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Afterschool Programs and Economic Development

Afterschool programs are effective tools that help students develop social skills, foster creativity, and develop cognitive ability further than what is already accomplished within the public school system. While there exists a funding stream for many programs in New York State, increased funding in these programs will not only be academically beneficial for students today, but will be economically beneficial for the State of New York in future years.

Scope of the Problem

In 2014, 21% or about 632,076 children in New York State participated in afterschool programs. From 2004 to 2009, this percentage rose from 15% to 21%, but has stayed stagnant at 21% over the five year span between 2009 and 2014 (America 2014). Much of this stagnation may be attributed to the recession of 2008 and the slow recovery our economy has experienced since the crash of the housing market, as New York State limited much of its educational funding in the years following the recession. Today though, it is important that the state works to keep this number rising in order to get children involved in programs that encourage growth in human capital outside of a traditional classroom setting.

In their America After 3pm report, Afterschool Alliance found that over 1.1 million students in New York State would participate in an afterschool program if one were available; this indicates that there is a large demand for afterschool programs that is not currently being met by the supply of such programs (America 2014). In other educational issue areas, such as early childhood education, the quality of programs is a problem that needs to be addressed,

but in 2014 91% of parents were satisfied with the afterschool programs in which their children took part; therefore, the lack of supply of programs should be identified as the most prominent public problem surrounding afterschool programs rather than quality, and the most effective way to solve this problem is through increased state funding.



This issue of supply and demand in terms of afterschool programs in New York State is a pressing issue because there is substantial quantitative and qualitative research that supports the effectiveness of afterschool programs in fostering communication and social skills, while also improving the overall cognitive ability of students. To reiterate this point, in a study done within the Expanded Learning and AfterSchool Project, Reneinaldo Llano, Director of Community Relations for Bright House Networks, the sixth largest cable and internet provider in the

United States, stated that his company strongly supports afterschool programs because, “we know they can help our workforce pipeline. We need employees with a broad range of skills, from excellent social and communications skills for customer service and sales to highly skilled technicians who can continually develop as new products are introduced to the market,” and quality afterschool programs are able to foster these skills within the next generation of employees (Expanded Learning 2013). The company is a strong proponent of afterschool programs as a means to foster professional skills that will be necessary to populate the labor force with productive employees in future years.

Past Policy

Community Schools is an initiative in New York State that works to create community-centered public schools that work to be an outlet for both students and families. 90% of these community schools incorporate afterschool programs into their strategic plan, and \$15 million has been budgeted for this program in the form of competitive grants in both the 2013-2014 and 2014-2015 fiscal years. During these



years, approximately thirty schools were chosen to receive these grants, with up to \$500,000 going to each school over a three year period. Schools with high populations of at-risk students are most often chosen to receive these grants, with the goal of turning these schools into a location where students and family members can go to receive a wide range of supportive services. Services include health care,

extra-curricular, academic, and social services (NYSgov). Through Community Schools, educators work to incorporate the entire family into education, rather than simply servicing as a place for children. However, New York has restructured the funding stream for these programs for the upcoming fiscal years. In moving away from the direct grant application process, these schools are not currently guaranteed renewed funding in the 2016-2017, and will have to reapply for funding through funds allocated to school districts. Additionally, the money that will be allocated is simply not enough to successfully incorporate a community school strategy, so it is therefore recommended that the State invests in increased funding streams if they wish to utilize this policy option.



Extended Learning Time is a state funded program that mainly focuses on middle school education (6th to 8th grade). The grant funding for this program for 2013-2014 was \$20 million, and will last through June of 2017. This money was provided to school districts as well as nonprofit community-based organizations (CBO). To be eligible to receive this grant money, the school was required to have a plan to lengthen the school days individually or extend the school year to provide an additional 300 hours of learning time. Goals of this program included ensuring that all students graduate and that students are properly prepared for either a career or post-secondary education. After June 2017, state legislature will have to assess the success of this program and make a decision regarding a renewed funding stream.

Current Policy

New York State currently funds afterschool programs through various competitive grant initiatives. This means the state accepts applications for funding and then chooses which areas are in the most need of additional assistance. In 2015-2016 these programs will receive \$59 million combined through various state funding streams. New York State has approximately 1,500 programs that are being publicly funded by the state to provide a safe environment for children to stay afterschool as opposed to being unsupervised.

Advantage After School Program (AASP) is a state funded afterschool program that helps to fund Community Based Organizations in 117 communities and 152 sites. These programs, which target disadvantaged communities, have the ability to accommodate roughly 15,000 students based on the currently available grant funding. In 2015- 2016,

grant recipients received \$19,255,300 from the state, which was an increase of \$1.5 million from the previous budget (OCFS 2016).

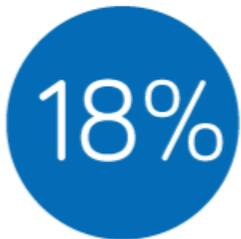
There have been multiple attempts by legislators to create a better system that will provide families a more effective afterschool system. In

2014, the New York State Senate passed a bill (S6806 Grisanti) that would give families a sufficient amount of time to develop a new plan if the financial eligibility of their program changed. This would be accomplished by requiring social services to notify the Office of Children and Family Services (NYSAN 2016). Senate Bill S544, which has passed the State

Senate, will eliminate fees for tax exempt organizations when obtaining statewide central register clearance; and S5627, which has been passed by both chambers and has been vetoed by the governor, would have allowed the State Education Department to control the plant requirements of afterschool programs in schools, while currently these program housed within schools must meet certain requirements that they simply do not have free reign to control. Programs would still be overseen by OCFS, although they would be exempt from certain requirements. (NYSAN 2016). This would make these programs more in sync and allow for a better overall experience.

The Extended School Day/School Violence Prevention Program Grant is another state funded competitive grant program. The policy goal of the program is, “to award competitive grants to provide support to students through extended school day activities and/or school safety programs which promote violence prevention” (NYSED 2016). The grant may be awarded to public schools or nonprofit organizations that are working towards achieving this policy goal. The funding must be allocated by geographic region; 55% of the funding goes to NYC, 15% goes to Buffalo/Syracuse/Rochester/and Yonkers, which leaves 30% for the rest of the state. \$24.3 million is available every year, and applications are for a 5 year period. The School Violence Prevention Program is also included in this competitive grant opportunity, and each of these programs strive to achieve goals very similar to those of the 21st CCLC (Mangino 2016).

21st Century Community Learning Centers (CCLC) is a federally funded afterschool program. The funding is based on the amount of funding each



of U.S. children participate in an afterschool program.

state allocates to Title I for funding low income students. This is the only federal program that exclusively addresses afterschool programming. The funding for this program has been decreasing since the 2009-2010 fiscal year, which may be attributed to the economic and fiscal impacts of the Great Recession, but it has recently rebounded and New York State is now receiving \$84.5 million dollars. This money is used to provide services to schools that are either high-poverty or low-performing. These services include drug and violence prevention, counseling, recreation, technology education and more. The goal is to help students meet and exceed the standards set by the state (Afterschool Alliance 2016). While this program provides much needed funding, it should be noted that these are federal dollars and are not allocated from the New York State tax revenue. It is therefore essential that New York State makes a much larger investment in afterschool programming.

Model Programs

After School Education & Safety Program:

Created after a 2002 voter-approved initiative in California, ASES is a state funded program that helps establish afterschool education and enrichment programs (CDE 2015). The California Department of Education will allocate \$541 million in the 2016-2017 fiscal year to fund this program, \$4 million of which will go to funding new programs, with the rest going to continual funding for existing programs (CDE Funding 2016). In a 2012 statewide report on the effectiveness of ASES and 21st CCLC programs, it was found that, "stakeholders' satisfaction on implementation and outcome all rated high and perceived outcomes in terms of students' academic attitudes, conflict resolutions skills, work habits were also positive" (Huang 2012).

Broome County Promise Zone:

This collaboration between Binghamton University, Broome-Tioga BOCES and the Broome County Department of Mental Health aims to transition all public schools in the county to community school models (BU 2016). According to Luann Kinda, Community School Director for Broome County Promise Zone, "Binghamton University brings the student and university-assisted component, allowing us to connect college learning and 'research to service' in public schools and local communities through service-learning programs and internships for college students" (Kida 2015). Each partner in this collaboration brings a different skill set to the table that enables the program to be both efficient and effective in accomplishing goals.

New Jersey After 3 Advisory Committee:

In 2008, through executive action number 117, New Jersey created an After 3 Advisory Committee within the Department of Education to work alongside a statewide nonprofit organization that worked to increase the supply of quality out of school programs for K-12 students (McGreevey 2008). The committee was ineffective mainly due to funding cuts at the heart of the great recession, but this is a policy option that would bring together private and government efforts to forward quality afterschool programs in New York.

Florida's Children's Service Councils

Children's Service Councils oversee 21st CLCC and state funding to programs and services to ensure that children are being provided with quality enrichment opportunities after 3pm. Through this structure, Florida was able to ensure that 52% of low-income children participated in an afterschool program in 2014 (America 2015). Florida's localized structure is a strong model for states that wish to better address issues of quality and accessibility.

Policy Recommendations

Connect SUNY with afterschool programs

New York State legislature may require all state funded universities to establish partnerships with local 21st Century Community Learning Centers or other afterschool program providers, in order to promote student staffed afterschool programs near state universities. More than just being able to help foster developmental skills, College Students are able to provide a strong role model for at risk students participating in afterschool programs.

State Investment in Afterschool Programs

With approximately \$59 million in funding coming from New York State tax dollars, and \$84.5 million in funding coming from the federal government, New York State is yet to fully invest in afterschool programming as a means of increasing educational standards and closing the achievement gap in public schools. California spends approximately \$16.00 per resident on afterschool programs, while New York spends a mere \$3.00.

Expanded New York State Youth Bureaus

New York State Youth Bureaus are established through the NYS Youth Development Programs, but do not oversee funding streams of programs such as Advantage After School and 21st CLCC, that which have a greater focus on the quality assessment aspect of afterschool programming. If New York followed a model similar to Florida and gave these localized Bureaus oversight similar to that of the Children Service Councils, NYS may be able to better address issues surrounding both quality and accessibility.

Key Organizations

Within this issue area, there are two types of key organizations who play a role in providing afterschool programs for students: organizations who advocate for increased state funding for these programs, and the organizations who actually offer these programs to students within the community.

- **The New York State Network for Youth and Success:** This collaborative organization works to strengthen the capacity and commitment of communities, programs, and professionals to increase access to high-quality programs and services beyond the traditional classroom. The recent merger between the New York State Afterschool Network and AfterSchool Works! NY, now known as The Network for Youth Success, has brought the professional development efforts in line with the advocacy and policy work to better address the needs of the expanded learning field in New York State.
- **Afterschool Alliance:** This national alliance is dedicated to providing research to support advocacy efforts for the expansion of afterschool programs on the state and national level.
- **The Boys and Girls Club:** The second leading provider of afterschool programs in the State of New York (behind public schools) the Boys and Girls Club provides programs that instill a sense of competence, usefulness, belonging, and influence among students (Boys 2016).
- **YMCA:** The third leading provider of afterschool programs in the State of New York, the YMCA is a nationwide non-profit organization that strives to strengthen the community through its large array of youth and family programs.

Glossary of Terms:

Community Schools Model: A partnership between schools, families, and community partners to establish the school as a center for the community while integrating academics, health, and social services.

Community Based Organizations: An Organization that is representative of a portion of a community, and is engaged in meeting human, educational, environmental, or public safety community needs.

21st Century Community Learning Centers (CCLC): Federal Program that supports the creation of community learning centers that provide academic enrichment for students during non-school hours.

At-Risk Students: Youth that are less likely to successfully transition into an economically self-sufficient adulthood.

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Community Policy Institute

The Community Policy Institute builds capacity surrounding policy within the Capital Region. We provide researched-based policy information to our community partners who use the information to modify best practices and advocate for policies that will further the development and effectiveness of direct community engagement.

This brief was produced by CPI Undergraduate Fellows, community experts, and faculty.

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