

2. Before & After-School Programs

- a. *The ASPIRA Lighthouse Program:* This is an educational and recreational program serving children in grades K-12 three hours a day, five days a week, and all day during the summer. In providing educational enrichment, cultural awareness, and recreational activities, the program offers children a range of options from karate and dance to reading skills and math and science programs. Volunteers, including parents, teach special classes, car-pool students, read with children, and help with homework. The program is designed to be well connected to the schools: each site coordinator is a teacher in the school. The principal, other teachers, and community agencies manage the program with the cooperation of families, students, school custodians, and security guards. The chief of police credits the Lighthouse program with the decrease in crime, especially in juvenile crime, throughout the city. Lighthouse children outperformed other students on standardized tests in reading and math, and they showed better attendance rates. Parents, teachers, and students also reported improved student self-motivation, higher levels of homework quality and completion, fewer disciplinary referrals, and better peer and teacher relationships.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998. Which can be downloaded at: <http://www.ed.gov/pubs/SafeandSmart/>

Contact: Tammy Papa, ASPIRA Lighthouse Program, Bridgeport, Connecticut, 203-576-7252.

- b. *The Beacon Schools:* The Beacon schools in New York City were designed to create safe, drug-free havens where children, youth, and families could engage in a wide range of positive activities. Community-based organizations work collaboratively with community advisory councils and schools to develop and manage the 40 Beacon schools. At least 75% of the schools are open 13-14 hours a day, seven days a week; the rest are open at least 12 hours a day, six days a week. Typical ongoing enrollment at the Beacons averages 1,700 community residents. Beacons offer sports and recreation, arts and culture, educational opportunities, vocational training, health education, and the opportunity for community meetings and neighborhood social activities. Each Beacon receives \$400,000 annually, along with \$50,000 for custodial services. Several private foundations also provide funds to enhance programming. A Teen Youth Council launched a community beautification effort, sponsored workshops on job readiness and employment skills, and organized a peer mediation program to prevent youth violence. Narcotics Anonymous, the Boy Scouts, a meal program, cultural studies, and supervised sports also take place at the community center. Through the center's Family Development Program, case managers work with families to keep children out of the foster care system, to help students with remedial academics, and to support parents as the primary educators of their children. The Beacon Program has increased youth access to vocational arenas, therapeutic counseling, and academic enrichment. Students' performance on standardized reading tests has improved, and police report fewer juvenile felonies in the community.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998. Which can be downloaded at: <http://www.ed.gov/pubs/SafeandSmart/>

Contact: Jennie Soler-McIntosh (212-676-8255) or Michelle Cahill (212-925-6675), Beacon School-Based Community Centers, New York, NY.

- c. *Effects of after-school care:* Four types (formal after-school programs, mother care, informal adult supervision, and self-care) were examined for 216 low-income children (Mean age = 9.1 years). Attending a formal after-school program was associated with better academic achievement and social adjustment in comparison to the other types of after-school care. Children's activities and experiences also varied in different after-school settings. Those in formal programs spent more time in academic activities and enrichment lessons and less time watching TV and playing outside unsupervised than other children. They also spent more time doing activities with peers and adults and less time with siblings than did other children. The time children spent in these activities was correlated with their academic and conduct grades, peer relations, and emotional adjustment.

For more information, see:

Posner, J.K., and Vandell, D.L. (1994). Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs? *Child Development*, 65, 440-456.

Seppanen, P.S, and others. (1993). *National Study of Before- and After-School Programs: Final Report*. <http://eric-web.tc.columbia.edu/abstracts/ed356043.html>

- d. *I.S. 218: & P.S. 5:* When I.S. 218 in New York City decided to become a community learning center, the school created an after-school program with the help of the Children's Aid Society and other community partners. A parent survey indicated concern about homework, so the after-school program initially focused on providing homework assistance. Within months, two computer labs, dance classes, arts and crafts, band, and some entrepreneurial programs were also added, with learning and homework always central. The after-school program gradually evolved into an extended day program in which, for example, non-English speaking children can attend Project Advance for special instruction in Spanish and English as a Second Language. Evaluations show positive effects for the school's and children's attitudes. When compared to a school with similar characteristics, I.S. 218 students performed, on average, 15% higher on reading and math exams.

Before- and after-school activities have been a part of P.S. 5 from its opening day as a community school. Half of the students at P.S. 5 participate in the breakfast program, which begins at 7:30 a.m. The extended day program organizes students by classes, and the daily schedule includes academics and homework help, fine arts, gym, dramatics, and recreation. The Broadway Theater Institute helps children put on musicals. Teachers in the extended day program communicate daily with regular teachers about homework and special help students may need. Parents serve as assistants, and over 300 adults participate in the Adult Education program, which offers classes in English as a Second Language, GED preparation, literacy, and arts and crafts. Students and families also have access to physical and mental health services and an on-site Head Start program. Since 1995, the school has shown impressive gains in reading and math achievement. In math, the number of students performing at grade level improved from 45 to 59%, compared to 42% in similar schools. Thirty-five percent now read at grade level, compared to only 21% in 1995 and just 17% in similar city schools.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998.

<http://www.ed.gov/pubs/SafeandSmart/>

Contact: C. Warren Moses, 212-949-4921, I.S. 218 and P.S. 5, Children's Aid Society Community Schools, New York City, NY.

- e. *The Lighted Schools Project:* This Project provides over 650 middle school youth with a safe, supervised environment during after-school hours four days a week from 3:45 p.m. to 6:30 p.m. Children are transported home at the end of the program each night. Communities in Schools case management and social work staff oversee operations at each site. Thirteen community agencies provide all after-school services and programs for students and families at the sites. While the program targets at-risk youth, all middle school youth can participate in free activities, including sports, crafts, special events, and art instruction. Students have access to primary health care if it is needed and may also participate in small group activities designed to build self-confidence, make positive choices, prevent violence and drug and alcohol abuse, and resolve conflicts. Some schools provide tutoring and homework assistance and participate in community volunteer projects. A number of students each year are matched with a Baylor University mentor, who commits to mentoring a student for the entire year while participating in a college course on mentoring skills. Other community partners include local school districts, a hospital, the city recreation department, the community arts center, and a local council on alcohol and drug abuse prevention. In a 1997 evaluation, 57% of students at four of the sites improved their school attendance. Two sites experienced a 38% decrease in the number of participants failing two or more classes.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998.

<http://www.ed.gov/pubs/SafeandSmart/>

Contact: Joyce Reynolds, 254-753-6002, The Lighted Schools Project, Communities in Schools, McLennan Youth Collaboration, Inc., Waco, TX

- f. *STAR and COMET Programs*: The Institute for Student Achievement provides a school-based program of counseling and academic assistance to middle and high school students who are having trouble in school. The program, which has both after-school and summer components, operates in six school districts in New York State, including Long Island, New York City, Mt. Vernon, and Troy. STAR (Success Through Academic Readiness) supports high school students through academic enrichment and counseling for at least two hours a day after school. COMET (Children of Many Educational Talents) addresses the special needs of middle school students, helping them to improve communication, comprehension, and social interaction skills and to make the transition to high school smooth. Every STAR student has graduated from high school, and 96% have gone on to college. Test scores at participating Hempstead High School on Long Island improved so much that the state removed the school from its list of low-performing schools a year ahead of schedule.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998. Which can be downloaded at: <http://www.ed.gov/pubs/SafeandSmart/>

Contact: Institute for Student Achievement, New York. Lavinia T. Dickerson, 516-562-5440.

- g. *Quantum Opportunities Program (QOP)*: This is a youth development program designed to serve disadvantaged adolescents by providing education, service, and development activities, as well as financial incentives, from 9th grade through high school graduation. Services include: computer-assisted instruction, peer tutoring and other forms of academic assistance, cultural enrichment, acquiring life/family skills, and help planning for college or advanced vocational training. Students also participate in community service projects and volunteering. The program is run in small groups and tailored to each individual student. Young people are provided with adult mentors who keep track of them, making home visits, and sticking with the youth for their four years in high school. An evaluation conducted at four sites indicates that, relative to a control group, QOP students: graduated from high school more often (63% vs. 42%); dropped out of school less often (23% vs. 50%); went on to post-secondary education more often (42% vs. 16%); attended a four year college more often (18% vs. 5%); attended a two-year institution more often (19% vs. 9%); and became teen parents less often (24% vs. 38%). QOP students were also more likely: to take part in community projects in the 6 months following QOP (28% vs. 8%); to volunteer as tutors, counselors, or mentors (28% vs. 8%); and to give time to non-profit, charitable, school or community groups (41% vs. 11%).

For more information, see:

Lattimore, C.B., Mihalic, S.F., Grotper, J.K., & Taggart, R. (1998). *Blueprints for Violence Prevention, Book Four: The Quantum Opportunities Program*. Boulder, CO: Center for the Study and Prevention of Violence.

Contact: C. Benjamin Lattimore, Opportunities Industrialization Centers of America, Inc., 1415 Broad Street, Philadelphia, PA 19122, (215) 236-4500, Ext. 251, Fax: (215) 236-7480.

- h. *4-H After-School Activity Program*: Through the U.S. Department of Agriculture's Cooperative Extension Service in conjunction with the University of California, business, education, and government join together in a local partnership to run the 4-H After-School Activity Program. It provides hands-on learning to over 1,000 children, ages 7-13, in 20 public housing and school sites. The program offers students a safe haven after school, caring adult mentors, assistance with school work, extended learning activities, and encouragement and reinforcement of positive attitudes and healthy living. Other activities include reading, computer literacy, conflict resolution, community service, and career exploration. In an evaluation of the Los Angeles program, many parents reported a positive effect on the attitude and behavior of their child. Over 85% of parents claimed that the program kept their children out of gangs, and over 83% noted an increased interest in school.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids-June 1998. <http://www.ed.gov/pubs/SafeandSmart/>

Contact: Don MacNeil, 4-H After-School Activity Program (4-H ASAP), Los Angeles, California; 805-498-3937

- I. *LA's BEST (Better Educated Students for Tomorrow)*: Evaluations of this after school education, enrichment, and recreation program for grades K-6 in the city of Los Angeles report that students increased self-confidence and were better able to get along with others. Vandalism and school-based crime decreased by 64%. Children who participated also got better grades, had greater enthusiasm for regular school and showed positive changes in behavior. Schools running an LA's BEST program have shown a 40-60% reduction in reports of school-based crime.

For more information, see:

Fletcher, A.J. 1999. After School Learning and Safe Neighborhood Partnerships: Implementation Approaches. www.wwlc.org

Safe and Smart: Making After-School Hours Work for Kids - June 1998. <http://www.ed.gov/pubs/SafeandSmart/> or contact: Carla Sanger, 213-847-3681, LA's BEST (Better Educated Students for Tomorrow), Los Angeles, CA.

- j. *The Milwaukee Project*: This project is a U.S. Department of Justice Weed and Seed site, in which law enforcement, community-based organizations, and residents work together to improve their neighborhood. The Milwaukee Public Schools system collaborates with local groups to provide Safe Havens at three neighborhood sites. Approximately 8,300 youth participate in Safe Haven after-school programs. The programs provide homework and tutoring assistance, recreational activities, games, choir, arts and crafts, and computer skills. The Safe Havens involve the police department in program planning and also encourage students to participate in the Police Athletic League. The programs have played a role in the reduction in the crime rate in areas with a Safe Haven by providing youth with alternative activities during high-risk hours for delinquency. In the 15 months following inception of the program, the crime rate dropped by 20.7% in the areas with the neighborhood sites. The rate of violent offenses in these areas dropped by 46.7% during the same time period.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998. <http://www.ed.gov/pubs/SafeandSmart/>

Contact: Sue Kenealy, 414-935-7868, The Milwaukee Project, Milwaukee, WI.

- k. *START (Students Today Achieving Results for Tomorrow)*: 5,000 children attend Sacramento's START, an afterschool program which places a high priority on academic improvement. Eighty-three percent were racial and ethnic minorities, 56% lived in households where English was not the primary language, and 87% were members of families that were transitioning from welfare to work or had annual incomes of less than \$25,000. Seventy-five percent began the program with reading, writing and math national test scores below the 30th percentile. More than 80% of these students showed academic and social improvement significantly greater than their peers not enrolled in the program. Priority was placed on providing resources, opportunities, and guidance that in combination result in improvements in: reading, writing, and math skills; grades; positive social relationships; and enthusiasm for learning. Families involved with the program moved more quickly toward economic self-sufficiency than those who were not. Parents reported that knowing their children were well supervised reduced stress and increased their job productivity and 98% of primary care givers stated that the program benefitted them as well as their children. A strong correlation was found between the length of time in the program and a decline in absences during the regular school day.

For more information, see:

Fletcher, A.J. (1999). After School Learning and Safe Neighborhood Partnerships: Implementation Approaches. www.wwlc.org

Fact Sheet on School-Age Children's Out-of-School Time

National Institute on Out-of-School Time, Center for Research on Women, Wellesley College
Revised December 1998 <http://www.wellesley.edu/WCW/CRW/SAC/factsht.html>

Almost 30% of public schools and 50% of private schools offered before- and/or after- school care in 1993-94, compared to only 15 and 33% in 1987-88. These programs are least available in rural areas.

Reference: National Center for Education Statistics (1997). *Schools Serving Family Needs: Extended-Day Programs in Public and Private Schools*. Washington, DC: U.S. Dept. of Educ.

The Government Accounting Office estimates that in the year 2002, the current number of out-of-school time programs for school-age children will meet as little as 25% of the demand in some urban areas.

Reference: U.S. General Accounting Office (1998). Abstracts of GAO Reports and Testimony, FY97. <http://www.gao.gov/AindexFY97/abstracts/he97075.htm>

Fees for programs for school-age children vary. Parent fees range from \$2.41 per hour in Minnesota to \$4.70 per hour in New Jersey.

Reference: National Association of Child Care Resource and Referral Agencies (NACCRRA), 1998 (April). *Child care fees across the nation. Child Care Information Exchange Trend Report #3*.

Eighty-three percent of program income is from parent fees and 86% of parents pay the full program fee.

Reference: Seppanen, P.S., Love, J.M., deVries, D.K., Bernstein, L., Seligson, M., Marx, F., & Kisker, E.E. (1993). *National study of before & after school programs*. (Final report to the Office of Policy and Planning, U.S. Department of Education). Portsmouth, NH: RMC Research Corp.

Studies have found that children who attend quality programs have better peer relations, emotional adjustment, grades, and conduct in school compared to peers who are not in programs. They also have more learning opportunities, academic or enrichment activities, and spend less time watching television.

Reference: Posner, J.K. & Vandell, D.L. (1994). Low-income children's after-school care: Are there beneficial effects of after-school programs? *Child Development*, 65, 440-456.

Researchers found that children who are under adult supervision, in programs or at home, have better social skills and higher self-esteem than their peers who are unsupervised after school.

Reference: Witt, P.A. (1997). Evaluation of the Impact of Three After-School Recreation Programs Sponsored by the Dallas Park and Recreation Department. <http://www.rpts.tamu.edu/rpts/faculty/pubs/wittpub2.htm>

One study found that, compared to peers with lower attendance rates, children who attend after-school programs regularly have higher grades and self-esteem.

Reference: Baker, D. & Witt, P.A. (1996). Evaluation of the impact of two after-school recreation programs. *Journal of Park and Recreation Administration*, 14(3), 23-44.

Teachers and principals report that students become more cooperative, learn to better handle conflicts, develop an interest in recreational reading, and receive better grades due to participation in after-school programs.

Reference: Riley, D., Steinberg, J., Todd, C., Junge, S., McClain, I. (1994). Preventing problem behaviors and raising academic performance in the nation's youth: The impacts of 64 school age child care programs in 15 states supported by the Cooperative Extension Service Youth-at-Risk Initiative. Madison, WI: University of Wisconsin.

A study of two housing projects, one with a 32-month after-school recreation program and one with minimal recreation services, found that in the housing project with the after-school program, juvenile arrests declined by 75% compared to the years prior, while juvenile arrests increased by 67% in the housing project offering minimal services.

Reference: Jones, M.B., & Offord, D.R. (1989). Reduction of antisocial behavior in poor children by nonschool skill-development. *Journal of Child Psychology and Psychiatry*, 30(3), 737-750.

Fact Sheet Continued...

MIDDLE SCHOOL STUDENTS

- ◆ Students who spend one to four hours per week in extracurricular activities are 49% less likely to use drugs and 37% less likely to become teen parents than students who do not participate in extracurricular activities.

Reference: U.S. Department of Health and Human Services (1996). Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data. Washington, DC: Author.

- ◆ Eighth graders who take care of themselves for 11 hours or more per week are at twice the risk for substance abuse compared to those who are not in self-care at all.

Reference: Richardson, J.L., Dwyer, K., McGuigan, K., Hansen, W.B., Dent, C., Johnson, C.A., Sussman, S.Y., Brannon, B., & Flay, B. (1989). Substance use among eighth-grade students who take care of themselves after school. *Pediatrics*, 84(3), 556-566.

- ◆ Eighty percent of Americans say they would pay an additional \$10 per year in taxes to fund programs in their communities.

Reference: Charles Stewart Mott Foundation (1998). Nationwide poll of support for after-school programs. Conducted by Lake Snell Perry/The Tarrance Group. Flint, MI: Author.

- ◆ Almost three-quarters of parents of school-age children say they would be willing to pay for a quality school-based after-school program for their children, but only 31% of elementary school parents and 39% of middle school parents report that their child attends a program in his or her school.

Reference: U.S. Department of Education & U.S. Department of Justice (1998). *Safe and Smart: Making After-School Hours Work for Kids*. Washington, DC: Authors.

- ◆ Forty-six percent of parents believe it is very important that schools stay open all day, and 43% of parents think after-school activities should be a high priority, despite limited education budgets.

Reference: *Newsweek*, 4/27/98.

- ◆ In a recent survey of police chiefs, nine out of ten surveyed support prevention programs for youth as an effective way to fight crime.

Reference: Fight Crime Invest in Kids (1996). *Police Chiefs say More Government Investments in Kids are Key to Fighting Crime: Survey Findings*. Washington, DC: Author.

PUBLIC SUPPORT

- ◆ Ninety-two percent of Americans feel that there should be organized activities for children and teens during the after-school hours.

Reference: Charles Stewart Mott Foundation (1998). Nationwide poll of support for after-school programs. Conducted by Lake Snell Perry/ The Tarrance Group. Flint, MI: Author.