

# Out-of-School Time Mayoral Resource Kit 2010



Utah Afterschool Network

*Partnering to Support Afterschool*

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# Utah Afterschool Network Mayoral Resource Kit

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High quality out-of-school time programs not only keep young people healthy and safe, but also foster meaningful relationships, and engage students in relevant, worthwhile and challenging activities. Widespread, bi-partisan agreement among voters and policymakers show that Utahans recognize the benefits of out-of-school time programs.

Out-of-school time is an inclusive term used for expanded learning opportunities for young people, grades K-12, which occur outside the traditional school day. Programs can occur before school starts, after school, during the summer, or anytime school is not in session.

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## Is Out-of-School Time an Issue for residents in Utah?

You talk to your constituents regularly about their concerns. Ask yourself and your constituents the following questions. If your constituents answer yes to any of the questions, then out-of-school time is an issue you should be talking about.

### Question #1

- Is my constituency concerned about ensuring that our schools and students meet the current and future levels of academic standards?
  - Students in out-of-school time programs are proven to have improved academic achievement. Principals and administrators cite out-of-school time programs as one way to help turn around failing schools.

### Question #2

- Are my constituents concerned about the safety and well-being of our youth and communities?
  - Out-of-school time programs keep young people and communities safe.

### Question #3

- Is my constituency concerned about being productive members of the economy?
  - Without proper supervision for their children in the out-of-school time hours, many parents cannot work or cannot remain productive in their jobs.

### Question #4

- Would my constituents rather invest in prevention programs now or in jails and social services later?
  - Out-of-school time programs are proven to save \$3 for every \$1 of taxpayer money.

# All Utah's Children and Youth Deserve Access to High-Quality Out-of-School Time Programs

Out-of-school time and summer learning opportunities keep young people safe, help working families and improve academic achievement. From law enforcement officers to taxpayer associations and from parents to principals, Utahans see the advantages of out-of-school time. Programs produce more effective students, better citizens and stronger communities. **Below are ten reasons why every candidate and elected official in Utah should support increased resources for out-of-school time programs.**

1. Young people need safe, enriching environments in the out-of-school time hours.
2. The hours between 3 p.m. and 6 p.m. are the most dangerous for kids.
3. More than 146,000 (28%) of Utah's K-12 children are responsible for taking care of themselves after school.
4. Recent studies show children and youth in quality out-of-school time programs improve both social and academic skills.
5. Young people in out-of-school time programs are more likely to come to school, stay in school and graduate.
6. Youth not in out-of-school time programs are three times more likely to be involved with crime, alcohol and/or drugs.
7. Out-of-school time programs provide positive opportunities for physical activity, nutrition education, and hands-on science, technology, engineering, and science experiences.
8. Voters, across party lines, demographic groups, geography and age have said for five consecutive years that they overwhelmingly support out-of-school time programs for all.
9. 166,334 (35%) of all youth in Utah not currently enrolled in out-of-school time programs would participate in an out-of-school time program if one were available to them. Parents who are concerned about their children's care after school miss an average of five extra days of work per year, which is estimated to cost employers between \$496 and \$1,984 per employee, per year. When parents were able to enroll their children in out-of-school time programs, 80 percent said they were less worried about their child's safety.
10. Federal investments in out-of-school time, like the 21<sup>st</sup> Century Community Learning Centers program, help to leverage funds and build state, local and private support.

# FACT SHEET

## **The Out-of-School Time Hours in Utah**

- 146,788 (28 percent) of Utah's K-12 children are responsible for taking care of themselves after school. This is higher than the national average of 26 percent.
- 74 percent of Utah women with children between the ages of 6 and 17 are employed.
- 45,286 (9 percent) of Utah's K-12 children participate in out-of-school time programs.
- 166,334 (35 percent) of all children not in out-of-school time would be likely to participate if an out-of-school time program were available.
- 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)
- 82 percent of adults surveyed in Utah agree that there should be "some type of organized activity or place for children and teens to go after school"
- Current funding for 21<sup>st</sup> Century Community Learning Centers and Child Care Development Block Grant is not meeting the need.
- In Utah, the federal government currently provides over 4 times the amount of funding for out-of-school time programs that is provided by local government.

## **Out-of-School Time Programs Benefit Youth, Families & Communities**

- Teens who do not participate in out-of-school time 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 out-of-school time 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 out-of-school time studies concluded that out-of-school time 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 out-of-school time 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 out-of-school time 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 out-of-school time 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)

# Surveys and Polls Show Strong Support for Out-of-School Time Programs

In addition to the Afterschool Alliance's *Voters' Polls* and *America After 3 PM*, a number of other surveys and polls have been conducted in recent years to gauge American support for out-of-school time. Across these various polls, it is clear that the American public supports out-of-school time programs and wants to see out-of-school time opportunities expanded for our nation's children and youth.

## Out-of-School Time Viewed as Critical and in Demand

- Eighty-two percent of **Utah** voters say that there should be “some type of organized activity or place for children and teens to go after school every day that provides opportunities to learn.
- Seventy-six percent of **Utah** adults support public funding for both afterschool and summer learning programs.
- Fifty-five percent (244,647) of **Utah** parents would be interested in enrolling their child in a summer learning program if one were available. Currently only sixteen percent of Utah children are enrolled in summer learning programs.

## Key National Findings

- In 2008, new research from Peter D. Hart Research Associates found that more than 2 in 3 parents (68 percent) say they are satisfied that there are sufficient educational and enrichment opportunities available for their children in school, but just under half (49 percent) say the same about learning opportunities outside of the regular school day and school year by way of afterschool, weekend and summer programs.
- A 2008 Election Eve poll reveals that 3 in 4 voters (76 percent) say out-of-school time programs are “an absolute necessity” for their community.
- According to the 2007 *T-Mobile Huddle Up* Afterschool Survey, 90 percent of parents say having a safe, positive place for their child to hang out after school will keep their child safe and away from criminal activity. 89 percent say it will improve their child's well-being, and 82 percent say it will help their child perform better in school.
- A 2004 Afterschool Alliance poll finds that nearly 9 out of 10 voters are concerned that children are unsupervised after school with too much unstructured time and agree that children need some type of organized activity or place for children and teens to go after school every day.
- *America After 3 PM* finds that parents of 15.3 million children say their children would participate in afterschool if a program were available.
- Eighty-five percent of teens surveyed by Public Agenda said that peers who participate in out-of-school time activities are better off than those who do not.
- According to *Public Agenda*, low-income and minority parents are much more likely than higher-income and white parents to state they have trouble finding high-quality, convenient and affordable activities for their children.

- When asked how important out-of-school time programs are for children in their area, 95 percent of PTA member respondents said "important" or "very important" for elementary school and middle school children and 82 percent said "important" or "very important" for high school students.
- Eighty-three percent of National School Board Association members surveyed assert that it is essential or very important that out-of-school time programs are maintained in their district.
- One in three 8 to 12 year-olds are either “home alone” or “hanging out with friends” after school according to a 2005 Junior Achievement/Harris survey. In a 2003 survey, Junior Achievement found that 79 percent of boys and 84 percent of girls who do not currently participate in out-of-school time programs are interested in such activities.
- According to Fight Crime: Invest in Kids’ poll of working moms, despite public focus on school shootings and other violence during the school day, nearly 9 in 10 working mothers said they are most concerned about their children’s safety during the out-of-school time hours.
- A survey commissioned by America’s Promise, The Alliance for Youth finds that two out of three young people nationwide wish there were more places they could hang out where they could feel safe and have fun.

### **Out-of-School Time Meets a Variety of Needs**

- Children who are without access to summer learning programs are at particular risk of losing the academic, social and emotional gains that they have accrued during the school year. In our country today, too many children slip farther behind each summer.
- A 2003 Out-of-school time Alliance poll finds that voters do not want to see out-of-school time programs become an extension of the school day and do not believe that improving test scores should be the primary goal of the out-of-school time programs. Voters want to see children in out-of-school time programs offered hands-on learning opportunities, recreation, community service opportunities and creative activities that inspire them to learn and grow.
- Out-of-school time programs are serving a high need population. A 2009 study reveals that an average of 67 percent of kids participating in out-of-school time programs qualify for free/reduced price lunch. 14 percent are Limited English Proficient and 11 percent have special needs and/or disabilities.
- Voters believe out-of-school time programs can address areas beyond a traditional safety and academic focus. The strongest areas for additional support include: reducing high school dropout rates, helping children and teens prepare for college, and helping build strong and safe communities.
- PTA members believe out-of-school time programs' primary benefit is safety and supervision, followed closely by development, consisting of learning new things, social interaction, and academic achievement.
- School board members with out-of-school time programs give them high marks in providing services that directly impact classroom achievement: 82 percent say their programs do a good or excellent job of assisting students who are struggling academically.
- When Fight Crime: Invest in Kids asked working mothers to name their top concern as kids headed back to school, nearly six in ten working mothers listed crime, violence, or risky behavior, like drugs, alcohol and sex.

- According to a 2004 Junior Achievement/Harris Interactive poll, out-of-school time participants expressed interest in wide variety of activities after school, such as sports, art or music, working with computers, learning how to run a business, spending time with mentors and learning about various careers.
- In South Carolina, the results of a large, comprehensive study examining the state's public education system finds broad consensus on a small group of strategies for improving the schools, including out-of-school time programs, tutoring and transforming the schools into community learning centers.

### **Concerns about Funding are a Common Theme**

- Seventy-six percent of **Utah** adults support public funding for both out-of-school time and summer learning programs.
- A 2008 Afterschool Alliance poll finds 3 in 4 voters (76 percent) say elected officials in Congress, as well as new state and local leaders, should increase funding for out-of-school time programs. This strong support for out-of-school time crosses all party, ideological and demographic lines.
- A 2004 Afterschool Alliance poll finds that nationally, 76 percent of voters would support increase funding for out-of-school time programs, even if it were to lead to a tax increase.
- A 2003 Afterschool Alliance poll finds that voters worry that if no new funds come to out-of-school time programs, as a result of reduced federal funding or because of budget problems in the states, programs will have to reduce their services or close their doors.
- An Afterschool Alliance web-based survey finds that out-of-school time programs are oversubscribed and facing tough financial times. More than half of survey respondents say that funding has decreased over the past two years. Another 25 percent say funding is unchanged. When asked about the security of funding over the next five years, fewer than half of respondents say they feel secure about their funding for the next one to two years and only 23 percent feel secure about their funding for the next three to five years.
- A 2009 Afterschool Alliance assessment of the economy's affect on out-of-school time details that about 6 in 10 programs reported a loss in funding due to the 2008-2009 economic recession, with 1 in 10 programs reporting a significant loss that will cause cutbacks to the program or cause one or more sites to close.
- PTA members cited financial reasons as the explanation for why their school does not offer an out-of-school time program, and a significant proportion of PTA members expressed some level of concern regarding the affordability of out-of-school time programs.
- Fifty-two percent of surveyed NSBA members expect that their out-of-school time programs will have to be reduced somewhat or even cut entirely in the next few years due to proposed funding cuts.
- Nine in ten working mothers agree with the statement: "America could greatly reduce youth violence if Congress expanded prevention efforts like after-school programs." Further, when asked which strategy would be more effective in reducing school and youth violence, seven out of ten mothers choose investments in out-of-school time programs over investments in security measures like metal detectors.

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# Out-of-school time 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 out-of-school time 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 8<sup>th</sup> 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 into 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 out-of-school time 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 out-of-school time, 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 Out-of-school time Programs)
- Annual performance report data from 21<sup>st</sup> CCLC grantees across the country demonstrated that students attending 21<sup>st</sup> 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 out-of-school time 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 I exam by ninth grade than 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 21<sup>st</sup> CCLC Pathways to Progress received better grades in English and math than nonparticipants. (University of Minnesota, Center for Applied Research and Educational Improvement, March 2004)
- 69 percent of students, who attend out-of-school time programs in the Salt Lake City School District, show an increase in academic achievement. (Salt Lake City School District, Community Education, 2008-2009)

### **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)

### **Out-of-school time 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 out-of-school time 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 out-of-school time hours, indicating that out-of-school time is primetime for juvenile

crime for those youth who do not have access to out-of-school time 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 behavior 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 out-of-school time evaluations concluded that out-of-school time 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 out-of-school time programs found that controlling for baseline obesity, poverty status, and race and ethnicity, the prevalence of obesity was significantly lower for out-of-school time 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 out-of-school time programs are nearly three times more likely to skip classes than teens who do not 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)

### **Out-of-School Time Programs Help Working Families**

- Parents who are concerned about their children's out-of-school time care miss an average of eight days of work per year. Decreased worker productivity related to parental concerns about out-of-school time 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 that 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)

## Demand for Out-of-School Time Programs By State

In survey after survey, parents and youth across the country have overwhelmingly indicated that they would get involved in an out-of-school time program if one were available to them. Far too often in far too many communities, this is not the case. Using the *America After 3pm* survey, conducted in 2009, the chart below illustrates how many children in Utah are unsupervised and would participate in out-of-school time programs if one were available in their community. To view the complete America After 3PM report, visit: [www.afterschoolalliance.org/AA3PM.cfm](http://www.afterschoolalliance.org/AA3PM.cfm)

State	Total number of school-aged children	Number of children who are unsupervised during out-of-school time hours	Percentage of children who are unsupervised during out-of-school time hours	Percentage of children not in out-of-school time programs who would likely participate (based on availability)
<b>United States</b>	<b>57,319,000</b>	<b>15,074,897</b>	<b>26</b>	<b>38</b>
Arizona	1,132,541	252,557	22	34
California	6,831,025	1,653,108	24	36
Colorado	804,244	251,728	31	40
Idaho	269,263	78,625	29	31
Nevada	427,929	121,960	28	38
New Mexico	340,109	75,844	22	40
<b>Utah</b>	<b>520,526</b>	<b>146,788</b>	<b>28</b>	<b>35</b>
Wyoming	85,582	32,350	38	28

# Out-of-School Time Programs in Tough Budget Times

## Out-of-School Time Programs Are Cost-Effective

As cities and states implement out-of-school time 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.

- Out-of-School time Programs Save Taxpayer Dollars.
  - Every dollar invested in out-of-school time programs will save taxpayers approximately \$3; according to a study by the Rose Institute at Claremont McKenna College.
- Out-of-School Time Reduces Dropouts, Expulsion and Grade Repetition.
  - LA's BEST afterschool program cut the high school dropout rate by 20 percent. (UCLA Center for the Study of Evaluation, June 2000 and December 2005)
  - A 2001 evaluation of California's out-of-school time program revealed that the state was likely to save \$11 million that year because fewer students would be held back in school.
  - Schools in Manchester, New Hampshire, estimate that they saved more than \$72,000 over three years because students participating in out-of-school time programs avoided being held back a grade or being placed in special education. (U.S. Department of Education and U.S. Department of Justice, 1998)
- Out-of-School Time 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)
  - According to the Office of Juvenile Justice and Delinquency Prevention, preventing one adolescent from a life of crime can save society between \$1.5 million and \$1.8 million.

## Voters Want Greater Investment in Out-of-School Time Programs

Throughout Utah and across the United States, voters want their elected officials to invest more in out-of-school time programs, and are willing to devote taxpayer money to pay for these programs.

- Seventy-six percent of **Utah** adults support public funding for both afterschool and summer learning 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 out-of-school time 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 safe place for children/teens, as do 73 percent of conservatives.
- Voters think that out-of-school time 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 out-of-school time programs are more important to preparing youth to enter the workforce of the future, and 76 percent think out-of-school time programs are important for helping youth stay in school and addressing the dropout crisis in America.

## Federal Funding for Out-of-School Time

There are a variety of federal funding streams that can potentially support out-of-school time programs. These are outlined in the table below; in most cases, only a small portion of the funds are currently used for out-of-school time programs. The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCL) initiative is the only federal funding source dedicated exclusively to out-of-school time programs. In 2002, the Elementary and Secondary Education Act (ESEA) reauthorized 21<sup>st</sup> CCLC transferring the administration of the grants from the U.S. Department of Education to the State Education Agencies. Each state receives funds based on its share of Title I funding for low-income students. Another major source of funding for out-of-school time is the Child Care Development Block Grants (CCDBG). It is estimated that one-third of CCDBG funds are allocated to support school-age programs in the out-of-school time period.

Out-of-school time is also an encouraged use for several major new education programs funded by the 2009 American Recovery and Reinvestment Act (ARRA). Programs such as the Title I School Improvement Grants, Invest in Innovation (i3) and Race to the Top all allow for use of out-of-school time programs as part of strategies to improve and support low performing schools. (See [www.afterschoolalliance.org/policyEconRecovery.cfm](http://www.afterschoolalliance.org/policyEconRecovery.cfm))

### Key Federal Out-of-School Time Funding Streams (FY 2010 funding levels)

Item	Federal Amt FY 2010	Utah Amt FY 2010	Notes
21 <sup>st</sup> Century Community Learning Centers (Education)	\$1.2 billion	\$5,714,213 <sup>1</sup>	Increase of \$35 million over FY 2009
Full Service Community Schools (Education)	\$10 million		Doubles FY 2009 amount of \$5 million
Child Care and Development Block Grant (Health and Human Services)	\$2.12 billion	\$90,610,617	Level funding from FY 2009
Community Services Block Grant (Health and Human Services)	\$700 million		Level funding from FY 2009
Head Start (Health and Human Services)	\$7.23 billion		Increase of about \$121 million from FY 2009
Promise Neighborhoods (Education)	\$10 million		New funding for Administration-proposed program.
Choice Neighborhoods (HUD)	\$65 million		New funding proposed in the senate
Weed and Seed Program (Justice)	\$20 million		Decrease of \$5 million
Youth Employment Program (Labor)	\$12.3 million		Slight increase from FY 2009
Youth Training Program (Labor)	\$924 million		Level funding from FY 2009
ARRA – Race to the Top	4.35 billion		States can apply in two rounds: January 19, 2009 and June 1, 2010
ARRA - Invest in Innovation	\$650 million		Application deadline TBD
ARRA – School Improvement Grants	\$3 billion		Applications are due on or before February 8, 2010

<sup>1</sup> The current funding level is still less than half the \$12,249,999 promised to Utah in ESEA.

# Utah Funding for Out-of-School Time

## The need or demand for out-of-school time among the 520,526 school-age children in Utah.

- Twenty-eight percent (146,788) of Utah’s K-12 children are responsible for taking care of themselves after school. This represents an increase of since 2008.
- Nine percent (45,286) of Utah’s K-12 children participate in out-of-school time programs.
- Thirty-five percent of all children not in out-of-school time would be likely to participate IF an out-of-school time program were available.

## Current funding for 21<sup>st</sup> Century Community Learning Centers and Child Care Development Block Grant is not meeting the need:

### 21<sup>st</sup> CCLC Distribution of Funds in Utah

In Utah, 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC), the only federal program dedicated to out-of-school time, provides funds for out-of-school time programs that serve primarily Title I students. Eligible applicants include schools, community-based organizations, and public, private, or faith-based organizations. A total of 28 grantees serve 74 out-of-school time centers with students from 76 feeder schools. In its last competition, the 21<sup>st</sup> CCLC program awarded 8 grants out of a total of 12 applicants. [U.S. Department of Education, 2009]

Fiscal Year	Budget	Number of Children Served (estimated at a cost of \$1,000/child)
FY 2011 President’s Proposed Budget:	\$5,633,298	5,633 children/youth
FY 2010	\$5,714,213	5,714 children/youth
FY 2009	\$5,542,713	5,543 children/youth
Full NCLB Authorization in <b>2002</b>	\$12,249,999	12,250 children/youth

### Child Care Development Block Grant (CCDBG)

Provides vouchers or subsidies for low-income parents to pay for childcare, including preschool, before-school, afterschool and summer care for children (ages 5-12). CCDBG had been level-funded until 2009, when the *American Reinvestment and Recovery Act* brought an increase in funding and Utah qualified for \$22,365,594 and CCDBG which will help to improve the availability of school-age care across the country. However, even with the President’s proposed increase, further investments in this federal funding source will be necessary to promote access to quality out-of-school time programs.

Total FY 2009 CCDBG Funds in Utah	Federal Share	Percentage of children receiving subsidies who are school-age
\$90,610,617	\$78,075,884	5,633 children/youth

## Utah Funding Study

In 2009, the Utah Department of Workforce Services contracted with Voices for Utah Children to conduct an afterschool program funding study for Utah for fiscal year 2008. The purpose of the study is to identify the financial resources dedicated to out-of-school time programs in Utah.<sup>2</sup>

Source of Funds	All Programs	School-based Programs	Other Programs
Federal Funds	\$6,067,360	\$4,182,019	\$1,885,342
State Funds	\$606,416	\$287,463	\$318,953
County Funds	\$230,168	-	\$230,168
District Funds	\$54,132	\$20,132	\$34,000
Local Funds	1,417,765	-	1,417,765
Private Foundations	1,010,206	74,015	\$936,191
Other Funds	\$620,435	\$26,500	\$593,935
Parents' Fees	\$966,349	\$518,009	\$448,340
Miscellaneous	\$12,457	-	\$12,457
<b>Total</b>	<b>\$10,985,289</b>	<b>\$5,108,138</b>	<b>\$5,877,151</b>

### Principle findings of the report are:

- Funding for all out-of-school time programs in Utah totaled \$10,985,289 in FY08.
- 29,737 children were served by all out-of-school time programs in Utah in FY08.
- Fifty-five percent of funding for out-of-school time programs in Utah was provided by the federal government.
- Eighty-two percent of the funding for school-based programs was provided by the federal government.
- The average cost to participate in an out-of-school time program per child per year in Utah in FY 2008 was \$524. The average cost in Salt Lake was \$716.
- An additional \$21 million of funding is needed for the adequate provision of out-of-school time programs statewide.

**Conclusion:** The results of the Afterschool Program Funding study illustrate the important role the federal government plays in funding out-of-school time programs in Utah. While local funding is the second largest source of funds for all out-of-school time programs, the federal government provides over four times the amount of funding that is provided by local government.

The need for \$21 million in additional funding which is twice the current amount of funding, for the adequate provision of out-of-school time programs in Utah illustrates that there is much work to be done. Research shows that out-of-school time programs provide proven benefits for students, parents and communities with respect to:

- Improved social skills and reduction in behavior problems
- Decreased Substance abuse and crime
- Increased school attendance
- Enhanced academic achievement
- Improved health

<sup>2</sup> Voices for Utah Children. (2009) *Afterschool Program Funding in Utah*. Prepared for the Utah Department of Workforce Services, Office of Work and Family Life, August 2009.

# What Americans Are Saying About Out-of-School Time Programs

**U.S. Secretary of Education Arne Duncan, addressing 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 21<sup>st</sup> 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.”

**First Lady Laura Bush, Remarks at the National League of Cities Conference March 14, 2006:** “Strong communities support families so that parents know that the values they teach will be reinforced when their children are outside of home. Strong communities bolster the work of schools by providing educational and safe after-school activities for students.”

**Editorial on *America After 3PM*, *New York Times*, October 20, 2009:** “After-school programs are a cost-effective way to boost student achievement, reduce juvenile crime and help overstressed working parents. Yet a new study finds that the number of after-school slots continues to lag far behind parents’ demand. Even in these hard economic times, it should be possible to narrow the gap. . . . During the 2008 campaign, then- Senator Barack Obama promised that he would double the financing for after-school programs under the *No Child Left Behind Act*. His budget plan unveiled in February called for no increase in the current \$1.1 billion appropriation. The House has approved a spending bill that adds another \$50 million for after-school programs. The Senate should at least agree to that . . . President Obama, his education secretary, Arne Duncan, and Congress must all acknowledge that a lot more is needed and quickly come up with a plan to increase financing for quality after-school programs.”

**U.S. Attorney General Eric Holder, addressing the American Bar Association’s House of Delegates, *Federal News Service*, August 3, 2009:** “There is another reason to consider new law enforcement strategy: simple dollars and cents, and the principle of diminishing marginal returns. Every state in the union is trying to trim budgets. State and localities are laying off teachers, cutting back on public health, and canceling afterschool programs for our children. But in almost all cases, spending on prisons continues to rise. This is unsustainable economically. Many jurisdictions simply cannot afford the monetary costs of focusing exclusively on incarceration, to say nothing of the social costs associated with high rates of imprisonment . . . as we work to implement these smarter criminal justice policies, our efforts cannot be exclusively reactive.”

**U.S. Representative Mike Castle (R-DE), Hearing on High School Reform, May 12, 2009:**

"I am hopeful Congress will improve these programs under [*No Child Left Behind*] to ensure that they work and support students at the high school level, such as 21<sup>st</sup> Century Community Learning Centers which provide students with academic enrichment opportunities during non-school hours and mentoring programs that help foster safe learning environments, and strengthening and applying early childhood and elementary reforms that are helping younger children progress to later grades."

**U.S. Representative David R. Obey (D-WI), *US Fed News*, June 3, 2009:** "Even in the best of times, afterschool projects are a good way to give kids the extra help they need to keep from falling behind in school. In times like these, they are especially important because families are in more turmoil, parents are working more hours, and these programs help provide supervised activities to keep kids safe and out of trouble. There is nothing more important for the future of our children than a good education. Offering extra help with homework, advanced tutoring and an adult-supervised safe-haven free of trouble, these afterschool programs should help provide students a solid foundation for long-term success and a constructive alternative to channel their energies throughout the school year and summer."

## What Utahans Are Saying about Out-of-School Time Programs

**Former Governor Olene Walker:** "We have more children per capita, by far, than any other state and yet often we don't provide the programs which would keep these children safe, enrich their academic lives, and which would provide the parents who have to work the security that their child is safe."

**U.S. Senator Orrin Hatch (UT-R):** "The prevalence of juvenile crime continues to be among the greatest criminal justice challenges faced by our nation, and a major concern to every parent. . . These [out-of-school time] programs offer education and community activities to deter children from drugs, gangs, and other opportunities to engage in criminal behavior."

**Utah Representative Ron Bigelow (R):** "Across the board, education has a very high priority with the families of Utah. Certainly in today's society where we have many parents working, the afterschool programs become very critical for [children's] success, especially for students at-risk or who have challenges in their lives where they need more structure and preparation."

**Salt Lake County Mayor Peter Corroon:** "[Afterschool programs] help reduce crime and pregnancy rates and help educate our students - providing them with a better opportunity to finish high school and get into college. Ultimately, we will be saving money by creating afterschool programs."

**Former First Lady, Norma Matheson:** "To know that your children are in a safe environment makes for happier parents and certainly more productive workers – they are not always worrying about where their children are and what they are doing."

“The reality of modern day Utah is that both parents are working and this wasn’t the case in the past. Now we need places for children to be while their parents are at work.”

“Because we have so many children – we really have to make sure we take care of them. And taking care of them doesn’t end at 3:00 in the afternoon.”

**Maria Farrington, Executive Director of Discovery Gateway:** “Out-of-school learning is just as important [as the school day], but as adults and organizations we have to be very mindful of that and try to set up a really fun learning environment where kids sometimes don’t even know that they’re learning – but they are!”

**John Erlacher, Principal of Mt. View Elementary School:** “If you talk to most teachers the first thing they’ll say is that there is not enough time. So I look at the afterschool program as a chance to give the kids more time.”

“From a fiscal standpoint – there’s no more expensive facility than the school building. And if you’re only using that building from eight in the morning until three in the afternoon – that’s a lot of wasted time and space.”

“We have a lot of kids who struggle with their academics, but make a turn-around because of the afterschool program.”

**Youth City Program Out-of-school time Participant:** “I like to be here because there are educational programs – it’s not just somewhere where you can zone out.”

#### **Comments from Parents of Out-of-school time Participants:**

“A lot of the values that I teach at home are reinforced at the afterschool program. Things like integrity, character building, and honesty. Children are learning things here that they will need for the rest of their lives.”

“As a single mom and business owner I don’t know what I would do without an afterschool program.”

“They come to afterschool, they have a structured program, they have time for homework, they learn crafts and play sports. They are not just sitting in front of a television eating potato chips or playing video games. I find afterschool very rewarding for my children because they are here learning.”