

AFTERSCHOOL & SUMMER LEARNING IN VERMONT

HELPING WORKING FAMILIES

- **Need for Care.** In Vermont, 79% of children ages 6-17 have all available parents in the workforce.¹ For most families, there is a gap of 15-25 hours per week when parents are still at work and children are out of school and need supervision. This need for care is even greater during school vacation weeks and over the summer.
- **Parent Stress.** According to polls, 87% of working mothers say the hours after school are when they are most concerned about their children's safety. This "after school stress" often can lead to lower productivity, high turnover in jobs, and work absences. In fact, parents miss an average of five days of work per year due to a lack of afterschool care.²
- **Cost to Companies.** Researchers have identified that the stress parents experience regarding their children's after school arrangements costs companies nationally between \$50-\$300 billion/year in healthcare and lost productivity.³
- **Peace of Mind.** 81% of Vermont parents agree that afterschool programs help give them peace of mind about their children when they are at work, and 79% agree that afterschool and summer learning programs help working parents keep their jobs.⁴
- **Parent Satisfaction.** With a 95% parent satisfaction rate, afterschool programs in Vermont are valued by parents for their quality, services offered, and the academic supports provided.⁴
- **Public Support.** 88% of Vermont parents support public funding for Expanded Learning Opportunities, including afterschool and summer learning programs.⁴

Unmet Demand

24% percent of Vermont's children, grades K-12, are currently enrolled in Expanded Learning Opportunities. Of those children not currently in programs, 33% would participate if a program were available.⁴

KEEPING KIDS HEALTHY AND SAFE

- **Peak Hours.** On school days, the hours between 3-6pm are the peak hours for youth to commit crimes, be in or cause an automobile accident, be victims of crime, smoke, drink alcohol, or use drugs.⁵
- **Dangerous Behaviors.** Teens who do not participate in structured activities after school are nearly three times more likely to skip classes at school, experiment with drugs, and engage in sexual activity than teens who do participate.⁶
- **Access for Low-Income Families.** The 2014 *America After 3PM* report ranked Vermont 4th in the nation for afterschool programming based largely on high rates of parent satisfaction and support for programs. At the same time, Vermont ranked 51st in the nation (including DC) for having the lowest percentage of low-income kids in afterschool and summer programs (only 14% in Vermont versus 45% nationally).⁴
- **Healthy Snacks and Meals.** 1 in 5 children in Vermont live in households that are struggling to keep food on the table. Programs that provide afterschool and summer meals and snacks make it easier for parents to make ends meet, and may be a child's only chance to access nutritious food until the next school day.⁷
- **Return on Investment.** For every dollar spent on quality afterschool and summer learning programs, Vermont gets back \$2.18 in long-term savings from reduced criminal activity and substance abuse treatment, as well as accruing additional benefits from increased high school completion and work productivity.⁸



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INSPIRING LEANERS

- **Improved Student Outcomes.** Studies show that students involved in quality afterschool and summer learning programs have: improved school attendance, including fewer absences and less tardiness; more engagement in learning and better grades; more time spent on homework and higher rates of homework completion; increased rates of family involvement in school; greater sense of the relevance of curriculum; enhanced problem solving and conflict management skills; and increased responsibility and improved effort in school.⁹
- **College Connections.** Students who are consistently involved in extracurricular activities (e.g., afterschool programs, sports, clubs, etc.) are about 70 percent more likely to go to college than kids who are only episodically involved—and roughly 400 percent more likely than kids who are not at all involved.¹⁰
- **Opportunity Gap.** Trends over the last 15 years show a widening gap between families of means and low-income families when it comes to spending on and participation in afterschool and summer enrichment activities.¹¹
- **Summer Learning.** Research has shown that up to two-thirds of the academic achievement gap between lower and higher income youth can be explained by unequal access to summer learning opportunities.¹²
- **Achievement Gap.** Studies demonstrate that more consistent time spent in afterschool activities during the elementary years is linked to narrowing the academic achievement gap. In a recent longitudinal study, income differences in math achievement were eliminated for students who had consistent afterschool activities across their Kindergarten to Grade 5 years.¹³



References: (1) Kids Count Data Center. (2009-2013). <http://datacenter.kidscount.org/>; (2) Afterschool Alliance. (2003). Afterschool programs help working families. Afterschool Alert: Issue Brief #16; (3) Chait, B.R. and Sabatini, L. (2006). After school worries: Tough on parents; bad for business. Brandeis University Women's Studies Research Center/ Catalyst Study; (5) America after 3PM: Afterschool programs in demand. Afterschool Alliance; (5) Fight Crime: Invest in Kids. Website: www.fightcrime.org; (6)YMCA of the USA. (2001). After School for America's Teens; (7) Hunger Free Vermont. Website: <https://www.hungerfreevt.org/afterschoolmeals-resources>; (8) Vermont Afterschool. (2014). Return on Investment Study. <http://bit.ly/1zqTHp0> (9) National Institute on Out-of-School Time. (2009). Making the case: A 2009 fact sheet on children and youth in out-of-school time. Wellesley Centers for Women, Wellesley College; (10) Zaff, J.F., Moore, K., Pappillo, A., and Williams, S. (2003). Implications of Extracurricular Activity Participation During Adolescence on Positive Outcomes. Journal of Adolescent Research 18 (November 2003): 599-630; (11) Putnam, R. (2015). Our Kids: The American Dream in Crisis; (12) Alexander, K., Entwisle, D., and Olson, L. (2007). Lasting consequences of the summer learning gap. American Sociological Review, 72, 167-180; (13) Vandell, D., Reisner, E., and Pierce, K. (2007). Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising after school programs. Washington, DC: Policy Studies Associates, Inc.