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AFTER-SCHOOL PROGRAMS: BENEFITS, CHALLENGES, AND OPPORTUNITIES

By

Alexandra Brewer

**Project submitted in partial fulfillment
of the requirements for the
Bachelor of Integrated Studies Degree**

Murray State University

December 6, 2018

ABSTRACT

After-School programs have an extraordinary impact on the lives of students, no matter their socio-economic backgrounds or personal lives. Implementing such programs into school systems results in long-term benefits for students, including established morals, life skills, and goal-setting. This paper will explore research about all the different elements that make after-school programs what they are today. The history of such programs will be fully examined, as well as how children benefit from opportunities presented through the many different aspects of after-school programs. The reader will not only gain a better understanding of exactly what after-school programs are, but they will also learn how children from all socioeconomic backgrounds can better themselves and set goals for the rest of their lives through these programs.

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ABOUT THE AUTHOR

Alexandra Brewer is graduating in December 2018 with a Bachelor degree in Integrated Studies focused in Educational Studies. She plans to use her degree to work in a school system, preferably as an after-school program director or family resource center coordinator. Alexandra currently works as the Response to Intervention (RTI) Coordinator at Reidland Intermediate School (RIS) in Paducah, Kentucky. She also works as an instructional assistant at RIS's after-school program, LEAD, and has for the past two years.

Originally from Olney, Illinois, Alexandra moved to Paducah two years ago complete her Bachelor degree from Murray State University. She earned an Associate degree in General Arts & Sciences in 2016 through Olney Central College in Olney, Illinois, and has been working to complete her bachelor degree since then. She loves being with her Reidland kids every day, and absolutely loves her job and coworkers. Reidland Proud! After Murray State, she plans on taking a semester break from school before starting a masters program in an education-related field.

ACKNOWLEDGMENTS

This project would not have been possible without the continuous love and support of my family, friends, and coworkers. I cannot thank my parents, Charles and Michelle Brewer, and brother Adam enough for their endless love and support throughout my entire college career. I could not have done this without them. I also want to give a special thanks to my boyfriend, Austin Shaw. Thank you for always pushing me to be my best every day and for standing by my side through everything. To my advisor, Carol Withrow, thank you for your guidance and assistance in the completion of this project! I cannot thank her enough for all the support she gave me throughout this semester. My coworkers at Reidland have been nothing but encouraging throughout the past two years and I feel blessed to work with such amazing people. Lastly, I want to thank all of the amazing people in my life that have supported me in any way along this journey. I am forever grateful and blessed because of you! I am proud to graduate from Murray State University and start a career in the education field!

AFTER-SCHOOL PROGRAMS: HISTORY & PURPOSE

After-School programs drastically change the lives of the students involved. After-School programs provide life skills, job opportunities, academic enrichment, social skills, and individualized development for the students involved. Funding for these programs is essential in providing modern activities and technology to assist in the process, which results in endless opportunities and 21st Century learning skills. No matter what socio-economic background each child comes from, no student should ever be prevented from participating as a result of financial limitations.

The history of After-School programs can be traced back to the late nineteenth century, where small groups called “boys’ clubs” met in small rooms in churches and local buildings. At the beginning of the programs, the need and purpose were credited to the decline of child paid labor in America. Without the need for these services, the children now had more time to spend at school. Schools were receiving more funding because of education laws being passed, which resulted in better school participation rates (Halpern, 2002, p.180). “In 1900, 59 percent of children aged 5 to 17 attended school; by 1928, 80 percent did so” Brenzel, Roberts-Gersch and Wittner’s work (as cited in Halpern, 2002, p.180).

These statistics show how the decline of paid child labor greatly affected the education levels and benefits for children across the country. Children began leaving school around eighth grade compared to fifth grade. The decline in child labor and the percentage of children attending school resulted in a new outlook on childhood. Public

schools influenced how children perceived their time, resulting in stricter time-schedules and punctuality. The time that was left during the day after school was seen by the children as the time that they had options, contrasted to the unalterable hours during the school day. Although children were still expected to work at home when school was finished for the day, responsibilities started to decline, and children began to gain a duty in deciding how they would spend their time after school, which had not previously happened (Halpern, 2002, p.180).

Halpern (2002) concluded the following:

The first after-school programs were developed by individual men and women intent on rescuing children from physical and moral hazards posed by growing up in the immigrant neighborhoods of major cities. These men and women sought to create protected spaces in storefronts, churches, or other buildings where children might relax, play board games, read, and be provided as much instruction as they would tolerate (p.182).

The after-school programs were originally started to provide a safe area for children to avoid danger after regular school hours. The standards for the structure of the programs were low because the focus was to protect children; not necessarily any academic enrichment like we know after-school programs to focus on today. An example of this is stated as follows: "Any youngster who refrained from tearing up the place was welcome" MacLeod's work (as cited in Halpern, 2002, p.182).

As the twentieth century progressed, different organizations started to sponsor the programs. The two most prominent sponsors were the boys' clubs and the different

settlements. These clubs would raise money to provide amenities such as buildings, which would provide space to house activities. Kitchens, gyms, industrial art spaces, libraries, and auditoriums were a few of the essentials provided by the funds raised. The number of people allowed in the buildings expanded to hold between 200-300, which greatly increased the ability to supervise more children. The settlements were held in smaller buildings that operated like homes, which usually accommodated between 30-60 children. The settlement programs were seen as the more selective after-school programs because of their limit on how many children could fit into the spaces provided (Halpern, 2002, p.183).

Individual decade effects on After-School Programs

After-School programs began in the late nineteenth century leading into the twentieth century, which was a time of great growth for the United States. Many historic events occurred, such as World War I, The Great Depression, and World War II. These events impacted the early after-school programs significantly. For example, the third decade of the twentieth century exposed concerns involving the mental health and well-being of children. Cohen (as cited in Halpern, 2002, p.193), communicated that workers of after-school programs saw a rise in expectations of them from physicians and psychologists to help identify mental health factors in the children participating in after-school programs. Specific factors include “adjustment problems, whether due to timidity and shyness, over-conformance, laziness, or quarrelsomeness” Cohen’s work (as cited in Halpern, 2002, p.193).

The Great Depression affected all areas of the United States and brought significant changes to after-school programs. Cuts in school budgets resulted in the cessation of extra-curricular activities for their students. The budgets of after-school programs, along with youth and community organizations, were also diminished. Staff faced pay cuts and criticism for wanting to keep extra-curricular activities in their programs (Halpern, 2002, p.194).

According to Halpern (2002):

To some public officials and private donors, the concepts of play and enrichment came to seem superfluous, even absurd, in the face of mass unemployment; and after-school providers found that they had to defend parts of their work, especially the value of play (p.194).

The effects of the Great Depression resulted in children having to resume their previously diminished financial obligations. This resulted in a downward spiral of mental health issues of children. Just like in today's school systems, the children affected by The Great Depression turned toward the after-school programs for help and guidance through tough times. Despite their current living conditions outside of school, after-school programs and their staff were seen as opportunities for help and hope. Federal funds were replenished gradually with the introduction of the New Deal, which helped reinstate necessary funding through programs that assisted after-school programs, such as the National Youth Administration (Halpern, 2002, p.194).

Just like during the Great Depression, after-school programs strove to assist school children in any way that they could during World War II. According to Halpern

(2002), the three most important roles of after-school programs and their staff were “providing care and supervision to children of working mothers, helping children cope with psychological stresses of the war, and providing a vehicle for children to contribute to the war effort” (p.195). These roles helped to shape how children saw after-school programs.

Families faced numerous trials and tribulations because of the war. Families spent copious amounts of time apart due to many husbands and fathers serving in the military, and wives and mothers working outside the home to provide for the children. These changes in lifestyles greatly affected the lives of young children. Meyer’s work (as cited in Halpern, 2002, pp.195-196) stated: “As in World War I, numerous anecdotal reports suggested that school truancy and delinquency were on the rise.” These behaviors can greatly impact how children behave and react in school because if they are not getting the care and attention that they need at home, they understandably start to act out during the school day; just like children in today’s society, not receiving the proper nutritional and developmental care that they deserve can result in negative behavior and poor-health consequences.

After World War II ended, a sense of normalcy returned to families in the United States. After-school programs’ focuses slowly shifted back to providing care and opportunities for young children, instead of on assisting the war effort. An important realization occurred in the late 1940s - mid-1950s. Children who came from a low socio-economic background started to feel like outcasts in the world. Franklin and Benedict’s work (as cited in Halpern, 2002, pg.199) concluded: “In school they were

treated, and thus came to feel, like failures; their interests wither, their enterprises fail, and sometimes their energies become diverted into undesirable challenges.” Imagining that a child would feel like this in school is hard to comprehend and accept. Even in today’s time, children who come from low-socioeconomic backgrounds feel the same way at times.

Halpern (2002) states: “A “new” kind of child appeared in low-income communities: alienated, hard to reach, resistant, personally disorganized, and unaffiliated. This child had learned to reject opportunities before opportunities rejected him or her” (pg.199). This caused uneasiness about youth and the possibility of juvenile delinquency. After-school program staff took it upon themselves to provide opportunities for children to express their feelings and emotions in healthy ways. The staff members would also be seen as people that the children could trust and depend on when they were likely not receiving that care at home (Halpern, 2002, p.199). After-school programs were depended on by children and adults heavily during this time, especially when the “labor force participation” era began.

In their article “Afterschool Programs in America: Origins, Growth, Popularity, and Politics”, Mahoney, Parente, and Zigler (2009, p.3) conclude that after-school programs were highly affected by the amount of “labor force participation.” Women’s rising roles in the labor force generated the need for supervision of children after regular school hours, which had not been previously seen until the early-to-mid twentieth century.

The following statistics are derived from the U.S. Department of Labor, (as cited in

Mahoney, Parente, and Zigler, 2009, p.3):

By 1955, 38% of mothers with children 6-17 were employed. Since then, the percentage has continued to increase, with 46%, 55%, 70%, and 76% of mothers with school age children were working. These changes in labor force participation were driven by several factors including economic necessity and the rise in single-parent families.

After World War II, women started to strive to obtain work outside the home, due to the economic status of the United States at the time. Before World War II, single-parent families were not common, but after the war, many families were left with single parents because of the death toll attributed to the war effort (Mahoney et al., 2009, p.3).

As populations rose at the end of World War II throughout the 1960s, commonly known as the baby boomer period, housing and neighborhoods allowed greater areas for children to explore and play after school. The larger areas allowed for greater risk of crime and illegal behavior to occur, which can be attributed to the lessening supervision of children by adults. These worsening conditions are described as crucial changes needing to be made, i.e: “a breakdown of traditional social organization, a decline in informal social control, and shift from turf-focused gang conflict to drug-related violence” (Halpern, 2002, p.200).

The 1970s to the present presented a resurfaced attention and fascination in after-school programs and all that they offered to both children and the public. The economic status of the country shifted how citizens thought about their children. By 1990, government-funding started becoming more readily available to after-school

programs in poverty-stricken areas, particularly. Former and new organizations began to once again provide funding and sponsorships for after-school programs that had been seen up to a half-century prior. A brutally honest mindset can be noted by Halpern (2002): “to keep kids off the street and alive” (p.202). After-school programs endured a rough beginning but have seen to steadily improve and grow through the present times.

Purpose of After-School Programs

According to the Afterschool Alliance link written by the Utah Department of Workforce Services (UDWS) & Utah State University Extension 4-H (2007), their article “ABC..123 Starting your Afterschool Program” states the following:

Afterschool programs can be defined broadly as any program that provides child care for elementary and middle school youth when students are not at school, and parents are not at home. They include everything from an afterschool club at the local recreation center to summer camps. School-Age programs take place at schools, community centers, parks, daycare centers, and from family home providers (p.1).

These programs serve various different ages of children, commonly starting at kindergarten age through eighth grade age. It is shown that after-school programs serve purposes to both children and their families, which is an important function of these programs. Parents and guardians want the academic support and guidance provided to their children by any means necessary, which ultimately results in using the time after school to address these needs. Today, the main goal of after-school programs is to

provide academic and social enrichment to students in a safe place where they can thrive and develop. (UDWS & Utah State University Extension 4-H, 2007, p.1).

“Afterschool Programs” (n.d) states the following:

High quality afterschool programs generate positive outcomes for youth including improved academic performance, classroom behavior, and health and nutrition.

Communities and businesses also benefit when youth have safe and productive ways to spend their time while their parents are at work

(<https://youth.gov/youth-topics/afterschool-programs>).

Many issues can arise from children being unsupervised after regular school hours. These problems include being left at home alone without a parent or guardian, and an increase in participation of illegal behavior such as drug abuse (UDWS & Utah State University Extension 4-H, 2007, p.1). Children need supervision throughout the day, but especially after school.

According to the article “ABC...123 Starting your Afterschool Program”, children participating in after-school programs are less likely to participate or be associated with the following scenarios:

- Being home after school without adult supervision
- Experimentation with drugs, alcohol, cigarettes, and sexual activity
- Illegal activities such as shoplifting

(UDWS & Utah State University Extension 4-H, 2007, p.1).

The concepts listed above summarize important goals and values that after-school programs represent and strive for. Rights for children to have safe and happy lives are readily available through after-school programs of all kinds. Education is one of the most important aspects that can either positively or negatively affect a person's life, which is why after-school programs are so important in helping to develop extra skills in children.

How do you establish an after-school program?

A community needs a program after regular school hours that provides academic and social enrichment, safety, and opportunities to the children in that community. How do you start? With whom do you speak about the idea? Where will you receive the necessary funding to start up the program? These are all important inquiries when deciding to suggest the idea of an after-school program, whether it be located in a school location, community center, or government building. The article "ABC..123 Starting your Afterschool Program" provides well-organized steps on how to start an after-school program, as well as providing links to further resources on how to keep a program running and successful, while operating. The following information is a summarization of the article.

The first step in establishing an after-school program is to gather all the necessary individuals together who can start the program. These individuals should congregate and discuss ideas on acquiring the funds and support from organizations that can assist in starting a quality program. The stronger the members of the original

committees, the better the chances of success will be for the after-school program. According to the UDWS & Utah State University Extension 4-H (2007), "Start by organizing a task force to conduct a needs assessment survey. If the survey determines that there is demand for additional child care, a planning committee can be organized to develop the program" (p.6). Conducting a needs assessment survey is listed as the second step (p.3):

A needs assessment in its simplest form determines:

- To what extent is there a need for a service?
- What resources currently exist to meet those needs?
- What is the gap, if any, between what is needed and what is currently provided?

A needs assessment is in short, a survey that is conducted to determine the level of need among families in the community, usually per school. The questions asked on the survey can be changed and fit to the different socio-economic levels of individuals within the community. The reasoning behind this is to accurately obtain enough information to form an after-school program based around the particular needs of those completing the survey. An example of a needs assessment survey is attached in the "Tables" section of this project. If the needs assessment survey has been conducted and enough need is shown in the results, then establishing an after-school program for that particular community will be well utilized.

The next step would be to start creating goals for the after-school program. Having set goals for the program will allow you and your staff to efficiently create an

environment built for success which will allow the program to thrive. Mentioned by the UDWS and the Utah State University Extension 4-H (2007), the following philosophies can create a positive mindset for the program: “What do the children in this program need? and “What do we want to give them?” Ask yourself, “What exactly do I want the program to accomplish?” (p.4). Answering these general questions about the after-school program at hand can lead the way in creating an effective program for all who participate. Having set, clear goals will not only benefit the children, but the parents and community who are involved as well.

Designating the leadership roles, along with additional staff members helps to create structure and guidelines every part of the program will follow. A new staff orientation checklist is also recommended to ensure that each staff member is provided the necessary knowledge to become a successful and important member of the program. Essential questions proposed by UDWS and the Utah State University Extension 4-H (2007) include the following:

Who will run the program?

- Who will be responsible for the day to day operations of the after school program?
- Who will be responsible for training and supervising staff?
- Who will tackle the financial and administrative functions of the program?

Who will the program serve?

- What age groups, schools, and residential areas do you want to serve?

- What is the maximum number of children your program can accommodate?
- Where will the program be housed?

How will the children get there?

- Will you purchase or lease vehicles?
- Is there a possibility of sharing vehicles with other similar organizations or agencies?

(p.5-7)

All of these questions are critical in the success of after-school programs.

Program directors and staff must cover all areas of focus and determine the best solutions for issues that may arise. Having a productive and leadership driven staff or committee can either make or break a program, which can have lasting effects, both positive and negative on the children involved.

General Format

After-school programs tend to follow a structured daily schedule throughout their hours of operation. Programs that take place in schools usually follow a general schedule. The Utah Department of Workforce Services & Utah State University Extension 4-H (2007, p.29) provide a sample after-school schedule:

3:10 - Sign In

3:15 - Homework / Reading

3:45 - Transition - Meeting

4:00 - Snack

4:10 - Transition

4:15 - Club Time

4:45 - Free Choice

5:15 - Clean Up / Cool Down

5:30 - Sign Out

All of the aspects that make up a great after-school program have to intertwine to flow and operate successfully. Structuring an after-school program takes abundant time and commitment from the staff and program directors. For programs that are just starting up, it may take some time to find the right balance between the activities offered, and the time available in which to operate those activities. Balance is key in creating a successful program for children to prosper from.

Varieties

The general conclusion that is typically made about after-school programs is that they serve as “daycares” more than as enrichment programs. For some after-school programs, this may be an accurate assumption. For most after-school programs though, they are much more than a place to leave children after school for two-three hours, five days a week. After-school programs provide a tremendous amount of activities and opportunities for the children that they might not normally receive outside of the regular school day. Many different after-school programs exist that focus on a variety of specific

subjects and activities. The following section will review the types of after-school programs that currently operate in the twenty-first century.

After-school programs that are held in school buildings are seen to utilize different areas of the building to their advantage. Gyms, kitchens, computer labs, playgrounds, and libraries are examples of areas that can be used to house different activities throughout the program. According to the UDWS & Utah State University Extension 4-H (2007), the following are crucial in developing an effective after-school program:

A quality afterschool program has a variety of well-planned activities such as art, music, science, academic support, recreation, and free time. To serve the needs of school-age children and youth, the program should provide the opportunity for activities such as creative dramatics, science, art, quiet homework area, small group games, and active large group special events (multicultural festivals, treasure hunts, drama, dance or music performances) (p.9).

Children participate in a majority of these activities during the regular school day, but may not have the chance to dedicate much time to these interests. When after-school programs offer choices such as the experiences listed above, children are presented with the opportunities to practice a particular skill that can turn into a passion, which may ultimately lead to a career later in their lives.

Some after-school programs are not held in a school building at all. Community centers and businesses can house activities and clubs in which children may

participate. The K12 Academics website includes a detailed list of numerous programs that are operating today. Those programs are listed as follows:

4-H Clubs, Academic Programs, Afterschool Programs, Arts Programs, At Risk Programs, Athletic Programs, Big Brothers Big Sisters, Boys & Girls Club, Boy Scouts, Community Service, Girl Scouts, Hebrew Religious Schools, Martial Arts Programs, Music Programs, Other Programs, Special Disability Programs, Sunday School, YMCA Programs, Youth Ministry & YWCA Programs
(<https://www.k12academics.com/national-directories/after-school-program>)

Many programs offer activities specific to an area of interest or location. Schools in different geographical locations around the country can participate in additional programs that are easily accessible to that area, such as outdoor activities. On the contrary, academic activities can be offered anywhere. A popular academic program that is greatly used in after-school programs is called STEM.

STEM stands for Science, Technology, Engineering, and Math. In today's schools, science and math are subjects that are focused on heavily. President Barack Obama proposed an idea for STEM in schools: "Within a decade, American students must move from the middle to the top of the pack in science and math" (U.S. Department of Education, "Science, Technology, Engineering and Math: Education for Global Leadership," n.d.). President Obama proposed these goals because of the United State's declining rate of individuals pursuing STEM related careers. The U.S. Department of Education feels that "in our competitive global economy, this situation is

unacceptable” (<https://www.ed.gov/stem>). After-school programs that can implement STEM into their curriculum can greatly increase the amount of children interested in science and math, which can lead to future career opportunities for them; benefiting them as individuals and the country as a whole. The America After 3PM survey is a survey dedicated to promoting STEM in to after-school programs across the country and finding out just how effective the programs are becoming throughout the country. In 2014, the survey was conducted and found the following:

- STEM programming has become widespread in afterschool
- Parents consider STEM when choosing their child’s afterschool program
- There is a high level of satisfaction with afterschool STEM programs.
- Afterschool programs activate student interest in STEM

(Afterschool Alliance, “Executive Summary - Full STEM Ahead: Afterschool Programs Step Up as Key Partners in STEM Education”, 2014)

The survey was given to families to complete that had children participating in after-school programs involving STEM. These findings indicate STEM programs in after-school programs has increased the level of student interest in science and math. The number of STEM programs in after-school programs continues to rise since this study was conducted in 2014.

21st Century Community Learning Centers

Another major variety of after-school programs is 21st Century Community Learning Centers (21st CCLC). Before after-school programs, supervision of children after school usually consisted of older siblings or neighbors who would take care of them until their parents came home from work (Seligson's work, as cited in James J. Zhang & Charles E. Byrd, 2006, pg.3). The need for academic enrichment and extracurricular activities has grown in the last few decades. In 1994, the United States Congress created the 21st Century Community Learning Centers program, and introduced them into schools. Community members could take advantage of the opportunities offered by the programs. After reevaluating the goals of the program, Congress prioritized academic and recreational options after regular school time hours (Zhang & Byrd, 2006).

The creation of the No Child Left Behind Act of 2001 proposed significant changes to the education system in the United States. According to the U.S. Department of Education's work (as cited in Zhang & Byrd, 2006, pg.3), the act was primarily founded upon five key principles, "(1) stronger accountability for results, (2) increased flexibility and local control, (3) expanded options for parents, (4) putting reading first, and (5) emphasizing effective teaching methods." These methods started to shape how all aspects of education would move forward into the coming millennium.

All types of after-school programs provide unique activities and opportunities for their participating students. Different directors and staff bring their own ideas to the programs, which usually are based on the individual students who attend such

programs. Individualistic imaginations and goals can create an enriching environment for everyone involved. Funding for these programs can result in a greater chance of success.

Funding/Program Budgets

Adequate funding available for after-school programs to use is extremely important in ensuring the program's success. Conducting the Needs Assessment Survey is an important step in approximating what your budget will be to cover all costs. An example of a needs assessment survey is located in the "tables" section at the conclusion of this project. Start-Up Costs amount to one-time only expenses coming out of the budget. According to UDWS and the Utah State University Extension 4-H (2007), they have listed the following as common start-up costs to be aware of:

- Space cost (buy, rent, or share program space)
- Renovation/repairs
- Planning and training (including materials and manuals)
- Legal and other professional fees
- Licenses and permits
- Equipment
 - administrative
 - activity
 - janitorial
 - general (p.8)

Opposite of start-up costs, numerous operating expenses are items that are taken out of the budget during the program year. These expenses are imperative for keeping the program running successfully. Without them, many program aspects could not function. Examples of common operating expenses are as follows:

- Staff salaries and benefits
- Staff development and training
- Supplies
 - administrative
 - activity
 - janitorial
 - general
- Utilities
- Insurance
- Travel/transportation
- Maintenance (p.8).

Many programs do not have outside options for funding, but some programs do have limited income. These expenditures can help provide extra activities and opportunities for the children participating. Parental fees, fundraising activities, and in-kind donations are examples of operating incomes as stated by the UDWS and the Utah State University Extension 4-H (2007, p.9).

Grants and scholarships are major providers of funding for all the different types of after-school programs. According to the Afterschool Alliance web page titled

“Afterschool funding at a glance - A selection of possible funding sources at multiple levels,” (n.d.), the different levels of funding (and examples of each) available for after-school programs are as follows:

Federal Funding:

- Education - GEAR UP, Bilingual Education: Comprehensive
- School Grants
- Justice - Juvenile Mentoring Program (JUMP)
- Health and Human Services - School Action Grant Program
- Housing and Urban Development - Youthbuild

Federal Funding (State Agencies):

- Education - Title I, 21st Century Community Learning
- Centers, Safe and Drug Free Schools
- Juvenile Justice - Juvenile Justice and Delinquency
- Prevention: Allocation to States
- Health and Human Services - Child Care Development Fund, Temporary Assistance to Needy Families (TANF)
- Agriculture - USDA Snack Money

State:

- State Education Agency
- State Department of Health and Human Services
- Community Education Office

- Governors' Commissions related to youth

Local:

- School District
- City or County General Fund
- Youth Services Bureaus
- Parks and Recreation Departments
- Sheriff 's Office

Private:

- Foundations: National, State and Community
- Corporations
- Chamber of Commerce
- Police Athletic League
- Volunteer Center

In-Kind Contributions:

- Staff Time from a Community Organization
- Evaluations Conducted by Universities
- Fundraising Consultation by a Business
- Special Events Ads by Local Media

Organizations such as those above help keep after-school programs in session and able to operate smoothly. Without outside funding, many programs have to cut

portions of their programs. Each level of funding provides different opportunities for programs to seek financial assistance. At the federal level, the funding can be sorted into three categories that organize the available funds. The three categories are Entitlement programs, Discretionary programs, and Block of formula programs. The Entitlement programs are programs that operate by the idea that they serve any individual that meets their qualifications. This eliminates any shortage or competition for the funds being offered. An example of an entitlement program is the National School Lunch Program. The second category is Discretionary programs. Discretionary programs are similar to entitlement programs but differ in the way that they offer funds to programs. Discretionary programs only offer funds for specific types of after-school programs. This means that a local organization could apply for a federal grant to help support an after-school program in their local area that might not be eligible for certain assistance on their own but could receive support from another organization willing to help. The third and final category is Block or formula programs. These programs provide only set amounts of funds based on specific demographic data, such as poverty rates, populations, or specific school logistics (Afterschool Alliance, "Federal funding for afterschool," n.d.). The funds are provided through Title I, which will be discussed in a later section of this paper.

Federal funding is distributed through the state and local levels to after-school programs in the United States. State funding can vary individually from state to state, according to the Afterschool Alliance. Many states seek funding in ways particular to their state. States also use their individual departments of education to give funds to

schools (Afterschool Alliance, “State funding sources,” n.d.). A common assumption about after-school program funding is that federal funding is the only way that programs receive financial assistance for their budgets. Although for some programs, federal funding may be their only resource, many others also can take advantage of resources in their communities (Afterschool Alliance - “Overview of local funding sources - A variety of options to tap”, n.d).

The following chart presents local funding opportunities that communities may take advantage of to financially support their programs.

School district or county office of education	School Principal, Superintendent, School Board Members
County or city general funds	Mayor, City Council, County Board of Supervisors, City Manager
County or city parks and recreation departments	Head of the Parks and Recreation Department, Mayor, City Council, County Board of Supervisors
County or city youth service bureaus	Head of the Youth Service Bureau, Mayor, City Council, County Board of Supervisors
County or city social services departments	Head of the Human Services Department, Mayor, City Council, County Board of Supervisors

Dedicated revenue sources (such as a garbage collection tax)	Mayor, City Council, County Board of Supervisors, City Manager
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Note: Reprinted from Overview of local funding sources - A variety of options to tap by Afterschool Alliance, (n.d).

Each of these resources can help in tremendous ways. If an after-school program has qualified and driven staff, financial assistance can be found in the least expected places. The remaining two levels of funding are Private funding sources and In-Kind Contributions. Private funding sources are seen in the form of local businesses and local chapters of larger organizations. When seeking private funding, the Afterschool Alliance suggests to “try to frame the outcomes of your afterschool program in terms that resonate with private funders” (“Private funding sources - A variety of valuable potential funders,” n.d.). In-kind funding represents funding that comes from smaller donors in various ways to after-school programs.

According to the Afterschool Alliance:

One way to identify potential in-kind contributions is to map your community’s assets and then examine how they can apply to your program’s needs. In-kind contributions can come in the form of donated supplies from local stationary stores, grant writing services from nonprofits, evaluations conducted by universities and a variety of other ways (“In-kind donations & partnerships - Key funding sources to consider,” n.d.).

These are just a few of the many potential In-kind donations that are available. The Afterschool Alliance article, (“Federal funding for afterschool - A valuable resource to tap,” n.d.), provides information about the following four programs that provide noteworthy assistance for after-school programs, which include the Child Care and Development Fund (CCDF), the Temporary Assistance to Needy Families (TANF), Title 1 (of the Elementary and Secondary Education Act of 1965), and 21st Century Community Learning Centers (21st CCLC).

“The Child Care and Development Fund (CCDF) is authorized under the Child Care and Development Block Grant Act (CCDBG) which was enacted under the Omnibus Budget Reconciliation Act of 1990” (Office of Child Care, “OCC Fact Sheet,” 2018). The CCDF helps to provide access to early child care as well as after-school programs for children in low-income families. The fund assists financially by paying a portion for child care that can start children off with a strong foundation for success throughout their entire academic career. The age limit for children eligible to receive CCDF funds is twelve years old, which is around the start of middle school. Along with providing funds to pay for child care, the CCDF also helps after-school programs (as well as other child care programs) obtain licensure, training for staff to achieve better standards within the programs and helps to make sure programs are in line with state and federal child care policies. In 2018, the CCDF has a balance of \$8.1 billion to be awarded to states and territories to assist with childcare and other activities throughout the year (“OCC Fact Sheet”, 2018).

Another major program that supports low-income families is the Temporary Assistance for Needy Families (TANF). The goal is to provide for the families in need until they become self-sufficient. According to the Office of Family Assistance website, there are four main purposes that the TANF program strives for:

- Provide assistance to needy families so that children can be cared for in their own homes
 - Reduce dependency of needy parents by promoting job preparation, work and marriage
 - Prevent and reduce the incidence of out-of-wedlock pregnancies
 - Encourage the formation and maintenance of two-parent families
- (“About TANF,” 2018)

The TANF program provides funds that allow applicants flexibility in spending. For example, the funds received at the state level through TANF can transfer to CCDF, which can be used for after-school programs in their communities. TANF and CCDF are widely used across the country by families in need (Office of Family Assistance, “About TANF,” 2018). While TANF and CCDF funds are distributed to families and states, the following program provides funds to school districts and education agencies.

Title I (of the Elementary and Secondary Education Act of 1965) and Title I (Part A of the No Child Left Behind Act (NCLB) of 2001) is a policy that is designed to assist disadvantaged students in schools and communities across the United States. The full name of the education program is “Title I - Improving the Academic

Achievement of the Disadvantaged”. State departments of Education are in charge of distributing funds received from Title I to their school districts, who receive the funds directly (Afterschool Alliance, “Federal funding for afterschool - A valuable resource to tap”). According to the Editorial Projects in Education Research Center, Title I is one of the most acknowledged programs that is a part of the federal education law (2004). Title I was created to achieve four goals. Riddle (as cited by the Editorial Projects in Education Research Center, 2004) lists the following as the main goals of Title I :

- Provide supplementary education to students eligible for services;
- Provide additional funding to schools and districts serving high concentrations of children from low-income families;
- Focus educators on the needs of special student populations; and
- Improve the academic achievement of eligible students, reduce performance gaps between advantaged and disadvantaged students, and assist eligible students in meeting high academic standards

These primary goals shape how Title I implements their policies on who and what programs receive their funding. Education is critical in the success of any country or nation, and having a quality education system is something that the United States has worked towards for many years. To implement education policies, the federal government uses Title I as the primary tool. The top education standards that are expected of states by the government are the following:

- have academic standards for all public elementary and secondary school students;
- test students in English and math every year between grades 3 and 8 and once in high school;
- report on student achievement by average school performance, as well as by the performance of specified subgroups;
- ensure that all students are academically proficient by the spring of 2014; and
- hold districts and schools accountable for demonstrating adequate yearly progress in student achievement

(Editorial Projects in Education Research Center, "Title 1," 2004).

The No Child Left Behind Act includes Part A through Part G involving Title I . Each part includes specific programs that benefit the education system. These programs include the "Reading First and Even Start Family Literacy Program, Migrant Education Program, Neglected and Delinquent Children Program, Comprehensive School Reform Demonstration Program, and the Advanced Placement Incentive Program" (Editorial Projects in Education Research Center, "Title 1," 2004). The accommodations and resources provided by each of these programs are very important in developing schools and education systems that we know of today. Although this

article was written in 2004, these programs are still being offered by the federal government and utilized in schools all across the country.

The final program that provides tremendous financial support to after-school programs are 21st Century Community Learning Centers (21CCLC). These programs were discussed further in a previous section of this paper. The funding provided for these centers by the government started out at \$750,000 in 1995, but drastically grew in the span of ten years to around \$1 billion in 2005 (U.S. Department of Education's work, as cited in Zhang & Byrd, 2006, pg.3). Block grants were created to ensure that funding provided to local 21CCLC programs would become as localized as possible, with the hope of preventing funding decisions being too governmentalized instead of made by people directly involved with the individual programs. The grants allow individual programs to use the federal funding provided to them however they deem essential. This provides more flexibility in how 21CCLC staff can make their programs unique (Zhang & Byrd, 2006).

The funding from the federal government is intended to provide resources for strong program development from the start. Programs typically have a three to five year allotment of assistance, which requires staff to plan accordingly for needs that the program will have in the near future. Five year programs have a decreasing percentage of funding each year, starting with 100% and ending with 40%, while three year programs have 100% the entire time. The individual program staff need to use their funds wisely to provide enough resources for their after-school program to remain successful with the diminished funds per year. The U.S. Department of Education states

the following as ways program directors can provide for their programs (as cited in Zhang & Byrd, 2006, pg. 4):

Two possible strategies can meet these needs: (1) use of the initial financial infusion to establish a persistent organizational infrastructure, including investment ins such items as books, reusable materials, equipment, and computers; and (2) allocating financial resources for community collaboration efforts; which may take the form of marketing efforts to recruit qualified volunteers and/or soliciting community businesses and politicians to financially support the programs.

The following chart shows the budgets allotted to each state as of October 2018. The information included on the graph includes the amount of state funding provided, number of children participating in the programs, the allotted state budgets for the coming 2019 fiscal year, and the estimated numerical difference between the number of children participating in 2018 and compared to those participating in 2019. The calculations are based on the average amount of children who participate in the programs versus those who continually participate throughout the school year (Afterschool Alliance, “Budget Analysis of 21st Century Community Learning Centers,” 2018). ***Note that the text size of the graph has been reduced to accommodate the format of this paper, but all information is in original documentation***

Budget Analysis of 21st Century Community Learning Centers (21st CCLC) Funding Levels—Updated October 2018

	FY2018 ¹		FY2019 ²		
	State Allocation*	Number of Children Served**	State Allocation*	Number of Children Served**	Difference in Children Served from FY2018
Alabama	\$18,949,675	18,950	\$19,106,068	19,106	156
Alaska	\$5,937,198	5,937	\$5,986,198	5,986	49
Arizona	\$26,287,998	26,288	\$26,504,954	26,505	217

Arkansas	\$12,193,693	12,194	\$12,294,328	12,294	101
California	\$139,212,692	139,213	\$140,361,622	140,362	1,149
Colorado	\$11,437,425	11,437	\$11,531,819	11,532	94
Connecticut	\$9,878,081	9,878	\$9,959,605	9,960	82
Delaware	\$5,937,198	5,937	\$5,986,198	5,986	49
District of Columbia	\$5,937,198	5,937	\$5,986,198	5,986	49
Florida	\$65,609,763	65,610	\$66,151,244	66,151	541
Georgia	\$40,923,416	40,923	\$41,261,159	41,261	338
Hawaii	\$5,937,198	5,937	\$5,986,198	5,986	49
Idaho	\$5,937,198	5,937	\$5,986,198	5,986	49
Illinois	\$51,473,785	51,474	\$51,898,601	51,899	425
Indiana	\$20,062,546	20,063	\$20,228,123	20,228	166
Iowa	\$7,300,582	7,301	\$7,360,834	7,361	60
Kansas	\$8,011,707	8,012	\$8,077,828	8,078	66
Kentucky	\$17,608,152	17,608	\$17,753,473	17,753	145
Louisiana	\$23,994,355	23,994	\$24,192,382	24,192	198
Maine	\$5,937,198	5,937	\$5,986,198	5,986	49
Maryland	\$17,672,503	17,673	\$17,818,355	17,818	146
Massachusetts	\$18,528,794	18,529	\$18,681,713	18,682	153
Michigan	\$37,901,652	37,902	\$38,214,456	38,214	313
Minnesota	\$12,327,766	12,328	\$12,429,508	12,430	102
Mississippi	\$15,070,987	15,071	\$15,195,369	15,195	124
Missouri	\$18,976,138	18,976	\$19,132,749	19,133	157
Montana	\$5,937,198	5,937	\$5,986,198	5,986	49
Nebraska	\$5,937,198	5,937	\$5,986,198	5,986	49
Nevada	\$9,996,921	9,997	\$10,079,426	10,079	83
New Hampshire	\$5,937,198	5,937	\$5,986,198	5,986	49
New Jersey	\$27,666,930	27,667	\$27,895,267	27,895	228
New Mexico	\$8,958,172	8,958	\$9,032,104	9,032	74
New York	\$91,940,576	91,941	\$92,699,366	92,699	759
North Carolina	\$34,258,072	34,258	\$34,540,806	34,541	283
North Dakota	\$5,937,198	5,937	\$5,986,198	5,986	49
Ohio	\$41,167,959	41,168	\$41,507,720	41,508	340
Oklahoma	\$12,766,550	12,767	\$12,871,913	12,872	105
Oregon	\$11,471,408	11,471	\$11,566,082	11,566	95
Pennsylvania	\$47,196,885	47,197	\$47,586,403	47,586	390
Puerto Rico	\$30,310,621	30,311	\$30,560,776	30,561	250
Rhode Island	\$5,937,198	5,937	\$5,986,198	5,986	49
South Carolina	\$18,430,738	18,431	\$18,582,848	18,583	152
South Dakota	\$5,937,198	5,937	\$5,986,198	5,986	49
Tennessee	\$22,851,232	22,851	\$23,039,824	23,040	189
Texas	\$107,604,189	107,604	\$108,492,252	108,492	888
Utah	\$6,560,484	6,560	\$6,614,628	6,615	54
Vermont	\$5,937,198	5,937	\$5,986,198	5,986	49
Virginia	\$19,715,807	19,716	\$19,878,523	19,879	163
Washington	\$17,038,361	17,038	\$17,178,979	17,179	141
West Virginia	\$7,353,442	7,353	\$7,414,130	7,414	61
Wisconsin	\$15,608,711	15,609	\$15,737,530	15,738	129
Wyoming	\$5,937,198	5,937	\$5,986,198	5,986	49
National Total	\$1,211,673,000	1,685,036¹	\$1,221,673,000	1,695,036²	10,000

¹ These numbers are based on the Consolidated Appropriations Act, 2018.

² These numbers are based on the FY2019 Defense and Labor, Health and Human Services Appropriations Act and Continuing Appropriations Act.

* Note that these are estimates based on Afterschool Alliance calculations and are not official funding amounts.

** State estimates of the number of children served are an Afterschool Alliance calculation based on the state-allocated 21st CCLC funding and a program cost per child estimation using the Department of Education's (DOE) per-student expenditures for: (1) all students attending 21st CCLC programs and (2) students who regularly attend 21st CCLC programs.

[^] The national number of students in a 21st CCLC program is based on the DOE's 21st CCLC Annual Performance Data for the 2014-15 school year and the FY2019 projected number is an Afterschool Alliance calculation based on the DOE's data.

Note: Reprinted from Budget Analysis of 21st Century Community Learning

Centers by Afterschool Alliance. (2018).

21st Century Community Learning Centers have helped shape how after-school programs operate today. Students who participate in after-school programs come from all different socioeconomic backgrounds, which can affect not only their school academic achievement, but their personal development as well.

Economic Status of Students & Families

Family income and socioeconomic status can positively or negatively impact both the home and school life of students of all ages. Negative issues include malnutrition, neglect, poor sleep, foul behavior at school, among many others. The quality of home life for students greatly impacts the level of success that they will achieve in their educational careers.

Socioeconomic status includes monetary income, education levels, security of finances, and the level of perception and ideology that the particular individuals have about their status both socially and economically. Families that derive from low socioeconomic status can suffer from minimal education opportunities and health issues, ultimately resulting from high poverty levels because of the low socioeconomic status. These factors can negatively affect children as they grow and develop in school. Outcomes that can result include “poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood” (Morgan, Farkas, Hillemeier, & Maczuga’s work, as cited by the American Psychological Association, 2018). Students who are exposed to poor environments are more likely to drop out of school, which greatly impacts the student as well as the community’s

socioeconomic status (American Psychological Association, “Education and Socioeconomic Status,” 2018).

What is the solution to this rising issue? After-school programs offer opportunities for students that they might not normally receive at home. The numerous activities can boost self-esteem and help students realize that they can achieve any goals or dreams that they set for themselves. In her article titled “6 Benefits of Afterschool Programs,” Kate Kelly discusses six benefits that after-school programs have on participating students. According to Kelly, the six benefits are as follows, and will be discussed in the concluding section:

1. Create a sense of belonging
2. Improve social skills
3. Provide academic support
4. Make learning more fun
5. Provide safety and supervision
6. Build confidence

(Kelly, n.d.)

Personal Development & Academic Achievement

The innumerable skills that students obtain when participating in after-school programs can have lasting effects that help shape how they will continue to grow through adulthood. For example, students who develop a sense of belonging during their after-school program can feel more inclined to interact with other students who

they would not usually spend time with during the regular school day. These interactions can promote feelings of inclusion, which can help students develop a more positive self-concept. Developing social skills affects how a student acts in different situations throughout his/her entire life, and after-school programs that offer opportunities to learn these skills further benefit the student in the real world. Peace of mind for parents and guardians stems from the safety and security that is enforced during after school hours throughout after-school programs. Providing a safe environment for kids to stay at until they go home for the night reduces the amount of crime and illegal behavior between the students, which improves the kids' lives and community environment (Kelly, n.d).

A major benefit of after-school programs is the academic enrichment provided. Time set aside during the program for homework assistance ensures that the students will have guided support to complete their assignments, which also helps them to better comprehend what they are learning. Completing homework assignments after school allows for the students to have less stress at night when they go home for the evening. Allotting time for assignment completion at the beginning of the after-school program schedule allows for a more relaxed and fun environment for the remainder of the program. Utilizing school equipment, such as computer labs and outside facilities, can expand students' knowledge about topics they might encounter in the future. Extracurricular activities involving art and music help to expand creativity among students, which can potentially unveil talents and passions not previously known to the student. These skills help build confidence that will stay with the students throughout

their entire academic career and personal lives. After-school programs help build a strong foundation of wellness that can be built upon for years to come (Kelly, n.d).

After-School Programs in Kentucky

In the state of Kentucky, there are hundreds of thousands of school-age children participating in various types of after-school programs. There are also hundreds of thousands children waiting for an available after-school program in their communities. In the state of Kentucky, 104,693 students are enrolled in after-school programs, but 265,184 more students are waiting for an available program to arise (Afterschool Alliance, "This is Afterschool in Kentucky," 2018).

The article "This is Afterschool in Kentucky" lists the following statistics derived from parent input:

- 60% of Kentucky parents agree that afterschool programs help children get excited about learning.
- 57% of Kentucky parents agree that afterschool programs help children gain STEM-related interests and skills.
- 3 in 4 Kentucky parents say afterschool programs give them peace of mind and help them keep their jobs.
- 2 in 3 Kentucky parents believe afterschool reduces the likelihood that kids will engage in risky behaviors.
- 87% of Kentucky parents support public funding for afterschool programs.

(Afterschool Alliance, 2018)

These statistics illustrate how the parents and guardians of Kentucky students support the development and operations of after-school programs throughout school districts across the state. “In Kentucky, 21st Century Community Learning Center grants support local afterschool and summer programs serving 37,577 children in 177 communities. The grants are the only dedicated federal source of afterschool support” (Afterschool Alliance, “This is Afterschool in Kentucky,” 2018). The success of after-school programs is greatly influenced by the level of parental support of such programs. Kentucky after-school programs have seen expansive growth, with continuing hopes for success in the future for future generations.

Conclusion

After-school programs benefit children both across the United States and globally. Their impacts on students range from a variety of personal development factors such as social skills and uncovering hidden talents/goals, as well as providing opportunities for academic growth and achievement throughout all grade levels and subjects. The history of after-school programs has shown that although these programs have faced adversity in past centuries, they have grown and developed into organizations that not only impact the participating students, but also the staff and communities as well. Every child needs someone to believe in them, and after-school programs provide opportunities for any child who participates to receive such support.

Socioeconomic backgrounds of children can positively or negatively affect their performance in school and ability to grow and develop as human beings. To combat these difficulties, after-school programs help to provide safe and nurturing environments in which children may thrive and succeed..

Perhaps it is best stated from Susanna Pradhan's personal experience with after-school programs:

My afterschool program and the experiences I have had because of it have shaped me into who I am today; a young woman who is determined, confident, and not afraid to stand up for what she believes is right. The program helped me improve in English and other school subjects. It provided a safe space where I could thrive academically and socially. I am constantly seeking new opportunities to challenge myself to learn, grow, and stretch my horizon to become a better student, a better leader, and most importantly, a better human being.

(as cited in Afterschool Alliance, "This is Afterschool in Kentucky," 2018).

Susanna's story is what every after-school program's primary goal is based on: the hope of changing lives, one child at a time. Youth carry struggles with them every day that are not always seen or talked about; but with the help of after-school programs, they can slowly shed those burdens and take advantage of opportunities that help shape the rest of their lives. The skills learned and opportunities created stretch into every aspect of the human life, and help build a strong foundation for all students that participate. After-school programs do not only impact students three hours a day after

school, but stay with them for a lifetime. Differences are continually made by simply believing in a child, who might take that support and create a better world.

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Tables

A Community Child Care Needs Assessment Survey

SAMPLE

This is an assessment of child care needs of the (locality name) community. If you have parenting responsibilities, we would appreciate your time in helping us assess your needs. Please complete the survey and return no later than (give time frame).

Thank you for assisting us with this effort.

1. Would you use child care services if they were available to you?	Yes	No
2. If yes, please complete the reminder of the survey		
3. Are you currently using child care services?	Yes	No
If yes, please identify the type of services you use:		
AGE RANGE	# of Children	\$ COST/CH
Infant (Birth to 11 months)		
Toddler (11 to 36 months)		
Preschool (3 to 5 years)		
After School Care (K-6th grade)		
After School Care (7-9th grade)		
4. Please mark the type of child care needed:		
Full Time		
Half Days (5 days a week)		
Partial Week (2 or 3 times/wk)		
Half Days-Partial wk (2 or 3 times/wk)		
After School Care		
Night Care or Evening Care		
Sick Child Care		
Other:		
5. Please mark the location/type of care you are currently utilizing:		

Type/Location	
# of Children	
Age(s) of Children	
Day Care Center	
Family Care Center	
Provider in my own Home	
Spouse/Partner	
Care by family members	

After School Care	
Care by older sibling	
Other:	
6. Are you satisfied with your current child care arrangements?	Yes No
If no, please explain:	
7. If you do not utilize child care services, what prevents you from using services?	
Cost	
Availability	
Location	
Vanpool/Carpool	
Hours of Operation	
Happy with current provider	
Other: (please explain)	
8. To help assess funding needs, please indicate your household gross salary range.	
# of people in house:	
Below - \$20,000	
\$20,000 - \$29,000	
\$30,000 - \$39,000	
\$40,000 - \$49,000	
over - \$50,000	
9. Is your household headed by a two-parent household or a single parent household?	Single parent Two parent
10. How MANY children do you have in each of the following age groups?	

a. 0-4 years old		
b. 5-8 years old		
c. 9-12 years old		
d. 13-15 years old		
11. Please check one in each column for the type of care you USE and the type of care you PREFER.	Type of Care I Mostly use	Type of Care I Would prefer
a. Care by parent in own home		
b. Care in relative's home		
c. Care in own home with relative		
d. Care in your home with non-relative		
e. Care in non-relative's home		
f. Child care for self		
g. Child care center		
h. Combination of care as needed		
i. Currently searching for care		
j. School-based program		
k. Other		

12. Please check the days you need child care. Check all that apply.	
a. Monday-Friday	
b. Snow days, holidays, summer breaks	
c. Other	
13. Please check the times you need school-age childcare. Check all that apply.	
a. Before school only	
b. After school only	
c. Before and after school	
d. Other	
14. Please check the amount you consider reasonable to pay for child care PER MONTH/WEEK/PER CHILD during the regular school year. Check only one.	
a. No pay required	
b. \$1-24	

c. \$25-40		
d. \$41-60		
e. \$61-80		
f. \$81-100		
g. \$101-125		
h. Over \$125		
15. Have you had any of these child care related problems during the past year? Check problem areas.	Yes, I've had this problem	No, haven't had this problem
a. Cost of care		
b. Finding temporary care		
c. Finding care for sick child		
d. Finding care for child with special needs		
e. Location of care		
f. Transportation to/from care		
g. Dependability of care		
h. Quality of care		
i. Scheduling child care to match work schedule		

Thank you very much for your assistance !

Note. Reprinted from ABC..123 Starting your afterschool program by Afterschool

Alliance - Utah Department of Workforce Services, & Utah State University Extension

4-H. (2007).

