

Florida's Investment in Out-of-School Time Programs

In Florida, out-of-school-time programs provide expanded learning opportunities to more than 500,000 students each day and are a lifeline for working families. Yet, too many kids in Florida are being left out. Before the pandemic, nearly 1.5 million Florida students were on afterschool waitlists and nearly 70 percent of families reported the cost of programs is a significant barrier to enrollment. The need is even greater now.

COVID Relief Funding

COVID-19 caused significant impacts to the state of education in Florida. To combat significant learning losses in K-12 schools, the federal government issued three notable rounds of funding. The Florida Department of Education implemented the majority of these funds through direct allocations to local education agencies (LEAs). These districts use funds in a variety of ways, including direct investments in out-of-school time programs to accelerate learning in safe environments. Out-of-school time programs are proven to mitigate learning loss.

ESSER I: In March 2020, the Elementary and Secondary School Emergency Relief (ESSER I) Fund was created through the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Ninety (90) percent of funds were given to local education agencies and 10 percent remained within State Education Agencies.

ESSER II: In December 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRSSA) Act expanded direct funding to address the areas most impacted by the disruption and closure of schools due to COVID-19.

ESSER III: In March 2021, additional funding through the American Rescue Plan (ARP) Act was used to safely reopen schools and support operations. LEAs received 90 percent of the state's overall ARP allocation and were required to use 20 percent of these funds to aid learning loss recovery.

	Total Investment	Amount Spent to Date*	LEA Allocation
ESSER I	\$770,247,851	\$690,692,236.84	\$693,223,066
ESSER II	\$3,133,878,723	\$2,281,440,066.49	\$2,820,490,851
ESSER III	\$7,043,370,152	\$2,456,091,256.96	\$6,339,033,137

* as of March 2023



Types of Out-of-School Time Programs supported with ESSER Funds

Afterschool and summer programs provide a unique opportunity to accelerate learning through academic enrichment activities. LEAs have invested approximately 43 percent of the learning loss set-aside in afterschool and summer interventions. Out-of-school time interventions implemented by LEAs are summarized below.

Out-of school time interventions

- Tutoring/ Saturday Academy
- Extended day- Academics only
- Academic component in addition to tutoring
- Comprehensive afterschool (academics and enrichment)
- Summer school

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- Afterschool: **\$170,550,745**
- Summer Programs: **\$386,716,173**
- ESSER III Learning Loss Recovery: **\$1,267,806,627**



This is not the only investment in Out-of-School Time Programs

In ESSER III, states were required to set aside one (1) percent of funds for afterschool and one (1) percent of funds for summer programming. In Florida, school districts received these funds as an allocation on top of what they received in ESSER I-III. The financial data presented on the reverse side does not reflect this additional funding.

Funding Category	Amount Allocated
Afterschool Programming	\$70,382,464
Summer Programming	\$70,382,464



Why Out-of-School Time Programs are Essential

Research shows that out-of-school time programs have positive impact on academic performance, classroom and community behavior and student attendance.

Afterschool and summer programs:

- Support the workforce
- Accelerate learning and closes the achievement gap
- Keep children engaged and safe
- Provide resources for underserved communities



About Florida After School, Inc.

Florida After School, Inc. advocates for and equips out-of-school time stakeholders with resources to build the profession and support high-quality programs for all children and youth. Florida After School, Inc. promotes quality standards and best practice for out-of-school time programs; collaborates with public and private partners to share high-quality innovative resources with programs; advocates for policies and funding that expand the availability and accessibility of programs; and engages direct service providers to ensure our efforts are representative and effective for those serving children, youth and families.

Methodology

Florida After School, Inc. coded the types of interventions described in applications submitted to the Florida Department of Education by each LEA.

Disclaimer: Not all school districts submitted budget plans. The following districts were excluded from the data: Columbia, Highlands, Hillsborough, Putnam, and Union.

Works Cited

- <https://www.fldoe.org/covid-19/funding/esser.stml>
- http://afterschoolalliance.org/documents/issue_briefs/issue_COVID-19_77.pdf
- http://afterschoolalliance.org/documents/Afterschool-Essential-for-COVID-recovery_national-january-2021.pdf
- <https://www.nationsreportcard.gov/profiles/stateprofile?chort=1&sub=MAT&sj=&sfj=NP&st=MN&year=2019R3>