


The Afterschool Experience – Taking it to the Streets

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**The Children's Aid Society
21st Century Community Learning Centers**


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Research Design

- 3-year study – started September 2004
- Quasi-experimental: CAS/comparison group
- 6 community schools receiving 21st CCLC funding
- Theory-driven approach:
youth development is precondition to
school attendance and achievement

Youth Development Outcomes:

- Resisting negative peer pressure
 - Positive Identity
 - Community engagement
 - Career and aspirations
 - Effective communication
 - Decision making
 - School engagement
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Outcomes (continued):

- School attendance from DOE
- State and city reading test scores
- State and city math test scores

The basic question:

- Does participation in the CAS after-school program make a difference in any of the outcomes?

Total Sample 5,706 Persons

<i>Grade Level</i>	6 th Graders	1718 (30.1%)
	7-8 th Graders	3988 (69.9%)
<i>Gender</i>	Boys	2854 (50.0%)
	Girls	2852 (50.0%)
<i>Immigration</i>	US-born	3316 (58.1%)
	Born outside US	2390 (41.9%)
<i>CAS Status</i>	In CAS	1659 (29.1%)
	Not In CAS	4047 (70.9%)

Survey Sample Fall 2004 (Nov-Jan)

527 Persons

<i>Grade Level</i>	6 th Graders	395 (75.0%)
	7-8 th Graders	132 (25.0%)
<i>Gender</i>	Boys	271 (51.4%)
	Girls	256 (48.6%)
<i>Immigration</i>	US-born	312 (59.2%)
	Born outside US	215 (40.7%)
<i>CAS Status</i>	In CAS	342 (64.9%)
	Not In CAS	185 (35.1%)

School Attendance

- Across all schools, attendance was significantly better for CAS participants for the 2004-2005 school year
- These findings were consistent within all the six schools

7th & 8th Grade 2004-05 School Attendance Differences

	2004-05 Attendance
<u>Never</u> in CAS	87.71%
In CAS 2003-04 <u>or</u> 2004-05	92.10%
In CAS 2004-05 <u>only</u>	93.32%
In CAS 2004-05 <u>60% +</u>	94.50%
In CAS 2003-04 <u>and</u> 2004-05	93.73%

Similar findings for 6th grade and for each
school



CAS Far Outperformed in Moving to Proficiency

Students who started at Level 2 were more likely to move to Level 3 if they were in CAS

True for Reading and Math

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Remediation

Students in CAS after-school did about as well, or slightly less well, than comparison group in moving from Level 1 to Level 2, in both reading and math

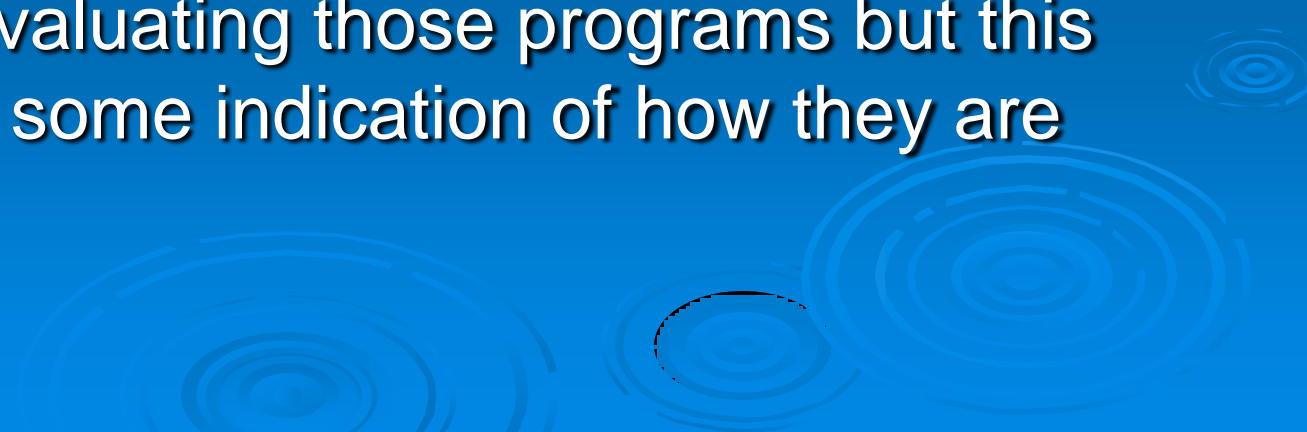


This makes sense

All six school had an array of after-school programs which focus on test prep.

Our results indicate they are doing their job at least as well as if students attended CAS after-school

(We are not evaluating those programs but this result gives some indication of how they are doing)



Proficient Students

Students already proficient were significantly more likely to move to Advanced Level if in CAS after-school

(Level 3 to Level 4)

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All of these results were STRONGER if the student was in the CAS after-school program for two years instead of one.



But in thinking towards policy

Let's look at the full picture:

- Only 30% of students went up a level in reading
- Only 22% of students went up a level in math

Meaning?

Programs are working for many students,
but is 1 year the right time frame to see
level changes?



“Dosage”

We also found that frequency of attendance in the CAS after-school program predicts increases in reading and math scores

So, students are improving if they attend regularly, but not all show enough to change levels

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7th & 8th Grade Spring 2005 Math Score Differences (Performance Level)

	Mean Math Scores
<u>Never</u> in CAS	1.91
In CAS 2003-04 <u>or</u> 2004-05	2.01
In CAS 2004-05 <u>only</u>	2.06
In CAS 2004-05 <u>60% +</u>	2.10
In CAS 2003-04 <u>and</u> 2004-05	2.13

Youth development outcomes:

- Very preliminary
- However, as of 2005, kids in CAS were scoring slightly higher on community engagement and career aspirations.

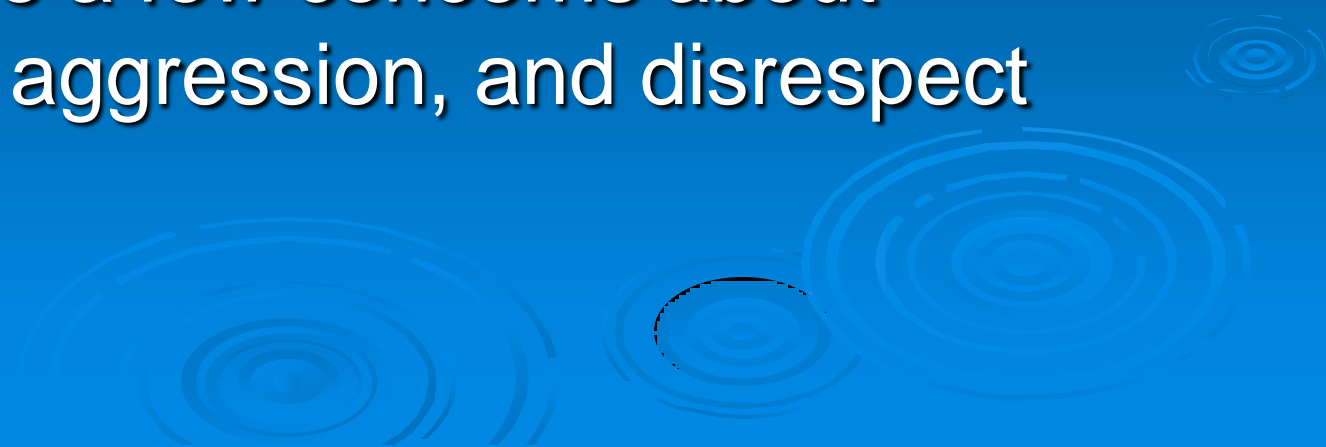
- CAS participants were significantly less likely to report watching TV or playing video games

Interviews & Focus Groups

- Relationships, fun, and skills were important things mentioned by community school staff, after-school staff, and youth participants.



Interviews & Focus Groups

- Overwhelmingly positive, but differences by school
 - There were a few concerns about discipline, aggression, and disrespect
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Interviews & Focus Groups

- Things worked well if some level of partnership was achieved within the school, even if it wasn't perfect. But often there was a sense of upheaval and “chaos” when changes occurred midstream



Interviews & Focus Groups

- Restructuring and SES were recurring themes described as adding to chaos

Conclusion

- We have powerful findings that CAS 21st CCLC after-school programs are working
- We found they work BEST in getting students to proficiency
- They work BEST the more students attend

But it's ALL FIRST YEAR DATA

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