

## **Afterschool Programs: Making a Difference in America's Communities by Improving Academic Achievement, Keeping Kids Safe and Helping Working Families**

### **Improved School Attendance and Engagement in Learning**

- Students participating in the Oakland Unified School District's afterschool programs were less likely than non-participants to be chronically absent from school, and as a whole, increased their school-day attendance by 35,343 days in the 2010-2011 school year, earning the district between \$827,019 and \$989,596 in additional revenue. (Public Profit, 2011)
- Students enrolled in the variety of afterschool and summer learning programs offered by Project Exploration in Chicago, IL, were found to graduate at a rate of 95 percent, nearly double the overall rate of those attending Chicago Public Schools. Additionally, 60 percent of former Project Exploration participants enrolled in a four-year college are pursuing degrees in STEM-related fields. (Project Exploration, 2011)
- High school students attending California's EduCare afterschool program attend school for an average of three days more per year than those not enrolled in the program. Additionally, 91 percent of EduCare participants graduate from high school, compared to just 61 percent of matched non-participants. (Educational Research Consultants, 2011)
- Wisconsin teacher-reported improvements in behavior reflect that more than half of all regular 21<sup>st</sup> CCLC attendees improved in behaving well in class (53 percent), class participation (66 percent), being attentive in class (57 percent) and homework completion (66 percent). (Wisconsin Department of Public Instruction, 2010)
- High school students participating in Chicago's After School Matters program—which works with teenagers in some of the city's most underserved schools—have higher class attendance, lower course failures and higher graduation rates than similar students who do not participate in the program. (Chapin Hall Center for Children, 2007)

### **Improved Test Scores and Grades**

- Students attending California's After School Safety and Enrichment for Teens (ASSETs) program received higher English Language Arts and math scores than non-participants. Additionally, participants in the afterschool programs performed better than non-participants on the English language arts and math sections of the California High School Exit Examination (CAHSEE). (UCLA National Center for Research on Evaluation, Standards and Student Testing, 2012)
- Ninety-four percent of middle school students attending 21<sup>st</sup> CCLC programs in Pinellas County, FL, maintained or showed growth in language arts (compared to 59 percent of non-participants), 84 percent maintained or showed growth in math (compared to 62 percent of non-participants) and 85 percent maintained or showed growth in science (compared to 40 percent of non-participants). (Juvenile Welfare Board of Pinellas County, 2011)
- Students in Washington, DC attending Higher Achievement's intensive year-round afterschool and summer learning program significantly improved their standardized test scores. After two years of access to the program, Higher Achievement youth showed significantly larger gains in their reading and problem-solving scores compared to non-attendees. (Public/Private Ventures, 2011)
- Forty-one percent of Los Angeles public school students regularly attending afterschool programs operated through Beyond the Bell scored as proficient or advanced on the English/Language Arts portion of the California Standards Test, compared to just 32 percent of non-participants. (Educational Research Consultants, 2011)
- An evaluation of THINK Together afterschool programs in Santa Ana, CA, conducted by UC Irvine found that the more THINK Together afterschool opportunities a student participates in, the more likely they are to experience significant standardized test gains in Math and English/Language Arts. (University of California, Irvine, 2010)
- Researchers at MDRC found that as little as 45 minutes of focused academic instruction during afterschool, using specially created materials, resulted in a statistically significant increase in students' math scores. (MDRC and the William T. Grant Foundation, 2008)
- The Promising Afterschool Programs Study found that regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits. (University of California, Irvine, 2007)
- Active participants in programs offered by The After-School Corporation (TASC) were more likely to take and pass the Regents Math Sequential 1 exam by ninth grade than were non-participants. Thirty-two percent of active ninth grade participants took and passed the exam, compared to one percent of ninth grade non-participants. (Policy Studies Associates, Inc., 2004)

### **Students at Greatest Risk Show Greatest Gains**

- Based on teacher reports, of students who needed to improve academically and regularly attended a 21<sup>st</sup> CCLC program, an evaluation of Indiana's 21<sup>st</sup> CCLC program found that 69 percent made improvements over the course of the school year. (Center for Evaluation & Education Policy, 2012)
- A five-phase evaluation of the Citizen Schools program found that former Citizen Schools participants were more likely to pass the tenth-grade Mathematics and English/Language Arts MCAS tests than were students district-wide. This is particularly noteworthy considering that participants as a group were more academically at-risk than the general Boston Public School population at baseline. (Policy Studies Associates, Inc., 2010)
- The James Irvine Foundation's Communities Organizing Resources to Advance Learning (CORAL) initiative found that students' in low-performing schools in California who participated in CORAL read more, enjoyed reading more and had higher levels of engagement in school overall. (Public/Private Ventures and the James Irvine Foundation, 2008)
- Researchers at Johns Hopkins University concluded that two-thirds of the achievement gap between lower and higher-income youth results from unequal access to summer learning opportunities. (American Sociological Review, 2007)

### **Afterschool Programs Keep Kids Safe, Healthy and On Track for Success**

- A meta analysis of 68 afterschool studies concluded that high quality afterschool programs can lead to improved attendance, behavior and coursework. Students participating in a high quality afterschool program went to school more, behaved better, received better grades and did better on tests compared to non-participating students. (Durlak, Weissberg, & Pachan, 2010)
- A Northeastern University study found a sharp increase in homicides involving African American youth, both as victims and perpetrators, between 2000 and 2007. The study found that risk spiked during the afterschool hours, indicating that out-of-school-time is primetime for juvenile crime for those youth who do not have access to afterschool programs. (Fox and Swatt, Northeastern University, December 2008)
- The Promising Afterschool Programs Study found that students reported improved social and behavioral outcomes: elementary students reported reductions in aggressive behavior towards other students and skipping school, and middle school students reported reduced use of drugs and alcohol, compared to their routinely unsupervised peers. (Policy Studies Associates, Inc., 2007)
- A study found that children who attended LA's BEST were 30 percent less likely to participate in criminal activities than their peers who did not attend the program. Researchers estimate that every dollar invested in the LA's BEST program saves the city \$2.50 in crime-related costs. (UCLA National Center for Research on Evaluation, Standards and Student Testing, September 2007)
- Early childhood education expert James Heckman concludes that a complement of early education and participation in afterschool programs can reduce initiating drug use among youth by nearly 50 percent. (University of Chicago, 2006)
- A study measuring the health and social benefits of afterschool programs found that controlling for baseline obesity, poverty status, and race and ethnicity, the prevalence of obesity was significantly lower for afterschool program participants (21 percent) compared to nonparticipants (33 percent). (Mahoney, J., Lord, H., & Carryl, E., Lawrence Erlbaum Associates, Inc, 2005)
- Teens who do not participate in afterschool programs are nearly three times more likely to skip classes than teens who do participate. They are also three times more likely to use marijuana or other drugs and are more likely to drink, smoke and engage in sexual activity. (YMCA of the USA, 2001)

### **Afterschool Programs Help Working Families**

- An evaluation of New York City's Out-of-School Time Programs for Youth initiative found that 74 percent of parents of participants agreed that the program made it easier for them to keep their job, and 73 percent agreed that they missed less work than they had previously because their children attended the program. In addition, 71 percent of parents reported that they were able to work more hours because their children were in the program. (Policy Studies Associates, Inc., September 2009)
- Parents miss an average of five days of work per year due to a lack of afterschool care. Decreased worker productivity related to parental concerns about after school care costs businesses up to \$300 billion per year. (Catalyst & Brandeis University, 2006)
- In an evaluation of LA's BEST, three quarters of the parents surveyed indicated that since enrolling their children in the program, they worried significantly less about their children's safety and had more energy in the evening. A majority also indicated the program sizably saved them time. (UCLA Center for the Study of Evaluation, June 2000 and December 2005)