



California's After-School Programs Help Students Succeed in School

Years of studies across the nation¹, as well as recent research about California programs from UCLA, UC Irvine and others, show how California's substantial investments in after-school programs help students succeed in school. After-school programs help get students excited about coming to school and learning, give them opportunities to apply school-day lessons to their own interests, and help them stay caught up on their homework.

After-school programs = Students less likely to drop out

- ✓ In a 20-year UCLA longitudinal study, researchers found that LA's BEST elementary school after-school students who participated for three or more years were about 20 percent less likely to drop out years later than similar students who did not attend LA's BEST.²

After-school programs = Students attend school more frequently

- ✓ Participants in the Citizen Schools after-school program, which operates at middle schools nationally and in California, attended middle school 11 days more than comparable students, and their high school attendance rates were even higher, although it is just a middle school program.³
- ✓ At 80 state- and federally-funded after-school programs in the Central Valley, after-school participants improved their school day attendance by 14 days (nearly three weeks).⁴

After-school programs = Students have higher test scores and are less likely to be held back a grade

- ✓ After three charter schools in South Central Los Angeles implemented THINK Together's after-school program for the majority of their students, twice as many students scored at proficient or above on English and math standardized tests.⁵
- ✓ A UC Irvine study found that low-performing students in California's ASES program were 53% less likely to be held back a grade in elementary school than similar non-participants, and that ASES participants also were more likely to move out of the bottom quartile on standardized reading and math tests.⁶

After-school programs = Students are more likely to become fluent in English

- ✓ In the Central Valley, English language learners who participated in 80 state- and federally-funded after-school programs were more than three times as likely to be reclassified as fluent in English as students in the region overall.⁷

¹ Little, P., Wimer, C., & Weiss, H. (2008). *After school programs in the 21st Century: Their potential and what it takes to achieve it. Executive Summary*. Cambridge, MA: Harvard Family Research Project. Retrieved on January 25, 2010 from <http://www.hfrp.org/publications-resources/browse-our-publications/after-school-programs-in-the-21st-century-their-potential-and-what-it-takes-to-achieve-it>

² Huang, D., Kim, K.S., Marshall, A., & Perez, P. (2005). *Keeping kids in school: An LA's BEST example*. Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing, University of California, Los Angeles. Retrieved on January 25, 2010 from http://www.lasbest.org/what/publications/Keeping_Kids_in_School_Exec_Sum.pdf; LA's BEST After School Enrichment Program. (2006). *Annual Report 2005-2006. Caught up in the act ... of success*. Retrieved on December 7 from http://www.lasbest.org/what/publications/annual_reports/AR0506-web%5B1%5D.pdf

³ Vile, J.D., Arcaira, E. & Reisner, E.R. (2009). *Progress toward high school graduation: Citizen Schools' youth outcomes in Boston*. Washington, D.C.: Policy Studies Associates, Inc. Retrieved on January 25, 2010 from <http://www.citizenschools.org/uploads/PSA%20Phase%20VI%20Progress%20toward%20HS%20Graduation%2020090819.pdf>; Pearson, L.M., Vile, J.D. & Reisner, E.R. (2008). *Establishing a foundation for progress toward high school graduation*. Washington, D.C.: Policy Studies Associates, Inc. Retrieved on January 25, 2010 from <http://www.citizenschools.org/uploads/PSA%20CS%20Phase%20V%20Report.pdf> In the 11th grade, participants attended school 13 more days than those who did not attend the after-school program in eighth grade

⁴ Newhouse, C. (2008). *Afterschool programs in the Central Valley benefit children and youth: Evaluation results from the 2006-2007 school year*. Clovis, CA: Central Valley Afterschool Foundation. Retrieved on January 25, 2010 from <http://centralvalleyafterschool.org/documents/CVAFFinalReport5-7-08.pdf>

⁵ Randy Barth, Founder and Chief Executive Officer, THINK Together, Santa Ana, CA. Personal communication on September 24, 2009; Jenel Prenovost, Director of Evaluation, THINK Together, Santa Ana, CA. Personal communication on December 7, 2009. 44 percent of the Celerity charter school students scored proficient or above in English and 57 percent on math in 2009, compared to 41 percent district-wide on English and 46 percent on math. Among the three charter schools, Nascent's API score increased 112 points, Dyad's 119 points, and Troika's 279 points. District-wide, API scores increased only 13 points.

⁶ University of California, Irvine. (2002). *Evaluation of California's After School Learning and Safe Neighborhoods Partnerships Program: 1999-2001*. Executive summary retrieved on January 25, 2010 from <http://www.cde.ca.gov/ls/ba/as/execsummary.asp#fn1>

⁷ Newhouse, C. (2008). *Afterschool programs in the Central Valley benefit children and youth: Evaluation results from the 2006-2007 school year*. Clovis, CA: Central Valley Afterschool Foundation. Retrieved on January 25, 2010 from <http://centralvalleyafterschool.org/documents/CVAFFinalReport5-7-08.pdf>