THE POWER OF 
AFTERSCHOOL IN INDIANA
Every child in Indiana deserves a great education, regardless of background, income or ZIP code. Schools can’t do it alone. Youth spend only 20% of their waking hours in school. How they invest the other 80% transforms their lives, especially for youth living in under-resourced communities.

Afterschool programs, otherwise known as out-of-school time (OST) programs, reimagine how, where and when our young people learn. OST programs offer a wide range of hands-on learning and enrichment opportunities beyond school hours that prepare children and youth for success in school, work, college and life.

Building robots, creating art, solving real-world problems, being part of a team, exploring the world around them, contributing to their community and preparing for college and careers – these are the out-of-school time opportunities for K-12 youth in Indiana.

OST programs are offered throughout Indiana communities – in schools, community and faith-based centers, universities, museums, libraries, and more. They take place before school, afterschool, weekends, holidays and summers. For many kids these programs are also their best chance to get a healthy meal and meet basic needs.

### OPPORTUNITY GAP

**AFTERSCHOOL AND SUMMER PROGRAMS CAN ADD 1,080 HOURS OF ACADEMIC ENRICHMENT TO A CHILD’S YEAR, EQUIVALENT TO THE NUMBER OF HOURS IN 144 SCHOOL DAYS.**

Yet, access is not equal. Low-income youth experience 6,000 fewer hours of enrichment and academic learning than their more affluent peers by the eighth grade (Hechinger Report, 2013).

### SOURCES

- ANNIE E. CASEY FOUNDATION, KIDS COUNT DATA CENTER, 2012
- AFTERSCHOOL ALLIANCE’S INDIANA AFTER 3PM REPORT
THE AFTERSCHOOL LANDSCAPE IN INDIANA

221,761 OF INDIANA’S CHILDREN, INCLUDING MANY KINDERGARTNERS, ARE HOME ALONE IN THE AFTERNOONS

OST SITES REGISTERED WITH INDIANA AFTERSCHOOL NETWORK

LOCATIONS OF OUT-OF-SCHOOL PROGRAMMING

LENGTH OF PROGRAMS

51% 6% 50% 49% 44%

URBAN VS. RURAL PROGRAMS IN INDIANA

TYPES OF PROGRAMS OFFERED

90% – TUTORING AND HOMEWORK
87% – SPORTS AND RECREATION
80% – HEALTH AND WELLNESS
79% – ACADEMIC ENRICHMENT
77% – CHARACTER EDUCATION
76% – LITERACY/READING
60% – CULTURAL ENRICHMENT AND DIVERSITY
57% – SCIENCE, TECHNOLOGY, ENGINEERING AND MATH
55% – VISUAL AND PERFORMING ARTS
49% – FAMILY AND PARENT ACTIVITIES
47% – CIVIC ENGAGEMENT AND COMMUNITY SERVICE
42% – MENTORING
29% – PROGRAMMING SUPPORTING SPECIAL NEEDS
24% – CAREER AND JOB EXPLORATION
15% – COLLEGE READINESS
13% – FINANCIAL LITERACY
3% – OTHER ACTIVITIES

INDIANA AFTERSCHOOL NETWORK TRACKS 821 PROGRAMS SERVING OVER 43,500 INDIANA YOUTH DAILY

SIZE OF PROGRAMS

8% 36% 26% 17%

1 TO 20 STUDENTS
21 TO 50 STUDENTS
51 TO 100 STUDENTS
MORE THAN 100 STUDENTS

SOURCES:
- AFTERSCHOOL ALLIANCE, 2014
- INDIANA OUT-OF-SCHOOL TIME PROGRAM DATABASE WITH INDIANA ASSOCIATION FOR CHILD CARE RESOURCE & REFERRAL, 2014
- 2014 KIDS COUNT DATA
- AFTERSCHOOL ALLIANCE AND LAKE RESEARCH PARTNERS, 2012
- INDIANA DEPARTMENT OF EDUCATION
QUALITY MATTERS

Research clearly shows that programs create positive outcomes for youth only if they are high quality. In a series of studies, Deborah Lowe Vandell, dean of the School of Education at the University of California, Irvine found that when afterschool participation was high, the achievement gap between low-income and high-income students was eliminated (Pierce, K.M., Auger, A. and Vandell, D.L., April, 2013). The main influencing factors are:

- **QUALITY**: Interactions with adults and peers, and students’ interest in activities.
- **DURATION**: Sustained participation over time versus one-time activities or experiences.
- **INTENSITY**: One hour per week is not as good as two hours, and two hours is not as good as three hours. Children attending 15 hours per week show more benefits.

Indiana is leading the way nationally with afterschool standards and an online assessment tool created in 2013. The Indiana Afterschool Network convened a statewide task force to research national best-practice standards that outline the path and steps that lead to high-quality youth programming.

More than 400 OST programs are making positive changes using the Indiana Afterschool Standards and Specialty Standards and the Indiana Quality Program Self-Assessment (IN-QPSA) since the launch.

- Programs cite family engagement and staff retention as their primary quality areas of improvement.
- Based on the Indiana YouthPro report conducted by the Indiana Youth Institute in 2010, 40% of youth program leaders have bachelor’s degrees and 35% have master’s degrees. 38% of the direct service providers hold bachelor’s degrees and 10% hold master’s degrees (Indiana YouthPro Report, 2010).

INDIANA AFTERSCHOOL STANDARDS

INDIANA SPECIALTY STANDARDS

- College and Career Readiness
- Healthy Eating and Physical Activity
- STEM (Science, Technology, Engineering and Math)
- Summer Learning
SAFETY KIDS AND CITIES

The hours with the highest number of crimes by youth are 3-6 p.m. on weekdays. Unsupervised youth not attending afterschool programs are three times more likely to commit a crime, be a victim of a crime, use drugs or drop out of school (Fight Crime: Invest in Kids, 2002).

In Indiana, 221,761 (20%) of children, including many kindergartners, are home alone in the afternoons (Afterschool Alliance, 2014).

- 25,633 Indiana youth are arrested each year, and 1 in 10 has been a witness or direct victim of a crime (Indiana Criminal Justice Institute, 2011).
- 86% of America’s police chiefs stated that expanding afterschool and summer programming for students would reduce youth crime and violence (America’s After-School Choice: The Prime Time for Juvenile Crime).
- Participation in afterschool programs can reduce drug use among youth by nearly 50% (University of Chicago, 2006).

“Having afterschool and summer programs in our community provides safe places where students can go during at-risk hours and allows the participants the chance to have fun and engage in learning.”
- CPL. JASON JACKSON
JEFFERSON POLICE DEPARTMENT

HEALTHY KIDS

OST programs play an important role in promoting healthy lifestyles for youth, engaging them in a variety of physical activities. Many times, OST programs are a child’s only opportunity for healthy meals afterschool or during the summer.

32% of youth in Indiana are overweight or obese. The prevalence of obesity is significantly lower in children participating in an afterschool program when compared with non-participants (MAHONEY, ET. AL., 2005).

- According to the Center for Disease Control (CDC), 61.5 percent of children ages 9-13 do not participate in any organized physical activity outside of school hours and 22.6 percent do not engage in any type of physical activity during free time (Afterschool Alliance).
Research confirms that youth participating in OST programs do better in school. In fact, Johns Hopkins researchers showed that 2/3 of the achievement gap between high- and low-income children can be turned around with equal access to high-quality summer programs (Lasting Consequences of the Summer Learning Gap, 2007).

Every child in Indiana deserves a great education regardless of background, income or ZIP code. Schools can’t do it alone. Youth spend only 20% of their waking hours in school. How they invest the other 80% transforms their lives. Afterschool and summer programs can add 1,080 hours of academic enrichment to a child’s year, equivalent to the number of hours in 144 school days.

“Our programs have helped transform the community to view afterschool programs not as simply nice, but essential.”

- VINCE KLEIN, PROJECT MANAGER FOR FLOYD COUNTY SCHOOLS


PARTICIATION IS ALSO LINKED TO POSITIVE EFFECTS ON BEHAVIOR AND DECREASED AGGRESSION.

STUDENTS WHO PARTICIPATE IN OST PROGRAMS HAVE BETTER SCHOOL ATTENDANCE RECORDS AND HIGHER-QUALITY WORK HABITS.

(AMERICA’S PROMISE ALLIANCE)
Afterschool programs support Indiana’s working families and businesses while preparing our young people to succeed in today’s global, knowledge-based workforce.

Working parents are more successful and productive at work when they know their children are safe in the hours after school. Working parents miss an average of eight days per year due to lack of afterschool care (Brandeis and Catalyst).

To be a global leader in education, innovation and economic prosperity, Indiana must support its working families and prepare its young people to graduate high school ready for college and careers.

- Decreased worker productivity related to parental concerns about afterschool care costs businesses up to $300 billion per year nationally (Catalyst & Brandeis University, 2006).
- 84% of parents said OST programs allow them to stay focused on work while their children are out of school (South Dakota Afterschool Partnership).

“We recognize the significant impact of out-of-school time on Indiana’s economy and preparing our future workforce. Our parents are more productive when they are not distracted by limited afterschool options.”

- BRAD RHORER, MANAGER AT SUBARU

80% of future jobs and careers will require skills in science, technology, engineering and math (STEM). Yet, Indiana’s elementary school students receive only two hours per week of science instruction. Out-of-school time can make a difference. One afterschool program each week can more than double the time a young person gets hands-on experience with STEM, college and workforce preparation skills.

- 10,000 Indiana STEM job openings are unfilled due to a lack of qualified workers (Skills2Compete, 2010).
- STEM programs are expanding in more than 50% of out-of-school time programs throughout Indiana. OST programs can increase impact with more funding, curriculum, professional development and community partnerships (Indiana Out-Of-School Time Program Database, 2014).
FUNDING AFTERSCHOOL PROGRAMS

Out-of-school time programs in Indiana are reaching thousands of youth across the state, while often operating with limited and patchwork funding from diverse public and private sources. Programs serving low-income families often offer programs free or at highly reduced rates. Expanding federal and state funding for OST is paramount for reaching the lowest income rural and urban communities.

• Families below the poverty level spend an average of 23% of their monthly earnings on care outside of the school day (Giannarelli, L., and Barsimantov, J., Child Care Expenses of America’s Families. Washington, D.C.: Urban Institute, 2000).

• Of all Indiana children not currently enrolled in afterschool, 36% (364,109) would be likely to participate if an afterschool program were available in their community. (Afterschool Alliance Indiana After 3 PM Report).

THE COST OF NOT FUNDING OUT-OF-SCHOOL TIME PROGRAMS

Every dollar invested in out-of-school time programs saves taxpayers approximately $3, not including the savings from reduced crime (Brown, et al. (2002), The Costs and Benefits of Afterschool Programs).

THE COST FOR ONE STUDENT

It costs $1,500 for one kid to attend an out-of-school time program for one year, compared to $87,235 to incarcerate one youth for one year (Supreme Court of Indiana, Division of State Court Administration).

INDIANA AFTERSCHOOL STEM TASK FORCE

SCIENCE • TECHNOLOGY
ENGINEERING • MATH

• RAISED MORE THAN $2M FOR STEM AFTERSCHOOL
• EXPANDED STEM IN 80 OUT-OF-SCHOOL TIME PROGRAMS
• DEVELOPED THE NATION’S FIRST AFTERSCHOOL STEM STANDARDS
• CREATED A SEARCHABLE ONLINE DATABASE OF STEM PROGRAMS
• PROVIDED MORE THAN 4,000 HOURS OF STEM TRAINING TO 450 YOUTH-SERVING PROFESSIONALS AND EDUCATORS
DID YOU KNOW?

The 21st Century Community Learning Centers (21st CCLC) initiative is the only funding source dedicated exclusively to out-of-school time programs. It has a priority focus on high-poverty and low-performing schools. Indiana receives $20 million and reaches more than 20,000 kids statewide. In 2014, fewer than half of the 21st CCLC grant applications were funded, leaving thousands of youth without access to affordable program options around the state. Federal cuts threaten this initiative every year. Let your U.S. legislators know to continue the funding!

“As Congress updates No Child Left Behind, it’s important that we keep supporting afterschool programs like the 21st Century Community Learning Centers. I support South Bend’s efforts to increase academic achievement through afterschool programs.”

JOE DONNELLY, U.S. SENATE
FEDERAL NEWS SERVICE, SEPTEMBER 25, 2007

87% of parents in 2014 indicated support for public funding of summer learning programs, compared to 83% in 2009

1 in 3 families reported at least one child participated in a summer learning program in 2013

21st Century Community Learning Centers served 27,748 children last year and reached 231 communities

AFTERSCHOOL ALLIANCE’S INDIANA AFTER 3PM REPORT, 2014
YOU CAN HELP!

WHAT STATE EDUCATION AGENCIES CAN DO

• Support districts to implement out-of-school time initiatives
• Promote afterschool as a way to close the achievement gap
• Participate in an Afterschool Regional Coalition

• Require that schools implement afterschool programs
• Ensure effective collaboration among key stakeholders

WHAT EDUCATORS CAN DO

• Reimagine where, how and when learning and education takes place
• Participate in an Afterschool Regional Coalition
• Share relevant data
• Share professional development
• Understand afterschool standards and quality assessments
• Connect with your OST provider to share best practices

WHAT BUSINESS LEADERS CAN DO

• Partner with schools and local school systems
• Encourage municipal leaders and others to support high-quality, affordable afterschool programs
• Participate in an Afterschool Regional Coalition
• Provide expert mentors and volunteers in programs

WHAT CITY LEADERS/LEGISLATORS CAN DO

• Partner with schools and local school systems
• Encourage municipal leaders and others to support high-quality, affordable afterschool programs
• Participate in an Afterschool Regional Coalition
• Provide expert mentors and volunteers in programs

WHAT PARENTS CAN DO

• Communicate the importance of afterschool programs to your legislators
• Encourage local schools to partner with the community to create high-quality, affordable afterschool programs
We are a nonprofit organization that champions afterschool and summer learning by inspiring, empowering and connecting youth workers, partners and advocates at the state and local levels. We believe that together, schools, communities and families can create a seamless and inspiring day of learning before, during and after the school bell rings.

We see Indiana as a place where all K-12 youth have access to high-quality learning opportunities beyond the school day that prepare them for success in school, college, career and life.

Business leaders, community partners, educators and youth workers in cities around the state are coming together to create coordinated city-wide or regional systems to expand quality out-of-school learning for their K-12 youth.

PARTICIPATE IN AN AFTERSCHOOL COALITION IN YOUR COMMUNITY:

- Bring together partners among schools, universities, youth development, business, museums, libraries and others to collaborate and expand learning beyond the school day
- Identify a common agenda and what to measure
- Gather data on what’s happening in the hours after school
- Use data to inform current and future landscapes you want to create
- Identify and implement projects to move toward goals
- Track progress and keep going!
BY SUPPORTING INDIANA AFTERSCHOOL NETWORK, YOU:

- Strengthen quality programs and staff
- Increase youth access to programs
- Increase out-of-school time links with education and workforce
- Strengthen infrastructure and funding base
- Increase visibility and investment in out-of-school time

SPECIAL THANKS TO:

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NATIONAL CONFERENCE OF STATE LEGISLATURES - TECHNICAL ASSISTANCE

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