



Afterschool 2010 Elections

A Voice for Kids A Voice for Kids A Voice for Kids A Voice for Kids A Voice for Kids A Voice for Kids

Pennsylvania Partnerships for Children

Why it Matters

Nearly 90 percent of a child's time is spent outside of school. In 69 percent of all married couple families with children ages 6 to 17, both parents work outside of the home.¹ Nationally, the number of children left alone after the school day ends has risen to 15.1 million children - an increase of 800,000 children - since 2004.² This unsupervised time puts youth at risk for such negative outcomes as academic and behavioral problems, drug use and other types of risky behavior.

A national study³ demonstrated that 10th grade students who spent 5-19 hours per week in afterschool and youth development activities, as compared to youth who did not, were:

- six times less likely to have dropped out of school by their senior year;
- three times less likely to be suspended in their sophomore or senior year;
- twice less likely to be arrested by their senior year; and
- 75 percent less likely to smoke cigarettes or use drugs as sophomores or seniors.

Recent studies of high-quality programs show positive return-on-investment:

- A UCLA analysis of an afterschool program in Los Angeles estimated benefits of \$2.50 for every dollar spent, but counted only reduced crime benefits.⁴
- A cost benefit analysis of California's *The After School and Education Safety Act of 2002* calculated each dollar invested in an at-risk child brings a return of \$8.92 to \$12.90. Benefits are accrued from reduced child care costs, improved school performance, as well as reduced crime and welfare expenditures.⁵

What Works

Afterschool programs provide opportunities for extended learning, promote social-emotional growth, and enhance social skills development of children and youth under the supervision of engaged adults in safe and structured environments.

In the last ten years, as funding for and participation in afterschool programs has steadily grown, there has been a growing body of research demonstrating the impact of this investment on a range of outcomes. The research proves that high-quality, effective afterschool programs don't just happen, they are created in collaboration with youth and staff members who know how to engage youth effectively.

- Dr. Milbrey McLaughlin, Stanford University
Adolescents who *participate regularly* in community-based youth development programs (including arts, sports and community service) experience better

academic and social outcomes, as well as higher education and career aspirations, than other similar teens.⁶

- Dr. Deborah Vandell, University of Wisconsin
Children and youth experience greater gains if they participate *regularly in afterschool programs* with greater frequency (more days per week) and in a sustained manner over a number of years.⁷ Vandell also suggests that plans for high-quality after-school programming should span entire communities. When *communities unite* to engage youth in high-quality after-school experiences, efforts are more likely to succeed in promoting positive development for the largest number of youth at risk.⁸

Research and evaluation point to three primary and interrelated factors that are critical for creating positive outcomes for children and youth:

1. Access to and sustained participation in the program
2. Quality programming, particularly -
 - Appropriate supervision and structure
 - Well-prepared staff
 - Intentional programming
3. Partnerships with families, other community organizations and schools.⁹

Where Are We Now?

Pennsylvania is home to more than 1.4 million school-age children and youth who have working parents.¹⁰ According to the Afterschool Alliance, a national organization dedicated to raising awareness of the importance of afterschool programs, 26 percent of Pennsylvania's K-12 children are responsible for taking care of themselves after school. These children spend an average of seven hours per week unsupervised after school.¹¹

Pennsylvania has a rich variety of afterschool programs that serve children and youth before school, after school, and/or in the summer and during other school breaks. Afterschool programs are offered by a variety of providers, including school districts and other academic institutions, non-profit and community-based organizations, child care organizations, libraries, recreation centers and faith institutions. They can include activities such as academic support, career exploration, service learning, organized sports, homework help, arts and music, tutoring, and more.

House Resolution 824 of 2008 called on the Pennsylvania Legislative Budget and Finance Committee (LB&FC) to prepare a report on the availability of afterschool programs in the Commonwealth. The LB&FC narrowed its investigation of afterschool programs to those that were publicly funded. They identified the major sources of funding as:

- 21st Century Community Learning Centers (Department of Education)
- Tutoring and Programs for Special Populations (Department of Education)
- Workforce Investment Boards (Department of Labor & Industry)
- Child Care Works (Department of Public Welfare)
- County Needs Based Budgets (Department of Public Welfare)

- Community-Based Family Centers (Department of Public Welfare)
- ELECT/ELECT Student Works (Department of Public Welfare)
- Communities that Care (Pennsylvania Commission on Crime and Delinquency)
- Educational Improvement Tax Credit (Department of Community and Economic Development)¹²

In 2008, Pennsylvania's 21st Century Community Learning Center (21st CCLC) programs served more than 28,000 students. Of those students regularly attending the program in 2007, nearly 50 percent increased their grades in reading/language arts by a half a grade or more; nearly 43 percent increased their math grades by a half a grade or more.¹³

Pennsylvania's afterschool programs are serving a high need population. On average, 70 percent of participants qualify for free/reduced price lunches, seven percent are Limited English Proficient (LEP) and 12 percent have special needs/disabilities.

The LB&FC study found that the largest source of funds for afterschool programs, nearly \$165 million, is Child Care Works, the Commonwealth's program to provide child care subsidies for low-income families with children aged 12 and under.¹⁴ Overall, of the 130,000 children served monthly through Child Care Works, more than 46 percent of the children are aged 5 -12 years old.^{15 16} Unfortunately, by the fall of 2009, waiting lists for Child Care Works rose to almost 17,000 eligible children. Given program usage we can estimate that at least one-third of the children on the waiting list were school-age.

According to a 2009 web-based survey of afterschool providers conducted by the Afterschool Alliance, 34 percent of Pennsylvania's afterschool programs said they would need to at least double capacity to serve all the kids in their community who need afterschool.¹⁷

The Time is Now

The Afterschool Alliance's May 2009 poll of Pennsylvania parents/guardians found just nine percent of Pennsylvania's K-12 children participate in afterschool programs.¹⁸ According to the study, 87 percent of Pennsylvania adults surveyed believe there should be some type of organized activity for young people after school.

The survey also found that the parents of 32 percent of Pennsylvania children not already in afterschool say they would enroll their children in a program if one were available. The vast majority of parents (84 percent) of children in afterschool programs are satisfied with the programs their children attend. Overall public support for afterschool programs is very strong; 83 percent of Pennsylvania adults surveyed support public funding for afterschool programs.¹⁹

As recommended by the Legislative Budget and Finance Committee, Pennsylvania should establish a Statewide Afterschool Coordinating Council that would include representation from the executive (e.g. the Departments of Education, Labor and Industry, and Public Welfare) and legislative branches of state government; the Pennsylvania Statewide Afterschool and Youth Development Network (PSAYDN), Pennsylvania Partnerships for

Children, key advocacy groups; key regional organizations; and interested foundations; as well as parent and youth representatives. The work of the council would include:

- Developing consensus on quality guidelines and performance measures across program types;
- Building upon and modeling existing voluntary program quality improvement and recognition systems such as Pennsylvania Keystone STARS. The system would be grounded in a set of performance standards that reflect research-based practices to improve outcomes for children and youth; provide a recognition/rating system to help parents identify and select quality programs; provide system of financial and technical supports; and support the professional development of the afterschool workforce.
- Providing incentives for collaboration and blending/braiding public and private resources;
- Developing models for staff recruitment, retention, and professional development;
- Developing models for assessing local needs and barriers;
- Fostering collaboration and partnerships with schools, businesses, and community groups; and
- Connecting children and youth to high-quality afterschool programs by supporting efforts to establish, market, publicize, and identify afterschool programs in high need communities.

¹ U. S. Bureau of Labor Statistics, 2000: National Institute on Out-of-School Time, Research on Women, Wellesley College.

² (2009). *America After 3PM*. Washington, DC: The Afterschool Alliance.

³ Zill, N. et al. (1995). *Adolescent time use, risky behavior, and outcomes: An analysis of national data*. Rockville, MD: Westat, Inc.

⁴ Goldschmidt, P., Huang, D. (2007), *The long-term effects of after-school programming on educational adjustment and juvenile crime: A study of LA's BEST After-School Program*. University of California, Los Angeles.

⁵ Brown, W. O., Frates, S. B., Rudge, I. S., Tradewell, R. L. (2002). *The costs and benefits of after school programs: The estimated effects of the After School Education and Safety Program Act of 2002*. Claremont, CA: The Rose Institute. Claremont McKenna College.

⁶ McLaughlin, M.W., (2000). *Community counts: How community organizations matter for youth development*. Washington, DC: Public Education Network.

⁷ Little, Wimer, Weiss. (2008).

⁸ Reisner, E., Vandell, D., Pechman, E., Pierce, K., Brown, B., & Dolt, D. (2007). *Charting the benefits of high-quality afterschool experiences*. Washington, DC: Policy Studies Associates and Irvine: University of California. Retrieved November 6, 2009, from <http://www.gse.uci.edu/docs/PASP%20Charting%20the%20Benefits.pdf>.

⁹ Little, P.M.D., Wimer, C., Weiss, H.B. (2008). *After school programs in the 21st century: Their potential and what it takes to achieve it*. (Issues and Opportunities in Out-of-School Time Evaluation No. 10). Cambridge, MA: Harvard Family Research Project. Retrieved November 5, 2009, from <http://www.hfrp.org/out-of-school-time/publications-resources/after-school-programs-in-the-21st-century-their-potential-and-what-it-takes-to-achieve-it>.

¹⁰ Pennsylvania Partnerships for Children. (2009) Kids Counts Data.

¹¹ (2009). *Pennsylvania after 3 pm*. Washington, DC: Afterschool Alliance. Retrieved on November 5, 2009, from http://www.afterschoolalliance.org/documents/AA3PM_2009/AA3_Factsheet_PA_2009.pdf.

¹² (2009). *Afterschool programs in Pennsylvania*. Harrisburg, PA: Pennsylvania Legislative Budget and Finance Committee. Retrieved on November 5, 2009, from <http://lbfcl.legis.state.pa.us/reports/2009/39.PDF>.

¹³ (2009). 21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring. *Pennsylvania 21st CCLC 2007 annual performance report*. Retrieved November 6, 2009, from <http://ppics.learningpt.org/ppics/reports/2007APRPDFS/PA.PDF>.

¹⁴ Ibid.

¹⁵ (2009, October 23). Children served in select OCDEL programs. *BUILD Announcement*. Retrieved on November 5, 2009, from http://paprom.convio.net/site/MessageViewer?em_id=6101.0.

¹⁶ Afterschool Investments. (2009) *State profile: Pennsylvania*. Retrieved on November 5, 2009, from <http://nccic.acf.hhs.gov/afterschool/pa.html>.

¹⁷ (2009). Uncertain times 2009 – Pennsylvania: *Recession imperiling Pennsylvania afterschool programs and the children they serve*. Washington, DC: Afterschool Alliance. Retrieved on November 5, 2009, from http://www.afterschoolalliance.org/documents/Uncertain_Times/States2009/PA_2009.pdf.

¹⁸ Ibid.

¹⁹ (2009). *Pennsylvania after 3 pm*. Washington, DC: Afterschool Alliance. Retrieved on November 5, 2009, from http://www.afterschoolalliance.org/documents/AA3PM_2009/AA3_Factsheet_PA_2009.pdf.