

# Expanding Opportunities, Improving Lives

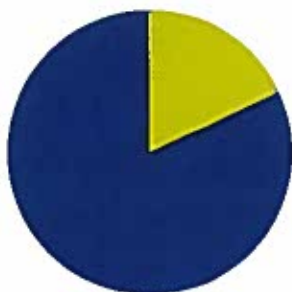
MARYLAND'S OUT OF SCHOOL TIME PROGRAMS

Every **\$1** invested in Maryland afterschool programs leads to a return on investment of **\$3.36!**

The hours from 3 p.m. to 6 p.m. and the summer months have long been recognized as a vulnerable time for youth. When young people are connected to out-of-school time programs, these hours can be transformed from "vulnerable hours" to "hours of opportunity."



Maryland has the **OPPORTUNITY** to invest in more students every day!



**17%**

Just 17% of Maryland's students (K-12) participate in afterschool programs.<sup>1</sup>



**296,374**

The number of children in Maryland that would participate in an afterschool program if one were available.<sup>2</sup>



## Maryland students who regularly participate in quality afterschool programs....

Attend **SCHOOL** more regularly



Are more engaged in **LEARNING**



Have better **ACADEMIC** outcomes



Demonstrate **HEALTHIER** behaviors



Are **MORE** likely to graduate high school



Are **LESS** likely to be involved in risky behavior & juvenile crime



Are better positioned to ...  
**Advance their EDUCATIONS**  
**Further their CAREERS,** and  
**Contribute to a**  
**STRONGER MARYLAND**



86% of adults surveyed in Maryland support public funding for afterschool programs.<sup>3</sup>

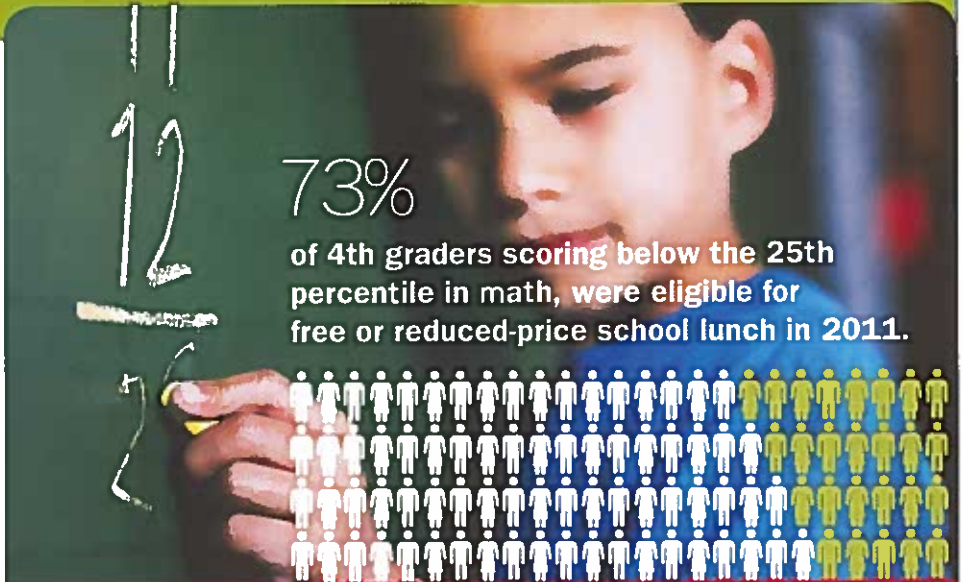
Nearly 1 in 3 Maryland students are unsupervised for an average of 10 hours per week.<sup>4</sup>

# The Achievement Gap Is Real

*“We can no longer afford to deny any child, let alone entire communities, the opportunity to learn, achieve and compete.”*

Congressman Chaka Fattah, Pennsylvania

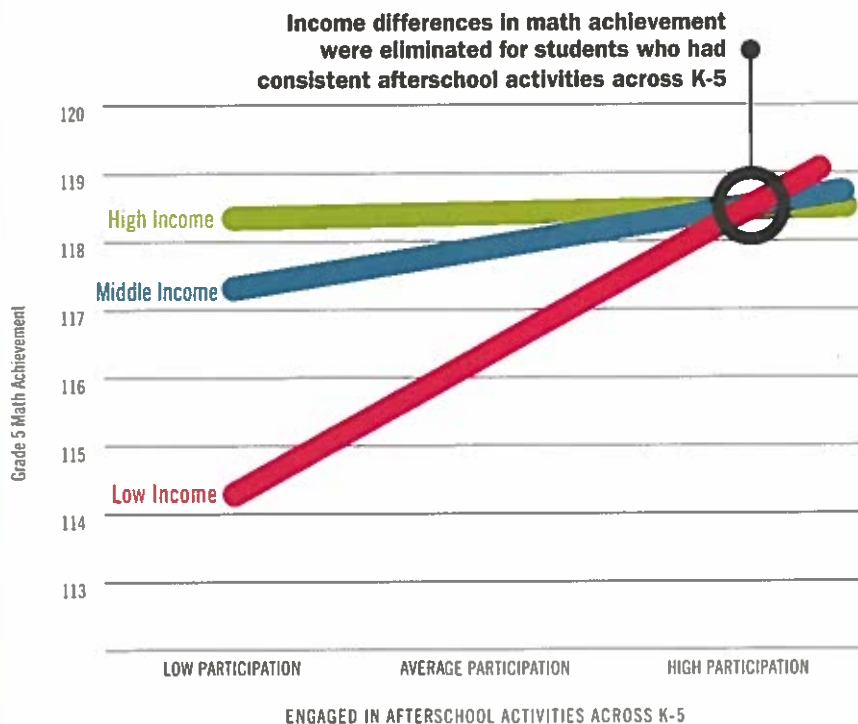
*For Each and Every Child, Report to the Secretary of Education from the Equity and Excellence Commission, February 2013*



NEW RESEARCH SHOWS

## Afterschool Is a Real Solution Linked to Closing the Gap

### Afterschool Participation Narrows the Math Achievement Gap<sup>1</sup>



New research demonstrates that more consistent time spent in afterschool activities during the elementary school years is linked to narrowing the gap in math achievement at grade 5.

**What the data indicate:**

- » When afterschool participation is highly consistent, there is no gap in low-income and high-income children's math achievement at grade 5
- » The more consistent the afterschool participation, the narrower the gap in math achievement
- » The more rarely students participate in afterschool activities, the wider the achievement gap

1. Pierce, K. M., Auger, A. and Vandell, D. L. (April, 2013). *Narrowing the Achievement Gap: Consistency and Intensity of Structured Activities During Elementary School*. Unpublished paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.



# Expanding Learning Through Afterschool: Three Key

1

**More time spent expanding learning in afterschool = greater benefits for youth.<sup>2</sup>**

Consistent participation in afterschool activities yields positive results.



**Narrowed gap in math achievement**



**Greater gains in academic and behavioral outcomes**



**Reduced school absences**

More time spent in afterschool is associated with:

- + Better work habits
- + Improved academic performance
- + Gains in self-efficacy
- + Improved GPA
- + Increased attendance, fewer school absences

Unstructured time with peers in the after school hours is associated with:

- Lower GPA
- More school absences
- Greater misconduct
- Reduction in work habits and self-efficacy

<sup>2</sup> Auger, A., Pierce, K. M. and Vandell, D. L. (April, 2013). *Participation in Out-of-School Settings and Student Academic and Behavioral Outcomes*. Unpublished paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

# Factors Linked to Positive Outcomes

## 2 When youth like their afterschool program, they show improvement in the classroom.<sup>3</sup>

When youth report positive afterschool experiences, teachers report gains in the classroom.



- + Better work habits
- + Stronger task persistence
- + Pro-social behavior with peers

## 3 Youth appreciate and need support from afterschool staff.

When youth report on their afterschool experience, emotional support from adult staff is the most significant factor leading to their positive assessment.



3. Kataoka, Sabrina and Deborah L. Vandell. "Quality of Afterschool Activities and Relative Change in Adolescent Functioning Over Two Years." *Journal of Applied Developmental Science*. VOL. 17, ISS 3 (2013): 1-12. Print.





## Embrace Expanded Learning & Afterschool for the Future of Our Youth

Young people need—and deserve—more from their education. High-quality afterschool and summer learning programs powered by school-community partnerships offer young people a variety of hands-on, engaging learning activities that build on the school day. The Expanded Learning & Afterschool Project is a 50-state initiative harnessing the power of networks and leaders to help schools and communities leverage the time beyond school to accelerate student achievement. The initiative connects you with research, resources and best practices for building affordable and sustainable approaches to expanding learning in your community.

**Only 8.4 million K-12 children** participate in after school programs. **18.5 million would participate if a quality program were available in their community.** (Afterschool Alliance, 2009)

**Over 15 million school-age children** are on their own after school. **Among them, more than 1 million are in grades K-5.** (Afterschool Alliance, 2009)

**Join** the growing community of people committed to ensuring that all children have access to afterschool and expanded learning opportunities they need to succeed.

**Sign on** as a supporter of the Expanded Learning & Afterschool Project and our principles

**Stay informed** about expanded learning events and opportunities

**Sign up** for our newsletter

For more information visit the Expanded Learning & Afterschool Project at [www.ExpandingLearning.org](http://www.ExpandingLearning.org)



### ABOUT THE RESEARCHER

**Deborah Lowe Vandell** is the founding dean of the School of Education at the University of California, Irvine. An internationally recognized scholar on the effects of early child care, K-12 education, afterschool programs and families on children's social, behavioral and academic functioning, Vandell has examined the effects of afterschool programs on academic and social outcomes. This work underscored the importance of out-of-school time as a factor in classroom success. In addition, Vandell developed an online assessment tool in use by the state of California to measure quality and student performance in afterschool and summer learning programs. Learn more about Vandell's research and how to put it to use at [www.afterschooloutcomes.org](http://www.afterschooloutcomes.org)

An investment in quality afterschool programs is an investment in raising graduation rates, lowering juvenile crime, and strengthening Maryland's future generations.

## WHAT'S OUR ROI?

**For every dollar invested in afterschool programs, Maryland sees an estimated return on investment (ROI) of \$3.36!**

Research shows that quality afterschool programs can reduce chronic absenteeism in school, which has been associated with reducing student dropout rates.

In doing so, afterschool programs contribute to increased societal gains from graduates' taxable earnings AND increased societal savings by preventing juvenile and adult incarceration.

# \$3.36



## HOW DO WE COMPARE?

A Return on Investment (ROI) is a formal method of analysis used to compare the dollar value of benefits of programs to the total cost of the programs. Maryland Out of School Time Network's ROI calculations are within the range of similar studies conducted on afterschool programs. Findings from these similar studies include:

- **\$2.50:** A UCLA study on afterschool programming's impact only factoring in crime savings (2007)<sup>7</sup>
- **\$2.99–\$4.05:** A Claremont Rose Study on the non-crime benefits for every dollar spent on an afterschool programming act (2002)<sup>8</sup>
- **\$4.47:** A Minnesota study on afterschool interventions with young, high-risk youth (2007)<sup>9</sup>

**During the school year, Maryland afterschool programs that provide a daily snack and meal can receive federal reimbursements of up to \$671.40 per student, per school year.<sup>5</sup>**

# \$671.40

**For WORKING PARENTS, Quality Afterschool Programs can:**

- Provide safe, supervised opportunities for their children.
- Reduce anxiety during the hours after school.
- Reduce distracting phone calls from children and caregivers.
- Contribute to increased employee engagement.<sup>6</sup>





The **Maryland Out of School Time Network (MOST)** is a statewide youth development organization, dedicated to more and better opportunities in the out of school hours for all of Maryland's young people. MOST is one of 47 statewide afterschool networks made possible by the generous support of the Charles Stewart Mott Foundation and local matching investment.

**FINDING:** Every \$1 invested in Maryland afterschool programs leads to a return on investment of \$3.36.

**METHODOLOGY:** MOST hypothesized a 20% increased investment on afterschool participation. MOST then multiplied this increase with the current Maryland student dropout rate,<sup>10</sup> followed by a research-based, anticipated reduction in dropout rates due to afterschool programming.<sup>11</sup> The resulting figure was multiplied by the collective cost for each high school dropout over the course of their working life.<sup>12</sup> This total estimated future cost savings was divided by the initial investment in a 20% increase in the average cost of afterschool participation in Maryland<sup>13</sup> to yield the return on investment. For this project, MOST engaged Sharp Insight, LLC, an independent evaluation firm.

**LIMITATIONS:** Maryland Out-of-School Time Network's return on investment calculations were estimated based on the cost of one year of program dosage. This determination was made due to the absence of peer-reviewed research documenting the optimal number of years (dosage) necessary to receive maximum program benefit. If such research is found in the future, this formula would need to be recalculated. Additionally, recent Maryland legislation increased the minimum for high school drop-out ages, which were not factored into future projections. Finally, as more detailed data from program evaluations and financials become available, more complete and accurate return-on-investment studies will be completed.

Expanding Opportunities, Improving Lives was made possible by support provided by the Governor's Office for Children (GOC). GOC works to promote health and wellness among youth, and seeks to address the priorities of Maryland's children. For more information about the Governor's Office for Children visit [www.goc.maryland.gov](http://www.goc.maryland.gov).

**Join** our community of people and organizations committed to increasing the quantity and quality of out of school time learning opportunities in Maryland:

- **Stay informed** by signing up for our email newsletter at [www.mdoutofschooltime.org](http://www.mdoutofschooltime.org)
- **Follow us** on Twitter (@mostnetwork)
- **Like us** on Facebook ([www.facebook.com/mdoutofschooltime](http://www.facebook.com/mdoutofschooltime))

**SOURCES:**

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