



UNITED
NEIGHBORHOOD
HOUSES

MAPPING THE GAP:

Expanding Afterschool
Access in New York City

May, 2025



Introduction

Each afternoon, hundreds of thousands of New York City children benefit from afterschool activities. These structured programs provide safe, enriching spaces for children to learn and develop, often while their parents and caregivers are working. A crucial subset of these programs are the no-cost, public programs that operate through city and state agency contracts with community based organizations (CBOs). United Neighborhood Houses (UNH) has been a long-time advocate for youth development programs, and its settlement house members operate over 200 afterschool programs through government contracts. As New York City has broadened access to high-quality afterschool programs over the past few decades, the daily positive impact of afterschool has become just as clear as the urgent need for increased investment.

Research on the the afterschool field highlights numerous benefits to children and youth. In afterschool programs, children have opportunities to participate in activities such as arts, athletics, and STEM, which engage and challenge them.¹ Youth development activities and support from adults and peers contribute to improved social emotional skills, mental health, connection to community, and preparation for adulthood.² Afterschool participation also improves children's academic outcomes, reducing absenteeism and increasing daily learning time.³

Parents and caregivers rely on afterschool programs to remain in the workforce and maintain economic stability. If they cannot access no-cost public afterschool, families confront the challenge of fee-based childcare programs, which are costly and inaccessible to many New Yorkers. A 2023 study by the Citizens' Committee for Children found that in 24 communities around New York City,

more than 20% of families could not afford out-of-school child care for just one school-age child.⁴ In some parts of the city, center-based care for one school-age child can cost more than one third of a family's income. The cost of child care in the afternoons and when schools are not in session is a harmful burden on families. A city-wide system that increases participation in no-cost afterschool would benefit all children, families, and communities.

At its current scale, New York City's afterschool system falls short of meeting families' needs. In the 2023-2024 school year, more than 643,000 children in kindergarten to eighth grade attended public schools (traditional and charter), but fewer than 150,000 no-cost public afterschool slots were available.⁵ According to 2023 American Community Survey (ACS) estimates, approximately one in five New Yorkers over 18 lives in a household with at least one elementary or middle school child,

highlighting the broad impact of limited access.⁶ Nationally, demand for afterschool is at an all-time high. A recent study found growing interest in, and satisfaction with, afterschool, yet barriers persist, especially for the families with the greatest need.⁷ Meanwhile, CBO-run programs have waitlists but lack funding to operate sustainably and increase capacity.

A universal afterschool system would make high-quality no-cost programs available to all public school children who choose to participate.⁸

Universal provision of resources that benefit children has been found to reduce stigma and encourage more utilization of those programs.⁹ In 2014, the de Blasio administration announced a plan to make afterschool access universal for middle school students through the city's Comprehensive After School System of New York City (COMPASS)/School's Out New York City (SONYC) program.¹⁰ While this increased the total number of afterschool slots, capacity for elementary school students lagged far behind capacity for middle school students, and both groups still do not have enough slots for universal access.¹¹ While there is more work to be done to predict how many children would utilize a universal afterschool system, UNH assumes that there must be enough no-cost afterschool program slots for at least 70% of elementary school students and 50% of middle school students (see page 9 for additional context).¹² With universal afterschool, alongside recent advances in universal pre-K, New York City could fulfill a strong continuum of care from birth through childhood, and beyond, for all residents.

New York City must work strategically towards a vision of truly universal afterschool that recognizes the need to stabilize the sector first. This will require additional funding to bring each contract up to the full cost of afterschool and to add slots for more children.¹³ In recent years, policymakers have begun to explore plans for universal afterschool in New York.¹⁴ However, an initial step in this process is assessing the current extent of afterschool programs and identifying where growth is needed to reach universal access. Given the complexity of funding streams for afterschool, there are research gaps in documenting the scope of the public afterschool system, which is funded by both city and state agencies and implemented by both schools and CBOs.

This report uses publicly available data from the New York City Department of Youth and Community Development (DYCD) and the New York State Office of Children and Family Services (OCFS) to fill those research gaps, looking across the variety of city- and state-funded programs to delve deeper into the landscape of services provided by age, borough, and neighborhood (see appendix on methodology).¹⁵ It focuses on contract-based programs for elementary and middle school age children in kindergarten through eighth grade, although afterschool is also important for pre-K and high school students.¹⁶ This is the beginning of a roadmap towards universal afterschool, rooted in acknowledgement of the strides New York has already made in building accessible, high-quality afterschool for all children who need it.

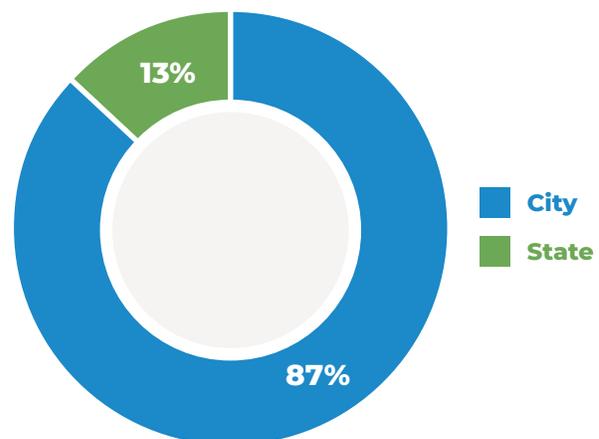
Key Findings

1. City contracts fund the majority of New York City's 1,200 plus public no-cost afterschool programs.

There are over 1,200 no-cost afterschool program sites in New York City, which are funded by city and state agencies through contracts with CBOs and school districts. City contracts operate out of the Department of Youth and Community Development (DYCD), while state contracts operate out of the Office of Children and Family Services (OCFS) and the New York State Education Department (NYSED). Often, providers braid together multiple funding streams at the same sites. When contract rates are lower than what providers need, braided funding allows CBOs and schools to creatively augment the resources they can offer and the number of children they can serve.

The majority of contracted afterschool sites, 87%, are funded by the city, with state contracts making up the other 13%. The city's afterschool budget comes from city tax levy and from state Foundation Aid, transferred from the New York City Department of Education (DOE) to DYCD.¹⁷ The state's afterschool budget comes from state funds and federal money for 21st Century Community Learning Centers.

FIGURE 1: AFTERSCHOOL PROGRAMS FUNDED BY CITY AND STATE CONTRACTS



Note on Other Funding Streams for Afterschool Programs:

This report focuses on city/state funded afterschool programs run through contracts with schools and CBOs, which make up a significant portion of no-cost, daily afterschool slots in New York City, and, with additional funding, could form a comprehensive public system. However, there are many other sources of afterschool funding, both public and private. Some afterschool programs are paid for by requiring fees for participation, or through donations and grants to nonprofits. City, state, and federal funding also supplement afterschool through payments to schools, CBOs, and families. They make afterschool opportunities possible for many more children, but they sometimes require providers to choose to use that money for afterschool rather than for other supplemental activities, and do not always allocate enough for programs to run daily or consistently year to year. Those funding streams include the New York City Council discretionary funding, Federal Title I, Community Schools, and the Child Care Development Fund.¹⁸

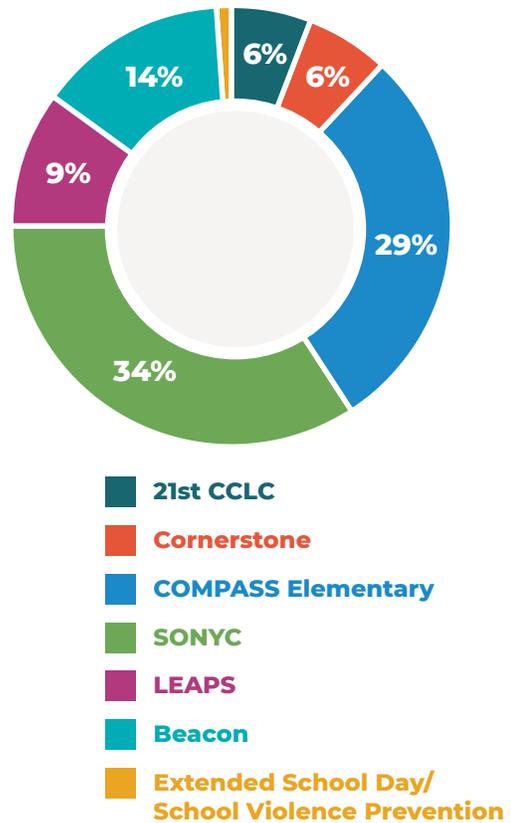
Overview of City and State Afterschool Contracts

	AGENCY	AGE	LOCATIONS	KEY PROGRAM FEATURES	
NEW YORK CITY	Comprehensive After School System of New York City-Elementary (COMPASS)	DYCD	K-5th grade	School, CBO, other	Balance of academics, recreation, enrichment, and cultural activities
	School's Out NYC (SONYC)	DYCD	6th-8th grade	School, CBO, other	The COMPASS program for middle school students, with a club structure and youth leadership. A pilot program also serves youth in Administration for Children's Services and homeless facilities.
	Beacon	DYCD	All ages	School	Host school becomes a community center, open evenings and weekends
	Cornerstone	DYCD	All ages	NYCHA	Year round programs in public housing community centers
	AGENCY	AGE	LOCATIONS	KEY PROGRAM FEATURES	
NEW YORK STATE	Learning and Enrichment After-School Program Supports (LEAPS)	OCFS	PreK-5th grade	School (preferred), CBO	Academic and enrichment opportunities
	21st Century Community Learning Centers (21st CCLC)	NYSED	K-8th grade	School	Federal funding distributed by NYSED; creates community learning centers in schools in high-poverty areas
	Extended School Day/ School Violence Prevention (ESD/SVP)	NYSED	K-5th grade	School	Projects address school violence through extended school days or in-school resources

In FY25, the landscape of programs shifted when city budget cuts resulted in the closure of COMPASS Explore (a type of COMPASS programming that offered specialized activities for kindergarten through high school students) and state funding moved from two separate programs, Advantage and Empire State afterschool, to the new LEAPS program. In the transition to LEAPS, many districts lost funding, which resulted in a reduction of around 7,000 afterschool slots in New York City.

The two biggest programs are DYCD's COMPASS and SONYC, which together fund 63% of all public afterschool program slots.

FIGURE 2: AFTERSCHOOL PROGRAM SITES FUNDED BY CITY AND STATE CONTRACTS

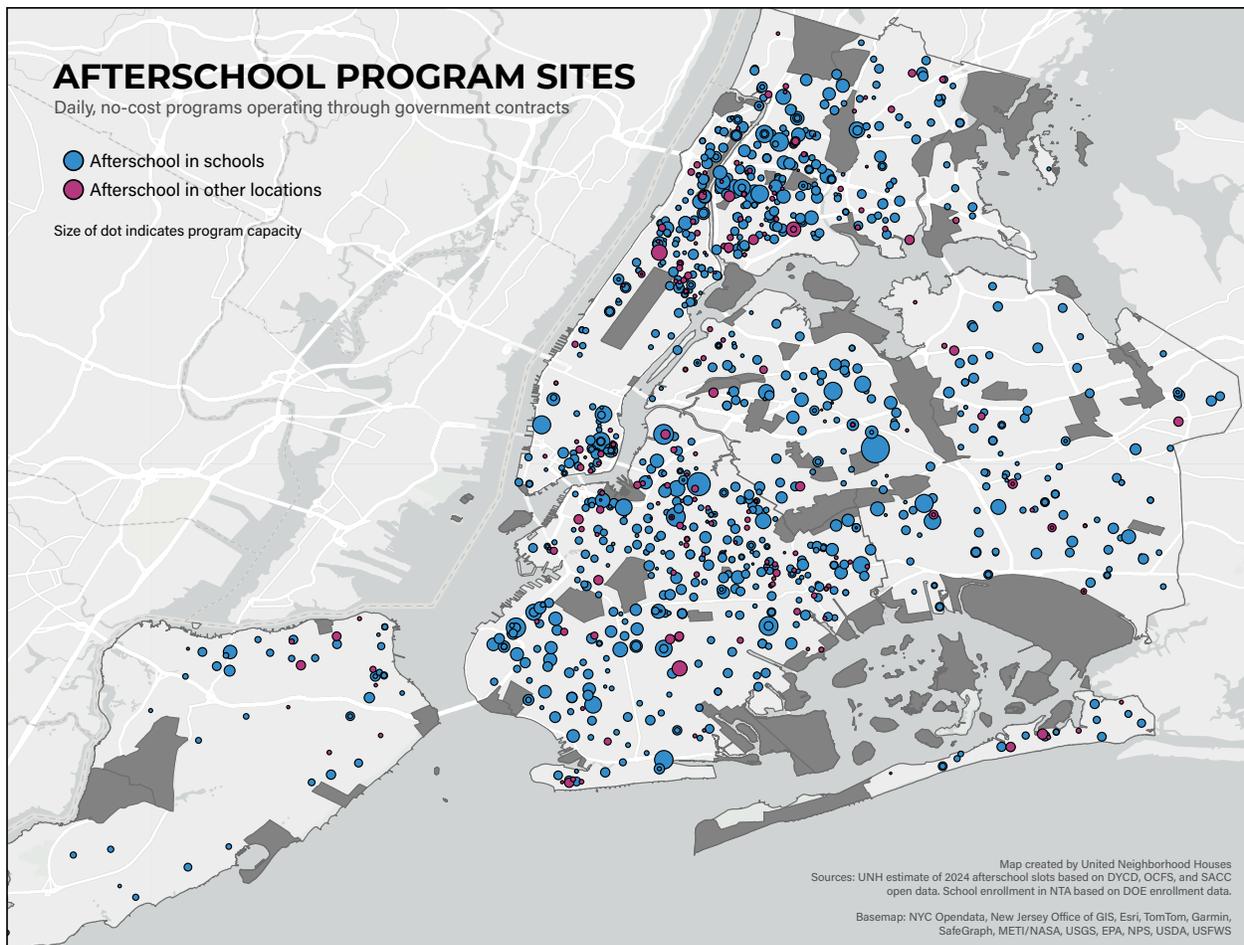


2. Nearly 60% of New York City public schools have a no-cost afterschool contract

Most afterschool programs take place in public school buildings, although CBOs often run the program. Eighty-two percent of all programs are located within a public

school. The other 18% are split among CBO sites, NYCHA community centers, and other public buildings such as parks or recreation centers. At present, nearly 60% of all schools in New York City have a no-cost afterschool option. Public afterschool programs exist in all boroughs, but their availability and density differ by neighborhood.

FIGURE 3: MAP OF AFTERSCHOOL PROGRAM SITES



3. At current capacity, less than one quarter of New York City Public School students have a slot in a no-cost afterschool program.

UNH estimates that New York City and State contracts fund nearly 150,000 afterschool

slots for elementary and middle school children. This number of slots in public, no-cost afterschool programs can serve 23% of the children enrolled in kindergarten to eighth grade in New York City public schools—both traditional and charter—for the 2023-2024 school year.¹⁹ Divided by grade level, there are currently slots for 20% of elementary school students and 30% of middle school students.

FIGURE 4: CURRENT AFTERSCHOOL CAPACITY BY PROGRAM

PROGRAM	ESTIMATED K-5TH CAPACITY	ESTIMATED 6TH-8TH CAPACITY	ESTIMATED TOTAL CAPACITY
City			
COMPASS-Elementary	43,304	0	43,304
SONYC	0	50,318	50,318
Beacon	10,003	10,704	20,707
Cornerstone	6,315	3,152	9,467
State			
21st Century	6,683	1,650	8,333
LEAPS	14,021	0	14,021
ESD/SVP	1,448	607	2,055
Total Slots	81,774	66,431	148,205

Afterschool slots are not allocated equally across New York City boroughs. The borough with the most elementary and middle school afterschool slots is Brooklyn, followed by the Bronx and Queens. Thirty-six percent of all afterschool slots are located in Brooklyn, compared to just four percent in Staten Island. These differences are due in part to the varying population density of each borough. However, when the available slots are compared to the number of enrolled public school students, it is evident that access to afterschool still differs significantly by borough.

Students in Manhattan have the most access to afterschool (defined as the number of slots divided by the number of enrolled public school students), with enough slots for 30% of students to attend. Manhattan's higher percentage of access is driven by the large number of middle school programs. However, just 22% of elementary school students in Manhattan have access to an afterschool slot, a percentage that is more in line with the share of elementary school students in the Bronx and Brooklyn who have access to afterschool. Queens and Staten Island have the least access to afterschool, as only 16% (Queens) and 13% (Staten Island) of students have an available afterschool slot.

FIGURE 5: CURRENT AFTERSCHOOL CAPACITY BY BOROUGH

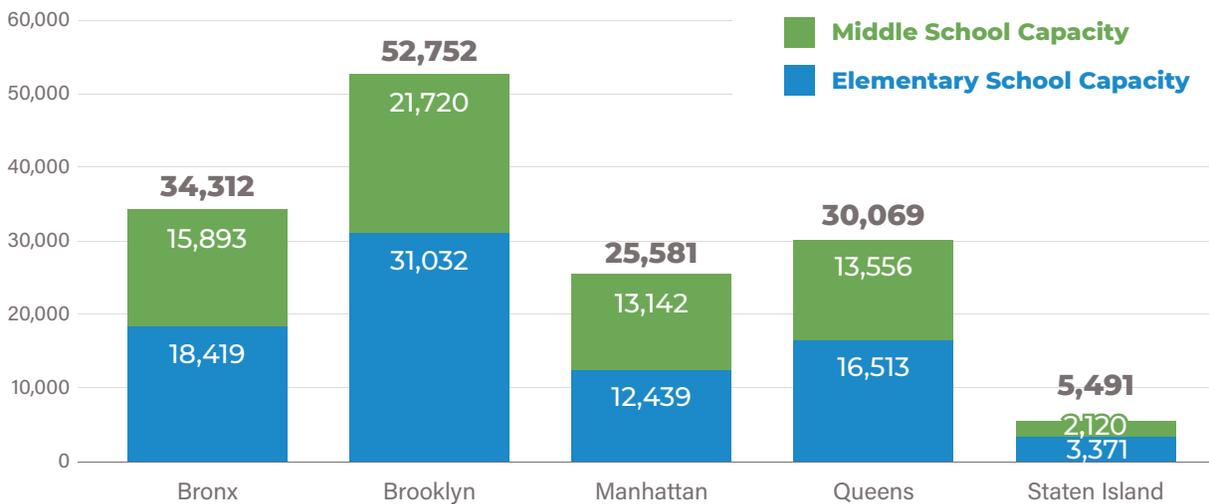
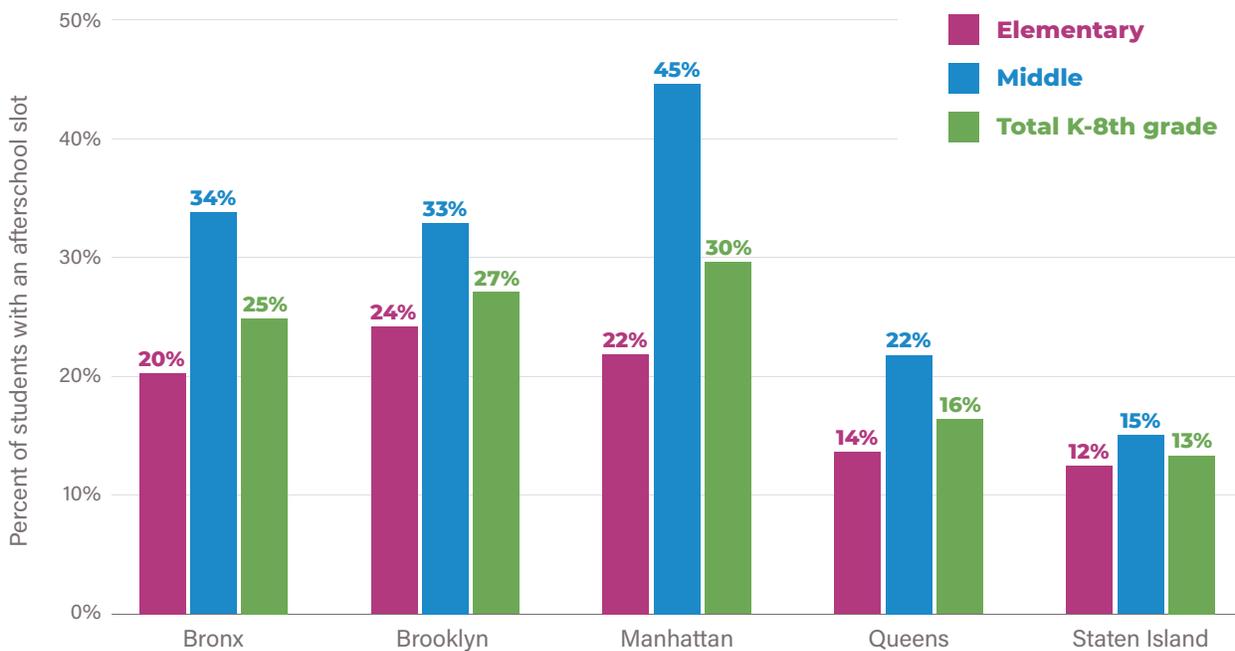


FIGURE 6: PUBLIC SCHOOL STUDENTS' ACCESS TO AFTERSCHOOL BY BOROUGH



4. A universal afterschool system should have space for 70% of elementary school students and 50% of middle school students.

It is likely that many New York City families will choose to participate in new or expanded afterschool programs that are high-quality, no-cost, and easily accessible to them. Additionally, there are CBO providers who are willing and able to serve more students, so long as they are funded appropriately.²⁰

Yet, not every family will decide that publicly-funded afterschool is the right model for their child(ren). Parents may choose to enroll their children in fee-based programs such as specialized athletics or music classes, to spend time with them at home, or use other child care options. Children, especially middle-school age, may have more autonomy over their schedules or have family responsibilities after school. With this in mind, UNH's estimate of possible utilization rates in a universal system is higher for elementary-school-age children than middle-school-age children.

UNH estimates that 70% of elementary school students and 50% of middle school students would utilize public afterschool programs under a universal system. The 50% utilization rate for middle schoolers aligns with the city's plan from 2014, when the mayor, DYCD, and the DOE worked to expand SONYC.²¹ A utilization rate of 70% for elementary school and 50% for middle school reflects growing demand for afterschool and a sustained commitment from providers. Afterschool Alliance reports that in New York State, for each child participating in afterschool, there are four more waiting for an available space.²² They also report that 94% of parents in New York State are satisfied with their child(ren)'s

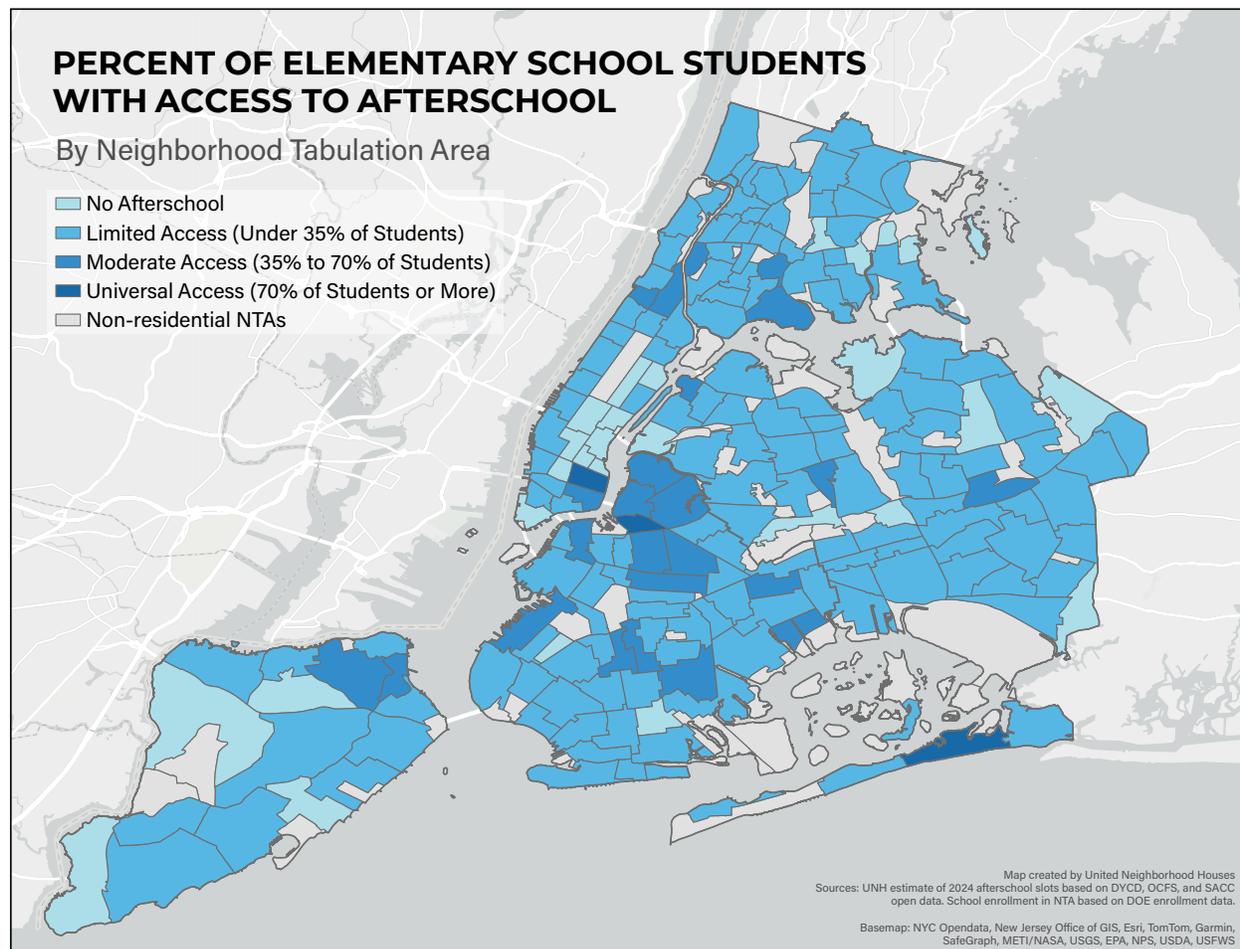
afterschool programs and 88% support public funding for afterschool.²³ Analysis based on these thresholds can help the city target expansion, but should not supersede providers' and families' assessments of their own needs, which may call for higher or lower numbers of afterschool slots in a given neighborhood.

5. Most neighborhoods do not have enough afterschool slots for every child that needs one.

Before expanding afterschool, it is important to understand where access is currently limited and where the need for more afterschool programs is highest. Due to patterns in city and state investment, as well as trends in population and school/CBO location, the availability of afterschool programs differs significantly by neighborhood. This report analyzes access to afterschool by Neighborhood Tabulation Areas (NTA), approximations of New York City neighborhoods created for the purpose of reporting decennial census and American Community Survey (ACS) data.²⁴ Out of the 197 residential NTAs, there are ten with no public afterschool programs. Six of those NTAs are in Manhattan (in Greenwich Village, Midtown, Murray Hill, and the Upper East Side), two are in the Bronx (Westchester Square and Pelham Parkway), one is in Queens (Kew Gardens), and one is in Staten Island (Oakwood-Richmondtown). Although some are less densely populated areas or have high numbers of students in private schools, there are still nearly 7,000 children attending public schools in those NTAs, who have no contracted afterschool programs close to where they learn. Across New York City, more than 460,000 children go to school in neighborhoods with limited access to afterschool.

Elementary School Access to Afterschool

FIGURE 7: MAP OF ELEMENTARY SCHOOL STUDENTS WITH ACCESS TO AFTERSCHOOL

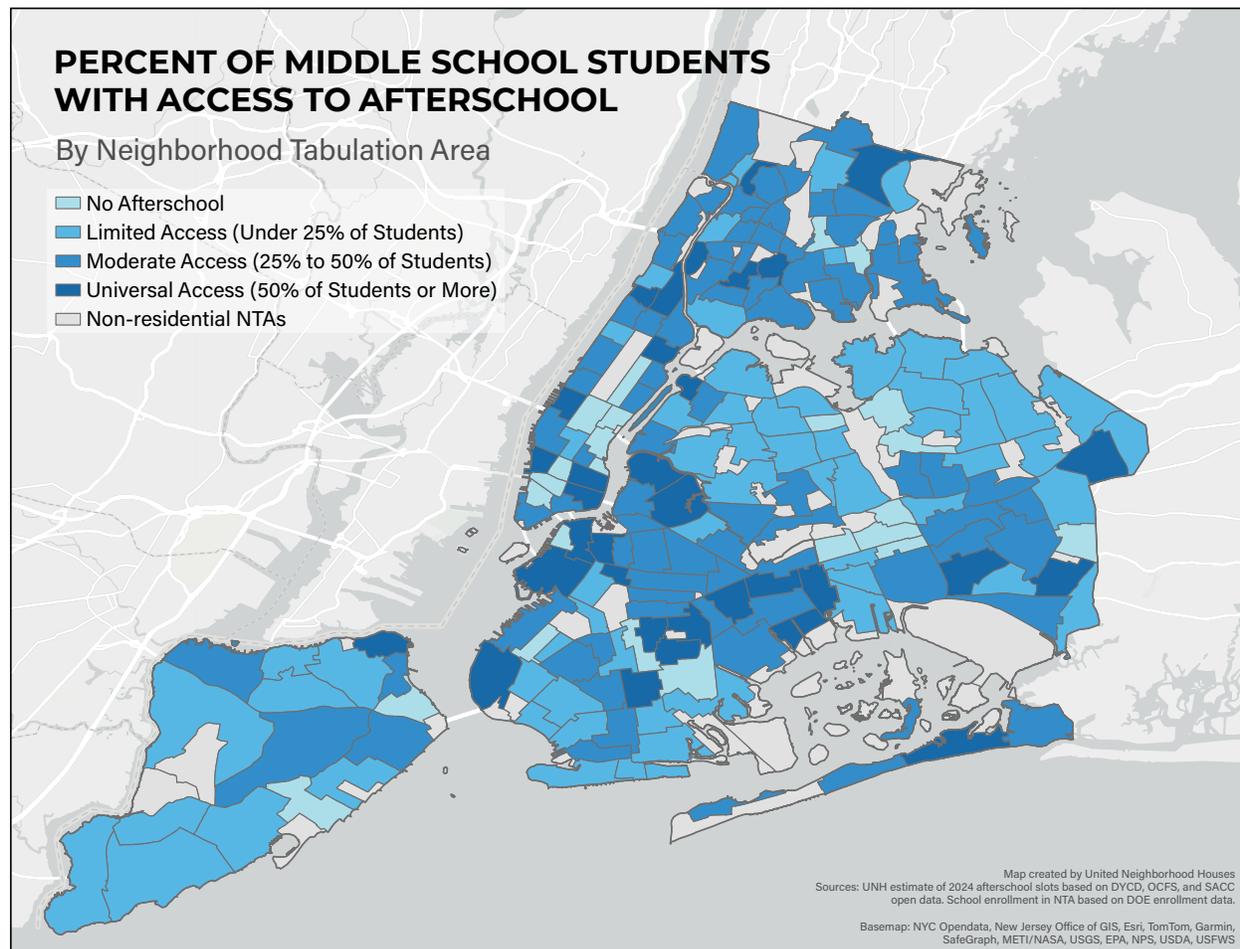


Only three NTAs have achieved the 70% threshold for universal afterschool access among elementary school students: the East Village, South Williamsburg, and Rockaway Beach. Twenty-four NTAs have moderate access to afterschool, with slots available to between 35% and 70% of students, which includes at least two neighborhoods in each

borough. The majority of neighborhoods, 145 NTAs, have limited access to afterschool for elementary-school-age children.²⁵ Twenty-two NTAs with public elementary schools within their boundaries lack afterschool programs for elementary-school-age children. Additionally, three NTAs without elementary schools lack programming for this population.

Middle School Access to Afterschool

FIGURE 8: MAP OF MIDDLE SCHOOL STUDENTS WITH ACCESS TO AFTERSCHOOL



Access to afterschool is higher for middle school-age children compared to those in elementary school. Thirty-three NTAs have achieved the 50% threshold for universal afterschool access among middle school students. Seventy-eight NTAs have moderate access to afterschool, with slots available to

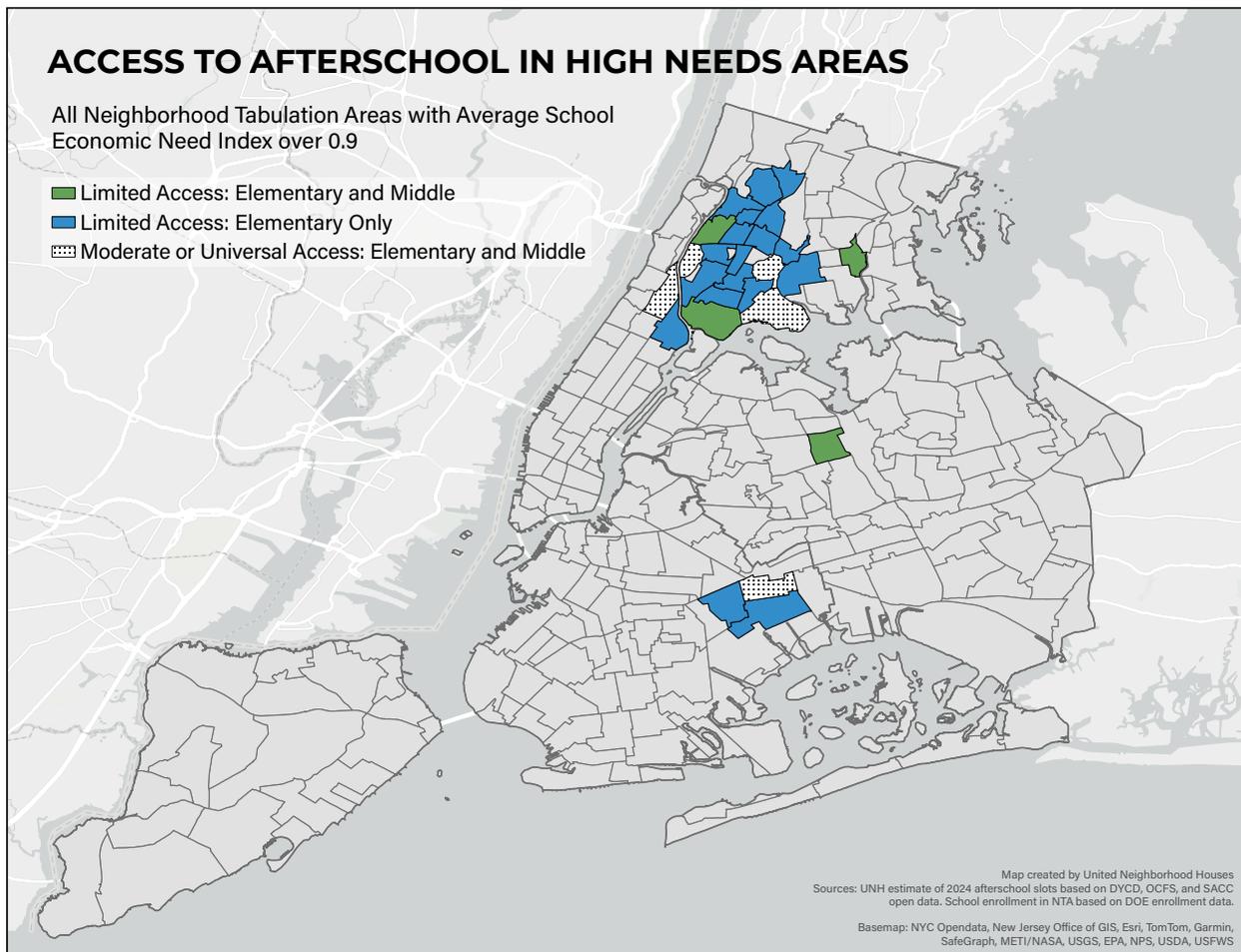
between 25% and 50% of students. Seventy NTAs have limited access to afterschool, with slots available to under 25% of students.²⁶ Four NTAs with public middle schools within its boundaries have no programming available to students. Additionally, 12 NTAs without public middle schools lack afterschool programs for this population.

Access to Afterschool in Areas of Economic Hardship

City and state agencies have made efforts to fund afterschool programs in areas with the highest need, although any child is eligible to apply. Still, some of the areas with the fewest program seats are also those with many

high-need students and under-resourced schools. The Department of Education tracks each school's average Economic Need Index (ENI) on a scale from zero to one, with higher numbers indicating greater need.²⁷

FIGURE 9: MAP OF ACCESS TO AFTERSCHOOL IN HIGH-NEED AREAS



Among the 26 NTAs where the public schools have an average ENI above 0.9, indicating that students are experiencing the most economic hardship, 18 are also neighborhoods with limited access to afterschool for elementary school students, and four are

areas with limited access to afterschool for both elementary and middle school students. Significantly, 18 of those NTAs are in the Bronx, indicating a serious need to invest in more capacity in the Bronx.

6. New York City needs an estimated 209,000 slots above current capacity to ensure universal access to afterschool.

Not every child attends their afterschool program every day, so providers can maximize access and accommodate fluctuations by enrolling more children than their contracted capacity.²⁸ Enrollment data from the Mayor’s Management Report, as well as DYCD’s previous planning for SONYC expansion, suggest this is a common practice in city-funded programs.²⁹ In FY23, COMPASS-Elementary programs enrolled an average of 1.1 children per contracted slot, while SONYC

middle school programs enrolled 1.25 children per slot. For instance, a program with ten available slots could serve 11 elementary school students or 12 to 13 middle school students.

UNH estimates that, in order to achieve universal afterschool, New York City would need close to 357,000 slots citywide. With approximately 148,000 currently available, this means an additional 209,000 are still needed—existing capacity covers just 41% of the total demand. Because city contracts have historically focused on middle school students, 90% of new slots will need to serve elementary school students. Expanding to a universal system would significantly increase access and opportunity for children in kindergarten through fifth grade.

FIGURE 10: ESTIMATED SLOTS NEEDED FOR UNIVERSAL AFTERSCHOOL

AGE	TOTAL PUBLIC SCHOOL STUDENTS	ESTIMATED UTILIZATION RATE	UNIVERSAL ENROLLMENT	SLOTS ³⁰ FOR UNIVERSAL ACCESS
Elementary	424,263	70%	296,984	269,986
Middle	218,771	50%	109,386	87,508
Total				357,494

AGE	SLOTS FOR UNIVERSAL ACCESS	EXISTING SLOTS	NEW SLOTS TO CREATE
Elementary	269,986	81,774	188,212
Middle	87,508	66,431	21,077
Total			209,289

These estimates are intended to be a starting place for planning. Additional research would be needed to assess demand and consider external factors that affect access for different groups, such as school resources, transportation barriers, parent work hours, or

the needs of children with disabilities. Future research might also consider how to balance adding programs in the hundreds of public school buildings without a no-cost afterschool option, while also expanding program capacity at CBO sites and NYCHA Cornerstones.

7. Afterschool is a necessary investment for children and families.

To meet demand for afterschool options, New York City needs sustainable programs that can support and retain staff and participants year after year. In 2023, UNH developed a model budget for CBO-operated afterschool that accounts for the true cost of high-quality afterschool and summer programming, which includes a minimum wage floor of \$22 an hour for staff, required staffing ratios, and quality supervision.³¹ Fully funding a school-year program requires a per-participant rate of at least \$6,800 for elementary school students and \$5,700 for middle school students.³² These amounts are higher than the current COMPASS/SONYC rates, which are based

on severely outdated calculations. In FY25, COMPASS-Elementary programs receive either \$2,800 or \$3,200 per participant, and SONYC programs receive \$3,200 per participant.

Other models, such as Beacons and Cornerstones, which integrate afterschool into broader community services, may have different cost structures. While a universal system could include a mix of models, this estimate assumes new slots will follow the COMPASS/SONYC framework.

The additional slots needed for a fully-funded, sustainable, universal afterschool system would cost approximately \$1.4 billion, which could be phased-in over several years. This significant investment is equal to 3.5% of New York City Public Schools' \$40 billion budget.³³

FIGURE 11: ESTIMATED COST FOR ADDITIONAL AFTERSCHOOL SLOTS TO REACH UNIVERSAL ACCESS

AGE	NEW SLOTS	PER-PARTICIPANT RATE	COST
Elementary	188,212	\$6,800	\$1.28 billion
Middle	21,077	\$5,700	\$120 million

Recommendations

A universal afterschool system is within reach for New York City.

With strong public support for afterschool and a proven model of collaboration between CBOs and public agencies, New York City has the foundation to offer no-cost afterschool to every elementary and middle school student. As this report demonstrates, public afterschool contracts already play a vital role in shaping the developmental, educational, and recreational lives of children citywide. Yet existing programs can only serve 23% of public school students, and most New York City children live in areas with limited access to afterschool. The afterschool shortage is especially significant for elementary school students and in a number of high-need neighborhoods. With universal afterschool, all children will have access to a daily no-cost program, regardless of where they live. As the city builds towards this goal, further analysis of existing programs and patterns of demand among neighborhoods will be essential to ensuring an equitable allocation of this valuable resource.

New York City's Path to Universal Afterschool

- 1. Stabilize current afterschool programs and providers by committing to raise base funding:** Universal afterschool will only be possible if providers have the support that they need to implement programs and retain staff. Current per-participant rates of \$2,800 or \$3,200 are not sufficient for high quality programs. Based on UNH's analysis of afterschool costs, the per-participant rate must be \$6,800 for elementary school students and \$5,700 for middle school students.
- 2. Involve CBO stakeholders in conversations about afterschool capacity, program quality, and program support:** Afterschool providers have experience implementing high-quality programs and understand what types of activities will benefit children of different ages. They also recognize challenges that will be important to consider when implementing universal afterschool, such as space constraints of school buildings, methods of communication between CBOs and schools, and agency infrastructure needed to support programs. Focus groups and leadership opportunities for afterschool providers must be part of the planning process for expansion.
- 3. Phase in expansion with an initial focus on elementary school slots and areas with lower access to afterschool:** Over the past decade, city afterschool contracts have prioritized middle school slots, resulting in fewer slots for elementary school students. Ninety percent of the new slots needed to reach universal afterschool will go to elementary-age children. Currently, rates of access to afterschool also vary significantly by neighborhood and borough. Opportunities must be expanded citywide—not merely shifted from one neighborhood to another—to ensure this crucial resource reaches all who need it.

Appendix

Methodology for Calculating Existing Afterschool Capacity

For this report, United Neighborhood Houses (UNH) analyzed publicly available data from the New York City Department of Youth and Community Development (DYCD) and the New York State Office of Children and Family Services (OCFS) on the locations and capacity of afterschool programs.³⁴ Data was supplemented with information from UNH's settlement house members, who collectively operate over 200 afterschool programs through contracts with DYCD and OCFS.³⁵ Using this combined dataset, UNH estimated the current number of afterschool slots and the number needed to achieve universal afterschool.

As of February, 2025, the most recent publicly available data covers the 2022-2023 program year. UNH excluded discontinued programs/contracts (COMPASS Explore, New York State Empire and Advantage), and incorporated one new program (LEAPS). The resulting estimates may not account for small year-to-year changes in program capacity.³⁶

To more accurately reflect the capacity of kindergarten to eighth grade afterschool programs, several adjustments were made. Some contracts, like Beacons and Cornerstones, serve both youth and adults in a mix of daily afterschool and one-time community events. To estimate the portion of contracted slots that were specifically for afterschool, UNH cross-referenced and adjusted reported numbers with the building's School-Age Child Care (SACC) capacity, which accounts for the space constraints of facilities, and with UNH member data. Site-level data for LEAPS was unavailable until April 2025, so UNH initially identified program sites using awardees' SACC-licensed locations within the awarded school districts. These numbers were updated in all charts (the maps utilize estimates) once official data became available.

After compiling program type, site address, and contracted slot counts for elementary and middle school programs, UNH calculated breakdowns by type, funder, age group, and geographic area. Additional analysis was conducted using Stata and ArcGIS to map capacity and compare it with school enrollment and ACS population data.

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CAMBA

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Queens Community House

St. Nicks Alliance

University Settlement

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Endnotes

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- 2 Urban Institute, "Why Community-Based Facilitators Are Crucial to the Success of Youth Programs," August 2022, <https://www.urban.org/stories/why-community-based-facilitators-are-crucial-success-youth-programs>; Zehra Gülseven, Sandra D. Simpkins, Su Jiang, and Deborah Lowe Vandell, "Patterns of Afterschool Settings: Are They Related to Changes in Academic and Social Functioning in Children and Adolescents?" 2024, *Applied Developmental Science*.
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- 5 New York City Public Schools, Demographic Snapshot, 2023-2024, <https://infohub.nyced.org/reports/students-and-schools/school-quality/information-and-data-overview>.
- 6 U.S. Census Bureau, American Community Survey, 2023 1-Year Estimates.
- 7 Afterschool Alliance and Edge Research, "America After 3 PM Demand Grows, Opportunity Shrinks," March 2021, <https://wallacefoundation.org/report/america-after-3-pm-demand-grows-opportunity-shrinks-demand-grows-opportunity-shrinks>.
- 8 Children attending private schools may also be interested in participating in this system, but we have chosen to begin with a model targeting public school children. Public schools have an existing infrastructure in place for no-cost afterschool. Additionally, the cost-burden of child care is higher for public school parents.
- 9 Annabel Songco et. al., "The Impact of Universal Mental Health Screening on Stigma in Primary Schools," *Child Adolescent Psychiatry Mental Health*, 2025, 19(1): 5; "As Federal Support for Free School Meals Drops, Kids' Stigma May Increase, 2023, <https://hsph.harvard.edu/news/free-school-meals-stigma/>.
- 10 For more on the development of afterschool in NYC, see Jane Quinn and Sister Paulette LoMonaco, "From Stumbling Blocks to Building Blocks: A History of Afterschool in New York City," *Partnership for After School Education*, January 2025, <https://pasesetter.org/resources/from-stumbling-blocks-to-building-blocks-a-history-of-afterschool-in-new-york-city>.
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- 14 Zellnor Myrie, "Opinion: More Afterschool Slots Aids Families," September 2024, <https://www.nysenate.gov/newsroom/in-the-news/2024/zellnor-myrie/opinion-more-afterschool-slots-aids-families>; Troy Closson, "Zellnor Myrie, in N.Y.C. Mayor Bid, Wants Free After-School Care for All," *The New York Times*, March 6, 2025, <https://www.nytimes.com/2025/03/06/nyregion/universal-afterschool-new-york-myrie.html>.
- 15 NYC Department of Youth and Community Development, DYCD Program Sites, NYC Open Data, Accessed February 1, 2025, <https://data.cityofnewyork.us/Social-Services/DYCD-Program-Sites/ebkm-iyma>; Council on Children and Families, Kids' Wellbeing Indicators Clearinghouse (KWIC), www.nyskwic.org; NYS Office of Children and Family Services, Child Care Regulated Programs, Data.NY.Gov, Accessed February 6, 2025 (additional LEAPS data accessed April 1, 2025), https://data.ny.gov/Human-Services/Child-Care-Regulated-Programs/cb42-qumz/about_data.
- 16 Afterschool for high school youth often looks different, despite sometimes occurring in similar programs or in shared settings with younger children. High schoolers can be more independent, are sometimes employed outside of school time, and require additional flexibility in programming.

- 17 New York City Independent Budget Office, "Big Rise In After-School Programs for Elementary and Middle School Students," April 2019, <https://ibo.nyc.ny.us/iboreports/under-the-radar-big-rise-in-after-school-programs-for-elementary-and-middle-school-students-april-2019.html>.
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- 19 New York City Public Schools, Demographic Snapshot, 2023-2024, <https://infohub.nyced.org/reports/students-and-schools/school-quality/information-and-data-overview>.
- 20 As demonstrated by the dozens of New York City providers that applied for LEAPS and were deemed "approved but not funded."
- 21 Office of the Mayor, DYCD, DOE, DOHMH, and OMB, "After-School Programs for Middle School Students," March 2014, https://www.nyc.gov/assets/home/downloads/pdf/reports/2014/after_school_programs_white_paper.pdf.
- 22 Afterschool Alliance, "Unmet Demand for Afterschool and Summer Programs in New York is High," <https://afterschoolalliance.org/policyStateFacts.cfm?state=NY>.
- 23 Afterschool Alliance, "This is Afterschool in New York," June 2024, <https://afterschoolalliance.org/documents/NY-Afterschool-Fact-Sheet-2024.pdf>.
- 24 For this spatial analysis, SONYC pilot programs were not included. SONYC pilot serves youth in ACS and homeless facilities, and their addresses are not public. DYCD reports under 300 students enrolled in total.
- 25 This includes one NTA that has no elementary schools inside its boundary, but does have a small number of afterschool slots in CBOs or NYCHA buildings. While it does not technically have a percent of public school enrollment in afterschool, we are acknowledging that there are some programs available in those areas.
- 26 Eight of these are NTAs that have no middle schools inside their boundaries, but they do have a small number of afterschool slots in CBOs or NYCHA buildings.
- 27 For students who are eligible for public assistance, have lived in temporary housing, or are high-school-age English Language Learners, their ENI is 1. For all other students, ENI is based on the poverty level in the census tract in which they live.
- 28 Importantly, this thinking only works if programs are funded enough to accommodate all children who are in attendance each day.
- 29 City of New York, Mayor's Office of Operations, Mayor's Management Report: Fiscal Year 2024, September 2024, https://www.nyc.gov/assets/operations/downloads/pdf/mmr2024/2024_mmr.pdf; Office of the Mayor, DYCD, DOE, DOHMH, and OMB, "After-School Programs for Middle School Students."
- 30 To calculate slots for universal access, we divided the total number of elementary school slots by 1.1 and the total number of middle school slots by 1.25.
- 31 United Neighborhood Houses of New York, "Assessing the True Cost of Implementing High-Quality Afterschool Programming in New York City," November 2023, https://assets.nationbuilder.com/unhny/pages/12/attachments/original/1702991824/True_Cost_of_Afterschool_November_2023%281%29.pdf?1702991824.
- 32 Numbers from the 2023 report were adjusted for inflation to 2025 dollars using the Consumer Price Index for All Urban Consumers.
- 33 New York City Public Schools, "Funding our Schools," accessed March 25, 2025, <https://www.schools.nyc.gov/about-us/funding/funding-our-schools>.
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- 35 UNH member site list, updated December, 2024.
- 36 The annual Mayor's Management Report documents changes in the total number of children and youth enrolled, but does not track total capacity, nor does it provide data at the site level.



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