



# OFFICE OF EARLY AND EXTENDED LEARNING WEBINAR

## What to do with all the Afterschool Data

June 8, 2012 Missouri Department of Elementary and Secondary Education

### Using Data to Market Your Afterschool Program



## Why Afterschool?

- Making the Case:
  - Public Wants & Needs Afterschool
  - Afterschool produces meaningful outcomes
  - Afterschool benefits the Bottom Line



## The Public Wants Afterschool Programs:

- More than 80% of parents say children need a place to go after school
- 2/3 of parents say afterschool is an absolute necessity
- Nearly 3/4 of parents want Congress to increase afterschool funding and want state and local officials to increase afterschool funding
- 69% would support a tax increase if it went to afterschool

Source: The T-Mobile Huddle Up Afterschool Survey, released by T-Mobile USA and the Afterschool Alliance, conducted online in July 2007 by Opinion Research.



## According to the Afterschool Alliance:

- Most parents work outside the home
- 1 in 4 school-age children are alone and unsupervised after school
- 3 p.m. to 6 p.m. most dangerous hours
  - Juvenile crime soars
  - Peak hours for drugs, alcohol, cigarettes, and sex



## According to the Afterschool Alliance:

- Parental concern about kids afterschool cost society:
  - \$50-\$300 billion/year due to lost productivity
  - 8 additional missed days of work
- Every \$1 of money invested in afterschool saves taxpayers three dollars of costs for poorer school performance, crime, etc.
- Employers argue that 40% of high school graduates lack the skills needed to succeed in the 21<sup>st</sup> Century

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## Where Do I Get the Information to Tell My Story?

- Much of what you need is already at your fingertips:
  - Data you have already inputted into Kids Care
  - Internet resources from respected organizations



## Meaningful Outcomes:

- Improved Test Scores and Grades
  - 21<sup>st</sup> CCLC participants improve reading and math scores (Dept of Ed, 2007)
- Improved School Attendance, Engagement in Learning
  - More likely to come to school, stay in school and graduate
  - Higher daily attendance
  - Credit accumulation
  - Lower course failure
  - Higher graduation rates/lower drop-out rates



## Who Attends Your Program?

Kids Care stores the following Demographic Data:

- Grade Levels served
- Adults
- Student populations (academically challenged, gifted, students with special needs, students with behavior issues, truant students, etc.)



## Who Attends Your Program?

Kids Care stores the following Demographic Data:

- How many kids do you enroll?
- What is the average number of kids you serve each day?
- What percent of your school utilizes afterschool?



## What Does Your Program Offer?

### ➤ Events and Activities:

- What kinds of activities do you provide? (Academic, recreational, tutoring, replacing eliminated day school activities, parent involvement, etc.)
- What kinds of events do you offer (Lights On Afterschool, field trips, guest speakers, etc.)
- Who attends these (parents, community members, kids, etc.?)



## How Well Is Your Program Contributing to Student Success?

Kids Care stores the following information useful for reporting success:

- Grades
- Test Scores
- Teacher Behavioral Survey
- Parent Satisfaction Survey (If offered, not including state-wide evaluation surveys)



## Program Success in the Community?

Kids Care stores the following information useful for reporting success:

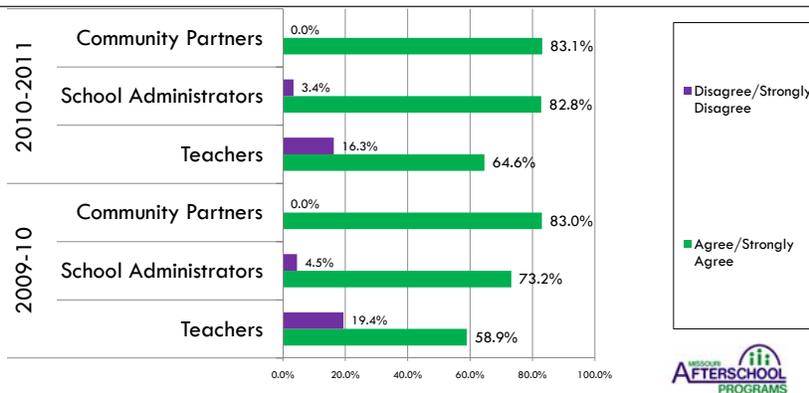
- Advisory Council (breadth, depth, meaningful decision-making, etc.)
- Community Partners (who outside the school works with you?)
- Resources (cash, in-kind, volunteer resources that the program generates)



## State Wide Evaluation Data

Available on DESE Portal

The Afterschool Program Would be Missed if it No Longer Existed



## Now That You Know What You Have, What Do You Do Now?

### Reporting your success:

- Informally when having discussions with:
  - School officials/teacher
  - Community members
  - Parents
- Formally:
  - Advisory Councils
  - Funders
  - Elected officials
  - Media (newspapers)
- Develop a newsletter (Kids Care has this function built-in to the software)



## Now That You Know What You Have, What Do You Do Now?

### Reporting your success to community and partners

- Make regular consistent reports to your advisory council.
  - Develop a single report that shows change over time
  - Provide updated enrollment/attendance figures in each report
  - The report should look similar each time in terms of layout, but have updated numbers and stories



## Now That You Know What You Have, What Do You Do Now?

Report your success to the School Principal and Administrators, and teachers:

- This keeps your primary partners aware of your program and informed of the importance of your program to their success.
- After parents, these are your most important stakeholders. They can be big advocates to help your support and maintain your program or they can be an obstacle
- Keeping them informed and included makes it more likely they will be advocates



## Now That You Know What You Have, What Do You Do Now?

Report your success to funders, community partners, and the community at-large:

- Make regular consistent reports to your advisory council (if you don't yet have one, create one).
  - Have staff and/or teachers write anecdotal stories showcasing a specific success story of a student (keep these short)
  - Provide appropriate financial data to advisory council
  - The report should look similar each time in terms of layout, but have updated numbers and stories



## Now That You Know What You Have, What Do You Do Now?

Report your success to outside media:

- In the school newspaper (if there is one)
- In community newspapers
- Advertise special events and activities to generate interest



## Now That You Know What You Have, What Do You Do Now?

Report your success to your State Legislators, Federal  
Legislators, and the Governor:

- The ultimate funders
- Legislators actually care about families and stories of your success and how you are saving the state/country money and producing results are a winning combination



PROGRAMMATIC GOALS	EVALUATED OUTCOMES	PERFORMANCE MEASURES
<b>Program Quality</b>	Activities/Activity Types Grades MAP Teacher evaluations Safety Linkage to School Day	Activities Offered (P) Number Variety Dosage Attendance Rates (P) Increase in attendance rates (O) Grade Improvement (O) Grade improvement by dosage (O) MAP improvement (O) MAP improvement by dosage (O) Teacher Evaluations (O) Student Behavior Student Progress Linkage to school day – (O) Administrator/teacher Surveys Director/Staff Surveys Staff Satisfaction/turnover rates (O) Parent Satisfaction/repeat clients year to year (O) Parent Satisfaction/student behavior (O) Parent Involvement in School (O)
<b>Public Policy</b>	Parent Satisfaction Staff Satisfaction Teacher/Administrator Satisfaction	Students Served (P) Grade levels, Ethnicity, Special Needs Free/reduced, Title I, ESL Cost per student year to year (O) Adult Participation (P) Staff Satisfaction/turnover rates (O) Parent Satisfaction/repeat clients year to year (O) Parent Satisfaction/student behavior (O) Parent Involvement in School (O)
<b>Public Awareness</b>	Community Involvement Community Support Would Program be Missed?	Linkages to School Day (O) Resources Provided (P) Participation in Advisory Council/Board (P) Increased Parent Involvement in School (O) Event participation (O) Community partner/Advisory Council surveys (O)
<b>Funding/Sustainability</b>	Program Penetration in school Would Program be Missed?	Increase Students enrolled v. Students eligible (O) Increased Leveraged Resources (O) Reduced cost/student (O) Community partner/Advisory Council surveys (O)
P = process/capacity; O = outcome		