



RESEARCH-BASED APPROACH

OUTCOMES LINKED TO HIGH-QUALITY AFTERSCHOOL PROGRAMS: LONGITUDINAL FINDINGS FROM THE STUDY OF PROMISING AFTERSCHOOL PROGRAMS – OCT. 2007

- 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 couple with intermittent participation in an unstructured program of extra-curricular activities posed developmental risks to both elementary and middle school youth.

CRITICAL HOURS: EXECUTIVE SUMMARY; BETH MILLER, PH.D., NELLIE MAE FOUNDATION

- Participants in good afterschool programs develop interests and skills that stay with them throughout their lives. Many studies conducted over the past two decades point to the links between afterschool participation and educational success. Including: greater engagement in learning, and higher academic performance.
- Positive outcomes are linked to participation levels: students who demonstrate increases in their performance not only enroll, but also attend for months and often years. Activity-based programs a student attends only once or twice a week over the course of a single semester are unlikely to produce long-term effects.
- Research suggest that many of the circumstances linked to poor achievement, e.g. low expectations by teachers, students' alienation from school, lack of enrichment activities and poor quality education may be ameliorated, at least in part through participation in out of school time programs.
 - These programs are a promising strategy for providing disadvantaged young people with learning opportunities and experiences that are available to most middle and upper class students; experiences that broaden their horizons, build on their interests and skills, facilitate positive relationships with adults and peers and link to classroom expectations.

NIOST: NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME MAKING THE CASE A FACT SHEET ON CHILDREN AND YOUTH IN OUT OF SCHOOL TIME

- Research has suggested that youth services and supports offered during out-of-school time, that are grounded in a developmental approach, not only help young people avoid self destructive behavior, but also enable them to acquire the academic and workforce-readiness skills and personal attributes that employers seek.

ADDITIONAL EVIDENCE-BASED PRACTICES THAT SUPPORT RE PROGRAM DESIGN

- According to Dr. Richard McCullum, "diagnostic reading assessments are an essential part of reading remediation." It has been proven that using diagnostic assessment to guide targeted reading instruction can result in dramatic gains for students across differences in school attended, age, ethnicity, and gender. Dr. Richard McCullum on targeted instruction shows a 3 and 1.8-year gain for two schools respective student served groups, compared to control groups in both schools that made an average of only .5 year gain.