

This appendix includes all footnotes and complete citations referenced in the 2016 fact sheet, [*Afterschool Supports Students' Success*](#).

Footnotes:

- ¹ The hours between 3 and 6 p.m. are peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. (*Shanklin et al., 2007*)

The *America After 3PM* survey found that 20 percent of children are alone and unsupervised from 3 to 6 p.m. (*America After 3PM, 2014*)

- ² 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*)

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*)

- ³ A study of working parents found that parents miss an average of five days of work per year due to a lack of afterschool care. Decreased worker productivity related to parental concerns about afterschool care costs businesses up to \$300 billion per year. (*Barnett & Gareis, 2006*)

- ⁴ *America After 3PM* found 75 percent of parents agree that afterschool programs help give working parents peace of mind about their children when they are at work. (*America After 3PM, 2014*)

- ⁵ An analysis of 35 high-quality afterschool programs indicated regular participation was linked to significant gains in standardized test scores and improved work habits compared to their peers who were routinely unsupervised during the afterschool hours. (*Vandell et al., 2007*)

A meta-analysis spanning 68 studies of afterschool programs found that students participating in a high-quality afterschool program attended school more, showed improved behavior, received higher grades and performed better on tests when compared to non-participating students. (*Durlak et al., 2010*)

Another study of students who actively participated in the YMCA High School Youth Initiative—a comprehensive afterschool program serving low-income, urban communities—found that students in the program made greater gains in their grade point average (31 vs. 20 percent) and English language arts (17 percent vs. 6 percent) and math (4 percent vs. 2 percent) standardized test scores than their non-participant peers. (*O'Donnell & Kirkner, 2014*)

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⁶ More than 1 in 3 U.S. children and adolescents are considered overweight or obese. (*Ogden et al., 2014*)

Unhealthy eating and exercise habits play a large role in this trend. The Centers for Disease Control found that 60 percent of children do not get enough fruit in their diet and 90 percent do not eat enough vegetables. (*Kim, S. et al., 2014*) Children are also not getting enough physical activity, with 92 percent of adolescents not meeting their daily requirement for physical activity. (*Troiano et al., 2008*)

⁷ Afterschool programs help reduce obesity through improved diet and increased physical activity. An examination of the impact of afterschool on obesity issues in three unnamed, urban public schools found—controlling for baseline obesity, poverty status, and race and ethnicity—the prevalence of obesity was significantly lower for afterschool participants (21 percent) compared to nonparticipants (33 percent). (*Mahoney et al., 2005*)

In a separate study, researchers concluded that children who attended 40 percent or more of afterschool sessions—using a fitness curriculum developed by the Medical College of Georgia—showed improvement in body fat percentage, bone mass density and cardiovascular fitness. (*Yin et al., 2005*)

Seventy-two percent of parents with a child in an afterschool program say that their program offers beverages, snacks and/or meals and among this group of parents, 72 percent report that their program serves snacks that include healthy foods. (*America After 3PM, 2015*)

⁸ A survey of students found that their engagement in school decreases as they go through school, with 76 percent of students engaged in elementary school decreasing to 61 percent of students in middle school, and 44 percent of high school students. (*Busteed, 2013*)

⁹ A number of statewide evaluations on 21st Century Community Learning Centers (21st CCLC) programs have found students attending a program see improvements in school day attendance, behavior and grade promotion. The following is a sampling of evaluations:

- A statewide evaluation of Texas’ 21st CLCC afterschool programs found that students who had high attendance in the program decreased their school day absentee rate by 14 percent, decreased the rate of disciplinary incidents by 18 percent, and increased their likelihood of grade promotion by 30 percent. (*American Institutes for Research, 2013*)
- An evaluation of Washington’s 21st CCLC afterschool programs found significant, positive program impacts on students’ GPA, school day attendance and behavior among students attending the program for 60 days or more. Additionally, the research found that a majority of students who completed the Youth Motivation, Engagement, and Beliefs Survey reported a, “positive, engaging, and supportive experience when attending programming.” (*Naftzger et al., 2015*)

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- In a statewide evaluation of Wisconsin’s 21st CCLC afterschool programs, teachers surveyed reported students participating in a program exhibited a number of behavioral improvements, including participating in class (67 percent), coming to school motivated to learn (60 percent), their ability to get along with their peers (59 percent), class attentiveness (57 percent), classroom behavior (55 percent) and regular classroom attendance (46 percent). (*Wisconsin Department of Instruction, 2014*)

¹⁰ Over the last 30 years, the academic achievement gap between students from lower and high-income families has grown by 40 percent. (*Reardon, 2011*)

¹¹ A meta-analysis of 35 separate afterschool program evaluations showed afterschool programs had positive and significant effects among students at risk of failure in reading and math achievement. (*Lauer et al., 2006*)

Consistent participation in quality afterschool programs has also been shown to improve student behavior and social skills with peers. (*Vandell et al., 2007*)

Afterschool programs not only have a positive effect on students at risk of failure, but also help reduce the math achievement gap between students from lower and high-income families. (*Pierce et al., 2013*)

Citations:

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