

## THE VALUE OF AFTER-SCHOOL PROGRAMS

**After-school programs: a wise investment in the future of our children, our families and our communities**

- Student Achievement** **Academic:** High quality after-school programs have a proven track record of improving student achievement in school. Regular participation in high-quality after-school 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, after-school 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 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 teen pregnancy. A survey of New York teenagers 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** Every dollar invested in high quality after-school programs saves taxpayers roughly \$3, according to a study by the Rose Institute at Claremont McKenna College. If benefits from crime reduction are factored into the analysis, 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 after-school helped them balance work and family life: 60 percent said they missed less work than before because of the program; 59 percent said it supported them in keeping their job; and 54 percent said it allowed them to work more hours.
- Public Support** A poll by The After School Corporation found that 94 percent of New York State voters agree that quality after-school programs are important to supporting the academic and social development of children. Seventy-six percent 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. Seventy-eight percent 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 Fight Crime: Invest in Kids *New York*.**

# Research Supports the Benefits of After-School Programs

Studies are released every year documenting the impact and value 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 improve student achievement

**After-school 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.

**After-school programs have a particularly strong impact on low-performing or at-risk students. 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%).**

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](http://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.

## After-School programs help prevent crime, drug use and teen pregnancy

The After-school Alliance, *After-school Programs: Keeping Kids - and Communities - Safe*, 2007; [http://www.afterschoolalliance.org/issue\\_briefs/issue\\_CrimeIB\\_27.pdf](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 After-school Alliance, *After-school Keeps Kids Safe*, 2002; [http://www.afterschoolalliance.org/issue\\_briefs/issue\\_safe\\_7.pdf](http://www.afterschoolalliance.org/issue_briefs/issue_safe_7.pdf).

The After-school Alliance, *After-school and Pregnancy Prevention*, 2002; [http://www.afterschoolalliance.org/issue\\_briefs/issue\\_pregnancy\\_11.pdf](http://www.afterschoolalliance.org/issue_briefs/issue_pregnancy_11.pdf).

## After-School programs are cost-effective

**Kids who attend high quality elementary and middle school after-school 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](http://devweb.tc.columbia.edu/manager/symposium/Files/77_Rouse_paper.pdf).

The After-school Alliance, *After-school Programs Help Working Families*, 2003; [http://www.afterschoolalliance.org/issue\\_briefs/issue\\_work\\_family\\_16.pdf](http://www.afterschoolalliance.org/issue_briefs/issue_work_family_16.pdf).