

APPENDIX A

Collect Data to Match Messaging: Funding for Afterschool Programs

<i>Consider...</i>	<i>to support the message...</i>	<i>as seen leveraged for advocacy in...</i>
<p>Program demand and waitlist count How many children do not have access to services in existing programs?</p>	<p>Demand outpaces available programming. Families are missing out on essential services. Slots are ready to be filled with additional investment.</p>	<p>North Carolina: <i>America After 3PM</i> data captures undeniable demand from the parent perspective and advocates want county specifics. After asking providers to quantify their existing waiting lists, it becomes clear the metric poses a significant challenge to access.</p>
<p>Qualified but unfunded grant applications (to 21st CCLC, state funding) How much funding would actually meet demand?</p>	<p>There are trusted partners that can and want to provide programming, but they cannot without funding. State investment must expand to meet unmet demand.</p>	<p>Vermont: Advocates in Vermont point to the disparity between available state funds and the money requested by qualified applicants. The gap in available funds provides a data point to show providers are ready to scale toward universal afterschool with greater investment.</p>
<p>Afterschool and summer desert maps Which counties do not have out-of-school time (OST) programs?</p>	<p>Targeted funding is necessary to reach new counties and thereby expand the accessibility of programs.</p>	<p>Georgia: Mapping access to OST, advocates justify state investment as a means of reaching counties without 21st CCLC sites. Their BOOST funding has successfully prioritized unserved counties.</p>
<p>Evaluation outcomes To what extent are programs achieving their objectives?</p>	<p>Programs report notable impact on youth and families. We should expand funding to ensure that everyone who wants these services can benefit from them.</p>	<p>Idaho: Advocates commission an impact evaluation of the programs funded by federal relief dollars. Overwhelming reports of desired outcomes encourages the state to add money to 21st CCLC funds in 2025.</p>

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<p>Return on investment (ROI) How does investing in OST benefit your state economy?</p>	<p>Public funding for OST is a sound investment that supports the current workforce, enhances the future workforce, and prevents spending on reactive measures like healthcare and the carceral system.</p>	<p>Pennsylvania: ROI study calculates that every \$1 spent on afterschool yields a \$6.69 return for the state economy. Funding this study prior to funding grants incentivizes large scale investment.</p>
<p>Cost modeling To actualize ROI, how much would it cost to provide everyone quality programs?</p>	<p>The ROI on afterschool is only actualized when investment meets the true cost of quality OST programming. Cost modeling is the first step toward consequential universal afterschool.</p>	<p>Massachusetts: A 2012 cost-modeling study induces a 15% increase in 2013 funding for the ASOST grant program. Now advocating for the expansion of childcare, the governor's task force has commissioned 2023, 2024, and 2026 models.</p>
<p>Youth Risk Behavior Survey (YRBS) or community youth survey data To what extent does OST act as a protective factor in your state? What risk factors are most prevalent in your state?</p>	<p>Afterschool is a protective factor against self-harming behaviors like substance abuse and suicide. Funding for afterschool is an essential investment in youth wellness.</p>	<p>Alaska: To expand upon the YRBS connection between hours in afterschool and a reduction of self-harm, the state network commissions a brief. Later that year, Alaska's PYDAP grant references YRBS and protective factors as a justification.</p>
<p>Education statistics (NAEP scores, graduation rates, chronic absenteeism) Is there a need to improve education outcomes?</p>	<p>Afterschool can extend and customize learning opportunities to improve youth education outcomes. Targeted programming can also induce equity of education outcomes.</p>	<p>Michigan: To supplement and sustain federal relief funds, the governor frames afterschool and summer funding as an academic intervention, addressing COVID-19 learning loss in student outcomes. Advocacy for increased funding connects 21st CCLC to improved graduation and attendance.</p>
<p>Anecdotes How can you humanize the impact of afterschool and summer programs as a complement to quantitative data?</p>	<p>The impact of afterschool and summer programs looks slightly different for everyone because its programming can meet various needs, including career exploration, dual language enrichment for English language learners (ELLs), etc. Let's make the impact real with an anecdote.</p>	<p>Georgia: Advocates collect snapshot stories of state-funded programming to give policymakers an understanding of how their investment manifests. Targeted emails share one story brief a week.</p>