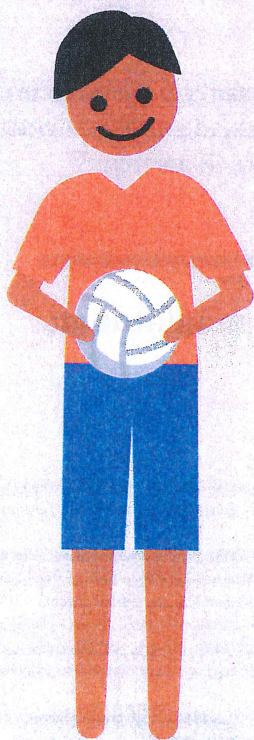




Afterschool Helps Keep Kids in School

Chronic absenteeism—missing at least 15 days (or 10 percent) of school each year—puts more than 6.5 million U.S. students at risk for falling behind academically, dropping out of school, and serious long-term health and employment consequences.^{1,2} Afterschool programs offer a safe haven where kids engage with positive role models and gain valuable life skills. These programs can help to address underlying causes of chronic absenteeism,³ such as food insecurity, bullying, fear of violence, poor academic performance, and social anxiety.^{4,5}



Students in afterschool programs[†] have better ABCs—attendance, behavior, and coursework.

Research shows that students whose ABCs are “on track” have a lower risk of dropping out and links afterschool programs to increased graduation rates and skills critical to lifelong success.

Quality afterschool programs are safe, fun, academic, enriching spaces that take a whole-child approach to development during the time before school starts, after school between 3 to 6 p.m. when risky behaviors spike, and over the summer when academic progress can slip. Students who regularly participate in quality afterschool programs:⁶

- Improve their self-perception and esteem.
- Have opportunities for physical activity, healthy snacks and nutrition.
- Take fewer negative risks and make better decisions.
- Are excited about and more engaged in learning.
- Behave better in the classroom.
- Can connect with adults and mentors to broaden their base of support.
- Are more likely to advance to the next grade and graduate from high school.

[†]According to experimental and quasi-experimental studies



Title I funds aim to improve students' academic outcomes and support their well-rounded development. Research shows that afterschool programs are an effective part of the solution and supports the link between afterschool and regular school attendance:



- Afterschool programs can help ensure young people attend school, often by requiring students to be in school in order to attend programs after school. Several large-scale, multi-site afterschool programs have documented that participants improved school attendance, were less likely to drop out of school, and more likely to graduate on time.⁷
- Students—from the pre-K level through high school—who participated in The After-School Corporation (TASC, now ExpandED) increased their school day attendance.[‡] Among high schoolers, regular school day attendance for participants in the lowest attendance quartile increased by 4.4 days, compared with nonparticipants in the lowest attendance quartile.⁸
- Students in the Pathways to Progress program in St. Paul, Minnesota, greatly improved their school attendance: participants attended 18.4 more school days and missed 9.6 fewer school days than their nonparticipating peers.⁹
- Students who participated in California's After School Education and Safety Program improved their attendance by an additional 5 to 17 school days per year. Students with the lowest attendance records before starting the program had the greatest improvements.¹⁰
- High school students who participated in California's EduCare afterschool program attended school 3 days more per year on average than those not enrolled in the program.¹¹
- Among students who participated in North Carolina's Young Scholars afterschool program, school day absences decreased by 48 percent.¹²

[‡] A 5-year study that compared TASC participants to non-participating peers

**Additional research about the benefits of afterschool is available at:
afterschoolalliance.org/research.cfm**

¹ U.S. Department of Education. (2016). 2013-2014 *Civil Rights Data Collection—A First Look*. www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf

² The Robert Wood Johnson Foundation. (2016). *The relationship between school attendance and health*. www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf431726.

³ National Collaborative on Education and Health. (2015). *Leading Health Conditions Impacting Student Attendance*. <https://healthyschoolscampaign.org/wp-content/uploads/2015/12/School-Health-and-Attendance-Chart.pdf>

⁴ <http://absencesaddup.org/additional-resources/for-afterschool-stakeholders>

⁵ Center for Safe Schools. (2014). *Bullying prevention in out-of-school and afterschool settings*. www.safeschools.info/content/BPOSTAfterschoolGuide2014.pdf

⁶ www.afterschoolalliance.org/research.cfm

⁷ Robert Goerge et al., *After-school Programs and Academic Impact: A Study of Chicago's After School Matters* (Chicago: Chapin Hall Center for Children, 2007), 2-4; Lee M. Pearson, Juliet Diehl Vile, and Elizabeth R. Reisner, *Establishing a Foundation for Progress Toward High School Graduation* (Washington, D.C.: Policy Studies Associates, 2008); Erikson Arcaira, Juliet D. Vile, and Elizabeth R. Reisner, *Achieving High School Graduation: Citizen Schools' Youth Outcomes in Boston* (Washington, D.C.: Policy Studies Associates, 2010), i-iv, 20-23

⁸ Reisner, E. R., White, R. N., Russell, C. A. and Birmingham, J. (2004). *Building Quality, Scale, and Effectiveness in After-School Programs: Summary Report of the TASC Evaluation*. Policy Studies Associates, Inc.

⁹ Wahlstrom, K., Sheldon, T. and Lewis, A. (2004). *Final Evaluation Report: 21st Century Community Learning Centers Pathways to Progress, Saint Paul Public Schools*. Center for Applied Research and Educational Improvement, University of Minnesota.

¹⁰ Bissell, J. and Malloy, J. (2002). *Evaluation of California's After-School Learning and Safe Neighborhoods Partnerships Program: 1999-2001*. University of California-Irvine.

¹¹ Educational Resource Consultants. (2012). *EduCare Foundation After School Program Report Card for 2010-2011*.

¹² Z. Smith Reynolds Foundation. (2006). *Young Scholars Program: An overview of the benefits that promising students gain from extended day programs*.

Afterschool and summer learning programs can help close the achievement gap

The academic achievement gap between students from lower- and higher-income families has grown by 40 percent in 30 years.¹ Children from lower-income families spend less time in afterschool and summer learning programs and have less access to enriching opportunities such as tutors, mentors, homework help, academic guidance, and artistic, social and cultural programs. These disparities contribute to the achievement gap.



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Title I funds aim to improve students' academic outcomes and support their well-rounded development. Research finds that afterschool programs are an effective part of the solution and shows regular attendance in quality programs can help eliminate the achievement gap.



- Students at greatest risk show greatest gains with afterschool.
 - Regular participation in afterschool programs has been shown to narrow the achievement gap between 5th graders from low- and high-income families.³
 - Among low-income students, the higher the levels of participation in afterschool, the smaller the math achievement gap is between them and their high-income peers.⁴
- Summer learning programs help prevent students from falling behind academically.
 - Low-income students lose more than two months of educational progress over the summer months, while middle-income students make slight gains. This loss makes up about 67% of the achievement gap in reading among 9th graders.⁵
 - Elementary school students from five low-income, urban school districts across the country who participated in a summer learning program performed better on math tests in the fall than their non-participating peers.[†] Researchers equated participants' gains to a 17% to 21% average increase in math learning.⁶
- Students in the BELL (Building Education Leaders for Life) summer program, which serves a high percentage of students performing below grade level, made significant academic gains during the course of the program. A study of nearly 9,000 students across eight states found that participants:⁷
 - Increased average percentile rank in reading: from 26th to 35th[†]
 - Increased average percentile rank in math: from 23rd to 32nd[†]
 - Gains among middle school students who were furthest behind: 7.2 months of reading skills, 7.5 months of math skills

[†]Scores ranged from 1 (lowest percentile) to 99 (highest percentile)

Many families lack access to affordable afterschool and summer learning programs.

- The demand for afterschool programs is higher among low-income families and among Hispanic and African-American families. These parents also report significant barriers that keep their kids from participating, including a lack of available programs, program location, and lacking safe travel to and from the program.⁸
 - 4.5 million kids from lower-income families attend afterschool programs
 - 9.7 million kids from lower-income families would take part if programs were available
 - \$114 per week: average cost for families who pay for their child's afterschool program
 - \$288 per week: average cost for families who pay for their child's summer learning program

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¹ <http://cepa.stanford.edu/sites/default/files/reardon%20whither%20opportunity%20-%20chapter%205.pdf>

² www.afterschoolalliance.org/research.cfm

³ www.expandinglearning.org/docs/The%20Achievement%20Gap%20is%20Real.pdf

⁴ www.expandinglearning.org/docs/The%20Achievement%20Gap%20is%20Real.pdf

⁵ McCombs, J. S. Pane, J. F., Augustine, C. H., Schwartz, H. L., Martorell, P., Zakaras, L. (2015). First Outcomes from the National Summer Learning Study. www.rand.org/pubs/research_reports/RR815.html

⁶ McCombs, J. S. Pane, J. F., Augustine, C. H., Schwartz, H. L., Martorell, P., Zakaras, L. (2015). First Outcomes from the National Summer Learning Study. www.rand.org/pubs/research_reports/RR815.html

⁷ BELL: Chaplin, D., Goodyear, L., Huang, D., Little, P., and Miller B. (2012). Summer Evaluation Report 2012 (Building Educated Leaders for Life). www.experiencebell.org/our-results/evaluation-reports

⁸ www.afterschoolalliance.org/aa3pm