



every
hour
counts
expanding learning so
every student can thrive

Expanded-Learning Systems Produce Results

expanded-learning systems produce results

The expanded-learning system is the most effective way to give underserved students quality educational and enrichment activities beyond the school day, and a growing number of cities are recognizing the benefits these systems provide. In fact, in a 2004 survey, 22 percent of local elected officials said after-school care is their community's most critical program need.¹

Expanded learning teaches students about academics, collaboration, and problem solving. They not only learn how to do better in school, they find new ways to ignite their passions — and to engage in learning and life. Expanded learning also leads to measurable results.

Attendance and Graduation Rates Improve

- Students who participated in after-school programs that followed evidence-based practices for skill-building showed a 6-percentile increase in attendance.²
- After two years of participation in Providence's AfterZone, students were absent from school 25 percent less than their peers who did not participate.³
- After one year, ExpandedED Schools in New York City reduced chronic absenteeism from 17 percent to 15 percent. At the same time, the percentage of students with exemplary attendance increased from 49 percent to 55 percent.⁴
- In Chicago, teens who participated in After School Matters for three or more program cycles were nearly two and a half times more likely to graduate than their peers who did not participate.⁵

Academic Skills, Grades, and Test Scores Improve

- Students who participated in after-school programs that followed evidence-based practices for skill-building showed a 9-percentile increase in grades and an 8-percentile increase in test scores.⁶
- Low-income elementary and middle school students in cities and rural areas who regularly attended quality after-school programs demonstrated a 12-percentile increase in standardized math test scores relative to their peers who did not attend.⁷
- A 2012 study of students in three California communities showed that students who participated in high-quality summer learning programs improved their vocabulary by one-third of a grade level.⁸
- After two years of participation in Providence's AfterZone, 7th graders' math performance was nearly one-third of a grade level stronger than that of their peers who did not participate.⁹
- In 2011–12, New York City students in ExpandedED Schools improved their math proficiency at more than double the rate of citywide improvement.¹⁰

A decade of research and evaluation studies, as well as large-scale, rigorously conducted meta analyses, indicate that young people who participate in after-school programs benefit in terms of academic performance, social and emotional learning, prevention, and health and wellness. They have improved school attendance; higher graduation rates; lower dropout rates; stronger academic performance; and improved positive behaviors, work habits, and persistence,

Social and Emotional Learning Skills Improve

- Students who participated in after-school programs that followed evidence-based practices for skill-building increased their positive social behaviors by 11 percent.¹¹
- Low-income elementary and middle school students in cities and rural areas who regularly attended quality after-school programs demonstrated significant gains in work habits and task persistence.¹²
- Teens who participated in Chicago's After School Matters improved their ability to work in groups, communicate effectively, plan and meet deadlines, and cooperate with flexibility.¹³
- Nine of 10 parents of students who participated in California's Summer Matters reported that the summer programs helped their children get along better with other children.¹⁴

There is limited research, however, on how expanded-learning systems affect program quality and youth outcomes. To begin to address this question, Every Hour Counts recently developed a Measurement Framework — a core set of common measures at the youth, program, and system levels. The measures reflect outcomes for academic skills, social and emotional learning, program engagement, and system-level change.

This framework will provide a blueprint for coordinated accountability and improvement, so quality practices lead to measurable, improved outcomes for students. Broader use of common measures will make it easier to assess program effectiveness, hold providers accountable for quality, demonstrate expanded learning's contribution to the successful development of young people, and contribute to lasting system-building.

Every Hour Counts, formerly the Collaborative for Building After-School Systems (CBASS), is a coalition of citywide organizations that increase access to quality learning opportunities, particularly for underserved students. The organization is a leading voice in promoting expanded-learning systems, which provide learning and enrichment through after-school, summer, and other initiatives. Expanded-learning systems help students be more connected to school, build self-confidence, and connect with caring adults, so every student can thrive.



www.everyhourcounts.org

 @everyhrcounts

 everyhrcounts

1 Katz, C. (2004). Afterschool programs a top municipal priority, survey finds. *Nation's Cities Weekly* 27(20).

2 Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology* 45: 294–309.

3 Kauh, T. J. (2011). *AfterZone: Outcomes for youth participating in Providence's citywide after-school system*. Philadelphia, PA: Public/Private Ventures.

4 Traill, S., Brohawn, K., & Caruso, C. (2013). *More and better learning: Year One report on ExpandED Schools*. New York, NY: The After-School Corporation.

5 George, R., Cusick, G. R., Wasserman, M., & Gladden, R. M. (2007). *After-school programs and academic impact: A study of Chicago's After School Matters*. Chicago, IL: Chapin Hall Center for Children.

6 Durlak et al., 2010.

7 Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). *Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising afterschool programs*. Report to the Charles Stewart Mott Foundation.

8 Public Profit. (2013). *Summer Matters: 2012 program evaluation*. Retrieved from http://partnerforchildren.org/storage/documents/2012-13-summer_matters_casestudy_stc.pdf.

9 Kauh, 2011.

10 Traill et al., 2013.

11 Durlak et al., 2010.

12 Vandell et al., 2007.

13 Halpern, R. (2006). After-School Matters in Chicago: Apprenticeship as a model for youth programming. *Youth and Society* 38(2): 203–235.

14 Public Profit, 2013.