

The Power of Afterschool Programs and the Value of an Afterschool Alliance

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CURRICULUM RESEARCH & DEVELOPMENT GROUP

SUMMER PROGRAMS



OVERVIEW

- Need and impact of afterschool and summer programs
- Value added of the Hawai'i Afterschool Alliance
- Challenges and opportunities for working together for the future

DEMAND IS HIGH FOR AFTERSCHOOL PROGRAMS

More youth than ever before—

10.2 million

—are in afterschool programs.

For every child
in a program,



2 are waiting to get in.



www.afterschoolalliance.org/aa3pm

Source: *America After 3PM: Afterschool Programs in Demand*, 2014.

America After 3PM

KEY FINDINGS

- Participation in afterschool programs has consistently increased over the past 10 years
- Distinct differences in afterschool program participation and demand across income levels and ethnicity
- Major barriers
 - Affordability
 - Availability
 - Accessibility
 - Knowledge of afterschool and summer programs




IN HAWAI'I

- 26% (54,184) of K-12 children participate in afterschool programs, including 5,632 in programs supported by the 21st Century Schools Initiative.
- 17% (36,474) of K-12 youth are responsible for taking care of themselves after school.
- Of all children not currently enrolled in afterschool, 38% (59,057) would be likely to participate IF an afterschool program were available.
- 89% of parents are satisfied with the afterschool program their child attends.

AFTERSCHOOL PROGRAMS SAVE TAX DOLLARS



Every **\$1** invested in afterschool programs saves **\$9** by

- ☒  Reducing crime and welfare costs
- ☒  Improving kids' performance at school
- ☒  Increasing kids' earning potential

AFTERSCHOOL PROGRAMS KEEP KIDS SAFE

83%

of parents with a child in an afterschool program say programs can help reduce the likelihood that kids will

- commit a crime
- use drugs
- become a teen parent



KIDS NEED HEALTHY OPTIONS

Lack of physical activity and an unhealthy diet contribute to the obesity epidemic that affects

nearly one in three

children and teens in the United States.

Of kids ages 6-11, only
42% get enough daily
physical activity

Of kids ages 2-18, only
40% eat enough fruit and
10% eat enough vegetables



PARENTS WANT HEALTHY OPTIONS

More youth than ever before—

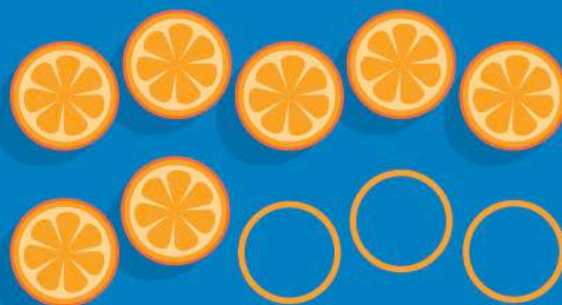
10.2 million

—are in afterschool programs.



8 in 10

parents want afterschool programs to provide opportunities for physical activity



more than

7 in 10

want programs to offer healthy meals, snacks, or beverages

PARENTS ARE SATISFIED WITH AFTERSCHOOL PROGRAMS

89%

of parents with a child in an afterschool program are satisfied overall.

An overwhelming percentage of parents are satisfied with...



QUALITY OF CARE



SAFETY



EXCITEMENT ABOUT LEARNING



CRITICAL THINKING

ADDRESSING THE ACHIEVEMENT GAP

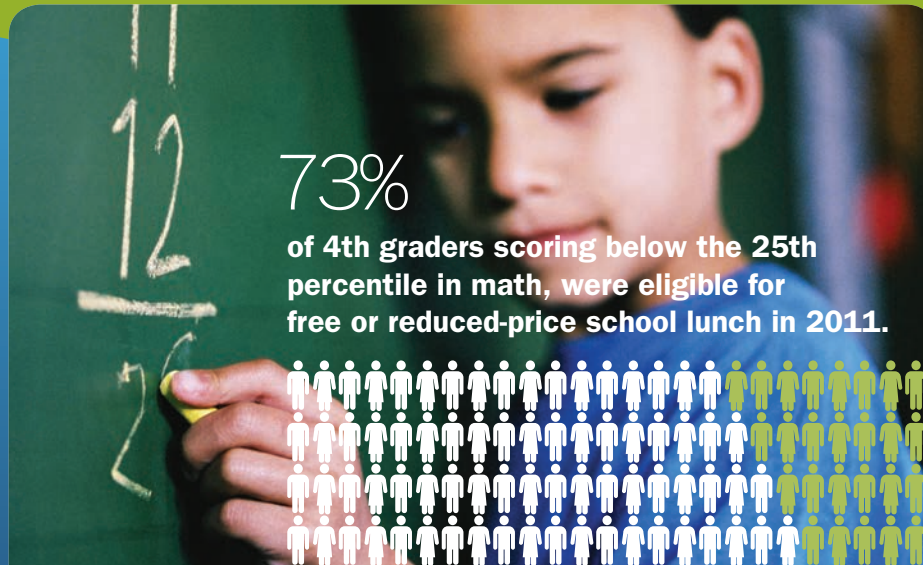
Expanded Learning & Afterschool: Opportunities for Student Success | www.expandinglearning.org

The **Achievement Gap** Is Real

"We can no longer afford to deny any child, let alone entire communities, the opportunity to learn, achieve and compete."

Congressman Chaka Fattah,
Pennsylvania

*For Each and Every Child: Report to the
Secretary of Education from the House and
Senate Education Committees, February 2011*



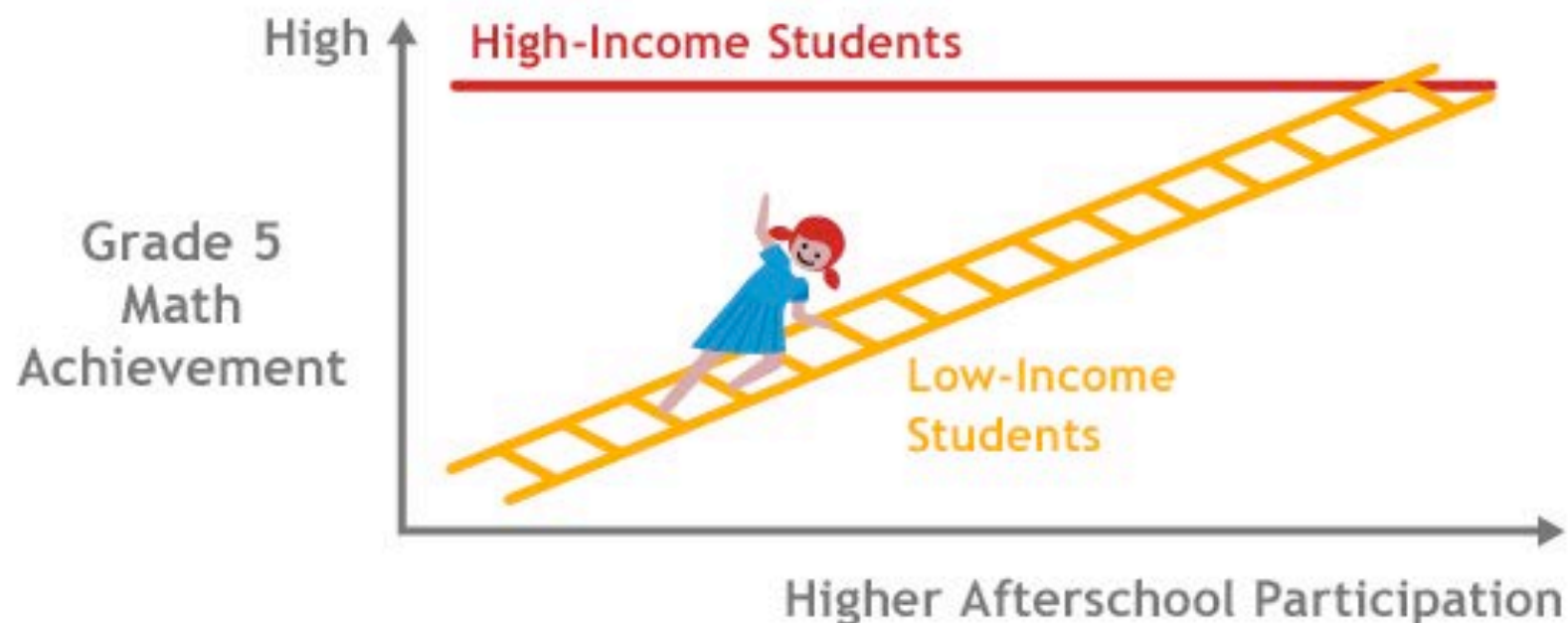
NEW RESEARCH SHOWS

Afterschool Is a
Real Solution Linked
to **Closing the Gap**

CLOSING THE ACHIEVEMENT GAP

The academic achievement gap between students from lower- and higher-income families has grown by 40% in 30 years.

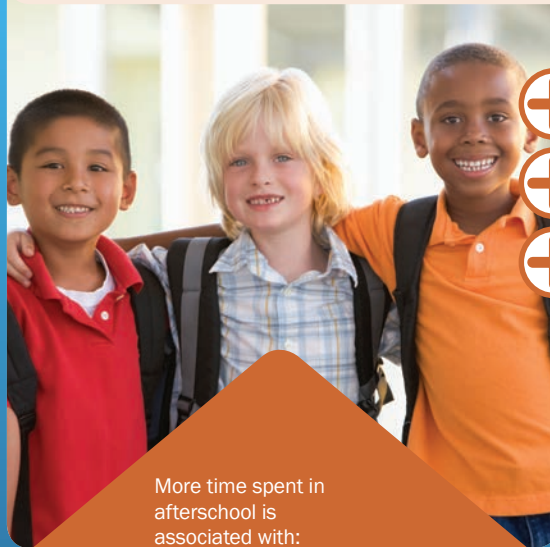
Consistent participation in high-quality afterschool programs can help eliminate the achievement gap.



Expanding Learning Through Afterschool: Three Key

1 More time spent expanding learning in afterschool = greater benefits for youth.²

Consistent participation in afterschool activities yields positive results.



Narrowed gap in math achievement



Greater gains in academic and behavioral outcomes



Reduced school absences

More time spent in afterschool is associated with:

- + Better work habits
- + Improved academic performance
- + Gains in self-efficacy
- + Improved GPA
- + Increased attendance, fewer school absences

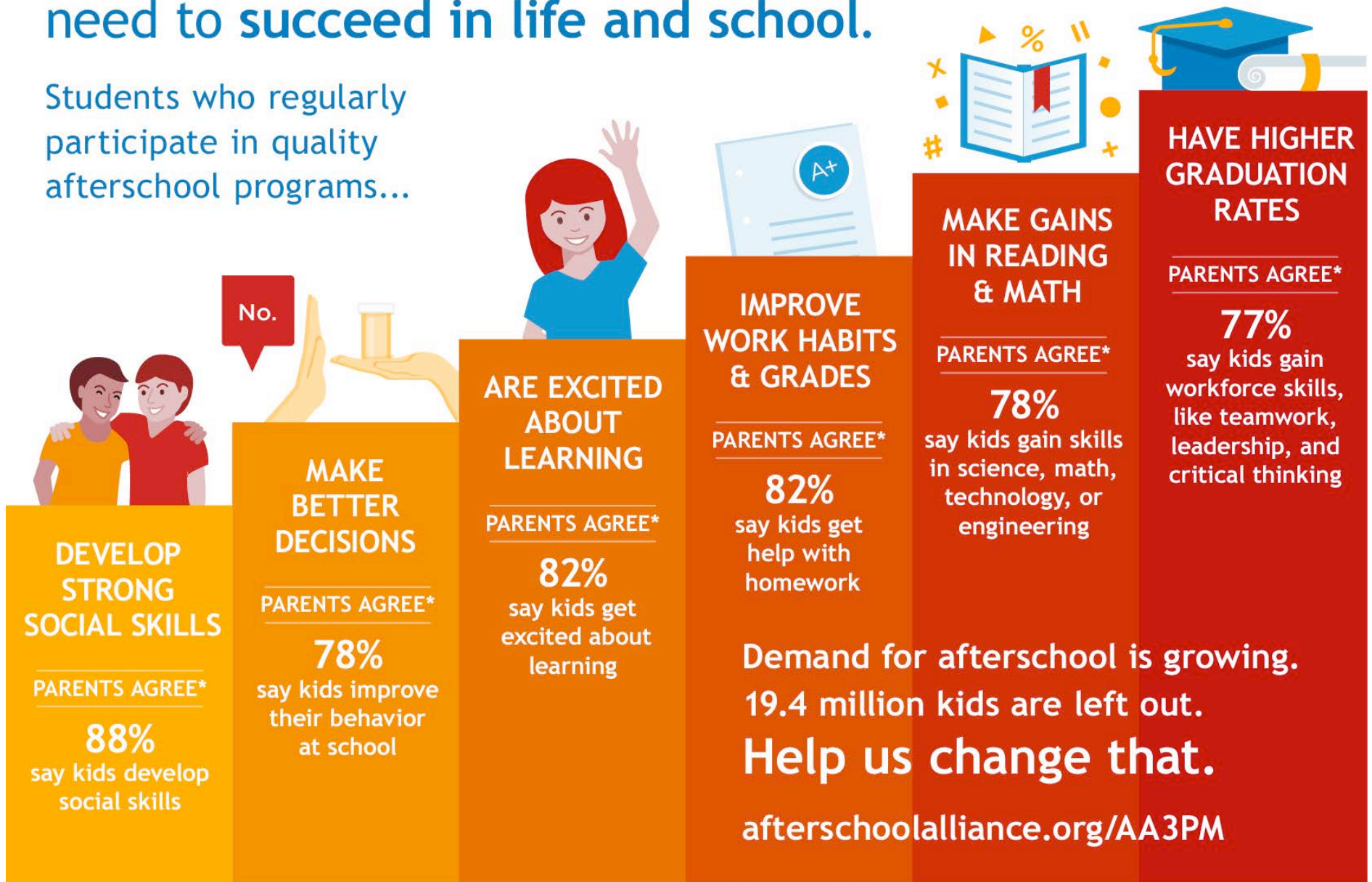
Unstructured time with peers in the after school hours is associated with:

- Lower GPA
- More school absences
- Greater misconduct
- Reduction in work habits and self-efficacy

2. Auger, A., Pierce, K. M. and Vandell, D. L. (April, 2013). *Participation in Out-of-School Settings and Student Academic and Behavioral Outcomes*. Unpublished paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Afterschool provides the building blocks kids need to succeed in life and school.

Students who regularly participate in quality afterschool programs...



SUMMER LEARNING MATTERS

During the summer, students lose **2 months** of math skills.



Low-income students also lose **2+ months** in reading achievement.

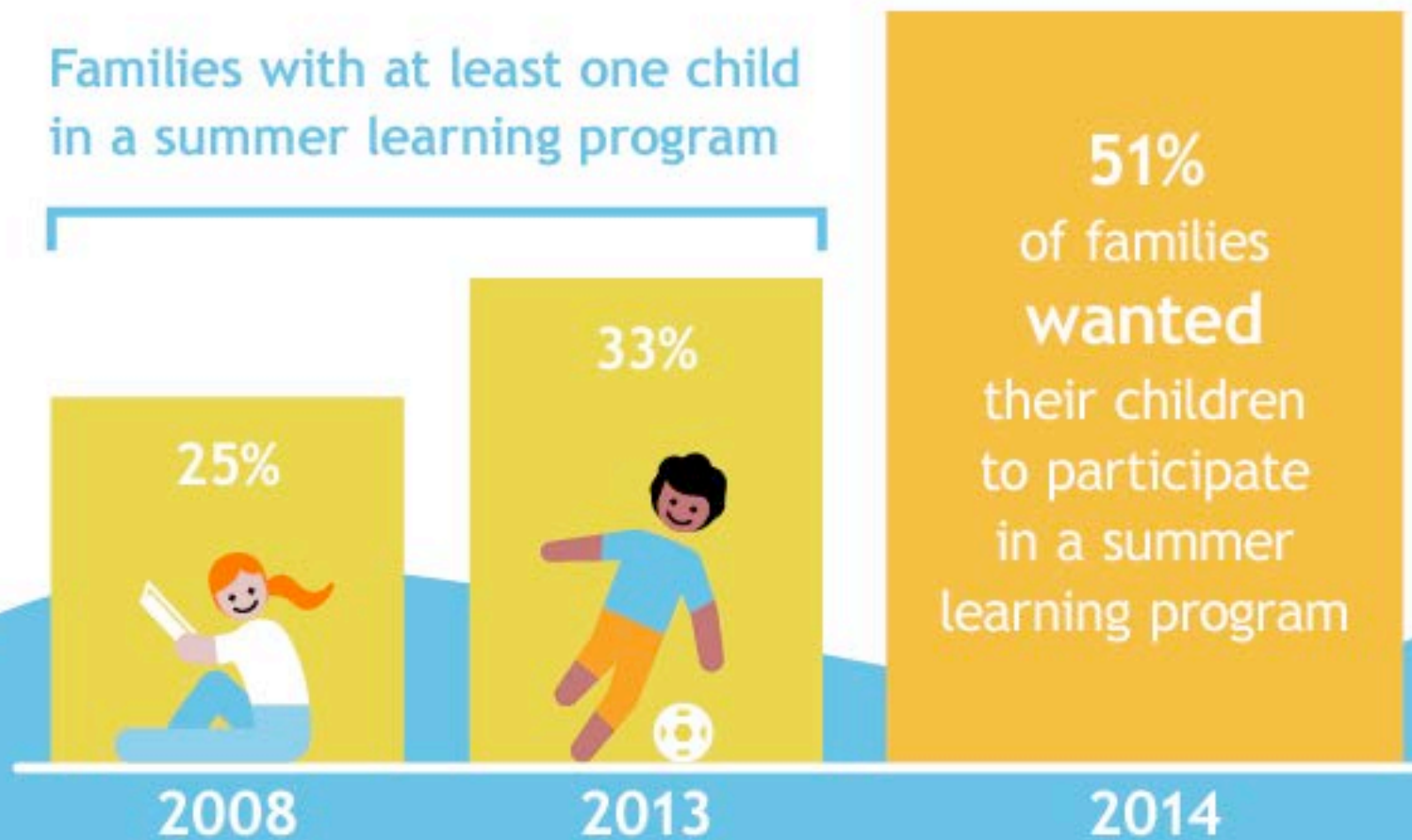
9 in 10 teachers* spend at least 3 weeks re-teaching lessons at the start of the school year.



DEMAND IS GROWING

Summer learning programs are in high demand.

Families with at least one child in a summer learning program



SUPPORT IS STRONG

Parents & teachers value summer learning programs.

AMONG TEACHERS*



88% say summer learning programs are important to students' success

AMONG PARENTS



73% say it's important for their child to have summer activities that help them learn



85% support public funding for summer learning programs



AFTERSCHOOL PROVIDES EXPANDED LEARNING TIME

High quality expanded learning opportunities incorporate key principles:

- School-community partnerships—building upon strong collaboration between communities and schools
- Engaged learning—incorporating learning that is hands-on and place-based , project-based, and student interest driven
- Family engagement



When young people are involved with the arts, something changes in their lives.

(President's Committee on the Arts and Humanities, 1999)

EXPANDED LEARNING: THE ARTS



Evaluations repeatedly show the impact of the arts on

- Academic gains
- Improved cognitive skills
- Positive behaviors
- Increased engagement
- Creativity

EXPANDED LEARNING: THE ARTS



Drawing/Illustration
2016 Gold Key Award Winner
Ji Eun Yang, Gr 12 ULS

"Students who have arts-rich experiences do better across-the-board academically, and they also become more active and engaged citizens, voting, volunteering, and generally participating at higher rates than their peers."

(Chairman National Endowment for the Arts)

HAWAII ARTS ALLIANCE TURNAROUND SCHOOLS



EXPANDED LEARNING: STEM

The interconnected content areas of science, technology, engineering and math (STEM) touch all aspects of our lives.



STEM study underpins much of modern society honing observation and analysis skills, which are crucial in developing better problem-solvers and citizens in a complex and changing world.

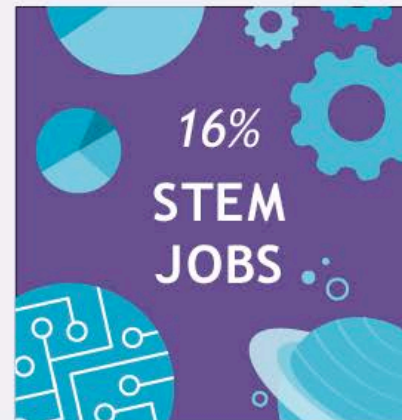


DEMAND FOR STEM SKILLS IS GROWING...

...because jobs related to science, technology, engineering and math (STEM) are driving global economic growth.

STEM jobs will grow
1.5 times faster
than other jobs

Growth Projected from 2014-2024



Over a third of American companies say
at least 50% of applicants
for entry-level jobs lack basic STEM skills

AFTERSCHOOL PROGRAMS ARE STEPPING UP...

...to offer **7 million** U.S. kids STEM learning experiences.

70%

of parents say afterschool programs **should offer STEM**. There is especially strong support among groups under-represented in STEM fields:

- Hispanic parents: **76%**
- African-American parents: **74%**



80%

of parents with kids who participate in afterschool STEM programs are **satisfied with the STEM learning opportunities**

STEM IN AFTERSCHOOL

Quality Afterschool programs result in

- Improved student attitudes toward STEM fields and careers
- Increased STEM knowledge and skills
- Increased the likelihood of graduation and pursuing a STEM career



STEM IN HAWAI'I AFTERSCHOOL

Learning opportunities for children and youth that schools find difficult to do

- Place-Based
- Project-Based
- Community-Based
- Culture-Based





The Value of the Hawai'i Afterschool Alliance

VALUE ADDED

- Collective voice and advocacy
 - Policies
 - Legislation
 - Attracting Funding
- Sharing resources
- Connecting partners
- Professional development
- Collaboration for continuous improvement



AFTERSCHOOL ALLIANCE LEGISLATIVE TRACKING 2016

Bill	Title	Abstract
HB 2738 SB 3099	Afterschool 3 to 6	Establishes the Hawai'i three to six out-of-school program for grades kindergarten through twelve. Authorizes the department of education to contract with private providers to furnish out-of-school programs for grades kindergarten through twelve. Makes appropriations.
HB 1621 SB 2609	Afterschool Middle/High	Appropriates funds for the establishment of after-school programs for public middle and intermediate school students.
HB 2380 SB 2909	Relating to Afterschool Programs	Establishes the R.E.A.C.H. (Resources for Enrichment, Athletics, Culture, and Health) program in the Office of Youth Services to provide a standardized framework and a funding mechanism for after-school programs in public middle schools. Requires the Office of Youth Services to report to the Legislature.
SB 858	Relating to Afterschool Programs for Elementary Students	Establish a five-year evidence-based physical-activity and nutritional education pilot program within the A+ Program
SB 866	Making an appropriation to support the Afterschool A+ Program	Appropriates funds for A+; requires DOE to submit a report of the impact of increased minimum wage
SB 1128	Relating to Afterschool Programs	Establishes R.E.A.C.H program in the Office of Youth Services
SB 2231	Afterschool	Establishes R.E.A.C.H program in the Office of Youth Services

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NEW HCR 137 SD2

The background consists of several overlapping, semi-transparent blue shapes. A large, dark blue shape is on the left, with a lighter blue shape overlapping it from the top right. Another light blue shape is on the far right. The overall effect is a modern, layered blue design.

ALLIANCE FOR THE FUTURE

- Quality Program Guidelines
- Professional Development
- Accountability: Program evaluation for continuous improvement

QUALITY GUIDELINES

Quality Program Guidelines will enable us to

- Identify, increase, and attract state, federal, and private funding
- Specify goals and set research-based programs
- Measure the extent to which expanded learning opportunities achieve results
- Provide incentives to support quality in programs

QUALITY GUIDELINES

Characteristics of high-quality programs:

- Positive relationships between students and staff
- Positive relationships between students
- A mix of academic and non-academic skill-building activities
- High levels of student engagement
- Mastery orientation
- Appropriate levels of structure

PROFESSIONAL DEVELOPMENT

Is most effective when it is:

- Rooted in adult learning theory
- Aligned with a quality framework
- Informed by research and evidence of what works
- Directly relevant to practice
- Coupled with adequate resources

ACCOUNTABILITY

Challenging Questions

- What should be the focus of afterschool programs? Should programs be operated by schools, community organizations, or both?
- How do we know that programs are delivering on outcomes?

ACCOUNTABILITY: SHIFT IN FOCUS

From input variables

- qualified staff, resources, staff-student ratio, funding, facilities, etc.

To outcomes

- observational assessments, performance assessments, staff/student created artifacts, etc.

Then the question becomes one of judgment. How good is good enough?

EVALUATION AND CONTINUOUS IMPROVEMENT

- **RESEARCH:** We need better instruments designed to measure program quality
- **PRACTICE:** Practitioners need more validated, cost-effective approaches for continuously improving practice
- **POLICY AND FUNDING:** Afterschool and summer learning programs are not able to bear the full cost of this important work of improving quality on their own



*Creating and sustaining
a positive future for all children*