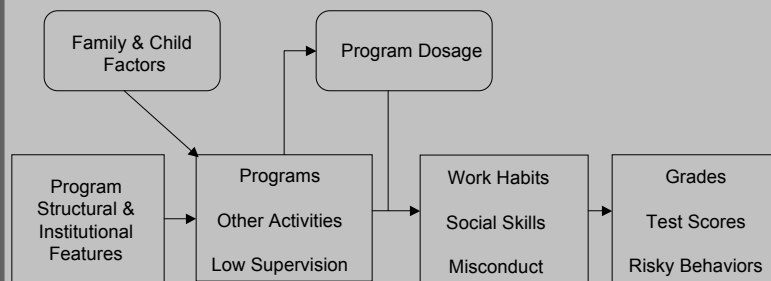


Study of Promising Afterschool Programs

- A two-year longitudinal study
- 3,000 low-income, ethnically diverse elementary and middle school students
- Eight states: CA, CT, MI, MT, NY, OR, RI
- 14 communities: rural, small town, mid-size city, large city
- All programs and schools served high-poverty communities

Study of Promising Afterschool Programs

Theory of Change



Study of Promising Afterschool Programs

Characteristics of High-Quality Programs

- Positive social relationships between student and staff
- Positive social relationships between students
- Mix of academic and non-academic skill-building activities
- High levels of student engagement
- Mastery orientation
- Appropriate levels of structure
- Opportunities for autonomy and choice

Study of Promising Afterschool Programs

Study Participants

Elementary Sample

1,796 3rd and 4th grade students from 19 schools
89% free- or reduced-price school lunch
88% students of color

Middle School Sample

1,118 6th and 7th grade students from 16 schools
63% free- or reduced-price lunch
69% students of color

Study of Promising Afterschool Programs

Participation in Promising Programs and Other Activities Over Two Years

Elementary Sample

- 54% regular program participants
(2/3 Program Only; 1/3 Program Plus)
- 15% low supervision

Middle School Sample

- 49% regular program participants
(2/3 Program Only; 1/3 Program Plus)
- 16% low supervision

Study of Promising Afterschool Programs

Child Outcomes Measured at Baseline, Year 1 and Year 2

Test Scores	Self-Reports	Teacher Reports
Math	Work habits	Work habits
Reading	Misconduct	Task persistence
	Substance use	Academic performance
		Social skills
		Pro-social
		Aggression

Study of Promising Afterschool Programs

Effect Sizes

An effect size is a statistic that measures the magnitude of a program's impact on a particular outcome.

Effect sizes can be benchmarked against those reported in other studies.

Aspirin on heart disease $d = .03$

Class size reductions on math achievement $d = .23$

School-based substance abuse prevention programs on drug & alcohol use $d = .09$

Study of Promising Afterschool Programs

Elementary School Students

Standardized Test Scores

Significant gains in math scores over two years

Program Only vs. Low Supervision - 12 percentiles

Program Plus vs. Low Supervision - 20 percentiles

Effect sizes for math gains

Program Only vs. Low Supervision - $d = .52$

Program Plus vs. Low Supervision - $d = .73$

Study of Promising Afterschool Programs

Elementary School Students

Academic-related Skills

Significant gains in work habits and task persistence

Program Plus vs. Low Supervision

Gains in work habits ($d = .35$)

Gains in task persistence ($d = .30$)

Gains in grades ($d = .25$)

Program Only vs. Low Supervision

Gains in work habits ($d = .31$)

Gains in task persistence ($d = .23$)

Study of Promising Afterschool Programs

Elementary School Students

Social and Behavioral Outcomes

Program Plus vs. Low Supervision

Gains in social skills ($d = .30$)

Gains in pro-social behaviors ($d = .21$)

Reductions in misconduct ($d = .51$)

Reductions in aggression ($d = .29$)

Program Only vs. Low Supervision

Gains in social skills ($d = .21$)

Gains in pro-social behaviors ($d = .23$)

Reductions in misconduct ($d = .66$)

Reductions in aggression ($d = .34$)

Study of Promising Afterschool Programs

Middle School Students

Standardized Test Scores

Significant gains in math scores over two years

Program Only vs. Low Supervision - 12 percentiles

Program Plus vs. Low Supervision - 12 percentiles

Effect sizes for math gains

Program Only vs. Low Supervision - $d = .55$

Program Plus vs. Low Supervision - $d = .57$

Study of Promising Afterschool Programs

Middle School Students

Academic-related Skills

Program Only vs. Low Supervision

Gains in work habits (effect size = .20)

Program Plus vs. Low Supervision

Gains in work habits (effect size = .33)

Study of Promising Afterschool Programs

Middle School Students

Behavioral Outcomes

Program Plus vs. Low Supervision

Reductions in misconduct (effect size = .64)

Reductions in substance use (effect size = .67)

Program Only vs. Low Supervision

Reductions in misconduct (effect size = .55)

Reductions in substance use (effect size = .47)

Study of Promising Afterschool Programs

Conclusions

Improved Academic Outcomes

Elementary school and middle school students who regularly attended the high-quality afterschool programs demonstrated significant gains of 12 to 20 percentiles in standardized math test scores.

Elementary and middle school students who regularly participated in high-quality afterschool programs had significant gains in self-reported work habits. Classroom teachers of the elementary students also reported gains in work habits and task persistence.

Study of Promising Afterschool Programs

Conclusions

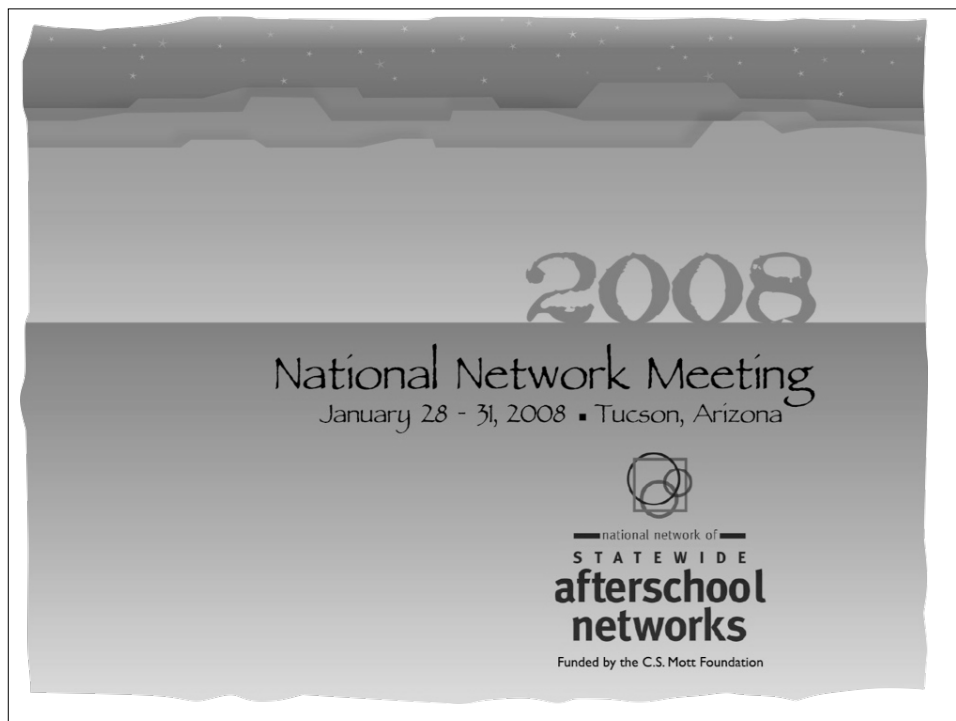
Improved Social and Behavioral Outcomes

Elementary program participants exhibited gains in social skills with peers and pro-social behavior, and reductions in aggression.

Both elementary and middle school program participants demonstrated reductions in misconduct. (e.g., skipping school, getting into fights).

Middle school program participants in reported reduced use of drugs and alcohol.

Study of Promising Afterschool Programs



Using Research to Make the Case for Summer Learning

**National Network of Statewide Afterschool Networks
January 29, 2008**

Ron Fairchild, Executive Director

Topics

- **New research and publications**
- **Emerging policy developments**
- **Partnership and growth opportunities**

Karl Alexander

Summer learning opportunities in the early grades substantially account for later educational outcomes.

Paul Von Hippel

Summers contribute to the problem of childhood obesity.

Body Mass Index (BMI) rates for early elementary school children increase more rapidly during the summer.

Summers are a time for young people to:

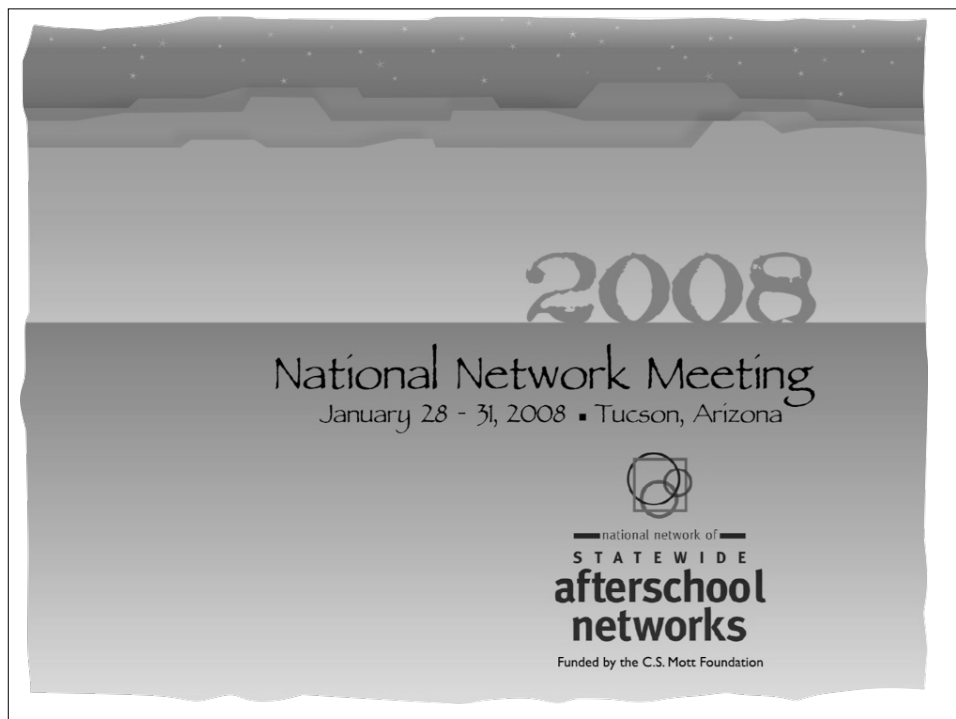
- **Develop new talents**
- **Reinforce their skills**
- **Participate in a mixture of activities**

Policy Developments

- **STEP Up Amendment**
- **Recent Changes in State Policies**

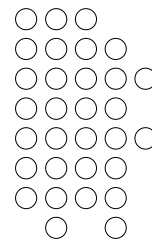
National Campaign

- **Increase the number of high-quality programs**
- **Increase outreach to policymakers and opinion leaders**
- **Increase public funding**



Using the Research for Policy Change

Statewide Afterschool Networks
January 2008



Context is Everything



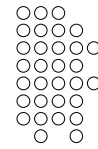
- Stay on top of new developments and trends
- Understand your audience – media and policymakers
 - React to what's hot
 - Short on time
 - Move on to the next thing unless you keep issue front and center
 - Worth it!
- Monitor research and generate your own research
- Present findings clearly and in a variety of ways
- Keep things simple – don't try to get into all the nuances

Most Frequently Asked Questions



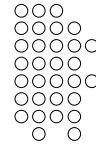
- How many youth are being served and what are demographics?
- What difference does it make – what does the research say?
- What does it cost?
- How can policy promote quality?

2007 - A Big Year for Research



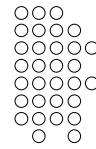
- **Promising Programs Study**
- **LA's BEST – 2 big studies**
- **CASEL**
- **Hopkins Summer Research**
- **TASC**
- **Afterschool Matters**
- **New Hampshire**

2007 -- Sharing the Research



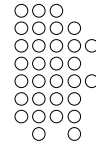
- Mott Foundation hosted briefing
- Advocate article featuring interview with Vandell – Hill Alert with same
- Letter to editor for ambassadors
- Edit memo
- Sample letter to editor for you
- Outreach to key offices and media
- Updates to all our key research documents

2007 Ends on High Note



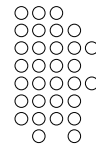
- NCLB reauthorization created opportunities
 - Lots of conversation about extended day
 - Attempts to use 21st CCLC \$\$ for extended day
- 21st CCLC funded at 1,100,390,000. Across the board cut of 1.7747% = \$1,081,166,000 for FY2008
- 100,000 children and families will benefit as a result
- You all played key role

Forecast for FY2009



- Looks like it will be a rough start
- Good news is that President's budget doesn't carry much weight and this can actually strengthen supporters
- Bad news is that energy and time will be needed to make sure that Congress maintains the high level of support for 21st CCLC

Good News



- More research will be coming in 2008
- Afterschool Alliance will keep you up to date
- Look for more information next week
- Think of this as a chance to strengthen relationships!

