### Afterschool Toolkit

BUSINESS TO BUSINESS





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TOOLS & RESOURCES TO CONNECT
BUSINESSES TO COMMUNITY RESOURCES



### About This Toolkit

While many businesses understand the important effects that high-quality after school programs and services can have on their bottom line and future productivity, they are still unsure of how to become involved. This tool kit has been designed by Corporate Voices for Working Families to serve as a resource that will direct and inspire proactive business engagement in after school programs and policies. Share these ideas internally, especially with the department that handles work/life issues for your company, and share these ideas with other business leaders in your area. To receive more copies of this toolkit....

### I. QUALITY MATTERS

This piece will introduce you to "After School for All: A Call to Action from the Business Community," Corporate Voices' second policy statement. The statement outlines the critical role high-quality after school programs play in improving young people's chances of success in both school and life. The seven principles outlined in our statement reflect Corporate Voices' recommendations for policy initiatives that will contribute to the creation of quality after school systems.

### BASIC FACTS ABOUT AFTER SCHOOL IN AMERICA

Learn the basic who, what, why, where and how much of after school programs.

### WHY BUSINESS SHOULD CARE ABOUT AFTER SCHOOL

Learn how quality after school programs
— or the lack of them —affect the
business community today andtomorrow.

### 4. WHY YOUR BUSINESS SHOULD CARE ABOUT AFTER SCHOOL

Use this self-assessment tool to learn about your employees' needs surrounding school-age care, and how those unmet needs affect productivity and your bottom line.

# 5. GETTING STARTED: HOW YOUR BUSINESS CAN BECOME INVOLVED IN AFTER SCHOOL

This resource describes a few basic activities that will support quality after school programs and help your employees take advantage of their services.

#### 6. CASE STUDIES AND PROFILES

Read about what some Corporate Voices members and other top companies in the U.S. are already doing to support their working parents and after school programs.

#### 7. TELL YOUR STORY

Use these questions to create a description of your own involvement with after school programs and the benefits you have noticed. This piece can be turned into a press release, newsletter item, or a part of any of your company's other outreach materials. (You should include your own story when sharing this toolkit with other business leaders.)

### 8. JOIN THE NATIONAL MOVEMENT

Aside from acting locally, you can lend your voice to the larger after school movement that's sweeping across the country by joining Corporate Voices for Working Families and by becoming an Afterschool for All: Project 2010 partner.

### 9. OTHER TOOLS

Adapt the PowerPoint presentation on Corporate Voices' recommendations for developing quality after school programs as you share this toolkit with business leaders and colleagues. Use this sample newsletter item to let employees and colleagues know what Corporate Voices and the business community are doing on behalf of after school programs. You will find electronic versions of both on the enclosed CD-ROM.



### **Quality Matters**

Have you ever noticed what happens around 3:00 in the afternoon? Students all across the country are dismissed from school, and what they do upon dismissal is cause for anxiety among working parents who cannot be home after the school day ends. Parents in the workplace often begin to receive distracting phone calls from their children or their children's caregivers. These calls affect the ability of that parent to concentrate on their work and be productive.

Quality after school programs can reduce the anxiety of working parents during the hours after school and clearly contribute to increased employee engagement. They can provide safe, engaging environments that motivate and inspire learning outside of the regular school day. While there is no one single formula for success in after school programs, both practitioners and researchers have found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in wholesome activities.

Successful, high-quality after school programs also respond to community needs. Their creation is the result of a community effort to respond to the needs of its school-age children when school is not in session.

The types of activities found in a high-quality after school program include tutoring and supplemental instruction in basic skills such as reading, math, and science; drug- and violence-prevention curricula and counseling; youth leadership activities (e.g., Boy Scouts, Girl Scouts, academic clubs); volunteer and community service opportunities; college awareness and preparation; homework assistance centers: courses and enrichment in the arts and culture; computer instruction; language instruction, including English as a second language; employment preparation or training; mentoring; activities linked to law enforcement; and supervised recreation and athletic programs and events.

However, many programs allow children to spend far too much time in passive activities such as television or video viewing. One reason for poor-quality after school activities may be inadequate facilities. Most after school programs do not have the use of a library, computers, museum, art room, music room, or game room on a weekly basis. Too many programs do not have access to a playground or park.1 Other reasons for poor-quality after school programs include large ratios of children to staff, inadequately trained staff, and high staff turnover caused by poor wages and compensation.

Corporate Voices for Working Families has developed a statement of principles that outlines the necessary components of a high-quality after school system. A copy of "After School for All: A Call to Action from the Business Community" is included in this kit. The principles outlined in our statement define the business perspective on the criteria for quality after school. These criteria for after school programs, when implemented, would ensure that such programs serve as key components of a world-class system of quality education.

The 50 companies that constitute Corporate Voices' membership believe that while parents are their children's primary teachers, high-quality after school programs can play a critical role in improving young people's chances of success both in school and in life. In the policy statement, we outline seven principle elements necessary for a successful after school system. You are welcome to distribute this policy agenda throughout your own network of business partners.

#### LEARNING.

A successful after school system views learning as the central mission.

#### PARENTS.

A successful after school system provides links between parents, schools and programs, and provides high-quality program options.

#### PROVIDERS.

A successful after school system recruits, trains and compensates a professional staff that has the skills, knowledge and attitudes needed to support young people.

#### INFRASTRUCTURE.

A successful after school system depends upon the creation and support of infrastructure built on public/private collaborations at the local, state and national level.

#### OUTCOMES.

A successful after school system articulates outcomes for children's learning and program quality that are appropriate to the after school setting.

#### ACCOUNTABILITY.

A successful after school system will embrace accountability for measurable results.

#### PARTNERSHIPS.

A successful after school system will build crosscutting partnerships to govern, finance, sustain, and improve the system.

#### **ENDNOTES**

 P. Seppanen, J. Love, D. deVries, and L. Bernstein, National Study of Before- and After-School Programs (Washington, DC: U.S. Department of Education, 1993).

### Basic Facts about After School in America

## THE NEED: YOUTH TODAY NEED SAFE, STIMULATING PLACES TO GO AFTER SCHOOL.

- The parents of more than 28 million school-age children work outside the home. (U.S. Department of Labor)
- In communities today, 14.3 million school-age children take care of themselves after the school day ends. (America After 3 PM, May 2004)
- \* 96 percent of working parents pay the full costs of child care. Low-income families who pay for child care spend 35 percent of their income on it. (National Catholic Reporter, 2003)
- \* On school days, the hours between 3p.m. and 6p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. (Fight Crime: Invest in Kids, 2002)

## VOTER SUPPORT: AMERICANS AGREE THAT AFTER SCHOOL PROGRAMS ARE VITAL

- \* Nine in ten Americans think children need organized activities or a program to go to after school where they have learning opportunities. (Afterschool Alliance Poll, September 2003)
- Nearly 90 percent of Americans support funding for quality after school programs in low-income neighborhoods as an important

aspect of government welfare reform programs. (David and Lucile Packard Foundation Poll of Public Views on Welfare Reform and Children in the Current Economy, February 2002)

## SUPPLY AND DEMAND: THERE ARE NOT ENOUGH AFTER SCHOOL PROGRAMS.

- \* Only 6.5 million K-12 children (11 percent) participate in after school programs. An additional 15 million would participate if a quality program were available in their community. (America After 3 PM, May 2004)
- \* More than half of voters (55 percent) think that there are not enough after school programs available for children in America today. (Afterschool Alliance Poll, September 2003)
- \* Three-quarters of voters (76 percent) are concerned that there will not be new after school programs and some existing programs may have to reduce their services or close their doors because no new federal funds were allocated in 2003. (Afterschool Alliance Poll, September 2003)
- \* 21st Century Community Learning Centers, the only federal funding source dedicated solely to after school programs, is drastically under-funded.
- \* After hitting a plateau in 2002 at \$1

- billion, funding continues to hover at that level, despite the No Child Left Behind Act's authorization of \$2.25 billion for Fiscal Year 2006. The President's proposed \$991 million for 2006 would only serve about one million youth.
- \* Mayors surveyed in 86 cities reported that only one-third of the children needing after school care were receiving it. (U.S. Conference of Mayors, January 2003)
- \* 71 percent of principals who reported not having after school programs in their schools cite a lack of funding as the reason for not having a program. (National Association of Elementary School Principals, September 2001)

### THE BENEFITS: EVALUATIONS PROVE THAT AFTER SCHOOL PROGRAMS KEEP KIDS SAFE, HELP WORKING FAMILIES AND IMPROVE ACADEMIC ACHIEVEMENT.

- \* A report on 21st Century
  Community Learning Centers
  showed that in 2003-2004, 45
  percent of all participants had
  improved their reading grades,
  and 41 percent improved their
  math grades. (U.S. Department of
  Education, 2005)
- \* Teens who do not participate in after school 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)
- \* Students who participate in extracurricular activities have better grades, feel greater attachment to school, have lower truancy rates and reach higher levels of achievement in college, as documented by a 17-year study that followed 1,800 sixth-graders in 10 Michigan schools through high school and college. ("Extra Benefits Tied to Extracurriculars," Education Week, October 2000)
- Students in a statewide after school program in California improved their standardized test scores (SAT-9) in both reading and math by percentages almost twice that of other students and also had better school attendance. (University of California Irvine, May 2001)
- \* The boys and girls randomly selected from welfare households to participate in the Quantum Opportunities after school program were half as likely to drop out of high school and two and one half times more likely to go on to further education after high school than students not selected to participate.

  (Fight Crime: Invest in Kids, 2000)

### Why Business Should Care about After School

After school programs have been proven to keep kids safe, increase academic success and help working families. So what does all that do for the business community? Plenty. Not only do businesses have to worry about employees' productivity, satisfaction and skills, but they must also worry about the development of the workforce of tomorrow. When employees are absent because of child care issues and new employees need remedial training because of an inadequate education, businesses lose money. After school programs can address both of these. Businesses should ask themselves not what will it cost to invest in after school, but what will it cost not to?

## CHANGING FAMILY STRUCTURES PLACE EXTRA BURDENS ON BOTH PARENTS AND THEIR EMPLOYERS.

- \* Today, fewer than one-fourth of American families portray the "traditional" image of one parent at home, caring for children full-time, while the other parent provides financial support.
- \* 77 percent of mothers with schoolage children are employed.
- \* Both men and women are working more hours. Average work hours per adult increased 7.9 percent between 1960 and 1998,<sup>2</sup> and nearly three-fourths of working adults say they have little or no control over their work schedule.<sup>3</sup>
- \* The gap between work and school schedules amounts to as much as 25 hours per week.<sup>4</sup>

- Polling shows that 87 percent of working mothers say the hours after school are when they are most concerned about their children's safety, 5 and this "after school stress" can lead to distraction that causes lower productivity, high turnover and absenteeism.
- \* 80 percent of employees with children miss work because of child care problems.<sup>6</sup>
- It is estimated that decreases in employee productivity and increases in absenteeism cost businesses from \$496 to \$1,984 per employee, per year, depending on the employee's annual salary.
- Child care-related absences cost U.S. companies an estimated \$3 billion annually.

## QUALITY AFTER SCHOOL PROGRAMS ALLEVIATE PARENTS' BURDENS.

Because of that [after school] program, I can stay at work and I can earn extra hours. I work two jobs, and that program allows my kids to stay in school while I get the necessities taken care of. —Irma Villarreal, parent of two sons in the after school program at Harms Elementary in Detroit.

After school programs provide a safe, enriching environment for kids while their parents are still at work, allowing them to focus on work and ultimately improve family life.

Parents in a study from The After-School Corporation (TASC) said after school programs helped them

- balance work and family life, with 60 percent saying they missed less work before their child was in the program, and 59 percent saying it supported them in keeping their job.<sup>7</sup>
- \* An evaluation of LA's BEST found that three-quarters of the parents [surveyed] indicated that they worried significantly less about their children's safety and that they had more energy in the evening since enrolling their children in the program. A clear majority also indicated that the program resulted in sizeable time savings.8

### BUSINESSES NEED A WORKFORCE FOR THE 21ST CENTURY.

As manufacturing jobs dwindle in 21st century America, the next generation of workers will need far more education and advanced skills in order to succeed as productive members of the workforce. Unfortunately, too many graduates lack basic skills in reading, writing and math, much less creative thinking, problem solving, teamwork, communication, self-direction and technology. If future workers come out the end of the "education pipeline" unable to meet these standards, businesses bear the cost of retraining them.

- In 1950, 80 percent of jobs were classified as "unskilled."
- \* Today, 80 percent of jobs are classified as "skilled," and employment growth is expected to be fastest for positions that require some type of formal postsecondary

- education, such as database administrator, physician's assistant, or computer software engineer. 9
- Only 40 percent of adults in the workforce in 2000 had any postsecondary degree, and fewer than half of all high school graduates who go on to college obtain a degree.
- Only 32 percent of high school graduates are prepared for college coursework, meaning they require no remedial classes.<sup>10</sup>
- \* More than 70 percent of both college professors and employers said that recent high school graduates were unable to write clearly and had only poor or fair grammar and spelling skills.<sup>11</sup>
- American business currently spends more than \$60 billion each year on training, much of that on remedial reading, writing, and mathematics.<sup>12</sup>
- Remedial education costs Alabama colleges and businesses an estimated \$304 million annually.<sup>13</sup>

## AFTER SCHOOL PROGRAMS ARE AN IMPORTANT PART OF PREPARING YOUNG PEOPLE FOR THE FUTURE.

\* Of the middle-grade students participating in a TASC program, 56 percent feel the program is giving them the leadership opportunities and life skills they need to become productive members of society. Half of the participants say the program exposes them to important new places, ideas, and activities and gives

- them a chance to master skills, and 62 percent report a high level of academic self-esteem.<sup>14</sup>
- \* Teens who do not engage in after school activities are five times more likely to be "D" students than teens who do.<sup>15</sup>
- \* The boys and girls randomly assigned to participate in the Quantum Opportunities program were half as likely to drop out of high school and two and one half times more likely to go on to further education after high school.<sup>16</sup>
- \* Most principals with TASC programs at their schools say the programs boost school attendance and increase students' interest in learning, and 90 percent say the benefits of hosting the program outweigh the costs. 17

## SUPPORTING AFTER SCHOOL PROGRAMS IS A SMART INVESTMENT FOR BUSINESS.

For 18 years, Working Mother magazine has published a list of "100 Best Companies for Working Mothers." A slot on the list is a coveted designation companies have to apply, and child care options, including after school care, are a significant factor. Companies see these programs as an investment. As the American Business Collaboration for Quality Dependent Care (ABC) notes in its 10th Anniversary Report, "The companies view their investments in dependent care in the community not as charity, but as sound business practice."18 The First Tennessee Bank echoed that sentiment in noting the benefits of its work/life programs. Namely, employee satisfaction impacts the service-profit chain: increase employee satisfaction, increase customer retention, increase profit.19

#### **ENDNOTES**

- 10th Anniversary Report, American Business Collaboration for Quality Dependent Care (ABC), 2002.
- 2 Bailyn, et al.
- 3 AFL-CIO, Website: Work & Family, http://www.aflcio.org/issuespolitics/ worknfamily, accessed October 3, 2003.
- 4 Barnett, Rosalind Chait, Ph.D. "Working Parents Sweat It Out Over Unsupervised Children," Community, Families & Work Program, Women's Studies Research Center, Brandeis University, PowerPoint presentation, 2003.
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- 7 Policy Studies Associates, Inc.,

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- 8 Huang, Denise et al. A Decade of Results: The Impact of the LAs BEST After School Enrichment Program, UCLA Center for the Study of Evaluation, June 2000.
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- Importance of Education and Worker Training for Small Businesses," testimony before the U.S. House of Representatives Small Business Committee, June 2, 2004.
- 11 Duffett, Ann & Johnson, Jean; Reality Check 2002, Public Agenda, www. publicagenda.org/research/research\_ reports\_details.cfm?list=20.
- 12 "The Impact of Education on: The Economy," Alliance for Excellent Education, November 2003, www.all4ed. org/publications/FactSheets.html.
- 13 Hammons, Christopher, The Cost of Remedial Education: How Much Alabama Pays When Students Fail to Learn Basic Skills, Alabama Policy Institute, April 2004.
- 14 TASC: The After-School Corporation, Quality, Scale and Effectiveness in After-School Programs, summary of 2004 Policy Studies Associates' evaluations, 2005.
- 15 After School for America's Teens: A national survey of teen attitudes and behaviors in the hours after school, YMCA of the USA 2001.
- 16 Fight Crime: Invest in Kids, 2000.
- 17 Ibid.
- 18 10th Anniversary Report, ABC.
- **19** Ibid.

### Why Your Business Should Care About After School:

### A NEEDS ASSESSMENT QUESTIONNAIRE



Before becoming involved in after school programs, assess what your employees' needs are, such as how many of them have school-age children, what their current care arrangements look like and whether those

arrangements are the best available. This will also allow you some insight into how your employees' child care concerns affect productivity. Several large employers in North Carolina have used the following questionnaire from North Carolina Center for Afterschool Programs (NC CAP). It will assist you in determining how to meet your employees' needs. An electronic version of this needs assessment is on the attached CD-ROM enclosed in this toolkit. This initial assessment could also be used as a baseline if you care to at some point evaluate how effective your after school efforts are, in terms of employee satisfaction.

## BELOW IS THE INTRODUCTION TO THE NCCAP'S AFTERSCHOOL WORKING PARENTS SURVEY. PLEASE FIND THE ENTIRE SURVEY ON THE ATTACHED CD/DVD. THANK YOU.

Dearemployee,
is participating in a study conducted by the North Carolina Center for Afterschoo
Programs (NC CAP). The purpose of this study is to assess employee needs and
understand work issues related to afterschool care for children of employees.
1 7

This survey will take approximately 5 to 10 minutes to complete. Although you will be asked for some descriptive information about yourself, the survey does NOT ask for your name. Your responses will remain confidential information. Only the researchers will have access to the data. You are free to refuse to participate or to withdraw from this survey at any time without penalty and without jeopardy.

The results of this study will be published in ......and will be available on our website.

If you have any questions about this study, please contact Jamie Knowles, Program Officer at NC CAP, at (919) 781-6833 ext. 115, or by email at jknowles@ncforum.org.

Thank you for your help with this important research effort.

### Working Parents and Afterschool Survey

SCREENING QUESTION 1:	QUESTION 4:
Are you a parent with at least one (1) child living with you on either a part-time or full-time basis AND are you a full-time resident of North Carolina?	Who in your family has the primary responsibility for managing afterschool care?
(If yes, will automatically proceed to question one. If no, go to "thank you" and exit.)	<ul><li>☐ My spouse</li><li>☐ Other family member</li><li>☐ Close friend of the family</li><li>☐ Other</li></ul>
The following section will ask you for basic information about your current family situation and your opinions about afterschool care.	QUESTION 5: When do you most often need child care? (check all that apply)
QUESTION 2: What is the total number of children living with you on either a part-time or full-time basis?(number)	<ul> <li>□ Before/after school</li> <li>□ When my child is sick</li> <li>□ When I am sick</li> <li>□ School vacations</li> </ul>
QUESTION 3:  How many of your children are:  □ Between 5-10 years old □ Between 11-13 years old □ Between 14-17 years old	<ul> <li>During the holidays</li> <li>On snow/foul weather days</li> <li>Early school dismissal</li> <li>Travel for work</li> <li>Other (please specify)</li> </ul>

PLEASE FIND THE ENTIRE SURVEY ON THE ATTACHED CD/DVD. THANK YOU.

### GETTING STARTED: How Your Business Can Become Involved in After School

Now that you know why your business should get involved with after school, the question becomes: How do you do it? There are a number of ways to help, but the most important step you can take in getting involved is to assess your environment and make your efforts match your company's and community's needs. Here are a few ideas and methods that you can bring into your business.

- Tracking Resources for Employees
- \* Establishing Child Care Spending Accounts
- Providing In-Kind Contributions
   & Financial Support
- \* Reaching Out to Policymakers

### TRACKING RESOURCES FOR EMPLOYEES

One basic task can be learning about the school-age care resources that already exist around you and creating a convenient resource for employees who need to find care. Having your human resources department keep a database will be much more efficient than a number of individual employees spending time during the work day to do the same thing, each on their own. This database can also serve as a resource for employees who are looking for a place to do volunteer work. (See the GlaxoSmithKline Case Study for more information on such a service.)

### ESTABLISHING DEPENDENT-CARE SPENDING ACCOUNTS

Many companies set aside a portion of employees' pre-tax earnings to cover some commute-related expenses such as tolls. Consider providing a similar option to help employees cover their child care expenses. (See the GlaxoSmithKline Case Study for more information on such a service.)

### PROVIDING IN-KIND CONTRIBUTIONS & FINANCIAL SUPPORT

Many employers donate materials, supplies and even space to after school programs. As with any contribution to charitable nonprofit organizations, there are benefits and incentives, such as tax savings, when employers make in-kind contributions. Please consider the following when making a donation:

\* Fair Market Value. The Internal Revenue Service defines fair market value as the price at which the item to be donated would change hands between a willing buyer and seller. It is the cost of the donated item. Charitable deductions must be itemized. The IRS has specific instructions for charitable deductions based on fair market value amounts. Please consult your tax professional on those IRS requirements.

- Does the contribution need to be delivered? Or is your company willing to donate shipping? Many after school programs do not have the resources to accommodate pickup and delivery of contributions.
- Is there a particular timeframe that is best for making contributions? At the end of the fiscal year?
- \* Whether it's out-of-pocket contributions or what you pay for supplies while you're volunteering, if the money is going to help a qualified charitable organization, your business might qualify for a tax deduction. The United States Congress has provided a special rule under the federal tax law to encourage corporations to donate certain kinds of property to charitable 501(c)(3) organizations, including many after school programs. Please consult your tax professional.

The more successful after school programs have multiple funding sources beyond in-kind contributions from business. Foundations, public appropriations and participant fees are also crucial to the sustainability of

programs, and your business can also offer to assist after school providers in fundraising and development.

TIP: Be sure to set parameters for financial support. Most after school programs are required to evaluate their progress, so to ensure you're investing in a quality program, ask to see their evaluation reports before you donate and request ongoing updates.

### REACHING OUT TO POLICYMAKERS

In addition to benefiting businesses, after school programs provide benefits to the public at large, and so deserve and need public support. As a business leader, you are in a position to influence the policymakers who hold the purse strings and decide how resources will be allocated. Educating policymakers on the effects of high-quality after school on your workforce and bottom line is effective and authoritative. You can do so by writing letters, meeting with officials or even testifying for committees. (Please see "Join the National Movement" for more information on getting involved with ongoing after school awareness efforts.)

## The NC CAP Working Parents and Afterschool Survey is attached. See below for quotes from Cisco Sytems:

### NC CAP NEWSLETTER / RTP SUMMIT PRESS RELEASE

"In hundreds of schools across North Carolina, students benefit from wonderful after school activities that provide them a safe environment to enhance their learning and physical well being," commented Ed Paradise, Research Triangle Park Site executive for Cisco Systems. "NC CAP deserves great recognition for creating an environment that allows these programs to grow and foster. Companies and government need to continue to support these afterschool programs so that they grow to meet the needs of our communities."

#### **DURHAM HERALD SUN ARTICLE**

After-school programs need business backing June 30, 2005 COPYRIGHT 2005 by The Durham Herald Company. All rights reserved.

"The daily task of managing quality after-school care is a challenge for working parents and for our business community," said Ruth McCullers Lee, a site communications worker with Cisco Systems, and mother of three school-age children. "Children spend just 20 percent of their time in school," she said. "What are they going to do with the other 80 percent? Government agencies and law enforcement have reported that crime triples during after school hours."



The Afterschool Business-to-Business Tool Kit is the first in a series of three tool kits made possible through the generous support of the Charles Stewart Mott and Phillip Morris USA Youth Smoking Prevention.

