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

Donald B. Young
Hawaii Afterschool Alliance Summit
April 26, 2016
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.
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
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
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

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 Equity and Excellence Commission, January 2013

NEW RESEARCH SHOWS Afterschool Is a Real Solution Linked to Closing the Gap

73% of 4th graders scoring below the 25th percentile in math, were eligible for free or reduced-price school lunch in 2011.

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

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.
Consistent participation in afterschool activities yields positive results.

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

1. Narrowed gap in math achievement
2. Greater gains in academic and behavioral outcomes
3. 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

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

Students who regularly participate in quality afterschool programs...

**DEVELOP STRONG SOCIAL SKILLS**
- PARENTS AGREE*
- 88% say kids develop social skills

**MAKE BETTER DECISIONS**
- PARENTS AGREE*
- 78% say kids improve their behavior at school

**MAKE GAINS IN READING & MATH**
- PARENTS AGREE*
- 77% say kids gain workforce skills, like teamwork, leadership, and critical thinking

**ARE EXCITED ABOUT LEARNING**
- PARENTS AGREE*
- 82% say kids get excited about learning

**IMPROVE WORK HABITS & GRADES**
- PARENTS AGREE*
- 82% say kids get help with homework

**HAVE HIGHER GRADUATION RATES**
- PARENTS AGREE*
- 78% say kids gain skills in science, math, technology, or engineering

Demand for afterschool is growing.
19.4 million kids are left out.
Help us change that.
afterschoolalliance.org/AA3PM
SUMMER LEARNING MATTERS

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

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

Low-income students also lose 2+ months in reading achievement.
DEMAND IS GROWING

Summer learning programs are in high demand.

Families with at least one child in a summer learning program

- 2008: 25%
- 2013: 33%
- 2014: 51% of families wanted their children to participate in a summer learning program
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

92% (blue donkey) 80% (red elephant)
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
“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 hones 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

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
<table>
<thead>
<tr>
<th>Bill</th>
<th>Title</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB 2738 SB 3099</td>
<td>Afterschool 3 to 6</td>
<td>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.</td>
</tr>
<tr>
<td>HB 1621 SB 2609</td>
<td>Afterschool Middle/High</td>
<td>Appropriates funds for the establishment of after-school programs for public middle and intermediate school students.</td>
</tr>
<tr>
<td>HB 2380 SB 2909</td>
<td>Relating to Afterschool Programs</td>
<td>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.</td>
</tr>
<tr>
<td>SB 858</td>
<td>Relating to Afterschool Programs for Elementary Students</td>
<td>Establish a five-year evidence-based physical-activity and nutritional education pilot program within the A+ Program</td>
</tr>
<tr>
<td>SB 866</td>
<td>Making an appropriation to support the Afterschool A+ Program</td>
<td>Appropriates funds for A+; requires DOE to submit a report of the impact of increased minimum wage</td>
</tr>
<tr>
<td>SB 1128</td>
<td>Relating to Afterschool Programs</td>
<td>Establishes R.E.A.C.H program in the Office of Youth Services</td>
</tr>
<tr>
<td>SB 2231</td>
<td>Afterschool</td>
<td>Establishes R.E.A.C.H program in the Office of Youth Services</td>
</tr>
<tr>
<td>Bill</td>
<td>Title</td>
<td>Abstract</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>HB 2738</td>
<td>Afterschool 3 to 6</td>
<td>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.</td>
</tr>
<tr>
<td>SB 3099</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 2231</td>
<td>Relating to Afterschool Programs</td>
<td>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.</td>
</tr>
</tbody>
</table>
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
Afterschool for All

Creating and sustaining a positive future for all children