

THE VALUE OF AFTER-SCHOOL PROGRAMS

After-school programs are an investment in our children, our families and our communities.

- Student Achievement** High quality after-school programs have a proven track record of improving student achievement in school. Studies show that after school programs help low-income children get better grades in school and achieve higher scores on standardized tests. By providing students with consistent enrichment activities such as music, art, drama, sports, strategy games and conflict resolution skills, museum visits, and other alternative ways of learning, after-school programs also improve students' social skills and work habits, give them more confidence, create higher educational and career aspirations and motivate them to attend school consistently. These factors all contribute to improved achievement in school. In light of the CFE decision requiring the state to provide the resources for all children to succeed in school, and Governor Spitzer's education reform proposals, additional funding for after-school programs is a sound investment.
- 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. After-school programs are endorsed by national and state law enforcement organizations because they are effective strategies for reducing violence, theft, vandalism, gang activity and other adolescent crimes.
- Drug and Pregnancy Prevention** Consistent participation in quality after-school programs helps reduce the risk of youth experimenting with alcohol and other dangerous drugs, and the risk of teen pregnancy. A survey of New York teenagers by Mason-Dixon Polling for "Fight Crime: Invest in Kids" found that teens unsupervised after school 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.
- Cost-Effectiveness** At a cost of approximately \$1,400 per child per year, after-school programs need only prevent a handful of teenagers from getting involved in drug use or crime in order to make them a good investment. In contrast, it costs an average of \$130,000 per year to incarcerate a juvenile in a secure facility in New York City.
- Working Families** With nearly 8 in 10 mothers of school-age children working, after-school programs are a big help to working families. Many parents would not be able to keep their jobs if their children were not in an after-school program.
- Public Support** A poll by The After School Corporation found that 94% of New York State voters agree that quality after-school programs are important to supporting the academic and social development of children. 76% are willing to pay an additional \$100 per year in taxes to ensure that every child in New York has access to an after-school program. 78% favor legislation requiring New York State to provide all children access to free, quality after-school programming by 2010.
- The Unmet Need** **Over 600,000 additional after-school slots are needed in New York State, according to a report by the group Fight Crime: Invest in Kids *New York*.**

After School Programs Improve Student Achievement

"Initiatives that have been shown to positively affect student performance . . . include pre- kindergarten programs, summer programs, and increased hours at school via after school and Saturday programs."

-- Judge Leland DeGrasse, decision in CFE vs. State, 2001

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

After School programs help students do better in school

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

Collaborative for Academic, Social and Emotional Learning (CASEL): *The Impact of After-School Programs That Promote Personal and Social Skills Meta-analysis* by Joseph A. Durlak et al. (Fall 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*, February 2001.

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

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

Low-income and low-performing youth benefit greatly from after-school programs

After-school programs have a particularly strong impact on the achievement of low-performing or at-risk students in reading and mathematics. Youth from families living at or below the poverty line gained more points than expected in math scores after both one and two years of after-school participation. Further, Black and Hispanic youth showed the greatest academic gains over similar non-participants.

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.). Aurora, CO: Mid-continent Research for Education and Learning. www.mcrel.org/PDF/SchoolImprovementReform/5032RR_RSOSTeffectiveness.pdf, 2004.

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.

Low-income teenagers who participated in the an after-school 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%).

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*, January 2003.

After school programs promote greater parental involvement

Parents of children participating in after-school programs are more likely to attend parent-teacher meetings, after-school events, open houses and volunteer activities, and are more likely to help their children with homework.

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

Other Recent Studies

Afterschool Alliance, *Afterschool Alliance Backgrounder: Formal Evaluations of After-school Programs* (Washington, DC: Afterschool Alliance, 2003). Available at: <http://www.afterschoolalliance.org/elections/backgrounder.cfm>

Center for American Progress: "Getting Smarter, Becoming Fairer" by Cynthia G. Brown, Elena Rocha, Amanda Sharkey (August 2005) <http://www.americanprogress.org/issues/2005/08/b994995.html>, pp 21-22

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