



# This is Afterschool in Indiana

In Indiana, AYS (At Your School), a community-based organization providing before-school, afterschool, and summer programming, was able to partner with Indianapolis Public Schools and Washington Township during the summer of 2023 with American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funds. The two school districts used the funding to bring in AYS to support their summer programming. In total, AYS provided up to 11 hours of enrichment programming daily to more than 300 students at five locations for five weeks over the summer. The school district identified students who were at the bottom 10% proficiency in math and reading to attend summer sessions, and while they focused on academic instruction, AYS brought in their enrichment programming, which included STEM activities, games, hands-on projects, and field trips, as well as a three-week summer camp for 180 students that focused on health, literacy, STEM, and social-enriching activities for campers.

However, as American Rescue Plan and other pandemic relief funding expires, many Indiana youth will lose their programs—and families and communities will lose essential supports—if action is not taken. In Indiana, for every child in an afterschool program, 3 more would participate if a program were 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 Indiana 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 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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

Indiana students in afterschool programs are:

-  Getting homework help **(74%)**
-  Engaging in STEM learning opportunities **(68%)**
-  Working on their reading and writing skills **(71%)**
-  Interacting with their peers and building social skills **(90%)**
-  Taking part in physical activities **(86%)**
-  Building confidence **(80%)**



**97%** of Indiana parents are satisfied with their child’s afterschool program

## AFTERSCHOOL PROGRAMS SUPPORT WORKING FAMILIES

Indiana 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 **(84%)**

## AFTERSCHOOL PROGRAMS ARE A SMART INVESTMENT

An overwhelming majority of Indiana 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%).

## 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS

21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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 21<sup>st</sup> 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 Indiana, 15,839 children in 198 communities take part in a 21<sup>st</sup> Century Community Learning Center. 21<sup>st</sup> CCLC grants are the only dedicated federal funding sources that support local communities' afterschool and summer programs. Demand for programming in Indiana is so great that 1 out of every 5 applications was 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, a 2023 evaluation by the Diehl Consulting Group of 21<sup>st</sup> CCLC programs in Indiana found that the more regularly students attended programs, the greater the academic and behavioral gains. For example, 45% of students attending 21<sup>st</sup> CCLC programs fewer than 30 days showed growth on the state's math assessment, ILEARN, compared to 52% of students who attended the program for 90 days or more. Similarly, students attending 21<sup>st</sup> CCLC programs 90 days or more were more likely than those attending fewer than 30 days to earn a B grade or higher in English/language arts (73% vs. 66%) and in math (74% vs. 65%). The evaluation found that more than 9 in 10 12<sup>th</sup> grade 21<sup>st</sup> CCLC students (92%) graduated on time. Based on teacher surveys, a majority of students who attended the program 60 days or more and were in need of improvement showed growth in their academic performance (62%), participation in class (60%), and completion of assignments, even when they were challenging (55%). Regularly attending students also improved their self-confidence (65%), ability to get along well with other students (52%), and classroom behavior (50%).

