

21st Century Community Learning Centers (CCLC) Data Points

School Day Attendance and Graduation

In the Los Angeles Unified School District (LAUSD) 79% of students who are regular “attenders” of after school meet the 96% school day attendance target where only 65% of “non-attenders” of afterschool meet the same benchmark. After school participants school day attendance is 14% greater than their peers” (*ERC, 2016*).

In the San Diego Unified School District (SDUSD) 77% of students who are regular “attenders” of after school meet the 96% school day attendance target where only 52% of “non-attenders” of afterschool meet the same benchmark. After school participants school day attendance is 24.9% greater than their peers (*ERC, 2016*).

In 2015-16 EduCare After School Program participants are graduating at a 21-30% higher rate than non-participants (*ERC, 2015*).

Elementary students who participated in LA's BEST for three years had a significantly lower dropout rate in later grades than non-participants (*CRESST, the National Center for Research on Evaluation, Standards and Student Testing, 2005*).

For programs under the Fresno County Office of Education (FCOE) the percentage of high attenders attending 96% of Regular School Days or higher was 15.6% greater than non-attenders (*ERC, 2016*).

English Language Learners

In LAUSD English language learners in after school programs re-designated as Fluent English Proficient faster than their non-attending peers. The percentage of LAUSD high school “attenders” reclassified as Fluent English Proficient was 8% greater than “non-attenders” (*ERC, 2016*).

In SDUSD English language learners in after school programs reclassify faster than their non-attending peers. The percentage of San Diego USD high school “attenders” reclassified as Fluent English Proficient was 9.9% greater than “non-attenders” (*ERC, 2016*).

For programs under the FCOE ion the percentage of high attenders Reclassified as Fluent English Proficient was 8.9% greater than non-attenders (*ERC, 2016*).

Test Scores and Grades

In LAUSD Students in ASSETS programs score better on the California Assessment Of Student Progress And Performance (CASPP). High attenders scored 9% higher than non-attenders in English-Language Arts and 6% higher in Math” (*ERC, 2016*).

The 2014/15 school year was the last time the California High School Exit Exam (CAHSEE) was administered. That year 21st CCLC funded High School programs in SDUSD helped students pass the California High School Exit Exam (CAHSEE). The percentage of 10th grade students in the after school program passing the CAHSEE English-Language Arts was 9.2% greater than “non-attenders.” The percentage of 11th grade students passing the CAHSEE English-Language Arts was 15.6% greater than “non-attenders.” The percentage of 10th grade students passing the

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CAHSEE Math was 8.4% greater than non-attenders. The percentage of 11th grade students passing the CAHSEE Math was 12.3% greater than non-attenders (*ERC, 2016*).

Elementary participants in LA's BEST also showed higher grade point averages in core subjects in middle school, and were more likely than non-participants to take a full year of algebra in middle school (CRESST, 2012). The overall grade point average of frequent participants in After-School All-Stars was higher than for students with low participation (*Claremont Evaluation Center, 2015-16*).

Frequent participants in Beyond the Bell programs showed significantly higher gains on the California English Language Development Test (CELDT) than carefully matched English Learners who did not participate in after-school programs (*ERC 2011-12 – 2015-16, RSS, 2012*). This result was cumulative, increasing with the number of years a student participated in after-school programs. High school students who participated in after-school Language in Action programs showed even greater gains (*ERC, 2012-13 – 2015-16*).

For programs under the FCOE the percentage of high attenders who met or exceeded the Standard in English-Language Arts on the CAASPP was 18.7% greater than non-attenders. The percentage of high attenders who met or exceeded standard in Math on the CAASPP was 8.2% greater than non-attenders (*ERC, 2016*).

Behavior

An evaluation of LA's BEST by the National Center for Research on Evaluation, Standards, and Student Testing at the University of California, Los Angeles, found that children who attended the afterschool program were 30 percent less likely to participate in criminal activities than their peers who did not attend the program. (*Goldschmidt et al., 2007*)

The Promising Afterschool Programs Study found that students reported improved social and behavioral outcomes. Elementary students reported reductions in aggressive behavior towards other students and truancy and middle school students reported reduced use of drugs and alcohol compared to their routinely unsupervised peers. (*Vandell et al., 2007*)

Quotes

“As a classroom teacher I have noticed a difference between my students who participate in the after school program with those who do not. My students who take advantage of the after school program seem to have better social skills, classroom behavior, discipline, and social interactions. They also tend to have higher self-esteem and self-efficacy. I see growth in my students in both their emotional development and their academic performance which I attribute to their participation in the after school program. It is for this reason that I feel indebted to this program and hope that my students are always offered this opportunity!” – LAUSD Classroom Teacher