

# THE POSITIVE IMPACT OF AFTERSCHOOL



## Afterschool programs reach middle and high school students across the state

In January 2017, the Wyoming Afterschool Alliance conducted a survey of afterschool programs in Wyoming to learn more about the services provided to middle and high school youth with behavior management concerns.

Surveys were sent to afterschool programs statewide. Data were collected from 21 programs serving middle and high-school youth. Of the programs that responded 57% serve both middle and high school youth, 38% serve only middle school youth, and 5% serve only high school youth.

### THESE PROGRAMS ARE OPEN WHEN NEEDED

After school

**100%**

Before school

**14%**

During summer

**100%**

On school-out days

**33%**

Programs that train at least some of their staff on how to handle behavior concerns

**100%**

Together, programs employ

**235 and 144**

staff members

volunteers



# Afterschool programs can foster social development

Quality afterschool programs can be effective in improving children’s social development by fostering school engagement, promoting prosocial behaviors, and reducing disruptive behaviors.<sup>1, 2, 3, 4</sup>

Afterschool programs can provide a forum for delivering alcohol, tobacco, and other drug prevention education, social emotional learning, and mentoring opportunities to youth.<sup>5</sup>

<sup>1</sup> Durlak, J.A., & Weissberg, R.P. (2007). The impact of after-school programs that promote personal and social skills. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. <http://files.eric.ed.gov/fulltext/ED505368.pdf>

<sup>2</sup> Durlak, J.A., Weissberg, R.P., & Pachan, M. (2010). A meta-analysis of after-school Programs that seek to promote personal and social skills in children and adolescents. American Journal of Community Psychology. 45: 294–309. doi:10.1007/s10464-010-9300-6

<sup>3</sup> Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. Child Development. doi: 10.1111/j.1467-8624.2010.01564.x

<sup>4</sup> McDaniel, S., & Yarbrough, A. (2016). A literature review of afterschool mentoring programs for children at risk. The Journal of At-Risk Issues. 19(9): 1-9. (HYPERLINK “<http://dropoutprevention.org/wp-content/uploads/2015/05/JARI191.pdf>” \l “page=7” <http://dropoutprevention.org/wp-content/uploads/2015/05/JARI191.pdf#page=7>

<sup>5</sup> D’Amico, E.J., Tucker, J.S., Miles, J.N., Zhou, A.J., Shih, R.A., & Green, HD. (2012). Preventing alcohol use with a voluntary after-school program for middle school students: Results from a cluster randomized controlled trial of CHOICE.

This research was funded by the Annie E. Casey Foundation. We thank them for their support but acknowledge that the findings and conclusions presented in this report are those of the authors alone, and do not necessarily reflect the opinions of the Casey Foundation.



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WYOMING KIDS COUNT



## PROGRAMS OFFER THE SERVICES AND SUPPORT KIDS NEED

Tutoring or Homework Help

95%



Social-Emotional Learning Activities

81%

Life Skills Classes

67%

One-to-One Mentoring

29%

Group Mentoring

43%

STEM – Science Technology Engineering and Math activities

86%

College Prep/ Application Development

38%

Vocational Training/ Workforce/ Job Skill Development

86%

Alcohol, Tobacco, or Other Substance Intervention/ Prevention

43%

## PROGRAMS ARE READY FOR AT RISK YOUTH

Percent of afterschool programs currently working with or ready to work with other agencies to help at-risk youth

School Administrations – 100%

Local School Staff – 100%

Local Prevention Coalitions – 100%

School Resource Officers – 95%

Local Community Juvenile Service Boards – 91%

County Attorneys – 81%

Department of Family Services – 57%