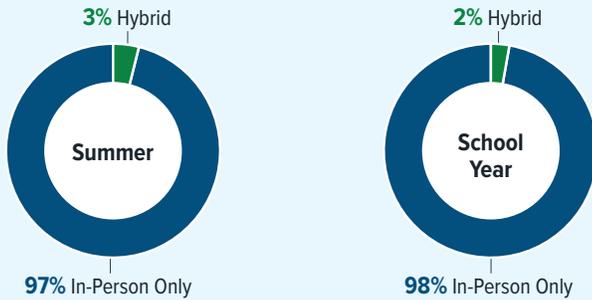


Note: n = 257 partnerships. Other partnerships included entities such as community coalitions, federal organizations (U.S. Fish and Wildlife Service), banks, local businesses, and individual vendors.
Source: Washington 21st CCLC Data Portal.

Program Delivery Mode

ESSER-funded programs in Washington offered programming through two different delivery modes: in-person only or hybrid (any combination of in-person and virtual) delivery. **This illustrates an increasing return to physical spaces after the pandemic.**

Most centers offered programming in person during the summer of 2022 and school year 2022–23.

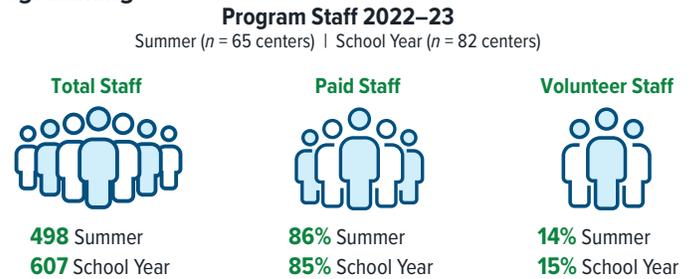


Note. Summer 2022: $n = 65$ centers; School Year 2022–23: $n = 82$ centers. Source. Washington 21st CCLC Data Portal.

Center Staffing

Traditionally, **after-school programs employ a variety of staff**, including those who are paid and those who volunteer. This staffing model can potentially look different across summer and school year programming.

The majority of center staff working in ESSER-funded centers in the 2022–23 program year were paid staff. The staffing model appeared to be consistent across summer and school year programming.

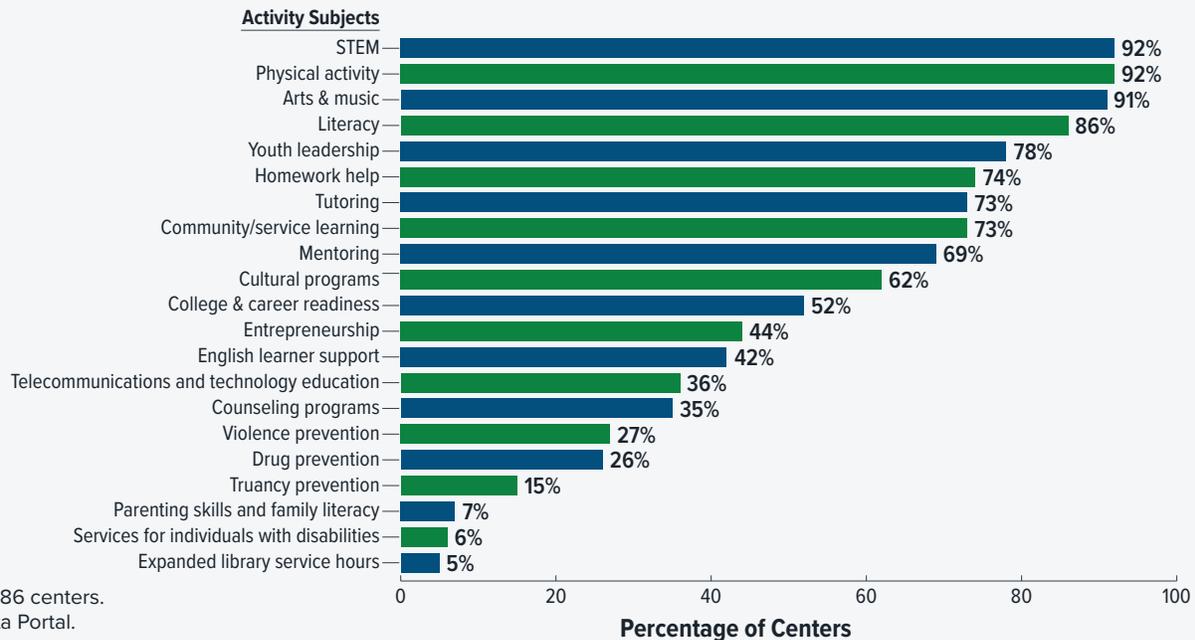


Source. Washington 21st CCLC Data Portal.

Center Activities

The staff working at a given program and the activities offered to students attending it are critical elements for how youth experience and potentially benefit from their participation in programs.

Most centers offered STEM, physical activity, arts and music, and literacy activities to students in 2022–23.

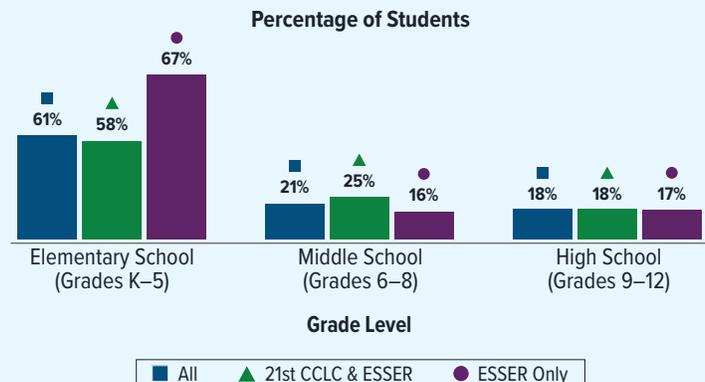


Note. $n = 1,421$ student activities at 86 centers. Source. Washington 21st CCLC Data Portal.

Student Characteristics

Programs funded only by ESSER served 3,126 students. **For programs that were funded by both 21st CCLC and ESSER, programs reported being able to serve 1,775 more students than they otherwise would have with 21st CCLC dollars alone.** For the latter, we were not able to differentiate which students would have been funded by 21st CCLC versus ESSER, and therefore the information in this section is representative of all students ($n = 7,756$) served at programs funded by ESSER in any way.

The majority of the youth served were in Grades K–5. 21st CCLC- and ESSER-funded programs tended to serve more middle school students than programs funded by ESSER only.



Note. $n = 7,659$ students. Source. Washington 21st CCLC Data Portal and CEDARS.

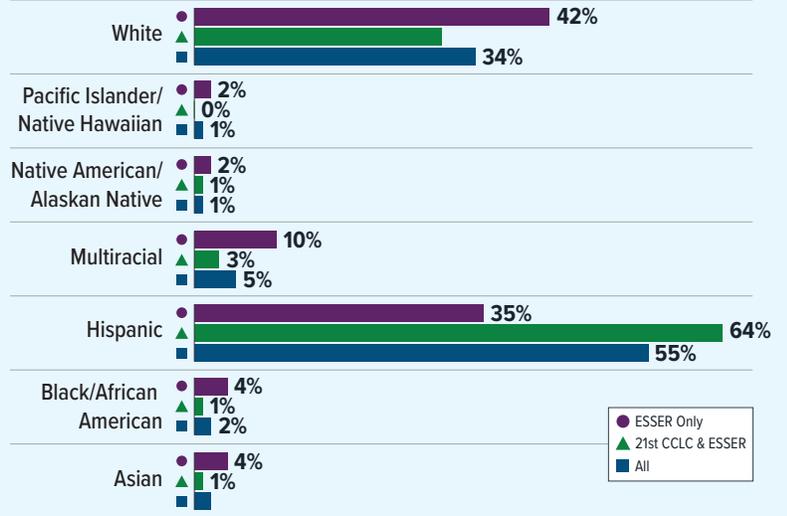
In 2022–23, Washington ESSER-funded programs served diverse needs but overwhelmingly focused on serving youth who are eligible for and receive free or reduced-price lunch. ESSER-only funded programs served fewer English learners than programs funded by both 21st CCLC and ESSER.

	% Male	% Female	% Free or Reduced-Price Lunch	% English Learners	% Special Needs
All	51%	49%	79%	29%	17%
21st CCLC & ESSER	50%	50%	78%	33%	16%
ESSER Only	53%	47%	79%	21%	19%

Note. Gender $n = 7,659$ students (less than 0.1% of students were of nonbinary gender). Free or reduced-price lunch, English learners, and special needs $n = 6,289$.
Source. Washington 21st CCLC Data Portal and CEDARS.

The largest racial groups of students served were Hispanic and White. ESSER-only funded programs served fewer Hispanic students than programs funded by 21st CCLC and ESSER.

Race Category

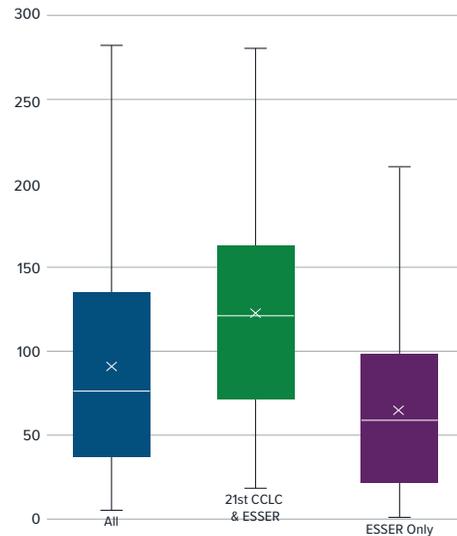


Note. $n = 6,289$ students.
Source. Washington 21st CCLC Data Portal and CEDARS.

Student Program Attendance

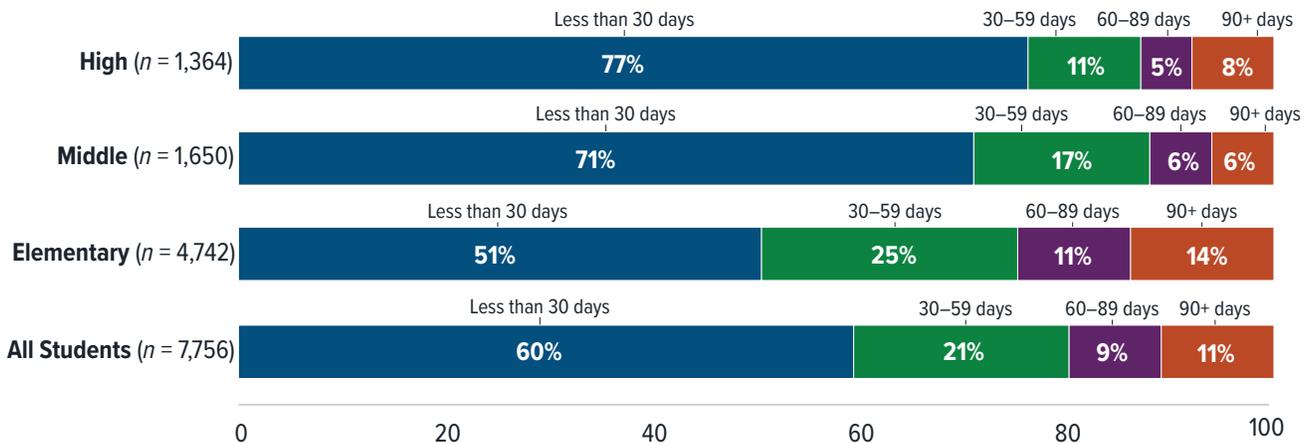
Program attendance is an intermediate outcome indicator that reflects the potential breadth and depth of exposure to afterschool programming. It has two facets: (a) the total number of students who participate in a site’s programming throughout the year and (b) the frequency and intensity with which students attend programming when offered. The total number of students who participate is a measure of the breadth of a site’s reach. Frequency and intensity are measures of how successful a site is in retaining students in site-provided services and activities.

On average, the number of students served varied widely. Programs funded by ESSER only served fewer students, on average.



Note. $n = 7,320$ students. This box and whisker plot is meant to illustrate overall response patterns for each group and is split into quartiles with Quartiles 2 and 3 residing within the box section and Quartiles 1 and 4 within the whiskers. The line through the middle of the box represents the median value and the x represents the mean. Two outlier programs, one serving 435 students and the other serving one student, were removed from this analysis.
Source. Washington 21st CCLC Data Portal.

Nearly 60% of all student participants attended programming for less than 30 days. Middle and high school students attended the program less frequently.

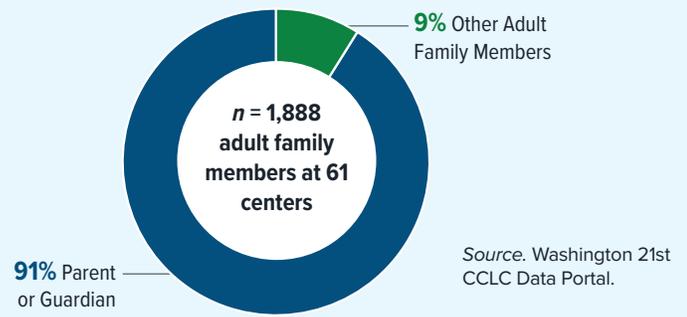


Source. Washington 21st CCLC Data Portal.

Adult Family Members

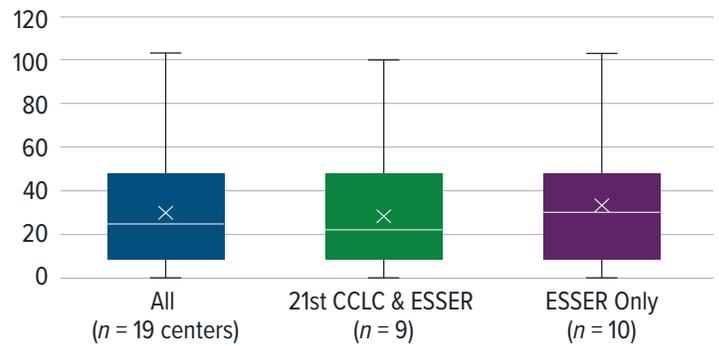
Of the 86 ESSER-funded centers, 61 reported serving adult family members of the students who attend their programs. **Centers funded by both 21st CCLC and ESSER reported being able to serve 900 more adult family members than they otherwise would have with 21st CCLC dollars alone.** For the latter, we were not able to differentiate which adult family members would have been funded by 21st CCLC versus ESSER, and therefore the information in this section is representative of all adult family members ($n = 1,888$) served at centers funded by ESSER in any way.

Over 90% of adult family members served were classified as parents or guardians of students participating in the programs.



On average, these 61 centers served 31 adult family members, with a range of 1 to 125. Those funded by 21st CCLC and ESSER served an average of 33 adult family members while those funded by ESSER only served an average of 28. These adult family members participated in events an average 2.7 months out of the program year. Adults in programs funded by 21st CCLC and ESSER participated, on average, for 2.0 months out of the year as compared to 3.7 months for adults in programs funded by ESSER only.

On average, the number of adult family members served by centers were similar. Centers funded by ESSER only served slightly more adult family members, on average.



In terms of what adult family members participated in, celebrations, non-literacy related academic supports, and other supports (e.g., family resource nights, engagement events, health and well-being events) are consistent with the prevalence of activities offered. Literacy support is another well-attended activity, particularly in programs funded by both 21st CCLC and ESSER. Very few adult family members participated in advisory committees, financial literacy activities, GED prep, and job skills training.

