

NYSAN

NEW YORK STATE AFTERSCHOOL NETWORK

Afterschool Programs and Expanded Learning Opportunities in New York State: A Systems-Building Policy Agenda

The New York State Afterschool Network (NYSAN) proposes that every child in New York State should have access to opportunities that promote their learning and healthy development in and out of school, every day, all year long. Building a system of afterschool programs and other Expanded Learning Opportunities (ELOs) is essential to making this goal a reality.

Expanded Learning Opportunities (ELOs) include high-quality afterschool and summer learning programs in school and community settings. They also include extended day and year programs that focus on reshaping where, when, and how learning occurs by providing more – and different – learning and youth development opportunities.

Therefore, high-quality ELOs:

- » Provide sufficient time for meaningful, active, and collaborative learning
- » Ensure quality by utilizing evidence-based practices
- » Tap into the expertise of community partners
- » Focus on results that measure desired youth and program outcomes
- » Provide enrichment and acceleration opportunities
- » Employ principles of positive youth development to provide opportunities for social and emotional development, leadership, and improved health and wellness

Effective ELOs tap into the best of the community – museums, colleges, businesses, libraries, scientists, artists, musicians, volunteers, and youth development workers – to reshape when, where, and how children learn and build essential academic, social, and critical thinking skills.

However, the fiscal crisis of the past few years has led to budget decisions that have dire implications for supporting kids' success outside of school. Estimated cuts of over \$20 million across programs statewide have resulted in over 20,000 fewer children participating in publicly funded opportunities after school. Over 2,000 jobs in afterschool programs have also been lost.

Still, it is more important than ever to build a system of afterschool programs and ELOs to protect existing investments and strengthen organizations and programs so they are well-positioned to continue and expand services now and into the future.

Snapshot: Afterschool in New York State

21%

of school-age children participate in afterschool programs.

39% of girls and **20%** of boys report that they are engaged in school; high-quality afterschool programs can increase school engagement.

45%

of child care subsidy funds are used for school-age child care, including afterschool programs.

83%

of parents of children in afterschool programs are satisfied with the program.

85%

of students say that kids who participate in afterschool activities are better-off than those who do not.

86%

of adults support public funding for afterschool programs.

Why support afterschool programs and other ELOs?

They support **STUDENTS** by:

- » Providing academic supports and enrichment opportunities
- » Increasing student engagement which keeps kids on track to graduation
- » Supporting positive youth development
- » Building leadership and citizenship skills

They support **FAMILIES** by:

- » Preparing children for school, work, citizenship, and life
- » Keeping kids safe when school is out
- » Meeting the child care needs of working families
- » Providing opportunities for families to engage in their children's lives

They support **SCHOOLS** by:

- » Rallying community resources
- » Providing applied learning opportunities
- » Aligning with school-day learning goals
- » Fostering additional venues for family engagement

They support **COMMUNITIES** by:

- » Building a stronger workforce of young adults
- » Reducing risky behaviors and increasing healthy decisions
- » Connecting kids to communities and communities to kids

Overarching Goal: Statewide Systems-Building

NYSAN seeks to build a statewide system with the infrastructure required to support and sustain high-quality afterschool, summer programs, and other Expanded Learning Opportunities. The system must be:

Comprehensive in providing inclusive supports for children's learning and healthy development throughout the state

- » Recent success: New York State now has 7 regional networks that include afterschool stakeholders in the majority of New York's 62 counties, focusing on local efforts to expand access to programs, develop effective policies, and improve quality of services.

Coordinated across sectors (public and private) and across public agencies

- » Recent success: A NYSAN-coordinated taskforce involving the New York State Office of Children and Family Services (NYS OCFS), New York State Education Department (NYSED), New York City Department of Education (NYC DOE), and New York City Department of Youth and Community Development (NYC DYCD) convened to share information, develop common understanding, and consider shared approaches across funding streams.

- » Recent success: A two-year long professional development institute for program managers from four public agencies built the capacity of agency staff members who oversee hundreds of afterschool programs statewide. The institute created a common framework for managers to promote quality and provide technical assistance to programs.

Integrated and aligned with early care and learning initiatives and the public education system

- » Recent success: NYSAN has built an infrastructure of relationships with policymakers and advocates in the early care and learning system and the public education system statewide, as follows:

NYSAN works closely with NYSED on initiatives related to supporting student success, global learning, and common core standards alignment.

NYSAN collaborates with the Winning Beginning New York early care and learning coalition to ensure coordinated policy, quality, and advocacy messages across early care and ELO contexts.

Effective in fully preparing young people for success in school, work, and life

- » Recent success: NYS OCFS, NYSED, NYC DYCD, and NYC DOE all have policies and practices in place for programs that receive agency funds to incorporate the NYSAN Program Quality Framework and Quality Self-Assessment Tool. These policies serve to assist agencies in their monitoring activities and programs in their quality and continuous improvement activities.

Continuous in supporting children from birth through young adulthood and across transitions

- » Recent success: NYSAN partner organizations play a critical role in developing innovative program models that inform statewide policy and practice. These include the Expanded Learning Time model developed by The After-School Corporation (TASC), community school models developed by The Children's Aid Society, and features of New York City's Out-of-School Time (OST) initiative administered by NYC DYCD.

The Continuing Need for High-Quality Expanded Learning Opportunities in New York State:

Despite significant progress in building a statewide system of afterschool programs and other ELOs in New York State, much work remains as evidenced by the following:

- » As recently as 2007, only **69%** of all students graduated from high school on time, with much lower rates for African-American students (**51%**), Latino students (**47%**), students with disabilities (**39%**), and English Language Learners (**25%**). Research shows that afterschool programs can provide needed supports, keep kids engaged in school, and keep them on track toward high school graduation.
- » Up to **66%** of the achievement gap is associated with summer learning loss.
- » Lifetime earnings losses linked with dropping out of high school exceed \$250,000; participation in afterschool programs positively affects student engagement in school and keeps kids on track to graduation.
- » **33%** of children statewide are obese; many lack sufficient access to nutritious food and physical activity, which many afterschool programs are well-positioned and well-equipped to provide.
- » Only **49%** of youth aged 16-24 were employed in July 2010, the lowest rate on record (since 1948). Afterschool programs can offer many young people their first entry into the labor market.
- » **46%** of children not in afterschool programs would participate in them if they were available.
- » Only **44%** of eligible children receive federal Child Care Development Fund subsidies, some of which is used for afterschool programs.
- » Parents without afterschool care for their children miss, on average, about **8** days of work per year due to lack of safe child care options.

Afterschool & ELO System-Building Principles:

An effective system should:

- » Provide access to ALL children and youth
- » Receive strong public leadership and support
- » Promote program quality
- » Ensure a continuum of support across ages
- » Encourage partnerships across sectors
- » Effectively collect and use data on youth development and academic outcomes
- » Support accountability that improves quality
- » Finance programs AND infrastructure
- » Elevate the role of intermediary organizations and community partners
- » Recognize the role of and incent collaboration with community partners in providing services to and improving outcomes for youth in funding, policy, and practice
- » Invest in technical assistance, professional development, and capacity building

Afterschool & ELO Funding Principles:

Effective funding should:

- » Increase the number of children served while covering the full and actual costs of high-quality programs
- » Invest in strategies that improve program quality
- » Enable programs to coordinate multiple funding streams
- » Reduce categorical restrictions
- » Support programs that achieve desired outcomes with stable funding sources to minimize administrative burdens on high-performing programs
- » Remove barriers to the blending, braiding, or and leveraging of funds
- » Allow for local flexibility so programs can best meet local needs
- » Coordinate funding streams at the agency level through regulations, application and review processes, and quality assurance and evaluation systems

Policy Actions

- » Sustain and expand local and state public and private support for afterschool programs and other ELOs
- » Advocate for statewide, shared accountability and collective responsibility for children through afterschool programs and other ELOs
- » Strengthen the system of afterschool and other ELOs through:
 - Policy analyses, development, adoption, and implementation
 - Regulatory reform at the local, regional, and statewide level
 - Funding reform through coordination of funding streams and budget analyses
- » Engage intermediary organizations and community partners to inform policy
- » Document and disseminate best-practices and policies that advance afterschool and other ELOs
- » Require robust quality assurance activities and invest in practices that improve quality, including professional development
- » Collaborate with public agencies to coordinate and improve administration and policy adoption at all levels
- » Increase awareness among policymakers and elected officials about afterschool programs and other ELOs
- » Convene and catalyze stakeholders with a role in expanded learning, including youth development, child welfare, public education, early childhood, and health organizations and agencies, among others, to coordinate policy development, adoption, and implementation
- » Incent cross-sector partnerships with an emphasis on community partners in the provision of ELOs

Public Funding for Afterschool Programs and Expanded Learning Opportunities in New York State (2008 – 2011)

Program Name	Administering Agency	FY 2008 Allocation (in millions)	FY 2011 Allocation (in millions)	Net Change (in millions)
21st Century Community Learning Centers (CCLC)	NYSED	\$98.8	\$97.6	-\$1.2
Advantage After School Program	NYS OCFS	\$28.2	\$22.5	-\$5.7
Extended School Day / School Violence Prevention (ESD / SVP)	NYSED	\$30.2	\$24.5	-\$5.7
New York City Out-of-School Time (OST) Initiative	NYC DYCD	\$98.0 (+\$11 from YDDP)	\$101.8 (+\$9.6 from YDDP)	+\$3.8
Special Delinquency Prevention Program (SDPP) & Youth Development / Delinquency Prevention (YDDP)	NYS OCFS	\$38.9	\$28.2	-\$10.7
TOTAL INVESTMENTS:		\$294.1 million	\$274.6 million	-\$19.5 million

**NOTE: New York State also allocates over \$900M in child care funding from a variety of sources mostly comprised of funds from the Child Care Development Block Grant and Temporary Assistance to Needy Families. In New York State, roughly 45% of these funds are used for school-age care. Some portion of this 45% is used for children to participate in afterschool programs and other ELOs, with the remainder used for child care in other types of settings.



NYSAN is a statewide public-private partnership dedicated to promoting young people's safety, learning, and healthy development outside the traditional classroom. The positions taken and statements set forth in this document do not necessarily represent the specific views of all NYSAN member organizations. For a copy of this and other NYSAN publications, as well as full citations, please visit www.nysan.org or email info@nysan.org.

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