



This is Afterschool in Minnesota

In Minnesota, \$13.2 million in America Rescue Plan (ARP) funds supported 21 nonprofit youth-serving organizations providing comprehensive afterschool programming at 77 sites across the state through the Believe and Build Grantmaking Program. Afterschool programming offered by grantees ran the gamut, including providing tutoring and homework help, service learning, youth leadership, STEAM activities, financial literacy, and workforce training. Grants also funded transportation, grew staff capacity, improved student recruitment efforts, and built partnerships. For example, the Believe and Build grant helped the Healthy Community Initiative partner with school districts, learning centers, city entities, and other nonprofits to increase rural youth access to out-of-school time programming in Rice County. In the first year, more than 6,300 students were served by grantees, increasing to more than 9,000 students the second year. An evaluation of the program found that grantees reported that their youth saw improvements in their self-regulation and self-awareness, were better able to express themselves, experienced a sense of connection to their peers and staff members, and saw an overall improvement in their self-esteem and mental health. One grantee wrote, "A young person actually said, 'My emotional prowess has blossomed.' Those are the words she told me."

However, as American Rescue Plan and other pandemic relief funding expires, many Minnesota youth will lose their programs—and families and communities will lose essential supports—if action is not taken. In Minnesota, for every child in an afterschool program, 3 more would participate if a program were available. And a national fall 2023 survey of afterschool program providers found that nearly 3 in 4 are concerned about their program's long-term funding and future. Afterschool and summer programs across Minnesota are accelerating students' growth, supporting students' well-being, and helping working families. To keep their doors open, these programs need additional investments at the local, state, and federal levels.

IMPROVING SCHOOL-DAY ENGAGEMENT AND REDUCING CHRONIC ABSENTEEISM







A 2023 U.S. Department of Education report on 21st Century Community Learning Centers (21st CCLC)—local before-school, afterschool, and summer learning programs that serve more than 1.3 million students attending high-poverty, low-performing schools—found that:

7 IN 10 students in the program demonstrated an **IMPROVEMENT IN THEIR ENGAGEMENT IN LEARNING**

NEARLY HALF of students who were **CHRONICALLY ABSENT** the previous year **IMPROVED THEIR SCHOOL-DAY ATTENDANCE**

AFTERSCHOOL PROGRAMS ACCELERATE STUDENTS' ACADEMIC GROWTH AND SUPPORT THEIR WELL-BEING

Minnesota students in afterschool programs are:

-  Getting homework help (57%)
-  Engaging in STEM learning opportunities (70%)
-  Working on their reading and writing skills (57%)
-  Interacting with their peers and building social skills (89%)
-  Taking part in physical activities (87%)
-  Building confidence (80%)



93% of Minnesota parents are satisfied with their child's afterschool program

AFTERSCHOOL PROGRAMS SUPPORT WORKING FAMILIES

Minnesota parents agree that afterschool programs are:



Helping working parents keep their jobs **(81%)**



Providing working parents peace of mind knowing that their children are safe **(84%)**

AFTERSCHOOL PROGRAMS ARE A SMART INVESTMENT

An overwhelming majority of Minnesota parents favor public funding for afterschool and summer learning programs.



Research spanning several states shows that **EVERY \$1 INVESTED** in afterschool programs **SAVES AT LEAST \$3** by:

- ✓ Increasing kids' earning potential as adults
- ✓ Improving kids' performance at school
- ✓ Reducing crime and juvenile delinquency

With strong public support, a national survey found that approximately 8 in 10 registered voters said that afterschool programs are an absolute necessity for their community (79%) and that they want their federal, state, and local leaders to provide more funding for programs (80%).

21ST CENTURY COMMUNITY LEARNING CENTERS

21st Century Community Learning Centers (21st CCLC) programs engage students in hands-on learning activities aimed at supporting their academic growth, provide a variety of enrichment activities to complement school-day learning, and offer educational and support services to the families of participating children. The 2023 Department of Education annual performance report of 21st CCLC found that among regular participants:



MORE THAN 1 IN 2 improved their GPA



7 IN 10 improved their engagement in learning



2 IN 5 saw a decrease in school suspensions

In Minnesota, 20,313 children in 100 communities take part in a 21st Century Community Learning Center. 21st CCLC grants are the only dedicated federal funding sources that support local communities' afterschool and summer programs. Demand for programming in Minnesota is so great that more than 2 out of every 3 applications were not funded during the most recent competition.

AFTERSCHOOL WORKS

Studies have shown that students regularly participating in quality afterschool programs attend school more often, are more engaged in school, get better grades, and are more likely to be promoted to the next grade. For example, in a 2023 report by the U.S. Department of Education on 21st CCLC programs nationally, Minnesota students in need of improvement saw both academic and behavioral improvements. More than 3 in 5 (62%) Minnesota 21st CCLC participants who had a GPA below 3.0 the previous year improved their GPA. Nearly half demonstrated growth on the state's math assessment (47%), while 38% demonstrated growth on the state's reading/language arts assessments. Students in programs also demonstrated improvements in their engagement in learning and behavior in school, with teachers reporting that 83% of their students attending 21st CCLC programs improved their engagement in learning, and 80% decreased their in-school suspensions compared to the previous year. A 2018 evaluation by the Minnesota Department of Education found that the higher a students' attendance in Minnesota's 21st CCLC afterschool programs, the more likely they were to score a "proficient" in reading and math on state assessments, in particular students in need of additional supports. For example, high-attending, limited-English-proficient students were 53% more likely to be proficient in reading and 125% more likely to be proficient in math compared to their peers with low program attendance.

