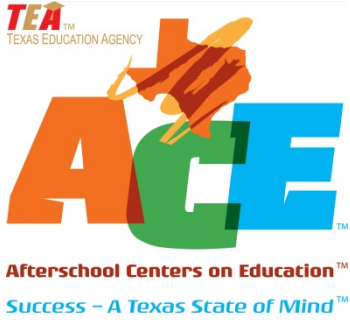


# Current Opportunities for Texas: Research on the Power of Expanded Learning



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# Program Provider Examples



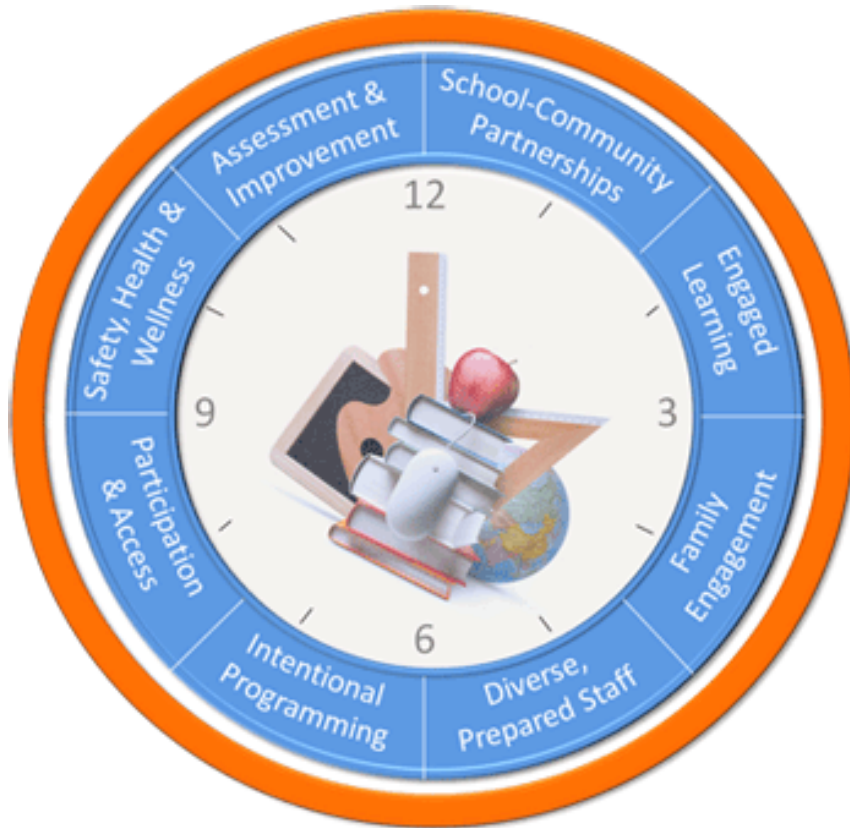
# Texas After 3pm



- **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)

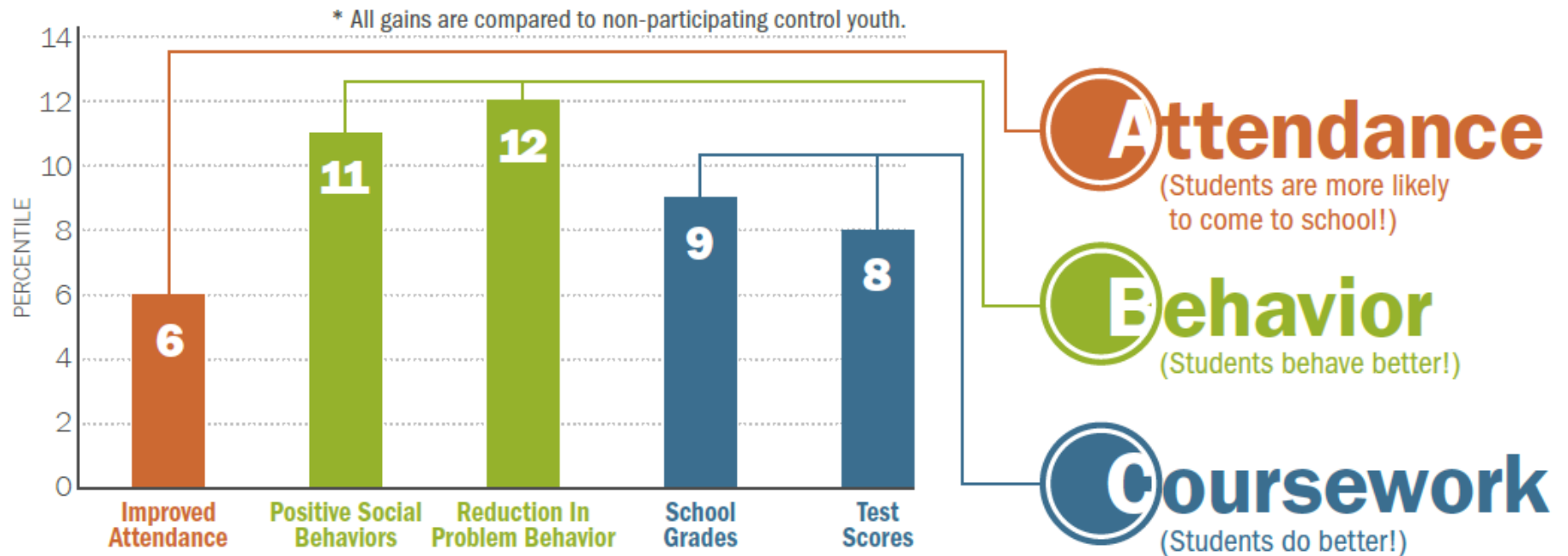
# Principles of Expanded Learning: Effective expanded learning programs help students succeed in school and in life.



- “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)

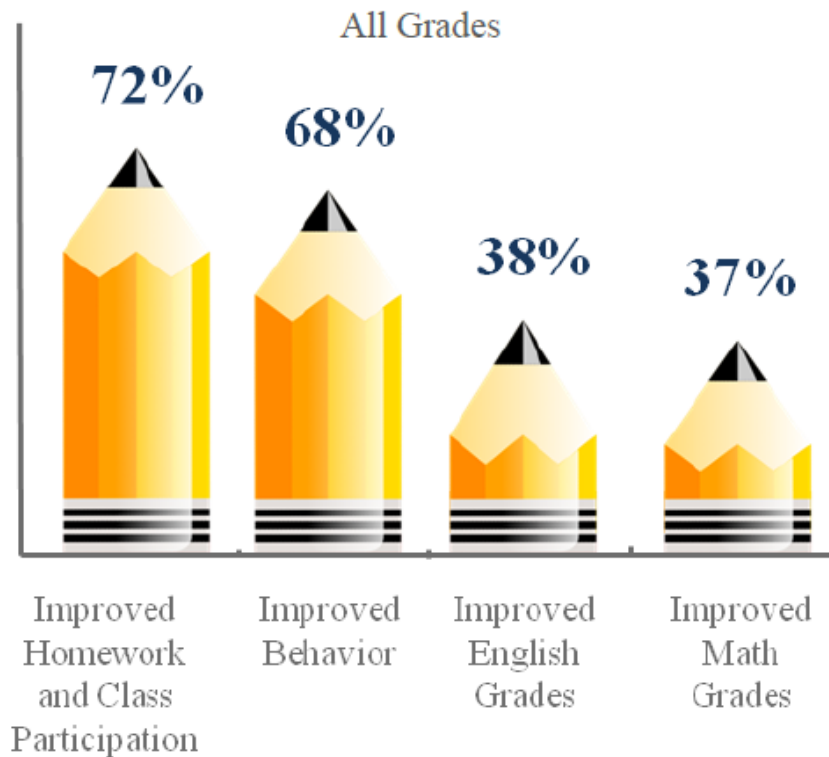
# High quality afterschool programs are proven to accelerate student achievement and development



- 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.

# 21<sup>st</sup> Century Community Learning Centers: U.S. Data on Academic Outcomes

## Teacher Reported Outcomes



## State Assessments

**Reading Scores**  
(among students scoring below proficiency in the previous year)



**Math Scores**  
(among students scoring below proficiency in the previous year)



**36%**  
Percentage of regular attendees whose test scores improved



**35%**  
Percentage of regular attendees whose test scores improved



**46%**  
Percentage of students attending 90 days or more whose test scores improved

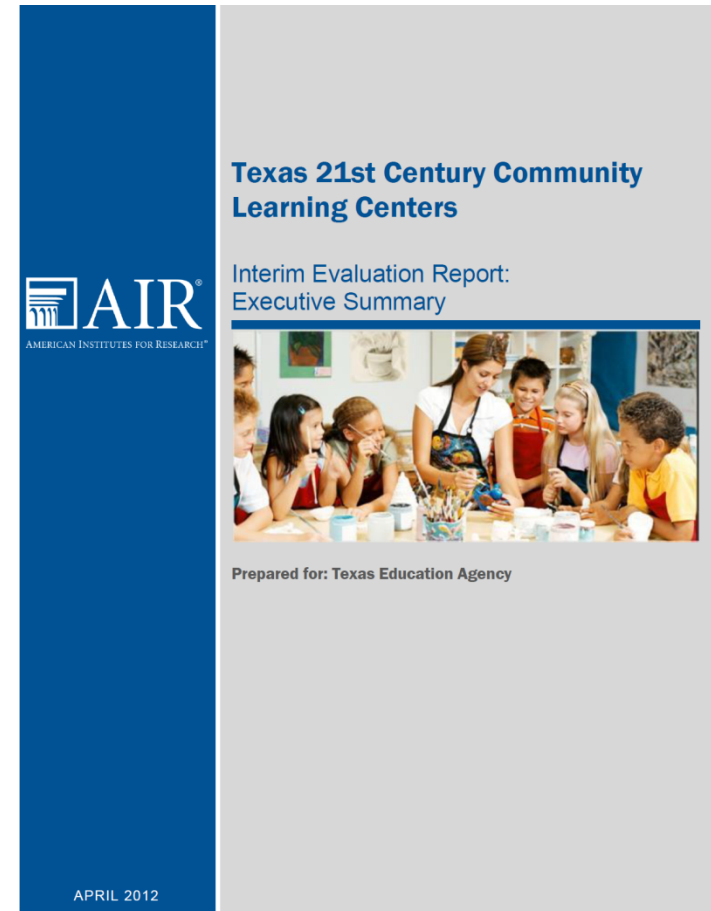


**45%**  
Percentage of students attending 90 days or more whose test scores improved



# Texas ACE 21<sup>st</sup> CCLC Outcomes

- An interim evaluation of the Texas ACE 21<sup>st</sup> 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.**

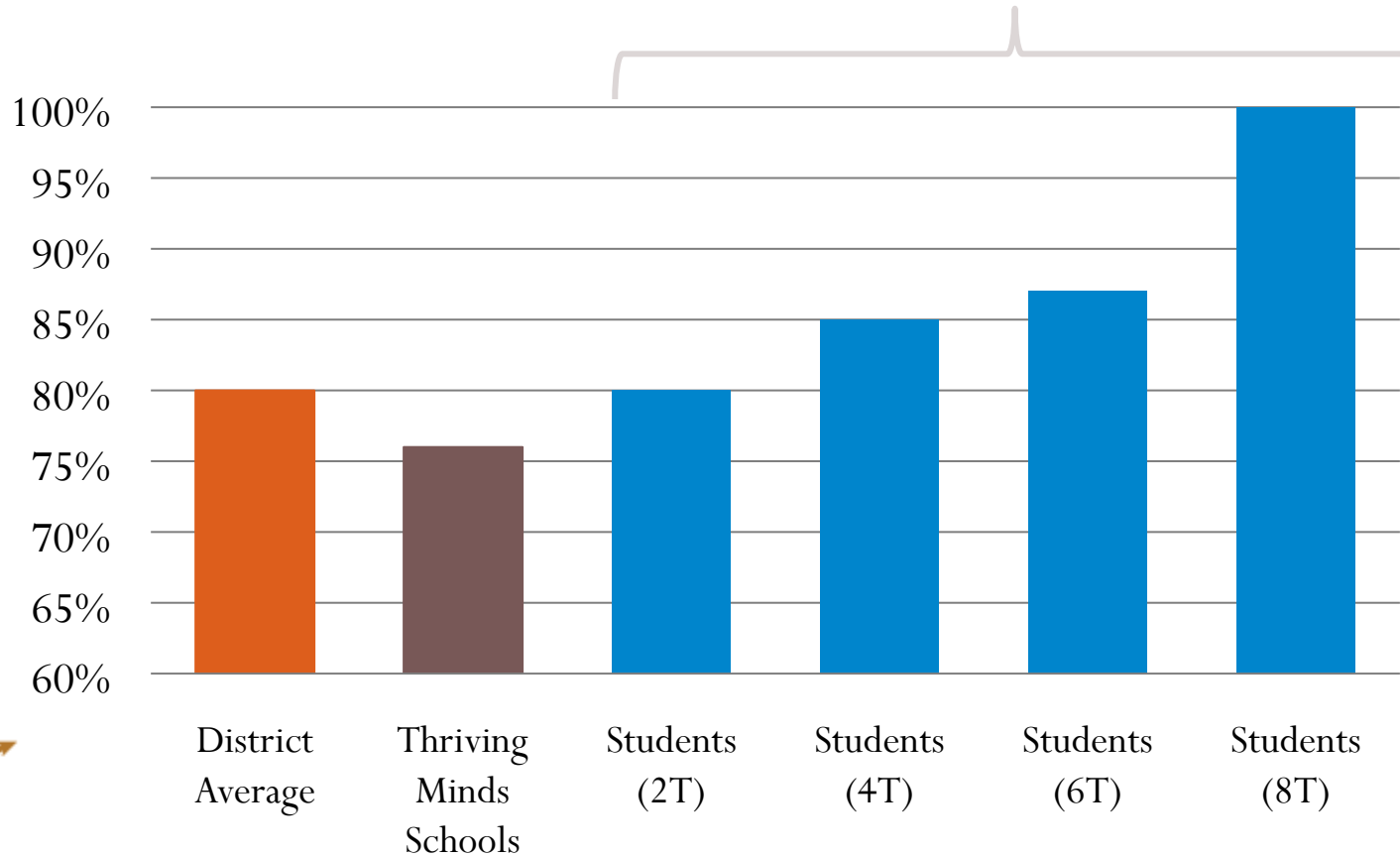


*(Naftzger, Neil, et al., American Institutes for Research for Texas Education Agency, April 2012)*

# Thriving Minds Program in Dallas Improves Test Scores

Higher TAKS Reading 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

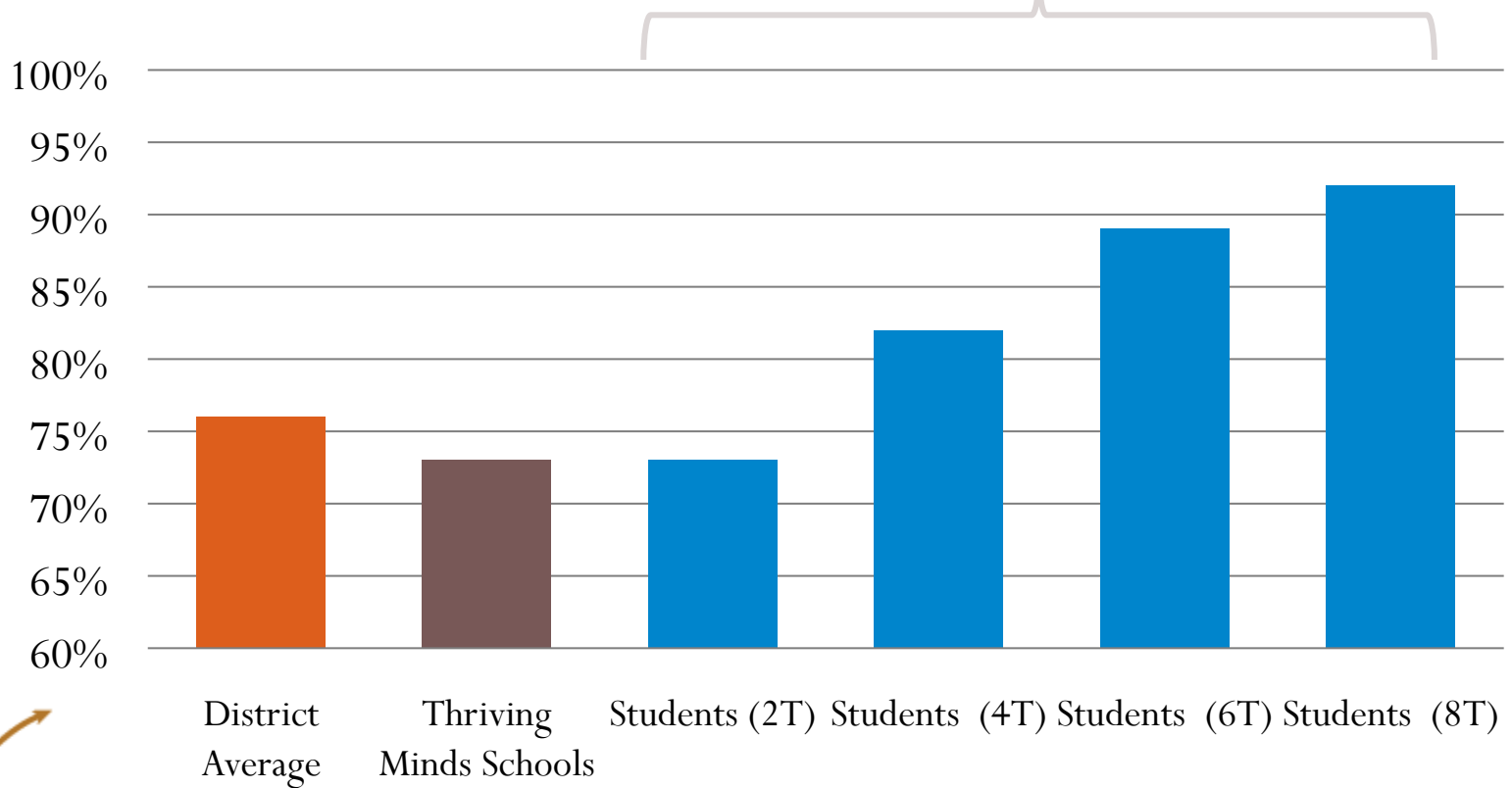
(Big Thought, 2011)



# 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

**Fort Worth After School**  
2008-09 Evaluation Report  
August 2009

- 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.



**FWISD School Superintendent**  
Dr. Melody Johnson

**FWAS Program Administrator**  
Miguel Garcia

**Texas A & M University  
Evaluators**  
Dr. Peter A. Witt  
Terri C. King

**FWISD Accountability and Data Quality  
Director, Research and Program Evaluation**  
Dr. Anne Rusher

(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.**’



# 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



# 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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