Seattle, WA

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Roadmap
to
Afterschool for All

Examining Current Investments and Mapping Future Needs

May 2009

Copley, OH

Richland One School District, SC

Ventnor, NJ

Todd County, SD

Afterschool Alliance

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to
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and
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May 2009

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and

Afterschool Alliance

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Executive Summary

Quality afterschool programs are improving and transforming the lives of children and youth across the nation. Research shows that afterschool programs keep kids safe, inspire them to learn and help working parents. They give children opportunities to see new worlds, put school lessons into practice, discover their talents and explore career paths, and help them develop the academic, social and professional skills they need to succeed in an increasingly competitive global economy.

Despite all we know about the benefits of afterschool programs, most children are missing out. On any given day, more than 14 million children and youth are on their own after school while just 6.5 million are in afterschool programs. Meeting the need for quality afterschool programs will take a commitment from more than a single funder, funding stream or even sector. It will require significant public investment and systems change at every level —local, state and federal— and an organized, nimble and effective movement pressing for change. It will take an investment from the private as well as the public sector, from corporations as well as philanthropies. The *Roadmap to Afterschool for All* study was designed specifically to inform that progress and to be a catalyst for increased investments at all levels.

> **In Contra Costa County, California, some formerly free programs are now charging fees to cover recent loses in city funding. About 600 children, ages 6-11, were attending the program at Panorama Elementary School every day. Principal Robin Pang-Maganaris said about 50 percent of the children come from very low-income families, and many of the parents work multiple jobs. They cannot afford the new fees.**
>
> **Source: Contra Costa Times, 2/26/09**

With the help of researchers at the Harvard School of Public Health and support from the Charles Stewart Mott Foundation and the Atlantic Philanthropies, the Afterschool Alliance initiated the *Roadmap to Afterschool for All* – a scientific study that for the first time assesses the current investment in afterschool programs from the public sector, parents, foundations and businesses, and estimates the additional investment needed from each sector to provide quality afterschool programs for all children. This survey-based research project was designed to meet the following goals:

⇨ Better understand current funding for afterschool;

⇨ Create a funding roadmap that will help sustain and expand quality afterschool programs;

⇨ Inform a long-term legislative agenda at every level and

⇨ Create real benchmarks for measuring progress.

Methodology

Fifty school districts from which to interview afterschool program staff were randomly selected from a list of school districts available from the National Center for Education Statistics. Sampling with probabilities proportionate to size (PPS) was used to give districts with higher enrollment a higher chance of being sampled. Within the 50 selected districts, we developed a sampling frame of afterschool programs using national partner organizations' databases and contacts, internet searches, online program databases, school district contacts, statewide afterschool networks, resource and referral agencies and local afterschool ambassadors to locate programs. While we made every effort to find all programs, there is no way to ensure that we identified every program. When the sampling frame was completed, a random sample of programs was selected within each district. The number of programs for each district varied depending on the total number of afterschool programs in the district. In total, we sampled 3,177 programs and completed interviews with 537 programs. After accounting for the ineligible programs that were sampled, we achieved a response rate of 60.4 percent. A detailed questionnaire was used to obtain basic descriptive information about programming offered and children served as well as funding information from all sources (federal, state, local, philanthropy, private, tuition, in-kind). Data were collected in the fall of 2007 and spring of 2008 and were based on the 2006-2007 school year.

Key Findings

Parents are paying the lion's share of afterschool costs. This is true even among programs serving high poverty children.

Funding of all types is insufficient – Nearly one-third (32%) of programs reported that their expenses exceeded their revenues.

We need greater investment from all sectors to help ensure that all children and especially the neediest children are able to access quality, affordable afterschool programs – programs that keep kids safe, inspire learning and help working families.

On average, the cost per child is $3190, which is consistent with other recent research on costs.

Parents are paying the majority of the afterschool bill. On average parents pay more than three-quarters (76%) of the cost of afterschool through tuition and fees.

⇨ Even in low-income communities, parents pay more than half (54 percent).
⇨ On average, families are paying $2,400 per year per child for afterschool programs.
⇨ Low-income families are paying an average of $1,722 per year per child.

Currently the federal government contributes only 11% of the cost of afterschool, while 29% of the children in afterschool meet the federal government's definition of low-income and in need of federal assistance.

Previous research revealed that cost is a top factor in selecting an afterschool program, second only to whether or not the child enjoys the program. The *Roadmap* finds that long-standing programs are more likely to charge parent fees and less likely to serve low-income children. Combined, these data tell us that what we have now is an afterschool system for those who can afford to pay that leaves those who cannot with few, if any, options to help keep their kids safe and give them opportunities to learn after the school day ends.

We need a roadmap that establishes concrete objectives for achieving, in the not too distant future, afterschool for all students. This roadmap must:

⇨ Account for the economic reality that some parents are unable to afford fees, while others can.
⇨ Recognize the important role of multiple funding sources – governments at all levels, philanthropic support, businesses, parent fees.
⇨ Account for a broad range of programs from a variety of sponsors, reflecting rich diversity of American communities.
⇨ Focus on approaches that sustain successful quality programs, while allowing innovative new programs to develop.

The *Roadmap to Afterschool for All* recommends a well orchestrated partnership across sectors that reflects a societal commitment to ensuring that all kids have access to quality afterschool programs.

The basis of the *Roadmap to Afterschool for All* is the federal government's commitment to ensuring that all children have access to a quality education and the *Roadmap* includes afterschool programs as a key component of a quality education. The *Roadmap* focuses the federal investment on ensuring the 5.6 million low-income children who need afterschool have access to quality programs.

The *Roadmap* requires a total federal investment of just under $18 billion ($17,935,775,000) – an investment that would reduce the burden on low-income families while helping provide 5.6 million low-income youth with academic enrichment, healthy snacks and in some cases even dinner, and a safe environment in the hours after school.

The *Roadmap to Afterschool for All* maintains other sectors' investment levels and increases them by the same percentage as the federal share (nearly eight times the current investment) in order to support children in need of afterschool, but who do not meet the federal government eligibility criteria for support.

The federal government can begin working up to its share immediately with the FY2010 federal appropriations process. Significant increases to 21st CCLC and the Child Care Development Block Grant could go a long way to help families quickly.

Conclusion

To ensure that all children have access to quality, affordable afterschool programs, everyone must do their part. Today, a variety of sectors play a role in funding afterschool programs, but the burden falls disproportionately on families. In the *Roadmap*, the federal government is demonstrating the leadership that Americans have a right to expect. If the *Roadmap to Afterschool for All* is followed, families will continue to carry a large share of afterschool costs, but the federal government will do much more to ensure that children whose families cannot afford quality afterschool still have access to programs. State and local governments,

as well as private funders including philanthropies and business and religious organizations, can help meet the needs of families living near poverty levels, and families that can afford to pay for afterschool care will continue to do so.

If we are to truly make quality, affordable afterschool programs available to all who want and need them, we need increased investment from all sectors. In these difficult economic times it is especially critical for the federal government to show leadership and play a key role in making sure that all children have access to the afterschool programs that can help keep them safe, inspire them to learn and help working families. Voters believe in the value of afterschool and want to see increased investments. According to 2008 polling, nearly nine in ten voters (89 percent) say that, given the dangers young people face today, afterschool programs are important. Seventy-six percent want the new Congress and their newly elected state and local officials to increase funding for afterschool programs.

> **Hard hit by a tough job market and the economic downturn, parents are having trouble affording afterschool programs. "Parents are making the decision to let either older siblings watch younger siblings, or leaving kids alone, or putting children in an unlicensed child care situation," reports Trazanna Moreno, Houston YMCA.**
>
> **Source: The Houston Chronicle, 1/31/09**

This is a moment when the nation is coming together to address huge challenges, and setting priorities for the future. An investment in afterschool programs is an investment in the next generation, which needs new opportunities to learn, in new ways and at new times outside the traditional school day. Unless we put the afternoon hours to good use and give every child safe, supervising, enriching activities, we lose a real opportunity to give children a brighter future, strengthen families and improve our economy. Now more than ever, we need to increase the investment in quality afterschool programs from all sectors. The *Roadmap to Afterschool for All* is designed to point the way – but the real test of America's commitment to its children will be whether we travel down the road this report maps out.

Introduction and Motivation for Study

Quality afterschool programs are improving and transforming the lives of children and youth across the nation. Research shows that afterschool programs keep kids safe, inspire them to learn and help working parents. They give children opportunities to see new worlds, put school lessons into practice, discover their talents and explore career paths, and help them develop the academic, social and professional skills they need to succeed in an increasingly competitive global economy.

Despite all we know about the benefits of afterschool programs, most children are missing out. On any given day, more than 14 million children and youth are on their own after school while just 6.5 million are in afterschool programs. Meeting the need for quality afterschool programs will take a commitment from more than a single funder, funding stream or even sector. It will require significant public investment and systems change at every level — local, state and federal—and an organized, nimble and effective movement pressing for change. It will take an investment from the private as well as the public sector, from corporations as well as philanthropies. The *Roadmap to Afterschool for All* study was designed specifically to inform that progress and to be a catalyst for increased investments at all levels.

While afterschool programs have been operating for decades in many communities, the public investment in afterschool is relatively new. 21st Century Community Learning Centers (21st CCLC), the only federal funding stream dedicated exclusively to afterschool, began in 1998. It saw rapid growth in its early years, followed by six years of funding declines. It is currently funded at an all-time high of $1.13 billion – not nearly enough to meet the need.

There also has been growth in state and local funding for afterschool in recent years. The highlight has been California, which in 2008 began investing $550 million a year into afterschool programs. Other states have made smaller but significant gains, and a number of cities have increased their investments in afterschool. Below is a listing of some recent state funds supporting afterschool programs:

⇨ CA – $550 million to K-8 Afterschool Education and Safety (ASES) Programs in FY08
⇨ NY - $82 million in FY10 through a mix of state funding streams, including $30.6 million for Advantage After-School, $23.6 million for Youth Development and Delinquency Prevention and $27.8 million for the Extended Day/Violence Prevention Program
⇨ GA – $14 million to school- and community- based afterschool programs allocated through federal Temporary Assistance to Needy Families (TANF) funds, renewed for FY09, plus $20.3 million in TANF funds reallocated to child care
⇨ MA – $5.5 million in state funding in 2008, up from $2 million in 2007
⇨ NJ – $14.5 million in state funds to NJ After 3 PM in FY09
⇨ OH – $10 million in TANF funds to support afterschool programs in targeted communities
⇨ TN – $12.5 million unclaimed lottery funds (LEAP)
⇨ MN – $5+ million over two years
⇨ WA – $3 million over two years for programs, professional development and technical assistance
⇨ CT – $4.4 million in combined Department of Education and Department of Social Services funds
⇨ IA -- $900,000 for programs from the Healthy Iowans Tobacco Trust

However, funding for afterschool programs is far from adequate and budget deficits make it unlikely that states and cities will be able to increase funding.   In fact, many state legislatures are considering cutting or eliminating afterschool funding, due to budget deficits.

Until we better understand the existing funding streams for afterschool and how well they are or are not meeting the need, it will be difficult to effectively advocate for increases. Given that 21st CCLC is the only federal funding stream dedicated to afterschool and there are few other dedicated funding sources at any level, most of what is known about the percentage of other funding that goes to afterschool is based on anecdotal evidence and case studies. We know that afterschool programs are funded through a mixture of public and private dollars today. No existing study accurately assesses the funding currently in place for afterschool programs, nor the additional funds—and sources for those funds—that would be needed to make afterschool programs available to all children.

In order to fill this gap in knowledge, with the help of researchers at the Harvard School of Public Health and support from the Charles Stewart Mott Foundation and the Atlantic Philanthropies, the Afterschool Alliance initiated the *Roadmap to Afterschool for All* – a scientific study that for the first time assesses the current investment in afterschool programs

from the public sector, parents, foundations and businesses, and estimates the additional investment needed from each sector to provide quality afterschool programs for all children. This survey-based research project is designed to meet the following goals:

⇨ Better understand current funding for afterschool;
⇨ Create a funding roadmap that will help sustain and expand quality afterschool programs;
⇨ Inform a long-term legislative agenda at every level and
⇨ Create real benchmarks for measuring progress.

Methodology

Before beginning our research, we needed to define what was meant by "afterschool program." There is incredible diversity among afterschool programs, and we needed to ensure comparability in programs across districts. For this survey, afterschool programs are defined as programs that: 1) serve school-age children, 2) occur before or after school (but may also occur at other times like weekends and in the summer), 3) operate approximately 12 or more hours/week, and 4) are not single-activity focused (e.g., not only tutoring or sports).

With this definition in place, we developed a comprehensive, detailed survey instrument refined after the researchers looked at similar surveys from The AfterSchool Corporation, the Wallace Foundation, the Finance Project, and pollsters engaged by the Afterschool Alliance. We also considered feedback and suggestions from the *Roadmap* Project's Advisory Board.

Our survey includes a parallel series of questions exploring levels of support from all sources from which the respondent receives funding (federal, state, local, philanthropy, private, tuition, in-kind). The questions include the dollar amount received, the name of the grant program, the agency which gave the grant, the process by which the program obtained this funding, how long the process took, whether they got the full amount requested, the length of the grant period, whether they expect continued funding and whether they will have to go through a grant process again or if the continued funding is guaranteed. Recognizing that programs would not have complete financial data for the current year, we asked about the fiscal year covering the 2006-2007 school year.

In early 2007, the closed-ended survey instrument was pilot-tested with five program directors who are part of the Afterschool Alliance's Afterschool Ambassador program.

Results from the pilot testing were used to modify the survey to clarify wording, adjust the length of the interview and ensure proper flow of questions before presenting the draft of the survey instrument to the Advisory Board for a final review in February of 2007.

In order to have results that were as complete and accurate as possible, we randomly selected the 50 school districts from which to interview afterschool program staff, and then randomly selected programs within those districts. The first step was accomplished using data on school districts that are readily available from the National Center for Education Statistics. Sampling with probabilities proportionate to size (PPS) was used. With PPS sampling, districts are sampled proportionate to some measure of size (in this case, total enrollment and number of children receiving free lunches). With total enrollment, for example, the probability of selection of each district is equal to that district's enrollment divided by the total enrollment of all school districts. This method gives districts with higher enrollment a higher chance of being sampled. It is a useful strategy for ensuring

> **South Carolina Rock Hill's Challenger afterschool program was eliminated due to expected state budget cuts. The popular program provided teacher-led activities every day after school, as well as during holidays and summer. Said parent Frances Kirkman, "It's upsetting to a parent when there are so few options out there."**
>
> **Source: The Herald, 4/22/09**

that the largest school districts are included in the sample and that we do not end up with a sample of only small districts.

Next we developed the sampling frame of afterschool programs in all 50 districts. We sought to identify every afterschool program in the sampled school districts, regardless of what organization ran the program. Researchers used national partner organizations, internet searches, online program databases, school district contacts, statewide afterschool networks, resource and referral agencies and local afterschool ambassadors to locate programs. While we made every effort to find all programs, there is no way to ensure that we identified every program. When the sampling frame was completed, a random sample of programs was selected within each district. The number of programs for each district varied depending on the total number of afterschool programs in the district. For districts with few afterschool programs, i.e. less than 10, all programs were selected. For districts with thousands of afterschool programs, many more than 10 were selected up to a maximum of 284. In total,

we sampled 3,177 programs and completed interviews with 537 programs. Because larger school districts have more afterschool programs, the probability of selection within the district for an individual program will be smaller in larger districts. Therefore, the higher probability of selection of larger districts in the first stage is offset by the smaller probability of selection of individual programs from larger districts in the second stage, resulting in roughly equal probabilities of selection for all individual programs. Theoretically, PPS sampling should result in what is referred to as a "self-weighting sample," where each afterschool program in the sampling frame has the same probability of selection. In practice, this rarely occurs and some weighting is generally necessary. In this case, weighting is necessary because some of the smaller school districts have fewer than 10 afterschool programs.

A total of 537 afterschool programs were successfully interviewed by telephone. After accounting for the ineligible programs that were sampled, we achieved a response rate of 60.4 percent. See Appendix A for additional details on the methodology. Responses were entered into a database and analyzed using Stata.

Findings

A. Basic Descriptive Information about Programs and Children Served

Most of the programs in our sample were long-standing programs that had been in operation for 10 or more years. They operate five days a week for at least three hours per day and many offer summer programs. The students, mostly elementary age, participate regularly. School buildings are the most common location, but non-profits and for-profits also house programs. In about half of the programs at least 40 percent of students qualify for free- or reduced-price lunches.

Basic characteristics: who is served, when and for how long?
- ⇨ 92 percent operate five days a week
- ⇨ On average programs operate 45 weeks per year
- ⇨ On average program operate 4.5 hours per day
- ⇨ 65 percent serve elementary school students only
- ⇨ 30 percent serve both elementary and secondary students
- ⇨ Five percent serve secondary school students only (middle and high school)
- ⇨ Median child to staff ratio is 11:1

⇨ For 87 percent of programs, a majority of enrolled students participate regularly (at least 60 percent of the time).

⇨ 48 percent of programs report serving at least 40 percent free- or reduced-price lunch students.

What types of programs are most common?

Type of Program	Percentage of Programs
Non-Profit	34%
For Profit	24%
School-Based	21%
Faith-Based	8%
Public Agency (not school)	5%
Other	8%
Part of larger system of afterschool providers	45%

Where are programs located?

Location	Percentage of Programs
School	38%
Private Building (not a home)	25%
Church	13%
Community Building	10%
Home	7%
Other	6%

How many kids are enrolled and what is typical attendance?

Age group	Median number of children enrolled (amongst programs that serve children in the age group)	Median number of children who attend (amongst programs that serve children in the age group) on a typical day
Elementary	47.5	35
Middle school	20	15
High school	45	15
Total	53	40

How long have programs been in operation?

Years in operation	Percentage of programs
1 – 3 years	10%
4 – 5 years	7%
6 – 9 years	16%
10 – 19 years	39%
20+ years	28%

Are the directors and staff well-qualified?

One of the key indicators of quality (and also of positive outcomes for children) is whether the site coordinators/directors and staff have educational training and experience.

⇨ In 95 percent of programs surveyed, the site coordinator/director had previous experience with youth. Forty-one percent were certified teachers, and 83 percent were reported to have a two- or four-year degree.

⇨ In one-third of the programs, at least some staff members were certified teachers. In half the programs, some or all of the staff had a two- or four-year degree. In virtually all of the programs (94 percent), some or all of the staff had previous experience with youth.

What kinds of activities are offered most often?

Activity	Percentage of all programs
Tutoring/Academics/Homework Help	98%
Recreational Sports	93%
Health Education	88%
Life/Personal Skills	88%
Creative Arts	84%
Family Involvement	76%
Mentoring	74%
Leadership Skills	72%
Community Service	70%
	Percentage of programs serving high school age youth
Career Development	51%
College Application Assistance	47%
Substance Abuse Prevention	47%
Violence Prevention	41%
Pregnancy Prevention	34%

B. Funding Source Information

This research shows that programs access a wide range of funding sources. Tuition and fees are the most common source and make up the largest percentage of the overall budget for most programs. About one-third (32 percent) of programs reported that their expenses exceeded their revenues, indicating that more funding from all sectors is needed.

What are most common funding sources and what percentage of overall budget do they cover?

Funding Source	Percentage of programs accessing funding source	Percentage of total budget from each funding source
Tuition, Fees	83%	76.3%
Federal Grants	28%	11.0%
State Grants	11%	3.1%
Local Grants	13%	2.4%
Businesses	12%	0.8%
Foundations	12%	2.5%
Religious	5%	0.2%
Individual Donors	23%	1.9%
Other Sources	9%	1.8%
Non-Monetary Donations	36%	N/A

Do funding sources differ by program characteristics?

Percentage of free- or reduced-price lunch students served

There are significant differences in funding based on whether or not a program serves a substantial number of low-income children. Programs at which at least 40 percent of enrollees receive free- or reduced-price lunches are much less likely to receive tuition from parents or guardians, and more likely to receive almost every other funding source, including federal, state and local grants.

Funding source	Serves significant # of low-income children*	Serves fewer low-income children
Tuition, Fees	69%	96%
Federal Grants	43%	15%
State Grants	17%	5%
Local Grants	19%	7%
Businesses	18%	7%
Foundations	15%	8%
Religious	5%	5%
Individual Donors	28%	19%
Other Sources	13%	6%
Non-Monetary Donations	39%	33%

*at least 40 percent of enrollees receive free- or reduced-price lunches

Well established versus less well established programs

Long-standing programs are 20 percent more likely to receive funding from parents, and 23 percent *less* likely to receive federal grants. These older programs are less likely to receive public funds, foundation grants and in-kind donations.

Funding source	Well established (In operation 10+ years)	Less established (less than 10 yrs)
Tuition, Fees	89%	70%
Federal Grants	21%	44%
State Grants	8%	16%
Local Grants	19%	17%
Businesses	14%	10%
Foundations	8%	19%
Religious	3%	5%
Individual Donors	25%	19%
Other Sources	10%	14%
Non-Monetary Donations	30%	38%

Size/enrollment

Smaller programs are more likely to receive tuition and less likely to receive public funds, funds from businesses, foundations, donors and other sources, and in-kind donations.

Funding source	Large programs (more than 30 children enrolled)	Smaller program (30 or fewer children enrolled)
Tuition, Fees	75%	95%
Federal Grants	38%	13%
State Grants	17%	6%
Local Grants	20%	2%
Businesses	19%	4%
Foundations	16%	5%
Religious	4%	4%
Individual Donors	27%	8%
Other Sources	3%	13%
Non-Monetary Donations	44%	23%

Creating a *Roadmap to Afterschool for All*

The demand for afterschool services is great, and our tough economic times make it harder for parents to pay to keep their children in afterschool programs and harder for programs to raise private and philanthropic dollars, as well as to secure government dollars. The stresses on children, families and communities are being exacerbated. Parents are struggling to pay the bills, with many looking for extra hours at work. More children are left hungry each day. Budget constraints are leading to radical changes, such as four-day school or work weeks and new fees for support services, including afterschool programs. Families may no longer be able to afford afterschool programs, or the cost to transport their children to programs. Many are concerned about keeping their jobs, as layoffs are prevalent across many sectors.

Afterschool programs face their own budget challenges – many are being forced to reduce services, increase fees or even shut their doors, just when families need their support most. Afterschool programs are a stabilizing force in many communities and families. When work or school schedules change, the organizations that run afterschool programs are well-positioned to respond to changing needs in the community. Programs serving low-income children in particular provide breakfast, snacks and even supper to children who might otherwise go hungry.

> **"We're going to see our biggest impact in grant funding, with government grants and foundation grants. Many of our municipalities are hurting. With foundations, they're seeing an impact to their assets… they are required to distribute certain percentages of the investments they make. Well, if you're not making any money, there's nothing to give out."** The ICAN afterschool program receives about 70 percent of its annual funding from these grants.
>
> **- ICAN Executive Officer Christy McClendon, quoted in the East Valley Tribune (Mesa, Arizona), 4/14/09**

Families are carrying the largest burden when it comes to supporting their children in the after school hours. While it's reasonable to expect parents to help pay the costs of caring for their children, we should provide help to those who can't afford to do so, so their children will have a real chance to learn and thrive. We need greater investment from all sectors to help ensure that all children and particularly children most at-risk have access to quality,

affordable afterschool programs – programs that keep kids safe, inspire them to learn and help working families.

Based on this research, it is clear that the federal government and others investors can and should do much more to support afterschool programs and the children and families who need them. At present – based on this survey data – the federal government contributes an average of just 11 percent of overall afterschool funding.

We need a roadmap that establishes concrete objectives for achieving, in the not too distant future, afterschool for all students. This roadmap must:

- ⇨ Account for the economic reality that some parents are unable to afford fees, while others can.
- ⇨ Recognize the important role of multiple funding sources – governments at all levels, philanthropic support, businesses, parent fees.
- ⇨ Account for a broad range of programs from a variety of sponsors, reflecting rich diversity of American communities.
- ⇨ Focus on approaches that sustain successful quality programs, while allowing innovative new programs to develop.

In order to create this roadmap, we needed to determine a cost per child. Since this research project was not designed as a cost study, we compared our average annual per child cost to other cost estimates. Our research shows that the average annual cost per child is $3190 per year, which includes summer programming. Research commissioned by the Wallace Foundation and conducted by Public Private Ventures (PPV) and the Finance Project, "The Cost of Quality Out-of-School-Time Programs" was released in February 2009. PPV and the Finance Project found that the average cost per elementary school/middle school afterschool participant is $2366 for the school year plus $1000 for the summer for a total of $3366. For high school youth, the costs are slightly lower at $1880 for the school year and $790 for the summer; totaling $2670. Since our sample included youth from elementary school, middle school and high school and our cost estimate fell in the same range as the PPV/Finance Project research, we are confident in using our average cost per child for projecting the total investment needed.

Funding Source	Percentage of total cost	Average cost per child
Total		$3190.00
Tuition, Fees	76.3%	$2,433.97
Federal Grants	11%	$350.90
State Grants	3.1%	$98.89
Local Grants	2.4%	$76.56
Businesses	.8%	$25.52
Foundations	2.5%	$79.75
Religious	.2%	$6.38
Individual Donors	1.9%	$60.61
Other Sources	1.8%	$57.42

With 6.5 million children currently participating in afterschool, the current federal investment is roughly $2.3 billion ($2,280,850,000). If the federal government kept its share at 11 percent and all 15.3 million children whose parents report that they would attend an afterschool program if one were available were able to participate, the federal government would need to contribute an additional $5.4 billion ($5,368,770,000) for a total investment of $7.6 billion ($7,649,620,000).

Simple Funding Projection to Reach Afterschool for All Assumes all sectors keep same funding percentage			
Funding Source	Funding to serve 6.5 million kids	Funding to serve additional 15.3 million kids	Total funding needed to meet demand for afterschool
Tuition, Fees	15,820,805,000	37,239,741,000	53,060,546,000
Federal Grants	2,280,850,000	5,368,770,000	7,649,620,000
State Grants	642,785,000	1,513,017,000	2,155,802,000
Local Grants	497,640,000	1,171,368,000	1,669,008,000
Business	165,880,000	390,456,000	556,336,000
Foundations	518,375,000	1,220,175,000	1,738,550,000
Religious	41,470,000	97,614,000	139,084,000
Individual Donors	393,965,000	927,333,000	1,321,298,000
Other Sources	373,230,000	878,526,000	1,251,756,000
Total	20,735,000,000	48,807,000,000	69,542,000,000

Of course, what this basic projection doesn't take into account is that most families simply cannot afford to pay any more than they are currently paying for afterschool. 15.3 million

children are not without afterschool programs by choice; their families want them in afterschool programs but don't have access to affordable programs. This simple projection also doesn't account for the fact that the federal government targets only those children and youth most at risk based on household income. In most instances, the federal investment in education related services is aimed at students who are eligible for free- or reduced-price lunches, an indicator of poverty. With those two factors in mind, we looked at children who are eligible for free- or reduced-price lunches and are currently either in afterschool programs or unsupervised after school – the segment of the population most in need of afterschool and least likely to be able to afford parent fees. Based on *America After 3 PM* data, we know that 5,622,500[1] low-income children need afterschool programs and their families need the federal government's financial help to provide them with quality afterschool programs that keep them safe, supervised and learning in the hours after the school day ends.

> **Code enforcement officers in Maryland's Prince George's County are seeing many more children left alone and unsupervised, as working parents can no longer afford care. The officials, who inspect apartments, "used to come across such cases once every couple of years."**
>
> **Source: The Washington Post, 12/21/08**

Using this targeted analysis of kids most at risk, we propose a *Roadmap to Afterschool for All* that recognizes the role that the federal government has traditionally played in supporting low-income youth. This *Roadmap* also factors in the reality that families who are struggling to feed their kids and keep them safe and healthy cannot contribute $2400 per year for afterschool programs, the average annual contribution, or even $1722, the average annual contribution among low-income families. This funding structure is most certainly keeping millions of low-income families from putting their children in the afterschool programs they need. In fact, *America After 3 PM* finds that cost is cited as a top factor in selecting an afterschool program, second only to whether or not the child enjoys the program. The *Roadmap* finds that long-standing programs are more likely to charge parent fees and

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[1] According to *America After 3 PM*, 29.3% of the 6.5 million children currently in afterschool, or 1,904,500 children, are from low-income households plus 26% of the 14.3 million children currently unsupervised in the hours after school, or 3,718,000 are from low-income households for a total of 5,622,500 low-income children most in need of afterschool programs. *America After 3 PM* is a household survey released in 2004 and available at www.afterschoolalliance.org

less likely to serve low-income children. Combined, these data tell us that what we have now is a system for those who can afford to pay that leaves those who cannot with few, if any, options to help keep their kids safe and give them opportunities to learn after the school day ends.

What we need is a well orchestrated partnership across sectors that reflects a societal commitment to ensuring that all kids have access to quality afterschool programs. To achieve that goal, the *Roadmap to Afterschool for All* recommends increasing federal funding to make sure the 5.6 million low-income children who need afterschool have access to quality programs. The *Roadmap* requires a total federal investment of just under $18 billion ($17,935,775,000) – an investment that would reduce the burden on low-income families while helping provide 5.6 million low-income youth with academic enrichment, healthy snacks and in some cases even dinner, and a safe environment in the hours after school. In addition, the *Roadmap to Afterschool for All* maintains other sectors' investment levels and increases them by the same percentage as the federal share (nearly eight times the current investment) in order to support children in need of afterschool, but who do not meet the federal government eligibility criteria for support.

It's important to note that the *Roadmap* does not suggest that the federal government should pay the full cost to provide afterschool programs to low-income children. The *Roadmap's* recommended federal contribution would support a significant percentage of these costs, but still require programs to identify other funding sources. In addition to supporting a portion of the cost of programs for all low-income children, the federal government portion would also support national leadership activities that help all programs be of the highest possible quality, such as training and technical assistance, evaluation and capacity building for afterschool programs nationally.

Roadmap to Afterschool for All Targeted to Ensure Afterschool Programs for At Risk Youth				
Funding Source	**Current Investment**	**Funding Needed to Reach Afterschool for All**	**Percentage of Total Cost**	**Change from Current to *Roadmap* Level**
Tuition, Fees	15,820,805,000	30,898,557,500	44.4%	-0.51
Federal Grants	2,280,850,000	17,935,775,000	25.8%	7.86
State Grants	642,785,000	5,054,627,500	7.3%	7.86
Local Grants	497,640,000	3,913,260,000	5.6%	7.86
Business	165,880,000	1,304,420,000	1.9%	7.86
Foundation	518,375,000	4,076,312,500	5.9%	7.86
Religious	41,470,000	326,105,000	0.5%	7.86
Individual Donors	393,965,000	3,097,997,500	4.5%	7.86
Other	373,230,000	2,934,945,000	4.2%	7.86
Totals	20,735,000,000	69,542,000,000	100%	3.35

How the Breakdown of Current Funding Compares to *Roadmap* Funding

Current Funding Levels

Roadmap Funding Levels
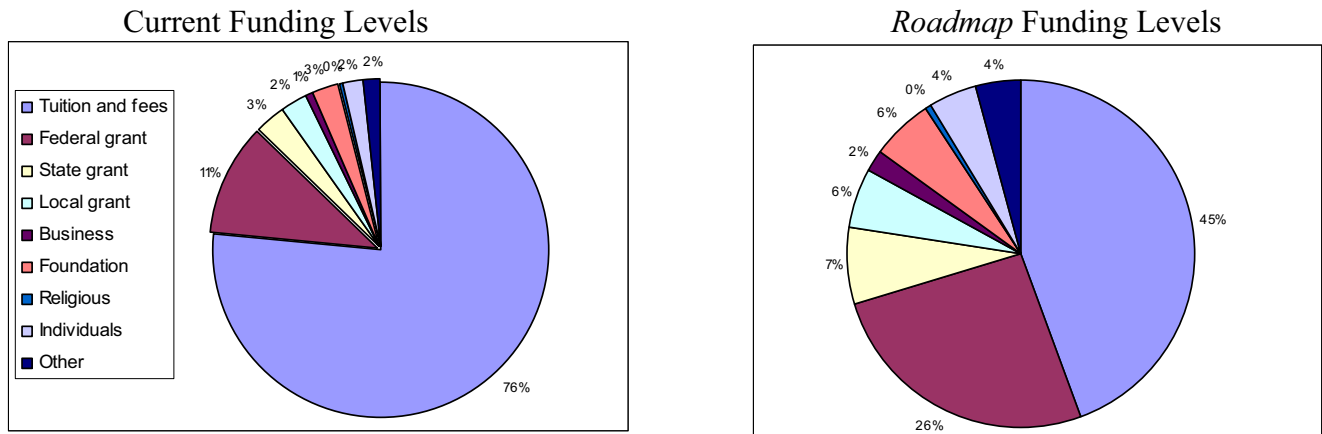
Next Steps

The federal government can begin working up to its share immediately with the FY2010 federal appropriations process. Significant increases to 21st CCLC and the Child Care Development Block Grant could go a long way to help families quickly. The Obama Administration signaled its support for afterschool by pledging to double funding for 21st CCLC and to create a new funding stream to support summer programs. The Senate also appears to be on track to increase 21st CCLC funding. Senators recently agreed to a budget amendment offered by Senators Barbara Boxer (D-CA) and John Ensign (R-NV) that would allow up to $2.5 billion to be appropriated to 21st CCLC. That would more than double the

current number of children served by 21st CCLC. Furthermore, approximately one-fourth of CCDBG dollars support school age children, so a significant investment of $1 billion additional dollars for CCDBG in FY2010 would be another good step.

While the economic recovery package includes hundreds of millions of dollars that potentially can be used to support afterschool programs and the children who rely on them, it is up to states and local communities to actually make that happen. U.S. Secretary of Education Arne Duncan has made it clear that education dollars in the recovery package should be used to fuel reform – and that afterschool, extended learning and summer are part of his vision for the future of education. Furthermore, in guidance regarding the state fiscal stabilization fund, the U.S. Department of Education specifically encourages "extending time for learning, including activities provided before school, after school, during the summer, or over an extended school year" as a strategy for turning around the lowest performing schools. While it is unlikely that many states or localities can increase their afterschool funding in this economy, the U.S. Department of Education is sending strong messages that states and communities can make sure that recovery dollars go to afterschool and thereby minimize any budget cuts to programs.

> **An award-winning afterschool program in South Carolina has closed 25 of 30 sites due to state budget cuts. A 2007 S.C. Department of Education study found that 80 percent of the participants in the Juvenile Justice program stayed in school, had no infractions during their time in the programs and increased their grades by five points. The program won two national awards.**
>
> **Source: The State, 2/1/09**

To ensure that all children have access to quality, affordable afterschool programs, everyone must do their part. Today, a variety of sectors play a role in funding afterschool programs, but the burden falls disproportionately on families. In the *Roadmap*, the federal government is demonstrating the leadership that Americans have a right to expect. If the *Roadmap to Afterschool for All* is followed, families will continue to carry a large share of afterschool costs, but the federal government will do much more to ensure that children whose families cannot afford quality afterschool still have access to programs. State and local governments, as well as private funders including philanthropies and business and religious organizations, can help meet the needs of families living near poverty levels, and families that can afford to pay for afterschool care will continue to do so.

If we are to truly make quality, affordable afterschool programs available to all who want and need them, we need increased investment from all sectors. In these difficult economic times it is especially critical for the federal government to show leadership and play a key role in making sure that all children have access to the afterschool programs that can help keep them safe, inspire them to learn and help working families. Voters believe in the value of afterschool and want to see increased investments. According to 2008 polling, nearly nine in ten voters (89 percent) say that, given the dangers young people face today, afterschool programs are important. Seventy-six percent want the new Congress and their newly elected state and local officials to increase funding for afterschool programs.

This is a moment when the nation is coming together to address huge challenges, and setting priorities for the future. An investment in afterschool programs is an investment in the next generation, which needs new opportunities to learn, in new ways and at new times outside the traditional school day. Unless we put the afternoon hours to good use and give every child safe, supervising, enriching activities, we lose a real opportunity to give children a brighter future, strengthen families and improve our economy. Now more than ever, we need to increase the investment in quality afterschool programs from all sectors. The *Roadmap to Afterschool for All* is designed to point the way – but the real test of America's commitment to its children will be whether we travel down the road this report maps out.

Appendix A: Detailed Sampling Methodology

Sample Design

The initial sample design for this project was a stratified multi-stage sample in which we sampled school districts at the first stage and afterschool programs at the second stage. Due to the high cost of developing a frame of afterschool programs for each sampled school district, we decided to sample 50 districts and enough programs within each district to obtain 10 completed interviews per district, for a total of 500 completed interviews.

Prior to drawing a sample of school districts, we split the population of districts into three strata—those in which less than 40% of students receive free or reduced lunches, those in which 40% or more of students receive free or reduced lunches and those for which we had no school lunch data. The population and sample distribution by stratum are presented in Table 1. Because the percent of districts falling into the first two categories is roughly similar, the school districts were sampled proportionately by stratum. Thus, stratum 1, which accounts for 47.5% of the total population of students, also accounts for 48% of the sample school districts (n=24). Stratum 2 includes 46% of the sampled programs (n=23) and stratum 3 includes 6% of the sampled programs (n=3).

Table 1. Population and Sample Distribution by Stratum

Stratum #	Stratum Definition	% of Population in Stratum	# of Sampled Districts
1	< 40% of students receive free or reduced lunches	47.5%	24
2	40% or more receive free or reduced lunches	46.1%	23
3	Data on school lunches not available	6.5%	3

The school districts within each stratum were sampled with probabilities proportionate to size, where the measure of size of each district was student enrollment. The probability of selection of each district is equal to the enrollment in that district divided by the total enrollment over all districts in the stratum. Thus, larger districts have a higher probability of selection.

Once the school districts were sampled, the Afterschool Alliance developed a sampling frame of afterschool programs in each sampled district. This frame was the basis for the second stage of sampling. In the second stage, we drew a random sample of programs from within each sampled district. We attempted to sample an equal number of programs from each of the 50 districts. Thus, the initial sample of sample of programs consisted of 10 programs per district. At this stage, programs from large districts have a lower probability of being sampled than programs from small districts because the numerator is 10 across all

districts but the denominator is larger among districts with more programs. In theory, in a multistage sample design of this type, the larger probability of selection of large districts at stage one is offset by the lower probability of selection of programs within large districts at stage two. In a textbook example of this type of sample design, the result is that all programs have the same probability of selection and the sample is therefore referred to as a "self-weighting" sample.

In practice however, this rarely occurs, usually because the initial sampling units (e.g. school districts) don't all have the minimum number of secondary units (e.g. after school programs) necessary to include an equal number of each in the sample. In addition, many of the programs sampled were ineligible to participate in the study, resulting in multiple sample draws from the frame of potential respondents. Thus, the number of afterschool programs sampled from each district varies from a low of 1 to a high of 284. The sample is clearly not self-weighting, and sample weights are necessary to adjust for differences in the probabilities of selection across districts and programs.

Throughout the study, we drew seven different samples of afterschool programs. The sampling strategy and the number of cases sampled for each release is outlined below.

Sample 1
Released 9/14/07
⇨ Stratified sample in which we intended to draw a random sample of 10 programs from each district.
⇨ Some districts had fewer than 10 programs, so the number of programs sampled ranged from 2 to 13.
⇨ The sample included 512 cases.

Sample 2
Released 10/24/07
⇨ 53 cases were released to replace those identified as ineligible in the first sample.
⇨ Replacement cases were randomly selected from the same district as the ineligible cases they were replacing. If the district did not include enough cases, then the ineligible cases were not replaced.

Sample 3
Released 11/14/07
⇨ Only 32 of the 50 original districts contained any non-sampled programs at this stage. Thus, we intended to randomly sample 16 per district for a total of approximately 500. However, some districts did not have 16 programs, so the number of programs sampled varied from 2 to 19.
⇨ In total, 527 cases were released.

Sample 4
Released 11/26/07
⇨ These cases were randomly sampled to replace an additional 193 programs identified as ineligible. If a district did not have enough programs to replace the ineligible ones, then they were not replaced. Because the programs in some districts had already been exhausted, only 138 programs were replaced.

Sample 5
Released 12/13/07
⇨ This file contained only 2 cases in the Los Angeles County school district randomly sampled to replace 2 ineligible cases.

Sample 6
Released 3/11/08
⇨ At this point in the data collection, it became clear that roughly 40% of sampled programs were ineligible. Thus we sampled an additional 804 cases.
⇨ Because we had exhausted the afterschool programs in all but 22 of the school districts, rather than sample the programs by district, we drew a simple random sample of programs from all remaining eligible programs across all districts.

Sample 7
Released 1,150 cases 3/24/08
⇨ Programs were sampled in the same way as sample 6.
Multi-site sub-samples
⇨ Some afterschool programs included multiple sites. Because it was not feasible to interview all of them, we drew a random sub-sample of 1/3 of the sites within a specific program. In total, 3,177 cases were released, with 537 eligible programs completing an interview.

Sample Weights

Because the probability of selection varied by program, it was necessary to calculate sample weights to correct for the differences. A sample weight is simply the inverse of the probability that a program was sampled and, when unadjusted, indicates the number of non-sampled programs that each sampled program represents.

In general, there were two stages of sampling that required the calculation of two different probabilities—the probability the district was selected and the probability the program was selected. Because the program selection varied by sample number, the way in which the probability of selection was calculated varied by sample number. In addition, the probability of selection of multi-site programs had to be adjusted to take into account the fact that only 1/3 of the sites were sampled. The steps involved in the calculation of weights are described below.

The probability of selection of school district is equal to the total enrollment of the district divided by the total enrollment summed over all districts in the sampling frame.

The probability of selection of the program depends on when it was sampled.

The Sample 1 probability of selection is different for each school district, but is the same for all programs within a district. It is equal to the number of programs sampled from the district divided by the total number of programs in the district.

In Samples 3 through 5, the probabilities of selection were calculated in the same manner as Sample 1: p is equal to the number of programs sampled within the district divided by the total eligible programs within the district.

In Samples 6 and 7, the probability of selection is equal to the number of programs sampled divided by the total number of eligible programs, irrespective of district. Thus, all cases in Sample 6 have the same probability of selection and all cases in Sample 7 have the same probability of selection.

For the multi-site programs, where one-third of eligible sites were sampled, the initial probability of selection of a program was multiplied by .333, to reflect the fact that it had one-third the chance of staying in the sample after initially being selected.

The final probability of selection of a program is equal to the product of the probability that the district was sampled and the probability the program was sampled given the district was sampled.

• The initial sample weight for each case is the inverse of the final probability of selection. The sum of the initial sample weight is 5,617,338. It represents the population of eligible, responding, afterschool programs. However, because we have no external source of data to provide an estimate of the total population of afterschool programs, it is impossible to validate this number. In addition, many analysts prefer that their weighted data reflect the actual number of completed interviews.

• Thus, the initial sample weights were adjusted by a ratio of 537/5,617,388. The sum of these adjusted weights is equal to 537, which is the number of completed interviews.

Response Rate calculation:

To calculate the response rate, we divided the number of complete interviews (537) by the sum of the number of assumed eligible programs plus the known eligible programs. The number of assumed eligible programs was calculated by multiplying the eligibility rate times the number of sampled programs with unknown status. The eligibility rate was the number of eligible programs divided by the sum of the eligible programs plus the ineligible programs.

Appendix B – List of Districts

State	District
AL	DALE CO
AZ	GLENDALE ELEMENTARY DISTRICT
CA	ANTELOPE VALLEY UNION HIGH
CA	LIBERTY UNION HIGH
CA	SONOMA VALLEY UNIFIED
CA	LOS ANGELES UNIFIED
CA	DESERT SANDS UNIFIED
CA	NATIONAL ELEMENTARY
CA	SAN YSIDRO ELEMENTARY
CT	GUILFORD SCHOOL DISTRICT
DC	DISTRICT OF COLUMBIA PUB SCHLS
FL	DUVAL COUNTY SCHOOL DISTRICT
FL	PINELLAS COUNTY SCHOOL DISTRICT
FL	VOLUSIA COUNTY SCHOOL DISTRICT
GA	RICHMOND COUNTY
IA	WEST CENTRAL VALLEY COMM SCHOOL DISTRICT
IL	CITY OF CHICAGO SCHOOL DIST 299
IL	PALATINE C C SCHOOL DIST 15
IN	VALPARAISO COMMUNITY SCHOOLS
KS	GEARY COUNTY SCHOOLS
MA	WEBSTER
MA	GILL-MONTAGUE
MI	SANDUSKY COMMUNITY SCHOOL DISTRICT
MI	CHELSEA SCHOOL DISTRICT
MN	ALBERT LEA
MO	NORTH NODAWAY CO. R-VI
MS	SCOTT CO SCHOOL DIST
NC	ROBESON COUNTY SCHOOLS
NE	MILLARD PUBLIC SCHOOLS
NJ	BRICK TOWNSHIP
NJ	SOUTH PLAINFIELD
NY	NEW YORK CITY PUBLIC SCHOOLS
NY	SOUTHWESTERN CENTRAL SCHOOL DISTRICT AT JAMESTOWN
NY	DOBBS FERRY UNION FREE SCHOOL DISTRICT
NY	SALAMANCA CITY SCHOOL DISTRICT
OH	NORDONIA HILLS
OK	PRYOR
PA	ABINGTON SD
PA	RADNOR TOWNSHIP SD
SC	ALLENDALE COUNTY SCHOOL DISTRICT
TN	SHELBY COUNTY SCHOOL DISTRICT
TX	CONROE ISD

TX	PFLUGERVILLE ISD
TX	HOUSTON ISD
TX	SEALY ISD
TX	BOYD ISD
VA	FAIRFAX COUNTY PUBLIC SCHOOLS
WA	KENNEWICK SCH DIST 17
WA	BREMERTON SCHOOL DIST 100
WI	WAUKESHA

CHARLES STEWART
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