



This is Afterschool in Washington, D.C.

In Washington, D.C., \$11.2 million in American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funds went toward expanding the Department of Parks and Recreation (DPR) Summer Plus initiative, a six-week camp program that was able to offer 3,300 camp slots for youth ages 3-13. The Summer Plus initiative included academic enrichment camps, teen career camps, swim classes, and the Summer Youth Employment Program. For students ages 3-13, a full-day camp experience consisted of academics and recreation. For students ages 14-15, Standout Summer offered half-day Teen Career Camps in partnership with the Department of Employment Services (DOES) to provide training in professions such as performing arts, jewelry making, music production, radio broadcasting, and more, as well as half-day academic enrichment. For youth ages 16-21, the Summer Plus initiative provided employment opportunities in partnership with DOES for young people to mentor, assist, co-facilitate, and support the afternoon recreational programming for younger students. The Summer Plus initiative also included DPR's Ward 7 and 8 Initiative to provide free camps and added 500 more Standout Summer slots to children experiencing homelessness, at-risk for homelessness, and/or in foster care from across the district.

However, as American Rescue Plan and other pandemic relief funding expires, many Washington, D.C., youth will lose their programs—and families and communities will lose essential supports—if action is not taken. In Washington, D.C., for every child in an afterschool program, 1 more would participate if a program was available. And a national fall 2023 survey of afterschool program providers found that nearly 3 in 4 are concerned about their program's long-term funding and future. Afterschool and summer programs across Washington, D.C., are accelerating students' growth, supporting students' well-being, and helping working families. To keep their doors open, these programs need additional investments at the local, state, and federal levels.

IMPROVING SCHOOL-DAY ENGAGEMENT AND REDUCING CHRONIC ABSENTEEISM







A 2023 U.S. Department of Education report on 21st Century Community Learning Centers (21st CCLC)—local before-school, afterschool, and summer learning programs that serve more than 1.3 million students attending high-poverty, low-performing schools—found that:

7 IN 10 students in the program demonstrated an **IMPROVEMENT IN THEIR ENGAGEMENT IN LEARNING**

NEARLY HALF of students who were **CHRONICALLY ABSENT** the previous year **IMPROVED THEIR SCHOOL-DAY ATTENDANCE**

AFTERSCHOOL PROGRAMS ACCELERATE STUDENTS' ACADEMIC GROWTH AND SUPPORT THEIR WELL-BEING

Washington, D.C., students in afterschool programs are:

-  Getting homework help (77%)
-  Engaging in STEM learning opportunities (88%)
-  Working on their reading and writing skills (79%)
-  Interacting with their peers and building social skills (95%)
-  Taking part in physical activities (83%)
-  Building confidence (82%)



95% of Washington, D.C., parents are satisfied with their child's afterschool program

AFTERSCHOOL PROGRAMS SUPPORT WORKING FAMILIES

Washington, D.C., parents agree that afterschool programs are:



Helping working parents keep their jobs **(84%)**



Providing working parents peace of mind knowing that their children are safe **(90%)**

AFTERSCHOOL PROGRAMS ARE A SMART INVESTMENT

An overwhelming majority of Washington, D.C., parents favor public funding for afterschool and summer learning programs.



Research spanning several states shows that **EVERY \$1 INVESTED** in afterschool programs **SAVES AT LEAST \$3** by:

- ✓ Increasing kids' earning potential as adults
- ✓ Improving kids' performance at school
- ✓ Reducing crime and juvenile delinquency

With strong public support, a national survey found that approximately 8 in 10 registered voters said that afterschool programs are an absolute necessity for their community (79%) and that they want their federal, state, and local leaders to provide more funding for programs (80%).

21ST CENTURY COMMUNITY LEARNING CENTERS

21st Century Community Learning Centers (21st CCLC) programs engage students in hands-on learning activities aimed at supporting their academic growth, provide a variety of enrichment activities to complement school-day learning, and offer educational and support services to the families of participating children. The 2023 Department of Education annual performance report of 21st CCLC found that among regular participants:



MORE THAN 1 IN 2 improved their GPA



7 IN 10 improved their engagement in learning



2 IN 5 saw a decrease in school suspensions

In Washington, D.C., 9,350 children in 103 communities take part in a 21st Century Community Learning Center. 21st CCLC grants are the only dedicated federal funding sources that support local communities' afterschool and summer programs. Demand for programming in Washington, D.C., is so great that nearly 3 out of every 4 applications were not funded during the most recent competition.

AFTERSCHOOL WORKS

Studies have shown that students regularly participating in quality afterschool programs attend school more often, are more engaged in school, get better grades, and are more likely to be promoted to the next grade. For example, in a 2023 report by the U.S. Department of Education on 21st CCLC programs nationally, 7 in 10 D.C. students who attended programs during the school year and had a GPA below 3.0 the previous year saw an improvement. In addition, 45% of students demonstrated growth on the state's reading/language arts assessments and 52% demonstrated growth on the math assessment. Furthermore, D.C. students attending 21st CCLC programs saw improvements in their school-day attendance, where among students with an attendance rate below 90% the previous school year, 73% improved their school attendance rate. A 2022 evaluation of D.C. 21st CCLC programs by the American Institutes for Research found that when surveying program participants about how they felt about their program that day, 90% of students enjoy activities at their programs, 85% felt happy during programming, 82% find activities interesting, 78% felt that they learned something or got better at something in the program, and 71% of students said that they could see themselves using what they learned in the program in other areas of their life.

