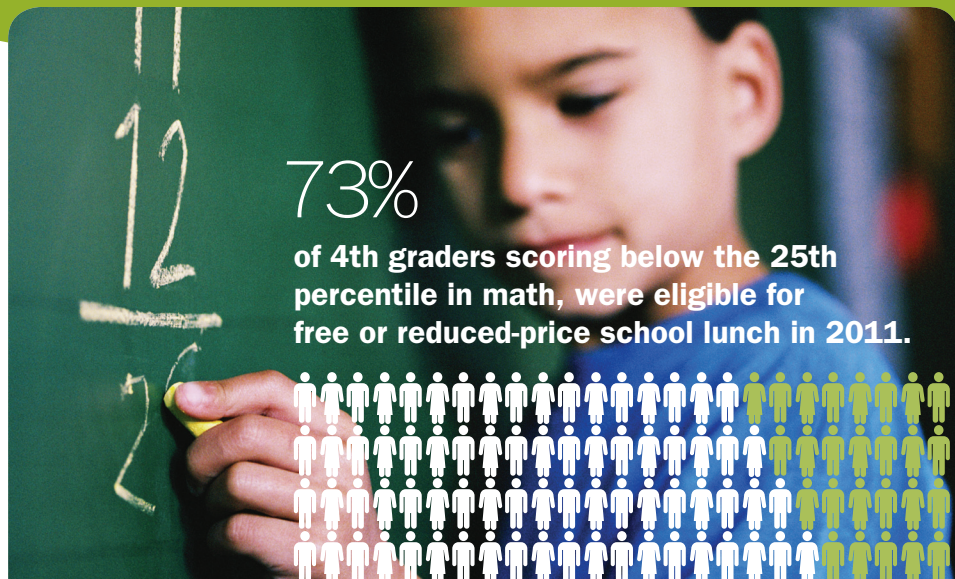


# The Achievement Gap Is Real

*“We can no longer afford to deny any child, let alone entire communities, the opportunity to learn, achieve and compete.”*

Congressman Chaka Fattah,  
Pennsylvania

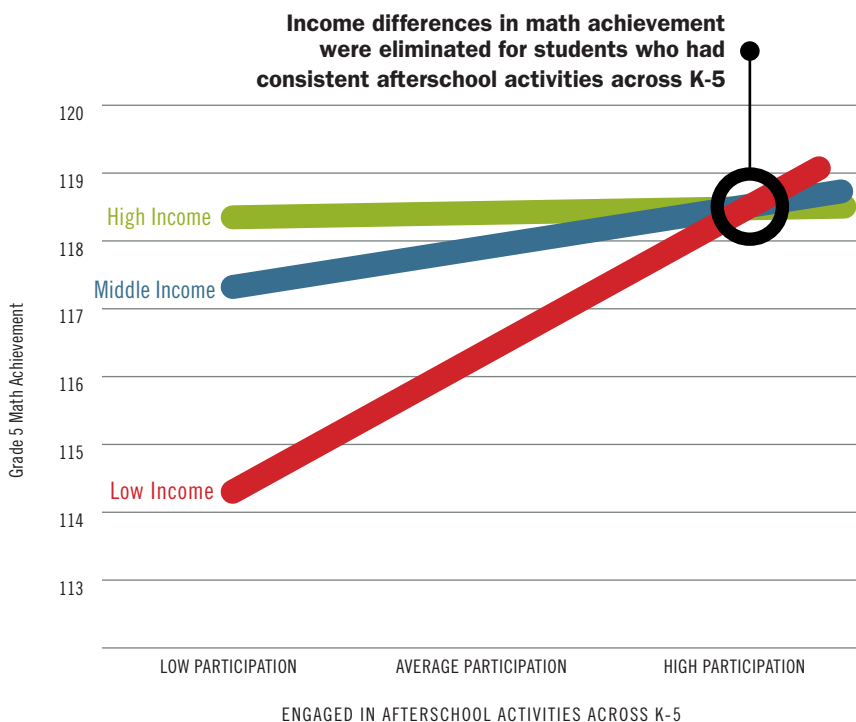
*For Each and Every Child*, Report to the Secretary of Education from the Equity and Excellence Commission, February 2013



NEW RESEARCH SHOWS

## Afterschool Is a Real Solution Linked to Closing the Gap

### Afterschool Participation Narrows the Math Achievement Gap<sup>1</sup>



**New research demonstrates that more consistent time spent in afterschool activities during the elementary school years is linked to narrowing the gap in math achievement at grade 5.**

**What the data indicate:**

- » When afterschool participation is highly consistent, there is no gap in low-income and high-income children’s math achievement at grade 5
- » The more consistent the afterschool participation, the narrower the gap in math achievement
- » The more rarely students participate in afterschool activities, the wider the achievement gap

1. Pierce, K. M., Auger, A. and Vandell, D. L. (April, 2013). *Narrowing the Achievement Gap: Consistency and Intensity of Structured Activities During Elementary School*. Unpublished paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

# Expanding Learning Through Afterschool: Three Key

1

**More time spent expanding learning in afterschool = greater benefits for youth.<sup>2</sup>**

Consistent participation in afterschool activities yields positive results.



**Narrowed gap in math achievement**



**Greater gains in academic and behavioral outcomes**



**Reduced school absences**

More time spent in afterschool is associated with:

- + Better work habits
- + Improved academic performance
- + Gains in self-efficacy
- + Improved GPA
- + Increased attendance, fewer school absences

Unstructured time with peers in the after school hours is associated with:

- Lower GPA
- More school absences
- Greater misconduct
- Reduction in work habits and self-efficacy

2. Auger, A., Pierce, K. M. and Vandell, D. L. (April, 2013). *Participation in Out-of-School Settings and Student Academic and Behavioral Outcomes*. Unpublished paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

# Factors Linked to Positive Outcomes

## 2 When youth like their afterschool program, they show improvement in the classroom.<sup>3</sup>

When youth report positive afterschool experiences, teachers report gains in the classroom.



- + Better work habits
- + Stronger task persistence
- + Pro-social behavior with peers

## 3 Youth appreciate and need support from afterschool staff.

When youth report on their afterschool experience, emotional support from adult staff is the most significant factor leading to their positive assessment.



3. Kataoka, Sabrina and Deborah L. Vandell. "Quality of Afterschool Activities and Relative Change in Adolescent Functioning Over Two Years." *Journal of Applied Developmental Science*. VOL 17, ISS 3 (2013): 1-12. Print.



## Embrace Expanded Learning & Afterschool for the Future of Our Youth

Young people need—and deserve—more from their education. High-quality afterschool and summer learning programs powered by school-community partnerships offer young people a variety of hands-on, engaging learning activities that build on the school day. The Expanded Learning & Afterschool Project is a 50-state initiative harnessing the power of networks and leaders to help schools and communities leverage the time beyond school to accelerate student achievement. The initiative connects you with research, resources and best practices for building affordable and sustainable approaches to expanding learning in your community.

**Only 8.4 million K-12 children participate in after school programs. 18.5 million would participate if a quality program were available in their community.** (Afterschool Alliance, 2009)

**Over 15 million school-age children are on their own after school. Among them, more than 1 million are in grades K-5.** (Afterschool Alliance, 2009)

**Join** the growing community of people committed to ensuring that all children have access to afterschool and expanded learning opportunities they need to succeed.

For more information visit the Expanded Learning & Afterschool Project at [www.ExpandingLearning.org](http://www.ExpandingLearning.org)

**Sign on** as a supporter of the Expanded Learning & Afterschool Project and our principles

**Stay informed** about expanded learning events and opportunities

**Sign up** for our newsletter



### ABOUT THE RESEARCHER

**Deborah Lowe Vandell** is the founding dean of the School of Education at the University of California, Irvine. An internationally recognized scholar on the effects of early child care, K-12 education, afterschool programs and families on children's social, behavioral and academic functioning, Vandell has examined the effects of afterschool programs on academic and social outcomes. This work underscored the importance of out-of-school time as a factor in classroom success. In addition, Vandell developed an online assessment tool in use by the state of California to measure quality and student performance in afterschool and summer learning programs. Learn more about Vandell's research and how to put it to use at [www.afterschooloutcomes.org](http://www.afterschooloutcomes.org)