



State of Afterschool Programs in Utah

Letter from Rich West, Utah Afterschool Network Board Chair



The Utah Afterschool Network is excited to present to you our first ever report on the State of Afterschool Programs in Utah.

The Utah Afterschool Network strives to ensure every child in Utah has access to high-quality afterschool programs. Research demonstrates that afterschool programs can make a difference in the lives of our youth. Utah Afterschool Network works to bring awareness of the importance of afterschool programming and supports program providers to ensure our state has skilled professionals working in quality programs.

This past year, state and federally funded programs in Utah served over 43,000 youth, yet according to the Afterschool Alliance, 99,000 of Utah's K-12 youth are left unsupervised after school every day. This is a significant missed opportunity, not only for helping our youth avoid risky behaviors and make smart decisions, but also for providing learning opportunities that teach key skills that help students become successful in school, career, and life.

This report offers an overview of the current landscape of afterschool programming in Utah, promotes best practices, and highlights positive outcomes connected to afterschool program participation. We hope this first annual State of Afterschool Programs in Utah report deepens your understanding and inspires you to support and invest in afterschool programs in your communities and across the state. We need your help to ensure all Utah youth and families have the opportunity to participate in quality afterschool programming.

All my best,

Rich West

Utah Afterschool Network Board Chair

Acknowledgments

The Utah Afterschool Network (UAN) would not have been able to publish the first ever State of Afterschool Programs in Utah report (State of Afterschool) without the support of our funders and partners. We thank the Department of Workforce Services Office of Child Care and Utah State Board of Education for not only being our organization's funders, but for providing leadership and guidance for the report. Both agencies make it possible for us to assist afterschool teams in building and maintaining quality programs, and both agencies funded many of the evaluation reports used as data sources in this document.

We also thank our funder the Charles Stewart Mott Foundation for providing financial and technical support for our Network, which allows us to better serve youth and families in Utah. The financial assistance from the Overdeck Family Foundation propelled this project forward, and the Afterschool Alliance provided research and edits for the report.

This project would not have been possible without the researchers from the Utah Education Policy Center who not only co-wrote the report but authored many of the evaluation reports listed in the State of Afterschool report. Evaluation reports are available on their website, uepc.utah.edu.

UAN staff reviewed and edited this document several times, and we thank them for their keen eye to detail and for all they do for programs across the state.

We thank the many afterschool staff who provided program outcomes, data, and success stories that are outlined in this document. Lastly, we thank the hundreds of afterschool staff who serve thousands of Utah youth every day and who truly make lasting positive impacts. These staff serve as advocates, mentors, and teachers, and we could not do our work without them!



UAN could not do this important work without the insight, direction, and expertise of the UAN Board of Directors:

Rich West, CEO, YMCA of Northern Utah

Lisa Wisham, Research Associate, Utah Education Policy Center

Scott McLeod, VP of Collective Impact Partnerships, United Way of Salt Lake

Kim Thomas, Director, Salt Lake City Public Services Youth & Families

Helen Thatcher, Retired TANF Administrator, Department of Workforce Services

Todd Klarich, Education Director, Park City School District

Jennifer Mayer-Glenn, Director of Family-School Collaboration, Salt Lake City School District

Tamara Goetz, Executive Director, Utah STEM Action Center

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Introduction

The Utah Afterschool Network and the Utah Education Policy Center are pleased to provide a compilation of the current research and landscape of afterschool programs in Utah as of January 2019.

This report outlines the work of the Utah Afterschool Network (UAN), describes what afterschool programs are, and provides an overview of the landscape of afterschool in Utah, including program locations, demographics of participants, partnerships and funding supporting the work, and the current unmet demand for afterschool. It also highlights outcomes from afterschool program evaluations which illustrate how youth — as well as families, schools, and communities — benefit from ensuring access to quality afterschool programs.

Data sources for this report include self-reported data from the 2018 administration of the UAN Annual Program Information Form, the U.S. Department of Education's 21st Century Community Learning Center Evaluation, and the Afterschool Alliance *America After 3PM* Report. Several programs also shared program results including Boys & Girls Clubs of Greater Salt Lake, YMCA of Northern Utah, BEACON Afterschool Program, Community Education Partnership of West Valley City, Salt Lake County Youth Services, and United Way of Salt Lake. Key sources also include evaluation results from the Teen Afterschool Program, Intergenerational Poverty, and STEMLink grants. Grant evaluations were conducted by the Utah Education Policy Center and funded by Department of Workforce Services Office of Child Care and Utah State Board of Education.



Overview of the Utah Afterschool Network

The Utah Afterschool Network is a non-profit agency that works to ensure Utah youth have access to high-quality afterschool programs that keep them engaged, learning, and safe. For over a decade, UAN has been part of a national movement to connect afterschool stakeholders to a statewide system of support. UAN serves as a resource hub and supports national and statewide advocacy initiatives that promote afterschool programs with the ultimate goal of youth success.

UAN strives to improve its capacity by collaborating with various partners, including the Department of Workforce Services Office of Child Care, the Utah State Board of Education, and the Utah Education Policy Center to create sustainable quality improvement systems and advance afterschool policy initiatives. UAN also partners closely with hundreds of afterschool providers around the state, as well as school-day educators and administrators, nonprofit leaders, industry partners, policy makers, higher education representatives, museums, and libraries.

Vision

Every child in Utah has access to high-quality afterschool programs.

Mission

UAN is a catalyst for building strong, safe, and healthy afterschool programs to support youth, families and communities.

UAN assists afterschool teams in building quality programs by:



Providing a model of best practices for programs.

UAN utilizes its *Quality Self-Assessment and Improvement Tool* and validated national instruments to provide a standard set of best practices.



Mentoring and providing technical assistance.

Guided by the framework of a continuous improvement model, Out-of-School Time Specialists use program observations, quality self-assessments, and program data to provide individualized coaching for programs.



Facilitating professional learning opportunities.

UAN hosts annual state-wide and regional conferences, topical workshops, online learning modules, and webinars for afterschool professionals.

UAN facilitates or is affiliated with six Regional Networks throughout the state, which bring together stakeholders to convene, connect, and coordinate initiatives that expand out-of-school learning opportunities for K-12 youth in Utah. Regional Networks are located in Cache Valley, Weber-Davis Counties, Salt Lake Valley, Utah Valley, and Southeastern and Southwestern Utah.

Afterschool Programs Offer a Balance of Academic and Developmental Supports

The ways in which youth use their time outside the regular school day is important for their academic and social development and overall well-being. High-quality afterschool programs provide safe, nurturing environments that inspire learning, provide opportunities to develop meaningful relationships, foster a sense of community, and help working families.

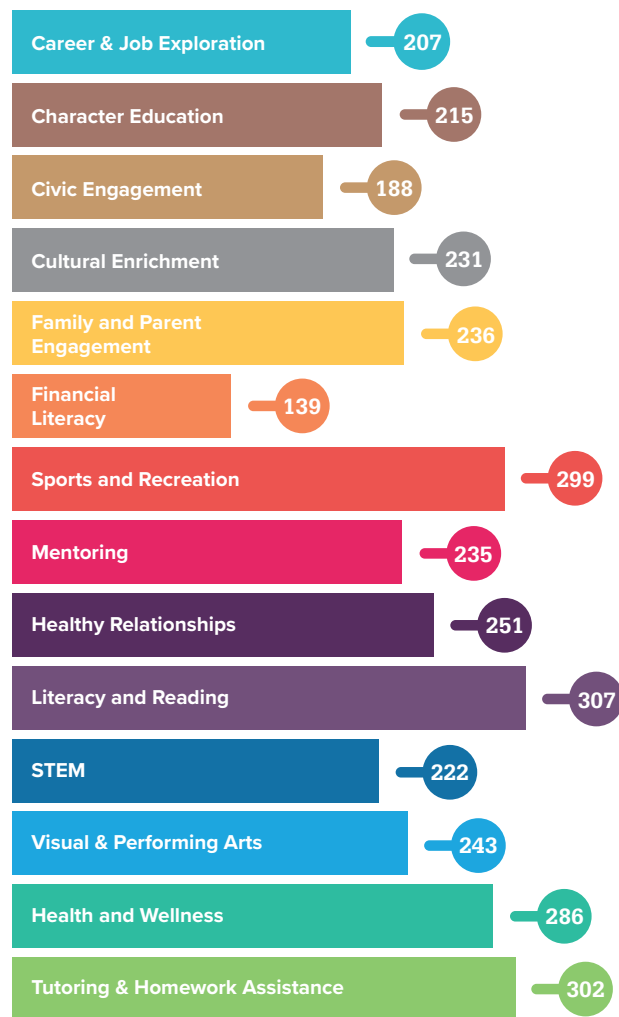
Afterschool programs are a critical part of the continuum of care for youth and are a crucial preventative intervention. They not only provide a safe place for youth between the hours of 3:00–6:00 P.M., which is the highest peak for juvenile crime, but some programs also occur before school, during summer, and on weekends and holidays.¹ Operated by various types of organizations, afterschool programs are located in schools, community centers, libraries, licensed child care centers, and recreation centers. Most afterschool programs operate for 15–20 hours per week during the school year and 6–13 weeks during the summer, while licensed child care centers operate nearly every day of the year.

Providing high-quality programs that offer a balance of academic and developmental supports have resulted in students who attend school more regularly, improve academically, develop critical 21st century skills, and graduate from high school.² Youth who regularly participate in an afterschool program can gain an equivalent of 70 additional days of intentional academic and enrichment instruction.³

Throughout the remainder of this report, all programs operating during out-of-school time will be referred to as afterschool programs.

Youth spend 80% of their time outside of school.

Number of afterschool programs offering academic and developmental supports:



Source: 2018 Utah Afterschool Network Annual Program Information Form

Landscape of Afterschool Programs in Utah

Funding Sources

The Department of Workforce Services Office of Child Care and the Utah State Board of Education administer the majority of Utah’s afterschool grants (federal funding made up 69 percent of all funding for afterschool programs). In the 2017-2018 academic year, these agencies collectively funded 303 afterschool programs. Additional resources included state funding (10 percent) and private donations (21 percent).⁴

Grant types and number of youth served per grant (2017-2018 academic year)

Department of Workforce Services Office of Child Care		Utah State Board of Education	
Total amount of funding for all grants: \$9,782,255		Total amount of funding for all grants: \$7,809,601	
Grant Type	Number of youth served	Grant Type	Number of youth served
Afterschool Quality Improvement	6,975	21 st Century Community Learning Center	6,623
Afterschool Match Partnership	7,747	Intergenerational Poverty Interventions in Public Schools*	2,575
Afterschool Match Partnership II	4,301	Program Quality Enhancement Grant (\$250,000)**	TBD
School-Age Quality Improvement	1,728		
Intergenerational Poverty — Afterschool	656		
Intergenerational Poverty — Supplemental*	2,575		
Teen Afterschool Program	5,575		
Program Quality Enhancement Grant (\$250,000)**	TBD		

*Intergenerational Poverty-Supplemental grant and Intergenerational Poverty Interventions in Public Schools grant fund the same programs.

**The Program Quality Enhancement grant is new legislative funding for the 2018-2019 academic year and was not included in the 2018 UAN Program Information Form.

Federal Funding

The Department of Workforce Services Office of Child Care administers several types of afterschool grants with federal dollars as outlined in the Grant Types Chart. General Purposes of Office of Child Care grants are to:

1. Improve afterschool program quality;
2. Foster positive relationships between youth and staff;
3. Increase skill-building support for youth;
4. Offer prevention education for youth;
5. Provide professional development opportunities for afterschool program professionals.

Utah State Board of Education administers the 21st Century Community Learning Center (CCLC) grant, which is federal funding authorized under Every Student Succeeds Act (ESSA) and is aimed at serving students and their families attending schools with poverty levels of 40 percent or higher. 21st CCLC grant purposes are to:

1. Provide opportunities for academic enrichment;
2. Offer youth a broad array of additional activities and services;
3. Offer families of students served opportunities for literacy and educational development.⁵

State Legislative Funding

While most of the funding for Utah's afterschool programs stems from federal grants, there has been an increase in state funds allocated in recent years. In 2014, the Utah Legislature passed Senate Bill 43, *Intergenerational Poverty Interventions in Public Schools (IGPI)*, directing \$1,000,000 to the Utah State Board of Education for afterschool programs serving students and families affected by intergenerational poverty. This allocation from the state enabled the Office of Child Care to draw down an additional \$2,200,000 of Child Care Development Funds to make further investments in these programs.

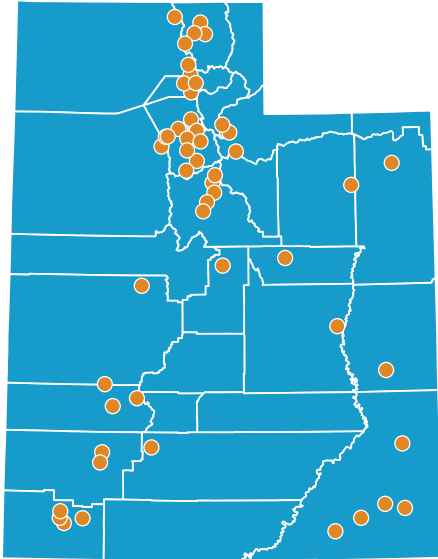
In 2016, Senate Bill 125, *Afterschool Program Amendments*, required Department of Workforce Services Office of Child Care and Utah State Board of Education to develop rules identifying the standards for

high-quality afterschool programs. After formal approval by the Utah State Board of Education, the new requirement for these programs to utilize the *Utah Afterschool Quality Assessment and Improvement Tool*⁶ was written into Utah Administrative Code. Additionally, this legislation provided funding for a Program Quality Study,⁷ which explored efforts to improve afterschool program quality and identified recommendations to inform statewide rules.

Results from the quality study and legislative support garnered additional state funding during the 2018 Legislative Session. Senate Bill 202, *Afterschool Program Amendments*, provides a public-private partnership match grant for up to \$500,000 during the 2018-2019 academic year to enhance program quality.

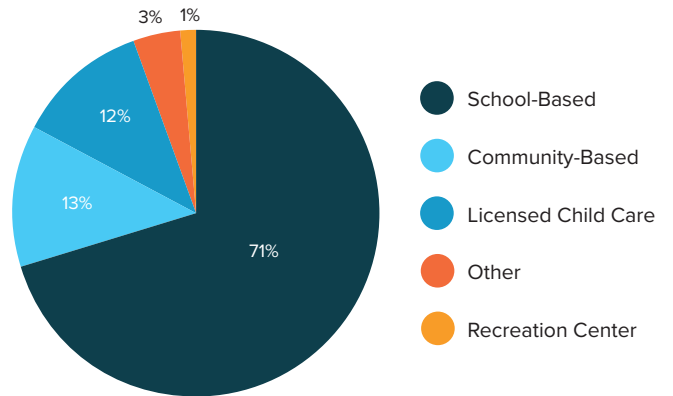
Program Locations

While hundreds of afterschool programs span the state; numerous coverage gaps remain in both rural and urban communities.



Types of Afterschool Programs

The majority of grant-funded afterschool programs reside in schools, community centers, or licensed child care centers.



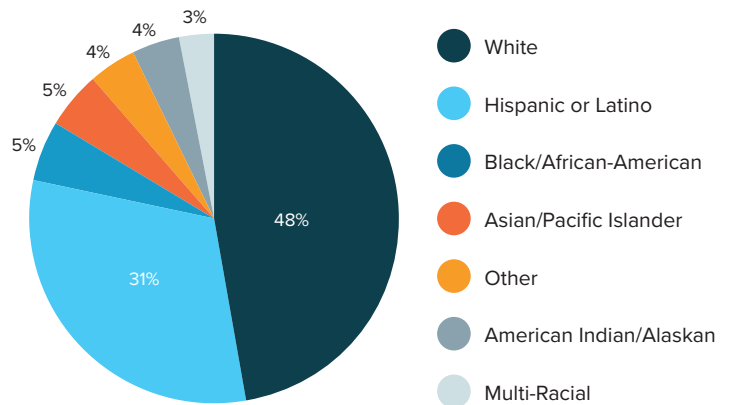
Source: 2018 Utah Afterschool Network Annual Program Information Form. The Utah graphic reflects the general location of afterschool programs; it is not an actual depiction of the number of programs in the state.

Youth Characteristics

During the 2017-2018 academic year, afterschool programs in Utah served over 43,000 youth from a wide range of backgrounds.

- 59% of youth served came from economically disadvantaged backgrounds
- 19% of youth served were considered English Language Learners
- 76% of youth served were in K-6 grades
- 23% of youth served were in 7-12 grades
- 1% of youth served were in preschool

Ethnic Backgrounds



Source for Youth Characteristics: 2018 Utah Afterschool Network Annual Program Information Form

Partnerships

Afterschool programs in Utah utilize a broad range of partnerships to offer expanded learning and enrichment opportunities for participating youth. According to a brief from the Global Family Research Project, “Programs are more likely to exhibit high-quality when they effectively develop, utilize, and leverage partnerships with a variety of stakeholders like families, schools, and communities. However, strong partnerships are more than a component of program quality: they are becoming a nonnegotiable element of supporting learning and development across all the contexts in which children learn and develop.”⁸

Unmet Needs

Utah’s youth need a safe and enriching place to be after school, and even though thousands of youth participate in afterschool programs, and Utah is garnering additional support, there is still a great need to invest in additional programs.

According to the Afterschool Alliance, availability and funding are barriers to program participation. 99,000 of Utah’s youth are left unsupervised after school and 257,000 youth would participate in a program if one were available in their community.⁹

For every child living in a community of concentrated poverty in an afterschool program in the U.S., two are waiting to get in. The demand is even higher in rural areas — 1.2 million children in rural communities across the country participate in a program, and for every participating child, three are waiting to get in. Raising funds to run and sustain programs is the greatest challenge as reported by afterschool providers in rural areas.¹⁰

The top four types of organizations with which afterschool programs partner:

- Non-Profits **32%**
- Schools **27%**
- Private Businesses **20%**
- Higher Ed **21%**

Source: 2018 Utah Afterschool Network Annual Program Information Form

There simply is not enough funding in Utah to meet the demand. In 2016, afterschool programs in Utah submitted grants to the Utah State Board of Education requesting \$3,016,712 of 21st Century Community Learning Center (CCLC) funding and only \$1,559,812 was available. Similarly, in 2018, 45 programs submitted proposals for the Afterschool Program Quality Improvement grant, and only 14 received funding.

Federal 21st CCLC funding was threatened to be completely eliminated for fiscal years 2018 and 2019, which would have directly impacted over 6,800 youth in 150 communities across Utah. However, Congress demonstrated its support by not only securing 21st CCLC funding, but increasing it by \$10-\$20 million for fiscal years 2018 and 2019. We need to continue to advocate for this funding, as we cannot anticipate budget allocations in the coming years.

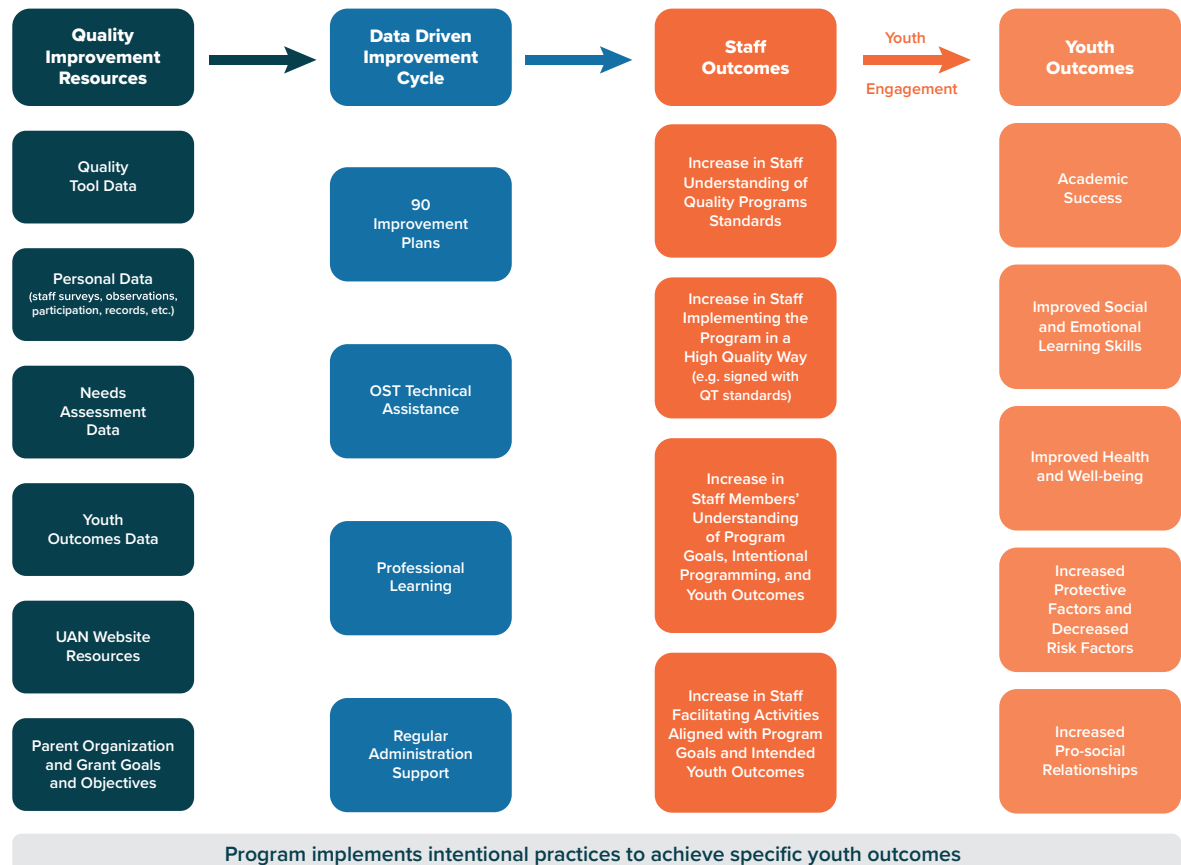
Program Quality

In 2006, a group of stakeholders created a set of quality standards, known as the *Utah Afterschool Program Quality Assessment and Improvement Tool (Quality Tool)*. Since the development of the *Quality Tool*, over 300 program sites have used it annually to assess program quality and identify improvement efforts.

1. **Program safety** addresses staff qualifications, student supervision, transportation policies, behavior management, physical space, and overall safety of youth.
2. **Administration** covers topics such as sustainability, policies and procedures, fiscal management, personnel issues, and professional development.
3. **Learn New Skills** provides guidance regarding youth engagement, alignment with the school day, identification of common outcomes, and the types of opportunities that programs should provide.
4. **Developing Meaningful Relationships** addresses staff and student interactions and relationships, as well as collaborations with schools, the community, and with families.

Following Senate Bill 125, UAN adopted the Quality Improvement Model.¹¹ The Model suggests that program providers use quality improvement resources to make data-driven decisions that will positively influence staff behaviors and ultimately improve youth outcomes. The Quality Improvement Model added value to the *Quality Tool* by placing it within a continuous improvement cycle as one of several sources of evidence.

UAN Quality Improvement Model



What We Have Learned from Evaluations in Utah

This section highlights positive findings from statewide afterschool evaluations. Findings are organized by five key outcomes that were identified by a group of stakeholders in 2016 and include:



Academic Success

Afterschool programs strive to support youth in achieving academic success. This is typically measured by standardized test scores, teacher surveys, and school-day attendance.



Social and Emotional Learning Skills

Youth need more than academic skills to thrive, and afterschool programs work diligently to promote a variety of social and emotional learning skills that influence youth's overall attitudes and behavior, such as teamwork, self-discipline, grit, and growth mindset.



Health and Well-Being

Afterschool programs incorporate nutrition education and physical activity into their regular practice. In addition to lessons and activities, many programs also work to ensure that students' basic needs are met.



Protective Factors

The safe, consistent, supportive environment of afterschool programs can play a critical role in helping youth avoid risky behaviors and make smart decisions. Protective factors can include support for learning and positive peer relationships.



Pro-Social Relationships

Strong relationships with adults and peers are a critical feature of quality afterschool programs. Such relationships serve as protective factors, provide opportunities for mentorship, and offer an important context for learning.

“The out-of-school programs significantly impact students in Monument Valley...Students participating consistently in programs have shown growth in reading proficiency and math fact fluency. Just as important to the academic growth has been the development of self-confidence, positive relationships, and a connection to their Navajo culture...The time with caring adults also provides positive relationships that impact their feelings about school and who they are in the community.”

– Christy Fitzgerald, Principal, Tse’bii’nidzsigai Elementary School



Academic Success

Intergenerational Poverty Interventions (IGPI) Grant Evaluation:¹²

- Longitudinal analyses that included three years of program participation found significant, cumulative effects for IGPI program participation. As participation increased, Student Assessment for Growth and Excellence (SAGE) scores also increased in all three subject areas (English language arts, math, and science).
- ◆ Students who attended for one year scored 8 points higher on SAGE English Language Arts (ELA) compared to years they did not participate.
- ◆ Students who attended for two years scored 20.2 points higher on SAGE ELA.
- ◆ Students who attended for three years scored 30.5 points higher on SAGE ELA.

STEMLink Grant Evaluation:¹³

- On average, students reported significant, positive increases in their work habits and academic behaviors.

U.S. Department of Education, 21st Century Community Learning Centers Evaluation:¹⁴

K-12 students who attended 30 days or more within one school year saw increases in grades from fall to spring.

- 69% of students improved their mathematics grades.
- 67% of students improved their English language arts grades.

Program Highlights

Boys & Girls Clubs of Greater Salt Lake¹⁵

- Among teen Club members,
 - ◆ 93% reported they expected to graduate from high school. 79% expect to complete some kind of post-secondary education.
 - ◆ 79% reported they expected to complete some level of post-secondary education.

BEACON Afterschool Program:¹⁶

- 49% of students who attended 30 days or more increased their school-day attendance.

Community Education Partnership of West Valley City:¹⁷

- Classroom teachers reported 65% of students who attended for 30 days or more increased their academic performance.

United Way of Salt Lake Elementary Reading Network:¹⁸

- On average, students who attended an intentional summer literacy program for 20 days or more showed no learning loss and started the following school where they left off.



Social and Emotional Learning Skills

STEMLink Grant Evaluation:¹⁹

- On average, students reported significant positive increases in their social competency and pro-social behavior.

U.S. Department of Education 21st Century Community Learning Centers Evaluation:²⁰

- Classroom teachers reported:
 - ◆ 62% of K-12 students who attended 30 days or more improved their behavior during the school day.
 - ◆ 69% of students improved their homework completion/class participation.

Program Highlights

YMCA of Northern Utah:²¹

- Classroom teachers reported:
 - ◆ 51% of YMCA afterschool participants improved their pro-social behavior.
 - ◆ 48% of YMCA afterschool participants improved their classroom behavior.



Health and Well-Being

Teen Afterschool Prevention Grant Evaluation:²²

- 74% of program participants reported they received information about healthy relationships.

21st Century Community Learning Centers Evaluation:²³

- 95% of afterschool site coordinators reported they offered physical activities at least once a week.
- 60% of afterschool site coordinators reported they offered health and wellness activities at least once a week.

Program Highlights

Salt Lake County Youth Services Afterschool Programs:²⁴

- 69% of students reported the afterschool program helped them understand the importance of eating healthy.
- 73% reported the afterschool program helped them understand the importance of exercise.



Protective Factors

Teen Afterschool Prevention Grant Evaluation:²⁵

- On average, students reported their opportunities for pro-social involvement increased during the year.
- 56% of students reported they received information about school drop-out prevention.
- 52% of students reported they received information about pregnancy and STI prevention.
- 64% of students reported they received information about suicide prevention.
- 61% of students reported they received information about addiction prevention.

STEMLink Grant Evaluation:²⁶

- 90% of participants reported the adults in their programs listened to them.
- 89% of participants reported they could trust the adults in their programs.
- 85% of participants reported there were adults that they could talk to about their problems.

Program Highlights

Salt Lake County Youth Services Afterschool Programs:²⁷

- 88% of parents reported staff responded appropriately to their child's individual culture, language, or special needs.
- 86% of parents reported their child seemed happier since participating in the afterschool program.



Pro-Social Relationships

STEMLink Grant Evaluation:²⁸

- 89% of participants reported they had friends they could trust in their afterschool programs.
- 88% of participants reported they were liked by other kids in their programs.

Department of Workforce Services Office of Child Care Afterschool Evaluations:²⁹

- 75% of staff members reported they provided opportunities to learn about and develop healthy relationships.

Program Highlights

Salt Lake County Youth Services Afterschool Programs:

- 66% of parents reported their child got along better with family members since participating in the afterschool program.

STEM in Afterschool

72%

of afterschool programs in Utah offered STEM activities during the 2017-2018 school year.³⁰

Today's students need learning experiences that expose them to new academic and career opportunities and help them gain knowledge and skills in the STEM fields. Afterschool programs provide an informal space where students' curiosity can be piqued to explore new ideas, reason through tough problems, and learn essential 21st century skills.

Findings from evaluations of the STEMLink grant (2015-2017), which was designed to develop, implement, expand, and enhance STEM activities and skills for economically disadvantaged secondary school students, highlighted the following:³¹

- Students reported increased interest in STEM-related post-secondary or career opportunities and increased awareness of STEM careers.
- On average, students reported increased interest in science, engineering, and technology after participating in the program.
- Students reported increased frequencies of engaging in STEM activities such as reading STEM-related magazines or newspaper articles and visiting websites about STEM topics.

According to the 2014 parent phone survey administered by the Afterschool Alliance:

- 72% of Utah parents were satisfied with the STEM learning opportunities offered in their child's afterschool program.
- 40% of Utah parents considered STEM as a factor when selecting their child's afterschool program.
- 71% of Utah parents agreed that children can gain STEM skills from afterschool programs.
- 76% of Utah parents agreed that afterschool programs should provide opportunities to explore and engage in hands-on STEM learning.³²

“STEM is innately connected to the way that young people communicate with each other and understand the world around them. But there is a disconnect between the way that young people use technology on a day-to-day basis and the pathways that are available to them for higher education and career opportunities. As a digital youth media organization, it is important that we meet young people where they are at and help them make this critical connection.”

—Matt Mateus, Operations Director, Spy Hop Productions

Everyone Benefits From Afterschool

In addition to promoting positive youth outcomes, high-quality afterschool programs can also provide benefits for schools, families, communities, and the economy.³³

Families & Schools

Building Bridges

Researchers have emphasized the important role that families play in their childrens' education,³⁴ and afterschool programs are in a unique position to serve as a bridge between home and school.³⁵ Through ongoing exchanges between afterschool providers and families,³⁶ reciprocal relationships are formed, and these relationships often establish and maintain active family partnerships that support student development and academic achievement.

According to the Intergenerational Poverty Afterschool Report:³⁷

- 84% of families reported they felt comfortable talking to staff members and that staff members treated family members as if they were partners in the child's development.
- 76% of families reported their child's program helped provide a bridge between families and the school.

Supporting Families

Utah parents not only recognize the benefits of afterschool programs, but they also support public funding for afterschool. According to the *Afterschool Alliance America After 3PM* Report:³⁸

71%
of Utah parents
said afterschool
programs help
them keep
their jobs.

- 81% of parents agreed afterschool programs help give working parents peace of mind about their children when they are at work.
- 89% were satisfied with the quality of care in their child's afterschool programs.
- 81% supported using public funding for afterschool.

“Both my wife and I work full-time jobs and greatly appreciate the afterschool program our two children attend. We feel more at ease in our work and able to focus on creating positive opportunities for our family by growing in our careers because we know our kids are safe, learning, engaged, and cared for afterschool. The fact that our kids finish their homework afterschool every day allows us all to enjoy more family time together in the evenings.”

—Parent of an afterschool program student in Salt Lake City

Community & Economy

Reducing Risky Behavior

Youth who participate in afterschool programs are generally less likely to make risky choices, which results in benefits to the community, such as reduced drug use and criminal behavior.³⁹

“Since 2007, the City of South Salt Lake police have reported juvenile crime in the city has reduced by 62 percent in the critical 3:00 to 6:00 P.M. hours, when the city’s Promise South Salt Lake afterschool programs are available.”⁴⁰

—South Salt Lake Police Department Crime Report

71%
of Utah parents said afterschool programs reduce the likelihood that youth will engage in risky behavior.⁴¹

The hours after school can be risky for youth to be left unsupervised:

- Youth who are not involved in constructive, supervised extracurricular activities are more likely to engage in risky behaviors such as school failure, drug use, and delinquency.⁴²
- Teens who do not participate in structured activities after school are nearly three times more likely to skip classes at school and experiment with drugs.⁴³

Improving Economies

- Afterschool provides a solid return on investment. Research shows that every \$1 invested in afterschool programs saves at least \$3 by:⁴⁴
 - ◆ Increasing kids’ learning potential
 - ◆ Improving kids’ performance at school
 - ◆ Reducing crime and juvenile delinquency

69%
of Utah parents agreed that afterschool programs help children gain workforce skills.⁴⁵



Afterschool Program Highlights

The three programs highlighted represent the urban, suburban, and rural areas of Utah and all offer unique programming that positively impact the youth they serve.



BEACON Afterschool Program Moab, Utah

During the 2017-2018 academic year, BEACON (Building Essential Assets through Community and Outreach Networking) Afterschool Program staff developed and implemented a strategic plan to support environmental literacy. BEACON's Environmental Education program helped elementary students cultivate the knowledge, skills, and abilities for careers in the outdoor industry, empowered responsible stewardship and citizenship, and fostered growth, emotional well-being, and resiliency in youth. BEACON also incorporates innovative programming through DJ classes, building working model cars, and engineering using various robotic kits.⁴⁶

“Utah's afterschool programs are safe, fun, and engaging places that provide incredible benefits for our students across the state. Whether it's working in a makerspace, on a robotics project, in team-building activities or on extended academic learning — afterschool programs help students develop those 21st century work skills that are critical not only to their future careers, but to a healthy economy as well.”

—Lt. Governor Spencer Cox

YouthCity | Salt Lake City Division of Youth and Family Salt Lake City, Utah

YouthCity fosters positive youth development by providing out-of-school opportunities for social emotional skills and character and citizenship development in an inclusive and caring environment. They provide hands on-exploratory learning activities for youth ages 8 to 18 focused on arts and creativity, sports and recreation, life skills and STEM. YouthCity youth develop an understanding of diplomacy, stewardship, curiosity, compassion, resilience, justice, self-awareness, and creativity as they participate in the year-round character education program,



Power of One. CityVille, their financial literacy program, provides youth an opportunity to work at a real jobs, pay bills and taxes, budget money and free time, and invest money and earn interest through a real-world simulation of a fictitious town. For the last three years, YouthCity kids and teens have participated in a STEM Share Fair called the YouthCity Science Summit. This event affords youth the opportunity to explore science, conduct research, complete experiments, and share their findings with the community.

Hser Ner Moo Community and Welcome Center Promise South Salt Lake South Salt Lake City, Utah



The Hser Ner Moo Community and Welcome Center provide afterschool and adult educational opportunities for South Salt Lake youth and residents, especially those from refugee and immigrant families. The center is named after Hser Ner Moo, a seven-year-old Burmese refugee, who was murdered in 2008. For the 10 years following her death, the Hser Ner Moo Community and Welcome Center operated within the townhome complex and was relocated during the 2018-2019 academic year to the nearby Columbus Community

Center. The Center provides families with access to various resources and classes including English language classes, citizenship classes, high-quality preschool, preventative medical services, fun family events, and afterschool programs for children and teens. The afterschool attendees and staff speak numerous languages including Karen, Burmese, Arabic, Somali, Nepali, Swahili, and Spanish.

Resources

1. <https://www.casel.org/wp-content/uploads/2016/06/the-impact-of-after-school-programs-that-promote-personal-and-social-skills-executive-summary.pdf>
2. http://www.afterschoolalliance.org/issue_briefs/issue_CrimeIB_27.pdf
3. This calculation is based on the following formula: 15 hours per week * 28 weeks = 420 hours per year/6 hours per day of school = 70 days
4. 2018 Utah Afterschool Network Program Information Form
5. <https://www.schools.utah.gov/federal/programs/cclc>
6. Additional information regarding the Utah Afterschool Quality Assessment and Improvement Tool can be found in the Program Quality section of this report and on the Utah Afterschool Network website (utahafterschool.org).
7. <https://uepc.utah.edu/recent-work/out-of-school-time/afterschool/>
8. http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html
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Image provided by The 50 State Afterschool Network.

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