

NYSAN

NEW YORK STATE AFTERSCHOOL NETWORK

THE VALUE OF AFTERSCHOOL PROGRAMS

- Student Achievement** **Academic:** High quality afterschool programs have a proven track record of improving student achievement in school. Regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits, improvements in school attendance as well as reductions in behavior problems among disadvantaged students. These programs have a particularly strong impact on low-income and low-performing youth.
- Social and Emotional:** By providing students with consistent enrichment activities such as music, art, sports, conflict resolution, cultural experiences, and other alternative ways of learning, afterschool improves students' social skills, gives them more confidence, creates higher educational and career aspirations, and motivates them to consistently attend school.
- Crime Prevention** Violent juvenile crime triples during the hours from 3:00 to 8:00 PM, and it is during these same hours that children face the most serious danger of becoming victims of crime. High quality afterschool programs are endorsed by law enforcement organizations because they are effective in reducing violence, theft, vandalism, gang activity, and other adolescent crimes.
- Drug and Pregnancy Prevention** Consistent participation in quality afterschool programs helps reduce the risk of youth experimenting with alcohol and other dangerous drugs, and teen pregnancy. A survey of New York teenagers conducted by Fight Crime: Invest in Kids found that teens unsupervised afterschool were four times as likely to have smoked cigarettes, three times as likely to have had sex, and four times as likely to have used drugs as teens who were supervised.
- Childhood Obesity Prevention** Afterschool programs have been identified by the Food Research and Action Council as effective venues for improving nutrition and physical activity. A number of studies have proven that afterschool programs help to combat child obesity. For example, an *Applied Developmental Science* study showed that afterschool program participants in three elementary schools were significantly less likely to be obese after participating in the program.
- Cost-Effectiveness** Every dollar invested in high quality afterschool programs saves taxpayers roughly \$3, according to a study by the Rose Institute at Claremont McKenna College. If benefits from crime reduction are factored in, each dollar invested in an at-risk child saves \$8-\$12.
- Working Families** In a study of programs in New York City, parents said that afterschool programs helped them balance work and family life: 60 percent said they missed less work than before because of the program and 54 percent said it allowed them to work more hours.
- Business Investment** Afterschool programs prepare youth for today's workforce through providing academic enrichment and teaching skills not taught during the school day. Corporate Voices for Working Families found that American business spends over \$60 billion annually on training, much of which is focused on remedial reading, writing, and math. According to the American Business Collaboration for Quality Dependant Care, "Companies view their investments in dependent care in the community not as charity, but as sound business practice."
- Public Support** A poll by The After-School Corporation found that 94 percent of New York State voters agree that quality afterschool programs are important to supporting the academic and social development of children. Seventy-eight percent favor legislation requiring New York State to provide all children access to free, quality afterschool programming by 2010.
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- The Unmet Need** **Over 600,000 additional afterschool slots are needed in New York State, according to a report by Fight Crime: Invest in Kids *New York*.**

Research Supports the Benefits of Afterschool Programs

Studies are released every year documenting the impact and value of afterschool programs. At a time when New York State is seeking to improve student achievement, the evidence that afterschool programs can play a critical role in improving student outcomes is of particular importance. Here is a sampling of studies and findings.

Afterschool programs improve student achievement.

Afterschool programs result in higher school attendance, higher language re-designation rates, increased homework completion, better grades and work habits, and improved behavior in school.

Vandell, D.L., Reisner, E.R., Pierce, K.M., *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs*, University of California, Irvine, Policy Associates, 2007.

National Institute on Out-of-School Time, *Making the Case: A Fact Sheet on Children and Youth in Out-of-School Time*, Wellesley Centers for Women, Wellesley College, 2007; <http://www.noist.org/publications/Final2007FactSheet.pdf>

Collaborative for Academic, Social and Emotional Learning (CASEL), *The Impact of After-School Programs That Promote Personal and Social Skills Meta-analysis*, 2006; <http://www.casel.org/downloads/ASP-Full.pdf>

Policy Studies Associates, Inc., *Building Quality and Supporting Expansion of After-school Projects: Evaluation Results from the TASC After-School Program's Second Year*, 2001.

Kane, T.J., *The Impact of After-School Programs: Interpreting the Results of Four Recent Evaluations*, William T. Grant Foundation, 2004.

Miller, B.M., *Critical Hours: After-School Programs and Educational Success*, Nellie Mae Education Foundation, 2003.

Afterschool programs have a particularly strong impact on low-performing or at-risk students. Low-income teenagers who participated in the an afterschool program in several large American cities were more likely to be high school graduates (63%) compared to non-participants (42%) and more likely to go to post-secondary schools (42%) compared to non-participants (16%).

Lauer, P.A., Akiba, M., Wilkerson, S.B., Apthorp, H.S., Snow, D., & Martin-Glenn, M., *The Effectiveness of Out-of-School-Time Strategies in Assisting Low Achieving Students in Reading and Mathematics: A Research Synthesis* (Updated ed.), Mid-continent Research for Education and Learning, 2004; www.mcrel.org/PDF/SchoolImprovementReform/5032RR_RSOSTeffectiveness.pdf.

Reisner, E.R., White, R.N., Russell, C.A., and Birmingham, J., *Building Quality, Scale, and Effectiveness in After-School Programs: Summary Report of the TASC Evaluation*. Washington, DC: Policy Studies Associates, 2004.

National Institute on Out-of-School Time, Center for Research on Women, Wellesley College, *Making the Case: A Fact Sheet on Children and Youth in Out-of-School Time*, 2003.

Afterschool programs help prevent crime, drug use, and teen pregnancy.

The Afterschool Alliance, *Afterschool Programs: Keeping Kids - and Communities - Safe*, 2007; http://www.afterschoolalliance.org/issue_briefs/issue_CrimeIB_27.pdf.

Fight Crime Invest in Kids, *New York's After-School Choice: The Prime Time for Juvenile Crime or Youth Enrichment and Achievement*, 2002; <http://www.fightcrime.org/ny/After-School/NYA-SFinal.pdf>.

The Afterschool Alliance, *Afterschool Keeps Kids Safe*, 2002; http://www.afterschoolalliance.org/issue_briefs/issue_safe_7.pdf.

The Afterschool Alliance, *Afterschool and Pregnancy Prevention*, 2002; http://www.afterschoolalliance.org/issue_briefs/issue_pregnancy_11.pdf.

Afterschool programs are cost-effective.

Kids who attend high quality elementary and middle school afterschool programs are less likely to drop out of high school than non-participants. The lifetime earnings losses associated with dropping out of high school are \$262,519 and a high school dropout will contribute \$59,210 less in federal and state income taxes over his or her lifetime.

Huang, D., Kyung, S. K., Lee, Marshall, A., & Pérez, P., *Keeping kids in school: an LA's BEST example: a study examining the long-term impact of LA's BEST on students' dropout rates*. Los Angeles: UCLA, The Center for the Study of Evaluation, 2005.

Brown et. Al., *The Costs and Benefits of After School Programs: The Estimated Effects of the After School Education and Safety Program Act of 2002*, The Rose Institute of Claremont-McKenna College, 2002.

Rouse, Cecilia E., *The Labor Market Consequences of an Inadequate Education*, Princeton University, 2005, http://devweb.tc.columbia.edu/manager/symposium/Files/77_Rouse_paper.pdf.

The Afterschool Alliance, *Afterschool Programs Help Working Families*, 2003; http://www.afterschoolalliance.org/issue_briefs/issue_work_family_16.pdf.