



2012 Candidate's Guide to Afterschool



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About the Afterschool Alliance

Mission

To engage public will to increase public and private national, state and local levels.

Background

The Afterschool Alliance is working to ensure that all children have access to affordable, quality afterschool programs. As the national voice for afterschool, the Alliance leads education and outreach efforts with the White House, Congress and other agencies. It represents the afterschool movement in debate and policy development on a broad set of issues such as:

- student learning;
- education and health;
- supports for children, families and communities;
- science and technology;
- future workforce development;
- secondary school reform;
- the arts and creativity;
- college access.

Building a strong, broad and diverse coalition of organizations and individuals to champion afterschool at a national level is an essential part of the Alliance's strategy. By mobilizing this extensive coalition, the Alliance has been successful at increasing support for federal afterschool appropriations and defeating proposals that threatened to cut funding for afterschool programs.

At a state and local level, the Afterschool Alliance supports the development of a unified, active field; its network includes more than 26,000 afterschool program partners. To support local programs, the Afterschool Alliance provides:

- communications, media and advocacy training;
- funding resources and advice;
- opportunities for grassroots advocates to become involved in the national afterschool movement and to showcase their work on a national platform.

Finally, at a community level, the Alliance strives to create an environment where every parent and community member expects and demands quality, affordable afterschool program.

Key Initiatives

- **Lights On Afterschool**
More than 1 million Americans rally annually to highlight the importance of afterschool to children, families and communities.
- **Afterschool for All Challenge**
Over 700 afterschool supporters convene annually in the nation's capital for networking, training, Congressional meetings and an award ceremony.
- **Afterschool Ambassador Program**
Each year, 17-20 afterschool leaders from across the country are selected from key Congressional districts to build support at a local level.
- **Afterschool Congressional Caucus**
The Alliance helped launch the first ever House and Senate Congressional Afterschool Caucuses, which include 122 bipartisan members focused on building support for afterschool.
- **Afterschool for All Campaign**
National online grassroots petition with over 24,000 signers in support of the goal of afterschool for all children.
- **State/Field Technical Assistance**
The Alliance provides technical assistance to 39 state afterschool networks, online tools and resources that attract 260,000 views and 47,000 user sessions each year, and in-person trainings that attract 12,000 afterschool stakeholders annually.
- **Grassroots Networking**
Afterschool Alliance publications reach more than 65,000 interested individuals every month.
- **Research**
The Alliance's series of briefing papers, issue briefs, reports and fact sheets are used widely by media, policy makers, concerned organizations and individuals.



Overview & Table of Contents

Afterschool programs keep kids safe, help working families and improve academic achievement. They help build safer, stronger and smarter children and communities. Widespread, bipartisan agreement among voters and policy makers show that Americans recognize the benefits of afterschool programs.

This guide serves as a primer on afterschool as a political issue, including facts, quotes, polling information and research showing the strong support for afterschool around the nation.

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Afterschool: An Issue for Voters

Afterschool is an issue you should be talking about. More than 80 percent of voters believe that children need a place to go after school that is organized, safe and educational. Three out of four voters consider afterschool programs “absolutely necessary” for their community. Connecting the benefits of afterschool investments to other campaign issues is an excellent way to forge strong coalitions of advocates and voters.

Three out of four voters consider afterschool programs “absolutely necessary” for their community.

Economy

- Without proper supervision for their children during the afterschool hours, many parents cannot work or become less productive in their jobs. This added stress can cost businesses between \$50 billion and \$300 billion annually in lost productivity.

Safety

- Afterschool programs offer access to caring adults for youth who would otherwise be home alone and unsupervised.
- Afterschool programs provide gang and drug prevention initiatives as well as access to mentors.

Crime Prevention

- Every taxpayer dollar invested in afterschool programs saves \$3 on future law enforcement and social services expenses.

21st Century Global Competitiveness

- Students in afterschool programs are proven to have improved academic performance. Principals and administrators cite afterschool programs as a strategy to help turn around failing schools.
- Afterschool programs can expose students to new academic and professional opportunities, and is a proven strategy for preparing students to be competitive in the 21st century job market.

The Afterschool Hours in America

- More than 15 million school-age children (26 percent) are on their own after school. Of them, more than 1 million are in grades K to 5. (Afterschool Alliance, 2009)
- More than 27 million parents of school-age children are employed, including 23 million who work full time. (U.S. Department of Labor, 2010)
- 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)
- Eight 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., 2008)
- More than three-quarters of Americans (76 percent) agree that Members of Congress as well as 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 children in afterschool meet the federal government's definition of low-income and in need of federal assistance. (Afterschool Alliance, 2009)

Three out of four Americans agree that elected officials should increase funding for afterschool programs.

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 complement 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)

Afterschool Programs Benefit Youth, Families & Communities (cont.)

- 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, Dec. 2005 and Sept. 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 afterschool care costs businesses up to \$300 billion per year. (Community, Families and Work Program at Brandeis University, 2004; Catalyst & Brandeis University, Dec. 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 (59 percent vs. 28 percent). Former Citizen Schools participants were also significantly more likely to graduate from high school in four years when compared to Boston Public Schools students overall. (Policy Studies Associates, July 2009)



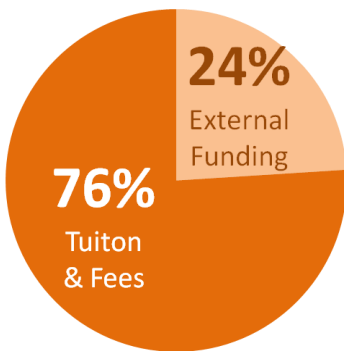
Afterschool Funding

Despite all we know about the benefits of afterschool programs, most children are missing out.

Meeting the need for quality afterschool programs will take a commitment from more than a single funder, funding stream or even sector. It will require significant public investment and systems change at every level—local, state and federal. The Roadmap to Afterschool for All study was designed specifically to inform that progress and to be a catalyst for increased investment at all levels. Here are the key findings:

We have an afterschool system for those who can afford to pay that leaves those who cannot with few, if any, options.

Who is paying for afterschool?



- Parents are paying the majority of the afterschool bill. On average, parents pay more than three-quarters (76 percent) of the cost of afterschool through tuition and fees.
 - Even in low-income communities, parents pay more than half (54 percent) of the total afterschool budget.
 - On average, families pay \$2,400 per year per child for afterschool programs.
 - Low-income families are paying an average of \$1,722 per year per child.

- On average, the cost per child is \$3,190, which is consistent with other recent research on costs.
- Funding of all types is insufficient—nearly one-third (32 percent) of programs reported that their expenses exceeded their revenues.
- 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.

\$3,190
Average annual
program cost per child

Previous research revealed that cost is a top factor for families selecting an afterschool program, second only to whether or not the child enjoys the program. The Roadmap finds that longstanding programs are more likely to charge parent fees and less likely to serve low-income children. Combined, these data tell us what we have now is an afterschool system for those who can afford to pay that leaves those who cannot with few, if any, options to help keep their kids safe and give them opportunities to learn after the school day ends.

How can we relieve the financial burden on families?

We need a strategy that establishes concrete objectives for achieving, in the not too distant future, afterschool for all students. This strategy must:

- Account for the economic reality that some parents are unable to afford fees, while others can;
- Recognize the important role of diverse funding sources—government at all levels, philanthropic support, businesses and parent fees;
- Account for a broad range of programs from a variety of sponsors, reflecting the rich diversity of American communities;
- Focus on approaches that sustain successful quality programs, while allowing innovative new programs to develop.

Afterschool Programs Are Cost-Effective

As cities and states implement afterschool programs, they have discovered that not only do programs produce strong results for children, youth and communities, but they also prove to be a smart investment.

- **Afterschool programs save taxpayer dollars:**
 - Every dollar invested in afterschool programs will save taxpayers approximately \$3, according to a study by the Rose Institute at Claremont McKenna College.
- **Afterschool reduces dropouts, expulsion and grade repetition:**
 - A 2001 evaluation of California’s state afterschool program revealed that the state was likely to save \$11 million that year because fewer students would be held back in school.
- **Afterschool reduces truancy and juvenile crime:**
 - Children attending LA’s BEST afterschool program are 30 percent less likely to participate in criminal activities than their peers who do 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)

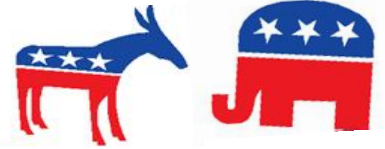
Every dollar invested in afterschool programs will save taxpayers approximately \$3.



Voters Want Greater Investment in Afterschool Programs

Voters want their elected officials to invest more in afterschool programs, and are willing to devote taxpayer money to pay for these programs.

- Three in four voters (76 percent) say newly-elected officials in Congress, as well as new state and local leaders, should increase funding for afterschool programs.



- Ninety-four percent of Democrats, 83 percent of Independents and 71 percent of Republicans agree that there is a need for an organized activity or a safe place for children/teens, as do 73 percent of conservatives.
- Voters think that afterschool programs play an important role in keeping youth in school, helping them graduate and preparing them for the workforce. Seventy-six percent of voters agree that afterschool programs are important to preparing youth to enter the workforce of the future, and 76 percent think afterschool programs are important for helping youth stay in school and addressing the dropout crisis in America.
- Parents who are concerned about their children’s care after school miss an average of eight extra work days per year, which costs employers between \$496 and \$1,984 per employee per year. When parents were able to enroll their children in afterschool programs, 80 percent said they were less worried about their child’s safety.

Afterschool is a bipartisan issue. The majority of voters agree that there a need for an organized activity or safe place for children/teens after school hours.

94% of Democrats

71% of Republicans

83% of Independents

73% of Conservatives

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



Demand for Afterschool Programs by State

In survey after survey, parents and youth across the country have overwhelmingly indicated that they would become involved in an afterschool program if one were available to them. However, far too often in far too many communities, there are not enough programs to meet this demand. Using the *America After 3PM* survey, conducted in 2009, the chart below illustrates how many children in each state are unsupervised and would participate in afterschool programs if one were available in their community. To view the complete *America After 3PM* report, visit: www.afterschoolalliance.org/AA3PM.cfm



Demand for Afterschool Programs by State

State	Total School-Aged Children	# of Children Unsupervised After School Hours	% of Children Unsupervised After School Hours	% of Children Not in Afterschool Who Would Likely Participate
United States	57,319,000	15,074,897	26	38
Alabama	804,245	217,950	27	36
Alaska	136,480	54,728	40	35
Arizona	1,132,541	252,557	22	34
Arkansas	486,478	125,025	26	44
California	6,831,025	1,653,108	24	36
Colorado	804,244	251,728	31	40
Connecticut	622,445	172,417	28	33
Delaware	143,804	45,011	31	31
District of Columbia	82,456	-----	-----	-----
Florida	2,923,440	742,554	25	36
Georgia	1,670,846	412,699	25	32
Hawaii	209,343	68,665	33	39
Idaho	269,263	78,625	29	31
Illinois	2,284,610	641,975	28	44
Indiana	1,123,792	332,642	30	36
Iowa	518,951	166,583	32	35
Kansas	487,325	168,614	35	31
Kentucky	700,099	196,028	28	29
Louisiana	748,919	173,749	23	52
Maine	210,326	69,408	33	37
Maryland	967,404	270,873	28	37
Massachusetts	1,102,796	274,176	26	36
Michigan	1,814,472	562,486	31	35
Minnesota	911,314	294,354	32	33
Mississippi	522,788	130,697	25	57
Missouri	1,007,223	318,282	32	32
Montana	153,331	61,486	40	31
Nebraska	316,778	114,040	36	33
Nevada	427,929	121,960	28	38
New Hampshire	224,877	----	----	32
New Jersey	1,485,297	421,824	28	35
New Mexico	340,109	75,844	22	40
New York	3,068,034	779,281	25	46
North Carolina	1,498,950	472,169	31	36
North Dakota	103,268	40,584	39	25
Ohio	2,015,421	608,657	30	30
Oklahoma	624,770	180,559	29	41
Oregon	593,466	184,568	31	37
Pennsylvania	2,083,250	552,061	26	32
Rhode Island	175,902	48,021	27	38
South Carolina	729,331	177,227	24	46
South Dakota	131,284	48,969	37	32



Demand for Afterschool Programs by State (cont.)

State	Total School-Aged Children	# of Children Unsupervised After School Hours	% of Children Unsupervised After School Hours	% of Children Not in Afterschool Who Would Likely Participate
United States	57,319,000	15,074,897	26	38
Tennessee	1,014,849	297,351	29	36
Texas	4,526,595	1,167,862	26	51
Utah	520,526	146,788	28	35
Vermont	101,706	41,394	41	26
Virginia	1,292,883	311,585	24	34
Washington	1,099,167	336,345	31	27
West Virginia	285,212	59,609	21	30
Wisconsin	963,614	317,993	33	31
Wyoming	85,582	32,350	38	28



Comparison of 21st CCLC Funding Levels and Kids in Afterschool by State

Across the nation, the number of students benefitting from the 21st Century Community Learning Center (21st CCLC) initiative falls far below the demand for afterschool due to insufficient funding. No Child Left Behind laid out a vision for funding afterschool via the 21st CCLC initiative, but funding levels have not reached even half of the 2007 NCLB authorization level. The chart below details, by state, the vision for funding 21st CCLC under NCLB and compares it to both the FY2011 and FY2012 funding levels.

	FY11 Funding Level -- \$1.154 billion		FY12 Funding Level -- 1.151 billion**			Full NCLB Authorization		
	State Allocation	Children Served*	State Allocation	Children Served	Change in Children Served	Estimated State Allocation	Children Served	Children Left Unserved ⁱ
Alabama	\$16,592,039	16,592	\$16,560,680	16,561	-31	\$35,949,183	35,949	19,389
Alaska	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
Arizona	\$23,186,233	23,186	\$23,142,411	23,142	-44	\$50,236,510	50,237	27,094
Arkansas	\$11,883,151	11,883	\$11,860,692	11,861	-22	\$25,746,660	25,747	13,886
California	\$134,122,759	134,123	\$133,869,267	133,869	-253	\$290,597,419	290,597	156,728
Colorado	\$11,808,418	11,808	\$11,786,100	11,786	-22	\$25,584,739	25,585	13,799
Connecticut	\$8,674,872	8,675	\$8,658,476	8,658	-16	\$18,795,433	18,795	10,137
Delaware	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
National Total	\$1,153,853,668	1,153,854	\$1,151,672,885	1,151,673	-2,181	\$2,500,000,000	2,500,000	1,348,737

*Numbers of children served are based on cost of \$1000 per child.

**Numbers reflect a .189% across-the-board cut to FY11 funding levels for most domestic programs.

ⁱ Compared to number of children served at FY12 funding levels





Comparison of 21st CCLC Funding Levels and Kids in Afterschool by State (cont.)

	FY11 Funding Level -- \$1.154 billion		FY12 Funding Level -- 1.151 billion**			Full NCLB Authorization		
	State Allocation	Children Served*	State Allocation	Children Served	Change in Children Served	Estimated State Allocation	Children Served	Children Left Unserved ¹
District of Columbia	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
Florida	\$56,090,415	56,090	\$55,984,404	55,984	-106	\$121,528,440	121,528	65,544
Georgia	\$39,743,543	39,744	\$39,668,428	39,668	-75	\$86,110,449	86,110	46,442
Hawaii	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
Idaho	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
Illinois	\$46,106,457	46,106	\$46,019,315	46,019	-87	\$99,896,672	99,897	53,877
Indiana	\$18,854,670	18,855	\$18,819,035	18,819	-36	\$40,851,519	40,852	22,032
Iowa	\$5,995,051	5,995	\$5,983,720	5,984	-11	\$12,989,193	12,989	7,005
Kansas	\$7,877,318	7,877	\$7,862,430	7,862	-15	\$17,067,412	17,067	9,205
Kentucky	\$17,460,237	17,460	\$17,427,238	17,427	-33	\$37,830,268	37,830	20,403
Louisiana	\$22,831,362	22,831	\$22,788,211	22,788	-43	\$49,467,629	49,468	26,679
Maine	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
Maryland	\$14,003,621	14,004	\$13,977,154	13,977	-26	\$30,340,981	30,341	16,364
Massachusetts	\$16,514,111	16,514	\$16,482,900	16,483	-31	\$35,780,341	35,780	19,297
Michigan	\$40,417,309	40,417	\$40,340,921	40,341	-76	\$87,570,267	87,570	47,229
Minnesota	\$9,836,416	9,836	\$9,817,826	9,818	-19	\$21,312,097	21,312	11,494
Mississippi	\$15,386,896	15,387	\$15,357,815	15,358	-29	\$33,338,058	33,338	17,980
Missouri	\$18,306,451	18,306	\$18,271,852	18,272	-35	\$39,663,719	39,664	21,392
Montana	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
Nebraska	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
Nevada	\$7,046,037	7,046	\$7,032,720	7,033	-13	\$15,266,315	15,266	8,234
New Hampshire	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
New Jersey	\$22,811,967	22,812	\$22,768,853	22,769	-43	\$49,425,607	49,426	26,657
New Mexico	\$8,653,281	8,653	\$8,636,926	8,637	-16	\$18,748,654	18,749	10,112
New York	\$95,069,053	95,069	\$94,889,373	94,889	-180	\$205,981,608	205,982	111,092
North Carolina	\$29,257,512	29,258	\$29,202,216	29,202	-55	\$63,390,864	63,391	34,189
North Dakota	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
Ohio	\$40,590,417	40,590	\$40,513,701	40,514	-77	\$87,945,331	87,945	47,432
Oklahoma	\$12,482,019	12,482	\$12,458,428	12,458	-24	\$27,044,199	27,044	14,586
Oregon	\$11,264,982	11,265	\$11,243,691	11,244	-21	\$24,407,301	24,407	13,164
Pennsylvania	\$44,262,277	44,262	\$44,178,621	44,179	-84	\$95,900,976	95,901	51,722
Puerto Rico	\$43,399,788	43,400	\$43,317,763	43,318	-82	\$94,032,263	94,032	50,714
Rhode Island	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
South Carolina	\$16,710,232	16,710	\$16,678,650	16,679	-32	\$36,205,268	36,205	19,527
South Dakota	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
National Total	\$1,153,853,668	1,153,854	\$1,151,672,885	1,151,673	-2,181	\$2,500,000,000	2,500,000	1,348,737

*Numbers of children served are based on cost of \$1000 per child.

**Numbers reflect a .189% across-the-board cut to FY11 funding levels for most domestic programs.

¹ Compared to number of children served at FY12 funding levels



Comparison of 21st CCLC Funding Levels and Kids in Afterschool by State (cont.)

	FY11 Funding Level -- \$1.154 billion		FY12 Funding Level -- 1.151 billion**			Full NCLB Authorization		
	State Allocation	Children Served*	State Allocation	Children Served	Change in Children Served	Estimated State Allocation	Children Served	Children Left Unserved ⁱ
Tennessee	\$21,081,222	21,081	\$21,041,379	21,041	-40	\$45,675,684	45,676	24,634
Texas	\$102,765,038	102,765	\$102,570,813	102,571	-194	\$222,656,133	222,656	120,085
Utah	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
Vermont	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
Virginia	\$19,361,508	19,362	\$19,324,914	19,325	-37	\$41,949,660	41,950	22,625
Washington	\$14,596,503	14,597	\$14,568,916	14,569	-28	\$31,625,551	31,626	17,057
West Virginia	\$6,893,814	6,894	\$6,880,784	6,881	-13	\$14,936,499	14,936	8,056
Wisconsin	\$14,031,374	14,031	\$14,004,854	14,005	-27	\$30,401,111	30,401	16,396
Wyoming	\$5,653,883	5,654	\$5,643,197	5,643	-11	\$12,249,999	12,250	6,607
National Total	\$1,153,853,668	1,153,854	\$1,151,672,885	1,151,673	-2,181	\$2,500,000,000	2,500,000	1,348,737

*Numbers of children served are based on cost of \$1000 per child.
 **Numbers reflect a .189% across-the-board cut to FY11 funding levels for most domestic programs.
ⁱ Compared to number of children served at FY12 funding levels



STEM in Afterschool: The Key to Economic Success in the 21st Century

- 77 percent of Americans agree that the U.S. is losing its global competitive edge in science, technology and innovation. (National Public Opinion Poll, October 2011, JZ Analytics for Research!America)
 - 73 percent of Americans believe the federal government should place more emphasis on increasing the number of young Americans who pursue careers in science, technology, engineering and mathematics. (National Public Opinion Poll, October 2011, JZ Analytics for Research!America)
 - 72 percent of Americans believe that STEM education and training is very important to U.S. competitiveness and future prosperity. (Your Candidates—Your Health Survey, 2010 Charlton Research Company for Research!America)





STEM in Afterschool: The Key to Economic Success in the 21st Century

According to the Labor Department, considerable mathematics and science preparation will be required in order to successfully compete for a job in 15 of the 20 projected fastest-growing occupations in 2014.

The annual growth rate for science, technology, engineering and math (STEM)-related jobs is nearly four times that of the total workforce. Workers with science and engineering degrees/backgrounds tend to earn more than comparable workers.

The key to the United States' continued and future economic success lies in creating a generation of scientists and engineers who are capable of creating entirely new industries and driving the knowledge economy. A strong STEM education for our students is critical for the U.S. to maintain its competitiveness in the increasingly globalized economy. **Countries that outperform us in STEM education today will out-compete us in the job market tomorrow.**



*The annual growth rate for STEM-related jobs is nearly **4 times** that of the total workforce.*

Our students are unprepared to navigate and compete in the highly technical global marketplace:

- Only 40 percent of 4th grade and 35 percent of 8th grade students participating in the National Assessment of Educational Progress (NAEP) reached or exceeded the proficient level in math (2011).
- Just 34 percent of fourth-graders, 30 percent of eighth-graders and 21 percent of twelfth-graders performed at or above the proficient level in science (2009).
- African-Americans and Hispanics continue to be woefully under-represented in the STEM fields.

Schools can't tackle this problem by themselves—**students spend less than 20 percent of their waking hours in a classroom.** Afterschool programs are essential partners in STEM education. Research shows that an interest in science in 8th grade is a better predictor of a student choosing a STEM career than an academically high-performing student of the same age who shows no interest in science. Afterschool programs are well positioned to spark that interest and then engage and motivate participants to pursue the STEM fields.

A recent review of evaluation reports from afterschool programs shows that high-quality STEM afterschool programs yield STEM-specific benefits such as improved attitudes toward STEM fields and careers, increased STEM knowledge and skills, and higher likelihood of graduation and pursuing a STEM career. Furthermore, ethnic minority children are more likely than others to be in afterschool programs, making such programs a good way to help increase representation of minorities in STEM fields.



Expanded Learning Time (ELT) and Afterschool Programs

Among the models of expanded learning, extending the school day has gained traction as an education reform policy. Known as extended day or expanded learning time (ELT), the concept is included in the Blueprint for Reform—the Department of Education’s proposed framework for the reauthorization of the *Elementary and Secondary Education Act* (ESEA)—and the No Child Left Behind (NCLB) waivers available to states. ELT is one model of expanded learning, along with afterschool and summer learning programs, although ELT is still in the pilot phase of development.



Studies show that your constituents want their kids to have more time for engaging and enriching educational activities. There is a difference, however, between additional time and *quality* additional time. The goal of innovation in education is one we can all agree with, but any move toward lengthening the school day should incorporate the evidence-based practices of afterschool and should be viewed as a component of school reform and funded through school reform dollars.

Elected officials should grow the resources for all models of expanding learning by helping direct school reform dollars to both afterschool and ELT—not pit one approach against the other.

Federal funding sources such as the 21st Century Community Learning Centers initiative, therefore, are essential to help states and local communities establish support systems that make afterschool programs and the extra learning time they provide meet your constituency’s needs. In addition, elected officials at federal, state and local levels should grow the resources for all models of expanding learning by helping direct school reform dollars to both afterschool and ELT—not pit one approach against the other.

Research documenting the outcomes of quality programs reveals a core set of key principles essential to gaining the best results from expanded learning programs. These eight principles of effective expanded learning programs apply to afterschool, before-school, summer learning and extended day or ELT programs.

- 1. School-Community Partnerships:** Strong partnerships between community organizations and schools are at the core of successful expanded learning programs. These partnerships should be characterized by an alignment of goals and services, effective lines of communication, and data- and resource-sharing.



Expanded Learning Time (ELT) and Afterschool Programs (cont.)

2. **Engaged Learning:** Expanded learning programs engage young people because they make learning meaningful and relevant. Activities tap in to a young person's interests, sparking their imagination and igniting a fire within. They engage young people initially by providing choice and voice over what is offered, and maintain engagement through positive relationships with adults and peers.
3. **Family Engagement:** A wide body of research points to active parent involvement in their child's education as a key factor in student success; community-based organizations, partnering with schools on expanded learning, can often help facilitate that involvement. Expanded learning programs that provide safe environments for children to learn, offer parental choice and facilitate communication are crucial to parents, schools and most of all students.
4. **Intentional Programming:** Explicit goals and intentionally designed activities that align with those goals are critical to the success of expanded learning programs. In addition, successful programs must also engage participants in meaningful ways and meet their developmental and academic needs.
5. **Diverse, Prepared Staff:** Successful expanded learning programs ensure that the staffing ratios, qualifications, ongoing professional development and overall diversity of staff are closely linked to program goals and activities. In most instances, staffing involves a combination of both in-school staff and community partners.
6. **Participation & Access:** Studies show that frequency and duration of participation matter; the more kids participate, the more likely they are to show academic gains. However, participation should not be mandatory; when children choose and direct their enrichment experiences, they become more ardent learners and stronger leaders.
7. **Safety, Health & Wellness:** Adequate space, supervision and security are necessary for young people to have the comfort and freedom to focus solely on the task at hand. In addition, the best programs provide opportunities for exercise and access to nutritious meals that otherwise might be unavailable.
8. **Ongoing Assessment & Improvement:** Programs that employ data sound collection and management practices focused on continuous improvement have the most success in establishing and maintaining quality services. Frequent assessment (both informal and formal) and regular evaluation (both internal and external) are ingredients needed to refine and sustain expanded learning programs.

When children choose and direct their own learning experiences, they become more ardent learners and stronger leaders.



What Prominent American Are Saying About Afterschool



Rep. Kathy Castor (D-FL)

@ a *Lights On Afterschool* celebration, Oct. 20, 2011:

"Our children need safe, quality opportunities in schools and neighborhoods to continue learning, develop leadership skills and try new activities when the school day ends. Afterschool programs fill this need and are developing our next generation of community leaders."

Rep. Todd Platts (R-PA)

@ a *Lights On Afterschool* celebration, Oct. 20, 2011:

"Afterschool programs provide an invaluable service to our nation's children, particularly for those who do not have access to a safe and productive environment after the traditional school day is over. Additionally, these programs often help students in Adams County and other communities meet education standards in core academic subjects, offer enrichment activities that can complement their academic programs, and provide other educational services."



Rep. David Cicilline (D-RI)

@ the *Afterschool for All Challenge*, May 17, 2011:

"Afterschool is an absolute necessity, ensuring that kids grow up to be healthy adults with the skills to compete in this century. That they realize their full potential, learn the wonders of music and art, and, of course, science; afterschool does all of these things."

Rep. Lou Barletta (R-PA)

@ the SHINE 21st Century Afterschool Program in Pennsylvania, *Time News, Inc*, March 23, 2011:

"As I'm working on the Education Committee in Washington, we're looking around the country for programs that are working and I am very, very impressed with what I saw here today. I can't wait to take this back to Washington with me and talk to the committee about it. These kinds of after-school programs are critical to the future development of so many of these students... The enthusiasm was very obvious, not only from instructors but the students as well. They are making learning exciting... We're trying to look at ways to put Americans back to work. Part of that puzzle is education and we're trying to find better ways to educate our students. On the national level, we doubled our education budget in the last two years but yet scores in reading, math and science have not improved. We're throwing money at programs that are not working. Programs like this are something that we can get behind."





What Prominent American Are Saying About Afterschool



Rep. Dale Killdee (D-MI)

The Hill's Congress Blog, Feb. 7, 2011:

"Afterschool programs have proven results to combat these problems. Teachers in my home state of Michigan reported that approximately 70 percent of students who regularly attend 21st Century Community Learning Centers showed improvement in classroom behavior, participation and homework quality. These kinds of programs help turn our schools into community centers that provide safe environments where learning happens beyond the traditional school day... At a time when so many working families are struggling to make ends meet and provide child care, we need to expand afterschool. Nine years ago, the reauthorization of *ESEA [Elementary and Secondary Education Act]* included a bipartisan commitment to quality afterschool programs. It is critical that we reaffirm that commitment to our children this year."

Rep. Lisa Murkowski (R-AK)

Afterschool for America Children's Act, July 2011:

"Studies have shown the effectiveness of after school programs not only in giving children a well-rounded education, but also in reducing crime, increasing parental involvement, and improving the academic achievement of participating kids. I know how important the 21st Century Community Learning Centers program is in many Alaskan communities, both urban and rural – from Savoonga to Nikiski and in Juneau, Anchorage, and Fairbanks. The Afterschool for America's Children Act will ensure that children continue to have access to a wide range of academic support outside of school hours, but it does so the right way, with effective guidelines and standards to keep the bar high so students get the most out of their afterschool programs and federal funds are spent responsibly."



Gov. Pat Quinn (D-IL)

July 29, 2010:

"Good afterschool programs help our students succeed even after the school day ends. When students are involved in afterschool activities, they spend their free time learning and being productive, rather than roaming the streets and possibly getting into trouble."

Rep. Trey Gowdy (R-SC)

@ a Lights On Afterschool celebration, Oct. 21, 2011:

"Lights On Afterschool celebrates the importance of keeping our most vulnerable children safe during the risky after school hours, and using that time to inspire and enable these same students to become productive, responsible and caring citizens... I have seen firsthand what programs accomplish in the lives of children. I encourage everyone to get involved in some way to make sure all our children are successful in finishing school, and developing the work ethic and character that will make them great Americans."





What Prominent American Are Saying About Afterschool

Rep. Charles Gonzalez (D-TX)

Consolidated Appropriations Act of 2010, Feb 18, 2010:

"When so many programs are losing funding from various sources, we need to do all we can do support those that are making an enormous contribution to our communities. The San Antonio Youth Centers have been helping children and young adults turn their lives around and it's funding like [this] that give San Antonio the much needed boost to create jobs, keep our communities safe, and also provide funding for vital services needed by some of the region's most vulnerable citizens."



Secretary of Education Arne Duncan,

@ the National Science Teachers Association Conference, March 20, 2009:

"One of the first areas where we can foster innovation is the amount of time our students spend learning. Other top-performing countries do not take two months off in the summer. They do not dismiss students at two in the afternoon. Instead, they spend 30 or 40 more days per year in school and offer safe, constructive activities that keep kids learning. We must expand quality afterschool programs and rethink the school day to incorporate more time, whether that's by extending hours or offering more summer school."

President Barack Obama,

addressing the U.S. Hispanic Chamber of Commerce, March 10, 2009:

"Even as we foster innovation in where our children are learning, let's also foster innovation in when our children are learning. We can no longer afford an academic calendar designed when America was a nation of farmers who needed their children at home plowing the land at the end of each day. That calendar may have once made sense, but today, it puts us at a competitive disadvantage. Our children spend over a month less in school than children in South Korea. That is no way to prepare them for a 21st century economy. That is why I'm calling for us not only to expand effective afterschool programs, but to rethink the school day to incorporate more time—whether during the summer or through expanded-day programs for children who need it."



For more information on the Afterschool Alliance, visit www.afterschoolalliance.org

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The Afterschool Alliance is a nonprofit public awareness and advocacy organization supported by a group of public, private and nonprofit entities dedicated to ensuring that all children and youth have access to quality and affordable afterschool programs. The Alliance is proud to count among its founding partners the C.S. Mott Foundation, U.S. Department of Education, jcpenny Afterschool Fund, Open Society Foundations, The After-School Corporation, the Entertainment Industry Foundation and the Creative Artists Agency Foundation.