



The Afterschool Hours in America

- More than 15 million school-age children (26 percent) are on their own after school. Among them are more than 1 million are in grades K to 5. (Afterschool Alliance, 2009)
- The parents of more than 28 million school-age children work outside the home. (U.S. Department of Labor, 1998)
- Only 8.4 million K-12 children (15 percent) participate in afterschool programs. An additional 18.5 million would participate if a quality program were available in their community. (Afterschool Alliance, 2009)
- The hours between 3 p.m. and 6 p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. (Fight Crime: Invest in Kids, 2002)
- Nine in 10 Americans want all children and teens to have some type of organized activity or safe place to go after school. (Afterschool Alliance & Lake, Snell, Perry & Associates Inc., 2004)
- Over three-quarters of Americans (76 percent) agree that members of Congress, state and local elected officials should increase funding for afterschool programs. (Afterschool Alliance & Lake, Snell, Perry & Associates, Inc., 2008)
- Currently, the federal government contributes only 11 percent of the cost of afterschool, while 29 percent of the children in afterschool meet the federal government's definition of low-income and in need of federal assistance. (Afterschool Alliance, 2009)

Afterschool Programs Benefit Youth, Families & Communities

- Teens who do not participate in afterschool programs are nearly three times more likely to skip classes than teens who do participate. They are also three times more likely to use marijuana or other drugs, and are more likely to drink, smoke and engage in sexual activity. (YMCA of the USA, March 2001)
- Early childhood education expert James Heckman concludes that a compliment of early education and participation in afterschool programs can reduce initiating drug use among youth by nearly 50 percent (45.8) while reducing the likelihood of them skipping school by half. (Investing in Our Young People, University of Chicago, 2006)
- An analysis of 73 afterschool studies concluded that afterschool programs using evidence-based approaches were consistently successful in producing multiple benefits for youth, including improvements in children's personal, social and academic skills, as well as their self-esteem. (The Collaborative for Academic, Social, and Emotional Learning, 2007)
- Children in LA's BEST afterschool program attend school more often and report higher aspirations for finishing school and going to college. LA's BEST participants are 20 percent less likely to drop out and are 30 percent less likely to participate in criminal activities. Researchers estimate that every dollar invested in the LA's BEST program saves the city \$2.50 in crime-related costs. (UCLA National Center for Research on Evaluation, Standards and Student Testing, June 2000, December 2005 and September 2007)
- The Promising Afterschool Programs Study found that regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students. (University of California at Irvine, 2007)
- Parents miss an average of eight days of work per year due to a lack of afterschool care. Decreased worker productivity related to parental concerns about after school care costs businesses up to \$300 billion per year. (Community, Families and Work Program at Brandeis University, 2004; Catalyst & Brandeis University, December 2006)
- Students in programs supported by The After-School Corporation improved their math scores and regular school day attendance compared to non-participants. High school participants passed more Regents exams and earned more high school credits than non-participants. (Policy Studies Associates, July 2004)
- Participants in Citizen Schools' afterschool programs are much more likely to go on to high-quality high schools compared to non-participants (65 percent vs. 26 percent). Those who attend often are also more likely to be promoted to tenth grade on time (92 percent vs. 81 percent). Earning promotion to tenth grade on time is a key predictor of high school graduation. (Policy Studies Associates, December 2006)



About the Afterschool Alliance

The Afterschool Alliance is working to ensure that all children have access to affordable, quality afterschool programs. Afterschool programs keep kids safe, inspire them to learn and help working families.

- In communities today, 15.1 million children take care of themselves after the school day ends.
- Just 8.4 million children are in afterschool programs—but the parents of another 18.5 million children would sign up, if a program were available.
- A report on 21st Century Community Learning Centers (afterschool programs receiving federal funds) showed that 45 percent of all participants improved their reading grades, and 41 percent improved their math grades.
- On school days, the hours between 3 p.m. and 6 p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex.
- Teens who do not participate in afterschool programs are nearly three times more likely to skip classes than teens who do participate. They are also three times more likely to use marijuana or other drugs, and they are more likely to drink alcohol, smoke cigarettes and engage in sexual activity.
- Parents with children in afterschool programs are less stressed, have fewer unscheduled absences and are more productive at work.

The Afterschool Alliance is the nation's leading voice for afterschool programs. In an era of tight budgets, the Afterschool Alliance successfully defeated \$700 million in proposed afterschool budget cuts, protecting programs for 700,000 children, and was able to secure \$150 million in new federal funds for local afterschool programs in 2008 and 2009.

The Afterschool Alliance works with the Administration, the U.S. Congress, governors, mayors and advocates across the country. Its network spans more than 26,000 afterschool programs, and its communications reach 60,000 interested individuals every month. Signature efforts of the Afterschool Alliance include:

- *Lights On Afterschool*, a nationwide celebration of afterschool programs. In 2009 more than 1 million people attended over 7,500 events across the country.
- *Afterschool for All*, a national sign on campaign boasting 23,000 partners, among them governors, mayors, police chiefs and corporations; organizations such as the YMCA, AARP, National Council of La Raza and the NFL; as well as concerned citizens everywhere.
- A sustained earned media campaign that reaches millions of people each month and tens of millions for *Lights On Afterschool* each year.
- Leadership and communications training for an elite group of Afterschool Ambassadors who build support at the local, state and national level.
- A national *Afterschool for All Challenge* that brings afterschool leaders to Washington, D.C. for trainings and then to Capitol Hill to educate policy makers about their programs.
- A website that receives more than 346,000 page views, 134,000 user sessions and 16,700 unique users per month.
- A series of briefing papers, reports and fact sheets used widely by media, policy makers, concerned organizations and individuals.



Expanding Learning Opportunities Across the Country: Embracing Multiple Approaches and Funding Sources

Since 1998, 21st Century Community Learning Center (21st CCLC) funds have supported expanded learning opportunities, providing afterschool, before-school and summer programs for children across America. Today 21st CCLC programs serve 1.5 million children nationwide. These programs do more than increase the amount of time for learning; they expand learning opportunities by bringing together community resources that expose kids to new subjects and teachers, as well as hands-on, real world approaches to learning. Over the past 12 years, these programs have grown stronger and stronger, as they must compete for both funds and attendees. Programs need to demonstrate positive outcomes to attract funders and parents, while also keeping their consumers, children and older youth interested and engaged. As a result, incredible innovations in teaching and learning are occurring in afterschool programs around the country. Not surprisingly, research shows that kids who participate in high quality afterschool programs stay in school longer and perform better in school than their peers who do not participate. And, when schools and afterschool programs partner to support student success, we all benefit.

Some are calling for the elimination of the current 21st Century Community Learning Centers (21st CCLC) initiative, replacing it with a narrow extended day model that adds hours to the school day. This proposal is ill-advised, threatening to unravel the afterschool programs that millions of kids, parents and communities rely on every day. Emerging expanded learning time (ELT) programs show real promise, providing an exciting opportunity to tap the lessons of afterschool for innovative school reform. But that does not mean we should destroy a network of proven afterschool programs, highly valued by their communities.

With more than 15 million children unsupervised after school each day, now is the time to increase funding for afterschool, not divert this critical funding source.

If we are serious about providing the supports kids and families need today, and drastically expanding learning opportunities for youth nationwide, we need to provide resources for both traditional afterschool programs and new expanded learning time efforts. Funding for 21st CCLC should be increased to create more quality afterschool and summer learning opportunities that supplement the learning that happens during the regular school day. Expanded learning time may be best funded through Title 1, an area targeted for many of the new education reform strategies, or through a separate dedicated funding stream.

What is the difference between afterschool and expanded learning time? At their base, both provide more learning time, but each is at a very different stage of development.

An afterschool or summer program typically grows out of a community need. It may be located at a school, or off-site, but with a school link. It is typically overseen primarily by a community organization or a school, with programs built on a school-community partnership. Programs provide a variety of activities, but an engaging, hands-on learning approach and less formal environment are common across all programs. Afterschool and summer programs have over a decade of research illustrating positive outcomes, and they are well understood and supported by the public.

Expanded learning time (ELT) is an emerging concept that begins with a school site extending its daily hours or school year. The models currently being tested take many forms, from simply increased classroom time to more innovative models that build off the successes of afterschool programs, tapping the afterschool research base and leveraging the resources of community partners. The research varies by model, and is early in its development. The variance of models makes it hard to gauge public support; however, in general parents are not widely supportive of more classroom time.

How we define and support ELT will have enormous consequences for our students, schools, communities and education reform overall.

Additionally, the research base on quality afterschool and summer practices should be used to inform any future effort to expand the learning day/year, and expanded learning should draw on the resources and expertise of community partners. ELT should not simply mandate the addition of more instructional time to the school day because doing so would mean tossing aside a unique opportunity to innovate and achieve real change. We also cannot assume that creating longer school days in a handful of districts will diminish the need for afterschool and summer programs, and we must understand that repurposing 21st CCLC funds to support ELT alone would leave districts that do not receive funds to extend the day without any support for critical afterschool services.

This brief paper provides a summary of the research demonstrating the effectiveness of 21st CCLC funded afterschool programs nationwide, and outlines the potential of emerging expanded learning time models, which are informed by the successes of traditional before-school, afterschool and summer programs. The afterschool community supports new models that use expanded time to provide an enriched curriculum and access to community partners. What happens during the added time is key to truly expanding learning.

21st CENTURY COMMUNITY LEARNING CENTER RESEARCH: DELIVERING RESULTS FOR STUDENTS IN COMMUNITIES NATIONWIDE

- The current 3,309 21st CCLC grants serve 1.5 million children and youth before school, after school and during the summer in 9,824 school-based and community-based centers across the country.
- Ninety-four percent of 21st CCLC centers are open four or more days per week and 76 percent of centers are open at least 11 hours per week. Centers are open for an average of 14.7 hours per week.
- The average annual cost per student ranges from \$673 to \$1,215.
- The average 21st CCLC grant recipient has six partners. Schools, CBOS, colleges, universities, faith based partners and other key community stakeholders are all eligible to be the lead partner on a grant application.
- About three in five lead grantees are school districts and about one in five grantees are community-based organizations. **One hundred percent of 21st CCLCs consist of partnerships among schools and community based organizations.**¹
- Nine in ten 21st CCLCs are located in school buildings and programs are well-aligned with the school day. More than half of 21st CCLC programs are staffed primarily by certified teachers or by a combination of school-day teachers and other nonteaching school-day staff who have college degrees.²
- 21st CCLC funded afterschool programs offer a broad array of additional services designed to reinforce and complement the regular academic program, such as: drug and violence prevention programs, counseling and mentoring programs, art, music, and recreation and enrichment opportunities that build STEM skills and interest.

¹ Learning Point Associates (2005-2009) *21st Century Community Learning Centers (21st CCLC) Profile and Performance Information Collection System (PPICS)*. Retrieved from <http://ppics.learningpt.org/ppicsnet/public/default.aspx>

² Learning Point Associates (2007). *21st century community learning centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC program: 2005–06*. Retrieved February 2010, from http://ppics.learningpt.org/PPICSNet/userguide/AnnualReports/AR_Year3.pdf

- 21st CCLC funding has been a major factor in helping to close the socioeconomic gap in afterschool participation. While afterschool participation rates have increased at every level of family income nationwide, lowest income youth have shown the greatest increase in participation.³
- While national data find that 41 percent of children in afterschool programs are low-income, more than half of 21st CCLC participants are low-income. Furthermore, 52 percent of the children who would participate in afterschool programs if they were available are from low-income households.⁴
- Annual performance report data from 21st CCLC grantees across the country demonstrate that regular attendees improve their reading (43 percent) and math grades (49 percent).
- Students who attend 21st CCLC programs regularly are more likely to improve their grades, test scores and overall academic behavior. More mature 21st CCLC programs have greater rates of regular attendance and therefore are more effective in improving students' academic behavior.⁵
- The Promising Afterschool Programs Study, a study of about 3,000 low-income, ethnically-diverse elementary and middle school students, found that those who regularly attended high-quality programs (including programs funded by 21st CCLC) over two years demonstrated gains of up to 20 percentiles and 12 percentiles in standardized math test scores respectively, compared to their peers who were routinely unsupervised during the afterschool hours.⁶
- Elementary school students attending LA's BEST afterschool program—a program funded in part by 21st CCLC—improved their regular school day attendance and reported higher aspirations regarding finishing school and going to college. Additionally, LA's BEST participants are 20 percent less likely to drop out of school and 30 percent less likely to participate in criminal activities compared to matched nonparticipants.⁷

EXPANDED LEARNING TIME MODELS SHOULD BUILD OFF THE LESSONS OF AFTERSCHOOL, BUT CAN'T REPLACE IT

The locally-driven, flexible and voluntary nature of today's afterschool and summer programs has led to creative innovations in teaching and learning. In fact afterschool programs today go well beyond keeping children safe; afterschool participants attend school more often, do better in school and develop essential skills such as problem solving, critical thinking and teamwork.⁸ In afterschool, children are continually learning, whether working with a museum to build rockets, being introduced to Shakespeare through

³ Harvard Family Research Project (2006, March). *What Are Kids Getting Into These Days?: Demographic Differences in Youth Out-of-School Time Participation*. Retrieved February 2010, from www.hfrp.org/content/.1074/.full_report_demographic_diff.pdf

⁴ Afterschool Alliance (2009). *America After 3PM*. Retrieved from <http://www.afterschoolalliance.org/AA3PM.cfm>

⁵ Learning Point Associates (2007). *21st century community learning centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC program: 2005–06*. Retrieved February 2010, from http://ppics.learningpt.org/PPICSNet/userguide/AnnualReports/AR_Year3.pdf

⁶ Vandell, D.L., Reisner, E.R., Brown, B.B., Dadisman, K., Pierce, K.M., & Lee, D. (2004). *The study of promising after-school programs: Descriptive report of the promising programs*. Policy Studies Associates, Inc. Retrieved June 16, 2006, from <http://www.policystudies.com/studies/youth/Promising%20Programs%20FINAL.pdf>

⁷ Goldschmidt, P., & Huang, D. (2007). *The long-term effects of after-school programming on educational adjustment and juvenile crime: A study of the LA's BEST after-school program*. Los Angeles: UCLA, Graduate School of Education and Information Studies.

⁸ Afterschool Alliance (2008, August). *Evaluations Backgrounder: A Summary of Formal Evaluations of Afterschool Programs' Impact on Behavior, Safety and Family Life*. Retrieved from, http://www.afterschoolalliance.org/Evaluations%20Backgrounder%20Behavior_08_FINAL.pdf

theater, mastering a non-school subject (like Chinese) to receive credit toward graduation, or addressing a local problem like mosquito infestation. Community partners, such as youth groups, businesses, museums, universities, faith based institutions and even health care providers, bring a variety of resources and expertise, from snacks to outdoor activities to content not available during the traditional school day. More and more research demonstrates the success of quality afterschool programs in improving academic, social and behavioral development.⁹

The data on afterschool and summer provide a strong argument for continuing to expand and increase access to these programs, and for tapping their best practices to inform education reform and shape expanded learning time strategies. Merely adding more time to a school that is already struggling could lead to disaster (faster drop-outs and more boredom). But taking the opportunity to expand the school day and year by tapping community resources, and getting students excited about learning in a more informal, hands-on environment holds great promise. The key is content and delivery. The lessons learned by the afterschool community over the past 12 years can help ensure that new school reform models adding time to the school day are successful, creating the rare opportunity to both innovate and build off a strong research base.

While expanded learning time is a promising new model, it does not mean that traditional afterschool programs are no longer needed. Diverting afterschool dollars to a new purpose would result in a loss of services, jobs and opportunities for innovation in learning.

It is concerning that some proponents of a longer school day are pressing to replace 21st Century Community Learning Centers and instead direct afterschool and summer learning funding to an extended school day, similar to the model currently being implemented in Massachusetts. While it is clear that kids need more time for learning, it is not clear that the model proposed will actually provide the kind of learning that kids need most. Furthermore, beyond the loss of the rich experiences and critical services that the current 21st CCLC model provides children and families nationwide, there are several reasons why we should proceed cautiously with expanding ELT nationwide, especially at the expense of a proven initiative that works. It is also imperative that we look beyond the Massachusetts model to promising models in other states like New York and Rhode Island where community partners are playing a more integrated role in the development and implementation of a longer school day:

- Afterschool programs are a lifeline for working families, inspiring learning during the hours when parents are at work and children and youth are most likely to engage in inappropriate behavior when not supervised. The Massachusetts model provides fewer hours of expanded learning for the same or higher cost than afterschool programs. Most sites in the pilot ELT program in Massachusetts end by 3:30 or 4 p.m., meaning traditional afterschool programs are still needed to fill the gap until 6 pm, when most parents return home from work.
- Diverting funds from 21st CCLC afterschool programs to a Massachusetts style longer school day will result in the loss of tens of thousands of jobs as funding currently being used to pay staff and teachers from the community will instead be used exclusively to provide additional pay and benefits to current school staff.
- ELT is new and the current data on expanded learning time has not shown conclusive evidence of beneficial results for students.

⁹ Afterschool Alliance (2008, July). *Afterschool Alliance Backgrounder: Formal Evaluations of the Academic Impact of Afterschool Programs*. Retrieved from, http://www.afterschoolalliance.org/Evaluations%20Backgrounder%20Academic_08_FINAL.pdf

- While broadening enrichment opportunities is a stated goal, much more of the emphasis and nearly all the funding goes to increased instructional time, rather than enrichment activities and hands-on learning in the Massachusetts model.
- The model of more classroom time has been shown to work for some, but not all students. A key concern is special needs students, who appear to suffer with behavioral issues under more classroom time. Teachers and students also report lower attention spans and increased fatigue in the Massachusetts model.¹⁰
- In Massachusetts, community partners and resources are largely left on the sidelines, only participating if they can identify their own source of funding to contribute.
- Massachusetts has a state funded afterschool initiative, in addition to its state funded extended school day initiative, because Massachusetts lawmakers recognize that one model for expanding learning opportunities does not work in all communities. Among the handful of states that have launched longer school day initiatives in recent years, New York, Rhode Island and Hawaii have separate afterschool initiatives to meet the diverse needs of communities and families in their states.

WHAT MAKES A QUALITY EXPANDED LEARNING TIME (ELT) MODEL

Enabling schools and community partners to work together to design an expanded learning day around local needs should be inherent in any ELT initiative. Furthermore, we need to recognize that many of the communities using expanded learning time initiatives still need afterschool, before-school and summer programs to fill the gap between work and school schedules. And, as we are learning in Massachusetts, communities need to have options for expanding learning opportunities, including both traditional afterschool programs and expanded day initiatives. Many schools in Massachusetts have chosen not to apply for extended day funding and at least 3 schools have dropped their extended day initiative after trying it out and not finding it helpful in meeting their goals. With more than 18 million kids in need of afterschool learning opportunities, there is room to support a variety of approaches to expanding learning for children.

There are lessons to be learned from states and communities piloting longer school day models. In New York City, a three-year demonstration project seeks to expand learning time by at least 30 percent in 10 New York City public and middle schools, with more than 2,300 students enrolled. The After-School Corporation (TASC) manages the project, which launched in the 2008-09 school year, in partnership with the New York City Department of Education and the Department of Youth and Community Development. The goal is to improve the academic achievement of young people while supporting their healthy social, physical, creative and civic development. The ELT/NYC project helps school leaders reorganize their schools to integrate their existing resources with those of partnering community-based organizations, with additional funds raised from public and private sources. Each school gathers teachers, parents and community partners under the principal's leadership to chart curriculum and activities tailored to the school's goals for its students. Learning time is expanded through a combination of a longer school day and afterschool programs, which together provide services until 6 p.m. every day school is in session to meet the needs of working parents.¹¹

¹⁰ ABT Associates, Inc. (2009, March 26). *Evaluation of the Expanded Learning Time Initiative: Year Two Report 2007-2008*. Retrieved February 2010, from http://www.abtassociates.com/reports/MA-ELT_Year_2_Report_Final_3-26-09.pdf

¹¹ The After-school Corporation (2009, August 18). *ELT: Expanding and Enriching Learning Time for All*. Retrieved February 25, 2010, from <http://www.tascorp.org/content/document/detail/2575/>

In Rhode Island, communities are in the very early stages of designing ELT initiatives. The plans are being developed locally by schools and community based partners, who are working together to design expanded learning time models that meet the needs of their communities and students. The approach of taking things slow and allowing flexibility to meet individual community needs is one that should be considered for national ELT initiatives.

Years of experience with afterschool, as well as the existing models of ELT, suggest that we need a range of options for communities to choose from in deciding how to expand learning opportunities for children and youth. See the chart on page 7 for a vision of the key elements of both more traditional approaches to expanding learning, such as afterschool, as well as for a well designed expanded learning time initiative.

NEXT STEPS AND POLICY RECOMMENDATIONS: CHARTING A COURSE TO EXPAND LEARNING OPPORTUNITIES FOR STUDENTS

Expanded learning opportunities have an important role to play in education reform. There is room for afterschool, before-school and summer programs, and new models where schools expand their hours to integrate enrichment opportunities into students' regular school days. We need to embrace and fund a range of expanded learning opportunity approaches that are designed to best meet the needs of students, families, and communities.

Specific Federal Policy Recommendations:

- Increase funding for 21st CCLC to promote innovative before-school, afterschool and summer programs that connect schools and community based partners to improve student outcomes.
- Ensure that kids in all states can benefit from 21st CCLC by continuing formula grants to states and then competitive grants to local communities. Promote reform by requiring states to submit applications specifically for 21st CCLC funds and allow US Department of Education staff to work closely with states to ensure state applications are of the highest quality and designed to support quality afterschool, before-school and summer programs that are well aligned with the school day.
- Promote additional funding for all expanded learning opportunity approaches (Afterschool and ELT) through Title I, especially Supplemental Education Services, and other sources.
- Ensure that any ELT initiative does more than extend learning time by requiring community partners and real world learning experiences. See the chart on page 7 for a vision of a quality ELT initiative.

In communities today, 15.1 million children take care of themselves after the school day ends. The hours between 3 p.m. and 6 p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. The afterschool hours can be a time for trouble or a time for kids to learn new skills, develop relationships with caring adults and prepare for the future. Federal funding sources such as 21st CCLC are essential to help states and local communities establish support systems that make afterschool programs and the extra learning time they provide an expectation, not an afterthought. Particularly in these difficult economic times for working families, and with millions of kids unsupervised and at risk each day, we need to increase the funding for expanded learning opportunities, not pit one approach against each other.

For more information, visit www.afterschoolalliance.org

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**A Vision for Expanding Learning Opportunities
Support Multiple Approaches to Meet Communities' Needs**

Model	Method	Key Elements	Results
<p align="center">Traditional: Afterschool and Summer Learning</p>	<p>Community partners, universities, museums, faith based partners and other local stakeholders and schools work together to provide enrichment-focused programs in the out- of-school hours, occurring after school, before school or in the summer. These enrichment activities are aligned with and supplement the school day learning.</p>	<ul style="list-style-type: none"> • Hands-on learning • Leveraging Community Partners • Funding is shared by schools and partners • Programs are aligned with school day lessons, but learning environment is less formal, more interactive and more creative and features variety of different teaching methods and 'teachers' • Attendance is voluntary, but regular attendance is encouraged • Opportunity for innovation and individualized education. • Relationships with mentors and role models from the community • Access to internships, apprenticeships and jobs • Opportunities for students to engage in community service projects • Tutoring and homework help • Nutritious snack or supper 	<ul style="list-style-type: none"> • Less disciplinary action; • Lower dropout rates; • Better academic performance in school, including better grades and test scores; • Greater on-time promotion; • Improved homework completion; and • Improved work habits
<p align="center">Expanded Learning Time (recommendations for a model that integrates community partners into the school day to help students succeed)</p>	<p>Enrichment activities are embedded in the regular school day, which now includes more hours to allow for more learning time.</p>	<ul style="list-style-type: none"> • Hands-on learning • Leveraging Community Partners • Funding is shared by schools and partners • 30% more learning time which includes both increased academic time and enrichment activities that allow children to learn a greater array of subjects in a less formal environment • May still need afterschool and summer programs to meet children and families' needs • Mandatory for all students in current models 	<ul style="list-style-type: none"> • Examples from charter schools show promise, but models in non-charter schools are in early stages and evaluations to date show mixed results. • Would be best to build off successful research results found in afterschool and summer models.

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Afterschool Programs: Making a Difference in America's Communities by Improving Academic Achievement, Keeping Kids Safe and Helping Working Families

Improved School Attendance and Engagement in Learning

- Elementary school students attending LA's BEST afterschool program improved their regular school day attendance and reported higher aspirations regarding finishing school and going to college. Additionally, LA's BEST participants are 20 percent less likely to drop out of school compared to matched nonparticipants. (UCLA National Center for Research on Evaluation, Standards and Student Testing, June 2000, December 2005 and September 2007)
- High school students participating in Chicago's After School Matters program—which offers paid internships in the arts, technology, sports, and communications to teenagers in some of the city's most underserved schools—have higher class attendance, lower course failures and higher graduation rates than similar students who do not participate in the program. (University of Chicago, Chapin Hall Center for Children, 2007)
- Ninth grade students who, in middle school, formerly participated in The After-School Corporation (TASC) funded afterschool programs had higher daily attendance and credit accumulation than matched nonparticipants. (Policy Studies Associates, Inc., October 2007)
- Participants in the Breakthrough Collaborative program enrolled in college-preparatory mathematics courses at double the national average, and were accepted to college-preparatory high schools by more than 80 percent. (Breakthrough Collaborative, 2006)
- Sixty-five percent of former Citizen Schools 8th Grade Academy participants enrolled in high-quality high schools compared to 26 percent of matched nonparticipants. Ninety-two percent of high exposure participants were promoted on time to the tenth grade.. This is critical, since earning promotion to tenth grade on time is a key predictor of high school graduation. (Policy Studies Associates, Inc., December 2006)
- A New Hampshire statewide study of students participating in academically focused afterschool programs found that more than half of regular attendees improved both behaviorally and academically. (RMC Research, 2005)

Improved Test Scores and Grades

- Researchers at MDRC found that as little as 45 minutes of focused academic instruction during afterschool, using specially created materials, resulted in a statistically significant increase in students' math scores. (MDRC and the William T. Grant Foundation, Evaluation of Enhanced Academic Instruction in Afterschool Programs, 2008)
- Annual performance report data from 21st CCLC grantees across the country demonstrated that students attending 21st CCLC programs improved their reading (43 percent) and math grades (42 percent). Students who attended more regularly were more likely to improve their grades and their performance on state assessments. (Learning Point Associates, November 2007)
- The Promising Afterschool Programs Study, a study of about 3,000 low-income, ethnically-diverse elementary and middle school students found that regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits. (University of California at Irvine, 2007)
- Participants in North Carolina's Young Scholars Program with at least 280 hours in the program averaged double-digit increases annually for proficiency in both math and reading. Promotion rates rose by 38 percent. Furthermore, the number of Young Scholars receiving A's and B's increased an average of 38 percent, while the number receiving F's decreased an average of 50 percent. (Z. Smith Reynolds Foundation, 2006)
- Active participants in programs offered by The After-School Corporation (TASC) were more likely to take and pass the Regents Math Sequential 1 exam by ninth grade than were nonparticipants. Thirty-two percent of active ninth grade participants took and passed the exam, compared to one percent of ninth grade nonparticipants. (Policy Studies Associates, Inc., 2004)
- Participants of St. Paul Minnesota's 21st CCLC Pathways to Progress program received better grades in English and math than nonparticipants. (University of Minnesota, Center for Applied Research and Educational Improvement, March 2004)

Students at Greatest Risk Show Greatest Gains

- The James Irvine Foundation's Communities Organizing Resources to Advance Learning (CORAL) initiative found that students' reading success was strongly linked to the quality of literacy programming. Children in low-performing schools in California who participated in CORAL read more, enjoyed reading more, and had



higher levels of engagement in school overall. (Public/Private Ventures and the James Irvine Foundation, Communities Organizing Resources to Advance Learning, 2008)

- Researchers at Johns Hopkins University concluded that two-thirds of the achievement gap between lower- and higher-income youth results from unequal access to summer learning opportunities. (American Sociological Review, Vol. 72, April 2007)
- Citizen Schools reported significant improvements in achievement among the most high-risk students, including English language learners and those with initially low standardized test scores. (Policy Studies Associates, Inc., November 2005)

Afterschool Programs Keep Kids Safe, Healthy and On Track for Success

- Early childhood education expert James Heckman concluded that a compliment of early education and participation in afterschool programs reduces initiating drug use among youth by nearly 50 percent and also reduces the likelihood of skipping school by half. (Investing in Our Young People, University of Chicago, 2006)
- A Northeastern University study found a sharp increase in homicides involving African American youth, both as victims and perpetrators, between 2000 and 2007. The study found risk spiked during afterschool hours, indicating that out-of-school-time is primetime for juvenile crime for those youth who do not have access to afterschool programs. (Fox and Swatt, Northeastern University, December 2008)
- The Promising Afterschool Programs Study, a study of about 3,000 low-income, ethnically-diverse elementary and middle school students, found that students reported improved social and behavioral outcomes: elementary students reported reductions in aggressive behavior towards other students and skipping school, and middle school students reported reduced use of drugs and alcohol, compared to their routinely unsupervised peers. (Policy Studies Associates, Inc., 2007)
- A meta-analysis of 73 afterschool evaluations concluded that afterschool programs employing evidence-based approaches to improving students' personal and social skills were consistently successful in producing multiple benefits for youth including improvements in children's personal, social and academic skills, as well as their self-esteem. (University of Illinois at Chicago, Collaborative for Academic, Social, and Emotional Learning, 2007)
- A study found that children who attended LA's BEST were 30 percent less likely to participate in criminal activities than their peers who did not attend the program. Researchers estimate that every dollar invested in the LA's BEST program saves the city \$2.50 in crime-related costs. (UCLA National Center for Research on Evaluation, Standards and Student Testing, September 2007)
- A study measuring the health and social benefits of afterschool programs found that controlling for baseline obesity, poverty status, and race and ethnicity, the prevalence of obesity was significantly lower for afterschool program participants (21 percent) compared to nonparticipants (33 percent). (Mahoney, J., Lord, H., & Carryl, E., Lawrence Erlbaum Associates, Inc, 2005)
- Youth attending 23-40 or more days of Maryland's After School Opportunity Fund Program showed positive gains on such measures as commitment to education and academic performance, and a reduction in delinquency and contact with the police. (University of Maryland, Department of Criminology and Criminal Justice, June 2004)
- Teens who do not participate in afterschool programs are nearly three times more likely to skip classes than teens who do participate. They are also three times more likely to use marijuana or other drugs, and they are more likely to drink alcohol, smoke cigarettes and engage in sexual activity. (YMCA of the USA, March 2001)

Afterschool Programs Help Working Families

- Parents who are concerned about their children's afterschool care miss an average of eight days of work per year. Decreased worker productivity related to parental concerns about afterschool care costs businesses up to \$300 billion per year. (Brandeis University, Community, Families and Work Program, 2004 and Catalyst & Brandeis University, December 2006)
- In an evaluation of LA's BEST, three quarters of the parents surveyed indicated that since enrolling their children in the program, they worried significantly less about their children's safety and had more energy in the evening. A majority also indicated the program sizably saved their time. (UCLA Center for the Study of Evaluation, June 2000 and December 2005)
- Parents in a TASC study said that the program helped them balance work and family life: 94 percent said the program was convenient, 60 percent said they missed less work than before because of the program, 59 percent said it supported them in keeping their job, and 54 percent said it allowed them to work more hours. (Policy Studies Associates, Inc., 2004)



Afterschool for All

Making the Case to Policy Makers, Your
Community, and the Public

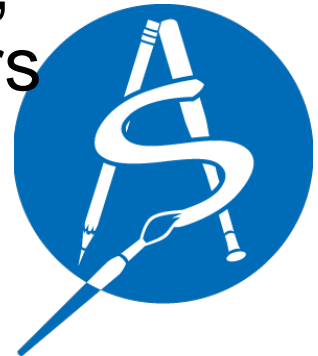
Afterschool Alliance

www.afterschoolalliance.org



What We'll Cover

- ❑ Making the Case:
 - ❖ Public Wants & Needs Afterschool
 - ❖ Afterschool Outcomes
 - ❖ Benefits to Bottom Line
- ❑ Policy Matters: Funding & Resources for Afterschool
 - ❖ National
 - ❖ State and Local
- ❑ What You Can Do: Youth Ambassadors, Media and Outreach to Key Stakeholders



New America After 3pm Data

- ❑ 15.1 million of the country's K-12 youth take care of themselves after school
- ❑ 3 to 6 p.m. are the most dangerous hours for kids.
 - ❖ Juvenile crime soars
 - ❖ Peak hours for drugs, alcohol, cigarettes and sex
 - ❖ Lack of physical activity/obesity
- ❑ Parents of 18 million children, or 38%, would sign up for an afterschool program – if one were available



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Demand for Afterschool Programs

- ❑ 83% of voters agree – children need a place to go afterschool that is organized, safe, and educational
- ❑ 76% - newly elected officials in Congress should increase funding for afterschool
- ❑ 69% of voters - support tax increase
- ❑ 94% Democrats, 83% Independents, 71% Republicans – there's a need for an organized, safe place for children and teens afterschool

Source: Afterschool Alliance Poll conducted by Lake, Snell, Perry & Associates, Inc., November 2006 and 2008



Benefits of Quality Afterschool Programs

□ Improved Test Scores and Grades

- ❖ 21st CCLC participants nationwide—43% improved reading scores, 42% improved math scores
- ❖ In California, higher academic achievement, test scores
- ❖ In Ohio, higher scores in every subject tested
- ❖ Oct 2007 study – big gains in test scores, work habits

□ Improved School Attendance, Engagement in Learning

- ❖ More likely to come to school, stay in school and graduate
- ❖ In NY, higher daily attendance and credit accumulation
- ❖ In Chicago, higher class attendance, lower course failure, higher graduation rates
- ❖ Los Angeles program reduced drop out rate by 20%

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Benefits of Quality Afterschool Programs

- ❑ Improved Social and Emotional Behavior
 - ❖ Lower truancy, drug use, violence teen pregnancy
 - ❖ Greater self-confidence
 - ❖ Develop leadership, critical thinking, team-building skills
- ❑ Improved Health and Wellness
 - ❖ Structured physical activities, healthy snacks help prevent weight gain tied to inactivity after school and during summer





Benefits to Bottom Line

□ Rose Institute

- ❖ Every dollar invested in afterschool programs saves taxpayers at least \$3

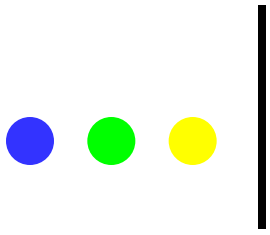
□ Catalyst Study (*December 2006*)

- ❖ New Catalyst Study - \$50-\$300 billion/year due to lost productivity
- ❖ PCAST – Parental Concern about Afterschool Time
- ❖ Low-income and minority parents are much more likely than higher-income, white parents to have trouble finding high-quality, convenient and affordable programs.

□ Corporate Voices for Working Families

- ❖ *“After School For All: A Call To Action From The Business Community”*





Who's Doing What



Federal Afterschool Policy

Federal Funding Picture

- 21st Century Community Learning Centers **\$35 million** increase for FY10
- **ESEA (NCLB) authorized \$2.5 billion**
- Other sources of afterschool money: CCDBG, OJJDP, SES, Department of Agriculture
- Rural Afterschool and Afterschool for Older Youth
- Extended Learning Time, ESEA Reauthorization

<i>FY</i>	<i>Amount Appropriated</i>	<i>Amount Called for in NCLB</i>
2002	\$1 billion	\$1.25 billion
2003	\$993.5M	\$1.5 billion
2004	\$991M	\$1.75 billion
2005	\$991M	\$2 billion
2006	\$981M	\$2.25 billion
2007	\$981M	\$2.5 billion
2008	\$1.1 B	\$2.5 billion
2009	\$1.13 B	\$2.5 billion
2010	\$1.166 B	\$2.5 billion
2011	\$1.153 B	\$2.5 billion





The Unknown

□ The President's Budget contains language that would reform the 21st Century Community Learning Centers program to:

“focus on models that redesign and extend the school day, week, or year to provide additional time for students to engage in academic and enrichment activities, as well as on programs that support full-service community schools that coordinate access to comprehensive services”

□ Conspicuously missing is any mention of afterschool programs

□ Proposal also lacks support for community based partners

□ Proposal turns 21st CCLC program into a competitive grant program -- not clear how that gets administered



What Happens Next

- ❑ The Department of Education can suggest policy changes to ESEA but Congress will write the law.
- ❑ Congress will also decide on Appropriations for 21st CCLC
- ❑ The Department is hosting regular meetings with key leaders in Congress to discuss their proposals in the abstract. A Democratic Congress will want to support their President but will also be very reluctant to do anything that will cause pain in their district or state.





Messages for Congress

- ❑ These are tough economic times. Now is not the time to cause additional pain to working families.
- ❑ 15 million children are unsupervised after school every day – we need to work together to increase opportunities after school
- ❑ The afterschool community embraces reform –but merely adding more time is not the answer – in communities that choose a longer school day it is imperative to focus on content and delivery.
- ❑ We believe that if community partners work with schools to shape a longer school day/year and are true partners in the delivery (and receipt of funding) then these programs have a higher likelihood of success.
- ❑ Innovative school reform that embraces these partnerships should have its own funding stream.
- ❑ There is very little data on a longer school day so we should proceed with caution and move slowly.



State Afterschool Policy

- ❑ Statewide Afterschool Networks
- ❑ Creative and Diverse Ways to Fund Afterschool
 - ❖ CA – \$550 million to K-8 programs – ASES
 - ❖ GA – \$14 million to school- and community- based afterschool programs through TANF, renewed for FY09, plus \$20.3 million in one-time funds
 - ❖ TN – \$12.5 million unclaimed lottery funds (LEAP)
 - ❖ MN – \$5+ million over two years
 - ❖ IA – \$900,000 for programs from the Healthy Iowans Tobacco Trust
 - ❖ RI – FY08 Funding Analysis suggests \$50.9 spent by public agencies





Peavey License Tag Supports After-School Programs

Jan 9, 2007 3:44 PM

Peavey Electronics and the Mississippi Afterschool Alliance (a nonprofit association) are helping Mississippi become the first state to offer a car tag that benefits after-school programs. The group unveiled the tag on November 28 during the Peavey-sponsored Lights On Afterschool rally in Meridian, Miss.


"Mississippi is home to more than half a million youth between the ages 5 and 17," says Mary Peavey, president of Peavey Electronics, "but Mississippi has only been able to cover nine percent of requests for after-school funding. This car tag allows us all to make a difference in our own communities."



For the \$30 extra that drivers will pay for the tag—which bears the slogan "Afterschool is Key"—\$24 will benefit after-school programs in the purchaser's home county. The order form is available for download at www.afterschoolms.org.

Peavey provides online and marketing support to the Mississippi Afterschool Alliance.

For more information, visit www.peavey.com and www.afterschoolalliance.org.

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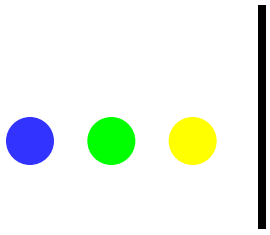
<http://www.mixonline.com/news/headline/peavey-license-tag-010907/index.html>

Check the box to include the list of links referenced in the article.

Roadmap to Afterschool for All

- ❑ On average parents pay 76% of the cost of afterschool through tuition and fees
 - ❖ 54% in low income communities
- ❑ Currently the federal government contributes only 11% of the cost of afterschool
- ❑ State contribute 3.1% of cost
- ❑ The Roadmap calls for a total federal investment of just under \$18 billion (\$17,935,775,000) – would reduce the burden on low-income families while providing 5.6 million low-income youth with access to afterschool programs





What You Can Do

www.afterschoolalliance.org





Afterschool as a Platform for...Everything!

- ❑ Health Care
- ❑ Workforce prep
- ❑ Nutrition/Physical Health
- ❑ Service learning/Community Engagement
- ❑ Academic Skills
- ❑ Family Involvement in Schools





Build Relationships

- Afterschool Providers
- House & Senate Afterschool Caucuses
- Business leaders
- Law enforcement
- Parents
- Youth
- City and county leaders
- Others?

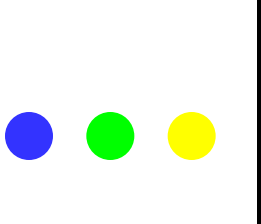




Ten Steps to Media Coverage

1. Create a Media List.
2. Invite the Public.
3. Identify your 2-3 key messages.
4. Structure events with media in mind.
5. Appeal to the press, build relationships.
 6. Issue news releases.
 7. Develop press kits.
8. Manage media at your events.
 9. Event management.
10. Reap the benefits of your work!





Arrange a Site Visit

- ❑ **Ask your Members of Congress, local policy makers and media to visit your afterschool program:** Help your elected officials and your community establish a personal connection to afterschool by inviting them to visit a program and see firsthand how it is helping kids and families
 - ❖ **Find the home district address and phone number** for your elected officials.
 - ❖ **Identify a few dates during the next Congressional recess** when you could host a tour of your program.
 - ❖ Call the district office.
 - ❖ **Before the visit:** Identify youth, parents, program staff, school officials and community partners who would be convincing spokespeople for your program.
 - ❖ **What to do the day of the visit.**





Lights On Afterschool!

October 21, 2010



Lights On Afterschool!



- ❑ Annual nationwide event
- ❑ Brings attention to the need for afterschool programs and resources
 - ❖ 8,000+ events and 1 million Americans nationwide
 - ❖ National Chair Governor Arnold Schwarzenegger; Kevin Sorbo and Rhea Perlman as spokespeople
 - ❖ Thousands of newspaper & TV stories
 - ❖ Build relationships w/ business community, neighborhood leaders, elected officials



Contact Congress

- ❑ Call, write or email
- ❑ Meet district staff
- ❑ Afterschool for All Challenge
 - ❖ Honoring leaders in Congress and in the States
 - ❖ Let Members of Congress hear from you and your youth about afterschool





Afterschool for All

- ❑ Show your support for afterschool programs and what they do for our children, families and communities
- ❑ Register your support & be recognized by *Afterschool for All* campaign
 - ❖ Thousands of leaders, organizations and businesses already on board
 - ❖ Sign up at <http://www.afterschoolalliance.org/a4aJoin.cfm>



www.afterschoolalliance.org





Keep in touch!

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