Program Provider Examples

- Afterschool Centers on Education (ACE)
- The YMCA
- Boys & Girls Clubs
- 4-H
- Amarillo Independent School District
- Camp Fire USA
- American Camp Association
- Girl Scouts
- Communities In Schools
- Big Thought
- SAYOUTH
- Extend-A-Care for Kids
- Fort Worth After School
- girlstart
- Texas Recreation & Park Society
- TRM (tutor • read • mentor)
Texas After 3pm

• **15%** (678,989) of Texas’ K-12 children participate in afterschool programs.
  • On average, afterschool participants spend 9 hours per week in afterschool programs. Participation averages 3 days per week.

• **26%** (1,167,862) of Texas’ K-12 children are responsible for taking care of themselves after school.
  • These children spend an average of 7 hours per week unsupervised after school.

• **51%** (1,692,279) of all Texas children not in afterschool would be likely to participate if an afterschool program were available in the community, regardless of their current care arrangement.

(Afterschool Alliance, 2009)
“Decades of research documenting the outcomes of afterschool and summer programs reveal a core set of key principles that are essential to yielding the best results.”

“Need to align expanded learning opportunities with these principles to ensure quality and consistency across all programs.”

(Afterschool Alliance, 2012)
High quality afterschool programs are proven to accelerate student achievement and development

- An analysis of 68 afterschool studies concluded that high quality afterschool programs can lead to **improved attendance, behavior and coursework**.
- Students participating in a high quality afterschool program went to school more, behaved better, received better grades and did better on tests compared to non-participating students.

(Durlak and Weissberg, 2010; Expanded Learning and Afterschool Project, 2012)
21st Century Community Learning Centers: U.S. Data on Academic Outcomes

Teacher Reported Outcomes

- Improved Homework and Class Participation: 72%
- Improved Behavior: 68%
- Improved English Grades: 38%
- Improved Math Grades: 37%

State Assessments

- Reading Scores: 36% (among students scoring below proficiency in the previous year)
- Math Scores: 35% (among students scoring below proficiency in the previous year)
- 46%: Percentage of students attending 90 days or more whose test scores improved
- 45%: Percentage of students attending 90 days or more whose test scores improved

Texas ACE 21st CCLC Outcomes

- An interim evaluation of the Texas ACE 21st CCLC Programs in May 2012 showed that participation in the ACE program resulted in:
  - A positive and significant effect on both TAKS-ELA/Reading and TAKS-Math scores
  - A significant effect on reducing discipline incidents.
  - A significant effect on reducing the amount of school day absences.

Thriving Minds Program in Dallas Improves Test Scores

Higher TAKS Reading Passing Rates With Consistent Participation

1,400 Thriving Minds students

<table>
<thead>
<tr>
<th></th>
<th>District Average</th>
<th>Thriving Minds Schools</th>
<th>Students (2T)</th>
<th>Students (4T)</th>
<th>Students (6T)</th>
<th>Students (8T)</th>
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<tr>
<td>Passing Rates</td>
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<td>65%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
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</tbody>
</table>
| T                 | Terms, which includes fall, spring and summer, taken from 2008-2011. TAKS Data taken from 2010-2011

(Big Thought, 2011)
Thriving Minds Program in Dallas Improves Test Scores

Higher TAKS Math Passing Rates With Consistent Participation

1,400 Thriving Minds students

T= Terms, which includes fall, spring and summer, taken from 2008-2011. TAKS Data taken from 2010-2011

(Big Thought, 2011)
Fort Worth After School Keeps Kids Safe

- Researchers at Texas A&M in an evaluation of the Fort Worth After School (FWAS) program found that

  - 94 percent of parents agreed that FWAS kept their child from getting in trouble
  - 45 percent also felt that their child would get into trouble if they were at home.

(Witt and King, 2009)
Harris County Department of Education-
CASE Improves Academics and Behavior

• “The data suggest that the programs are associated with positive gains in school-day attendance, and increased grades and TAKS performance, particularly for Math and Science.

• Parents of participating students report increases in student social skills

• School–day teachers report improvement in homework completion and quality, class participation and motivation, classroom behavior, and academic performance.’

(Harris County Department of Education, 2010)
Texas Foundations are Investing in High-Quality OST Programs

- "KDK-Harman Foundation has made out-of-school time investments a grantmaking priority because research states that much of the achievement gap between low-income and middle-income students can be attributed to a lack of quality learning experiences for low-income students during the out-of-school hours (summer, after-school and weekends). Because our mission is to break the cycle of poverty through education by closing achievement gaps between students, we have put a special emphasis on investing in quality out-of-school time programming targeted specifically for low-income, at-risk students in Central Texas, and the results have been impressive."

  - Jennifer Esterline
  Executive Director

KDK-Harman Foundation

Breaking the cycle of poverty through education while promoting a culture of giving excellence
Upcoming Research

• A Compendium on Expanded Learning – to be released in February 2013 under the leadership of Dr. Terry Peterson, College of Charleston

• Longitudinal study on students from pre-K to graduation and the impact of afterschool programs to their success - to be released this fall by Dr. Deborah Vandell, UC Irvine

• Statewide Mapping Study to determine location, capacity and gaps out of school time services in Texas in Cooperation with Texas A&M – Phase I to be released by early 2013 by TXPOST
TXPOST Recommendation

- Establish a Legislative and Business Commission on Out of School Time that will:
  - Analyze the availability of, and unmet needs for, state and local Out of School Time services
  - Analyze opportunities to create incentives for employers and businesses to support Out of School Time programs
  - Analyze opportunities to maximize charitable support for public and private partnerships to expand Out of School Time programs; and
  - Analyze opportunities to promote science, technology, engineering and mathematics at Out of School Time programs.
Questions?

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References


References (continued)