

SCHOOL'S OUT!

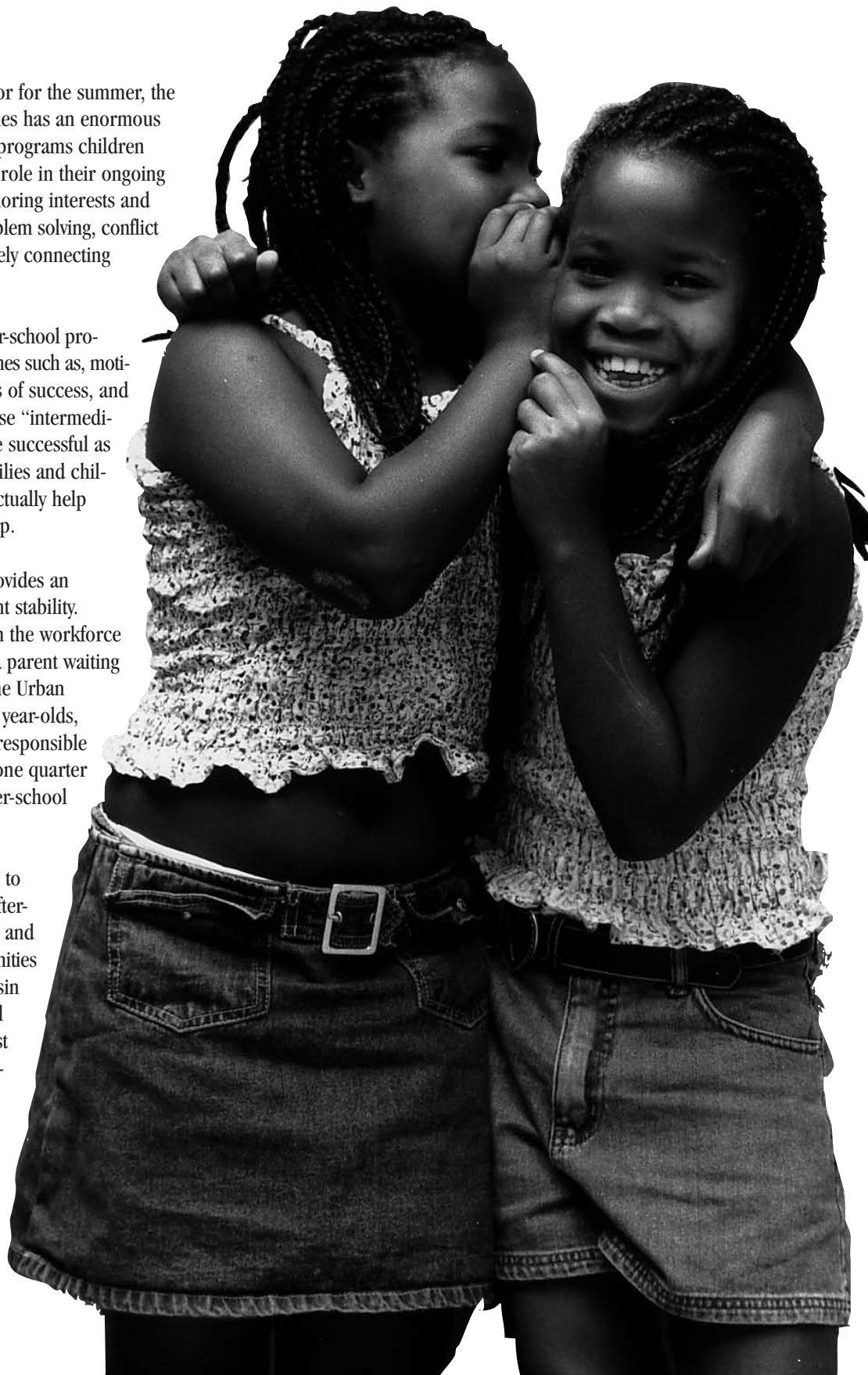
OUT-OF-SCHOOL TIME KEY TO CHILDREN'S SUCCESS

Whether school is out for the day, or for the summer, the time children spend in out-of-school activities has an enormous impact on their health and well being. The programs children engage in while school's out can play a key role in their ongoing learning by providing opportunities for exploring interests and gaining important lifelong skills such as problem solving, conflict resolution and teamwork, as well as positively connecting with adults.

A growing body of research suggests that after-school programs can also have positive effects on outcomes such as, motivation, engagement in learning, expectations of success, and social competencies. Children who gain these "intermediary" skills do better in school and are more successful as adults.¹ For children from low income families and children of color, after school programs may actually help narrow the opportunity and achievement gap.

Furthermore, after-school programming provides an important ingredient to parent's employment stability. Wisconsin's relatively high rate of parents in the workforce means that children are less likely to have a parent waiting for them at home after school. A study by the Urban Institute found that seven percent of 6 to 9 year-olds, whose mothers are working, are primarily responsible for themselves after-school and more than one quarter of 10 to 12 year-olds are on their own.² After-school provides a safe environment.

From education experts to law enforcement to parents, there is universal agreement that after-school programs reinforce student learning and provide safe havens and enrichment opportunities during non-school hours. Yet many Wisconsin children and youth, in both urban and rural areas of our state, are missing out. The most often listed challenge to expanding or growing new after-school programs is funding. Seventy-one percent of principals who



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reported not having after-school programs in their school listed funding as the reason.³

To make after-school programs accessible for all Wisconsin children, financing to create and sustain programs will require expanded government funding in order to keep parent fees affordable and leverage greater private-sector support and donations.

Out of School Time Activities Promote Healthy Development

“I’m the proud parent of a young man who has been involved for more than three years in the afterschool program in our community. During this time, my son has greatly improved his social skills, has made many new friends and takes pride in his accomplishments. He has learned so much as a result of the afterschool partnership of the Boys & Girls Club, school district, 4-H, and many others who all work so well together.”

- Deb Todt, parent of a participant in the Fond du Lac Afterschool Program

A significant responsibility of quality after-school programs is to promote youth development. This task emphasizes exposing children and youth to new opportunities that challenge them to gain the abilities and knowledge they will need as they mature.⁴ Of parents surveyed, who had children enrolled in a range of different types of after-school programs, 80 to 90 percent believed that their children acquired new skills and became more confident learners as a result of their involvement in the programs.⁵



After-school activities can offer children and youth a variety of dimensions that help foster growth and learning:

- Reading and fine arts programs strengthen creativity and conceptual skills that allow youth to consider and explore abstract concepts.
- Recreational programs teach teamwork and leadership skills, as well as promote healthy lifestyle choices.
- Opportunities for social interactions with peers and adults. Youth will be able to learn and refine social skills, enabling them to create meaningful relationships.⁶
- Critical thinking and problem solving skills are strengthened through educational games and leadership roles.

The following chart illustrates some positive youth development outcomes that have been identified by the Center for Youth Development and Policy Research. These outcomes include academic experiences, but are also strengthened by participation across many disciplines.

Aspects of Identity	Areas of Ability
A sense of safety and structure	Physical health
High self-worth and self esteem	Mental health
Feeling of mastery and future	Intellectual health
Belonging and membership	Employability
Perception of responsibility and autonomy	Civic and social involvement
A sense of self-awareness and spirituality	

Adapted from the Center for Youth Development and Policy Research⁷

Participation in quality after-school programs is also associated with positive behaviors and attitudes in school such as: turning in homework on time, participating in class, attending school regularly, and engaging in positive conflict resolution with peers.

Of students who regularly attended after-school programs at Community Learning Centers across Wisconsin, two thirds (66 percent) participated more in class, 54 percent improved their classroom behavior and almost half (45 percent) attended class more regularly.⁸

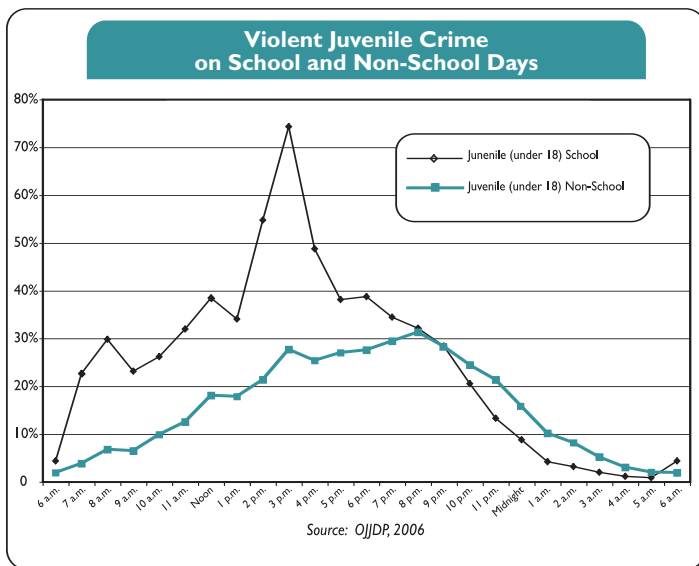
Keeping Kids Safe and Out of Trouble

“There is an important time-frame for our youth, between 3:00 p.m. and 6:00 p.m., when so much can occur. This is when children explore and experiment if left unsupervised. I am a firm believer in after school programs because they can prevent mischief and can provide learning opportunities.”

- Police Chief Noble Wray, Madison Police Department

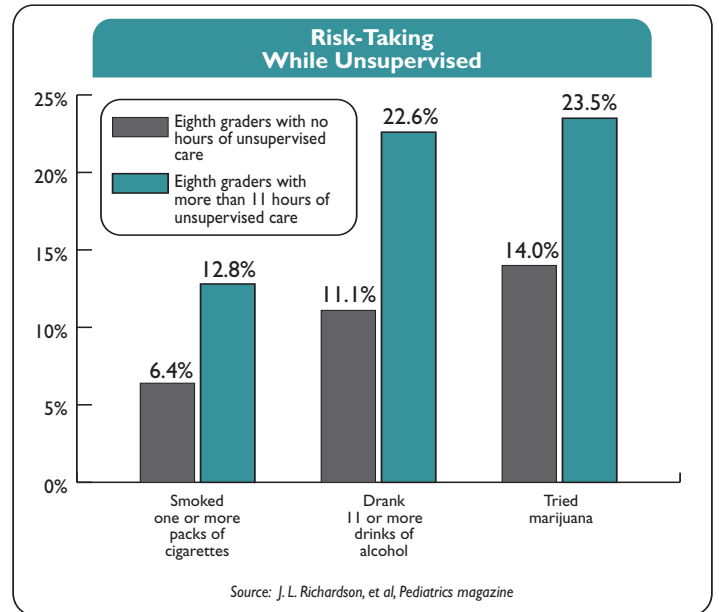
According to a 2006 report from the Office of Justice Programs, school days between 3 and 6 pm are peak hours for juvenile crime. This is the time when children and youth are most likely to experiment with drugs, alcohol, cigarettes, and sexual activity. For 16 and 17 year olds, the time after school is when they are most likely to be in a car accident—the leading cause of death for teens.⁹

The hours after school are also the peak time for children to become victims of a violent crime. According to Office of Justice Programs, children are 140 percent more likely to be victimized between 3 and 4 pm on school days than in the same time period on non-school days. Critical hours for victimization also vary by the child’s age. Violent crimes¹ against children ages 6 to 14 peak in the hours directly after school, while the most likely times for youth ages 15 to 17 to be victimized are immediately after school and again around 9pm.



After-school programs keep kids out of trouble by providing safe and structured time during these critical afternoon hours. Overall, the research shows that children who are supervised and engaged in structured activities are less likely to participate in high risk activities. For middle school students, being supervised after-school reduces by half the risk that they will smoke, drink, or abuse drugs

¹Violent Crimes include serious violent crimes and simple assault. Serious violent crimes include murder, sexual assault, robbery, and aggravated assault. Simple assault is assault without a deadly or dangerous weapon. Source: Office of Justice Programs



In a national poll of police chiefs conducted by professors Scott Keeter and Stephen Mastrofski of George Mason University, the chiefs were asked to “guide elected officials” by picking the most effective strategy to reduce youth violence. They chose providing more after-school programs and educational child care by a four-to-one margin over such alternatives as prosecuting more juveniles as adults and hiring more police officers. Nine out of ten chiefs agreed with the statement: “If America does not make greater investments in after-school and educational child care programs to help children and youth now, we will pay far more later in crime, welfare and other costs.”¹⁰



Addressing the Achievement Gap

“Our findings, to date, across different studies, demonstrate that after-school programs can improve school performance, work habits and school attendance, if program quality is sufficient. They also can serve a protective function for children in high-risk families and neighborhoods.”

- Deborah Lowe Vandell, Former member of the Department of Educational Psychology, University of Wisconsin-Madison (1989-2005) Chair of the Department of Education at the University of California, Irvine

During the 2004-2005 school year, the achievement gap in eighth grade reading and fourth grade math between African American and white students was larger in Wisconsin than in any other state.¹¹

Utilizing out-of-school time effectively is essential to the success of the disproportionate number of children and youth of color who live in poverty. The Nellie Mae Education Foundation reported that in comparison to students from low-income families, students from high-income families are twice as likely to spend five or more hours per week in extracurricular activities. Without these additional opportunities, students from low income families are six times as likely to drop out of school by senior year, and twice as likely to be arrested by senior year.¹⁴

The federal response to the growing achievement gap was the No Child Left Behind (NCLB) Act of 2000. NCLB funded the 21st Century Community Learning Centers initiative that provides academic and enrichment opportunities for economically disadvantaged children in both rural and urban communities. This initiative is supported by research that found after-school programs have positive effects for low-income children, including better academic achievement and more appropriate conduct with peers and adults.¹⁵ Building on a child's strengths and interests reduces disparities in achievement through refining and developing skills.

Profile: Wisconsin 21-Century Community Learning Centers (2004-2005)

Number of sites: 110

Total kids served: 21,105

Ethnicity:

African-American: 42 percent

Asian: 4 percent

Hispanic: 25 percent

Native American: 4 percent

White: 24 percent

Economically Disadvantaged: 80 percent

Research shows that children living in low income families rely primarily on schools for academic learning and do not have the resources to engage in enrichment activities at the same rate as children from wealthier families.¹²

Through after-school programs, children from low-income families are also afforded enrichment opportunities such as art, theater, and music in which they might not otherwise be able to participate.¹⁵ These programs help children find undiscovered talents and interests, while strengthening their self-esteem and enabling them to be more successful in achieving long-term goals. Successful after-school programs for children and youth of color will also integrate and family, neighborhood, and school norms, which strengthen their identity and help them invest in their community.¹⁶



Summer School Programs

Most summer school programs were designed to help kids who fell behind during the school year meet the expectations of a particular grade level. In recent decades, however, the scope of summer school programs has broadened to include enrichment opportunities in special interest areas such as art, music, technology, and sports. Summer programs also provide working parents with supervised activities for their children during the workday. In addition, both parents and schools see summer school programs as a way to halt the “summer-slide” phenomena by keeping kids engaged in learning and ready for the next school year.

Research about summer slide shows that all students regardless of resources at home tend to lose some skills, reinforcing the need for support at different levels. Students who need more time to meet learning goals can have the summer to work on them and those with specific interests in a topic, can take the time to explore that topic in more depth than the school year may allow.¹⁷ In addition, research suggests that programs designed for earlier grades and for students from less advantaged families will help reduce the achievement gap.¹⁸

Interestingly, the Urban Institute found that while overall spending on child care does not increase in the summer months, the spending gap between families with incomes less than 200 percent of the federal poverty rate and those with higher incomes increases dramatically. Lower income families rely primarily on relative care and their expenses actually drop. While more affluent families see increases of 34 percent on average. This may reflect the quality of the programs that are chosen by higher income families, the longer hours needed, or both.¹⁹

In 2004, Boys and Girls Clubs in Wisconsin served over 6,500 children and youth in summer programs.



Benefits to Working Families... and Beyond

“I don’t know what I’d do without the after-school program. I work at three different jobs and can’t always be there to help my kids with homework. The after-school program gives my kids a safe place to be, where they can also learn. I can do my job and not worry.”

- Deb, parent of three participants in the Fond du Lac Afterschool Program

After-school programs benefit the entire family by giving parents peace of mind about what their children are doing after-school, consequently helping them to balance work and family responsibilities.²⁰

In Wisconsin, 74 percent of children live in families in which all parents in the household are working. Further, the percent of elementary school age children (ages 6 to 12) with all available parents in the workforce (71 percent) far exceeds the national average of 61 percent.²¹

Today’s disparity between the school week and the parent’s work week can be as many as 25 hours, which presents working parents with the challenge of finding someone to care for their children while they are at work. Some parents patch together care by shifting work schedules, hiring sitters or asking relatives or neighbors to supervise their children after school. Some have no choice but to let their children care for themselves. Those parents able to have their children participate in formal after-school programs said they missed less work, which is especially important for low-income parents as their jobs may not offer the flexibility to leave early in order to supervise their children.²²

Of the parents who participated in the Multiple Choices After-school Survey

80% said they were less worried about their child’s safety after school

45% said it helped them to obtain a better job or do better at their current job

86% said it helped them to appreciate their child’s talents more

74% said it helped their child get along better with family members

Source: Multiple Choices After-School, 2002.

Corporate Voices for Working Families, a philanthropic organization made up of major corporations, highlights a study that estimates the cost to business resulting from parental stress about where their children are after school to be anywhere from \$496 to \$1,984 per employee, per year, depending on the employee's annual salary. The study confirms that when employees have access to quality after-school programs, they are better able to concentrate on their work resulting in increased productivity and ultimately creating higher profitability for the employer.²³

Quality after-school programs also play a key role in developing the future workforce. The next generation of workers will require more education and advanced skills to succeed as productive members of the workforce. Business leaders are looking to after-school programs to help ensure that future workers are prepared beyond basic proficiency in core subjects such as reading and math. Young people will need to be adept at advanced skills including creative thinking, problem solving, teamwork, communications, self-direction and the use of technology.²⁵



After-school programs provide the extra time not always available in the school day for academic help, career exploration, skills development and internships that will prepare students for college and beyond.

Quality Programs

High quality after-school programming can transform out-of-school hours from a time of risk into a fun and productive time for kids by providing them the opportunity to develop competencies that will help them become successful, engaged and contributing adults.

Research indicates that successful after-school programs offer a wide variety of youth-oriented activities, a staff with diverse backgrounds, experienced site coordinators, partnerships with community-based organizations, strong relationships with the day school staff and ongoing communication with participant families.²⁶ High quality after-school programs should be viewed as an opportunity to augment the knowledge and skills of children rather than simply meeting an obligation to occupy their time.

Components of a high quality after-school program include:

- **Strong program management and organization** that creates a safe, healthy nurturing and engaging environment for children and youth and systems that promote individual, family and cultural identity as the foundation of learning and development for children and youth.
- **A knowledgeable, experienced and diverse staff** that represents the community they serve and who pursue continuous improvement of the program through professional development and implementing systems for evaluating the program's effectiveness.
- **Deliberate and dynamic programming** that responds to community needs, addresses the interests and needs of children and youth, complements school-day activities and promotes active engagement while inspiring learning.
- **A strong partnership** with children and youth, families, schools and communities that includes coordinating resources and active involvement of all partners, participants and their families in decision-making, programming and events.
- **Positive human relationships** and interactions among staff, children and youth, families and communities that teach children and youth to interact positively with one another and make responsible choices as well as demonstrating respect for the culture and language of children and youth, their families and communities.

The State of After-school in Wisconsin

While it is clear from the smattering of information available that many Wisconsin children are involved in after-school, finding an accurate count of children and youth who participate in out of school time activities in Wisconsin is difficult because a clearing-house of programs and participants is not available. Currently, there is not a uniform system for collecting data and programs do not track the same kinds of information. However, some data does exist by program. For example, the Boys and Girls Clubs provided after-school programming to over 145,010 youth in 2004.²⁷ The 21st Century Learning Centers collectively serve over 21,000 students, and YMCA's have 350,000 youth participating. We have included in this brief a demographic snap shot of a couple of these large programs as examples.

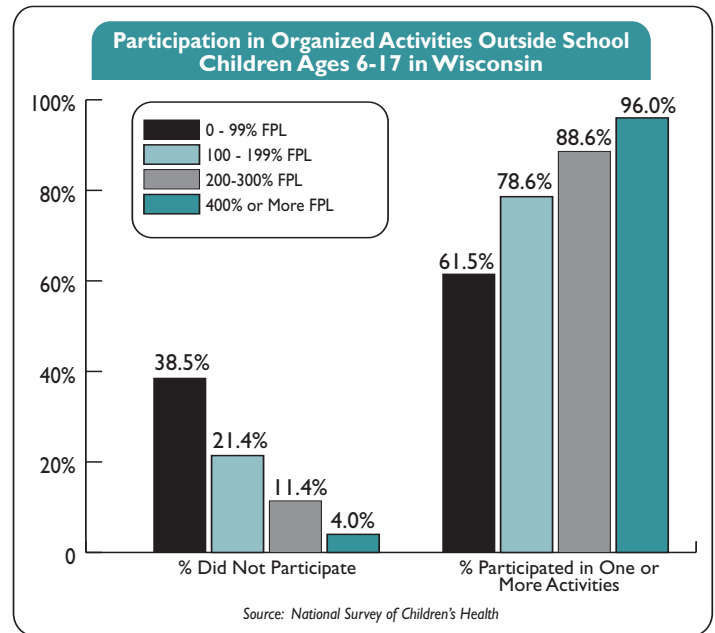
Not only is it hard to tell what programs are available in Wisconsin, there is limited information about the quality of these out-of-school-time programs. The good news is that there is ample national research that can guide the decision making of program administrators and policymakers in the development of different components of quality programming (those components are listed on the preceding page).

Who participates in after-school programs?

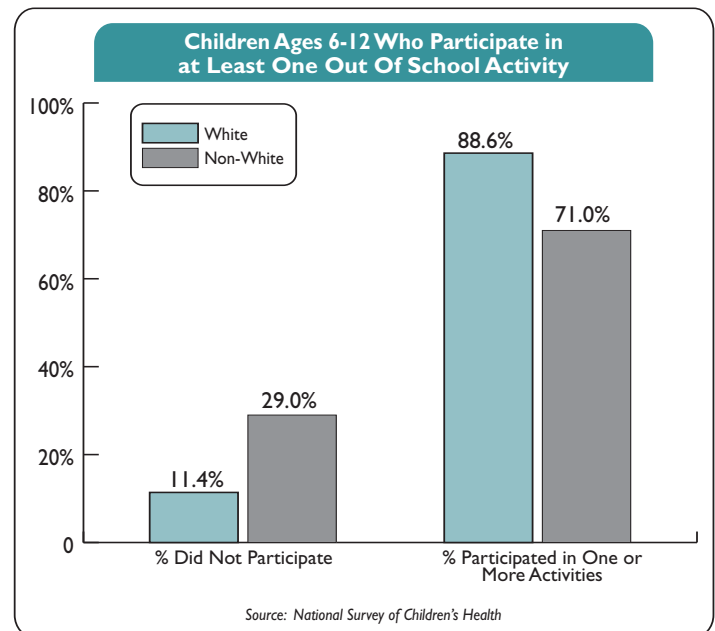
Research shows that specific targeting of programs and family income level, affect participation in out-of-school time activities and in which programs children and youth choose to participate. The Harvard Family Research Foundation's study of out-of-school time found nationally, that children and youth from low-income families are more likely to participate in tutoring programs. While children and youth from middle class families, who have access to more resources, are more likely to participate in enrichment programs.

As mentioned previously, data on participation in after-school programs is sketchy; however, Wisconsin data from the National Survey of Children's Health suggests that family income is a determinant for participation in all out-of-school-time activities. Children and youth

in families with incomes that are 200 percent and greater than the federal poverty level (FPL) are more likely to participate in extracurricular activities than their peers who live in families with incomes 199 percent of the FPL or less.



As children and youth of color are disproportionately represented in low-income communities nationally as well as in Wisconsin, some after-school programs are specifically designed to target low-income and minority youth in an effort to decrease the achievement and opportunity gaps.



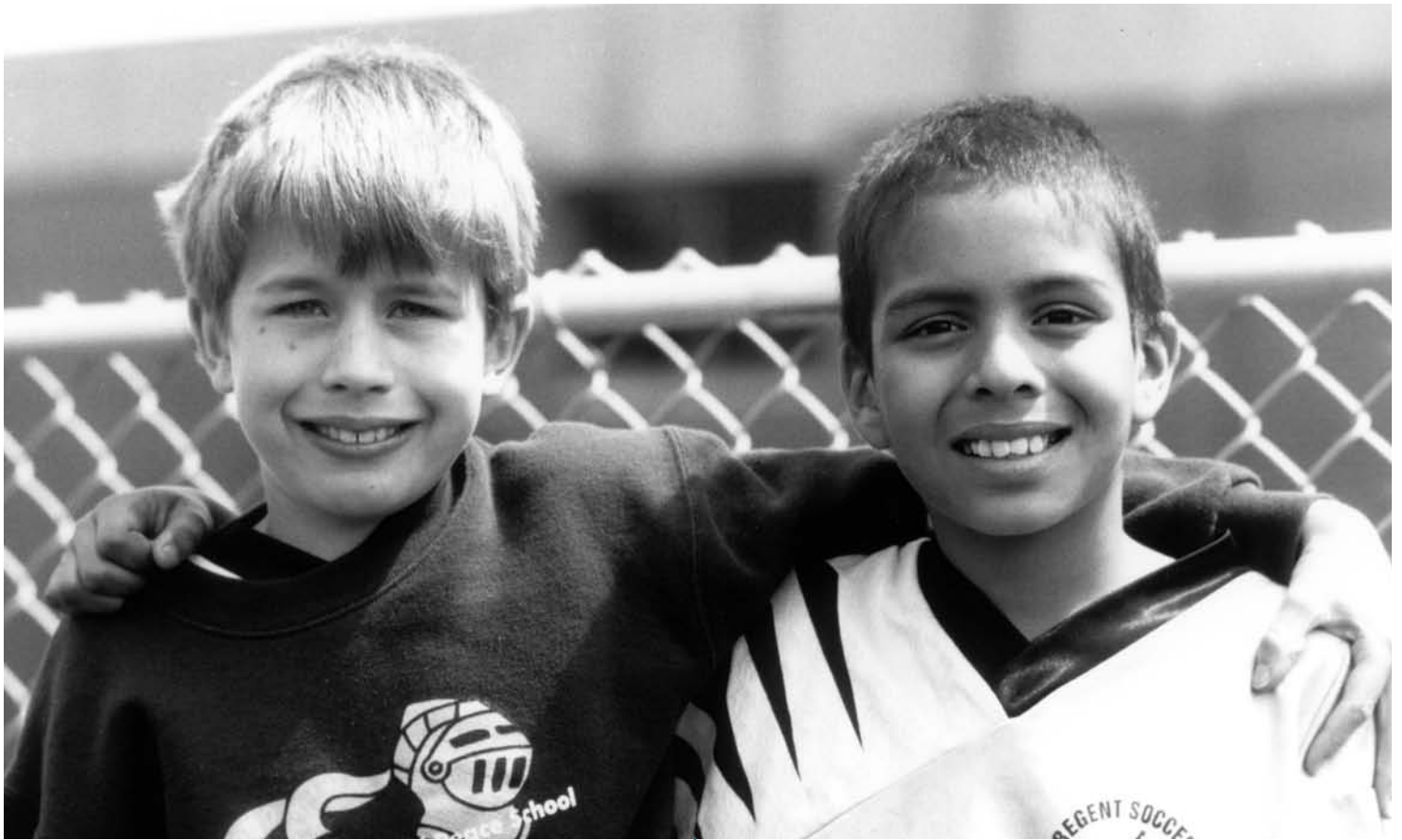
In recent years, efforts to encourage children of color to enroll in after-school programs may contribute to the higher participation rate of African American youth in certain out-of-school time programs, although they still do not have the same access to enrichment

Profile: Wisconsin Boys and Girls Clubs (2004)

Number of Club sites: 93
 Total kids served: 145,010
 Ethnicity:
 African American 10 percent
 Asian: 5 percent
 Hispanic: 6 percent
 Native American: 12 percent
 White: 62 percent

Economically Disadvantaged: 62 percent

Source: Boys and Girls Clubs of America Annual Report



programs as their white peers. Research has also found that in out-of-school time programs, Latino youth are consistently underrepresented, white youth are overrepresented, and the number of participating African American youth is somewhere in between.²⁸ This may reveal that factors such as cultural and language barriers are also restricting access to out-of-school time programs for some children and youth of color.

Challenges of After-school Programs - Lots of Kids...Lack of Cash

“Participation in after-school youth groups should be encouraged at the school level. Funding should be adequate for the after-school groups.”

- Milwaukee County participants in the Wisconsin County Conversation on Youth Development.

The need for out-of-school-time programs in Wisconsin is greater than the number of programs available. Programs to help keep kids safe and engage them in a variety of positive enrichment, recreational and academic activities are simply not available in many communities across Wisconsin. In rural communities, establishing or sustaining after-school programs is a challenge due to a lack of private partners, a limited tax base, high transportation costs and difficulty recruiting and retaining staff.²⁹ In 2004-2005, more than 100 Wisconsin rural and urban applicants for financial assistance to provide after-school programming were not funded through the

21st Century Community Learning Centers (a federal grant program) due to a lack of available funds.³⁰ The 21 Century grant, currently funds 41 programs in Wisconsin serving children at 116 sites. Despite the evidence demonstrating that after-school programs are a positive and effective way for a child to spend their time by reducing involvement in the juvenile justice system, increasing academic achievement, providing enrichment opportunities and helping alleviate the impacts of poverty, it is a battle to provide any increase to funding for after-school programs in the federal budget.

After-school Programs Can:

- Reduce juvenile crime and violence
- Reduce juvenile victimization
- Reduce juvenile drug use and addiction
- Reduce juvenile smoking and drug abuse
- Reduce teen sex and pregnancy
- Reduce the achievement and opportunity gaps
- Reduce the summer slide effect
- Boost school success and graduation
- Strengthen youth development
- Support working families
- Keep kids safe during out-of-school time

Unfortunately, frozen federal funding prevented most states from increasing access to after-school programs because their federal dollars are tied to sustaining existing programs. This means many programs cannot serve any additional kids, potentially excluding children and youth who would benefit most from an after-school experience. In order to remedy this situation, members of Congress, recognizing the value of after-school programs, have formed bi-partisan After-School Caucuses in both houses to focus on building congressional support to increase resources for quality after-school care.

At this time Wisconsin does not direct state funds specifically to developing and sustaining out-of-school time programs. The majority of funding for after-school programs in Wisconsin comes from a variety of federal grant programs including 21st Century Community Learning Centers as well as the Safe and Drug Free Schools program and the Child Care Development Fund. In addition many foundations give to local programs in their area. With a combination of federal and state resources, Wisconsin does support programs for at-risk children in limited areas such as:

- Families and Schools Together Prevention Program (FAST) is an award winning program for children ages 4-12 that focuses on the prevention of juvenile delinquency, violence, substance abuse and school failure by strengthening the parent-child relationships and providing necessary peer support and counseling.
- The Safe and Sound program established in the City of Milwaukee includes the establishment of safe places for children to go during non-school hours.
- The Brighter Futures Initiative (BFI) helps children, adolescents and families by promoting healthy families and youth, school readiness for children, child safety in their families and communities and successful navigation from childhood to adulthood.

A Call to Policymakers.

Research clearly demonstrates that after-school programs are a wise public investment. From a cost-benefit perspective, every \$1 invested in youth development opportunities and supports results in a return on investment of \$10.51.³¹

In addition, investment of public tax dollars in after-school programming has wide support. In 2003, the Afterschool Alliance conducted a nationwide poll of registered voters on after-school programs and nine in ten Americans questioned said that after-school programs are a necessity for their community. Fully, sixty-two percent of those polled voiced support for using federal and state funds to put comprehensive after-school programs in their community and were willing to increase their own state taxes by \$100 annually to pay for every child to attend a quality after-school program.³²

Without a solid and deliberate investment, quality programs cannot be developed. That is why the Wisconsin Afterschool Network, a public/private partnership of over 260 organizations and individuals is calling for a substantial investment to expand access to quality afterschool programs through-out the state.

The Network is supporting a 2007-09 State Budget proposal that will provide \$10 million annually in competitive grants to support and expand afterschool programs serving school-age children in non-school hours. Grants would be awarded to collaborative partnerships involving schools and community-based organizations with the goal to enhance academic achievement and positive youth development through a well-balanced and diverse programming that meets the needs of the community and families. A portion of the funding would be used for technical assistance and training for the purpose continuous program improvement. This investment, coupled with funding from federal and local governments as well as private partners can help to build the funding infrastructure necessary for after-school programs to best serve Wisconsin children and youth.



For more information on After-school in Wisconsin:

Wisconsin Council on Children and Families

<http://wccf.org>

The Wisconsin After-school Network

The Wisconsin After-school Network (WAN), funded by the C.S. Mott Foundation, is the vehicle for connecting policymakers, educators, childcare providers, youth development workers, program developers, advocates, parents and others committed to helping children and youth find ways to extend their learning opportunities beyond the traditional learning day. WAN is a public/private partnership of agencies and many organizations involved in joint planning, sharing of resources and best practices, building bridges to and between federal, state, and local after-school initiatives necessary for comprehensive statewide after-school policies. WAN also provides a means to encourage local and state policymakers to invest additional resources to expand and sustain quality after-school opportunities.

<http://dpi.wi.gov/sspw/wan.html>

Other valuable resources:

Wisconsin Department of Public Instruction
www.dpi.state.wi.us

After-school Alliance
www.after-schoolalliance.org

Fight Crime: Invest in Kids
www.fightcrime.org

Harvard family Research Project
www.gse.harvard/hfrfp

Charles Stewart Mott Foundation
www.mott.org

Child Care Resource & Referral Network:
<http://www.wisconsinccrr.org/>

Center for Youth Development & Policy Research
<http://cydpr.aed.org>

*National Partnership for Quality
After-school Learning*
www.sedl.org/after-school



Footnotes

- ¹ International Center for Research in Education (INCRE) Arlington, MA, National Institute on Out-of School Time (NIOS), Wellesley Centers for Women • Wellesley College “Pathways to Success for Youth, What Counts in After-School”, A Massachusetts After-School Research Study (MARS) School
- ² Assessing the New Federalism, Snapshots of America’s Families: Data by State, Wisconsin
- ³ National Association of Elementary School Principals, September 2001.
- ⁴ Kahne, J., Nagaoka, J., Brown, A., O’Brien, J., Quinn, T., & Thiede, K. (2001). Assessing after-school programs as contexts for youth development. *Youth & Society*, 32(4), 421-446.
- ⁵ Baldwin Grossman, J. et.al. (2002) Multiple choices after school: Findings from extended-services school initiative. Public/Private Ventures www.ppv.org
- ⁶ Ibid.
- ⁷ www.aed.org/us/cyd/whatis.html
- ⁸ Wisconsin Department of Public Instruction (2006)
- ⁹ Fight Crime: Invest in Kids (2000) America’s After-School Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement. www.fightcrime.org
- ¹⁰ Fight Crime Invest In Kids, *Poll of Police Chiefs*. Conducted by George Mason University Profs., Steven Mastrofski and Scott Keeter. <http://www.fightcrime.org>, 1999.
- ¹¹ Wisconsin Department of Public Instruction, (2006).
- ¹² National Assessment of Educational Process (2004-2005): <http://nces.ed.gov/nationalreportcard>
- ¹³ Northwest Regional Educational Laboratory (2002). www.nwrel.org
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- ¹⁵ *Critical Hours: After-school Programs and Educational Success*, www.nmefdn.org
- ¹⁶ Ibid; p 454.
- ¹⁷ *Critical Hours: After-school Programs and Educational Success*, www.nmefdn.org
- ¹⁸ Boys and Girls Clubs of America 2004 Annual report
- ¹⁹ Borman (2000) as cited in Summer school programs: A look at the research, implications for practice, and program sampler. Susie Boss & Jennifer Railsback. (2002). Northwest Regional Educational Laboratory. www.nwerl.org/request/2002sept/textonly.html
- ²⁰ Ibid
- ²¹ Capizzano, Jeffrey, Stagner, Matthew, *When School’s Out, Where Are the Kids?*, “The Christian Science Monitor, Electronic Edition”, May 30, 2002
- ²² Policy Studies Associates, Inc (2001). www.policystudies.org
- ²³ Kids Count State Level Data Online, <http://www.aecf.org/kidscount/>
- ²⁴ Ibid
- ²⁵ Multiple Choices After-school (2002)
- ²⁶ Corporate Voices to Working Families. *Why Business Cares About After School*. www.cvworkingfamilies.org
- ²⁷ *After-school for All: A Call to Action from the Business Community*, “The Missing Piece in our Education System: Why America Needs High Quality After-school Programs,” Corporate Voices for Working Families 2004
- ²⁸ Ibid
- ²⁹ “Shared Features of High-Performing After-school Programs: A Follow-up to the TASC Evaluation.” Policy Studies Associates Inc. November 2005
- ³⁰ State After-school Profiles: Wisconsin; www.nccic.org/after-school/wi.html
- ³¹ The Boys & Girls Club of America Annual Report (2004).
- ³² Harvard Family Research Project (2006). What are kids getting into these days?
- ³³ “Fact Sheet: Financing Challenges for Rural Out-of-School Time Programs,” The Finance Project, October 2001
- ³⁴ *Impossible Choices: How states are addressing the federal failure to full fund after-school programs*. After-school Alliance (2005). See: http://www.after-schoolalliance.org/Impossible_choices.cfm
- ³⁵ Based on a rudimentary and conservative estimate by The Center for Youth Development and Policy Research and the Academy for Educational Development.
- ³⁶ A Report on Findings of the 2003 Nationwide Poll of Registered Voters on Afterschool Programs. See: <http://www.afterschoolalliance.org/poll-jan-2004.pdf>

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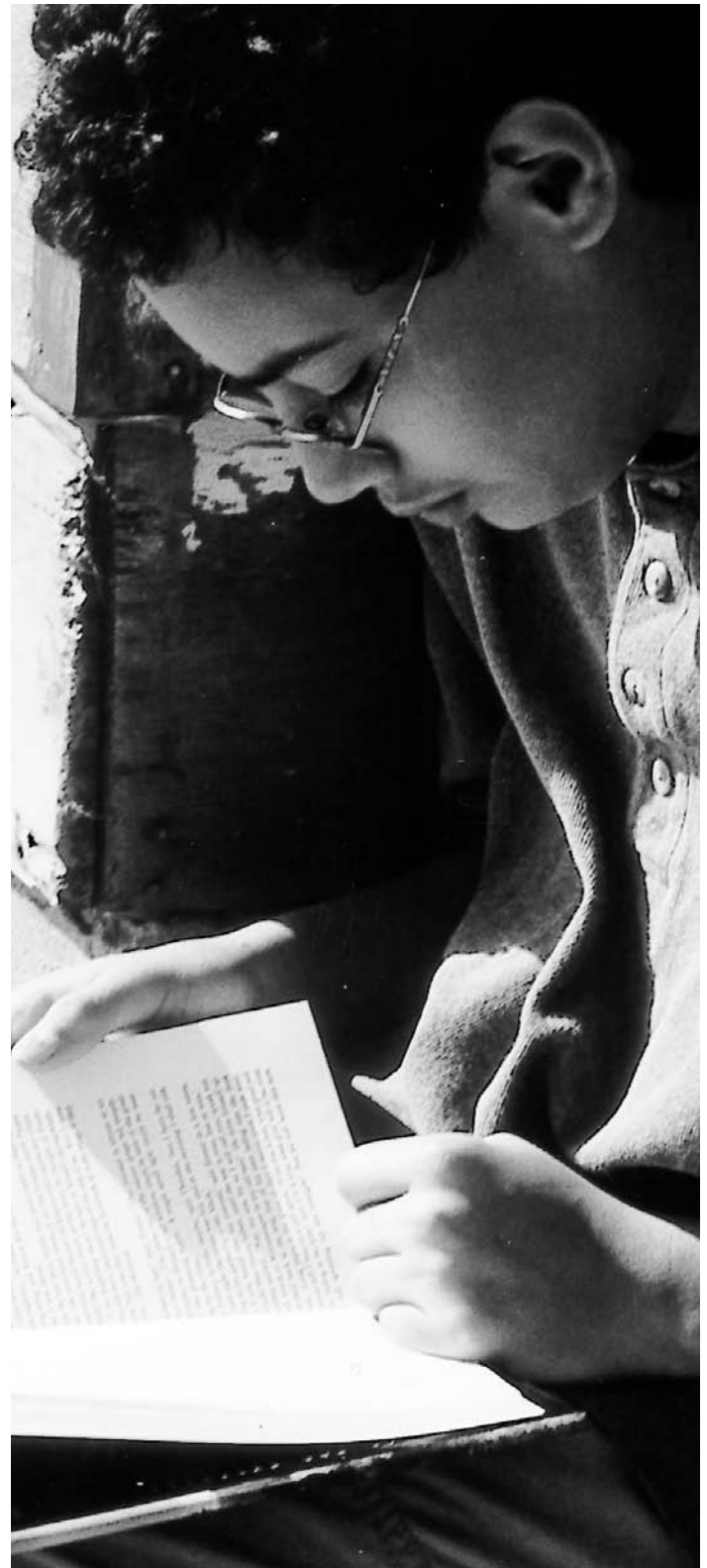
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