

EVALUATING AFTERSCHOOL

The Latest Research on the Impact of Afterschool and Summer Programs

When asked about his afterschool program, a middle schooler in Oklahoma replied, “As a person who loves my afterschool program, I’ve discovered it is an amazing piece to the puzzle that has helped me build character and is making me who I am today.” Another high schooler in Utah said of his program, “I feel so safe at the program. It’s my second home. I wouldn’t trade it for anything in the world. This program has given me the mentorship and community I need to try new things, succeed in my classes and explore my interests.” And in Florida, a young woman shares how her afterschool program, “...supplied [her] with the necessities to transform [her] school, community, and personal mindset.”

This sampling of youth voices speaks to the positive experiences of young people in their afterschool and summer programs, and research that spans more than a decade shows programs are playing an invaluable role for children and youth across the nation. From creating a safe, fun, and engaging space where children are excited to go, to helping reduce absenteeism, improving grades and test scores, and boosting well-being, this brief pulls together highlights from research documenting the multitude of ways in which afterschool and summer programs are helping young people thrive in and out of the classroom.

SURVEYS FIND THAT AFTERSCHOOL PROGRAMS ARE DELIVERING ON THE ACTIVITIES AND SUPPORTS THAT YOUNG PEOPLE SAY THEY WANT IN THEIR AFTERSCHOOL PROGRAMS ^{1,2}

Young people say they want the following in their afterschool program:

Program providers report providing the following in their afterschool programs:

A safe and welcoming environment

75%

Opportunities to talk with peers or staff about their feelings and emotions

Supportive adults and peers

88%

Time to interact with peers and build social skills

A balance of learning, fun, and a variety of engaging activities

94%

Academic enrichment

83%

Outdoor activities

85%

Physical activities

78%

STEM learning opportunities

Tangible resources

89%

Snacks and meals

30%

Wraparound services (e.g., connecting students and families to health or dental clinics, financial planning, mental health services, etc.)

64%

Access to technology, including computers, laptops, and/or broadband

Help preparing for their future

77%

Opportunities to develop life skills, such as communication, team work, and critical thinking skills

59%

Leadership opportunities

53%

College and career advising or postsecondary transition coaching*

**Among afterschool programs serving high school students*



Improving engagement and reducing chronic absenteeism

Chronic absenteeism (missing 10 days or more in a school year) has become a significant issue. The percentage of students who were chronically absent nearly doubled from the 2018-2019 to the 2021-2022 school year, totaling 14.7 million K-12 students.⁵ Evaluations of afterschool programs have found that participation in programs can help schools address this challenge, positively impacting students' attitudes toward school, levels of engagement in learning, and motivation to show up at school.

- **Improving attitudes toward school:** In a 2022 evaluation of Delaware's 21st Century Community Learning Centers (21st CCLC), Via Evaluation found that among high school participants, more than 8 in 10 (83 percent) said that they felt more connected to their school because of their afterschool program, and nearly 9 in 10 parents of participants overall (89 percent) agreed that since attending the program, their child had become more interested in school.⁶ Similarly, an evaluation of North Dakota's 21st CCLC programs by North Dakota State University found that more than 8 in 10 students (83 percent) said that they liked school better because they go to their afterschool program, and 7 in 10 parents (70 percent) reported that their child's afterschool program helped their child's attitude toward school improve.⁷ Afterschool programs without a specific academic focus have also been found to impact students' connection to school. A longitudinal study of an afterschool music program for fifth graders found that in addition to significant positive changes in students' confidence in their music ability, students reported an improved sense of school pride and positive perception of their school.⁸
- **Increasing engagement in learning:** Numerous studies of afterschool programs have found that students participating in programs demonstrate improved engagement in learning. In a 2020 matched comparison study by the American Institutes for Research on the Girls Inc. program, researchers found that Girls Inc. participants were more engaged in school; were more excited about science; and were more likely to agree that subjects such as reading, math, and science were fun than their non-participating counterparts.⁹ And in a 2022 statewide evaluation of North Dakota 21st CCLC programs, students participating in the programs were significantly more likely to improve their engagement in learning than

their non-participating peers (71 percent vs. 58 percent).¹⁰ A 2023 evaluation of Kentucky's 21st CCLC programs found that based on teacher reports, most students at the elementary level and middle and high school levels improved their participation in learning activities (80 percent and 78 percent, respectively), attention during learning activities (77 percent and 75 percent, respectively), and motivation to learn (77 percent and 73 percent, respectively).¹¹

- **Decreasing chronic absenteeism:** A 2023 U.S. Department of Education report on 21st CCLC programs nationally found that nearly half of students (49 percent) who were chronically absent the previous year improved their school-day attendance in the current school year.¹² And a 2021 evaluation of California's After School Education and Safety (ASES) and After School Safety and Enrichment for Teens (ASSETs) programs found that, on average, students attending the afterschool programs had higher rates of school-day attendance, up to 1.5 percent more school days than their non-participating peers.¹³ Studies of summer programs have also found a positive relationship between participation and improved school-day attendance. A randomized control trial study found that high school students participating in Boston's Summer Youth Employment Program—a six-week long paid program where youth ages 14 to 24 receive workforce readiness training and are placed with an employer, working no more than 25 hours a week—were 5.9 percentage points less likely to be chronically absent than their non-participating peers during the following school year, and unexcused absences decreased by 2.1 days.¹⁴

THE CONNECTION BETWEEN STUDENT ENGAGEMENT AND ACADEMIC PERFORMANCE^{15,16}

A 2021 study published in the *American Journal of Community Psychology* found that there was a positive relationship between middle school students' engagement in afterschool programs and their math achievement, as well as developmental skills such as social skills, identity, and leadership. Another evaluation by the Massachusetts Department of Elementary and Secondary Education and the National Institute on Out-of-School Time at Wellesley College of Massachusetts' 21st CCLC programs found that attendees showed growth in social-emotional learning skills and that these skills contributed to improved academic performance. Students who had higher ratings on their engagement in learning showed statistically significant greater growth on their English/language arts and math scores.



Boosting grades and academic performance

For the 2022-2023 school year, a National Center for Education Statistics School Pulse Panel found that public schools reported that nearly half of their students (49 percent) on average were behind grade level, an increase from 36 percent prior to the pandemic.¹⁷ To catch up, research by the Northwest Evaluation Association (NWEA) analyzing students' achievement gains in reading and math found that students would need an additional 4.1 months of schooling in reading and 4.5 months in math.¹⁸ Together with increasing engagement in learning and improving school-day attendance, studies have shown afterschool and summer programs' ability to positively impact students' academic performance.

→ Making gains in academic proficiency and on test scores:

A quasi-experimental study evaluating a comprehensive community-based afterschool program located in four public housing neighborhoods and serving students in grades K-12 found that students in the program made greater gains in their reading skills compared to their peers who did not participate, and researchers found significant effects of program participation on students' math and science proficiency, as rated by teachers, where participation in the program increased students' odds of proficiency.¹⁹ And in an evaluation of high-quality afterschool programs serving 3,000 low-income elementary and middle school students, researchers found that regular participation in high-quality afterschool programs resulted in significant gains in math test scores, where students who regularly attended programs over two years demonstrated gains of up to 20 percentiles and 12 percentiles in standardized math test scores respectively, compared to their peers who were routinely unsupervised after school.²⁰ Regarding the summer months, an evaluation of the Summer Boost program, which was offered at nearly 450 schools, serving more than 35,000 students in eight cities, found that on average, students in the program gained between four and five weeks of math learning and three and four weeks of English/language arts learning compared to their non-participating peers. Notably, evaluators reported that the summer programs that provided a balance of both enrichment activities and academic instruction saw the strongest results.²¹

→ **Raising school grades:** Regarding grades, a 2022 evaluation of South Carolina's 21st CCLC programs found that across consecutive school years, a majority of students regularly attending the programs improved their reading and math grades. During the 2019-2020 and 2020-2021 school years, approximately 6 in 10 regular attendees improved their reading grades by at least five points or more (58 percent and 62 percent, respectively), and more than half improved their math grades by five points or more (55 percent and 61 percent, respectively). Compared to their non-participating peers, students who regularly participated in programming for two consecutive years in the program had higher percentile rankings in math.²² Similarly, an experimental design study found that students who participated in the Higher Achievement afterschool and summer program had statistically significantly higher report card grades in math, English, and science, as well as higher overall GPAs, compared to an equally motivated matched control group after two years in the program.²³

INCREASING CONFIDENCE IN ACADEMIC PERFORMANCE²⁴

An evaluation that examined more than 25,000 summer learning programs in San Francisco, California, found that students in the Summer Together program believed that they would do better in school because of their participation in the programs that included academic and enrichment opportunities such as STEM programming, literacy supports, outdoor exploration, and field trips. Most kindergarten through sixth-grade students in the program responded positively that the program helped them learn (74 percent) and would help them to do well in school (65 percent), while more than half of sixth-12th graders agreed that they felt more ready for the next semester (57 percent) and that they were more confident about their school work (54 percent) because of their participation in Summer Together. Additionally, 90 percent of parents surveyed agreed that their children would do better in school because of participation in the program.

→ **Building STEM interest:** Multiple studies have found that participation in STEM afterschool programs has a positive effect on students' interest in STEM. A meta-analysis examining the effectiveness of out-of-school time activities fostering an interest in STEM found that programs that included both an academic and a social component had a positive effect on students' STEM interest, while a study explicitly looking at the relationship between Black students' engagement in out-of-school time activities and advanced high school science courses found that Black students who participated in more out-of-school time activities participated in more advanced science courses in high school.^{25,26} Another study examining the impacts of Studio STEM, an afterschool STEM program for middle schoolers, found that by the end of the program, students in the program reported significantly higher perceptions of their science competence compared to the start of the program and that they found science more interesting and useful. Their non-participating peers, however, saw significant decreases in their perceptions about the value of science attainment, their interest in science, and the utility of science.²⁷

→ **Consistent participation impacting academic performance:** The more regularly students attend afterschool programs during a school year has also been found to result in greater academic gains. A 2023 statewide evaluation of 21st CCLC programs in Indiana found that while 45 percent of students attending 21st CCLC programs fewer than 30 days showed growth on the state's math assessment, ILEARN, this increased to more than half of students who attended the program for 90 days or more (52 percent). Similarly, students attending the afterschool programs 90 days or more were more likely than those attending fewer than 30 days to earn a B grade or higher in English/language arts (73 percent vs. 66 percent) and in math (74 percent vs. 65 percent).²⁸





American Rescue Plan funds helping afterschool and summer programs make a difference

The Afterschool Alliance estimates that more than \$10 billion in American Rescue Plan (ARP) funds has been used to support afterschool and learning programs for approximately 5 million additional students. Below are a few examples of the ways in which ARP funds have been used during the afterschool and summer hours to inspire learning, improve students' academic performance, and support young people's overall well-being.



IN ALABAMA, braiding \$2.7 million in ARP funds with 21st CCLC and local city funds, Tuscaloosa City Schools was able to create a free, full-day, fun, and engaging summer learning program for more than 3,000 of its elementary, middle, and high school students, including 40 percent of the district's elementary students during the 2022 and 2023 summers. That's more than double the number of students they were able to serve in 2019. In addition to at least three hours of reading and math support, elementary and middle school students took part in activities and field trips centered around themes, such as theme parks, where students learned about rollercoaster infrastructure and created their own models. High schoolers were able to take part in affinity-based activities, community service, internships, ACT prep, and other opportunities helping them to prepare for college and the workforce. The district reported that three-quarters of students who attended at least 75 percent of the summer program showed no learning loss over the summer.



IN MINNESOTA, \$13.2 million in ARP funds supported 21 nonprofit youth-serving organizations providing comprehensive afterschool programming at 77 sites across the state through the Believe and Build Grant Program. Afterschool programming offered by grantees ran the gamut, including providing tutoring and homework help, service learning, youth leadership, STEAM activities, sports and recreation, financial literacy, career planning, and workforce training. Grants also helped expand access to afterschool programs, funding transportation, growing staff capacity, improving student recruitment efforts, and building partnerships. For example, the Believe and Build grant helped the Healthy Community Initiative partner with school districts, learning centers, city entities, and other nonprofits to increase rural youth access to out-of-school time programming in Rice County. Overall, in the first year, more than 6,300 students were served by grantees, increasing to more than 9,000 students the second year. An evaluation of the program found that grantees reported that their youth saw improvements in their self-regulation and self-awareness, were better able to express themselves, experienced a sense of belonging at their program and connection to their peers and staff members, and saw an overall improvement in their self-esteem and mental health.



IN RURAL TEXAS, Azle Independent School District (ISD) used approximately \$950,000 in ARP funds from the Texas COVID Learning Acceleration Support (TCLAS) grant to establish and run afterschool programs at seven schools from the fall of 2022 through the spring of 2024. The afterschool program, serving students in grades three through six, ran Monday through Thursday, three hours each day. In addition to an hour of tutoring led by school-day teachers, students took part in a variety of enrichment activities, including sketching, sculpting, painting, scavenger hunts, relay races, and STEM learning opportunities, such as learning about bridge design to engineer a bridge and building planetary models. The funds supported staff, including a full-time grant manager, site leads, and teachers, as well as curriculum-based supplies. Previous to ARP ESSER funds, Azle ISD did not have an afterschool program, but with the funding, more than 200 students were able to take part in programming. Azle ISD found that students who regularly attended the afterschool program were performing well in their reading and math classes, 95 percent were passing their reading and literacy classes, and 83 percent were passing their math classes—an achievement, as at least half of the students in the program had failed STARR assessments or grade-level tests focused on core subjects the year before.



IN GEORGIA, the Deep Center was awarded approximately \$214,000 by the Georgia State Afterschool Network and the Georgia Department of Education through the Building Opportunities in Out-of-School Time (BOOST) Grant, made possible by the American Rescue Plan Act. With the funds, the Deep Center added staff capacity and expanded partnerships in five of their programs, providing more than 500 middle and high schoolers with activities including creative writing, poetry, performing arts, visual arts, photography, and storytelling. All youth in the program improved their writing skills, and 81 percent improved in areas of competency including awareness, leadership, and hope. Nearly all Deep Center students surveyed (97 percent) reported that they were satisfied with their program.



Supporting young peoples' mental and physical well-being

The hours after school can be a time of infinite opportunities for young people, but they can also be a time of vulnerability. The hours between 3 p.m. and 7 p.m. are the peak hours when youth are the victims of crime and commit crimes.²⁹ A study looking at the associations between witnessing violence and being a victim of violence and participation in activities after school found that youth engaged in non-structured activities—such as hanging out with friends, playing pick-up sports games, and driving around in a car with friends after school—were associated with higher rates of witnessing and being a victim of violence. And in a follow-up survey one year later, engagement in non-structured activities after school was the only activity to still be related to young people witnessing more community violence and greater victimization.³⁰

In addition to concerns about young people's physical safety, young people are experiencing high levels of anxiety and depression. In 2022, approximately 1 in 5 adolescents—or 4.8 million young people—reported having a major depressive episode in the past year, and similar numbers reported experiencing anxiety (21 percent) and symptoms of depression (17 percent).³¹ Afterschool and summer programs provide a safe and supportive environment for young people, from the caring adults and mentors who staff programs and foster a sense of belonging and mutual trust and respect to providing guidance for young people to develop the skills that can help them navigate through the choices and challenges they may be confronted with.

→ **Developing skills that support students' mental well-being:** A 2023 meta-analysis published in the *Journal of Community & Applied Psychology* reviewed 56 studies of afterschool programs and found that afterschool programs can result in positive outcomes for youth with marginalized identities (such as youth of color, youth living in economically disadvantaged communities, English-language learners, and youth who have engaged in risky behaviors or have experienced trauma). A small, but significant positive overall effect was found on participating students' interpersonal skills, mental and

behavioral health, and identity development.³² Another study published in the *Journal of Adolescent Research* on Authoring Action (A2), an arts-based year-round program in North Carolina that focuses on youth and community development, reported that based on interviews with program alumni, four key themes arose when describing the impact the program had on their lives: the ability to communicate effectively and developing their voice and feeling heard; feeling safe to express themselves and experiencing personal growth; cultivating connections with their peers and staff; and developing critical consciousness, such as learning about social justice issues that impacted their community.³³ And in an evaluation looking at a full-day summer wellness program for elementary and middle school students—which provided physical activity opportunities, nutrition education, and academic enrichment with lesson plans framed around topics including respect, helping others, and leadership—found that students in the program were less likely to bully their peers after participating in programming. It also found that students demonstrated growth in prosocial behaviors, including a greater willingness to help others and respect their peers. Students reported improvements in their own ability to manage their emotions and solve problems.³⁴

AFTERSCHOOL AND STATE YOUTH RISK BEHAVIOR SURVEYS^{35, 36}

States that have included an afterschool activities-related question in their Youth Risk Behavior Survey (YRBS), which monitors and tracks health trends among high school and middle school youth, have found positive linkages between participation in programs and young people's healthy choices. For example, in Alaska, students taking part in afterschool programs at least two days per week were 39 percent less likely to use marijuana, 28 percent less likely to have an unexcused absence and 18 percent less likely to use alcohol. Vermont, which has included an afterschool-related question in their state's YRBS over multiple survey cycles, found that from 2015 to 2019, risky behaviors decreased among high schoolers who participated in afterschool activities 20 hours or more a week, including the rate of alcohol use (from 36 percent to 30 percent), carrying a weapon to school (from 11 percent to 5 percent), and being in a physical fight (from 23 percent to 20 percent).



→ **Reducing behaviors that can lead to poor health**

outcomes: The Boys & Girls Clubs of America 2022 national youth outcomes report found that Boys & Girls Club participants in grades nine through 12 were more likely to have abstained from substance use than high schoolers nationally, including activities such as vaping (83 percent vs. 64 percent) and marijuana use (83 percent vs. 75 percent).³⁷ Research has also found that participation in afterschool programs has a lasting effect on avoiding risky behaviors. A 2022 study published in the *Journal of Adolescence* found that participating in afterschool organized activities at ages 15 and 18 reduced the odds of substance misuse at age 26. On the other side of the spectrum, authors reported that high schoolers' unsupervised time with peers after school significantly increased the odds of binge drinking and regular marijuana use at age 26.³⁸

→ **Improving physical health:** A randomized control trial analyzing the health impacts of participation in a comprehensive afterschool program that included a focus on students' physical fitness and healthy eating and served primarily students of color from families with low incomes, found that after 12 weeks, students in the program who were overweight or obese improved their Body Mass Index (BMI) z-score, or BMI percentile, and the percentage of students in the program who were overweight or obese decreased.³⁹

“...afterschool should be accessible to all groups of people. Afterschool programs provide safety for the youth by keeping them out of the streets and give the youth a place to hang out and be themselves. Providing a space where kids can be mentored by adults and by each other is very important to better the lives of young people.”

Read more about Jay'Len's afterschool experience [in his blog](#).

→ **Improving school-day behavior:** Studies have also found that students participating in afterschool programs saw a reduction in school suspensions. A quasi-experimental study evaluating a comprehensive community-based afterschool program located in four public housing neighborhoods and serving students in grades K-12 found that students in the program were significantly less likely to be suspended or expelled compared to their non-participating peers.⁴⁰ Similarly, a study of a multi-year afterschool and summer program that provided high school students academic support, enrichment, physical activity, mentoring, snacks and meals, family engagement, and referrals for students and their families to other community supports, found that students participating in the program were less likely to be suspended than their peers who were not able to participate in the program. The researcher translated the impact into participants being approximately 10 percentage points less likely to be suspended.⁴¹



Preparing young people to thrive in adulthood

Afterschool programs are providing young people with the additional support to help them reach educational milestones and be prepared to enter the workforce with the skills that employers value. A 2023 national survey of teens found that only 57 percent said that they are confident that they have the skills they need to compete for jobs of the future,⁴² while a 2023 survey of employers found a divergence between the skills viewed as very important in a candidate compared to students' level of preparedness. For example, while approximately 8 in 10 employers said that verbal communication (81 percent), adaptability and flexibility (81 percent), and critical thinking skills (79 percent) were very important, those reporting that students were "very prepared" in these skills hovered around 50 percent, roughly a 30-percentage point gap.⁴³

→ Increasing the likelihood of graduating from...

- **...high school:** A 2019 longitudinal quasi-experimental study of students who participated in LA's BEST, a free, comprehensive afterschool program serving approximately 25,000 elementary schoolers in the Los Angeles Unified School District (most of whom are students of color and from families with low incomes), found that LA's BEST participants with high levels of attendance were 5 percent less likely to drop out of school and 6 percent more likely to graduate from high school on time compared to their counterparts who did not participate in the program.⁴⁴ Similar findings were reported in an evaluation of 21st CCLC programs in Indiana, where evaluators found that more than 9 in 10 high school seniors in 21st CCLC programs (94 percent) graduated on time.⁴⁵ After-School All-Stars, a nationwide program with 19 chapters serving 78 cities in 13 states, providing free comprehensive afterschool programming to children from low-income families, reported that during the 2021-2022 school year, 100 percent of 12th graders participating in their program graduated. Additionally, more than 8 in 10 of these seniors (83 percent) were enrolled to take part in college, vocational/technical school, or the military after graduation.⁴⁶
- **...and college:** In a study evaluating MAPS 4 College's College Preparatory Leadership Mentoring Program (CPLMP)—a community-based afterschool program

focused on college access and providing supports such as ACT classes, leadership training, peer-to-peer training, and community action projects—researchers found that in addition to 100 percent of students attending the program between 2010 and 2014 graduating from high school, 88 percent enrolled directly in a four-year college or university. Most of these students were first-generation college students, and among the group of students they were able to find in 2022, 100 percent graduated from college.⁴⁷ Another study examining the longitudinal effects of involvement in extracurricular activities among older youth found that the greater breadth and frequency of participation in extracurricular activities in the 10th grade led to a greater likelihood of obtaining a graduate degree, a certification, or an associate's or bachelor's degree eight years after finishing high school.⁴⁸

→ Helping young people feel prepared for life post-high school:

Evaluations of 21st CCLC programs serving older youth have found that programs are helping young people feel ready for the next steps after high school. For example, a 2022 report by Via Evaluation found that among high school participants in Delaware's 21st CCLC programs, most said that their 21st CCLC program helped them to learn skills that they can use later in life (94 percent) and prepare for college (92 percent) and career (85 percent).⁴⁹ In a 2020 evaluation of the state's 21st CCLC programs, more than 7 in 10 regularly participating students in Virginia's 21st CCLC programs agreed that their program helped them learn the knowledge and skills needed to be ready for a job or career (76 percent) or helped them learn what is necessary to be prepared for trade school or college (71 percent).⁵⁰ A 2023 evaluation of Montana's 21st CCLC programs found that among middle and high school 21st CCLC participants, 70 percent said that they had opportunities to further develop their career plan in the program (70 percent).⁵¹

An ethnographic study of an afterschool program for Latinx high school students that included an academic lab and college prep component found that the positive relationships between adults and students and the supports provided by the program built students' knowledge about and readiness for college. The researcher reported that students in the program demonstrated the ability to self-regulate, finish homework assignments, complete projects on time, and feel comfortable asking questions about college and the application process. They also reported that the program provided the tools and mentorship to help students with their Free Application for Federal Student Aid (FAFSA) and college personal statements and applications, stating that, "... [afterschool programs] can play an influential, supplemental role in the development of college readiness."⁵²



→ **Developing the skills employers want:** Evaluators found that Girls on the Run participants showed leadership skills, increased confidence, improved conflict resolution skills, greater commitment toward completing tasks, and were more inclusive.⁵³ A randomized control trial of the Urban Alliance High School Internship Program found that students who participated in the program improved their workplace skills, like speaking with co-workers, giving presentations, and proficiency using common office equipment and computer programs.⁵⁴ Additionally, an evaluation of Montana’s 21st CCLC programs found that among middle and high school students in the program, more than 9 in 10 reported that their program had helped them with being responsible (95 percent), making good decisions (94 percent), working with others (93 percent), and handling problems (92 percent).⁵⁵

→ **Strengthening STEM identity and career interest:** A study examining the impacts of an afterschool STEM program for middle schoolers found that by the end of the program, students in the program reported significantly higher perceptions of their science competence compared to the start of the program, found science more interesting and useful, and maintained intentions to pursue college. At the same time, their peers who did not participate in the program saw significant decreases in their perceptions about the value of science

attainment, their interest in science, and the utility of science.⁵⁶ And a national study of more than 150 STEM-focused afterschool programs that received support from state afterschool networks found that students made significant gains in positive STEM attitudes, where a majority of students saw substantial growth in their STEM engagement, career interest, career knowledge, activity participation, and identity. The greatest gains were found among Latinx/Hispanic youth.⁵⁷

→ **Lasting benefits:** A study in *Development and Psychopathology* found that youth who participated in organized afterschool activities had fewer problem behaviors later in life. Students who reliably attended afterschool activities while in elementary school had less impulsivity and less police contact at age 26.⁵⁸ Another study found that participating in similar activities in elementary school contributed to better grades and a rigorous course load in high school, resulting in greater educational and occupational attainment in adulthood.⁵⁹

To find more studies on afterschool and summer learning programs, visit the [Afterschool Impacts Database](#), with more than 150 summaries of evaluations reporting out on outcomes associated with participation in programs.

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