



Vermont Afterschool

Quality expanded learning programs play an important role in Vermont's communities by:

- Keeping kids safe
- Inspiring learners
- Helping working families
- Supporting VT's vision for education



HOW MUCH?

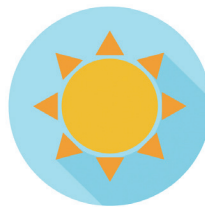
There are an estimated **430** organizations in Vermont that provide afterschool and summer learning programs for youth in grades K-12. Organizations running programs include schools, parks and recreation departments, community organizations, licensed childcare centers, teen centers, and nonprofits. Currently, 85% of Vermont's afterschool programs take place in a school building and 59% of regular attendees at 21st Century Community Learning Centers qualify for free or reduced-price lunch.



21,690

or (24%) of Vermont's children and youth are enrolled in afterschool programs

On average, afterschool programs run for 34 weeks during the school year with children and youth attending 7.51 hours per week



31,529

or (35%) of Vermont's children and youth are enrolled in summer learning programs

On average, summer learning programs in Vermont run for 5.6 weeks with programming offered 36 hours per week

MEALS

Afterschool & summer learning programs serve approximately

60 summer meals and 185 afterschool suppers

per child per year, plus healthy snacks



JOBS

Individuals employed by afterschool & summer learning programs work for an estimated

2,387,704 hours

per year, which averages to

1,148 full-time

equivalent positions



HOW WELL?

With **95%** of Vermont parents reporting that they are satisfied with their child's afterschool program, Vermont's programs are well liked and valued in their communities.



93%

of students in grades 5-12 participating in a statewide survey reported that they feel like they belong in their afterschool program

QUALITY



90%

of 21st Century Community Learning Centers and 67% of all afterschool program sites use a quality improvement process such as Youth Program Quality Intervention (YPQI) that is proven to support positive youth outcomes



79%

of licensed afterschool programs have three or more STARS in Vermont's quality rating and information system

STAFFING

53%

of staff members at an afterschool program and/or summer learning program hold a BA or higher

100%

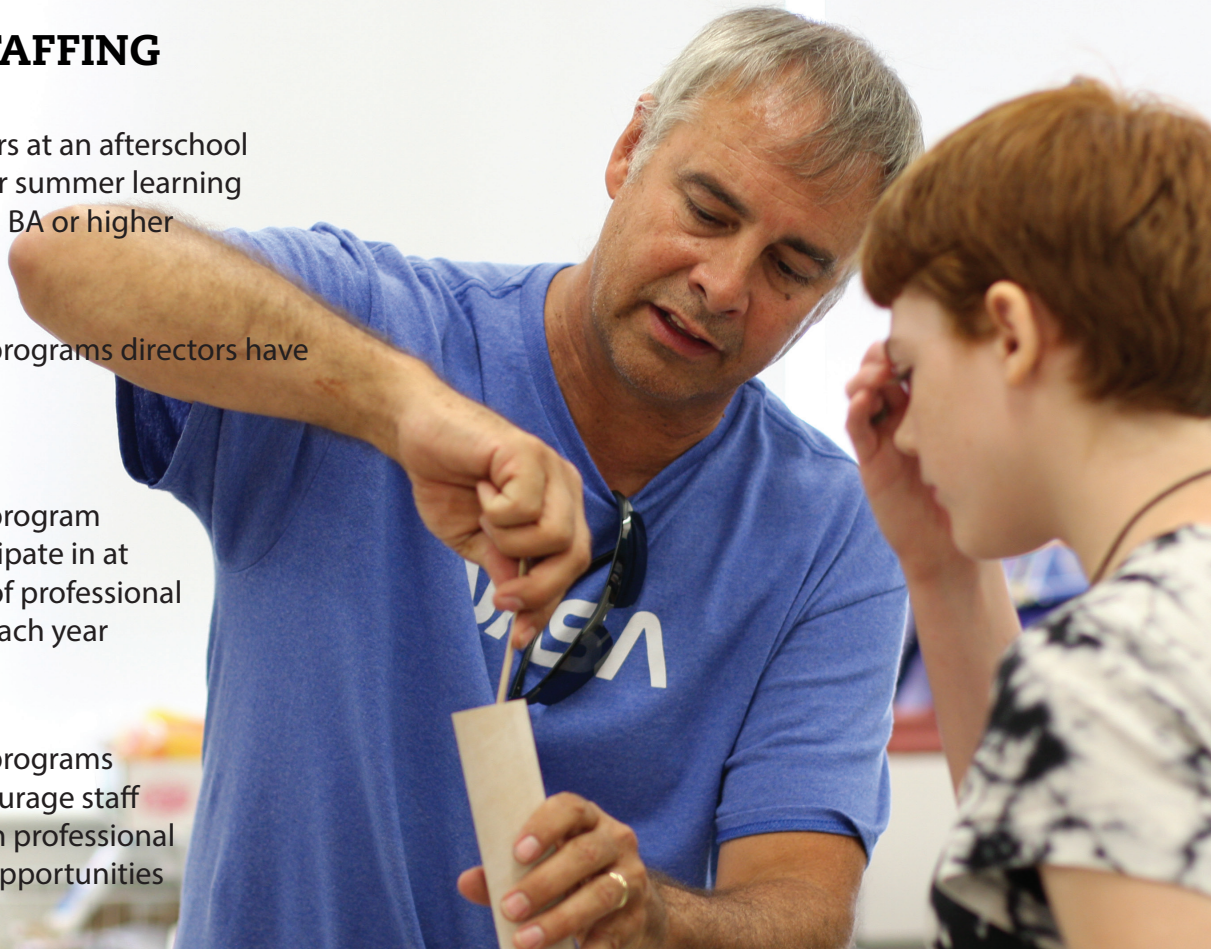
of afterschool programs directors have a BA or higher

100%

of afterschool program directors participate in at least 12 hours of professional development each year

95%

of afterschool programs require or encourage staff to participate in professional development opportunities



IS ANYONE BETTER OFF?

Working Families Depend on Afterschool



According to a 2014 nationwide report, **81%** of Vermonters surveyed said that afterschool programs provide working parents with peace of mind and **79%** of parents said that afterschool programs help them keep their jobs.

STUDENT GAINS

80%+

of Vermont students participating in afterschool STEM tinkering programs reported significant gains in science interest, critical thinking, and perseverance since beginning their programs



RISKY BEHAVIORS

According to the Youth Risk Behavior Survey, Vermont high school students who participate in afterschool activities (up to 19 hours/week) are

less likely to consume alcohol, use illegal drugs, or be in a physical fight

when compared to peers who do not participate in afterschool activities

VT TAXPAYERS

\$2.18

Every \$1 invested in afterschool programs saves Vermonters between \$2.18 and \$9.00 in the future by increasing students' earning potential, improving performance at school, and reducing crime, drug abuse, and juvenile delinquency



OTHER INFO TO KNOW:

→ 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.¹

→ 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.²

→ 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.³

→ 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.⁴

→ 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.⁵

→ STEM Engagement

Evidence shows that participation in afterschool and expanded learning STEM programs can spark interest, build skills, and put students on the path to pursuing a career in these fields.⁶

(1) 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; (2) 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; (3) Putnam, R. (2015). *Our Kids: The American Dream in Crisis*; (4) Alexander, K., Entwisle, D., and Olson, L. (2007). *Lasting consequences of the summer learning gap*. *American Sociological Review*, 72, 167-180; (5) 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.; (6) Afterschool Alliance. (2013). *Defining Youth Outcomes for STEM Learning in Afterschool*. Washington, DC.