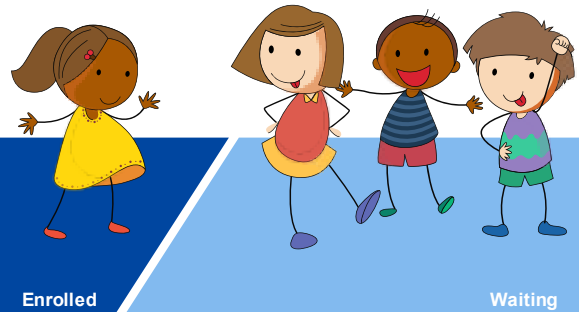


In Nevada, there are approximately 214,455 children who would participate in an out-of-school time (OST) program if one were available to them.<sup>1</sup> OST programs provide a safe place for students while parents are at work and provide students and families a positive behavioral support system,<sup>2</sup> which could greatly benefit the approximately 59,300 children in Nevada left alone and unsupervised after school hours.<sup>1</sup> Over 80% of Nevada parents agree that afterschool and OST programs keep children safe, and out of trouble, and that they deserve access to quality programs.<sup>1</sup> Student engagement with high-quality comprehensive OST programs help close the achievement gap more than high-dosage tutoring and traditional summer school, including higher math and reading comprehension by the age of 15.<sup>6</sup>

**For every child in afterschool, 3 are waiting for an available program.**



**Research indicates that high-quality OST programs:**

- Improve social-emotional learning
- Reduce risky behavior
- Improve student success
- Improve attendance
- Promote lower drop-out rates
- Close achievement gaps
- Teach college & career skills

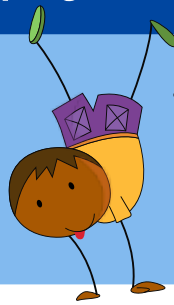
A recent survey of Nevada’s OST programs revealed there is a great need to increase access for Nevada’s youth to high-quality programs, especially for those in high school grades. According to the programs surveyed, less than 12% reported serving students in high school throughout the state. Out of the 305 programs surveyed, the large majority or 93.4% are located in Washoe County and Clark County, leaving less than 7% of OST programs in rural communities of Nevada. Less than 10% of all the programs in the state reported being able to accommodate youth with severe behavioral, intellectual, or physical disabilities, or vision or hearing impairments. Increased funding would ensure that programs are effective, evidence-based, and of high quality, and access is expanded for all of Nevada’s youth that are not being served.

**BUILDING PARTNERSHIPS:** Building partnerships between schools, community centers, and afterschool programs, using summer school programs for enrichment rather than extended classroom time, and establishing sustainable and stable funding will transform OST programs into high-quality OST programs. In Nevada, OST programs currently collaborate with community-based organizations, non-profits, schools and school districts, recreation centers,

**When there are strong collaborations, these are the type of benefits afterschool programs experience.<sup>3</sup>**



- Increased access to experimental & hands-on learning opportunities that are not available during the traditional school day.

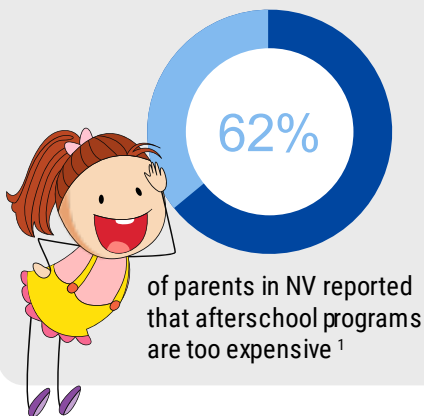


- Increased sustainability & ability to leverage new resources like shared space, staff, funding, & data.

libraries, museums, and universities in their area. Each of these provides infrastructure and resources that elevate program quality and allow opportunities to reach more diverse youth populations.<sup>3</sup> When OST programs collaborate with libraries, students have more access to resources like books and technology, along with opportunities for youth to discover their interests, get caught up, keep up, and get ahead on schoolwork.<sup>4</sup> One form of collaboration in Nevada is seen with the Safekey programs, which are run by the city or county but are located within schools. This collaboration alleviates the stress of transportation from school to an afterschool program, provides space to run the program, and a familiar environment for students to feel comfortable and safe. Since the city provides staffing and the program arranges activities, this reduces the stress from the school and teachers to plan for OST programming.

**FUNDING OST IN NEVADA:** Closing achievement gaps and aiding learning loss through high-quality programs cannot happen without sustainable and stable funding for afterschool programs. About 40% of children who are

**Avg. cost of after school and summer programs in NV**



**\$62**  
per week<sup>1</sup>

**\$217.70 - \$237.70**  
per week<sup>1</sup>

**\$248**  
per month<sup>1</sup>

**\$870.80 - \$950.80**  
per month<sup>1</sup>

waiting to be enrolled in a summer program are from low-income families.<sup>1</sup> What this means is that more students would be enrolled but are not because of affordability, which is contributing to the achievement gap and learning loss students are experiencing. In Nevada, 21st Century Community Learning Centers (21CCLC) grants are the only dedicated federal funding for afterschool with no state funding dedicated to supporting programs.<sup>2</sup> Fortunately, in 2020 Nevada passed Assembly Bill 3, providing additional funding for evidence-based and school-based literacy initiatives for students in kindergarten through 3rd grade.<sup>2</sup> This bill allows schools to fund and implement such programs, encouraging investment in strategies that could be implemented during out-of-school-time periods (i.e. before/after school hours, during school breaks, or over the summer).<sup>5</sup>

**SUSTAINABILITY:** The state has received over \$1 billion dollars to establish and improve afterschool programs through the allocation and distribution of American Rescue Plan (ARP) funding through the Nevada Department of Education and county school districts. However, this distribution is not long-term sustainable funding for programs, is not always being used for the purpose of out-of-school time, and will only be available through December 2024. OST programs that have been expanded or founded through ARP relief dollars will no longer be able to serve the youth in their communities without future support. Along with ARP funds, the 21<sup>st</sup> CCLC are the only federal dollars dedicated to OST in Nevada.

Funds for OST should be in addition to already existing, sustained (by the state) programs. Unfortunately, Nevada is currently one of only 13 states in the nation that does not have an in-state budget to support OST programs. To best support Nevadan students, sustainable funding for OST programs at the state level is essential. It's important for the state to invest so as *not* to depend on federal dollars alone to support OST programs for our youth. The competitive nature of 21<sup>st</sup> CCLC grants leads to the inequitable distribution of funds and lack of guidance; in turn making it difficult for programs that are awarded to utilize so much relief money in a short amount of time. Additionally, it's difficult for programs to use that money for effective, evidence-based programs since it requires a sufficient number of trained staff and other resources that take time and resources to build. With sustainable funding for OST in Nevada, we are investing in our youth now for the future. In return, there will be less expenditure later for remedial supports and community services needed to help youth that are struggling to be engaged in school and prepared to succeed. Other states are moving in the direction of having universal out-of-school time access, and that's the direction that Nevada needs to be heading as well.

As OST programs in Nevada continue to grow and strive for improvements, this cannot be done without the states funding support and support from policymakers to kick start the conversation about the long-term sustainability of programs. OST programs need quality upgrades based on community-based partnerships and interagency collaboration, high-quality comprehensive OST that translates into more knowledgeable staff, varied curriculum, and program activities. Ultimately, OST programs need stable and sustainable funding for continued capacity-building efforts including the professional development, and technical assistance essential to ensure programs have ongoing support in the areas they identify as desirable for growth. Below are recommendations for policymakers to aid in advocating for OST in Nevada.



# Recommendations for Improvement & What Policymakers Can Do

While Nevada continues to grow in the area of OST, there is more support needed to continue and expand capacity-building efforts and continued funding support for programs throughout our state. Legislators can help by supporting the following recommendation and priorities:

**Recommendation:** Invest in the development of infrastructure to support OST priorities including the following:

**Priority 1:** Ongoing assessment of OST needs and the identification of effective next steps for supporting communities to expand access to programs.

**Priority 2:** Development and maintenance of a voluntary program registration database for OST programs.

**Priority 3:** Creation of a state-commissioned task force to increase interagency collaboration in the following areas:

- Coordination of grant-funding efforts
- Provide technical assistance to programs

Establishing guidelines for the allocation of new OST funding. If you're looking for additional information, data, or would like to discuss how you can better support afterschool in the state, please contact the Nevada Afterschool Network at: [NAN@unlv.edu](mailto:NAN@unlv.edu). You can also stay up-to-date and connected to the latest information by signing up for our monthly e-newsletter at NAN's [Past Newsletters](#) webpage.

## References

<sup>1</sup>Afterschool Alliance. (2020). *Nevada after 3PM demand*. Afterschool Alliance. <http://afterschoolalliance.org/AA3PM/data/geo/Nevada/demand>

<sup>2</sup>National Conference of State Legislatures. (2022, May 2). *Supporting student success through afterschool programs*. National Conference of State Legislatures. <https://www.ncsl.org/research/education/expanding-learning-opportunities-through-afterschool-programs.aspx>

<sup>3</sup>Rhode Island Afterschool Plus Alliance. (2013, November). *Building collaborations to support expanded learning* [Policy Brief]. <https://www.unitedwayri.org/wp-content/uploads/2016/07/RIASPA-Collaboration-Brief-Fall-2013.pdf>

<sup>4</sup>Stripling, K., (2013). School and public libraries: enriching student learning and empowering student voices through expanded learning opportunities. T. Peterson (Ed.), *Expanding Minds and Opportunities* (IV). Collaborative Communications Group.

<sup>5</sup>National Conference of State Legislatures. (2021, September 9). *2020-2021 Afterschool and Summer Learning Legislative Trends*. National Conference of State Legislatures. <https://www.ncsl.org/research/education/2020-2021-afterschool-and-summer-learning-legislative-trends.aspx>

<sup>6</sup>Vandell, D. L., Lee, K.T.H., Whitaker, A.A., Pierce, K.M., (2020). Cumulative and differential effects of early child care and middle childhood out-of-school time on adolescent functioning. *Child Development*, 91(1), 129-144. <https://doi/epdf/10.1111/cdev.13136>