



This is Afterschool in North Carolina

North Carolina's Department of Public Instruction (NCDPI) invested more than \$60 million of American Rescue Plan funds in Summer Career Accelerator (SCA) programming. SCA-funded programs provide support for high-quality, evidence-based learning and workforce-aligned summer programs for students identified as being disproportionately impacted by the pandemic. One example is District C's Teamship program. District C is a nonprofit that works with school districts to prepare students for modern work, providing a reimagined internship experience where student teams work with business professionals to solve real-world business problem. With the support of NCDPI Summer Career Accelerator funding, District C and 18 partner districts were able to bring Teamship to more than 640 students who solved problems for 89 businesses in 2023. Students reported becoming more confident in their ability to work in a team and solve complex problems. On a scale of 1 to 5, where 1 is "very poor" and 5 is "excellent," students' average score on their confidence in their ability to work on a team increased from 3.2 to 4.4, and their confidence in their ability to solve complex problems increased from 3.3 to 4.4. Furthermore, 84% of Teamship business partners said that they were more likely to consider a student for a job or internship if the student completed the Teamship experience.

However, as American Rescue Plan and other pandemic relief funding expires, many North Carolina youth will lose their programs—and families and communities will lose essential supports—if action is not taken. In North Carolina, 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 North Carolina 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

North Carolina students in afterschool programs are:

-  Getting homework help (72%)
-  Engaging in STEM learning opportunities (76%)
-  Working on their reading and writing skills (66%)
-  Interacting with their peers and building social skills (90%)
-  Taking part in physical activities (84%)
-  Building confidence (76%)



96% of North Carolina parents are satisfied with their child's afterschool program

AFTERSCHOOL PROGRAMS SUPPORT WORKING FAMILIES

North Carolina parents agree that afterschool programs are:



Helping working parents keep their jobs **(85%)**



Providing working parents peace of mind knowing that their children are safe **(82%)**

AFTERSCHOOL PROGRAMS ARE A SMART INVESTMENT

An overwhelming majority of North Carolina 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 North Carolina, 18,676 children in 307 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 North Carolina is so great that more than 2 out of every 5 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, a 2023 evaluation conducted by the SERVE Center at the University of North Carolina at Greensboro of the state's 21st CCLC programs found that students in the program benefitted academically and socially. Evaluators reported that regular attendees improved their end of grade (EOG) scores from year to year at a rate slightly higher than students across the state in reading and math. Additionally, based on teacher surveys, 91% of regular attendees in need of improvement in their engagement in learning made gains. This is similar to a 2022 evaluation that found that an overwhelming majority of students improved their homework completion and class participation (88%) and their behavior (80%).

