Out of School Time Programming

Title Con 2018
Overview of OST Landscape

905 out-of-school time programs registered with the Indiana Afterschool Network.
• 59% are in schools
• 26% are in CBOs
• 9% are in FBOs (2017)

4 in 10 living with a single mother live in poverty (2017)

221,761 youth, K-12th, are home alone in the afternoons (2014)

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.

<table>
<thead>
<tr>
<th>Top Ten Activities Offered by Out-of-school Time Programs, Indiana: 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring and Homework                                      71%</td>
</tr>
<tr>
<td>Sports and Recreation                                      66%</td>
</tr>
<tr>
<td>Academic Enrichment                                        60%</td>
</tr>
<tr>
<td>Literacy and Reading                                       57%</td>
</tr>
<tr>
<td>Character Education                                         56%</td>
</tr>
<tr>
<td>Health and Wellness                                         56%</td>
</tr>
<tr>
<td>Science, Technology, Engineering, and Math (STEM)           46%</td>
</tr>
<tr>
<td>Cultural Enrichment and Diversity                          42%</td>
</tr>
<tr>
<td>Civic Engagement and Community Service                     39%</td>
</tr>
<tr>
<td>Mentoring                                                   38%</td>
</tr>
</tbody>
</table>

*Programs may choose more than one activity offered

Indiana Department of Education
Overview of OST Funding

Federal funding:
- Title I
- Title III
- Title IV
- 21st CCLC

Local/National funding:
- United Way
- Lilly Endowment
- SERVE Indiana
- Local Foundations

“Out-of-school time programs often operate with limited and patchwork funding from diverse public and private sources. Expanding federal and state funding for OST is paramount for reaching the lowest income rural and urban communities.” (2014)
21st Century Community Learning Centers (CCLC)

- **Title IV, part B**
- **Fund in 4 year cohorts (Indiana)**
  - Minimum award amount: $50,000; Maximum award amount: $300,000
- **Any public or private organization is eligible to apply**
- **Programs must run 130 days per year**
  - Elementary school programs must run 12 hours a week, Middle school programs must run 10 hours a week, High school programs must run 8 hours a week
21st CCLC

- Allocated 19 million in Indiana by USDOE
- Currently serve 74 programs
  - ~240 sites
  - ~20,000 youth daily
- 40% School Districts
- 60% CBO/FBO
Anderson Community School Corporation

- **Community Challenge:** Working families + 80% free/reduced lunch rate + lack of afterschool activities
- **Program Design:** 50 minutes of daily academic time + clubs—youth elect into an afterschool club run by a school day teacher. Club topics are derived from student interests and teacher ideas.

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Daily Attendance</td>
<td>175 (MS)</td>
</tr>
<tr>
<td>Grade Levels Served</td>
<td>6-8</td>
</tr>
<tr>
<td>Demonstrated of growth</td>
<td>• English NWEA from Fall to Winter - 2.44 avg. growth</td>
</tr>
<tr>
<td></td>
<td>• Math NWEA from Fall to Winter - 4.65 avg. growth</td>
</tr>
<tr>
<td>Years site has existed</td>
<td>1 year</td>
</tr>
</tbody>
</table>
Anderson Community School Corporation

- **Partnership specifics:** Program Director is a former teacher, currently a part of the school’s leadership team. Program Director is in the building throughout the day to foster relationships with staff and stay up-to-date on behavior and grades.

- **Successes:** 25 clubs offered per quarter to accommodate up to 400 registered youth. Youth act as the referral system; inviting friends, etc. Curriculum purchased with 21st CCLC (IXL Math) funding helped increase NWEA Scores

- **Ongoing needs:** Varied throughout program evolution; gaining interest from youth, having enough staff to accommodate growing interest, maintaining interest from year to year.
Michigan City Area Schools (Safe Harbor)

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>463 (10 sites) 354 ES, 43 MS, 66 HS</th>
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</thead>
<tbody>
<tr>
<td>Grade Levels Served</td>
<td>K-12</td>
</tr>
<tr>
<td>Demonstrated of growth</td>
<td>2016/2017 Example:</td>
</tr>
<tr>
<td></td>
<td>• 25% of programming focused on STEM</td>
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<td></td>
<td>• 72% of regularly attending middle school youth maintained or increased their science grade by spring 2017.</td>
</tr>
<tr>
<td>Years site has existed</td>
<td>18 years (3 sites) 16 years (4 sites) 10 years (1 sites) 9 years (2 sites)</td>
</tr>
</tbody>
</table>

- **Program History:** Michigan City’s Mayor Brillson wrote and received the 21st CCLC grant during Cohort 1 in 1999 to expand afterschool efforts.

- **Program Design:** Program includes varies components including summer camp, youth mentoring, robotics, horticulture, advocacy efforts, working relationships with elected officials, etc.
Michigan City Area Schools (Safe Harbor)

- **Partnership specifics:** Program staff work closely with District’s Director of Curriculum and Instruction; Program staff are on district leadership teams; Program staff also remain present at parent engagement events.

- **Successes:** Support from local funders, numerous STEM achievements/awards, flourishing robotics program that supports coding education and career exploration, horticulture program where Master Gardeners work with students to earn their Junior Master Gardener certification, **100% graduation rate for the last two years!**

- **Challenges:** Meeting the needs of working families, ensuring professional development of program staff remains relevant to changing needs of community
Twin Lakes School Corporation

- **Average Daily Attendance**: 90 (ES)
- **Grade Levels Served**: K-5
- **Demonstrated of growth**:
  - Increased social-emotional supports
  - Increased academic performance
- **Years site has existed**: 1 year

- **Community Challenge**: Significant lack of afterschool activities; working families + large academic need
- **Program Design**: 21st CCLC funding + Title IV funding; Collaboration with Boys & Girls Club of White County (engage the same students, use the same facility, etc.)
Partnership specifics: 21st CCLC staff engage with school day teachers, specifics of a plan to address youth need is overseen by the Director of Curriculum and Instruction. Park Place Learning Center (preK) transition youth into Kindergarten as well as 21st CCLC programming.

- Title IV funding will support middle school afterschool program

Successes: Large number of regularly attending students, partnerships continue to flourish and evolve as student needs evolve, multiple funding streams from IDOE allow for more growth and investment in innovative programming

Challenges: Afterschool programming is brand new in this School Corporation; retaining students for the entire year/next year, etc.
## Communities in Schools of Clark County

### Average Daily Attendance
- 190 (10 sites)
- 131 (ES), 43 (MS), 16 (HS)

### Grade Levels Served
- K-12

### Demonstrated of growth
- Maintained or Increased academic growth Math
- Significant drop in out of school suspensions
- Parent satisfaction

### Years site has existed
- 8 years (7 sites)
- 5 years (2 sites)
- 1 year (1 site)

- **Program History:** Approached 21st CCLC funding as a means to sustain existing programs (2009) as well as fund future programs to address community need

- **Program Design:** 21st CCLC funding + Extended Day Learning; teacher referral
Communities in Schools of Clark County

- **Partnership specifics:** Program leadership and District leadership are woven in various advisory roles; Board services, advisory group, steering committees, etc. Direct service staff have time built in to every day to meet with school day teachers before afterschool programming begins.

- **Successes:** In the most recent evaluation, 90% (9 out of 10) of principals with 21st CCLC programming gave a grade of “A” in the area of “Afterschool Program is a Beneficial Resource to our School”; End of the Year evaluations and programming reports almost always show academic gains.

- **Challenges:** Fighting the stigma of ‘babysitting’; recruiting and retaining high-quality staff; evolving professional development needs.
Macro impact of OST programming

- Participation in OST is linked to positive effects on behavior, decreased aggression, better school attendance and higher-quality work habits.
- Decreased worker productivity related to parental concerns about afterschool care costs businesses up to $300 billion per year nationally.
- 2/3 of the achievement gap between high- and low-income children can be turned around with equal access to high-quality summer programs.
Questions?
Resources

- 2018 Indiana KIDS COUNT Data Book (Indiana Youth Institute)
- The Power of Afterschool in Indiana (Indiana Afterschool Network)
- Indiana Afterschool Standards (Indiana Afterschool Network)
- In-depth Reporting on Afterschool (National Afterschool Alliance)
- Indiana After 3PM (National Afterschool Alliance)
- 21st Century Community Learning Centers (IDOE)
- Title IV information (IDOE)