



# Afterschool Alliance

## **Evaluations Backgrounder: *A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life***

**March 2011**

Afterschool programs have been operating for decades in communities across the country, and the federal investment in afterschool has increased dramatically since the mid-1990s. However, even more investment in the field of afterschool, which includes before school, afterschool and summer learning programs, is needed to keep up with the growing demand. Parents and voters overwhelmingly support afterschool and want to see more afterschool opportunities for children and increased afterschool funding for programs. As public demand and need for afterschool have grown, so too has the demand for accountability. This is particularly true for afterschool programs that utilize public dollars. After all, where tax dollars flow, so must accountability to taxpayers.

Fortunately for afterschool advocates, a steady stream of afterschool evaluations are showing important gains for children, not only in terms of academic achievement but also in terms of safety, discipline, attendance and avoidance of risky behaviors. In addition, researchers have found that afterschool programs encourage increased parental involvement, an important building block for student success. This updated evaluations backgrounder focuses on the impact of afterschool programs on academic outcomes, student behavior and parental concerns about children's safety.

### **The Landscape of Afterschool Evaluations**

A number of different types of evaluations have been conducted over the last several years, assessing various aspects of afterschool programming. Some evaluations seek to gather data on whether programs have been structured as they were originally intended, how well they have done at meeting attendance and staffing goals, how they "fit" in the school environment and more. Others explore student outcomes and more: the effect afterschool programs have on the children who participate in them, their parents, and even the communities at large. Both types of evaluations are of great value to afterschool providers and to policymakers, and when taken together the two types of studies help identify the particular program elements and approaches most critical to accomplishing program goals.

Evaluations also differ by virtue of who conducts them. Many programs self-evaluate, providing useful data and satisfying the needs of their various stakeholders: parents, funders, partnering businesses, local public officials and so on. But for academics and large funders—the federal government, state governments, the Charles Stewart Mott Foundation, the Open Society Institute, the William T. Grant Foundation or The Wallace Foundation, for example—more exacting standards and greater independence is often required. Independent evaluations commissioned by such entities are the primary subject of this document.

The studies included in this backgrounder are just a few of the numerous evaluations of afterschool programs completed in recent years. To learn more about evaluations of afterschool programs and to

search a more comprehensive database of studies, visit the Harvard Family Research Project website at <http://www.hfrp.org/out-of-school-time>.

## Summary Lessons from the Data

In reviewing the studies included in this background, a few key themes emerged. The data and conclusions from these studies suggest that quality afterschool programs are having a positive impact on a number of measures of student academic achievement, positively affecting behavior and discipline and helping relieve parents' worries about their children's safety. Specific research findings, organized by type of outcome, are detailed below. Additional details about each study are included in the tables that begin on page nine.

## Academic Outcomes Summary

### Improved School Attendance and Engagement in Learning

- Chapin Hall's study of Chicago's After School Matters program found that students who participated in the program missed fewer days of school than their classmates, and that students who participated most frequently failed fewer core academic courses (English, Math, Science and Social Studies). The finding is particularly noteworthy because the program is not aimed at improving academics. By creating an incentive for students to attend school regularly and giving them something to look forward to after school, researchers concluded that After School Matters helped improve academic performance. (2007)
- A study conducted for the state of New Hampshire of its state- and federally-funded, academically focused afterschool programs found that more than half the students who attended regularly improved both academically and behaviorally and classroom teachers reported that students made the most progress in turning in homework on time, completing homework to teachers' satisfaction and participating in class. (2005)
- Evaluations of LA's BEST by the UCLA Center for the Study of Evaluation revealed that students' regular school day attendance improved once they began participating in the afterschool program. Students also reported higher aspirations regarding finishing school and going to college. In a longitudinal study, researchers at UCLA found dropout rates among LA's BEST students were significantly lower than the overall district dropout rate. (2005)
- Research by the Texas State Education Agency found that strong participation in 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) afterschool programs correlated with better attendance during the regular school day. Specifically, they found that approximately half (48 percent) of youth who participated in three quarters or more of the available 21<sup>st</sup> CCLC activities missed five or fewer days of school during the fall semester, compared to 17 percent of youth who participated in less than one quarter of the available activities. (2009)
- Policy Studies Associates five-year evaluation of The After-School Corporation (TASC) afterschool programs found that regular school day attendance for the pre-K to eighth grade levels increased for participants compared to non-participants, especially for students in grades 5-8, and attendance for seventh and eighth grade participants increased by 2.7 school days compared to non-participants. At the high school level, regular school day attendance for participants in the lowest quartile of attendance increased by 4.4 days, compared to nonparticipants who were also in the lowest attendance quartile. (2004)

- Pathways to Progress students in St. Paul, Minnesota experienced dramatically better school attendance—participants attended 18.44 more school days and missed 9.57 fewer school days than their nonparticipant peers. (2004)
- Students participating in California’s After School Education and Safety Program (formerly the After School Learning and Safe Neighborhoods Partnerships Program, ASLSNPP) improved their regular day attendance (ranging from 5 to 17 additional days per year); with particularly large improvements for students with the lowest attendance record prior to the start of the program. Students also demonstrated a more positive attitude toward school, enhanced confidence about learning and increased educational aspirations. (2002)
- Absences among North Carolina’s Young Scholars participants decreased by 48 percent when they began participating in the afterschool program. (2006)
- In an evaluation of New Jersey After 3 participants, teachers reported that over three-quarters of program participants were at or above grade level in their ability to draw conclusions, spell, identify the main idea of a reading passage and communicate orally. Additionally, teachers reported that most participants demonstrated superior technology skills when compared to other students at their school. (2009)
- In a study of New York City’s Beacon Community Centers, 80 percent of students believed that they were finishing their homework more often because of the Beacon they attended, and 75 percent believed the Beacon helped them get better grades. (2010)
- Students enrolled in the variety of afterschool and summer learning programs offered by Project Exploration were found to graduate high school at a higher rate (92 percent) than their nonparticipating peers who attended the same schools (78 percent). Additionally, the net impact of participating in Project Exploration’s field programs was that a Project Exploration participant was 3.4 times more likely to enroll in a 4-year college degree program than a typical Chicago Public School student. (2006)
- A five-phase evaluation of the Citizen Schools program found that former participants of the 8<sup>th</sup> Grade Academy consistently continued to attend school more often through ninth, tenth, and eleventh grade compared to a group of matched nonparticipants. This was true among all participants with low and high levels of exposure to the program. (2010)

## Improved Test Scores and Grades

- The Promising Afterschool Programs Study, a study of about 3,000 low-income, ethnically-diverse elementary and middle school students, found that those who regularly attended high-quality programs over two years demonstrated gains of up to 20 percentiles and 12 percentiles in standardized math test scores respectively, compared to their peers who were routinely unsupervised during the afterschool hours. (2007)
- A meta-analysis by the University of Illinois at Chicago-based Collaborative for Academic, Social, and Emotional Learning (CASEL), “The Impact of After-School Programs that Promote Personal and Social Skills,” found that participants in afterschool programs improve significantly in three major areas: feelings and attitudes, indicators of behavioral adjustment, and school performance. More specifically, they found that afterschool programs succeeded in improving youths’ feelings of self-confidence and self-esteem, school bonding (positive feelings and attitudes toward school), positive social behaviors, grades and achievement test scores. The meta-analysis spanned 73 separate studies of afterschool programs. (2007)

- Students participating in LA's BEST afterschool programs demonstrated higher academic achievement on standardized tests of math, reading and language arts. In addition, language redesignation rates favored LA's BEST students when compared with non-LA's BEST students. (2005)
- Prior to participating in Young Scholars, many of the participants were retained or required to repeat a grade each year. Over five years, promotion rates for Young Scholars improved by 83 percent. Young Scholars participants also made significant gains on North Carolina's state tests. Young Scholars with at least 280 hours in the program averaged double-digit increases annually for proficiency in both math and reading. Furthermore, the number of Young Scholars receiving A's and B's increased an average of 38 percent, while the number receiving F's decreased an average of 50 percent. (2006)
- Policy Studies Associates' second-year evaluation of The After-School Corporation's (TASC's) program found significant differences in proficiency-level shifts among active participants and nonparticipants who scored in the lowest proficiency level on the 1998-99 mathematics tests. When tested in 1999-2000, participants were more likely than nonparticipants to score at a higher proficiency level as compared to their 1998-99 performance. A similar but less pronounced pattern was observed on the reading tests administered in grades 3-8. (2005)
- Students participating in Foundations, Inc. afterschool programs scored higher on math, reading, and language arts standardized tests, at every grade level, than the comparison group. (2002)
- Researchers at Fordham University found that participants in the YMCA of Greater New York Virtual Y Program demonstrated statistically significant higher gains in math test scores compared to matched nonparticipants. Participants also had statistically significant gains in attendance compared to a group of matched nonparticipants. (2005)
- Participants in California's 21st Century High School After School Safety & Enrichment program passed both the English language arts and math portions of the California High School Exit Exam at a significantly higher rate than their nonparticipating peers. (2007)
- On an annual basis, attendance at math-focused Texas 21<sup>st</sup> CCLC sessions significantly increased the likelihood that students would pass the math portion of the Texas Assessment of Knowledge and Skills examination. (2009)
- Teachers of students participating in Wisconsin 21<sup>st</sup> CCLC programs reported that 69 percent of regular program attendees increased their academic performance. Two in five regular attendees increased their grades in math (40 percent) and language arts (42 percent) from the first grading period to the end of the school year. In addition, teachers also reported that 44 percent of 21<sup>st</sup> CCLC program attendees improved in attending class regularly. (2010)

### **Frequency and Duration of Afterschool Participation Increases Benefits**

- According to the Promising After-School Programs Study, a 2007 study of the effect of afterschool programs on nearly 3,000 low-income students at 35 high-quality afterschool programs across the nation, elementary school students who regularly attended the high-quality afterschool programs (alone or in combination with other activities) across two years demonstrated significant gains in standardized math test scores, compared to their peers who were routinely unsupervised during afterschool hours. (2007)
- Chapin Hall's study of Chicago's Afterschool Matters program found that, over their full high school careers, students enrolled in the program for three or more semesters and those who

participated at the highest levels had higher graduation rates and lower dropout rates than similar students not in the program. (2007)

- A study conducted of New Hampshire's state- and federally-funded, academically focused afterschool programs concluded that regular attendance contributes to student success. In particular, at the middle school level (where data were richer) students who regularly attended were more likely to show academic improvement than students who attended less frequently. However, even students who attended sporadically showed improvement. (2005)
- LA's BEST students who participated in the afterschool program most frequently and for the longest period of time were least likely to drop out of school. (2005)
- An eight phase evaluation of the Citizen Schools program begun in 2001 found that participants with high levels of program exposure were significantly more likely to be on track to successful graduation than matched nonparticipants. The sixth phase of the evaluation found that 59 percent of former Citizen Schools 8<sup>th</sup> Grade Academy participants enrolled in high-quality high schools compared to 28 percent of matched nonparticipants. Former Citizen Schools participants were also significantly more likely to graduate from high school in four years than were Boston Public Schools students overall. (2010)
- Policy Studies Associates' found that students who participated in TASC afterschool activities the most consistently and for the longest period of time experienced the greatest math gains. (2004)
- A statewide evaluation of California's After School Education and Safety Program by the University of California at Irvine demonstrated mathematics gains closely related to individual students' levels of participation in the program. (2002)
- A Mahoney and Lord/Yale University study of afterschool participation found that children who were in the highest category of afterschool program attendance had significantly higher reading achievement than children in all other care arrangements (parent, sibling/self-care or some combination) while children at lower levels of participation outperformed children in only some of the other care arrangements. (2005)
- For students participating in the Fort Worth After School Program, the number of days a student attended the program had a significant positive relationship with passing the math portion of the Texas Assessment of Knowledge and Skills test. (2009)

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

- A five phase evaluation of the Citizen Schools program found that former Citizen School participants were more likely to pass the tenth-grade Mathematics and English/Language Arts MCAS tests than were students district-wide. This finding is particularly noteworthy considering that participants as a group were more academically at-risk than the general Boston Public School population at baseline. (2010)
- According to a 10-year study of LA's BEST, participation appears to have a significant effect in reducing the hazard of dropping out for low-income students; that is, the greater the low-income status at the baseline, the longer participation in LA's BEST will keep these students in school. (2005)
- A Public/Private Ventures evaluation of the "Communities Organizing Resources to Advance Learning" project, an eight-year, \$58 million afterschool initiative of the James Irvine Foundation, concluded that the five-city program's tightly focused literacy programming three to four days a week produced "pronounced gains in achievement for a range of students." Most afterschool students were elementary-school aged, more than half were designated English language learners and 89 percent

were recipients of free or reduced-price lunch. The reading gains were greatest for participating youth who were two or more grade levels behind at the time of the first assessment. This improvement represents approximately three quarters of a grade level in reading (0.78). (2008)

- A 2006 meta-analysis synthesizing 35 out-of-school time (OST) afterschool program studies, conducted by Mid-continent Research for Education and Learning (McREL) with funding from the U.S. Department of Education, found that afterschool programs had positive and significant effects among students at risk of failure in reading or math. Researchers found positive results on reading achievement, particularly in lower elementary grade levels and in high school and positive and significant effects on math achievement, particularly for middle and high school students. (2006)
- The TASC program evaluation concluded that participants who were at greatest academic risk made the largest math gains when compared to other students. Math benefits were most clearly evident for students who scored in the lowest of four proficiency levels in the year prior to TASC participation. Furthermore, among students from low-income families, the evaluation also found evidence of math benefits for program attendees after two or more years of active participation. (2004)
- North Carolina's "Support Our Students" participants who were the furthest behind and had the most risk factors (e.g., free/reduced lunch status, single-parent households, etc.) made the greatest gains on their End of Grade (EOG) Achievement Test. (2005)

## Behavioral Outcomes Summary

### Positive Impact on Children's Self-Concept and Decision Making

- The Promising Programs evaluation found that regular participation in high-quality afterschool programs is linked to "reductions in behavior problems among disadvantaged students," including "significant reductions in aggressive behaviors with peers," "reductions in misconduct," and "reduced use of drugs and alcohol." (2007)
- Eighty percent of New York Beacons students who took part in intercept interviews described the Beacon as either "very helpful" or "pretty helpful" in helping them avoid drug use. Seventy-four percent of New York Beacons students interviewed said that the Beacon was either "very helpful" or "pretty helpful" in helping them avoid fighting. (2002)
- A meta-analysis by the University of Illinois at Chicago-based Collaborative for Academic, Social, and Emotional Learning (CASEL) found that participants in afterschool programs improve significantly in three major areas: feelings and attitudes, indicators of behavioral adjustment, and school performance. They also found that participants reduced problem behaviors (e.g., aggression, noncompliance and conduct problems) and drug use. (2007)
- An evaluation of The After-School Corporation's (TASC's) program found that staff, students, and parents attributed student improvements to the afterschool program. Among the most common were improvements in students' social skills, including the ability to maintain self-control, make constructive choices about their behavior and avoid fights. (2004)

### Afterschool Programs Keep Children Safe

- A 2000 evaluation report of the LA's BEST program found that parents and children alike found the safety of the afterschool program far superior to the safety within the neighborhood. A 2007 evaluation report found that children attending LA's BEST are 30 percent less likely to participate in criminal activities than their peers who do not attend the program. Researchers estimate that for every dollar invested, the program saves the city \$2.50 in crime-related costs. (2000; 2007)
- The evaluation of the New York City Beacons program concluded that the vast majority of youth (85 percent) reported that it was 'always true' or 'mostly true' that they felt safe at the Beacons. (2002)
- An evaluation of the Fort Worth After School (FWAS) program found that 94 percent of parents agreed that FWAS kept their child from getting in trouble and 45 percent also felt that their child would get into trouble if they were at home. (2009)
- A Public/Private Ventures evaluation of the Communities Organizing Resources to Advance Learning (CORAL) initiative in California found that nine in 10 program participants reported feeling safe. (2008)

### **Afterschool Programs Reduce Truancy and Improve Behavior in School**

- A five phase evaluation of the Citizen Schools program found that former high-exposure participants of the 8<sup>th</sup> Grade Academy had statistically significant reductions in suspension rates in the ninth grade compared to matched nonparticipants. (2010)
- Researchers at Fordham University found that participants in the YMCA of Greater New York Virtual Y Programs demonstrated statistically significant and moderate-to-large improvements in task motivation, frustration tolerance, learning skills, acting out, peer social skills, assertive social skills, shyness/ anxiety and on the overall behavior scale. (2005)
- An evaluation of North Carolina's Support Our Students program found that fewer students were chronically absent from school in 2004–2005 (9 percent) compared with their attendance the previous year (11 percent). Classroom teachers reported that 33 percent of participants improved behavior in math class throughout the school year, and 34 percent improved behavior in English/Language Arts classes. (2005)
- Wisconsin teacher-reported improvements in behavior reflect that more than half of all regular 21<sup>st</sup> CCLC program attendees improved in behaving well in class (53 percent), class participation (66 percent), being attentive in class (57 percent) and homework completion (66 percent). (2010)

### **Afterschool Programs Help Keep Children Healthy**

- A Mahoney and Lord study, conducted in an unnamed urban setting, found that the prevalence of obesity was significantly lower for afterschool program participants (21 percent) compared to nonparticipants (33 percent) at follow-up. Researchers controlled for baseline obesity, poverty status, race and ethnicity. (2005)
- The Medical College of Georgia study of a specially designed afterschool curriculum found that children who attended 40 percent of the afterschool sessions or more, compared to children in the control group, showed significant differences in change in body fat percentage (test group students decreased their body fat percentage, while the control group students increased theirs). These same 40-percent-or more students showed significantly greater gains in bone mass density and cardiovascular fitness. (2005)

## **Afterschool Programs Help Working Families and Encourage Parental Participation**

- The Brandeis/Catalyst study of working parents found that worries about children's activities in the afternoon makes mothers and fathers less productive at work and contributes to employee stress, costing businesses between \$50 billion and \$300 billion annually in lost productivity. (2006)
- The LA's BEST evaluation found that three-quarters of the parents surveyed worried significantly less about their children's safety and that they had more energy in the evening since enrolling their children in the program. A clear majority also indicated that the program resulted in sizeable savings in their time. (2000)
- Parents in a TASC study said that the program helped them balance work and family life: 94 percent said the program was convenient; 60 percent said they missed less work than before because of the program; 59 percent said it supported them in keeping their job; and 54 percent said it allowed them to work more hours. In addition, 31 percent of principals reported that TASC "very much" increased parents' attendance at school events and 15 percent reported that it "very much" increased parents' attendance at parent-teacher conferences. (2004)
- Parents in a study of the Extended-Service Schools Initiative reported the afterschool program was beneficial in the following ways: Eighty percent of parents said they were less worried about their child's safety after school. Fifty-seven percent said their child's participation helped them manage their own work schedule. Forty-seven percent said it let them attend classes or job training more easily. Fifty percent said it helped them get a better job or do better at their job. (2002)
- 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. (2009)

## Academic Evaluations

Study Subject	Author(s)	Date	Type of Study	Description	Key Findings
Citizen Schools – Boston, MA	Policy Studies Associates, Inc.	August 2010	Local/ Program Level	The final analysis of an eight year evaluation of the academic outcomes in high school of former 8 <sup>th</sup> grade participants in the Boston-based Citizen Schools.	Former Citizen Schools participants enrolled in top-tier high schools at more than twice the rate of matched comparison students. Overall, former participants enrolled and completed all four years of high school in a top-tier school at more than three times the rate of matched comparison students.
Wisconsin 21 <sup>st</sup> Century Community Learning Centers (21 <sup>st</sup> CCLCs)	Evers, T., PhD.	August 2010	State Level	An evaluation of the 44,483 students who participated in the 174 21 <sup>st</sup> CCLCs in Wisconsin during the 2008-09 school year.	Teachers of students participating in Wisconsin 21 <sup>st</sup> CCLC programs reported that 69 percent of regular program attendees increased their academic performance with 40% increasing their grades in math and 42% increasing their grades in language arts from the first grading period to the end of the school year.
The Beacon Community Centers Middle School Initiative – New York, NY	Policy Studies Associates, Inc. Russell, C.A., et. al.	May 2010	Local/ Program Level	A study of middle school participants in New York City's Beacon Initiative, which serves over 21,000 middle schoolers in New York.	Eighty percent of students believed that they were finishing their homework more often because of the Beacon they attended, and 75% believed the Beacon helped them get better grades.

<p>Texas 21st Century Community Learning Centers</p>	<p>Burgette, J. Akerstrom, J. Nunnery, J., et. al.</p>	<p>August 2009</p>	<p>State Level</p>	<p>An evaluation of the Texas 21<sup>st</sup> CCLC program during the 2007-2008 academic year.</p>	<p>Youth who attended math-focused activities as part of the Texas 21st CCLC program were significantly more likely to pass the math portion of the Texas Assessment of Knowledge and Skills.</p>
<p>Fort Worth After School (FWAS) Program – Fort Worth, TX</p>	<p>Witt, P.A. King, T.</p>	<p>August 2009</p>	<p>Local/ Program Level</p>	<p>An evaluation of 84 Fort Worth Independent School District afterschool programs, including 21<sup>st</sup> CCLC programs.</p>	<p>A significant positive relationship emerged between the number of days students attended the afterschool program and the instances of passing the math and science portions of the Texas Assessment of Knowledge and Skills test. Also, results indicate that attending FWAS program in at least the current year has a positive relationship to school attendance.</p>
<p>New Jersey After 3</p>	<p>Policy Studies Associates, Inc.  Walking Eagle, K.P, et. al.</p>	<p>April 2009</p>	<p>State Level</p>	<p>A four-year examination (2005-2008) of the influence of the New Jersey After 3 initiative on the availability and quality of after school programs, as well as the improvement of the outcomes of over 15,000 participating youth.</p>	<p>Teachers reported that over 3/4 of program participants were at- or above grade level in their ability to draw conclusions, spell, identify the main idea of a reading passage, technological skill and communicate orally.</p>
<p>Evaluation of the California-based Communities Organizing Resources to Advance Learning initiative (CORAL)</p>	<p>Public/Private Ventures  Arbreton, A., Sheldon, J., Bradshaw, M., Goldsmith, J., Jucovy, L. and Pepper, S.</p>	<p>February 2008</p>	<p>Local/ Program Level</p>	<p>A Public/Private Ventures evaluation of the (CORAL) project, an eight-year \$58 million afterschool initiative in cities across California designed by the James Irvine Foundation.  Most students were elementary-school aged, more than half were English learners, and 89% received free or reduced-price lunch.</p>	<p>Among CORAL youth exposed to the same level of participation and quality, English learners gained as much as their English-proficient peers. Children who began the CORAL program two or more grade levels behind based on the individualized reading assessments gained just as much as their higher-achieving counterparts over the same period of time.</p>

<p>The Promising After-School Programs Study</p>	<p>Vandell, D.L. Reisner, E.R. Pierce, K.M</p>	<p>October 2007</p>	<p>Large Scale</p>	<p>A study of the effect of afterschool programs on nearly 3,000 low-income students at 35 high-quality afterschool programs across the nation.</p>	<p>Regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits as well as reductions in behavioral problems among disadvantaged students.</p>
<p>CASEL's Meta-Analysis of the Impact of After-School Programs that Promote Personal and Social Skills</p>	<p>Weissberg, R.P. Durlak, J.</p>	<p>January 2007</p>	<p>Large Scale</p>	<p>A meta-analysis spanning 73 separate studies of afterschool programs.</p>	<p>Afterschool programs succeeded in improving youths' school bonding (positive feelings and attitudes toward school), school grades and achievement test scores.</p>
<p>California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Programs</p>	<p>Hipps, J. Diaz, M.</p>	<p>January 2007</p>	<p>State Level</p>	<p>An evaluation of the first cohort of ASSETs grantees (2005-2006), which included over 27,900 high school students from across California.</p>	<p>For both the English language arts and mathematics portions of the California High School Exit Exam, afterschool participants passed at a significantly higher rate than similarly situated students not involved in projects.</p>
<p>After School Matters (ASM) – Chicago, IL</p>	<p>Chapin Hall Center for Children at the University of Chicago</p>	<p>January 2007</p>	<p>Local/Program Level</p>	<p>A Chapin Hall study of Chicago's ASM program, which offers paid internships in the arts, technology, sports, and communications to teenagers in some of the city's most underserved schools.</p>	<p>Students who participated in ASM missed fewer days of school than their classmates and those who participated most frequently failed fewer core academic courses in English, Math, Science and Social Studies. Also, over their full high school careers, students enrolled in the program for three or more semesters had higher graduation rates and lower dropout rates than similar students not in the program.</p>

Project Exploration – Chicago, IL	Project Exploration	August 2006	Local/ Program Level	An evaluation of Project Exploration, which provided an array of afterschool and summer learning options for over 500 students, ages 12-17, from 45 communities across Chicago between 1999-2005.	Participants graduated high school at a higher rate (92%) than their non-participating peers who attended the same schools (78%) and are 3.4 times more likely to enroll in a 4-year college degree program than a typical Chicago Public School student.
Mid-continent Research for Education and Learning (McREL) Meta-Analysis of Effects of Out-of-School Time Programs for At-Risk Students	Lauer, P.A. Matoko, A. Wilkerson, S.B. Apthorp, H.S. Snow, D. Martin-Glenn, M.L	Summer 2006	Large Scale	A meta-analysis of 35 separate afterschool program evaluations.	Afterschool programs had positive and significant effects among students at risk of failure in producing positive results on reading and math achievement with slight variance among different grade levels.
Young Scholars Program - North Carolina	Z. Smith Reynolds Foundation	2006	State Level	An analysis of the effects of the Young Scholars program on students in schools throughout North Carolina.	Young Scholars participants made significant gains on the NC statewide standardized tests in both math and reading. Participant grades also improved, with the number of students receiving F's decreasing by 50% while the number receiving A's and B's increased by 38%.
Mahoney and Lord Ecological Analysis of After-School Program Participation	Mahoney, J. Lord, L. Carryl, E.	Summer 2005	Local/ Program Level	A longitudinal study evaluating afterschool program participation and the academic performance and teacher-rated motivational attributes over a school year. Participants were 599 boys and girls from an unnamed urban, disadvantaged city in the United States.	Children who were in the highest category of afterschool program attendance had significantly higher reading achievement than children in all other care arrangements.

YMCA of Greater New York's Virtual Y Program – New York, NY	National Center for Schools and Communities at Fordham University	2005	Local/ Program Level	A report by The National Center for Schools and Communities at Fordham University presenting the results of seven years of evaluation for the YMCA of Greater New York's Virtual Y afterschool program.	Teachers reported significant improvements in classroom behavior for <i>Virtual Y</i> participants, the average school attendance of 3rd and 4th grade <i>Virtual Y</i> participants exceeded the average attendance of a comparison group. <i>Virtual Y</i> participants also outperformed a comparison group in post-program math scores.
Support Our Students (SOS)- North Carolina	EDSTAR Johnson, J.L.	2005	State Level	An evaluation of North Carolina's SOS Program, which provides afterschool programs to over 16,000 students in the state.	SOS participants' end of grade achievement test scores exceeded the state's improvement goals in math and reading and the percentages of students who scored at grade level proficiency in reading increased by nearly 10%.
LA's BEST - Los Angeles, CA	CRESST Huang, D. Kyung, S.K. Marshall, A. Perez, P.	2005	Local/ Program Level	A study examining the long-term impact of LA's BEST on student drop-out rates.	LA's BEST participants were significantly less likely to drop out of school compared to matched nonparticipants.
Academically Focused Afterschool Programs in New Hampshire	Frankel, S.L. Streitburger, K. Goldman, E.	2005	State Level	A study conducted of New Hampshire's state-and federally funded, academically focused afterschool programs conducted for the state.	More than half the students who attended programs regularly improved both academically and behaviorally. At the middle school level, where data were richer, more students who attended regularly showed academic improvement than students who attended less frequently. However, even students who attended sporadically showed improvement.

Pathways to Progress - St. Paul, MN	Center for Applied Research and Educational Improvement, University of Minnesota	March 2004	Local/ Program Level	A summative evaluation of the <i>Pathways to Progress</i> , 21st CCLC grant, which operated at eight sites in Saint Paul Public Schools between June 2000 and May 2003.	<i>Pathways</i> participants outperformed comparison students on standardized tests in reading and math, received better grades in English and math and attended school more regularly.
The After-School Corporation (TASC) – New York, NY	Policy Studies Associates Reisner, E.R., et. al.	November 2004	Local/ Program Level	An external evaluation of TASC that collected data spanning four school years from 96 TASC after-school projects and their host schools in New York City.	At the elementary and middle grades level, TASC participants showed gains in math achievement and school attendance. At the high school level, afterschool participants passed more Regents exams, attended school more regularly and earned more high school credits than their non- participating peers.
Foundations, Inc. - PA and NJ	Gansk & Associates  Klein, S.P. Bolus, R.	2002	Local/ Program Level	An evaluation of elementary students in Foundations, Inc.'s After School Enrichment Programs at 35 schools in Pennsylvania and New Jersey. The evaluation took place during the 2002-03 school year.	On standardized tests, Foundations students scored higher on math, reading, and language arts than the comparison group. Program students of every grade level showed significant improvements in every subject.
California's After School Learning and Safe Neighborhoods Partnership Program (ASLSNPP)	University of California at Irvine working with the California Department of Education	2002	State Level	A statewide evaluation of ASLSNPP, which provides afterschool and before school programming for children in grades K-9 throughout California.	The study found that, particularly for students who participate in the ASLSNPP for substantial periods of time, there is a closing of the gap in math achievement between low- income and other students.

## Behavioral Evaluations

Study Subject	Author(s)	Date	Type of Study	Description	Key Findings
Citizen Schools – Boston, MA	Policy Studies Associates, Inc.	August 2010	Local/ Program Level	The final analysis of an eight year evaluation of the academic outcomes in high school of former 8 <sup>th</sup> grade participants in the Boston-based Citizen Schools.	Former participants of the Citizen Schools' 8 <sup>th</sup> Grade Academy program consistently continued to attend school more often through ninth, tenth, and eleventh grade compared to a group of matched nonparticipants. High exposure participants also had statistically significant reductions in suspension rates in the ninth grade compared to matched nonparticipants.
Wisconsin 21 <sup>st</sup> Century Community Learning Centers (21 <sup>st</sup> CCLCs)	Evers, T., PhD.	August 2010	State Level	An evaluation of the 44,483 students who participated in the 174 21 <sup>st</sup> CCLCs in Wisconsin during the 2008-09 school year.	The qualitative evaluation found that teachers in Wisconsin reported that 53% of regular 21 <sup>st</sup> CCLC attendees improved in behaving well in class. Additionally, teachers reported that 44% improved in class attendance, 66% improved in homework completion and 58% improved in motivation to learn.
Fort Worth After School (FWAS) Program – Fort Worth, TX	Witt, P.A. King, T.	August 2009	Local/ Program Level	An evaluation of 84 Fort Worth Independent School District afterschool programs, including 21 <sup>st</sup> CCLC programs.	Parents of children in FWAS reported that since their children had been in the program they were doing better on their homework, learning new activities, looked forward to going to school, and were getting in less trouble.

<p>New York City's Out-of-School Time Programs for Youth Initiative (OST) – New York, NY</p>	<p>Russell, C.A. Mielke, M.B. Reisner, E.R.</p>	<p>September 2009</p>	<p>Local/ Program Level</p>	<p>An multi-year evaluation of New York City's OST initiative including more than 81,000 youth in 622 OST programs across New York City.</p>	<p>Parents noted that the OST programs allowed them to work more or pursue more education. Across all responding parents, 74% agreed that the program made it easier for them to keep their job and 73% agreed that they missed less work than they had previously because their children attended the OST program. In addition, 71% of parents reported that they were able to work more hours because their children were in the program.</p>
<p>Evaluation of the California-based Communities Organizing Resources to Advance Learning initiative (CORAL)</p>	<p>Public/Private Ventures  Arbreton, A., Sheldon, J., Bradshaw, M., Goldsmith, J., Jucovy, L. and Pepper, S.</p>	<p>February 2008</p>	<p>Local/ Program Level</p>	<p>A Public/Private Ventures evaluation of the CORAL project, an eight-year \$58 million afterschool initiative of the James Irvine Foundation. Most students were elementary-school aged, more than half were English learners, and 89% received free or reduced-price lunch.</p>	<p>Students experienced a range of benefits including high levels of participation, and a strong sense of engagement, belonging and feeling safe.</p>
<p>The Promising After-School Programs Study</p>	<p>Vandell, D.L. Reisner, E.R. Pierce, K.M</p>	<p>October 2007</p>	<p>Large Scale</p>	<p>A study of the effect of afterschool programs on nearly 3,000 low-income students at 35 high-quality afterschool programs across the nation.</p>	<p>The study found that regular participation was linked to reductions in behavior problems among disadvantaged students and led to significant gains in teachers' reports of students' improved social skills with peers. Teachers also reported reductions in misconduct over the two-year period and reduced use of drugs and alcohol, compared to those in the low supervision group.</p>

<p>LA's BEST- Los Angeles, CA</p>	<p>CRESST Huang, D. Goldschmidt, P.</p>	<p>June 2007</p>	<p>Local/ Program Level</p>	<p>A study that compared three groups of students from 1994 to 2003 - approximately 2,300 who participated in the LA's BEST program, another 2,300 who attended schools offering LA's BEST programs but did not participate, and 1,900 who attended demographically similar schools without LA's BEST programs - to assess the effect of the LA's BEST program on juvenile crime.</p>	<p>The study found that students who participated at a higher rate in LA's BEST had significantly lower incidences of juvenile crime. Also, the economic benefits of the program exceed its costs; every dollar invested in the LA's BEST program resulted in a savings in juvenile crime costs of approximately \$2.50. Researchers also found dropout rates among LA's BEST students to be significantly lower than the overall district dropout rate.</p>
<p>CASEL's Meta-Analysis of the Impact of After-School Programs that Promote Personal and Social Skills</p>	<p>Weissberg, R.P. Durlak, J.</p>	<p>January 2007</p>	<p>Large Scale</p>	<p>A meta-analysis spanning 73 separate studies of afterschool programs.</p>	<p>The study found that afterschool programs succeeded in improving youths' feelings of self-confidence and self-esteem, school bonding and positive social behaviors. They also reduced problem behaviors (aggression, noncompliance and conduct problems) and drug use.</p>
<p>After-School Worries: Tough on Parents, Bad for Business</p>	<p>Catalyst Gareis, K. Barnett, R.</p>	<p>2006</p>	<p>Large Scale</p>	<p>A study of 1,755 employee/parents at three Fortune 500 companies focused on assessing parental stress.</p>	<p>The study found that as many as 2.5 million parents are over-stressed by parental concern about afterschool time (PCAST) and are likely to bring their concerns to the office. PCAST makes mothers and fathers less productive at work and contributes to employee stress, costing businesses between \$50 billion and \$300 billion annually in lost productivity.</p>

Medical College of Georgia FitKid Project	Yin, Z., Moore, J.B., Johnson, M.H., Barbeau, P., Canvar, M., Thornburg, J. and Gutin, B.	December 2005	State Level	An evaluation of third-graders at 18 schools in Georgia, participating in afterschool programs using a fitness curriculum developed by the Medical College of Georgia, aimed at reducing obesity.	Researchers concluded that children who attended 40% or more of the afterschool sessions showed improvement in body fat percentage, bone mass density and cardiovascular fitness.
Afterschool Program Participation and the Development of Childhood Obesity and Peer Acceptance	Mahoney, J., Lord, L. and Carryl, E.	2005	Local/ Program Level	A longitudinal study assessing the role of afterschool program participation in the development of childhood obesity and peer acceptance in 439 mostly low-income and minority children.	An examination of the impact of afterschool on obesity issues in three unnamed northeastern, urban, public schools found that controlling for baseline obesity, poverty status, and race and ethnicity, the prevalence of obesity was significantly lower for afterschool participants (21%) compared to nonparticipants (33%) at follow-up.
YMCA of Greater New York's Virtual Y Program – New York, NY	National Center for Schools and Communities at Fordham University	2005	Local/ Program Level	A report by The National Center for Schools and Communities at Fordham University presenting the results of seven years of evaluation for the YMCA of Greater New York's Virtual Y after school program.	Teachers reported significant improvements in classroom behavior for <i>Virtual Y</i> participants, including large improvements in task motivation, frustration tolerance, learning skills, acting out, peer social skills, assertive social skills, shyness/ anxiety and on the overall behavior scale.
Support Our Students (SOS) - North Carolina	EDSTAR Johnson, J.L.	2005	State Level	An evaluation of North Carolina's SOS program, which provides afterschool programs to over 16,000 students in the state.	The evaluation found a reduction in suspensions of participating students and better overall behavior.

<p>The After-School Corporation (TASC) – New York, NY</p>	<p>Policy Studies Associates, Inc. Reisner, E.R., et al.</p>	<p>November 2004</p>	<p>Local/ Program Level</p>	<p>An external evaluation of TASC that collected data spanning four school years from 96 TASC afterschool projects and their host schools in New York City.</p>	<p>TASC parents reported positive effects in their work lives: 60% said they missed less work than before because of the program; 59% said it supported them in keeping their job; and 54% said it allowed them to work more hours.</p>
<p>The Extended-Service Schools Initiative</p>	<p>Public/Private Ventures and Manpower Demonstration Research Corporation</p>	<p>2002</p>	<p>Large Scale</p>	<p>A large-scale evaluation of the Extended-School Day Service intensively focused on programs in a total of 10 schools in six cities.</p>	<p>The study found that students who participated in the school-based afterschool programs experienced positive change in four key areas: staying out of trouble, improving their school attitudes and behavior, strengthening their social networks, learning new skills, seeing new possibilities and improving their self-confidence.</p>
<p>Beacons Initiative - New York, NY</p>	<p>Academy for Educational Development</p>	<p>2002</p>	<p>Local/ Program Level</p>	<p>This report presents findings from an intensive study of six Beacon centers, the second phase of an evaluation of the New York City Beacons Initiative.</p>	<p>The vast majority of Beacon youth (85%) reported that it was ‘always true’ or ‘mostly true’ that they felt safe at the Beacons. Also, four-fifths of youth (80%) who took part in intercept interviews described the Beacon as either ‘very helpful’ or ‘pretty helpful’ in helping them avoid drug use.</p>
<p>LA’s BEST - Los Angeles, CA</p>	<p>UCLA Center for the Study of Evaluation  Huang, D. Kyung, S.K. Gribbons, B. Lee, C. Baker, E.L.</p>	<p>2000</p>	<p>Local/ Program Level</p>	<p>A decade-long, longitudinal study report and synthesis of research begun in 1990 to assess the impacts of participating in LA’s BEST over a number of years.</p>	<p>Parents and children alike found the safety of the afterschool program superior to the safety within the neighborhood. Additionally, 3/4 of the parents indicated that they worried significantly less about their children’s safety and that they had more energy in the evening since enrolling their children in the program.</p>