

Quality Afterschool Programs Help Build Lifelong Success



Students who regularly participate in quality afterschool programs can have . . .

Stronger academic performance

Afterschool programs can increase student engagement with learning by providing opportunities for attention from adult instructors or peer tutors, access to computer labs or educational technology, and fostering higher aspirations for educational attainment. Afterschool learning opportunities also have the potential to reduce the achievement gap between students of differing races, ethnicities or socio-economic backgrounds.

- ♦ According to a 2007 university study funded by the Charles Stewart Mott Foundation, minority and economically disadvantaged elementary and middle school students who regularly attended high-quality afterschool programs (alone or in combination with other activities) demonstrated significant gains over their non-participating peers including:

- Higher standardized math test scores
- Better work habits and lower rates of truancy
- Reduced incidence of drug and alcohol abuse

(University of California, Irvine and University of Wisconsin-Madison, 2007)

- ♦ Children in California's LA's BEST program reported higher aspirations of finishing school and going to college. Drop-out rates among participating students are 20% lower than the overall district drop-out rate.

(University of California, Irvine, 2000 and 2006)

Better social, emotional and physical well-being

Adolescent and pre-adolescent children face significant challenges to the growth and maintenance of healthy self esteem and physical well-being. Teens who do not participate in afterschool programs are more likely to skip classes, abuse drugs, alcohol and tobacco and engage in sexual activity or delinquent behavior.

- ♦ The three-hour window between 3:00 and 6:00 p.m. marks the peak time in which juvenile crime, underage drinking, drug abuse and automobile accidents involving youth occurs. Youth who have no structured, supervised activity during this window are also 37% more likely to become teen parents.

(Fight Crime: Invest in Kids, 2000)

- ♦ Quality afterschool programs provide enriched opportunities for students to have a more meaningful experience with the arts, creates environments in which they can interact and work cooperatively with one another, and encourages positive relationships with peers, adults and family members.

(University of California, Irvine, 2000 and 2006)

Afterschool hours *matter* . . .



The **strongest predictor** of whether students will drop out of high school **is poor academic performance**. Other key risk factors include repeating grades, low socio-economic background, speaking English as a second language, becoming pregnant, and being frequently tardy or absent from school.

U.S. Department of Education



Research has shown that **students experience learning loss** when they are not educationally engaged or occupied during significant periods of out-of-school time. In fact, some studies suggest that students' out-of-school time has as much impact on school success as time spent in the classroom.

Cooper et. al. 1999;
National Institute on Out-of-School Time, 2007.

Research shows that quality afterschool programs **improve student grades and test performance**, increase school attendance, improve homework completion and quality, and reduce grade retention.

U.S. Department of Education, National Dropout Prevention Center



Studies of model afterschool programs indicate that participating children can be as much as **50 percent less likely to drop out of high school** and more than **two and one-half times more likely to go on to further education** after high school than their peers.

Fight Crime, Invest in Kids, 2000



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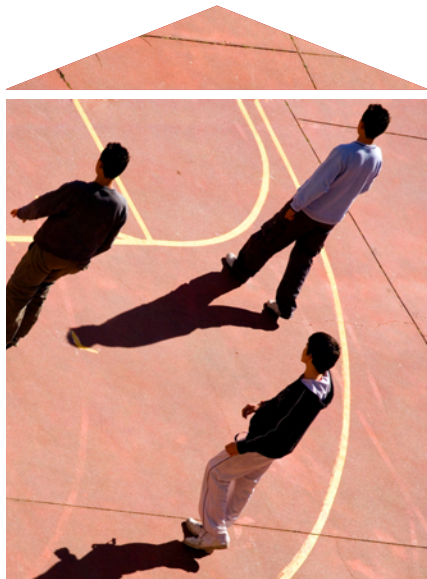
Americans value Afterschool Programs



According to recent surveys . . .

Nearly 9 out of 10 respondents expressed concern that there should be some type of organized activity or safe place for children and teens to go after school every day.

(Afterschool Alliance 2006 and 2004 National Election Eve Polls)



Americans perceive out-of-school activities as a real need. 65% of survey respondents say that afterschool programs are “**an absolute necessity**” for their own community.

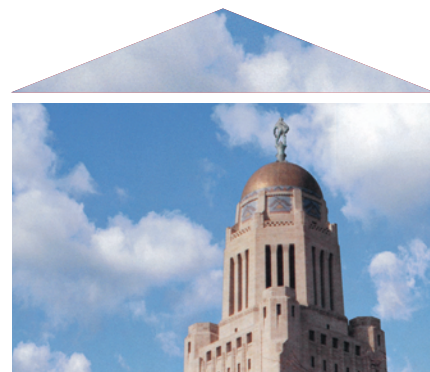
(Afterschool Alliance 2006 National Election Eve Poll)



Support for after-school crosses party and ideological lines.

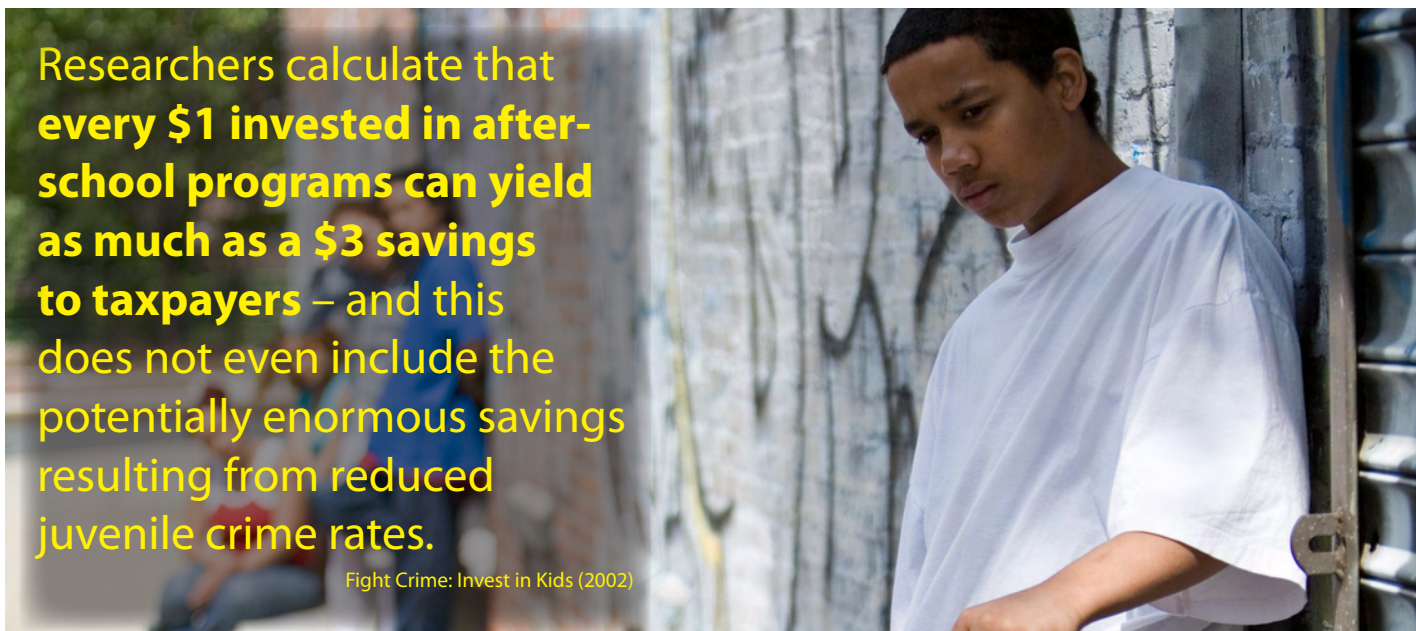
88% of Democrats, 84% of Independents and 76% of Republicans agree on the need for an organized activity or safe place for children and teens after school.

(Afterschool Alliance 2006 National Election Eve Poll)



Researchers calculate that **every \$1 invested in after-school programs can yield as much as a \$3 savings to taxpayers** – and this does not even include the potentially enormous savings resulting from reduced juvenile crime rates.

Fight Crime: Invest in Kids (2002)



WORKING MOTHERS AND PUBLIC SAFETY OFFICIALS AGREE

Nine in 10 working mothers agree with the statement: **"America could greatly reduce youth violence if Congress expanded prevention efforts like afterschool programs."** When asked which strategy would be more effective in reducing school and youth violence, **seven out of 10 mothers choose investments in afterschool programs over investments in security measures** such as metal detectors.

(Afterschool Alliance, 2006)

Seventy-one percent (71%) of chiefs of police, sheriffs and prosecutors in the U.S. favor afterschool programs for reducing youth crime and violence over hiring more officers (14.9%), prosecuting more juveniles as adults (12%) and installing more metal detectors at schools (2.3%).

(Fight Crime: Invest in Kids 2000)



Americans value . . . *

Stronger students, stronger communities

Survey respondents indicated strong beliefs that afterschool programs can address areas beyond a traditional safety and academic focus. The strongest areas for additional support include **reducing high school dropout rates, helping children and teens prepare for college, and helping build strong and safe communities.**

Safer, healthier kids

When told that kids in afterschool programs are less likely to get involved in criminal activity, use drugs or alcohol, become teen parents and drop out of school, 89% of survey respondents – including 85% of Republicans, 86% of men and 88% of people who attend a religious service every week – say **afterschool programs are very (66%) or somewhat (23%) important.**

Wider afterschool opportunities

One in three 8- to 12-year-olds are either "home alone" or "hanging out with friends" after school. **79% of boys and 84% of girls who do not currently participate in afterschool programs are interested in such activities.**

(*Afterschool Alliance National Election Eve Poll, 2006)

In Nebraska . . .

- 31 percent (103,290) of our state's K-12 youth are unsupervised during after school hours. Only 9 percent (29,987) of K-12 youth participate in afterschool programs.
- 21 percent of children who do not currently participate in an afterschool program would be likely to do so if such programs were made available to them.
- Many parents of non-participants believe that their children would benefit from afterschool programs through better social skills, improved academic achievement and safer environments.

(Afterschool Alliance/America After 3 PM Household Survey, 2002-03)



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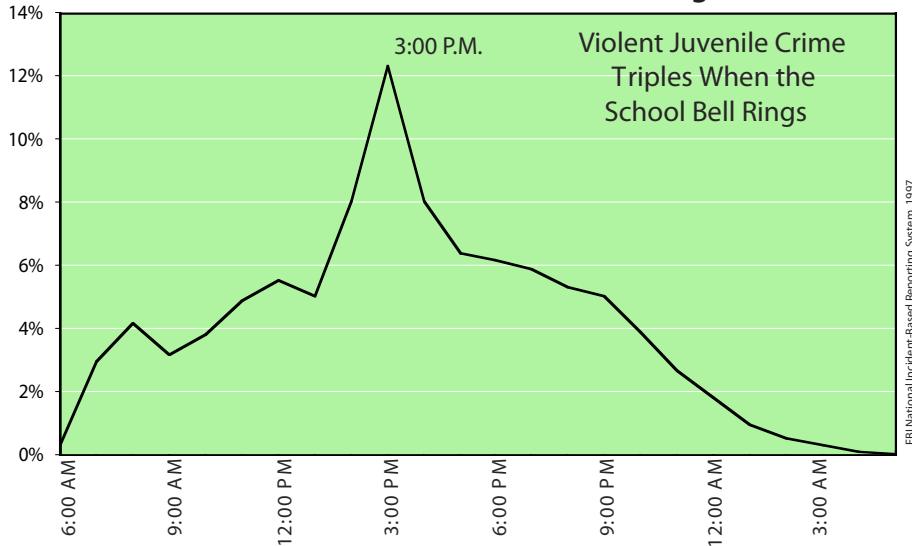
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How do children spend their **out-of-school hours**?

Percent of Violent Juvenile Crime Occurring Each Hour



Nationally, incidence of juvenile violent crime spikes at 3:00 PM – immediately after the school day ends.

The window between 3:00 and 6:00 PM is also the peak time in which underage alcohol and tobacco use, drug abuse and sexual activity occurs.

(Fight Crime: Invest in Kids, 2000)

- ▶ More than 3 in 4 students (77%) agree that **“a lot of kids get into trouble when they’re bored and have nothing to do,”** with 40% agreeing strongly. (Public Agenda, 2004)
- ▶ More than 1 in 4 students (26%) say they **“see people their age using drugs or alcohol”** every day or almost every day (high schoolers 35%; middle schoolers 13%). (Public Agenda, 2004)
- ▶ A study of Boys & Girls clubs showed that housing projects without the clubs had **50 percent more vandalism and 37 percent worse drug activity** than projects with the clubs. Teens in one California after-school program were half as likely to be rearrested than teens not in the program. (Public Agenda, 2004)

In Nebraska . . .

31% of Nebraska’s K-12 youth care for themselves after school without any adult supervision. This **exceeds the national average of 25%.**

Approximately 20% of non-participating children would be likely to engage in an afterschool program **if one were available in the community.**

(Afterschool Alliance/America After 3 PM Household Survey, 2002-03)



KIDS VALUE STRUCTURED TIME

Far from avoiding organized activities when the school day ends, a national survey indicates that a significant majority of middle and high school students favor afterschool programs as opposed to unstructured free time.

In fact, 85% of surveyed students said that **kids who participate in organized activities such as a team or club after school are "better off"** than those who have a lot of time to themselves during afterschool hours.

(Public Agenda, 2004)



Families want quality, accessible afterschool opportunities

▶ Nationally, **parents from low-income and minority families report more problems** finding available, affordable and attractive afterschool opportunities for kids than their counterparts in other economic/ethnic categories.

- Only 30% of low-income parents reported that affordable activities were easy to find (vs. 65% higher income parents).
- Only 45% of minority parents reported that it was easy to find activities monitored by trustworthy adults (vs. 73% caucasian parents).
- A significant percentage of low-income parents reported that their community could realistically provide more opportunities for elementary-school children (65%) and teenagers (85%).

(Public Agenda, 2004)

▶ A recent survey of African American parents revealed a core set of qualities that they feel **afterschool programs must possess in order to have the greatest impact** on their children's success in school and life:

- Commitment to learning
- Constructive use of time
- Positive social skills development
- Clear boundaries and high expectations
- Individual and family supports
- Encouragement of positive identity and self-esteem

(Black Alliance for Educational Options, 2007)



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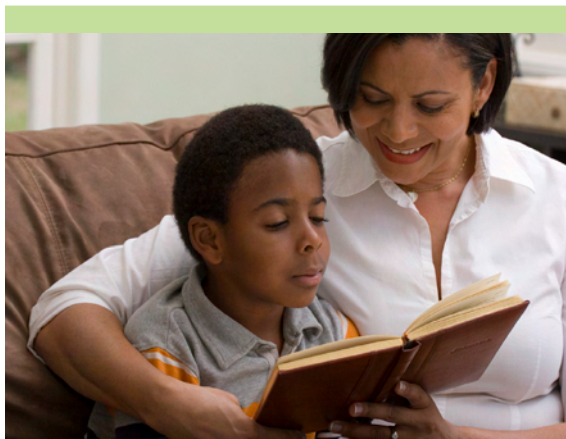
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Family Involvement:

Proven Strategy for Promoting Student Success

Students learn better and achieve more when their education is supported by dynamic, on-going partnerships between schools and families.



What the research shows about strong family involvement in children's education . . .

- Higher grades and test scores, and enrollment in higher-level programs
- Reduced incidence of truancy
- Better social, adaptation and problem-resolution skills
- Increased rates of graduation and higher educational attainment
- Lower rates of drug and alcohol abuse

Southwest Educational Development Laboratory, 2002

How educators and afterschool programs can help families build the foundations for childrens' lifelong engagement with learning

Parenting

Families benefit from assistance with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Schools also need assistance in understanding families' backgrounds, cultures, and goals for children.

Communicating

Effective, two-way communication between home and school is crucial. Families and educators should employ multiple methods to share information about school programs and activities, student progress, concerns and questions.

Volunteering

Educators should strive to improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school, in afterschool programs or other locations and events.

Learning at Home

Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities that enable students to share and discuss interesting tasks.

Decision Making

Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations.

Collaborating with the Community

Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities.

Studies indicate that meaningful family involvement in children's schools and education produces positive results in terms of children's academic achievement and commitment to learning – **regardless of racial/ethnic background, socio-economic category, or parents' own level of educational attainment.**

In fact, some research suggests that family participation in education can be as much as **twice as predictive of students' academic success as socio-economic status.**

Southwest Educational Development Laboratory, 2002
Michigan Department of Education, 2002

A long-term study of the Chicago Parent Centers (serving families with children from ages three to nine) found that parent participation in the program had a major impact on their children's social and academic outcomes. **Over 80 percent of students whose parents were involved for the whole six years of the program graduated from high school,** compared to the 38 percent of students whose parents were not involved at all.

(A. Henderson, K. Mapp, et. al., 2007)



About Nebraska PIRC

The Nebraska Parent Information and Resource Center project is a five-year, federally-funded program intended to build dynamic partnerships between schools, communities and families that will enhance the educational experiences of at-risk children throughout the state. The project focuses on four major goals:

1. Develop and disseminate parent involvement policy to Nebraska schools through a collaborative effort of the Nebraska Department of Education, the staff at NDE associated with 21st Century Community Learning Centers and Positive Behavior Supports, the family involvement planning team, community partners, project staff, and the project advisory board.
2. Establish 72 School-Based PIRCs in Title I school buildings with 21st Century Community Learning Center programs across Nebraska. Each School-Based PIRC will provide ongoing training and support to parents and educators on partnering together to enhance student achievement.
3. Implement Model Early Childhood Parent Education Programs in six communities serving parents of very young children. These Early Childhood PIRCs utilize curriculum and complementary learning strategies to link families, early childhood educators, schools and community partners.
4. Launch a public awareness campaign to educate Nebraskans about the importance of parent involvement in supporting students' learning, as well as various information resources (e.g. state and school report cards) that can strengthen family engagement with children's education.

The efficacy of the project will be determined by a comprehensive evaluation. Nebraska PIRC is administered through a partnership of the Munroe-Meyer Institute, Nebraska Children and Families Foundation, and the Nebraska Department of Education.

Nebraska P-16 Initiative

The world is becoming increasingly complex and interconnected. Advances in technology, science and communication have created a “flat” world within an expanding knowledge-based global economy. Lack of education can create insurmountable challenges and an uncertain future. Today’s children and adults need far more knowledge and skills than ever before to engage the world around them, to make sound decisions regarding their futures, and to contribute positively to society. Success for Nebraskans depends greatly upon their access to and attainment of academic and technical knowledge, their willingness to adapt to the demands of the ever-changing global marketplace, and their ability to communicate effectively and work as team players. Acquiring a sound education that offers marketable skills heavily impacts one’s ability to earn an adequate wage to support a family and flourish in the modern economy.

The Nebraska P-16 Initiative, also known as “Nebraska P-16,” is a coalition of 27 Nebraska organizations in education, business and government dedicated to improving student success rates at all levels, preschool (“P”) through college (“16”). Senior partners in this effort are The Governor’s Office, University of Nebraska, the Nebraska Department of Education, and the EducationQuest Foundation.

The primary goals of Nebraska P-16 are to:

- Help increase Nebraska’s two-year and four-year college-going and graduation rates.
- Help increase the education level of Nebraska’s citizenry and work force, thereby enhancing the quality of life and economic competitiveness of our state.
- Help keep well-educated young people in Nebraska.

In pursuing these goals, Nebraska P-16 recognizes that special emphasis must be placed on working with low-income and underrepresented populations and those with limited English language ability. We also recognize the critical importance of early childhood education in meeting our goals.

Nebraska currently has among the highest high school graduation rates in the nation, but is only four percent above the national average in college-going rates. Nebraska students take the ACT college-entrance exam in huge numbers (about 77% of all high school students) and attain the highest scores among states with high percentages of students taking the test. But, Nebraska is below average for four-year college graduation rates. Nebraska ranks relatively low in cost of a college education as a percent of family income but U.S. census data show Nebraska below average in the percentage of adults with bachelor’s degree or higher. These are among the data that support the critical need for the Nebraska needs a P-16 Initiative.

For More Information:



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Office of the Executive Vice President & Provost

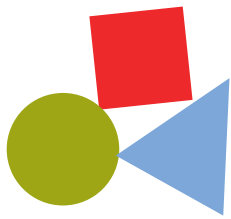
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**Elements of LB 641 (Sec. 46) that describe
Elementary Learning Centers**

(1) Programs offered by an elementary learning center may be accessed by any elementary-age child who resides in the learning community or any family with an elementary-age child who resides in the learning community. Services to be provided by the elementary learning center shall comply with all applicable state regulations for such services, including, but not limited to, regulations requiring certification of teachers, safety provisions, and compliance with state standards. Such programs shall be designed to enhance the academic success of elementary students and may include, but are not limited to:

- a) Summer school, extended-school-day programs, and extended-school-year programs which may be coordinated with programs offered in the schools;
- b) Literacy centers for providing intensive assistance to elementary-age children and their parents to work on reading skills outside of the school day;
- c) Computer labs;
- d) Tutors for elementary students;
- e) Mentors for elementary students;
- f) Services for transient students;
- g) Attendance advocates to assist in resolving issues that contribute to truancy;
- h) Transportation for truant students;
- i) English classes for parents and other family members;
- j) Health services
- k) Mental health services;
- l) Child care for children of parents working on their own literacy skills or working with their children on academic skills at the center;
- m) Nutritional services for families working on skills at the center;
- n) Transportation for participating families;
- o) Distribution of clothing and school supplies;
- p) Information on other resources to assist participating families; and
- q) Interpreter services for educational needs.



Investing in Nebraska's Youngest, At-Risk Children

Investing in Nebraska's Future

Studies of high quality early childhood programs agree that positive early experiences for the very young yield enormous economic and social benefits. This is especially apparent in children who are economically disadvantaged or otherwise at-risk.

When given access to high quality early experiences during the first three years of life, at-risk children are significantly more likely to grow up to be healthy, skilled and productive citizens.

Investment in quality early childhood education can...

- Reduce long-term economic stressors on our education system
- Reduce the number of children and adults entering our healthcare system
- Reduce the number of people entering our criminal justice system

"Some of the areas of most rapid growth in state budgets – corrections and prison costs, special education expenditures, and Medicaid expenditures (particularly behavioral health services for children) – are connected to failures in meeting children's needs in the earliest years."¹¹

Charles Bruner
Executive Director,
Child and Family Policy Center

■ We can't afford to wait to intervene

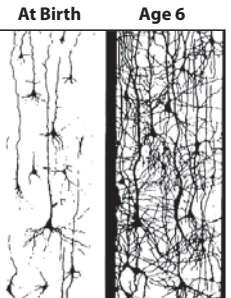
Scientific evidence is focusing more than ever on the years from **birth to three as a critical time for learning** in a child's life. During these years, much of the neural groundwork for a child's future cognitive, emotional and social development will be laid.

- Researchers estimate that about 85% of a child's brain core structure is formed by age 3.¹

Synaptic Density in Children

*"Synapses are created with astonishing speed in the first three years of life. For the rest of the first decade, children's brains have twice as many synapses as adults' brains, attesting to the rapid learning and hardwiring during the early years."*²

Graphic courtesy of Harry T. Chugani
Children's Hospital of Michigan



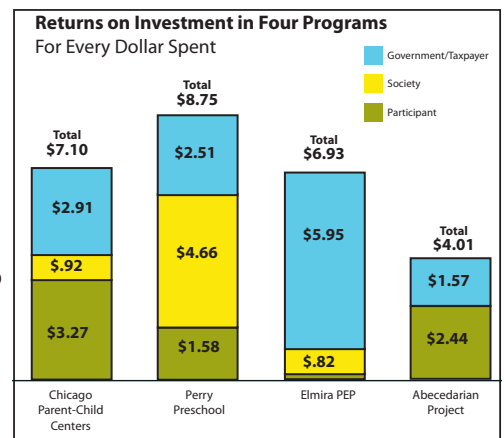
- **35% of all Nebraska children** under the age of three **live in low-income conditions** and do not have the financial capability to pursue high quality early childhood experiences for themselves. Of these approximately **40% live in rural areas**.³

■ Return on Investment: An economic necessity

- **Education Expenses:** Participants in model early childhood programs demonstrated as much as a **29% increase in high school graduation rates** and a **40% decrease in grade retention and special education placement**.⁴ During FY 2005, Nebraska's special education appropriations alone amounted to nearly \$170 M.⁵

- **Healthcare Expenses:** State financial analysts predict that by **FY 2010 Nebraska General Fund expenditures for Medicaid will exceed the available Medicaid appropriation by \$115 M. By 2025, that variance is expected to grow to \$907 M**.⁶ In FY 2005, children accounted for 25.8% of all Medicaid vendor expenditures – nearly \$361 M.⁷ Investing in quality early childhood programs that help monitor the nutrition, health and physiological development of very young children could reduce the likelihood of chronic health problems, and help offset the enormous, long-term pressure on our healthcare system.

- **Crime-Related Expenses:** Very young children who have positive experiences that inform cognitive, emotional and social development are less likely to engage in delinquency or criminal behavior later in life. Studies of model programs showed as much as a **33% lower rate of juvenile arrest** and a **42% lower rate of arrest for violent offences** among participants vs. non-participants.⁸ Given that **Nebraska expended over \$234 M on criminal justice and law enforcement in FY 2005 alone**, the potential savings are enormous.⁹



An analysis of four high-quality early childhood programs. Returns include savings from criminal justice costs, special and remedial education costs, reduced welfare payments, reduced healthcare costs and increased net earnings per participant.¹⁰

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Early Care and Education Helps Nebraska's Economy Grow

The Economic Impact of the Nebraska Early Care and Education Industry Report: May 2007

"... policies [such as early childhood programs] that boost our national investment in education and training can help reduce inequality while expanding economic opportunity."

— Ben S. Bernanke,
Chairman of the Federal Reserve Board, addressing the Greater Omaha Chamber of Commerce on February 6, 2007.

Summary of Findings

Impact on Workforce



The early care and education industry is essential to Nebraska's growing workforce and economy. Compared to other states, Nebraska has one of the highest percentages of households in which all available parents work. This means that Nebraska's workers need access to high-quality, affordable care for their children. It also means that Nebraska's children need the benefit of quality early experiences in order to fill the demand for highly skilled workers in the future.

Impact on Revenues



A recent study conducted by the University of Nebraska-Lincoln on behalf of the Early Childhood Interagency Coordinating Council (ECICC) shows that Nebraska's early care and education industry employs tens of thousands of people, serves about 100,000 children in licensed care, and generates state revenues comparable to that of the state's major industries. This industry not only serves Nebraska's workers today, but prepares children to be successful as students and professionals later in life.

Early Care and Education in Nebraska



Employs over 12,000 people (including self-employed) in 7,600 small businesses. These businesses are based in the state, can't be relocated and are largely owned and operated by Nebraska residents.



Impacts the learning and development of 100,000 children through licensed early care and education programs. Research demonstrates that children who experience quality care and education are more likely to succeed in school and have higher levels of personal incomes as working adults.



Produces over \$640 million in gross revenue receipts. That amounts to one-quarter of Nebraska's annual cash receipts from corn production.



Results in a total economic impact of over \$240 million annually. This impact is the result of increased commercial and consumer activity driven by the early care and education industry.



Increases Nebraska's available workforce. For example, two federal programs alone that support early care and education in Nebraska allowed over 4,000 more parents to enter the workforce. This figure does not include the positive impact from other programs, such as Head Start.

The Economic Impact of the Nebraska Early Care and Education Industry Report

Recommendations

1. Recognize and support the contribution of early childhood care and education to the state's economy by:

- a. Integrating child care in economic development planning at state and local levels.
- b. Integrating child care in Workforce Development in the Nebraska Department of Labor.
- c. Engaging chambers of commerce in the inclusion of child care as a critical part of local business, economic development and growing strong neighborhoods.
- d. Investing in the early care and education workforce.

2. Ensure adequate, sustainable financing for the industry by:

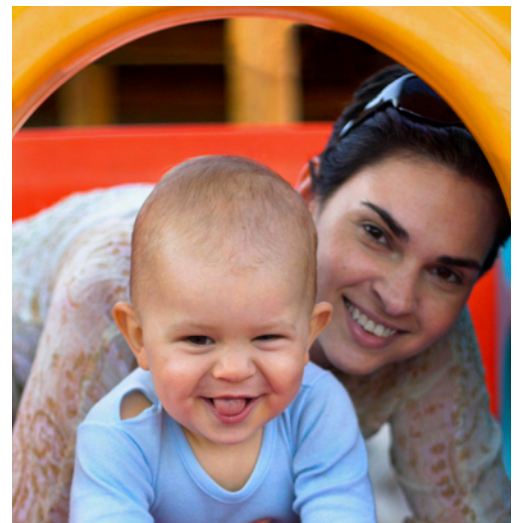
- a. Maintaining state investment of funds in early care and education to leverage the maximum amount of federal dollars available.
- b. Maximizing public-private partnerships to capture private commitments to improving access to quality early care and education for low income children and their families.
- c. Funding the child care subsidy income eligibility rate at 185% of poverty.
- d. Expanding Nebraska's Early Childhood Education Grant program to increase the availability of collaborative community-based prekindergarten for all 3 and 4 year olds.

3. Promote and support quality in early childhood care and education by:

- a. Enhancing and sustaining the development of the early childhood workforce through training, education and compensation.
- b. Developing a voluntary quality rating system for early childhood care and education.
- c. Expanding support for early childhood education scholarships in Nebraska in anticipation of increased demands for certified early childhood teachers related to increased numbers of programs.
- d. Developing best practice models to inform the development of programs serving children birth to age three that will be funded through the Early Childhood Education Endowment.

The early care and education industry is large, vibrant, and exists in nearly every county in Nebraska. It is ingrained into the state's infrastructure in such a way that it allows many additional parents to participate in the workforce. This generates more economic growth, which in turn raises the standard of living as measured by per capita income.

One of Nebraska's greatest resources is its human capital. One way to ensure that this precious resource continues to thrive is to invest in early care and education. Nationally, economists estimate up to a \$17 return on every \$1 invested in quality early education programs. Parents are also able to be better workers when they know their children are receiving the best care possible. Most importantly, when children receive the opportunity to succeed in school, they are able to lead more productive, fulfilling lives.



About the Report: The Economic Impact of the Nebraska Early Care and Education Industry report was conducted by the University of Nebraska-Lincoln Bureau of Business Research at the request of the Early Childhood Interagency Coordinating Council (ECICC) in January 2007. Funding for the report was provided by the Nebraska Health and Human Services System, the Nebraska Department of Education, the Nebraska Head Start–State Collaboration Office, Nebraska Children and Families Foundation, the Nebraska Association for the Education of Young Children, and the United Way of the Midlands. The report was also funded in part by the US Department of Health and Human Services, Child Care and Development Funds. The full report is available at www.NebraskaChildren.org. 402.476.9401.

No Silver Bullets . . .

But research tends to confirm that some things matter more than others . . .

...some things matter more than others

- ✓ Excellent teachers and principals
 - ✗ Advanced education
 - ✗ Multi-layered experiences
- ✓ Extended Learning Opportunities
 - ✗ School day
 - ✗ School year
 - ✗ P-16/20



...some things matter more than others

- ✓ Student and family support
 - ✗ Just-in-time academic support
 - ✗ Tutoring
 - ✗ Culturally competent instruction
 - ✗ Parent engagement
 - ✗ Health services for students and families
 - ✗ Adult education
- ✓ Smaller class sizes

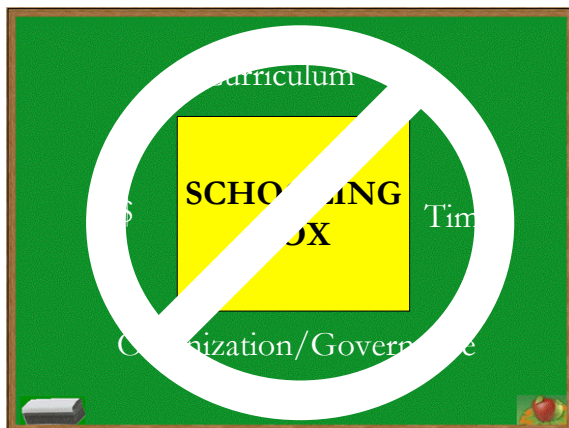


We need to think differently . . .

- ✓ No segments or sectors

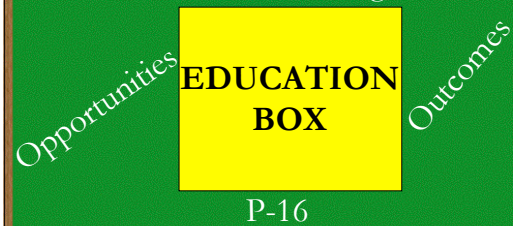


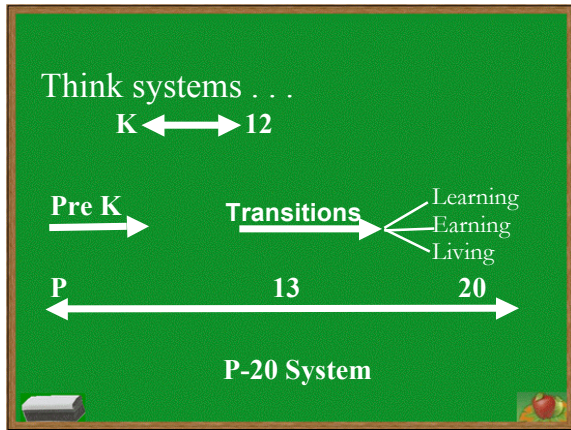
- ✓ No silos



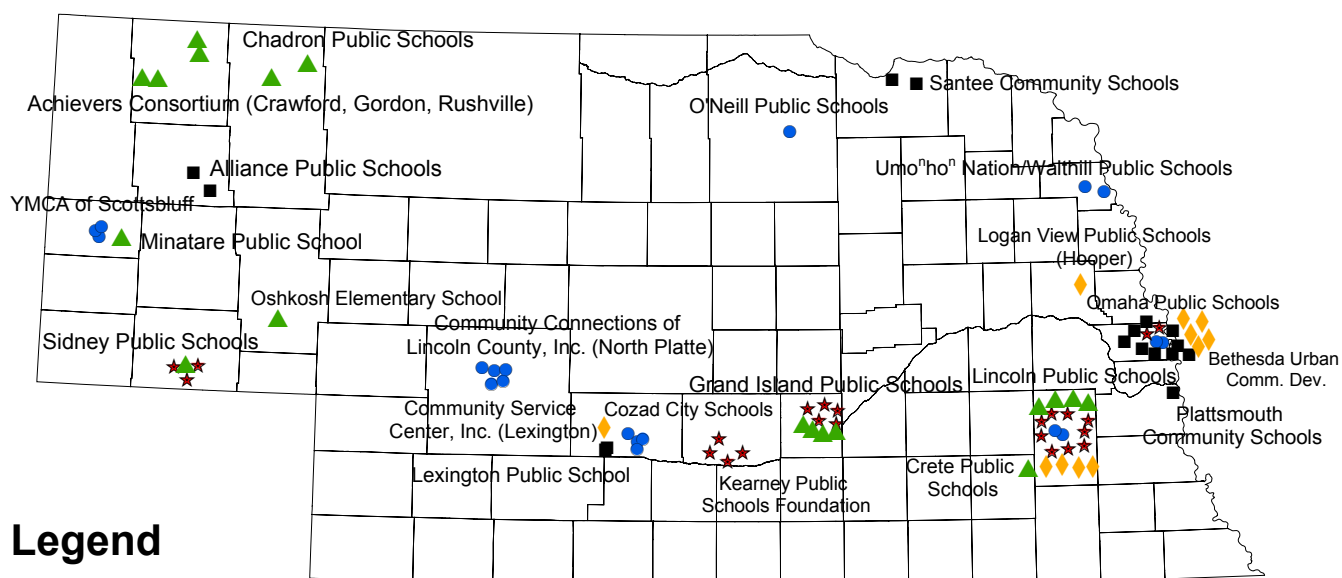
Think “education” (not schooling)

Personal Learning Plans





21st Century Nebraska Community Learning Centers



Legend

- ◆ 2007 Grantees
- 2006 Grantees
- ▲ 2005 Grantees
- ★ 2004 Grantees
- 2003 Grantees



Information Source: Nebraska 21st CCLC Office

In the past five years, the State Board of Education has approved over \$7 million in federal grants for before- and afterschool programs serving approximately 5,100 students at 88 sites across the state.

“These community learning centers enhance student achievement and help students meet state standards in reading, mathematics, science and social studies,” according to Nebraska Commissioner of Education Doug Christensen. The centers offer a variety of services including remedial education, academic enrichment, tutoring, mentoring, programs for students learning English for the first time as well as programs addressing technology, family engagement, family literacy, counseling and drug and violence prevention.

The primary goals of the before- and afterschool programs offered through 21st Century Community Learning Centers are to improve student learning, increase social benefits and positive behavioral changes, and increase family and community engagement in schools.

Beyond Pre-K

Rethinking the Conventional Wisdom on Educational Intervention

by James J. Heckman
Education Week, 4.19.07

Most parents can readily attest that earlier is better when it comes to helping children. Indeed, the oft-repeated parenting maxim “Get them while they’re young” is not just homespun wisdom but a consistent finding of social scientists who study government programs for disadvantaged youths. One of the best investments government can make to raise academic achievement and reduce welfare dependency and crime is the provision of quality preschool programs. Yet popular support for early intervention has a more pessimistic if less publicized corollary among both parents and policy analysts: Namely, that not much can be done to alter the paths of children once they hit the rebellious teenage years. Then, the baleful influence of peers, the lure of street culture, and the failure to have developed skills in childhood all take their toll—or so the theory goes. In practice, remediation programs for adolescents have proved costly and often ineffective.

I, too, once subscribed to this split view of how best to aid disadvantaged youths. In fact, much of my work as an economist has been devoted to demonstrating the impressive economic and educational return to early interventions. Yet research that I recently undertook with a fellow economist at the University of Chicago, Flavio Cunha, has forced me to rethink the conventional wisdom. I now believe that early interventions with children are not so productive if they are not followed up with ongoing investments in children during their elementary and secondary school years. Instead, we need to invest early in children—and not stop. And by “invest” I do not simply mean that government should be pumping money into new social programs for disadvantaged youths.

Our research project started several years ago, when the America’s Promise Alliance, founded by Gen. Colin L. Powell, approached us to do a novel assessment of five “promises” or essential building

We need to invest early in children—and not stop. And by “invest” I do not simply mean that government should be pumping money into new social programs for disadvantaged youths.

blocks that children need to flourish. These five key resources—the value of which has been demonstrated time and again—include having a caring adult in a child’s life, offering an effective education, and providing access to health care and proper nutrition. We then asked what would happen if government, the private sector, and families continued to invest in children throughout their childhood, much as landmark preschool programs like the Perry Preschool initiative in Ypsilanti, Mich., had done in the past. But we did not limit our analysis of skill-building investment to government dollars spent on schools and educational initiatives.

We examined, as well, the skill-building investments that families make in their children, such as reading to kids, providing encouragement with schoolwork, and setting good examples through community service and healthy lifestyle choices. These nongovernmental investments foster persistence, reliability, and self-discipline—all important predictors of

school performance and subsequent success on the job. Government policy does not create, but can help sustain these “noncognitive” skills—our analysis assumed, for example, that policymakers would expand effective mentoring programs, adolescent-literacy initiatives, and college-tuition programs during the teenage years.

The results of our projections were striking—and surprising. Our study looked at the impact of investing in boys, the most troubled teenage demographic, and especially at boys born to low-achieving white mothers. We found that without additional skill-building investments, most at-risk boys will falter. Only about two in five boys, we determined, would graduate from high school, fewer than 5 percent would enroll in college, and more than 40 percent would wind up convicted of crimes or on probation.

Boys who had the benefit of a comprehensive preschool program fared better. They were more likely to graduate from high school and go on to college—and considerably less likely to be convicted of crimes or go on welfare. But the unexpected finding was that at-risk boys were easily most successful when investment was sustained into the teenage years. Under that scenario, more than nine in 10 boys graduated from high school, and nearly 40 percent attended college. Only about 10 percent of the boys would be convicted of crimes—and just 2 percent would end up on welfare.

These gains in educational achievement and the corresponding declines in criminality and welfare are quite large. To put these numbers in perspective, sustained skill-building investments would go a long way toward shrinking, and in some cases eliminating, the nation’s worrisome racial disparities in academic achievement, drug use, and college attendance. And while ongoing investment in children is expensive,

the country would ultimately save tens of billions of dollar each year in reduced welfare payments and increased productivity. The Princeton University economist Cecilia Rouse estimates that the reduced earnings of high school dropouts alone account for \$50 billion in lost income taxes each year.

Much in the way that compound interest creates exponentially larger returns on monetary investments, ongoing investments in children’s skills have a multiplier effect. Traits learned young, like perseverance and self-discipline, make it easier to acquire skills during the teenage years. Skills, that is, beget skills. But the enduring value of these noncognitive abilities has politically conservative implications as well. Disadvantaged teenagers often receive poor discipline and little encouragement at home—making it incumbent upon educators to do more to enforce strict discipline within high schools and middle schools.

Too often, government officials design programs for children as if they lived their lives in silos, as if each stage of a child’s life were independent of the other, unconnected to what came before or what lies ahead. It’s time for policymakers now to look beyond the silos, to begin recognizing that consistent, cost-effective investment in children and youths can pay for itself. Providing young people with the resources they need to compete in today’s global economy is not just a moral imperative. It is an economic necessity, too.

James J. Heckman, a 2000 Nobel laureate in economics, is a professor of economics at the University of Chicago



Harvard Family Research Project
Harvard Graduate School of Education

Complementary Learning

What is complementary learning?

Educators, policymakers, and families increasingly agree: Schools cannot do it alone. Children need multiple opportunities to learn and grow—at home, in school, and in the community. *Complementary learning* is a comprehensive strategy for addressing all of these needs and ensuring success for all children and youth. Complementary learning is the idea that a systemic approach—which intentionally integrates both school and nonschool supports—can better ensure that all children have the skills they need to succeed.

What does complementary learning look like?

A complementary learning approach provides and aligns these beneficial opportunities:

- Effective schools
- Supportive families and opportunities for family engagement
- Early childhood programs
- Out-of-school time activities (including sports, arts, and mentoring programs)
- Health and social services
- Community-based institutions (including community centers, faith-based institutions, museums, libraries, and partnerships with the business community)
- Colleges and universities

Complementary learning systems take many forms. Some coordinate all of these supports under one umbrella. Others start simple—for example, by building bridges between schools and after school programs. Examples include:

- Community schools and Beacon Schools
- Comprehensive service efforts, such as the Harlem Children's Zone in New York City and the SUN Service System in Multnomah County, Oregon
- Governmental programs that unite all services for children, such as the United Kingdom's Every Child Matters

What's different about complementary learning?

Traditional programs for children and families isolate services in separate silos. In contrast, complementary learning systems assure that many or all learning supports are intentionally connected, sharing goals, strategies, and resources. Complementary learning approaches:

- Align resources to maximize efficiency
- Create a web of opportunity so that no child falls through the cracks
- Provide disadvantaged children with access to the enriching opportunities that are the norm for middle class children
- Promote success from birth through adolescence so that all children are ready to enter school and ready to exit

Opening a World of Opportunity: Marcus's Story

Marcus is 14 years old. He lives with his younger sister and his mother, who cleans houses for a living and hopes that her children will be the first in the family to go to college. Marcus has never heard the term “complementary learning,” but he lives it every day.

As a toddler, Marcus attended the Head Start center at the local public school, where staff members encouraged his mother to volunteer in the classroom and shared suggestions about how to help Marcus learn to read at home. When it was time to move to kindergarten, Head Start teachers introduced Marcus and his mother to his new teacher. Together, this group of adults talked with each other and with Marcus about what to expect in kindergarten, about his strengths and needs, and about making a smooth transition. Marcus's mother, who had never had good relationships with teachers when she was a child, quickly developed trust in the welcoming new teacher and became increasingly involved at school over the next few years. She also learned about the school-based health clinic and ensured that Marcus visited on a regular basis, first to receive his immunizations and then to receive annual health screenings.

After a successful transition, Marcus progressed through elementary school, where several teachers recognized his talent for singing and mentioned this to his mother. His mother encouraged him to sing in the church choir, and his third-grade teacher helped him find an after school program that taught music and helped students write songs based on the books they were reading in school. Through the after school program, Marcus discovered a love for reading, and his grades improved dramatically. Staff members also helped him apply for and win a scholarship to an overnight arts camp that he attended the summer after seventh grade.

Now in eighth grade, Marcus plans to attend college and hopes to become a music professor. He and his mother recently attended a college night cosponsored by school guidance counselors, local universities, and the local YMCA, where he plays basketball after school. Marcus has a good chance of accomplishing his dreams because he has been surrounded since early childhood with a network of learning supports. Each learning opportunity has opened doors to others because of the concerted efforts of parents, teachers, and other adults to work together to build a ladder of success and keep Marcus on the path to college. Even if he never hears the words “complementary learning,” Marcus will achieve its—and his—goals.

Building complementary learning in the field

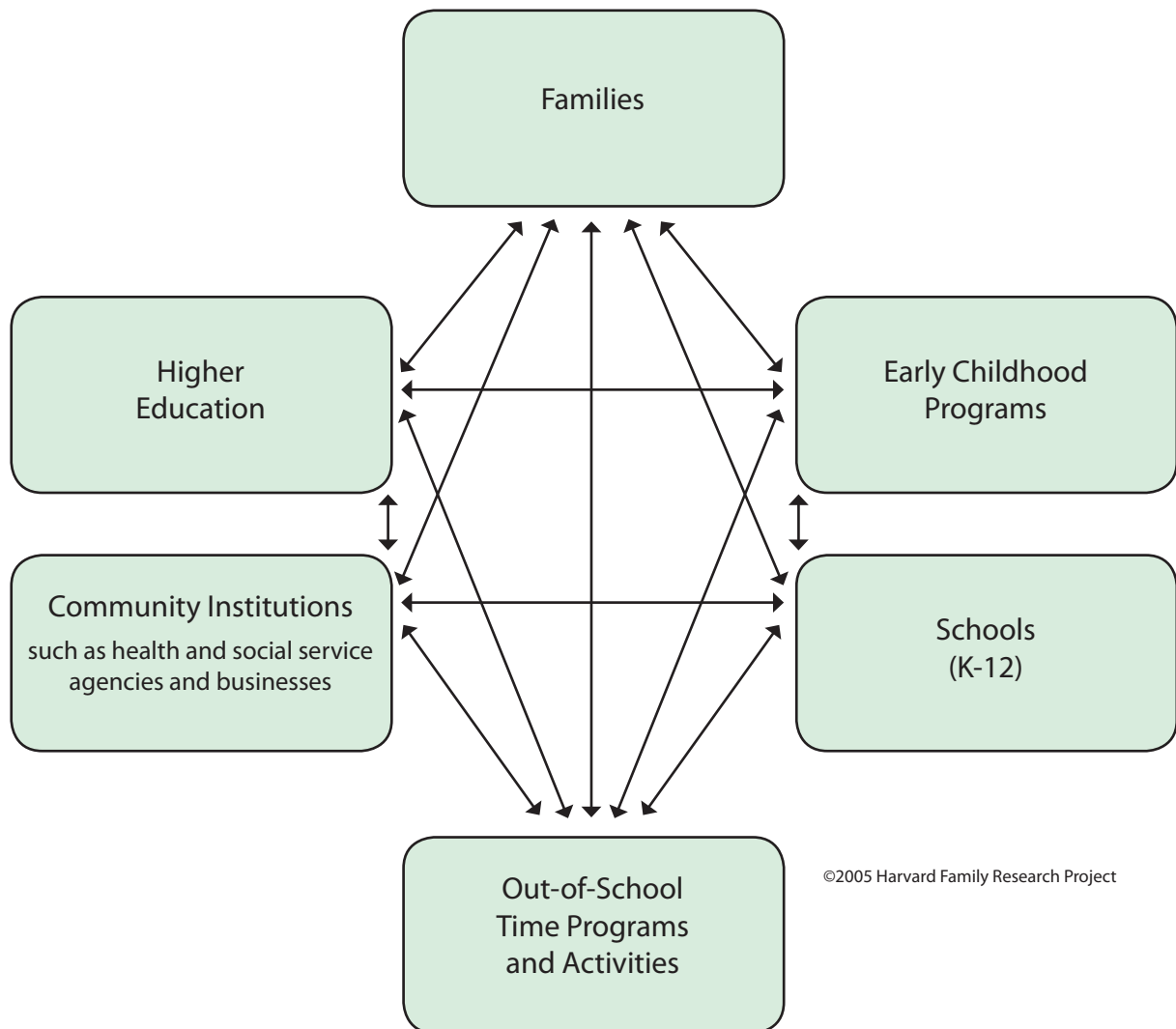
To build knowledge and national discussion about complementary learning, we:

- Profile examples of complementary learning, highlighting lessons and insights for others in the field
- Help policymakers, foundations, and school leaders develop complementary learning strategies
- Organize conferences and present in national forums
- Create tools to help professionals build connections between families, educators, out-of-school time staff, early childhood providers, and other complementary learning stakeholders
- Examine and share approaches to evaluating linked services

**To learn more about complementary learning and HFRP
please visit our website: www.hfrp.org**

Complementary Learning

A Network of Supports for Children and Youth
from Birth Through Adolescence



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Harvard Family Research Project
Harvard Graduate School of Education

Focus on Families!

How to Build and Support Family-Centered Practices in After School

Complementary Learning

Children learn and grow in a variety of contexts and with the help of many significant adults. Intentional linkages between these settings and people hold the potential to help all children succeed throughout the developmental continuum from birth through adolescence. Harvard Family Research Project calls this approach *complementary learning*. Take this example: When after school programs connect to families, schools, and other community organizations, students experience consistent and continuous environments that nurture their development.

Free Guide on Engaging Families in After School

To foster connections between after school programs and children's families, Harvard Family Research Project, in partnership with the United Way of Massachusetts Bay and Build the Out-of-School Time Network, have developed a guide for after school professionals.

The guide offers:

- Current research findings on the benefits and challenges of engaging families after school
- Four strategies, drawn from current research and program examples, that illustrate in action how after school programs can engage families
- In-depth profiles of three after school programs actively working to engage families
- A continuous improvement approach and related tools for collecting information that can improve family engagement efforts
- Suggested readings and websites for engaging families

How to order

The guide is available for free online and in print. To download your electronic version, visit www.hfrp.org. To order a printed copy, visit our order form at www.gse.harvard.edu/hfrp/pubs/orderform.html.

Learn about other resources

To learn about our other new resources related to engaging families or out-of-school time, sign up for the news emails that match your interests at www.gse.harvard.edu/hfrp/subscribe.html.

About Harvard Family Research Project (HFRP)

Founded in 1983 by Dr. Heather Weiss, HFRP conducts research about programs and policies that serve children and families throughout the United States. By publishing and disseminating its research widely, HFRP plays a vital role in examining and encouraging programs and policies that enable families and communities to help children reach their potential.



Harvard Family Research Project
Harvard Graduate School of Education

About Harvard Family Research Project

Since 1983, we have helped stakeholders develop and evaluate strategies to promote the well being of children, youth, families, and their communities. We work primarily within three areas that support children's learning and development—early childhood education, out-of-school time programming, and family and community support in education. Underpinning all of our work is a commitment to evaluation for strategic decision making, learning, and accountability.

Building on our knowledge that schools cannot do it alone, we also focus national attention on *complementary learning*. Complementary learning is the idea that a systemic approach, which integrates school and non-school supports, can better ensure that all children have the skills they need to succeed.

What we do best

By distilling information we learn through our own pioneering research and evaluation projects, and by synthesizing the work of others, we have one overarching goal: to provide practical information that will stimulate innovation and continuous improvement in policy, practice, research, and evaluation. To this end, we:

- Create research publications on the most timely and relevant issues facing our audiences, including practical information they can use to strengthen policy and practice.
- Conduct original research and analyses on key issues to promote best practices and inform policies that support learning and development.
- Develop and support collaborations, networks, and convenings that contribute to national, state, and local efforts to improve program quality, evaluations, and programs.
- Test and refine innovative evaluation approaches that build the capacity of non-profits to use data for continuous improvement and accountability.
- Build evaluation and program capacity by developing easy-to-use tools and “how to” guides.

How we can help you

Our work has supported thousands of people who have used our publications, tools, and workshops to make programs more effective, demonstrate results, learn to navigate tough evaluation challenges, read the latest promising practices, and shape the direction of research projects.

Resources for Policymakers, Practitioners, Researchers, and Evaluators

Most HFRP publications and resources, including *The Evaluation Exchange*, are available free of charge at www.hfrp.org. Visit the website to sign up for email updates on the latest research, information, publications, and news.



Strengthening schools, families & communities

Who We Are

Strengthening Schools, Families and Communities

The Coalition for Community Schools is an alliance of national, state and local organizations in education K-16, youth development, community planning and development, family support, health and human services, government and philanthropy as well as national, state and local community school networks. The Coalition advocates for community schools as the vehicle for strengthening schools, families and communities so that together they can improve student learning.

Mission And Goals

- The Coalition's mission is to mobilize the resources and capacity of multiple sectors and institutions to create a united movement for community schools. The Coalition's goals are to:
- Share information about successful community school policies, programs and practices;
- Build broader public understanding and support for community schools;
- Inform public and private-sector policies in order to strengthen community schools; and
- Develop sustainable sources of funding for community schools.

The Coalition works to achieve these goals through several types of activities:

- Conducting research about community schools that demonstrates their effectiveness and explores the tough challenges involved in creating and sustaining community schools.
- Convening national, regional and local community schools forums as well as Coalition partners meetings that help key stakeholders and their organizations move toward common ground;
- Maintaining a web site and regular email newsletter that provides learning opportunities about community schools and access the resources of our many partners;
- Promoting a policy framework at the federal, state and local levels that support community schools;
- Nurturing community school networks at the local and state levels, including an Urban Community Schools Network; and
- Carrying out public education efforts to help our citizens understand the importance of community schools

What is a Community School?

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends.

Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Partners work to achieve these results:

- Children are ready to learn when they enter school and every day thereafter. All students learn and achieve to high standards.
- Young people are well prepared for adult roles in the workplace, as parents and as citizens.
- Families and neighborhoods are safe, supportive and engaged.
- Parents and community members are involved with the school and their own life-long learning.

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Afterschool Programs & Juvenile Crime Prevention

Extracts from: *America's After-School Choice: The Prime Time for Juvenile Crime, Or Youth Enrichment and Achievement.* Fight Crime: Invest in Kids (2000)

When the school bell rings, turning millions of children and teens out on the street with neither constructive activities nor adult supervision, violent crime soars.

On school days, 3 - 6 p.m. are the peak hours for teens to:

- Commit crimes
- Be victims of crime
- Be in or cause a car crash
- Smoke, drink or use drugs

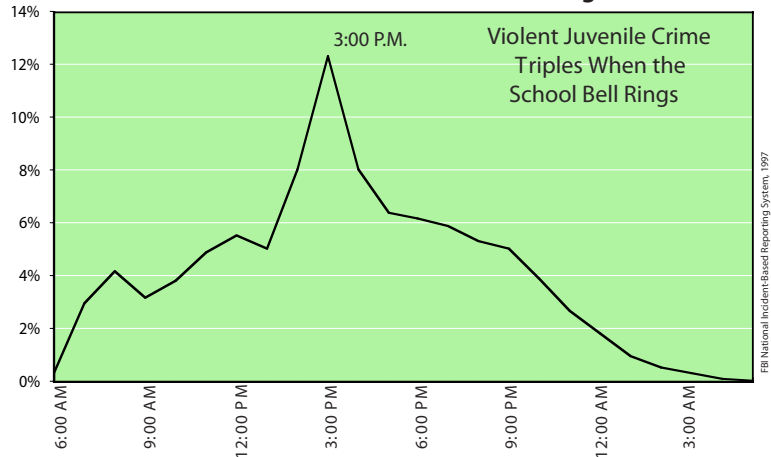
Research Proves Quality Afterschool Programs Cut Crime and Save Money

High school freshmen were randomly selected from welfare families to participate in the four-year **Quantum Opportunities** afterschool and graduation incentives program. Six years later, **boys who did not participate** in the program averaged **six times more criminal convictions** than participants.

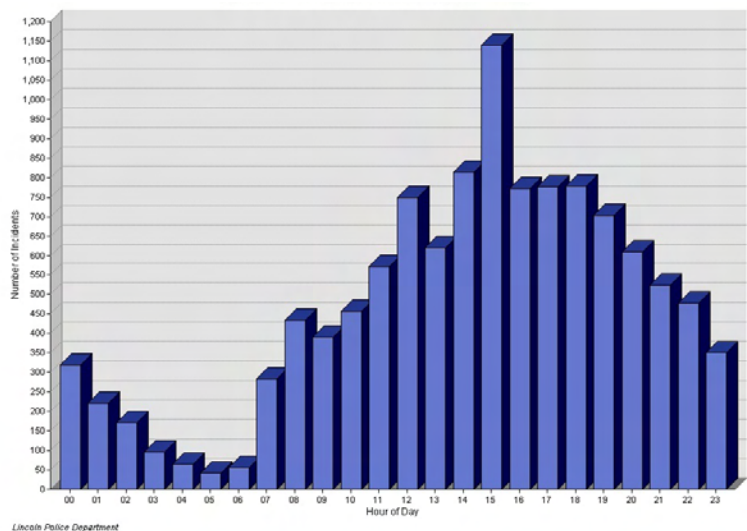
The Quantum Opportunities program produced benefits to participants and the public of **\$3 for every \$1 spent**, without even accounting for the savings from a dramatic reduction in crime.

Quantum Opportunities Program (QOP) is an intensive, multi-component intervention program for disadvantaged teens during their four years in high school. The program is designed to increase graduation rates, decrease pregnancy rates, and decrease violent behavior rates. Program components include life skills training, academic help, tutoring, mentoring, community service, and financial incentives.

Percent of Violent Juvenile Crime Occurring Each Hour



Juvenile Criminal Contacts 2002-06: Lincoln Police Dept.



If we can provide the quality after-school programs and other constructive supports that help youngsters avoid becoming involved in crime, chances are good that they will stay out of serious trouble the rest of their lives. Thus, afterschool programs ultimately reduce not only juvenile crime, but adult crime as well.

One study calculates **an average saving of \$16,428 in crime costs for every youth served**. This figure does not include decreased welfare expenditures and increased tax dollars from higher earnings.

Why Business Cares About After School

THE BUSINESS CASE

After school programs keep kids safe, increase academic success and help working families. So what does all that do for the business community? Plenty. Not only do businesses have to worry about current employees' productivity, satisfaction and skills, but they also have to worry about the development of the workforce of tomorrow. When current employees are absent because of child care issues and new employees need remedial training because of an inadequate education, businesses lose money. After school programs can address both of these problems. So businesses should ask themselves not what will it cost to invest in after school, but what will it cost not to?



CORPORATE VOICES
for **WORKING FAMILIES**

QUALITY AFTER SCHOOL PROGRAMS LIFT BURDENS.

- After school programs provide a safe, enriching environment for kids.
- After school program let working parents focus on work and ultimately improve family life.
- Parents say after school programs help them balance work and family life. Almost 60% in one program said they miss less work than before their child enrolled in the program.
- 75% of the parents in another program said they worried significantly less about their children's safety and had more energy in the evening since enrolling their children in the program. A clear majority also indicated that the program resulted in sizeable time savings.

BUSINESSES NEED A 21ST CENTURY WORKFORCE

As manufacturing jobs dwindle in 21st century America, the next generation of workers will need far more education and advanced skills in order to succeed as productive members of the workforce. Unfortunately, too many graduates lack basic skills in reading, writing and math, much less more advanced skills in creative thinking, problem solving, teamwork, communication, self-direction and technology. If future workers come out the end of the "education pipeline" unable to meet these standards, businesses bear the cost of retraining them.

- In 1950, 80% of jobs were classified as "unskilled." Today, 80% of jobs are classified as "skilled," and employment growth is expected to be fastest for positions that require formal postsecondary education.
- Only 40% of adults in the workforce in 2000 had any postsecondary degree, and fewer than half of all high school graduates who go on to college obtain a degree.
- Only 32% of high school graduates are prepared for college coursework, meaning they require no remedial classes.
- Over 70% of college professors and employers said that recent high school graduates were unable to write clearly and had only poor or fair grammar and spelling skills.
- American business currently spends more than \$60 billion each year on training, much of that on remedial reading, writing, and mathematics.
- Remedial education costs Alabama colleges and businesses an estimated \$304 million annually.

DID YOU KNOW?

- Today, fewer than 1/4 of American families reflect the "traditional" image of one full-time caregiving parent at home while the other parent works.
- 77% of mothers with school-age children are employed.
- Average work hours per adult increased 7.9% between 1960 and 1998.
- The gap between work and school schedules amounts to as much as 25 hours per week.
- 87% of working mothers say the hours after school are when they are most concerned about their children's safety.
- Employee productivity drops and absenteeism cost businesses from \$496 to \$1,984 per employee, per year.
- Child care-related absences cost U.S. companies an estimated \$3 billion annually.



PREPARING YOUNG PEOPLE FOR THE FUTURE.

- Of the middle-grade students participating in an after school program, 56% feel the program is giving them the leadership opportunities and life skills they need to become productive members of society. Half of the participants say the program exposes them to important new places, ideas, and activities and gives them a chance to master skills, and 62% report a high level of academic self-esteem.
- Teens who do not engage in after school activities are five times more likely to be “D” students than teens who do.
- The boys and girls randomly assigned to participate in one after school program were half as likely to drop out of high school and two and one half times more likely to go on to further education after high school.
- Most principals with after school programs at their schools say the programs boost school attendance and increase students’ interest in learning, and 90% say the benefits of hosting the program outweigh the costs.

A SMART INVESTMENT FOR BUSINESS.

For 18 years, *Working Mother* magazine has published a list of “100 Best Companies for Working Mothers.” A slot on the list is a coveted designation — companies have to apply, and child care options, including after school care, are a significant factor. *Working Mother’s* ranking reflects companies’ view that afterschool programs are an investment. As the American Business Collaboration for Quality Dependent Care notes in its 10th Anniversary Report, “The companies view their investments in dependent care in the community not as charity, but as sound business practice.” The First Tennessee Bank echoed that sentiment in noting the benefits of its work/life programs: employee satisfaction impacts the service-profit chain by increasing employee satisfaction, increasing customer retention, and increasing profit.

FOR MORE INFORMATION:

You can find more information about the business case for after school programs at Corporate Voices’ web site, www.cvworkingfamilies.org. Resources available at the web site include Corporate Voices’ Business-to-Business and Business-to-Community Toolkits, full of case studies and tools designed to help businesses engage around after school policies and programs.



CORPORATE VOICES
for **WORKING FAMILIES**

Corporate Voices For Working Families is a non-partisan, non-profit corporate membership organization created to bring the private sector voice into the public dialogue on issues affecting working families.

Collectively our 52 partner companies employ more than 4 million individuals throughout all fifty states, with annual net revenues of over a trillion dollars.

Over 70% of our partner companies are listed in the Fortune 500, and all share leadership positions in developing family support policies for their own workforces.

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Cool Kids Club

Sidney Public Schools

History

Cool Kids Club (CKC) started in 2001 when school administrators from Sidney and Chadron wrote a joint grant to begin a before, after and summer school program in their communities which resulted in a three year, \$ 1.5 million federal grant. With careful spending the funds were stretched to cover an additional year. The Sidney project began with 12 students in the after school program, 20 in the before school program and 65 students in the summer school program for students in kindergarten through third grade.

Operations

The CKC program has sustained growth throughout these grant periods and now includes students from all of Cheyenne County and beyond. CKC provides a safe and productive place for kids to be at during out of school hours, both before and after the traditional school day. With so many working parents, many children would be unsupervised during these times. CKC meets this important need. The before school program operates from 6:30 to 8:00 a.m. Currently 89 students are enrolled in these activities. Following breakfast, all students get help with homework, use the computer lab for school related projects and the older students assist the younger children in the use of the computers.

The after school program, running from 3:00 to 6:00 p.m., focuses on helping students complete homework and receive extra help with academics. Currently 182 students participate in activities at four program sites. The schedule includes a snack, some "down time" followed by one hour of aca-

Additional federal funds were awarded to CKC in the 2003-04 and 2004-05 to support program expansion. A K-3 grant will provide \$842,325 for five years. The grant for grades 4 – 8 will provide \$633,600 also over a five year period. These grants provide reduced amounts in years four and five with the goal of helping communities develop their own strategies to sustain programs without government support.

demics including homework help and educational enrichment. The last 45 minutes are used for crafts, computer instruction, math games, field trips and other activities that are planned by participating staff.

The summer program is held for 8 hours daily for 6 weeks starting in June. It is designed to enhance academics during the morning hours and during the afternoon enrichment activities are scheduled such as rocketry, bowling, swimming, bird watching hikes, field trips and many many more. Also breakfast and lunch are provided as part of the summer food service program.

During the school year, CKC also offers five days of full programming when there are parent teacher conferences, teacher in-service days and Presidents Day. CKC does not charge extra for these days. CKC does not run the program during vacations such as Christmas and Thanksgiving.

Staffing

Close to 30 full and part time staff members are employed in various aspects of the CKC program. They include certified teachers, trained and experienced para-professionals and retired teachers. Sidney Public Schools have been closely involved and are a full partner in the program, sharing resources and assets. In turn CKC aligns their curriculum with that of the district to enhance student achievement in the academic standards. Parents are invited to observe the program at any time and to volunteer their time and talent.

Costs and Sustainability

To supplement grant funds, fees are charged on a sliding scale. For families that are not on free or reduced lunch program the cost is \$1.00 / hour. For families on the reduced lunch program the fee is \$0.50 / hour. For those on the free lunch program we ask what they can pay and when they want to pay, and we bill accordingly. If families ask for a suggestion, we propose \$25 a month, or a semester per child. We will not turn any child down due to the inability of a family to pay the fees.

Since 2001 and due to the high poverty level of the district, the USDA Food Program provided the snacks. However, during the 2006-07 school term not a single school in the district met the 50% free and reduced lunch count needed to qualify for the

program. Because of this, grant funds have to be used to pay for the snacks. This added an annual cost of approximately \$2500. During the all day events, groups, organizations, businesses and individuals have donated the funds needed to provide a lunch and snack. These include the American National Bank, parent advisory councils, Sauders Automotive, The Sidney Police Department, Bob VanVleet, and the parents themselves.

CKC has received tremendous support from the community, most notably the Worlds Foremost Bank/Cabela's Inc. which has provide annual gifts of \$20,000. Additionally the KIWANIS and Rotary clubs have given substantial gifts. Other donations have been received from St. Martha's Guild, Dress Down Day, The City of Sidney, The American National Bank, Kids Plus, KN for Kids, The City of Sidney, Safeway Employees, ADC Digital Communications, and individuals.

With frugal use of program revenues and donations, over the last 3 years CKC has been able to save over \$140,000 for future program needs. There is currently a community wide effort underway to develop a local structure for program sustainability.



COMMUNITY LEARNING CENTERS

Child-Centered Community Development

The Need



*"Could someone help me with these?
I'm late for math class"*

This child, like many others, comes to school with baggage that must be addressed for learning to take place. School-community partnerships are needed to address these and other challenges of children's lives.



Community Learning Centers are guided by the philosophy that schools and communities must work together to provide what children and youth need to be successful. CLCs have the potential to bring together necessary resources to enhance education and overcome barriers to student learning. Full service CLCs bring together core program components that include:

- ♦ parent involvement
- ♦ early childhood programs
- ♦ after school and summer activities
- ♦ health services
- ♦ behavioral health
- ♦ community and economic development

The simple reality of CLCs is that no two look alike – each one is unique. A key quality of any CLC is the responsiveness to the differences in community and neighborhood needs, configuration of schools, capacities of partnering agencies, capacity for community change and other resources. Through strong school community partnerships CLCs can make a difference for students, families and communities.

Lincoln Community Learning Centers Lincoln, Nebraska

Initiative Overview

Lincoln's Community Learning Centers represent a major structural shift based on our community and society's needs. CLCs are about the process of people and programs working together to create a culture of learning that serves our entire community. Currently CLCs in Lincoln are funded through support from the Foundation for Lincoln Public Schools, 21st Century Community Learning Center grants and matching resources from local funders and community based organizations. The CLC initiative supports 23 schools in the development and implementation of safe, supervised before and after school programs, weekend and summer enrichment opportunities and other supportive services for children, youth, families and neighborhood residents.

Vision

Children, youth, families and neighborhood residents will have improved learning outcomes, increased enrichment opportunities and accessible support services because of strong school/community partnerships that are connected in meaningful ways.

Goals

The Lincoln CLC initiative has three primary goals:

- Improve student learning and youth development
- Strengthen and support families
- Strengthen and engage neighborhoods



Operating Principles

COLLABORATION - Partnerships are the best way to maximize resources and create synergy. Partners will work for and with families, neighborhoods, and one another to ensure local strengths and needs are considered. Partnership involves a commitment to mutual relationships and goals.

INTEGRATION - CLC services will be connected and purposefully coordinated with school and community to assure an efficient and respected use of partners' expertise and resources.

LIFELONG LEARNING CULTURE - People learn and grow differently. Through professionally developed staff CLCs will account for these different learning styles and will promote learning opportunities for all children, youth, families and neighborhood residents.

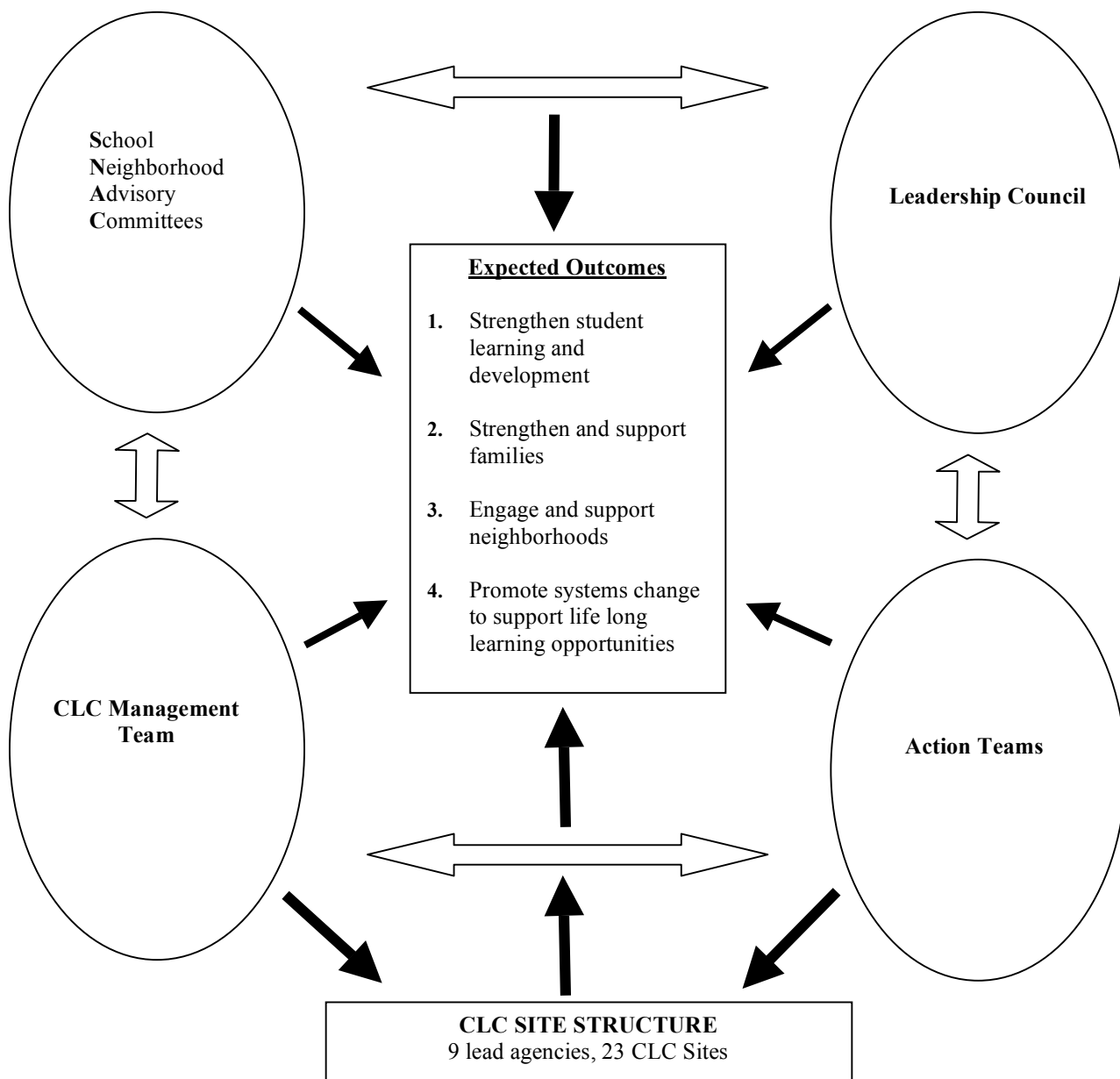
OUTCOME FOCUSED - CLCs have greater impact when providing services which are aligned with CLC initiative goals. Service effectiveness will be measured by improvements in student learning and development, stronger families and healthier neighborhoods.

COMMUNITY LEADERSHIP - Leadership and accountability are shared among all stakeholders. Parents and neighborhood residents have multiple opportunities to partner in decision making and to determine service opportunities most beneficial to them.

NEIGHBORHOOD BASED - All neighborhoods have unique strengths and needs. CLCs value the uniqueness of each neighborhood and adapt services and opportunities so that the neighborhood capacity is optimized.

Leadership Structure

The CLC initiative is grounded in the belief that relationships and collaborations are the cornerstones that create positive systems change. CLC partners also believe that life-long learning is a shared responsibility of our community's residents. The schools cannot do it alone. Lincoln's CLC initiative is an innovative approach designed to link the community, neighborhoods, schools and people of all ages, backgrounds and walks of life to achieve our stated goals and outcomes. What makes the CLC initiative different is the core value that education is a community-wide responsibility and the emphasis on building capacity within neighborhoods, community based organizations, and other systems to produce sustained improvements and results. The CLC initiative utilizes five leadership groups to mobilize and support the day-to-day activities at the neighborhood based community learning centers.



Leadership Council

This group of diverse community stakeholders has the primary role and responsibility of guiding the development and long term financing of Lincoln's Community Learning Center initiative. The members of the Leadership Council are committed to developing Lincoln's capacity to implement shared partnerships and to mobilize resources which ensure Community Learning Centers are a fundamental part of the fabric of our community. As an advisory group the Leadership Council is not a legal entity, and therefore the LPS district and the Foundation for Lincoln Public Schools serve as the initiative's fiscal agents. The Executive Committee of the Leadership Council includes the chair, the mayor, the superintendent and local funders and is responsible for determining the strategies for the long term sustainability of the initiative.

School Neighborhood Advisory Committee (SNAC)

SNACs include broad representation and active participation from parents, youth, neighborhood residents, educators, community based organizations and service providers. Each CLC site or pair of sites has a SNAC, which is responsible to assist in the planning, communication and oversight for their neighborhood based CLC and its service activity. SNACs must reflect the uniqueness and diversity of each school and its surrounding neighborhood.

CLC Action Teams

Community Learning Center Action Teams are formed around specific issues related to the CLC initiative. The use of Action Teams promotes cross discipline work as team members from diverse backgrounds and organizations work together to develop common understanding and shared practices that promote collaborative efforts around the CLC initiative. Currently the CLC Action Teams include:

- **Evaluation Action Team**
The evaluation action team is responsible to assist with the design of the evaluation process for the Community Learning Center initiative. The team has four primary roles 1) providing of input into the evaluation plan, 2) providing of input into any revisions to the plan over the years, 3) receiving the results and findings of the evaluation and 4) interpreting the data, drawing conclusions and making recommendations for program changes or improvements as a result of the data. The evaluation plan has been designed using a participatory process which includes a number of stakeholders to the CLC initiative.
- **Communications/Public Engagement**
Communications/public engagement is a joint work group of the Leadership Council and the Foundation for Lincoln Public Schools board of directors and is responsible for public awareness, engagement and branding.
- **Promising/Best Practices Action Team**
The promising/best practices team is responsible to determine what practices or underlying principles drive the CLC development and implementation. It is believed that by identifying "promising practices" CLCs are more likely to have a greater positive impact on participants, more cohesiveness among service providers, better decision making in alignment with goals, and richer programs and services with more purposeful connections. Areas of best practice include:
 - *Program Administration
 - *Staff Development
 - *Program Content/School Linkage
 - *Environment/Safety
 - *Family Partnerships/Involvement
 - *Data Collection

Site Structure / Lead Agencies

The Lincoln CLC initiative is currently serving 23 schools. This includes 18 elementary schools and 5 middle schools. Each site or pair of sites has a site supervisor who is hired by the designated lead agency. Nine lead agencies (Cedars Youth Services, Lincoln Housing Authority, Heartland Big Brothers Big Sisters, Family Service, Lincoln Parks and Recreation, Lincoln Public Schools – Title I, YMCA , Clyde Malone Center, Northeast Family Center) have been identified to assist with promoting and implementing a successful CLC at their assigned sites. The lead agency employs the site supervisor in partnership with the schools. Each lead agency brings a diverse set of skills and capacities which are

aligned with the overall vision and goals of the CLC initiative. The lead agencies have demonstrated on-going success in delivering a variety of program activities through the use of effective partnerships.

The site supervisor is essential to the successful implementation of CLC activities which support the three goals of the initiative. The site supervisor oversees and manages the delivery of an array of programs and activities provided by local agency partners. The site supervisor ensures that all services are meeting the annual plans as outlined by the SNAC for their respective sites. The site supervisor works very closely with after-school providers and school personnel to ensure that all programs are fully integrated and connected to the day curriculum.

Continuous Learning Calendar

Grant Elementary School ♦ Freemont, NE

Grant Elementary School, Fremont, Nebraska, uses an alternative calendar in order to extend learning opportunities to students, lessen “summer learning loss” and increase achievement. The school’s “continuous learning calendar” is based on a modified single-track, 45/15 (45 days of school, 15 days break) schedule. Each quarter is approximately 41-42 days in length followed by an intersession break of 10-15 days. Intersession breaks offer optional “extended learning opportunities” and vacation to our students. Note: “Extended learning opportunities” are offered for a total of twenty days throughout the year.

Morning (8:15-11:00) intersession activities

are available to approximately forty eligible students in grades one through five. Eligibility is determined by using a triangulation of data process using assessment, classroom performance, and teacher recommendations. Prioritization occurs when more than 40 students meet the criteria for eligibility. Registration letters are sent to the parent/s of eligible students. Participation is optional, but if the parents register the child, daily attendance is expected. Extended learning opportunities focus on readers workshop, writers workshop, spelling and math skill-building in a multi-age environment. Certified teachers and instructional para-professionals are able to provide this service through flexible scheduling.

Afternoon (1:00-3:00) intersession activities

are available to all students in kindergarten through grade five. Enrollment for the “high interest, student friendly” activities is not as limited as the morning and can be as high as 100 students or more. However, a student may

be put on a waiting list if numbers become too large. Registration letters are sent to the parent/s of all students and participation is voluntary. Participation lists are developed on a “first come, first served” basis. Groupings for the afternoon activities are by primary grades, intermediate grades, and multi-aged (K-5).

Many community organizations and individuals provide high interest, student friendly “extended learning opportunities” during the afternoon sessions. Some examples are: Midland Lutheran College, Fremont Parks and Recreation, Grant PTA, Fremont Police Department, Zoo Mobile, Keene Library, Food 4 Less, Fremont Public Schools, Fremont Tribune, 4H/UNL Cooperative Extension Office, Fremont Art association, Channel 6, KHUB/KFMT Radio, and many individuals.

Data from the first three years of implementation indicate positive signs of achievement growth. Teachers have indicated that they have spent less time reviewing, are further ahead in the curriculum than previous years, and that students seem ready to learn after each intersession break. Information about the 2002-2003 and 2003-2004 school year intersession attendance numbers, and advantages of a continuous learning environment are available.

Please contact **Mike Aerni, Principal, at (402) 727-3171 or mike.aerni@fpsmail.org** for additional information about the Continuous Learning Calendar, an alternative calendar for student learning.

Fremont Public Schools

GRANT ELEMENTARY SCHOOL CONTINUOUS LEARNING CALENDAR 2007-2008—PROPOSED

July 2007

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June 2008

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July 2008

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20	21	22	23	24	25	26
27	28	29	30	31		

- Student Attendance Days
- Parent-Teacher Conferences
- # 1:30 p.m. for Students and Staff
- ⤴ Beginning Day of a New Quarter
- Inservice Days—No Students
- / ITBS Administered

- Teacher Work Days—No Students
- Intersession—Extended Learning/Vacation
- * 11:30 a.m. Dismissal for Students—No Lunch Served
- ▲ 12:15 p.m. Dismissal for Grades K-5
- Holiday/Vacation Days—Non-contract Days
- Teacher Comp Day for Conferences

End of First Quarter—9/13 = 40.5 days
End of Third Quarter—3/6 = 41.0 days
TOTAL STUDENT DAYS = 166 days

End of Second Quarter—12/12 = 44.0 days
End of Fourth Quarter—5/21 = 40.5 days
TOTAL TEACHER DAYS = 185 days

**Grant Elementary and
Midland Lutheran College Teacher Education**

- An annual fall inter-session teaching & learning partnership
- Lots of “field-based experience” (FBE) in the MLC program... early, often, and EVERY year in our program
- All students have 100+ hours in classrooms prior to student teaching
- The “Grant School Project” is one example of FBE at MLC!

What happens?

- MLC students in science methods work together to plan a curriculum unit around a theme
- Students design ALL procedures and schedules for the learning experience
- Supervision by MLC instructor and Grant Elementary principal
- MLC students completely in charge providing “extended learning opportunities” in science

2007: Physical and Chemical Changes



Day One Arrival



Day One Activities: Blue Moon Rocks



Day One Activities: Spy Writing



Day One Activities:
Rock Candy



Day Two Activities:
Sugar Eaters



Day Two Activities:
Elephant Toothpaste



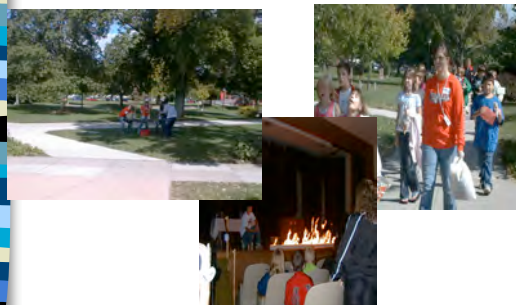
Day Two Activities:
Flubber



Day Three Activities:
At MLC - Warrior Walk



Day Three Activities:
At MLC - Warrior Walk



Day Four Activities Moo-Glue



Day Four Activities: Homemade Ice Cream



Day Four Activities: "Bouncing" Raisins



The Best Reward? Children VOLUNTEERING for extra learning time!



21st Century Community Learning Center Sites And Contracted Community Partners

<u>School</u>	<u>Address</u>	<u>Participants</u>
Bancroft Elementary	2724 Riverview Blvd	50
Community Partner: Camp Fire USA		
Belvedere Elementary	3775 Curtis Avenue	80
Community Partner: Nothing But Net Foundation		
Druid Hill Elementary	4020 North 30th St	50
Community Partner: Bethesda Development Inc.		
Franklin Elementary	3506 Franklin Street	50
Community Partner: Wesley House		
Gilder Elementary	3705 Chandler Road	50
Community Partner: Omaha Schools Foundation		
Highland Elementary	2625 Jefferson St	80
Community Partner: Camp Fire USA		
Indian Hill Elementary	3121 "U" Street	100
Community Partner: Camp Fire USA		
Kennedy Elementary	2906 North 30th St	60
Community Partner: Omaha Schools Foundation		
King Elementary	3706 Maple Street	60
Community Partner: Boys & Girls Clubs of Omaha		
Liberty Elementary	2021 St. Mary's Ave	100
Community Partner: Camp Fire USA		
Miller Park Elementary	5625 North 28 Ave	80
Community Partner: Church of the Resurrection		
Mount View Elementary	5322 North 52nd St	100
Community Partner: Boys & Girls Clubs of Omaha		
Monroe Middle School	5105 Bedford Ave	40
Community Partner: Boys & Girls Clubs of Omaha		
North High School	4410 North 36th St	100
Saratoga Elementary	2504 Meredith Ave	50
Community Partner: Greater Omaha Community Action		
Skinner Magnet Center	4304 North 33rd St	50
Community Partner: Kappa Alpha Psi Alumni Chapter		
Sherman Elementary	5618 North 14 Ave	50
Community Partner: Omaha Schools Foundation		

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Division of Student/Community Relations

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Cherrese Washington– Data Entry Technician



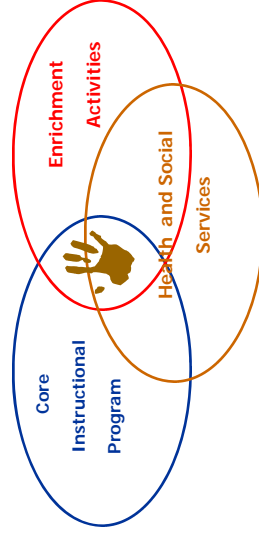


What is a 21st Century Community Learning Center?

Omaha Public Schools (OPS) 21st Century Community Learning Centers (21st CCLC's) provide high quality, supervised before and after school experiences that extend learning opportunities and enable students to develop their talents, form positive friendships and connect with their communities. 21st CCLC's join the most important influences in children's lives (schools, families and communities) to create support that nurtures their development toward productive adulthood.

The 21st CCLC network of support can be described as three interconnected support systems that function as one core structure to support children:

- **A core instructional program** designed to help students meet academic standards;
- **Enrichment activities** developed to expand students' learning opportunities and to support their cognitive, social, emotional and physical development;
- **Health and Social Services** provided to safeguard children's well-being and remove barriers to learning.



There is no single, best way to define Omaha Public Schools 21st CCLC's. To be effective, schools and communities have developed programs that reflect their interests, strengths and resources, to meet the unique needs of their children and families.

OPS 21st CCLC Core Beliefs

Schools with 21st CCLC's are primarily focused on educating children but also help strengthen their surrounding communities. Although individual 21st CCLC sites may offer different program elements, there are three main components that characterize the Omaha Public School 21st CCLC sites:

- **Comprehensiveness**— Its "extended-service" approach is designed to address the multiple needs of children and families.
- **Coherence**— Planning and decision-making are shared by the five major partners (The Nebraska Department of Education, OPS schools, community, students and parents) in order to provide an integrated, coherent network of support and to promote a common vision and a sense of shared responsibility.
- **Commitment**— The Nebraska Department of Education, OPS schools, community partners make a long-term commitment to work together with, and on the behalf of students and their families.

Extended Day Learning Opportunities

Each site determines the kinds of activities it will offer based on the interests and needs of students, all OPS 21st CCLC's offer extended day activities that provide additional educational experiences and enriched opportunities to grow and develop. Many sites offer before, after, non-school day, and summer programs.

Academics

Academic support and enrichment are the central focus of the extended day activities, increasing instructional time by one-and-a-half hours or more per child per day—the equivalent of a full school day per week. All sites offer tutoring and homework help with OPS certificated teachers. Though extended day activities often tie in directly to what children are learning during the day, they are not continuations of classroom activities. Instead, educational enrichment activities are designed to reinforce learning by providing students with opportunities to apply the academic skills learned during the day to engaging "hands-on"

projects outside of traditional school hours. Activities that support academic achievement include journalism club, debate club, spelling bee, chess club, community service learning projects and mentoring programs.

Arts and Cultural Programs

21st CCLC's provide engaging, creative activities that give children opportunities to express themselves in ways that are not always possible during the school day. Among activities offered are cultural dance programs, "hip-hop" music class, gospel choir, arts and crafts and African dance class.

Sports and Fitness Programs

In 21st CCLC schools, children have the opportunity to play with friends in a supervised environment while developing a sense of discipline and self-confidence. Sports and fitness programs might include soccer, basketball, martial arts instruction, nutrition classes, and open gym times.

Parental Involvement

Providing assistance to parents of children served by 21st CCLC's in helping them to understand such topics as:

The state's academic content standards and state student academic achievement standards;

How to monitor a child's progress and work with educators to improve the achievement of their children;

Providing materials and training to help parents to work with their children at home to improve their children's achievement and;

Educating teachers, personnel, principals, and others, with the assistance of parents, on the value and utility of parental contributions, and how to reach out and communicate with parents as equal partners.

Middle School Learning Center Initiative

a new (2008) collaborative effort of the
Omaha Public Schools / Mayor's Office / Sherwood Foundation / Community Partners

Community Needs Assessment

In 2007, the Mayor's After School Initiative and the University of Nebraska at Omaha's Center for Organizational Research and Evaluation (CORE) conducted a needs assessment. The needs assessment consisted of the following components: *After School Provider Inventory* to identify services and their capacity, *Parent Survey* to identify the use of after school programs, *Maps were developed* to identify the after school needs, and a *Comprehensive Review* of after school best practices. The University of Nebraska at Omaha's CORE After School Needs Assessment identified the following critical gaps:

1. Students in grades 5 to 8, at the approximate ages of 10-14 are underserved;
2. The Parent Survey reported 40 percent of children in late elementary and middle school are home without adult supervision at sometimes during the week;
3. Parents reported difficulty in locating programs that provide transportation, affordability, and healthy food/snacks;
4. Parents reported that they most trust their child's school to run an After School program;
5. Four underserved geographic areas in Omaha were identified as having a high concentration of children, and a low number of After School programs. These geographical areas were used to determine the four middle schools for the pilot Middle School Learning Center Initiative (MSLC). The four schools include: **Marrs Magnet Center, Norris Middle, Morton Magnet Center and McMillan Magnet Center.**

Action Plan

As a result of the survey and needs assessment it was determined that parents are looking for programs to serve their older youth because they are not as engaged in after school programs like younger youth. Parents also want programs that will offer a balance of academic, cultural, and athletic activities which is not always provided in after school programs. To meet the needs of the community the MSLCI was created. It was created through a collaborative effort between the Mayor's Office, Sherwood Foundation and Omaha Public Schools by committing resources and support for the initiative to ensure its success.

The four pilot Middle School Learning Center (MSLC) sites will serve as an after school model, including:

- An **infrastructure** that will provide neutral support for both agencies and schools
- **Lead agency** that will coordinate the learning center and Parent/Community Advisory Committee
- Lead agency **Site Supervisor** will be housed at the school and included in the school's leadership team providing a link between the school day and after school programs.
- Coordination of the lead agency will include working with **other non profit agencies** to provide programming and increase opportunities for sustainability.
- Programs will focus on **academics** especially from the academic curriculum used during the school day to link to the after school program.
- Programs will focus on **recreation, enrichment, and cultural activities** based on the needs of the participants and their communities.

The MSLC sites will follow and demonstrate elements of the C.S. Mott Foundation's "Conditions of Quality After School Programs" included on The C.S. Mott Foundation Website is <http://www.mott.org/>.

1. Strong program management, including adequate compensation of qualified staff and career enhancement
2. Enriching learning opportunities that complement the school day learning
3. Intentional linkages between the school day and After School staff including coordinating and maximizing use of resources and facilities
4. Appropriate attention to safety, health and nutrition issues
5. Strong family involvement in participants learning and development
6. Adequate and sustainable funding
7. Evaluation for continuous improvement and assessment

Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs

**Deborah Lowe Vandell, University of California, Irvine
Elizabeth R. Reisner, Policy Studies Associates, Inc.
Kim M. Pierce, University of California, Irvine**

October 2007

**Prepared by:
University of California, Irvine
University of Wisconsin – Madison
Policy Studies Associates, Inc.**

**Prepared with the support of:
Charles Stewart Mott Foundation**

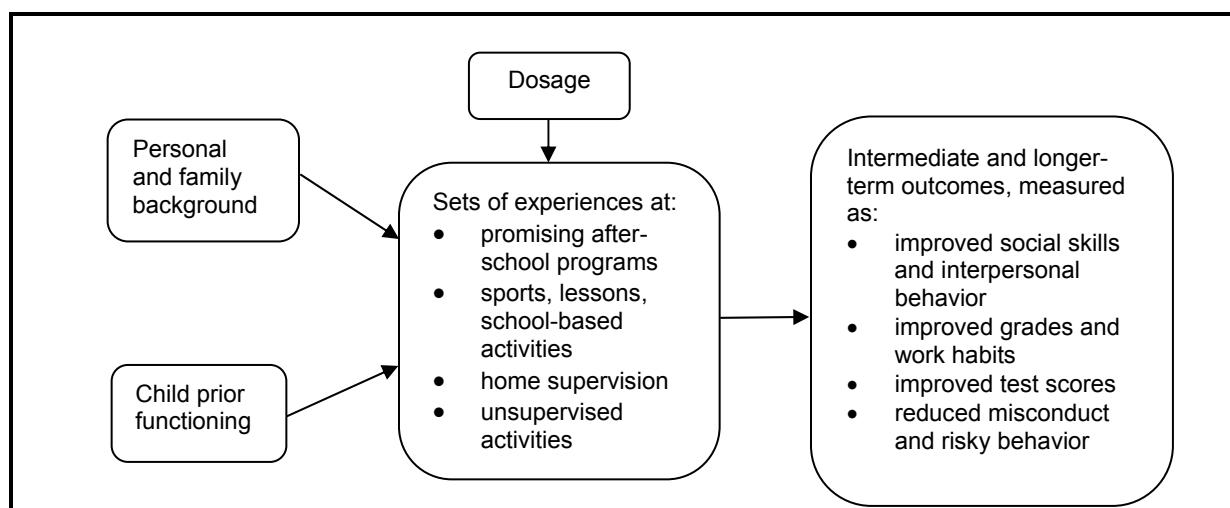
Summary

A new study by researchers at the University of California, Irvine, the University of Wisconsin-Madison and Policy Studies Associates, Inc. finds that regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students. These gains help offset the negative impact of a lack of supervision after school. The two-year study followed almost 3,000 low-income, ethnically diverse elementary and middle school students from eight states in six major metropolitan centers and six smaller urban and rural locations. About half of the young people attended high-quality afterschool programs at their schools or in their communities.

Background on the Study

The Study of Promising Afterschool Programs was designed to examine relations between high-quality afterschool programs and desired academic and behavioral outcomes for low-income students. The study was grounded in an assets orientation, which understands that all young people, including those living in poverty, have capacities to make healthy, positive choices if given the opportunity. The research team reviewed previous research on child and youth development in order to depict the processes that lead to positive student outcomes, as shown in Exhibit 1.

Exhibit 1
Theoretical Linkages between Afterschool Experiences and
Student Outcomes in the Elementary and Middle Grades



Program Characteristics. The study's research team identified over 200 candidate programs from a review of published materials, recommendations from afterschool experts, and evidence from evaluations. Through telephone interviews, document reviews, and site visits, team members screened the programs to narrow the list. As a final step, researchers conducted on-site interviews and quality-verification observations to confirm the quality of the 35 programs selected for the research study. Nineteen programs served elementary school students; 16 programs served middle school students. Programs were based either in schools or in community centers that coordinated with nearby schools. Study sites were geographically diverse and included: Aurora, CO; Baldwin, MI; Bridgeport, CT, Central Falls, RI; Denver, CO; Los Angeles, CA; Missoula, MT; New York, NY; Oakland, CA; Pawtucket, RI; Salem, OR; San Diego, CA; San Ysidro, CA; Seaside, CA. All programs served high concentrations of ethnically diverse, low-income youth in high-poverty communities.

The programs offered services four or five days a week and were free of charge to students. Program leaders expected students to participate regularly throughout the school year. Each of the selected programs served at least 30 students in one or both of the two age groups studied, elementary school children in third or fourth grade and middle school youth in sixth or seventh grade.

The programs had strong partnerships with neighborhoods, schools, and community organizations. These partnerships were instrumental in ensuring that the afterschool organizations were well established in their communities and were likely to continue operation over the two-year study period.

Because the study was designed to assess the effects of high-quality programs, the research team verified each program's continuing quality during annual visits to conduct interviews and observe youth activities. Using a rating system, researchers assessed programs based on evidence of supportive relationships between staff and child participants and among participants, and on evidence of rich and varied academic support, recreation, arts opportunities, and other enrichment activities. Ratings were consistently positive. Students typically were highly engaged with one another and with program activities, and group leaders structured activities to maximize learning and positive relationships. Adults facilitated activities without imposing controls that limited student learning opportunities. Disruptive or chaotic behavior was rarely observed; when behavioral disruptions occurred, leaders managed them calmly and constructively.

Through a mix of recreational, arts, and enrichment activities, programs were observed to nurture positive interpersonal relationships among students and to actively engage them. Programs offered age-appropriate learning opportunities, including tutoring and games designed to improve math and reading skills, plus recreational activities, community-based service and other experiences, and arts opportunities. Program staff was trained and, in surveys, expressed satisfaction with their working environment. Programs maintained low youth-to-staff ratios and strong connections with partner schools and with parents.

Student Characteristics. A total of 2,914 students (1,796 elementary school and 1,118 middle school) were studied. At recruitment, the elementary sample was in either third or fourth grade, and the middle school sample was in either sixth or seventh grade. The elementary sample was

47% male and 89% received free or reduced-price lunch at school; 88% were students of color (77% Hispanic, 8% Black, 3% Asian). On average, mothers' highest educational attainment was a high school diploma or GED, and annual family incomes were less than \$20,000.

The middle school sample was 47% male and 63% received free or reduced price school lunch; 69% were students of color (49% Hispanic, 13% Black, 7% Asian). Mothers had about the same level of educational attainment as the elementary group, and average annual family incomes were in the \$20,000 to \$25,000 range. The characteristics of the study participants mirrored the characteristics of the schools they attended.

At the end of the second year, 1,434 of the elementary participants (80% of the recruited sample) and 855 of the middle school participants (76% of the recruited sample) remained at the participating schools and were available for data collection.

Participation in Afterschool Programs and Other Activities. Initially the research team sought high-quality afterschool programs that operated as stand-alone programs. They soon found, however, that many students sampled for the research were participating in multiple afterschool experiences in addition to those provided in the sampled programs. Students were also spending time supervised at home, and some spent substantial time with no adult supervision at all.

High-quality afterschool programs were a significant resource for the students, but they sometimes competed to attract students who also had access to community centers, sports teams or leagues, and churches and other faith-based organizations that hosted recreational programs, tutoring, and religious lessons. Also, through provisions of the No Child Left Behind Act, many low-performing schools extended the school day with supplementary academic support programs. Other options for students at the close of the school day were homes with no adult present in the afterschool hours as well as street corners, shopping malls, and other unsupervised settings.

Over the two-year period, 54% of the children in the elementary school sample routinely participated in one of the high-quality afterschool programs, typically attending the programs for 2-3 days a week. Most program children (about two-thirds) did not participate in other activities after school and were categorized ***Program Only***. One-third of the program children, however, attended the programs for 2-3 days a week while also participating in other activities (organized sports, church, Boys and Girls Club, etc.). This group of children was categorized ***Program Plus***. About 15% of the elementary school children spent 1-3 days a week unsupervised by adults after school, and dropped in sporadically on a mix of sports, school-based activities, and academic, arts, or religious lessons. This group was categorized as ***Low Supervision***.

Almost half (49%) of the middle school sample routinely participated in one of the high-quality afterschool programs. Similar to the elementary sample, two-thirds of the program group in middle school could be categorized as ***Program Only***. And, one-third of the program group in middle school participated in additional activities and were categorized as ***Program Plus***. Sixteen percent of the middle school youth were categorized as ***Low Supervision*** after school.

Child Outcome Measures. Classroom teachers and participating youth completed surveys to measure the social (social skills with peers, prosocial conduct with peers), academic (grades, task

persistence, work habits), and problematic (misconduct, substance use, aggression) functioning of study participants. Standardized test scores in reading and math were collected on each child through agreements with participating school systems. Data on sampled students were collected at three points over a two-year period: baseline, end of Year 1, and end of Year 2.

Analytic Strategy. Prior to conducting the primary substantive analyses, a multiple imputation procedure was used to address missing data due to attrition and failure to complete all assessments. In this procedure, missing data are replaced by a sample of observations drawn randomly from a multivariate distribution fit to the variable and covariates. The advantage of this approach is that all observations are included in the analysis, and missing observations are treated as unknown only to the degree that they cannot be reliably inferred from other variables. Consequently, the potential for bias in the estimated effects due to missing observations is minimized, and the standard errors for model parameter estimates are computed correctly. Ten imputed data sets were created in which different samples were selected for missing observations, utilizing a Markov chain Monte Carlo procedure implemented using the SAS v9.1 PROC MI.

Following imputation of missing data, two-level random-intercept HLM models were fit in which students (Level 1) were nested within schools (Level 2) for each child and youth developmental outcome. These models allowed researchers to assess change scores in child and youth performance across two years with respect to both school factors and individual factors including sets or clusters of afterschool experiences. HLM also accounts for the statistical dependence that emerges among observations collected in multilevel samples, a common source of model misspecification when applying single-level models.

In the HLM analyses, researchers contrasted changes in scores from baseline to Year 2 for the **Program Plus** vs. **Low Supervision** groups and **Program Only** vs. **Low Supervision** groups. These contrasts allowed researchers to examine whether the selected afterschool programs and enrichment activities were protective for children and youth who are at risk for social and academic problems. Researchers controlled for a number of personal and family characteristics that potentially influence participation in various afterschool settings, including child gender and ethnicity, and family background (family income, family structure, maternal education, and maternal work status). Analyses were conducted separately for the elementary and middle school samples.

In order to evaluate the meaningfulness of findings that were statistically significant, effect sizes were calculated and compared to effects from other studies. An effect size is a statistical tool that is useful in interpreting the magnitude of the difference between two measures. Unlike a test of statistical significance, the effect size is not affected by the size of the samples assembled for the study. For readers to understand the relative magnitude of the effect sizes of the findings reported below, the following benchmarks based on other recent studies may be useful:

- A study of the impact of instruction by Teach For America teachers on math achievement found an effect size of 0.15 on math scores after a year of participation in a classroom led by a Teach For America teacher (Decker, Mayer, & Glazerman, 2004).

- A study of the impact of the reduction in class size in elementary classrooms by eight students per class found an effect size of 0.23 on math scores after one year (Finn & Achilles, 1999).
- In a review of four studies of afterschool programs, Kane (2004) concluded that the expected impact of an extra hour of instruction delivered in an afterschool setting over a school year equals an effect size of 0.05 in reading and math.
- An evaluation of the 21st Century Community Learning Centers Program in Louisiana found that the impact of this afterschool program was an effect size of 0.13 on a combined measure of reading, math, and language test scores (Jenner & Jenner, 2007).

Findings

Exhibit 2 summarizes the results of the statistical analyses.

Outcomes of Elementary School Students

Academic Outcomes

- 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. Regular participation in the programs was associated with gains of 20 percentiles in math achievement test scores over the two-year period for the Program Plus group relative to the Low Supervision group (effect size = .73) and 12 percentiles for the Program Only group relative to the Low Supervision group (effect size = .52.)
- Program Only and Program Plus students also posted gains in teacher reports of work habits (effect sizes of .31 and .35, respectively) and task persistence (.23 and .30, respectively) over the two-year period. The students also reported gains in their work habits (effect sizes = .24 to .41). These gains in work habits and task persistence may have provided important support that contributed to the gains in math achievement.

Social Outcomes

- Program Only and Program Plus students posted significant gains in teachers' reports of students' social skills with peers (effect sizes = .21 to .30) and prosocial behaviors (effect sizes = .21 to .23). Program Only and Program Plus students also posted significant reductions in aggressive behaviors with peers (effect sizes = .29 to .34).

Problematic Behaviors

- Reductions in elementary students' reports of misconduct (e.g., skipping school, getting into fights) over the two-year period were reported by the Program Only and Program Plus groups, relative to unsupervised students (effect sizes of .66 and .51, respectively).

Outcomes of Middle School Students

Academic Outcomes

- Middle 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. Regular participation in the programs was associated with gains of 12 percentiles in math achievement test scores over the two-year period, relative to students who were routinely unsupervised after school. These gains generated effect sizes of .57 for the Program Plus group and .55 for the Program Only group, relative to the Low Supervision group.
- Middle school students who regularly participated in high-quality afterschool programs had significant gains in self-reported work habits, relative to unsupervised students (.33 for Program Plus and .20 for Program Only).

Behavioral Outcomes

- Reductions in misconduct over the two-year period were reported by Program Plus and Program Only middle school students, relative to the Low Supervision group (effect sizes of .64 and .55, respectively).
- Middle school students who regularly participated in afterschool programs also reported reduced use of drugs and alcohol, compared to those in the Low Supervision group. The effect sizes (.47 for Program Only and .67 for Program Plus) are four to six times larger than those reported in a recent meta-analysis of school-based substance-abuse prevention programs aimed at middle school students (Gottfredson & Wilson, 2003).

Conclusion

This study found positive outcomes among youth who regularly attended high-quality afterschool programs, either alone or in combination with varied sets of additional enrichment experiences available in their neighborhoods. In contrast, low supervision coupled with intermittent participation in an unstructured program of extra-curricular activities posed developmental risks to both elementary school and middle school youth.

The study focused on economically disadvantaged, minority youth, many of whose families were recent immigrants. The research team could not know for certain whether the same sets of experiences and outcomes would characterize youth in different cultural groups. The findings, however, demonstrate the benefits of continuous participation in high-quality afterschool programs, community activities, and supervised home settings for youth from economically disadvantaged families.

These findings suggest that plans for high-quality afterschool programming should span entire communities. When communities and program providers unite to recruit and engage youth in high-quality afterschool experiences, programs can provide the types of benefits described here

for the largest number of students. As found in this research, a lack of supervision after school is associated with seriously negative outcomes for disadvantaged youth. Working together, youth-service providers, schools, local governments, and civic organizations can reach out to youth who would otherwise be unsupervised after school and can match them with organized, adult-supervised activities in the afterschool hours.

References

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Afterschool Resources

And Related Links

Afterschool Alliance (www.afterschoolalliance.org)

Afterschool and Community Learning Network (www.afterschoolcommunitylearning.org/)

The Afterschool Corporation (www.tascorp.org)

Afterschool.gov (www.afterschool.gov)

Afterschool Now! (www.afterschoolnow.org)

Center for Summer Learning (www.summerlearning.org)

The Children's Aid Society (www.childrensaidsociety.org)

Coalition for Community Schools (www.communityschools.org)

Edutopia (www.edutopia.org)

The Experience Corps (www.experiencecorps.org/)

Extra Learning Opportunities (www.nga.org/center/)

Fight Crime: Invest in Kids (www.fightcrime.org/issue_aftersch.php)

4-H Council (www.fourhcouncil.edu)

Harvard Family Research Project (www.gse.harvard.edu/~hfrp/)

National After School Association (formerly NSACA) (www.nwaaweb.org)

National Black Child Development Institute (NBCDI) (www.nbcdi.org)

National Center for Community Education (www.nccenet.org)

National Community Education Association (www.ncea.com)

National Institute on Out-of-School Time (www.niost.org)

National Latino Children's Institute (www.nlci.org)

National League of Cities (www.nlc.org)

National Network of Partnership Schools (www.afterschoolnow.org)

National PTA (www.pta.org)

Nebraska 21st Century Community Learning Centers (<http://www.nde.state.ne.us/21stcccl/>)

Promising Practices in Afterschool (www.afterschool.org)

Public Education Network (www.publiceducation.org)

Resources On Afterschool (www.afterschoolresources.org)

Search Institute (www.search-institute.org)

Southwest Educational Development Laboratory (www.sedl.org/afterschool/toolkits)

Turning Points (www.turningpts.org)

U.S. Department of Education (www.ed.gov)