



**State Report of Expanded Learning in Oklahoma  
2016**

# Letter from the Authors

In October 2015, a collaboration of stakeholders launched the Oklahoma Partnership for Expanded Learning (OPEL). OPEL is a statewide network of organizations that recognizes the success of and continued need for Expanded Learning Opportunities (ELO) throughout Oklahoma. ELOs encompass all youth development programming that occurs beyond the traditional school day, including before school, after school, holiday breaks, weekends, summers and off days for districts with 4-day school weeks. ELOs are structured and offer a wide range of learning and enrichment activities that promote the academic, physical, emotional and social development of all children and youth.

OPEL focuses on three areas:

1. Increasing quality ELOs
2. Sustainability of ELOs
3. Advocacy on behalf of Expanded Learning professionals

We have collectively drafted this state report for the intent of:

1. Informing stakeholders on the status of Oklahoma children.
2. Explaining the importance of quality ELOs.
3. Providing critical information on the status of ELOs in Oklahoma.

For the purpose of this report, we refer to students as children for the remainder of this document. Our report includes a large amount of data; therefore, in an effort to clarify content, we've included a table of contents and symbols to indicate specific topics:

- |                       |  |
|-----------------------|--|
| ● Juvenile Crime      | ● Science, Technology, Engineering, & Math |
| ● Teenage Pregnancy   | ● 21st Century Skills                      |
| ● Workforce Readiness | ● Caregiver and Family Engagement          |

We look forward to partnering with communities throughout Oklahoma to share best practices, provide resources for providers, caregivers, families and schools to support the work of youth development agencies!

Thank you for reading this report, please connect with OPEL to get involved with our efforts.

Respectfully,  
The OPEL Policy Task Force

**Megan Stanek**  
Network Director  
OPEL

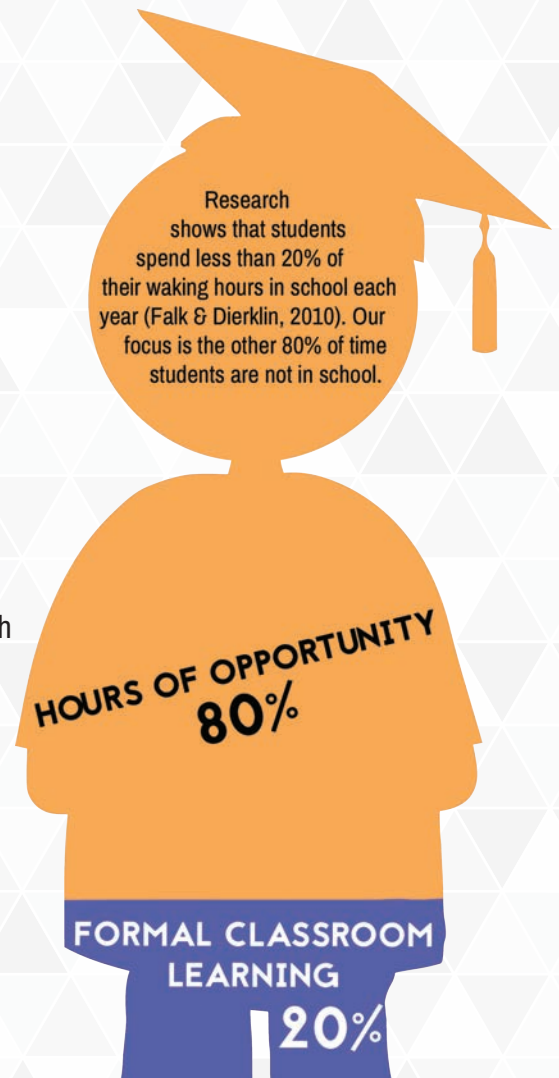
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- |                  |                       |                                   |
|------------------|-----------------------|-----------------------------------|
| ● Juvenile Crime | ● Teenage Pregnancy   | ● Workforce Readiness             |
| ● STEM           | ● 21st Century Skills | ● Caregiver and Family Engagement |



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# Why Expanded Learning Opportunities Matter in Oklahoma

Children in today's world face many challenges and threats, and ELOs help address some of the critical issues children face. In 2014, 20% of Oklahoma's children (approximately 130,367 children) were left alone and unsupervised for an average of 6.6 hours per week, which creates too much potential for trouble to occur. Statistics show that high quality ELO programs can benefit communities in many ways:

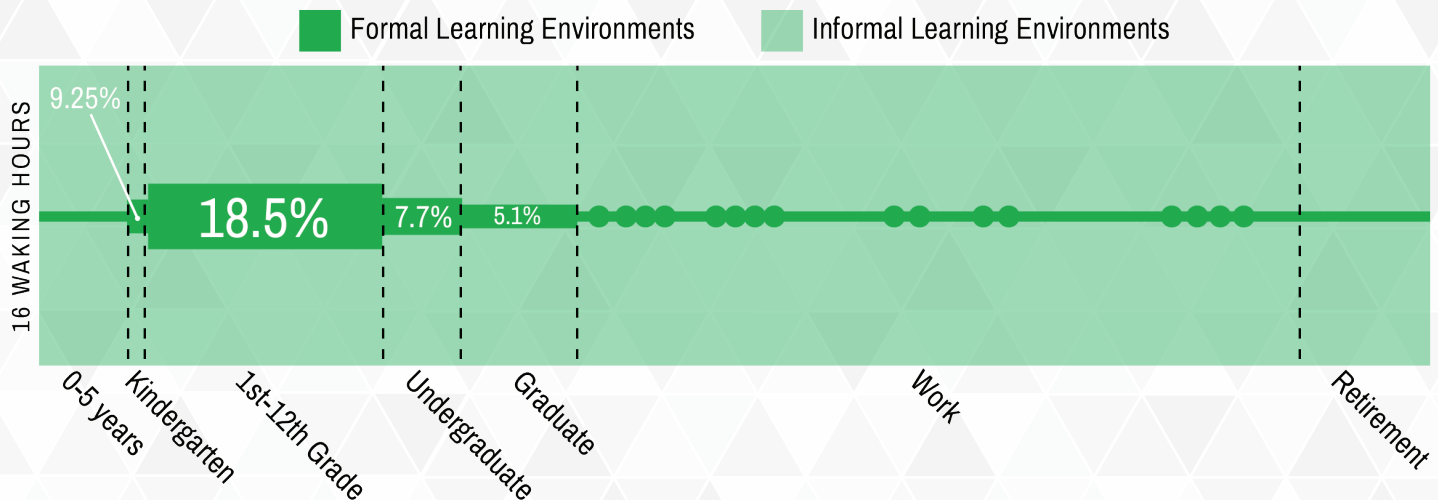
- Help prevent juvenile crime. ●
- Reduce high school dropout rates. ●
- Reduce drug use. ●
- Reduce teen pregnancy rates. ●

Time children spend out of school is just as important as the time they spend in. Our goal, then, is to ensure the out-of-school time (OST) is spent as productively as possible and that children continue to learn and grow, even outside the classroom.

Expanded Learning Opportunities assist in the development of the whole child throughout his or her growth and development. ELO programs provide structure and offer a wide range of learning and enrichment activities that promote the academic, physical, emotional and social development of youth.

While the majority of programs are in the kindergarten through sixth grades, there is a growing need for robust opportunities from seventh through twelfth grades.

## Lifelong and Lifewide Learning



Source: Falk, J.H., & Dierkling, L.D. (2010). The 95 percent solution. *American Scientist*, 98, 486-493.



# Executive Summary

ELOs are vital to positively engaging and keeping children safe and out of trouble.

- 20% of Oklahoma children are left unsupervised from 3pm – 6pm. This rate increases to 25% for children in rural areas. ●
- Oklahoma ranks fourth in imprisonment rate and first in the nation for incarceration of women ●
- Oklahoma ranks **2nd highest** in the nation for **birth rates to teen females** aged 15-19 ●
  - Each day in Oklahoma, an average of 15 children are born to girls aged 15-19. ●

ELOs help to close the achievement gap for underserved children by keeping them engaged in school.

- A 2011 report from the Oklahoma Educational Indicators Program states that 23% of Oklahoma children drop out between 9th grade and graduation. ●
- During the 2011-2012 school year, more than one in five (23.0%) third-grade children did not read at or above the proficiency level. Likewise, more than one in four (28.0%) eighth-grade children were not proficient in math.
- Children who regularly attend high quality ELO programs can gain the equivalent of up to **90 days of learning**. ●

## AFTERSCHOOL PROGRAMS SAVE TAX DOLLARS

Every \$1 invested in  
afterschool programs  
saves \$9 by



- ✓ Reducing crime and welfare costs
- ✓ Improving kids' performance at school
- ✓ Increasing kids' earning potential

ELOs support the development of 21st Century workforce skills and provides working parents quality programs in which to enroll their children.

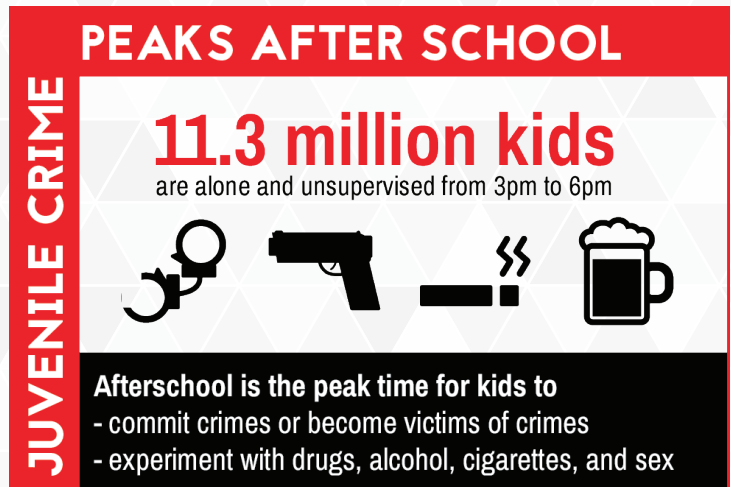
- In 2014, one in four rural children was living in poverty. Quality expanded learning programs keep children safe, inspire them to learn and help working families. ●
- 40% (230,198) of children would enroll in a program if it were available to them.
- Currently, the highest funding provided for ELO providers in Oklahoma come from federal funded 21st Century Community Learning Centers program ●

## ELOs help keep children out of trouble.

Twenty percent of Oklahoma's youngest citizens were unsupervised after school in 2014 for an average of 6.6 hours per week. The peak times of 3 p.m. to 6 p.m. are when youth are most likely to commit crimes, become victims of crimes and experiment with drugs, alcohol, cigarettes and sex. More than 18,000 Oklahoma youth were arrested in 2011 for crimes ranging from minor to violent offenses. The number of youth coming into contact with the juvenile justice system has been decreasing in recent years within the state due to increasing diversion services and treatment programs. ●

"However, Oklahoma still has work to do. Data routinely show children in our state suffer trauma that impact them throughout their lives. This can be seen in the state's high rates of parental incarceration, domestic violence, child abuse and neglect, mental illness and substance abuse. All of these factors increase the likelihood a child will have involvement in the juvenile justice system" (Oklahoma Juvenile Justice at a Glance, 2014). ●

Oklahoma continues to imprison people at one of the highest rates in the nation, ranking fourth in a newly released report from the federal Bureau of Justice Statistics. In incarceration of women, the state leads the country, with a rate of 127 per 100,000 residents. Oklahoma has seen prison populations increase steadily over the past several decades and incarcerated 648 residents per 100,000 in 2012, according to a study by the bureau's report. That's up 2.5 percent, an increase from 632 in 2011. ●



### The Cost For One Student

It costs approximately \$3,380 for one kid to attend an out-of-school time program for one year, compared to \$28,652 to incarcerate one youth for one year. (State of Oklahoma Corrections Department, Guide For Families)

In 2015, **\$96.6 million** from state appropriations was allocated to the Oklahoma Office of Juvenile Affairs (OJA). State appropriations cover between 89 percent and 91 percent of all expenditures by the OJA. (OICA, 2015: A Fiscal Analysis of Juvenile Justice in Oklahoma). ●

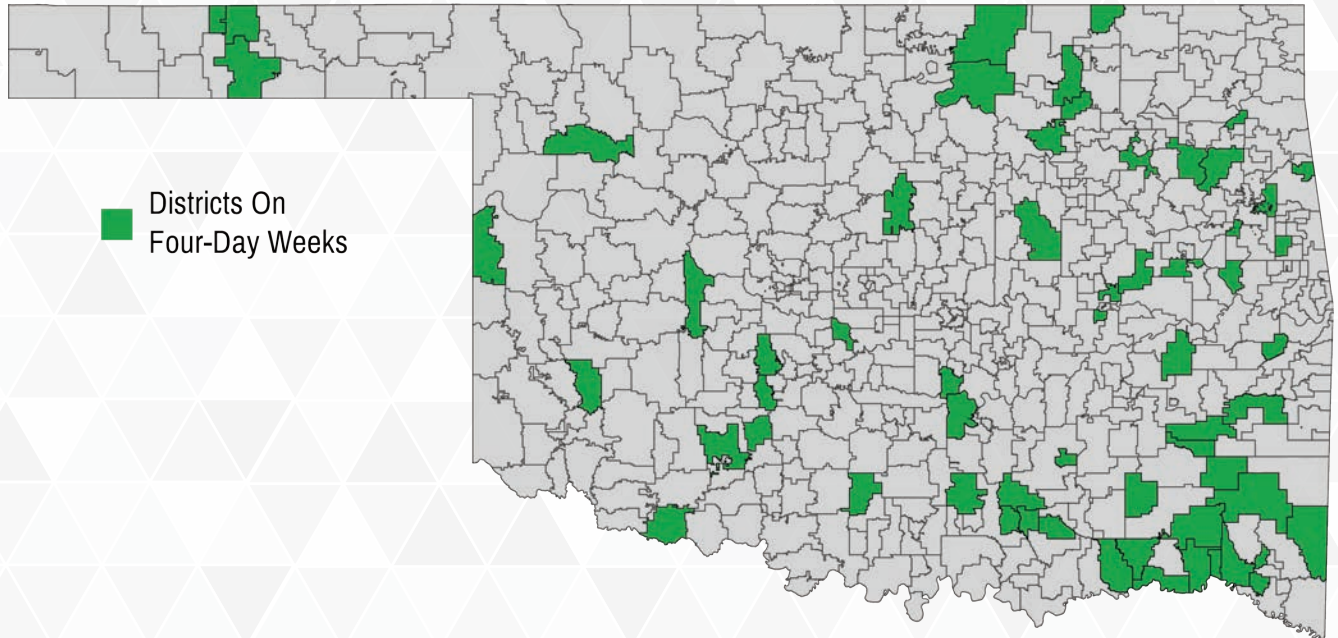
Oklahoma ranks second in the nation for birth rates to teen females aged 15-19 (Oklahoma State Department of Health, Teen Pregnancy in Oklahoma, 2014). Oklahoma teen childbearing cost taxpayers **\$169 million** 2010 (NCSL, Teen Pregnancy, Oklahoma Just the Facts. 2015). The majority of costs are related to children of teenage parents, who are more likely to experience poor health, difficulties in educational attainment and lower socioeconomic status over their lifetimes. ●

Nationally, only about half of teen mothers earn a high school diploma by age 22, compared to 89 percent of women who do not give birth in their teen years. Teens who have a child before age 18 are even less likely to graduate; only 38 percent earn a diploma and another 19 percent get a GED. ●



As of October 1, 2015, 51 districts (roughly 10%) in Oklahoma have already implemented a four-day school week in 252 school sites. According to a survey conducted by the Cooperative Council for Oklahoma School Administration, more than 100 additional districts are considering making the switch to a four-day school week or a shortened school week for the 2016-17 school year.

## Districts with Four-Day School Weeks



After lack of need and preference for alternative activities, the chief obstacle to afterschool enrollment in the state is that the majority of families simply cannot afford it.

**SUPPORT IS STRONG**

### Parents and teachers value summer learning programs.



#### AMONG TEACHERS

**88%** say summer learning programs are important to students' success



#### AMONG PARENTS

**73%** say it's important for their child to have summer activities that help them learn



#### AMONG PUBLIC

**85%** support public funding for summer learning programs

## ELO's help to close the achievement gap for lower income children by keeping children engaged in school.

A 2011 report from the Oklahoma Educational Indicators Program states that 23% of Oklahoma children drop out of school between 9th grade and graduation. According to Oklahoma's Business Case for Education Reform, published in 2015 by the Oklahoma Educated Workforce Initiative (OEWI), only 39,082 of 50,220 Oklahoma children who entered kindergarten in 2000 graduated from high school in 2012. ●

### After school provides the building blocks kids need to succeed in life and school.

Children who regularly participate in quality afterschool programs...

Make better decisions



Improve work habits and grades



Have higher graduation rates



Demand for afterschool is growing, but 19.4 million kids are left out.

Help us change that.

The Alliance for Excellent Education estimates that if graduation rates increased and 90 percent of children in Oklahoma earned a high school diploma, the state economy would benefit from approximately **\$83 million** in increased annual earnings, and **\$6.2 million** in increased annual state and local tax revenues. (NCSL, Oklahoma: Teen Pregnancy, Impact on Education and the Economy. 2015)

At every age of child development, expanded learning opportunities are key to student learning. **Research indicates a correlation between the lack of expanded learning programs and high school dropout rates and participation in expanded learning programs with high educational aspirations.** ●

Further, the data shows that non-participants of extracurricular activities tend to drop out of school more than participants of extracurricular activities. (Big Views Forward: A Compendium on Expanded Learning, Lincoln D. Chafee; The Effect of Extracurricular activities on School Dropout, Jillian M. Bush; Evaluating effects of non-class experiences on Students' Educational Aspirations and Achievement, Waxman & Sulton)

An analysis of 68 expanded learning studies found that children participating in high-quality afterschool programs went to school more, behaved better, received better grades and performed better on tests compared to non-participants. (Weissberg, R.P., et.al, 2010).

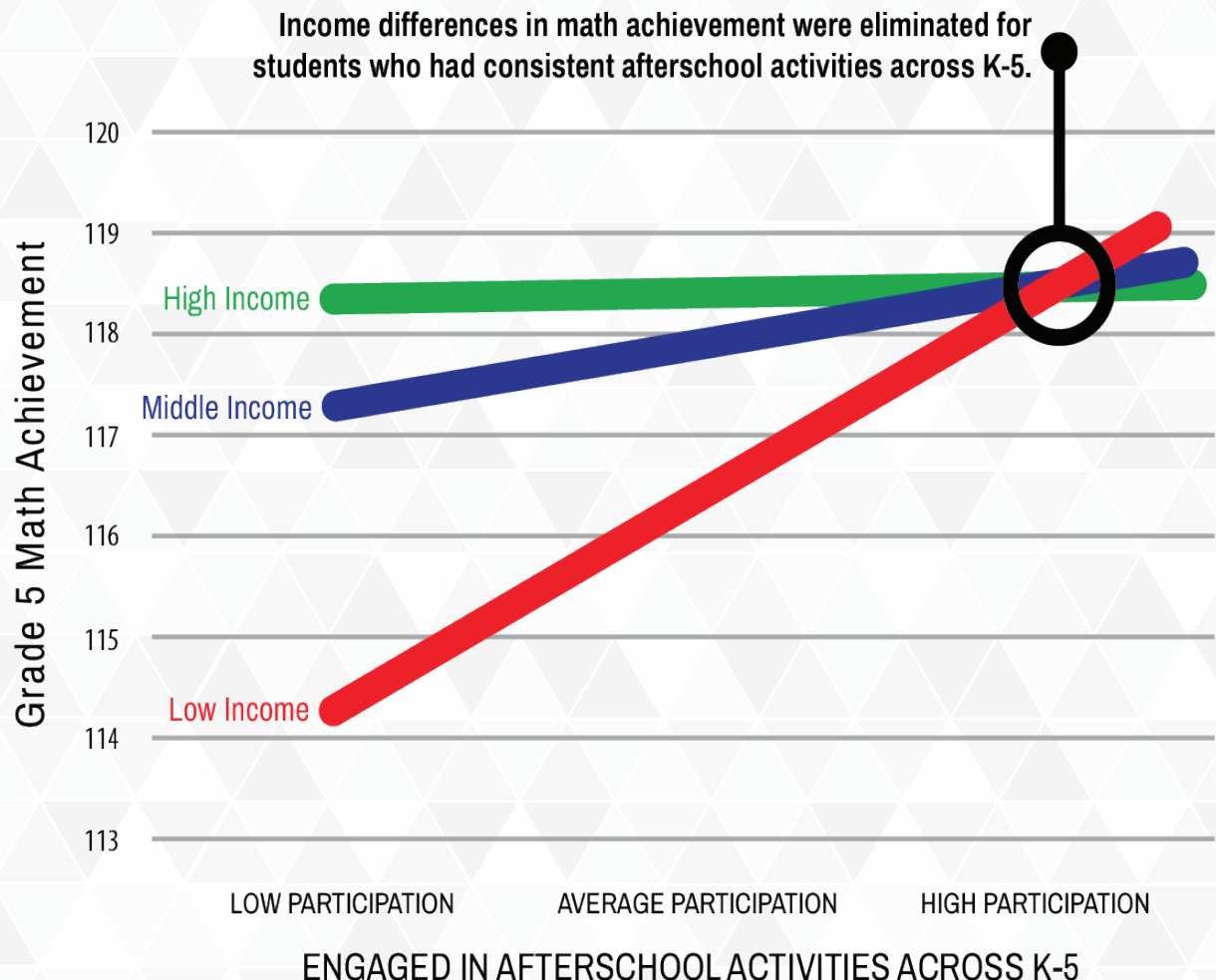




A study of outcomes associated with participation in expanded learning programs found that children regularly participating during the elementary school years showed a variety of gains, including:

- Narrowing the math achievement gap between high-income and low-income children at grade five
- Improving work habits and self-efficiency; and
- Reducing the number of school absences. (Auger, A., Pierce, K.M. and Vandell, D.L., 2013)

## Afterschool Participation Narrows the Math Achievement Gap



During the 2011-2012 school year, more than one in five (23.0%) third-grade children did not read at or above the proficiency level. Likewise, more than one in four (28.0%) eighth-grade children were not proficient in math. When looking at these test scores by racial/ethnic categories, a concerning picture emerges. A clear achievement gap exists among races and ethnicities, most strikingly among black children (2014 OK Kids Count).

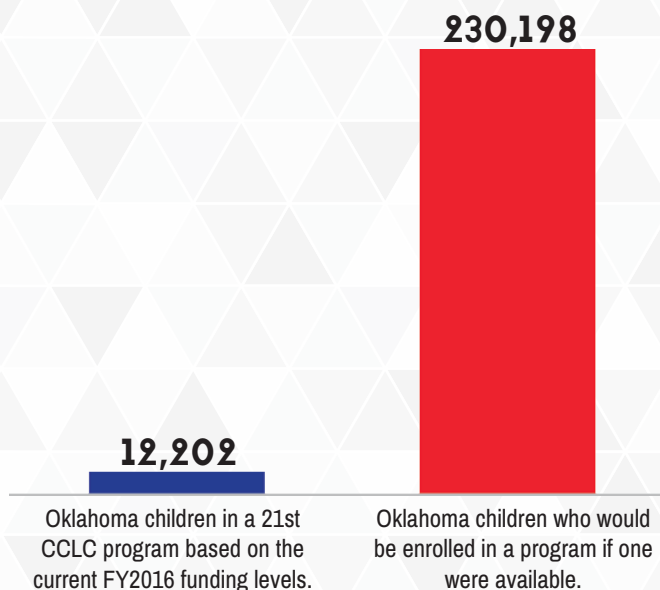
More than one in six Oklahomans – and almost one in four children (25%) – now lives in poverty. Poverty among children in Oklahoma is at an all-time high, having increased 14% since 1990 (2014 OK Kids Count). Oklahoma's poverty rate is 1.3 percent higher than the national average, 17th highest among the states, and 14th highest based on percentage of poor children.

Poverty is closely correlated with education—someone with only a high school degree is four times as likely to be poor as a college graduate, and those without a GED or high school diploma are almost seven times likelier to be poor than college graduates. Lack of education threatens current and future generations of Oklahoma children. “Youth who do not complete high school face a lifetime of problems including poverty, little employment opportunity, poor earning ability and criminal involvement. Unemployment rates for adult workers are twice as high for dropouts than graduates. And children of high school dropouts are at a higher risk of quitting school themselves” (OK Kids Count, 2010). ● ●

In Oklahoma, 28.5% of Oklahomans in poverty, over age 25, did not graduate high school and most Oklahoma inmates are high school dropouts. (OK Policy Institute, Oct. 2012). Oklahoma’s class-based education gap continues to widen. Of the more than 660,000 public school children in Oklahoma, almost 60% qualify for the free and reduced lunch program, a common indicator of poverty. Over 60% of Oklahoma schools receive Title I funds, another indicator of poverty. (Kids Count Data Center. Annie E. Casey Foundation, Sept. 2013).

Outside the large metropolitan counties of Oklahoma and Tulsa, the remainder of the state consists of small towns and rural areas, which face the challenges associated with of a lack of money, resources and undersized populations. Thirty-four percent of Oklahoma children under 18 live in rural areas, and children living in these isolated regions often do not have the opportunity to participate in educational enrichment and expanded learning programs. Therefore, they have an even higher probability of risky behaviors, dropping out of school and of living in poverty (2014 OK Kids Count).

## DEMAND IS HIGH



## FUNDING IS NEEDED

Raising funds to run and sustain their program is the

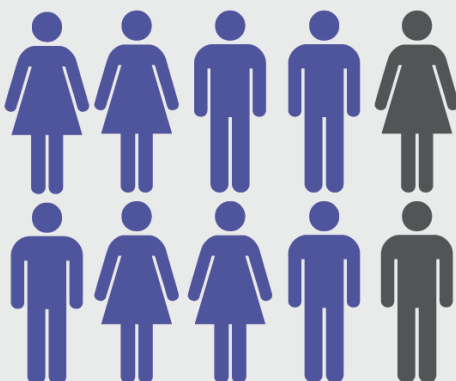
# #1 CHALLENGE

reported by afterschool providers in rural areas.

More than

# 8 in 10

parents living in rural communities support public funding of afterschool and summer learning programs.



According to the Oklahoma 21st Century Community Learning Centers Statewide Evaluation – 2013-2014 Annual Report (Sniegowski, S., Gersh, A., Smith, C., & Garner, A. 2015), 21st CCLC directors and site coordinators report that about half of their children are referred to the program by a teacher for assistance in reading, mathematics and science. While children report they are able to complete their homework at the afterschool program and that staff are available to help them. ●

## BRIGHT SPOT

POSITIVE TOMORROWS is a private, tuition-free elementary school designed specifically for homeless children. The school give kids stability, a quality education and enrichment courses in order to encourage academic optimism.

We interviewed President and Principal, Susan Agel and asked why Positive Tomorrows offers expanded learning opportunity (ELO) programs for their children. Agel stated,

“Research shows that children living in poverty are under chronic stress. Due to this chronic stress, critical pathways are not being developed within their brains. This same research shows arts, music, physical activities all help to connect the necessary brain pathways. Expanded learning opportunities help our students overcome the chronic stress of living in poverty.”

Another benefit of ELO programs within Positive Tomorrow is that the programs provide a way for the children to relate to their public school peers. They have the opportunity to participate in enrichment opportunities they otherwise would not be able to attend and learn essential life skills. Children are taught social skills during their Boy Scouts or Girl Scouts program, they have swimming lessons over the summer months, visit art programs at the Oklahoma City Museum of Arts and attend a week day camp at Camp DaKaNi.

“One of the best things about ELOs programs is that most of our kids don’t know when they are in school or not in school!” Agel stated.

By allowing ongoing ELO programs, children continue to be engaged in learning through non-traditional models.

“One of the best pieces of advice I could give to programs working with (children in poverty) is not to worry about spending a lot of money. Some of our students have never been to a bank, a car dealership or a movie. They will appreciate the chance just to visit these locations.”

Positive Tomorrows continues to create partnerships with community supporters and organizations that help them realize the goal of providing high-quality ELO programs to set their children up for academic optimism and success.

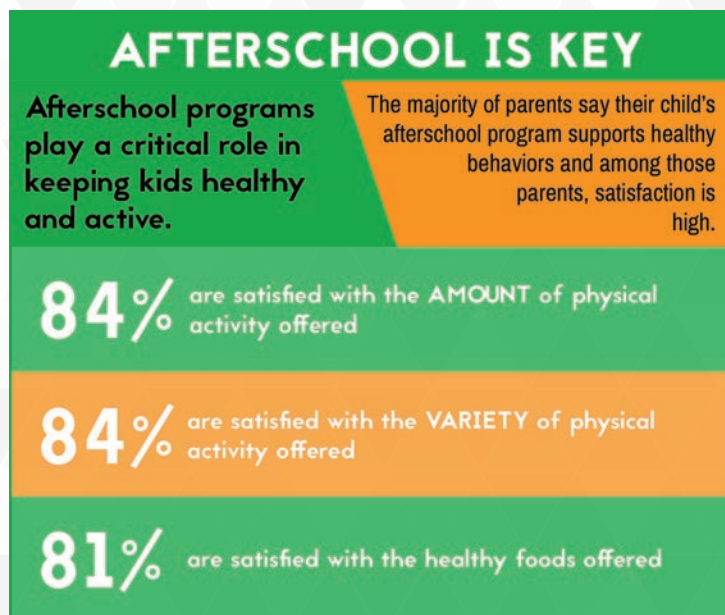




**ELO's provide essential 21st Century workforce development skills and provides working parents quality programs in which to enroll their children.** ● ●

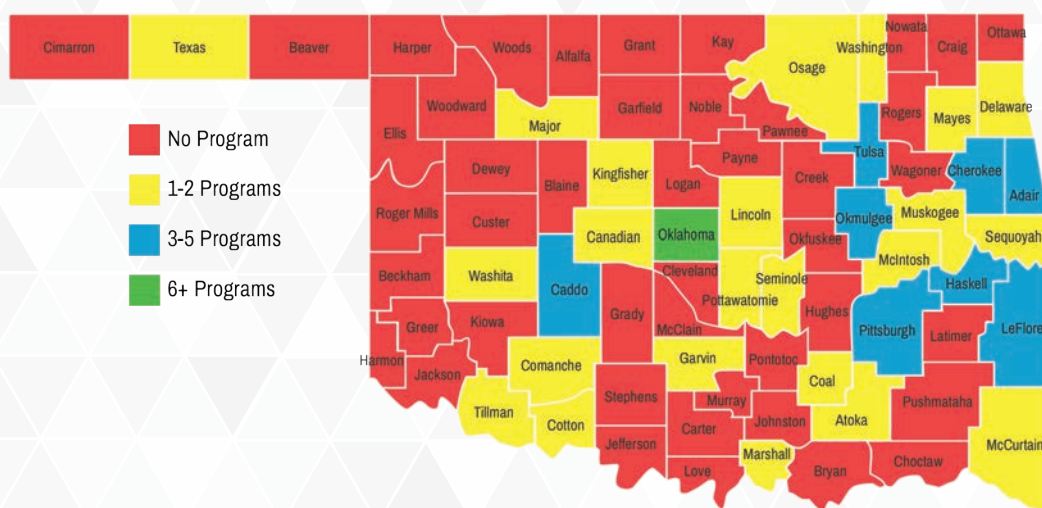
According to the America After 3PM report, the top providers of afterschool programs in the state are school-based, with 74% located in public schools and the remainder through community-based organizations such as the YMCA and Boys & Girls Clubs afterschool programs.

21st Century Community Learning Centers (CCLC) currently serve over 12,000 Oklahoma children with 59 grantees at over 100 sites throughout the state. By collaborating with community partners, schools and parents, 21st CCLCs are providing academic enrichment opportunities for children in their out-of-school time and incorporate a continuous quality improvement system through professional development and professional learning communities.



According to the Oklahoma 21st CCLCs Statewide Evaluation – 2013-2014 Annual Report (Sniegowski, S., Gersh, A., Smith, C., & Garner, A. (2015) Youth report that they are often using their skills in the afterschool program and that they belong and matter at the program. 21st CCLC Staff report they frequently expose students to new experiences and that students will be acknowledged for their achievements and contributions.

However, 21st Century CCLC's are located in a small percentage of public schools and cannot meet the demands of all schools. Currently, the only funding provided for ELO providers come from the federal 21st CCLC program. ●

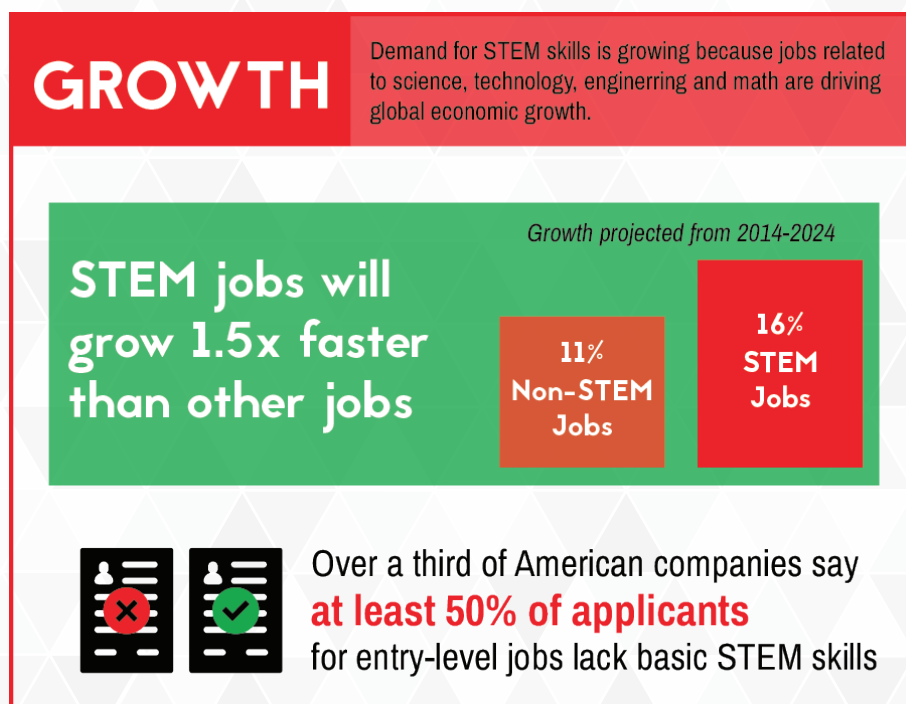


## Workforce Readiness ●

Advancements in technology have created a new recognition that learning can occur “Any Time, Any Place, Any Path and Any Pace” (Peterson, 2013). We are at a time in history where we can draw upon more resources to engage learning at all stages of life and at all times. For this reason, we need to be more open to expanding learning models for children in all facets of life. Children learn in formal and informal settings, both in traditional school models and in ELO programs and during all waking hours.

We must also examine the role that expanded learning programs can play in helping children build skills and knowledge for their future careers. It has been predicted that by 2025, about 77 percent of jobs in Oklahoma will require some type of education beyond high school. Currently, only about 54 percent of Oklahomans have such qualifications. To address the need of the workforce for 2025, we need to engage all children throughout Oklahoma in a wide range of opportunities.

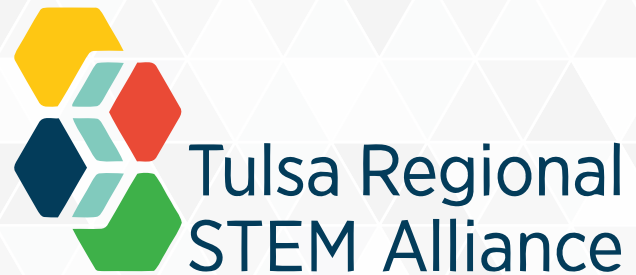
Not only will Oklahoma children need to obtain the educational and technical skills necessary to be successful in college, career and life, they will also need to acquire social/emotional and non-cognitive skills such as problem solving, collaboration, persistence, autonomy, sense of purpose, emotional management, interpersonal skills and understanding how we learn. Schools typically don't offer these critical skill builders, and expanded learning programs play a critical role in social/emotional learning and development.



School-community partnerships can include every formal arrangement a school or ELO provider can make with an individual, association, private sector organization or public institution to provide a program, service or resource to help support student achievement. School-community partnerships give children a wide range of opportunities to learn STEM through project-based curriculum in an informal setting. Research shows that what happens outside of school can be equally as important as what happens inside of school in directing a child and activating his or her interest in STEM or another subject (Afterschool Alliance, 2015). ●

## BRIGHT SPOT

The Tulsa Regional STEM Alliance (TRSA) works as a catalyst to create a collaborative ecosystem that encourages business/industry and the education community to produce broad, deep, and innovative pathways resulting in a highly-skilled STEM workforce able to drive economic prosperity while meeting the needs of a globally competitive Tulsa region.



OPEL caught up with Xan Black, Program Director of TRSA, to discuss their efforts and the importance of partnerships, STEM and ELOs throughout the Tulsa region. TRSA has four main goals to create a STEM ecosystem:

### 1. Communication:

Think of this as a 1-800 number for STEM programming for parents to find out where, when and what ELOs are available for children in the Tulsa area. As Black explained, "We want to let parents know about ALL of the opportunities we have in the area for their children to be a part of. As such, we are constantly seeking ways to communicate with parents about our partner organizations STEM opportunities."

### 2. Calculating Impact:

Black stated, "Tulsa is one of four cities in the nation that was selected to be a part of the Harvard PEAR assessment. We are extremely thankful to be a part of this effort. All of our programs go through a pre and post survey to analyze the effectiveness of programs to see what is working, what is not working and where we need to scale up efforts."

### 3. Collaboration:

This is a main component to the success of TRSA, which began two years ago and has grown to have 90 STEM members! As Black explains, "When TRSA began, the community came together initially to find a solution to engage children in STEM at a younger age. TRSA wasn't just one person's idea. Higher education, common education, funders and businesses all came to the table to create TRSA. It had to be an 'OUR' thing for TRSA to be successful!"

### 4. Cultivation:

After you provide ample STEM programs and see the 'spark' light in a child's eye, TRSA ensures that child has a pathway to see what is next for his or her STEM career. TRSA accomplishes this through mentorship and empowering children to see the STEM careers they can attain. Black explains, "Few children can resist the Gingerbread Building Challenge, because it is meant to be fun and engaging. TRSA is able to make the architect, math, art and science connections through hands-on, informal events to create interest for children. TRSA then follows up to offer programs such as Engineers Alliance for the Arts, which brings civil structural engineers into the classroom for ten weeks. They give students a real-world assignment to build a bridge with specific parameters. This allows students to engage with practicing civil engineers to make the connection between engineering, arts, language and problem solving."





When I asked Black how TRSA has been so successful in two years' time she stated, "I think Oklahomans have a natural desire in their DNA to collaborate to come up with solutions. When Tulsa saw we were 31st in the nation in science and 40th in math, we knew we had to figure out a solution! We came together to figure out a way to rally the community around a way to solve the problem. Oklahomans have the standard of helping out when needed, and we've seen this for TRSA."

Regarding the relevance of ELOs, Black elaborated, "When you see how much time we spend out of school, it makes natural sense to look at this space to provide programs! ELO allows a different vantage point for children to grasp STEM concepts. ELO can 'sneak' difficult concepts into our programs because we vet programs to be engaging, hands on and fun. Children don't realize they are asking a question about torque until program staff explain the concept. It's an amazing way to interact with kids in informal settings."

As we ended our conversation I asked Black one last question: how do we keep this momentum moving forward for Oklahomans? She responded, "We are so grateful to live in a state where there is a natural tendency to collaborate to fight the battles we face and to overcome them. Oklahoma is in the process now of getting together and rallying for our children to succeed!"

## Recommendations:

How children spend their time out of the classroom is just as important as the time children spends in the classroom. Twenty percent of Oklahoma's children, including kindergartners are unsupervised in the afternoons, while 23% of our children drop out between ninth grade and graduation. We need to begin having meaningful conversations about how to keep children engaged and safe while not in school. Expanded learning opportunities (ELOs) can have immediate positive impacts for children, parents and businesses throughout our state. High-quality ELOs are an important component to child development and are desperately needed throughout all areas of Oklahoma. ELO programs keep children safe during the highest crime hours of 3 p.m. to 6 p.m. on weekdays. Further, children in ELO programs are less likely to use drugs, become teen parents or be victims or perpetrators of crime.

The return on investment is high and can save tax dollars by reducing crime and welfare costs. Investing in ELO programs improves kids' performance in school and increases their earning potential.

The Oklahoma Partnership for Expanded Learning (OPEL) is a collaboration of stakeholders throughout Oklahoma who strive to make equitable, high quality programs sustainable for our children. OPEL has three focuses to increase equitable high-quality ELO programs for the state of Oklahoma:

1. Increasing quality ELOs via the following actions:
  - Support professional development opportunities to ELO providers throughout the state.
  - Share best practices to replicate in different areas of the state.
  - OPEL will serve as a convener of quality ELOs and provide association support
2. Sustainability of ELOs:
  - Help identify funding gaps in out of school time programs and work with ELOs to help build relationships that can help address those gaps
  - Identify funding sources and provide information to ELO providers on grant cycles
  - Assist ELOs with needs assessments in their areas so as not to duplicate existing efforts and to maximize resources in a community.
3. Advocacy on behalf of expanded learning professionals:
  - Provide legislative updates on policies impacting ELOs in Oklahoma.
  - Convene program providers to ask what barriers they currently face to determine if policy change can assist their work for children.

We are looking for dedicated partners to join in our work. If you are interested in collaborating with OPEL in any way, please contact us via our website [www.opelok.org](http://www.opelok.org) to find ways to partner in work (task forces, leadership council, advisory council, etc.).

On behalf of the OPEL partners, we look forward to working with you, as we see ELO programs as a vital link to the success of children development, and we look forward to working with you!

Respectfully,

**Megan Stanek**  
Network Director

**Amy Roff**  
OPEL Advisory Chair



# County Rankings At A Glance



	Per Capita Income Rank	Unemployment	Child Poverty	Child Food Insecurity	High School Dropout Rate	3rd Grade Reading	8th Grade Math	Teen Births	Juvenile Crime	Children in Foster Care	Children of Incarcerated Parents	Adverse Childhood Experience
Adair	1	75	67	72	43	3	44	73	57	53	10	73
Alfalfa	50	1	28	31	8	67	15	61	1	51	6	32
Atoka	5	57	61	62	15	57	21	51	1	63	65	69
Beaver	70	5	13	3	6	12	49	18	1	23	46	3
Beckham	59	5	56	22	43	49	67	71	70	67	72	65
Blaine	40	15	45	33	39	32	43	15	1	73	63	44
Bryan	18	45	41	43	62	72	61	56	46	59	55	72
Caddo	13	52	65	51	9	25	12	35	42	29	49	12
Canadian	62	16	1	2	32	63	61	10	50	40	9	23
Carter	60	42	42	27	52	40	24	53	75	47	53	59
Cherokee	11	57	68	55	50	37	2	13	51	33	15	64
Choctaw	12	71	76	72	51	12	4	43	1	65	51	75
Cimarron	68	5	45	59	1	63	1	NR	1	1	43	1
Cleveland	53	19	2	6	35	57	60	3	43	18	3	13
Coal	10	63	64	71	1	57	34	67	1	61	77	77
Comanche	52	47	39	39	40	49	57	32	73	46	45	36
Cotton	55	45	55	34	9	75	54	61	1	77	76	48
Craig	31	52	22	46	12	32	16	42	68	20	12	27
Creek	36	50	21	42	66	37	40	31	49	45	38	15
Custer	57	14	40	17	7	52	73	64	54	52	73	35
Delaware	27	55	62	69	63	43	61	36	39	14	48	51
Dewey	74	11	24	10	54	3	8	NR	1	3	2	17
Ellis	76	3	32	26	1	63	53	68	1	9	33	21
Garfield	66	16	35	20	34	18	13	49	61	30	68	58
Garvin	47	31	29	35	26	25	74	63	53	27	23	71
Grady	35	27	19	27	15	49	61	28	65	25	57	30
Grant	72	9	34	9	30	77	7	NR	1	13	17	3
Greer	7	43	68	18	47	67	75	72	1	75	71	40
Harmon	23	26	77	65	26	52	72	70	1	76	63	20
Harper	42	5	14	13	1	1	67	37	1	2	11	18
Haskell	33	71	60	48	40	7	26	30	1	41	30	36
Hughes	15	68	62	69	21	18	3	39	56	70	61	66
Jackson	44	37	38	21	58	63	57	54	1	38	59	38
Jefferson	3	37	49	57	35	3	21	37	1	23	74	56
Johnston	24	66	65	66	19	25	6	57	1	69	44	61
Kay	49	57	47	53	57	9	49	47	77	50	34	48
Kingfisher	61	11	6	1	5	67	34	11	1	16	25	2
Kiowa	28	28	49	55	18	3	9	16	1	26	69	62
Latimer	43	74	74	60	75	52	67	4	1	10	22	53

Kids Count data center (2015). Annie E. Casey Foundation. Retrieved October 2015 from <http://datacenter.kidscount.org/data#OK/2/0/char/0>





continued

	Per Capita Income Rank	Unemployment	Child Poverty	Child Food Insecurity	High School Dropout Rate	3rd Grade Reading	8th Grade Math	Teen Births	Juvenile Crime	Children in Foster Care	Children of Incarcerated Parents	Adverse Childhood Experience
LeFlore	6	71	53	66	35	12	30	60	1	32	20	33
Lincoln	26	34	26	43	25	25	32	8	48	61	28	8
Logan	58	24	8	6	70	7	37	2	44	55	27	5
Love	63	20	7	24	49	2	65	41	1	4	36	47
Major	64	9	9	11	20	57	26	9	1	5	8	42
Marshall	14	47	53	37	22	45	44	69	52	15	60	70
Mayes	17	49	30	57	76	9	37	45	37	66	62	67
McClain	73	20	5	5	43	43	57	21	38	71	1	9
McCurtain	9	76	75	75	33	72	44	66	41	72	52	46
McIntosh	22	77	56	53	71	22	54	29	62	17	14	40
Murray	51	28	19	39	29	45	37	20	55	36	35	52
Muskogee	34	55	52	63	69	12	30	50	74	58	41	60
Noble	29	23	16	16	13	75	40	22	1	41	26	14
Nowata	16	57	27	43	23	57	32	5	1	33	13	26
Okfuskee	2	62	72	76	77	37	26	46	1	74	24	16
Oklahoma	75	28	42	30	58	22	21	34	72	47	66	57
Okmulgee	20	65	59	60	11	32	10	24	66	55	31	29
Osage	4	50	22	22	24	9	16	12	1	44	5	10
Ottawa	32	64	51	68	15	32	10	65	1	10	50	28
Pawnee	25	54	17	39	14	12	49	26	1	22	16	11
Payne	41	24	15	47	35	57	70	1	47	21	28	22
Pittsburgh	45	61	47	52	72	40	34	58	1	54	75	74
Pontotoc	48	37	36	48	30	52	44	27	63	57	42	55
Pottawatomie	39	43	30	48	65	25	49	33	40	60	58	53
Pushmataha	21	69	70	77	68	32	76	48	59	67	37	76
Roger Mills	69	3	37	8	56	72	77	NR	1	31	53	6
Rogers	54	33	3	11	43	52	54	14	64	8	21	25
Seminole	30	66	71	64	72	12	13	40	60	64	70	63
Sequoyah	8	70	56	74	58	40	44	52	36	47	17	45
Stephens	67	37	32	24	28	22	26	43	45	28	66	24
Texas	46	20	25	4	55	25	24	25	1	6	46	7
Tillman	19	37	73	38	64	18	16	17	67	7	39	43
Tulsa	77	34	11	29	72	25	20	23	71	36	56	31
Wagoner	37	34	4	14	67	45	16	7	58	10	4	19
Washington	71	31	12	32	53	45	70	19	35	43	40	50
Washita	38	16	44	35	42	67	65	54	1	35	32	39
Woods	56	1	18	14	58	67	40	6	76	39	7	34
Woodward	65	13	10	19	47	18	4	59	69	18	19	68

## Definitions

**Afterschool** Afterschool is often used interchangeably with “Out-of-school” time (OST)

**21st Century Community Learning Centers** (21st CCLC) is the largest funding source dedicated solely to afterschool programs. Grant funds total over \$1 billion and support programs serving over 1.6 million children and youth. The U.S. Department of Education disburses the funding to the states based on a formula, and the states use the funds to run a competitive competition for subgrantees, how many years a program is funded, and how many sites are funded. The funds are authorized under Elementary and Secondary Education Act as amended by Every Student Succeeds Act.

**Expanded Learning** whether afterschool, before school, Saturday, extended day, extended year, summer learning, or any other nontypical school-day learning situation

**Out of School Time** Programs that provide a mix of academic, recreational and cultural activities for students in kindergarten through 12th grade. These programs can occur before school, after school, during holidays and during the summer months.

## References

Complete list of references located at: [www.opelok.org](http://www.opelok.org)

The Oklahoma Partnership for Expanded Learning (OPEL) is a partnership of organizations that recognize the success of and continued need for ELO programs throughout our state. This encompasses all youth development programming that occurs beyond the traditional school day, including before school, after school, holiday breaks, weekends, summers and off days for districts with four-day school weeks. Programs are structured and offer a wide range of learning and enrichment activities that promote the academic, physical, emotional and social development of all children and youth.

Our mission is to build and sustain a statewide alliance that connects partners, promotes quality and advances public policy to increase expanded learning opportunities.

Our vision is that all Oklahoma families have access to nurturing, engaging, empowering and purposeful expanded learning opportunities of excellence.

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