



---

House Bill 33: FY24-25 Operating Budget

Senate Education Committee  
Chair Brenner  
Ranking Member Ingram  
Senators O'Brien, Blessing, Huffman, Reynolds, Ingram

Testimony submitted by:  
Adam Shank, Executive Director,  
Ohio Alliance of Boys & Girls Clubs

---

Chairman Brenner, Ranking Member Ingram, and members of the Senate Education Committee. My name is Adam Shank, and I am the Executive Director of the Ohio Alliance of Boys & Girls Clubs. I want to take a moment to thank the Administration and the General Assembly for their steadfast support of the Clubs over the years. Through your work and support, the Clubs are making significant impacts on the lives of the youth we serve.

If a student in Ohio has access to a Boys & Girls Club, they have access to more hours of structured programming out-of-school than they do in their local classroom. Using out-of-school time to build communities of learning and increase access to academic resources is critical. It is also effective.

The past few years have had a profound impact on education, leading to widespread learning loss and a need for academic recovery. A recent study found that students have lost an average of six months of learning, with low-income and minority students being hit the hardest (COVID-19 and Learning Loss: An Unprecedented Crisis in America's Schools, 2020). To address

this challenge, it is essential to provide students with access to high-quality, evidence-based programs and resources that support academic recovery.

Boys & Girls Clubs have a long history of providing high-quality, evidence-based programs and activities designed to support academic success. Studies have consistently shown that participation in Boys & Girls Clubs is associated with improved academic outcomes. A systematic review of research studies found that Boys & Girls Clubs have a positive impact on youth outcomes, including academic achievement, higher grades, and better performance on standardized tests (The Impact of Boys & Girls Clubs on Youth Outcomes, 2017). A meta-analysis of research studies found that participation in after-school programs, including Boys & Girls Clubs, was associated with improved academic outcomes, such as higher test scores and better grades (The Effectiveness of After-School Programs for Improving Academic Outcomes: A Meta-Analytic Review, 2007). Furthermore, in delivering these academic outcomes, Clubs have documented a positive return on investment for the state of Ohio. In fact, for every \$1 that state invests in Boys & Girls Clubs, Ohio communities recognize a return of \$11.35 (Institute for Social Research and the School of Public Health at the University of Michigan, 2015).\*

Attached, I have included a comprehensive summary of Club impact on school performance documenting that Club programs: improve young people's school-day attendance, which is essential for academic progress; boost academic success for youth – leading to better grades, higher test scores, positive study habits, improved school behaviors; engage youth over the summer months, preventing the learning loss that can occur when they are not in school; enhance young people's engagement with learning, as well as their attitudes and behaviors related to school;

---

\* Preliminary results from an ongoing Social Return on Investment Study by the Ohio University Voinovich School indicate that the return on investment for Ohio is likely significantly higher today than it was when the University of Michigan study was conducted. The final report of this study is expected in August of next year.

foster good study habits and positive behaviors, which youth then use in school and at home; build young people's confidence, belief in their abilities and their expectations for the future; and increase youth's chances of staying in school, being promoted to the next grade and graduating high school on time. This data demonstrates, in short, that Clubs are a critical partner in enriching and achieving desired state educational outcomes.

For these reasons, the Administration, General Assembly, and Department of Education have partnered with Clubs to expand services and promote academic recovery in high-need rural, Appalachian, and urban areas. We now have more than 100 Club sites across the state, a 33% increase in service area, and a service capacity of more than 60,000 Ohio kids, a 300% increase from early pandemic levels. Many of these sites and service areas were established in direct partnership with local school districts. Additional partnerships are underway to provide mobile Club programming in hard to reach rural and Appalachian areas where access to services is limited.

The ongoing partnership with ODE has produced an increase of 1,714 sq miles in service area, 3,482 more program hours, support for 678 educators in eliminating barriers to learning, the engagement of 12 new school districts, and the establishment of 46 new partnerships to assist academic programming efforts in some of the highest need areas of the state.

To ensure the sustainability and enhancement of these successful programs, the Ohio Alliance of Boys & Girls Clubs is requesting that the House's allocation of \$3.5 million in each fiscal year be maintained in the Senate. Administered by the Ohio Department of Education, the funding will support the ongoing establishment and expansion of Club programming in underserved areas of the state and to support academic programs to address learning loss. This allocation would be the continuation of the ongoing partnership with ODE, but a new investment of state funds as opposed to federal dollars. Coupled with a more restrictive increased earmark of

federal pass-through TANF dollars included in the Governor's and House's versions of the bill, this amount will ensure the continued support and expansion of evidence based academic programs.

As the needs of Ohio's youth continue, it is imperative that the state support ongoing and impactful programs in a fiscally responsible way. One that is focused on outcomes and return for Ohio's communities and tax dollars. At the requested amount, annual academic programming could be provided at the cost of \$58.33 per student and generate a documented return of \$39,725,000 in economic benefit for the state.

State funding for Boys & Girls Clubs is an investment in the future of communities and the well-being of our youth. Boys & Girls Clubs have a proven track record. Clubs in Ohio have evolved beyond mere community-based organizations to become state partners in addressing youth issues. If you want to have positive impacts on state outcomes in academic recovery, youth mental health, and college/career readiness, an investment in Boys & Girls Clubs is sound state policy with a documented ROI. Therefore we humbly request the maintenance of the aforementioned allocation in the Senate version of HB 33.



## SCHOOL PERFORMANCE

### ATTENDANCE

*Afterschool programs improve young people's school-day attendance, which is essential for academic progress.*

### WHY THIS MATTERS

When young people attend school regularly, they achieve at a higher rate than those absent more often. For elementary-school youth, regular attendance leads to greater proficiency in reading and math: fourth-grade students who attend regularly score an average of 12 points higher on reading assessments – more than a full grade level – and, among eighth graders, those attending regularly score an average 18 points higher on math assessments.<sup>1</sup> Middle-school youth who don't miss school have a greater chance of staying engaged in their schoolwork and passing important courses that prepare them for high school. For high-school students, attending school regularly increases their chances of graduating and finding good jobs; it is, in fact, nearly as important as good grades for predicting whether teens will stay on track to graduate.<sup>2</sup> Regular school attendance equips young people for success now and in the future by fostering helpful life skills and habits, connecting youth to their community, building strong social-emotional skills and encouraging positive relationships.<sup>3</sup>

---

### DEEPER DIVE | IMPACT OF AFTERSCHOOL

In afterschool, youth feel connected to peers and classmates, engaged in learning and supported by people who care about them. They experience a sense of belonging, connection, and academic support, all of which have a positive impact on their school-day attendance.<sup>4</sup>

---

### EVIDENCE FROM BOYS & GIRLS CLUBS

- Boys & Girls Clubs foster regular school attendance. A longitudinal study of middle-schoolers attending Clubs found improvements in attendance and attitudes about school. Youth who attended Clubs skipped school less and applied more effort in their schoolwork, and these results improved as the number of days in afterschool increased.<sup>5</sup>
- In 2022, nearly two-thirds (62%) of Boys & Girls Club members aged 9 to 12 and almost three-fourths (72%) of teens 13 and older reported not having skipped school in the past four weeks.<sup>6</sup>
- School-day attendance is even higher among Boys & Girls Club teens who have an optimal Club Experience, when the Club environment consistently provides them with positive experiences in a specific area. This group, when compared to teens whose experience needs improvement, are 26% less likely to skip school than their counterparts.<sup>7</sup>



- 
- A study of more than 10,200 Boys & Girls Club members in Washington state using student data from the 2013-2014 school year found that Club members were 36% less likely to be chronically absent when compared to students across the state. Members who attended the Club frequently (on average, two or more times per week) were 55% less likely to be chronically absent.<sup>8</sup>
  - A study conducted by the Connecticut Department of Education and the Connecticut Alliance of Boys & Girls Clubs found that only 7% of Boys & Girls Club youth in grades K to 12 were chronically absent during the school year, compared to 11% of students across the state. Members who attend the Club frequently (on average, two or more times per week) were two times less likely to be chronically absent than youth across the state.<sup>9</sup>
- 

## EVIDENCE FROM OTHER PROGRAMS

- In a summary of 128 studies of afterschool programs spanning grades K to 12, researchers found that 41% of the programs showed that their participants had improved outcomes in attendance and enrollment.<sup>10</sup>
  - Youth participating in Chicago's After School Matters program had significantly fewer school-day absences than their peers (7.5 days of school missed vs. 9.6).<sup>11</sup>
  - The more often youth attend afterschool, the more they benefit. Youth in Rhode Island who participated in 21st Century Community Learning Centers 60 days or more in a year had 70% fewer school absences than non-participants,<sup>12</sup> and those attending afterschool 70 days or more in New Jersey's Community Learning Centers showed an even greater reduction in absences.<sup>13</sup>
  - A study of the Horizons summer learning program – serving 6,000 youth in 19 states – found that those who participated at least four summers had higher attendance rates and less chronic absenteeism than non-participants. Elementary- and middle-school youth had attendance rates 1.1 percentage points higher, equal to two extra days of school, and high-school students had rates 3.6 percentage points higher, equal to 6.5 more days of school.<sup>14</sup>
  - Middle-school youth participating in the AfterZone afterschool program for at least two years missed 25% fewer school days than non-participants.<sup>15</sup>
  - Afterschool programs that give youth chances to plan future activities, learn something, explore and discover new things on their own, make a contribution or engage in discussions saw improved school-day attendance among youth participating 60 days or more.<sup>16</sup>
-



## GRADES AND TEST SCORES

*Afterschool programs boost academic success for youth – leading to better grades, higher test scores, positive study habits, improved school behaviors.*

### WHY THIS MATTERS

Academic achievement is essential for youth. Doing well in school gives students a sense of satisfaction and accomplishment, motivating them to work harder and do their best, which in turn increases their self-confidence. When youth succeed academically, they benefit by tapping into a love of learning, developing a strong work ethic and gaining important life skills that will serve them well in the future. Academic achievement also pays off in the long term; it increases the likelihood that a young person will graduate from high school, get accepted into a good college, have access to more job opportunities and have higher earnings when they enter the workforce. It also can lead to better health later in life.<sup>17</sup>

---

### DEEPER DIVE | IMPACT OF AFTERSCHOOL

When youth have the opportunity to learn and practice new skills through academic enrichment experiences in afterschool, their grades and test scores improve. While afterschool programs complement learning that takes place during the school day, they also offer advantages that schools cannot provide: time and space for in-depth learning projects, flexibility for learning outside the classroom, opportunities for active participation and activities to motivate youth.<sup>18</sup>

---

### EVIDENCE FROM BOYS & GIRLS CLUBS

- Boys & Girls Clubs' academic enrichment experiences, such as high-yield learning activities and games, and support in the form of targeted tutoring and homework assistance help youth perform well academically. Participants in BGCA's Project Learn, which builds on skills and knowledge youth learn at school, saw increases in grade point averages: overall GPA (11%); math GPA (13%), spelling GPA (22%) and reading GPA (5%).<sup>19</sup>
- In 2022 outcomes measurement data, the majority of BGCA Club members (83%) reported receiving mostly As and Bs.<sup>20</sup>

---

### EVIDENCE FROM OTHER PROGRAMS

- In a summary of 128 studies of afterschool programs spanning grades K to 12, researchers found that one-third (33%) of the programs showed improved participant outcomes in math achievement; one-fourth showed gains in reading achievement (26% of programs) and science achievement (25% of programs).<sup>21</sup>

- 
- A review of 68 afterschool programs found that programs that seek to promote young people’s personal and social skills – and use SAFE (sequenced, active, focused and explicit skill-training practices – result in improved performance for participants in school grades and standardized test scores when compared to non-participating youth.<sup>22</sup>
  - A two-year longitudinal study focused on the effects of afterschool participation on ethnically diverse elementary- and middle-school youth from high-poverty communities. Students who attended high-quality programs two to three days a week over a two-year period, when compared to non-participating youth, showed gains of 20 percentiles (elementary-school youth) and 12 percentiles (middle-school youth) in math achievement test scores.<sup>23</sup>
  - In a national evaluation of 21st Century Community Learning Center programs, 25 out of 54 states reported improvements in the grades of regular program attendees. Half (50%) of students in K to 12 had improved math grades and 49% had improved English grades.<sup>24</sup>
  - Regular attendees in 21st Century Community Learning Center programs also improved their performance on assessment tests. One-fourth of elementary students improved on the elementary reading state assessment, and 19% of middle- and high-school youth improved on the middle/high school mathematics state assessment.<sup>25</sup>
  - In New Mexico, 29% of participants in 21st Century Community Learning Centers raised their grade by a full letter, and nearly half (49%) of those earning below a passing grade raised their grade by the end of the year.<sup>26</sup>
  - When youth living in low-income households participate in afterschool programs, their achievement in math (at grade 5), is closer to that of their peers from higher-income households. When youth participate on a consistent basis, there is no gap in math achievement between groups of children in grade 5.<sup>27</sup>
  - Youth show the greatest improvements in school performance when participating in afterschool programs with an academic component – tutoring or homework assistance.<sup>28</sup>
-



## SUMMER LEARNING LOSS

*Afterschool programs engage youth over the summer months, preventing the learning loss that can occur when they are not in school.*

### WHY THIS MATTERS

Summer learning loss occurs when youth fail to retain what they learned during the previous academic year, returning to school at a lower level than when they left. This loss especially affects youth from low-income households; studies show that most youth lose about two months of grade-level equivalency in math and reading skills over the summer, but youth from low-income households experience even greater loss.<sup>29</sup> Because it can take as much as two months in the fall for young people to recover and re-learn what they lost while away from school, it is especially important to engage them in constructive, enriching activities during the summer months so they will be ready for success when the school year gets under way.<sup>30</sup>

---

### DEEPER DIVE | IMPACT OF AFTERSCHOOL

Summer programs have the potential to help youth avoid learning loss. Through high-quality instruction, smaller group sizes, engaging programming and content aligned with school-year curricula, afterschool programs give youth access to educational resources in the summer and additional time and support for learning and retaining academic content.<sup>31</sup> With this support, youth are equipped to start the next grade ready to learn and build on their previous success.<sup>32</sup>

---

### EVIDENCE FROM BOYS & GIRLS CLUBS

A 2015 randomized control trial of Boys & Girls Clubs' Summer Brain Gain's modules for elementary youth found that participants had more gains in math compared to non-participants. In addition, younger participants (rising in grades 1 to 3) showed significant gains in early literacy, and older participants (rising in grades 4 to 5) experienced no significant learning loss in math and reading.<sup>33</sup>

---

### EVIDENCE FROM OTHER PROGRAMS

- In one study of summer-learning programs, youth in grades 3 through 7 had improvements in math after one summer. Frequent attenders benefitted even more; after two summers, they experienced gains in mathematics, language arts and social-emotional skills.<sup>34</sup>
- Long-term participants in the Horizons summer learning program – targeting youth from low-income households – scored higher on standardized math and science tests at the end of elementary school. They had higher grade point averages in grade 9 than non-participants and were less likely to repeat a grade in middle and high school. Horizon youth



---

also earned more credits, the equivalent of one full-year course credit by the end of grade 9.<sup>35</sup>

- Elementary school students from low-income households in urban districts who were high attenders of summer learning programs experienced benefits in math (25 percent of the average annual gain) that persisted through the following school year (13 percent of the expected annual gain).<sup>36</sup>
  - In a study of Building Educated Leaders for Life (BELL), a summer program targeting elementary children living in low-income households, participants gained approximately one month's worth of reading skills during the summer over their non-participating peers.<sup>37</sup>
-

## LEARNING ENGAGEMENT

*Afterschool programs enhance young people's engagement with learning, as well as their attitudes and behaviors related to school.*

### WHY THIS MATTERS

Being engaged in school is an important predictor of student success; when youth are curious and engaged in learning, they are more likely to do well academically, feel connected, have a sense of social-emotional well-being, stay in school and graduate.<sup>38</sup> When a young person is engaged in school, it can be behavioral, such as attending class and completing assignments. Being engaged also can be emotional, liking school, identifying with school or finding learning interesting or enjoyable. And it also can be cognitive, if a student is curious, focused and attentive, and using higher-level critical thinking, for example.<sup>39</sup> Youth with all three types of engagement are more likely to do well academically.<sup>40</sup>

---

### DEEPER DIVE | IMPACT OF AFTERSCHOOL

Afterschool programs engage and motivate youth through a variety of activities that make learning fun, and these positive experiences outside of school can enhance a young person's engagement while in school.<sup>41</sup> In one study, more than three out of four principals reported positive effects of afterschool programs: 82% said afterschool enhanced students' attitudes toward school and 76% said it enhanced youths' motivation to learn.<sup>42</sup>

---

### EVIDENCE FROM BOYS & GIRLS CLUBS

- Boys & Girls Clubs activate members' motivation and curiosity. Nearly all Club youth (92%) say they enjoy learning new things, and 84% say they choose activities that push them to learn new things. This enjoyment leads to positive results; of Club members who enjoy learning, more than three-fourths (77%) are on track to graduate.<sup>43</sup>
- Boys & Girls Club members who have an optimal Club Experience, when the Club environment consistently provides them with positive experiences in a specific area, are two times more likely to enjoy learning new things than members whose experience needs improvement.<sup>44</sup>
- Boys & Girls Club youth also see learning as important. Nearly three-fourths (73%) of Club members say that what they are learning in school will be important later in life.<sup>45</sup>

---

### EVIDENCE FROM OTHER PROGRAMS

- In a summary of 128 studies of afterschool programs spanning grades K to 12, researchers found that more than one-third (39%) of the programs showed improved participant outcomes in school engagement.<sup>46</sup>



- 
- Afterschool programs foster engagement. Teachers report that youth in Community Learning Centers show more positive engagement and effort in class and in schoolwork.<sup>47</sup>
  - Young people report higher motivation and positive states of mind when they are in afterschool programs than when they are elsewhere; they also think the activities they do there are more important than other activities they engage in.<sup>48</sup>
  - In a three-year evaluation of the Beacon Community Center afterschool initiative, nearly all (95%) of the middle-school participants reported that they try hard in school.<sup>49</sup>
  - Afterschool programs that intentionally foster personal and social skills have an overall positive and statistically significant impact on youth – prompting more positive attitudes about school, enhanced self-perception (including self-confidence, self-esteem and a sense of self-efficacy), a greater sense of connection to school and improved social behavior.<sup>50</sup>
-

## STUDY HABITS

*Afterschool programs foster good study habits and positive behaviors, which youth then use in school and at home.*

## WHY THIS MATTERS

An important element of a young person’s education is becoming an independent, self-directed learner. Youth need to develop effective study habits and positive classroom behaviors – such as listening, paying attention and participating actively in discussions – so they get the most out of class and complete their assignments successfully on their own and on time. These skills are especially important as youth get older. With good study habits and positive school behaviors, young people’s grades will get better, their knowledge will grow and their ability to learn and assimilate new information will increase.

## DEEPER DIVE | IMPACT OF AFTERSCHOOL

Young people who participate in high-quality afterschool programs spend more time engaged in academic and extracurricular activities, in contrast to youth in other settings, who spend more time watching TV or playing outside unsupervised. As a result, participants in afterschool programs develop more positive study habits and school behaviors.<sup>51</sup> Regular participation in afterschool programs is linked to significantly improved schoolwork habits and reduced behavior problems, both important to academic progress.<sup>52</sup>

## EVIDENCE FROM OTHER PROGRAMS

- An evaluation of New Hampshire’s Community Learning Centers found that teachers reported that 64% of youth who regularly participated in the program were more successful finishing their homework and 60% increased their level of class participation.<sup>53</sup>
- A two-year longitudinal study focusing on the effects of afterschool participation on ethnically diverse elementary- and middle-school youth from high-poverty communities found that those who attended high-quality programs two to three days a week over a two-year period showed significant gains in study habits and task persistence.<sup>54</sup>
- In a national evaluation of 21st Century Community Learning Center programs, 40 out of 54 respondents (all 50 states, plus District of Columbia, the Virgin Islands, Puerto Rico and the Bureau of Indian Affairs) reported improvements in homework completion and class participation of regular attendees. According to teacher reports, more than two-thirds (68%) of Learning Center participants in elementary, middle and high school had improved homework completion and class participation.<sup>55</sup>
- In a three-year evaluation of the Beacon Community Center afterschool initiative, nearly all of the middle-school participants reported that they pay attention in class (93%), come to class prepared (88%) and always finish their homework (85%).<sup>56</sup>



- 
- In an evaluation of Virginia’s 21st Century Community Learning Centers, school-day teachers reported that 21st CCLC students improved in key areas. Approximately three-fourths of teachers said students improved in homework completion and class participation (77%) and in classroom behavior (70%), and more than half (54%) said 21st CCLC students improved in their motivation to learn.<sup>57</sup>
  - According to their teachers, students who regularly attended Wisconsin 21st Century Community Learning Centers improved in several ways. Two-thirds of 21st CCLC students (66%) improved in class participation and in homework completion; and more than half (58%) improved in coming to school motivated to learn and being attentive in class.<sup>58</sup>
  - In an evaluation of the Communities Organizing Resources to Advance Learning (CORAL) afterschool initiative – serving youth from low-income, low-achieving schools – researchers found that youth who had a strong sense of belonging to their afterschool program showed significant improvements in 10 out of 13 outcomes, including being better able to pay attention in class and being more likely to study hard for a test.<sup>59</sup>
-



## YOUTH AND ADULT EXPECTATIONS

*Afterschool programs build young people's confidence, belief in their abilities and their expectations for the future.*

### WHY THIS MATTERS

A student's expectations about doing well in school can predict their future achievement<sup>60</sup>; in fact, if youth believe they can do something, they experience more academic success.<sup>61</sup> Youth also are more likely to perform well academically when adults hold high expectations for them.<sup>62</sup>

---

### DEEPER DIVE | IMPACT OF AFTERSCHOOL

Afterschool programs, because they are at the intersection of school, community and home, have the potential to motivate and encourage youth beyond what school alone can do. A positive afterschool setting – one with positive social interactions, student engagement, academic enrichment and supportive adults – can increase youth perceptions of their academic abilities. As their confidence grows and their identity as a learner increases, so does their belief in themselves and their expectations for the future.<sup>63</sup>

---

### EVIDENCE FROM BOYS & GIRLS CLUBS

- Boys & Girls Club youth who perceive their Club experience as positive are more likely to have high academic expectations, good grades and a sense of valuing school.<sup>64</sup>
  - Outcome measurement data on Boys & Girls Club members shows that 94% of Club youth say that adults at the Club believe they will be a success.<sup>65</sup>
  - Surveys of adult alumni of Boys & Girls Clubs show that the vast majority (91%) believe that adults at the Club held high expectations for them and believed they would be a success.<sup>66</sup>
- 

### EVIDENCE FROM OTHER PROGRAMS

Nearly all participating teens (96%) in Chicago's After School Matters program reported having plans for their lives after high school.<sup>67</sup>

---

## HIGH SCHOOL GRADUATION

*Afterschool programs increase youth's chances of staying in school, being promoted to the next grade and graduating high school on time.*

### WHY THIS MATTERS

High school graduation is a critical milestone for all young people. It is a requirement for higher education and because it provides the credentials needed for many jobs, it prepares youth for entry into the workforce and gives them a better chance of being employed. In 2022, the employment rate for workers with a high-school diploma was 20% higher than for those who had not completed high school; less than half (47%) of workers 25 and older without a high-school diploma were employed.<sup>68</sup> With a high-school diploma, a worker has a better chance for higher earnings; in 2020, the median annual earnings for those with high-school completion was 23% higher than for those without (\$36,600 vs. \$29,800).<sup>69</sup> High school graduation serves as a foundation for the rest of a young person's life by leading to more opportunities, better living conditions, a healthier life – and preparing them to participate as productive, engaged citizens.<sup>70</sup>

### DEEPER DIVE | IMPACT OF AFTERSCHOOL

Participants in afterschool programs are more likely to graduate high school and less likely to miss school, fail courses, or drop out than non-participants and, the higher the participation in afterschool, the greater the positive impact on youth graduation rates.<sup>71</sup> Yet it is not only frequency that matters; research shows that afterschool programs must be of high quality if they are to have a positive impact on youth. High-quality afterschool programs offer important elements of learning environments – positive relationships, skill-building activities, high levels of engagement, a focus on mastery of knowledge and skills, appropriate levels of structure, opportunities for autonomy and choice.<sup>72</sup>

### EVIDENCE FROM BOYS & GIRLS CLUBS

- Boys & Girls Club members overwhelmingly have high expectations; nearly all Club youth (94%) expect to graduate high school.<sup>73</sup>
- Three-quarters of Boys & Girls Club youth are on track to graduate from high school on time. Among elementary school youth, 53% are on track for on-time high school graduation with low risk. An additional 19% are on track with some risk (such as having poorer grades or occasionally skipping school). Among middle-school youth, 55% are on track with low risk and 20% are on track with some risk. Among high-school members, 54% are on track with low risk and 22% are on track with some risk.<sup>74</sup>
- The majority of Boys & Girls Club members also have aspirations for education beyond high school: 91% of youth expect to finish high school or college and 96% of teens expect to complete high school, vocational or trade school, one or two years or college, a four-year college degree, or a master's degree, Ph.D., M.D. or equivalent.<sup>75</sup>





---

## EVIDENCE FROM OTHER PROGRAMS

- In a summary of 128 studies of afterschool programs spanning grades K to 12, researchers found that half of the programs showed improved outcomes in grade promotion and high-school graduation.<sup>76</sup>
- Most ninth-grade students participating in Chicago's After School Matters program (91%), which serves 20,000 high-school youth in high-poverty areas in the city, are on track for their grade level, which is an important predictor of on-time high-school graduation. Participants' on-track rate is 4% higher than that of non-participants.<sup>77</sup>
- High school seniors in Chicago's After School Matters program graduated at a rate of 92%, considerably higher than the state-wide graduation rate of 80%. Participating teens are 2.7 times more likely to graduate high school than their peers who do not participate.<sup>78</sup>
- A longitudinal study of LA's BEST Afterschool Enrichment Program, which serves elementary-school students in more than 200 area schools, found participants 20% less likely than non-participants to leave school without graduating. The difference between the two groups was even greater for youth involved in the BEST program for two or three years.<sup>79</sup>
- A state-wide study of 21st Century Community Learning Centers in Texas found that youth participating 60 days or more in a school year were 97% more likely than non-participants to be promoted to the next grade level.<sup>80</sup> For youth in grades 9-11, afterschool participation made them 55% more likely to be promoted to the next grade level on time.<sup>81</sup>

---

Please see Social-Emotional Development in the Impact Evidence library to see how it relates to young people's learning and academic achievement.

## ENDNOTES

- <sup>1</sup> Ginsburg, A., Chang, H. and Jordan, P. (August 2014). "Absences Add Up: How School Attendance Influences Student Success," Attendance Works, <https://www.attendanceworks.org/absences-add-up/>.
- <sup>2</sup> U.S. Department of Education (January 2019). *Chronic Absenteeism in the Nation's Schools: A Hidden Educational Crisis* (Washington, D.C.: U.S. Department of Education), <https://www2.ed.gov/datastory/chronicabsenteeism.html>.
- <sup>3</sup> La Cooperativa (2022). "The Importance of School Attendance," lacooperativa.org, <http://www.lacooperativa.org/the-importance-of-school-attendance/#:~:text=Encouraging%20consistent%20attendance%20helps%20your,of%20poverty%20in%20impoverished%20communities>. Ginsburg, A., Chang, H. and Jordan, P. (August 2014). "Absences Add Up: How School Attendance Influences Student Success," Attendance Works, <https://www.attendanceworks.org/absences-add-up/>.
- <sup>4</sup> Goerge, R. M., Cusick, G. R., Wasserman, M., & Gladden, R. M. (2007). *After-School Programs and Academic Impact: A Study of Chicago's After School Matters* (Issue Brief No. 112), <http://www.chapinhall.org/research/brief/after-school-programs-and-academic-impact>. Vandell, D., Reisner, E., & Pierce, K. (2007). *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Practices* (Irvine: University of California and Washington, D.C.: Policy Studies Associates), <http://www.gse.uci.edu/docs/PASP%20Final%20Report.pdf>. Chang, H.N. and Jordan, P.W. (2013). "Building a Culture of Attendance: Schools and Afterschool Programs Together Can and Should Make a Difference!" in *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*, edited by Terry K. Peterson, The Expanded Learning and Afterschool Project (Washington, D.C.: Collaborative Communications Group), <https://www.expandinglearning.org/expandingminds/article/building-culture-attendance-schools-and-afterschool-programs-together-can-and>.
- <sup>5</sup> Arbreton, A., Bradshaw, M., Sheldon, J., et al. (May 2009). *Making Every Day Count: Boys & Girls Clubs' Role in Promoting Positive Outcomes for Teens* (Philadelphia: Public/Private Ventures), <https://www.issuelab.org/resources/3266/3266.pdf>.
- <sup>6</sup> Boys & Girls Clubs of America (2022). Data from the National Youth Outcomes Initiative (NYOI) Member Survey, <https://mydata.bgca.net/Home.aspx>.
- <sup>7</sup> Boys & Girls Clubs of America (2022). Data from the National Youth Outcomes Initiative (NYOI) Member Survey, <https://mydata.bgca.net/Home.aspx>.
- <sup>8</sup> Cole, J. (2016). *Report on Chronic Absenteeism Comparing Boys & Girls Club Youth and Washington's General Student Population*. University of Washington for Boys & Girls Clubs of Washington State.
- <sup>9</sup> Charter Oak Group, Inc. (2014). *Educational Outcomes for Youth in Connecticut: Chronic Absenteeism and Disciplinary Action among Boys & Girls Club Participants*, Charter Oak Group, Connecticut Alliance of Boys & Girls Clubs, Boys & Girls Clubs of America.
- <sup>10</sup> Neild, R.C., Wilson, S.J. and McClanahan, W. (March 2019). *Afterschool Programs: A Review of Evidence Under the Every Student Succeeds Act* (Philadelphia: Research for Action), <https://www.wallacefoundation.org/knowledge-center/Documents/Afterschool-Programs-A-Review-of-Evidence-Under-the-Every-Student-Succeeds-Act.pdf>.
- <sup>11</sup> After School Matters. (n.d.). "Our Impact," afterschoolmatters.org, <https://afterschoolmatters.org/about-us/general/>.
- <sup>12</sup> Vinson, M., Marchand, J., Sparr, M., et al. (2013). *Rhode Island 21st Century Community Learning Center Program Evaluation: Evaluation Report 2011-2012* (Chicago, IL: American Institutes for Research), <https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Educational-Programming/21stCCLCs/RI21stCCLC-Impact-Report-2011-12.pdf>.
- <sup>13</sup> Afterschool Alliance (November 2017). "What Does the Research Say about 21st Century Community Learning Centers?", afterschoolalliance.org, <http://afterschoolalliance.org/documents/What-Does-the-Research-Say-About-21stCCLC.pdf>.
- <sup>14</sup> Concentric Research and Evaluation, Inc. (September 2018). *Final Report: Evaluating the Long-Term Effects of the Horizons National Student Enrichment Program on Student Academic Outcomes* (Westport, Conn.: Horizons National), <https://www.horizonskids.org/Content/horizonsnewcanaan/news/PDFs/Horizons-National-Retrospective-Study-Report-November-2018.pdf>.
- <sup>15</sup> Kauh, T.J. (2011). *AfterZone: Outcomes for Youth Participating in Providence's Citywide After-School System* (Philadelphia: Public/Private Ventures), <file:///C:/Users/Owner/Desktop/AfterZone%20Evaluation.pdf>.
- <sup>16</sup> Naftzger, N., Arellano, B.D., Shields, J., et al. (July 2021). *21st Century Community Learning Centers: Texas Afterschool Centers Final Evaluation Report: 2016-17 to 2018-19* (Naperville, Ill.: American Institutes for Research), <https://tea.texas.gov/sites/default/files/tx21stcclc-yr4-report.pdf>.
- <sup>17</sup> Moore, P.J. (August 2019). "Academic Achievement," *Educational Psychology: An International Journal of Experimental Educational Psychology*, Vol. 39, No. 8, pp. 981-983, <https://www.tandfonline.com/doi/full/10.1080/01443410.2019.1643971>. Paul, M. (May 2022). "Why Does Academic

Achievement Matter? Reasons Why Academic Achievement is Important,” Orchids Blog,

<https://www.orchidsinternationalschool.com/blog/cbse-board/parenting-tips-for-academic-achievement/>.

<sup>18</sup> Afterschool Alliance (July 2011). “Aligning Afterschool with the Regular School Day: The Perfect Complement,” Issue Brief No. 50, MetLife Foundation Afterschool Alert, afterschoolalliance.org, [https://afterschoolalliance.org/documents/issue\\_briefs/issue\\_schoolDay\\_50.pdf](https://afterschoolalliance.org/documents/issue_briefs/issue_schoolDay_50.pdf).

<sup>19</sup> Schinke, S.; Cole, K. and Poulin, S. (2000). “Enhancing the Educational Achievement of At-Risk Youth,” *Prevention Science*, Vol. 1, No. 1, 51-60, <https://link.springer.com/article/10.1023/A:1010076000379>.

<sup>20</sup> Boys & Girls Clubs of America (2022). Data from the National Youth Outcomes Initiative (NYOI) Member Survey, <https://mydata.bgca.net/Home.aspx>.

<sup>21</sup> Neild, R.C., Wilson, S.J. and McClanahan, W. (March 2019). *Afterschool Programs: A Review of Evidence Under the Every Student Succeeds Act* (Philadelphia: Research for Action), <https://www.wallacefoundation.org/knowledge-center/Documents/Afterschool-Programs-A-Review-of-Evidence-Under-the-Every-Student-Succeeds-Act.pdf>.

<sup>22</sup> Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). “A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents,” *American Journal of Community Psychology*, Vol. 45, pp. 294-309, <https://pubmed.ncbi.nlm.nih.gov/20300825/>.

<sup>23</sup> Vandell, D., Reiser, E., & Pierce, K. (2007). *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Practices* (Irvine: University of California and Washington, D.C.: Policy Studies Associates), <http://www.gse.uci.edu/docs/PASP%20Final%20Report.pdf>.

<sup>24</sup> Lyles, S. (2018). *21st Century Community Learning Centers Overview of the 21st CCLC Annual Performance Data: 2016–2017* (Washington, D.C.: U.S. Department of Education, Office of Elementary and Secondary Education, 21st Century Community Learning Centers), <https://www2.ed.gov/programs/21stcclc/performance.html>.

<sup>25</sup> Lyles, S. (2018). *21st Century Community Learning Centers Overview of the 21st CCLC Annual Performance Data: 2016–2017* (Washington, D.C.: U.S. Department of Education, Office of Elementary and Secondary Education, 21st Century Community Learning Centers), <https://www2.ed.gov/programs/21stcclc/performance.html>.

<sup>26</sup> 21st CCLC Program SEA Team (2019). *New Mexico 21st Century Community Learning Centers: FY19 Evaluation Report* (Santa Fe: New Mexico Public Education Department), <https://webnew.ped.state.nm.us/wp-content/uploads/2020/02/FY19-NMEvaluation.docx-Justification-for-21APR-Certification.docx>.

<sup>27</sup> Afterschool Alliance (November 2017). “What Does the Research Say About Afterschool?,” afterschoolalliance.org, [https://afterschoolalliance.org/documents/What\\_Does\\_the\\_Research\\_Say\\_About\\_Afterschool.pdf](https://afterschoolalliance.org/documents/What_Does_the_Research_Say_About_Afterschool.pdf). 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, Wash.

<sup>28</sup> Durlak, J.A. and Weissberg, R.P. (2007). *The Impact of After-school Programs that Promote Personal and Social Skills* (Chicago: Collaborative for Academic, Social, and Emotional Learning), <https://eric.ed.gov/?id=ED505368>.

<sup>29</sup> Cooper, H., Nye, B., Charlton, K., et al. (1996). “The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review,” *Review of Educational Research*, Vol. 66, No. 3, pp. 227-268, <https://journals.sagepub.com/doi/abs/10.3102/00346543066003227>.

<sup>30</sup> Quinn, D.M. and Polikoff, M. (2017). *Summer Learning Loss: What Is It and What Can We Do About It?* Brookings Institution, brookings.edu, <https://www.brookings.edu/research/summer-learning-loss-what-is-it-and-what-can-we-do-about-it/>.

<sup>31</sup> Peterson, T.K. and Vandell, D.L. (2021). *The Evidence Base for Summer Enrichment and Comprehensive Afterschool Opportunities* (Washington, D.C.: Collaborative Communications),

<https://express.adobe.com/page/synw23DwBdPms/>. Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). “Lasting Consequences of the Summer Learning Gap,” *American Sociological Review*, Vol. 72, No. 2, pp. 167–180, <https://journals.sagepub.com/doi/10.1177/000312240707200202>. McCombs, J. S., Augustine, C. H., Schwartz, H. L., et al. (2011). *Making Summer Count: How Summer Program Can Boost Children’s Learning* (Santa Monica, Calif.: RAND Education), [file:///C:/Users/Owner/Downloads/RAND\\_MG1120.pdf](file:///C:/Users/Owner/Downloads/RAND_MG1120.pdf).

<sup>32</sup> Cooper, H., Charlton, K., Valentine, J. C., et al. (2000). “Making the Most of Summer School: A Meta-analytic and Narrative Review.” *Monographs for the Society for Research in Child Development*, Vol. 65, No. 1, pp. 1–18, <https://www.jstor.org/stable/3181549>.

<sup>33</sup> Scuello, M. and Wilkens, D. (April 2016). *Evaluating Summer Brain Gain: 2015 Study Report*, Prepared for Boys & Girls Clubs of America (New York: Metis Associates).

<sup>34</sup> McCombs, J. S., Augustine, C. H., Pane, J. F., et al. (2020). *Every Summer Counts: A Longitudinal Analysis of Outcomes from the National Summer Learning Project*, RAND Summer Learning Series (Santa Monica, Calif.: RAND Corporation), <https://www.wallacefoundation.org/knowledge-center/pages/every-summer-counts-a-longitudinal-analysis-of-outcomes-from-the-national-summer-learning-project.aspx>.

<sup>35</sup> Concentric Research and Evaluation, Inc. (September 2018). *Final Report: Evaluating the Long-Term Effects of the Horizons National Student Enrichment Program on Student Academic Outcomes* (Westport, Conn.: Horizons National), [https://www.horizonskids.org/Content/horizonsnewcanaan/news/PDFs/Horizons\\_National\\_Retrospective\\_Study\\_Report\\_November\\_2018.pdf](https://www.horizonskids.org/Content/horizonsnewcanaan/news/PDFs/Horizons_National_Retrospective_Study_Report_November_2018.pdf).

- <sup>36</sup> Augustine, C.H., McCombs, J.S., Pane, J.F., et al. (September 2016). *Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth* (Santa Monica, Calif.: RAND Corporation), [https://www.rand.org/pubs/research\\_reports/RR1557.html](https://www.rand.org/pubs/research_reports/RR1557.html).
- <sup>37</sup> Chaplin, D. and Capizzano, J. (2006). *Impacts of a Summer Learning Program: A Random Assignment Study of Building Educated Leaders for Life (BELL)* (Washington, D.C.: The Urban Institute/Mathematica Policy Research), <https://eric.ed.gov/?id=ED493056>.
- <sup>38</sup> Sutton, E. (2022). "Student Engagement: Why It's Important and How to Promote It," Branching Minds, Inc., <https://www.branchingminds.com/blog/student-engagement-remote-in-person>. Zaff, J.F., Donlan, A., Gunning, A., et al. (2017), "Factors that Promote High School Graduation: A Review of the Literature," *Educational Psychology Review*, Vol. 29, pp. 447-76, [https://link.springer.com/article/10.1007/s10648-016-9363-5#:~:text=Individual%2DLevel%20Factors%20Promoting%20High%20School%20Graduation&text=Based%20on%20Our%20review%20criteria.control%20\(see%20Table%202\)](https://link.springer.com/article/10.1007/s10648-016-9363-5#:~:text=Individual%2DLevel%20Factors%20Promoting%20High%20School%20Graduation&text=Based%20on%20Our%20review%20criteria.control%20(see%20Table%202).).
- <sup>39</sup> Barrington, K. (May 2022). "What Is the Impact of High School Graduation Rates?" *Public School Review*, <https://www.publicschoolreview.com/blog/what-is-the-impact-of-high-school-graduation-rates>.
- <sup>40</sup> Zaff, J.F., Donlan, A., Gunning, A., et al. (2017), "Factors that Promote High School Graduation: A Review of the Literature," *Educational Psychology Review*, Vol. 29, pp. 447-76, [https://link.springer.com/article/10.1007/s10648-016-9363-5#:~:text=Individual%2DLevel%20Factors%20Promoting%20High%20School%20Graduation&text=Based%20on%20Our%20review%20criteria.control%20\(see%20Table%202\)](https://link.springer.com/article/10.1007/s10648-016-9363-5#:~:text=Individual%2DLevel%20Factors%20Promoting%20High%20School%20Graduation&text=Based%20on%20Our%20review%20criteria.control%20(see%20Table%202).).
- <sup>41</sup> Christenson, S.L., Reschly, A.L. and Wylie, C., eds. (2012). *Handbook of Research on Student Engagement* (New York: Springer Science+Business Media, LLC), [https://www.researchgate.net/publication/310773130\\_Handbook\\_of\\_Student\\_Engagement#page=121](https://www.researchgate.net/publication/310773130_Handbook_of_Student_Engagement#page=121).
- <sup>42</sup> Swank, H. (2017). *Evaluation of the New Hampshire Nita M. Lowey 21st Century Community Learning Centers: Findings from the 2016-2017, 2017-2018, 2018-2019 and 2020-2021 Academic Years* (Plymouth, N.H.: Plymouth State University), <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/2013-2014-2014-2015-2015-2016-statewide-evaluation-of-nh-21stcccl.pdf>.
- <sup>43</sup> Boys & Girls Clubs of America (2022). *Measuring the Impact of Boys & Girls Clubs: National Outcomes Report* (Atlanta, Ga.), <https://www.bgca.org/about-us/club-impact>.
- <sup>44</sup> Boys & Girls Clubs of America (2022). *Measuring the Impact of Boys & Girls Clubs: National Outcomes Report* (Atlanta, Ga.), <https://www.bgca.org/about-us/club-impact>.
- <sup>45</sup> Boys & Girls Clubs of America (2022). *Measuring the Impact of Boys & Girls Clubs: National Outcomes Report* (Atlanta, Ga.), <https://www.bgca.org/about-us/club-impact>.
- <sup>46</sup> Neild, R.C., Wilson, S.J. and McClanahan, W. (March 2019). *Afterschool Programs: A Review of Evidence Under the Every Student Succeeds Act* (Philadelphia: Research for Action), <https://www.wallacefoundation.org/knowledge-center/Documents/Afterschool-Programs-A-Review-of-Evidence-Under-the-Every-Student-Succeeds-Act.pdf>.
- <sup>47</sup> Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). "A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents," *American Journal of Community Psychology*, Vol. 45, pp. 294-309, <https://pubmed.ncbi.nlm.nih.gov/20300825/>. Learning Point Associates (2012). Profile and Performance Information Collection Center [Online data collection system], <http://ppics.learningpt.org/ppicsnet/public/default.aspx>.
- <sup>48</sup> Shernoff, D. J. and Vandell, D. L. (Fall 2008). "Youth Experience and Quality of Engagement in Afterschool Programs," *Afterschool Matters Occasional Paper Series*, afterschoolmatters.org, [https://niost.wcwonline.org/pdf/afterschoolmatters/asm\\_2008\\_op9\\_fall/asm\\_2008\\_op9\\_fall-1.pdf](https://niost.wcwonline.org/pdf/afterschoolmatters/asm_2008_op9_fall/asm_2008_op9_fall-1.pdf).
- <sup>49</sup> LaFleur, J., Russell, C.A., Low, M., et al. (2011). *The Beacon Community Centers Middle School Initiative: Final Report on Implementation and Youth Experience in the Initiative* (Washington, D.C.: Policy Studies Associates, Inc.), [file:///C:/Users/Owner/Downloads/Beacon\\_Middle\\_School\\_Initiative\\_Final\\_Report2011.pdf](file:///C:/Users/Owner/Downloads/Beacon_Middle_School_Initiative_Final_Report2011.pdf).
- <sup>50</sup> Durlak, J.A. and Weissberg, R.P. (2007). *The Impact of After-school Programs that Promote Personal and Social Skills* (Chicago: Collaborative for Academic, Social, and Emotional Learning), <https://eric.ed.gov/?id=ED505368>.
- <sup>51</sup> Posner, J. & Vandell, D. (2008). "Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs?", *Child Development*, Vol. 65, pp. 440-456, [https://www.researchgate.net/publication/227706000\\_Low-Income\\_Children's\\_After-School\\_Care\\_Are\\_There\\_Beneficial\\_Effects\\_of\\_After-School\\_Programs](https://www.researchgate.net/publication/227706000_Low-Income_Children's_After-School_Care_Are_There_Beneficial_Effects_of_After-School_Programs). Mahoney, J.L., Lord, H., and Carryl, E. (2005). "An Ecological Analysis of After-School Program Participation and the Development of Academic Performance and Motivational Attributes for Disadvantaged Children," *Child Development*, Vol. 76, No. 4, pp. 811-25, <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8624.2005.00879.x>.
- <sup>52</sup> 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, Wash.
- <sup>53</sup> Russell, C.A. and Woods, Y. (2012). *Evaluation of the New Hampshire 21st Century Community Learning Centers: Findings from the 2011-12 School Year* (Washington, D.C.: Policy Studies Associates, Inc.). Afterschool Alliance

- (2013). *Evaluations Backgrounder: A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life*, afterschoolalliance.org, <https://files.eric.ed.gov/fulltext/ED539792.pdf>.
- <sup>54</sup> Vandell, D., Reisner, E., & Pierce, K. (2007). *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Practices* (Irvine: University of California and Washington, D.C.: Policy Studies Associates), <http://www.gse.uci.edu/docs/PASP%20Final%20Report.pdf>.
- <sup>55</sup> Lyles, S. (2018). *21st Century Community Learning Centers Overview of the 21st CCLC Annual Performance Data: 2016–2017* (Washington, D.C.: U.S. Department of Education, Office of Elementary and Secondary Education, 21st Century Community Learning Centers), <https://www2.ed.gov/programs/21stcclc/performance.html>.
- <sup>56</sup> LaFleur, J., Russell, C.A., Low, M., et al. (2011). *The Beacon Community Centers Middle School Initiative: Final Report on Implementation and Youth Experience in the Initiative* (Washington, D.C.: Policy Studies Associates, Inc.), [file:///C:/Users/Owner/Downloads/Beacon\\_Middle\\_School\\_Initiative\\_Final\\_Report2011.pdf](file:///C:/Users/Owner/Downloads/Beacon_Middle_School_Initiative_Final_Report2011.pdf).
- <sup>57</sup> Muzzi, C., Gallagher, B.M., Shearon, P., et al. (May 2019). *Virginia Department of Education: Evaluation of 21st Century Community Learning Centers, 2017-2018* (Memphis: Center for Research in Educational Policy, University of Memphis), [https://www.memphis.edu/crep/pdfs/publications/21st\\_cclc\\_2017-2018\\_accessible\\_9\\_24\\_19.pdf](https://www.memphis.edu/crep/pdfs/publications/21st_cclc_2017-2018_accessible_9_24_19.pdf).
- <sup>58</sup> Wisconsin Department of Public Instruction (2010). *21st Century Community Learning Centers: Executive Summary 2010-2011* (Madison: Wisconsin Department of Public Instruction), [https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/clcexecsumm10\\_11.pdf](https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/clcexecsumm10_11.pdf).
- <sup>59</sup> Arbreton, A., Sheldon, J., Bradshaw, M., et al. (2008). *Advancing Achievement: Findings from an Independent Evaluation of a Major After School Initiative* (Washington, D.C.: Public/Private Ventures), <https://www.issueelab.org/resources/813/813.pdf>.
- <sup>60</sup> Pinquart, M., and Ebeling, M. (2020). "Students' Expected and Actual Academic Achievement: A Meta-Analysis," *International Journal of Educational Research*, Vol. 100, pp. 1-11, <https://www.sciencedirect.com/science/article/abs/pii/S0883035519315204>.
- <sup>61</sup> Uchida, A., Michael, R., and Mori, K. (2018). "An Induced Successful Performance Enhances Student Self-Efficacy and Boosts Academic Achievement," *AERA Open*, Vol. 4, No. 4, pp. 1-9, <https://journals.sagepub.com/doi/full/10.1177/2332858418806198>.
- <sup>62</sup> De Boer, H., Timmermans, A., and van Der Werf, M.P.C. (2018). "The Effects of Teacher Expectation Interventions on Teachers' Expectations and Student Achievement: Narrative Review and Meta-Analysis," *Educational Research and Evaluation*, Vol. 24, No. 3-5, pp. 180-200, <https://eric.ed.gov/?id=EJ1200493>. Trinidad, J. E. (2019). "Collective Expectations Protecting and Preventing Academic Achievement," *Education & Urban Society*, Vol. 51, No. 9, pp. 1147-1171, <https://journals.sagepub.com/doi/full/10.1177/0013124518785444>.
- <sup>63</sup> Harrison, R. (November 2017). "Afterschool Program Environments Linked to Academic Confidence and Skills," News Release, New York University, nyu.edu, <https://www.nyu.edu/about/news-publications/news/2017/november/afterschool-program-environments-linked-to-academic-confidence-a.html>.
- <sup>64</sup> Seitz, S., Khatib, N., Guessous, O., et al. (2022). "Academic Outcomes in a National Afterschool Program: The Role of Program Experiences and Youth Sustained Engagement," *Applied Developmental Science*, Vol. 26, No. 4, pp. 766-84, <https://doi.org/10.1080/10888691.2021.1993855>.
- <sup>65</sup> Boys & Girls Clubs of America (2022). *Measuring the Impact of Boys & Girls Clubs: National Outcomes Report* (Atlanta, Ga.), <https://www.bgca.org/about-us/club-impact>.
- <sup>66</sup> Boys & Girls Clubs of America (2021). *Club Alumni Study* (Atlanta, Ga.), <https://www.bgca.net/Interact/Pages/Content/Document.aspx?id=2722&SearchId=2315>.
- <sup>67</sup> After School Matters (n.d.). "Our Impact," afterschoolmatters.org, <https://afterschoolmatters.org/about-us/general/>.
- <sup>68</sup> BLS. (March 2022). "High School Graduates with No College had Unemployment Rate of 4.5 Percent in February 2022," United States Department of Labor, U.S. Bureau of Labor Statistics, <https://www.bls.gov/opub/ted/2022/high-school-graduates-with-no-college-had-unemployment-rate-of-4-5-percent-in-february-2022.htm#:~:text=In%20February%202022%2C%20the%20unemployment,associate%20degree%20was%203.8%20percent>.
- <sup>69</sup> National Center for Education Statistics (May 2022). Annual Earnings by Educational Attainment. *Condition of Education* (Washington, D.C.: U.S. Department of Education, Institute of Education Sciences), <https://nces.ed.gov/programs/coe/indicator/cba>.
- <sup>70</sup> HHS (n.d.). "High School Graduation," Healthy People 2030, U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion, <https://health.gov/healthypeople/priority-areas/social-determinants-health/literature-summaries/high-school-graduation>.
- <sup>71</sup> Goerge, R. M., Cusick, G. R., Wasserman, M., & Gladden, R. M. (2007). *After-School Programs and Academic Impact: A Study of Chicago's After School Matters* (Issue Brief No. 112), <http://www.chapinhall.org/research/brief/after-school-programs-and-academic-impact>.
- <sup>72</sup> National Afterschool Association (n.d.). "Why Afterschool Quality Matters," A Series of Focus Briefs, The State of Afterschool Quality, National Afterschool Association, naaweb.org, [https://naaweb.org/images/Final\\_NAA\\_1E\\_.pdf](https://naaweb.org/images/Final_NAA_1E_.pdf).
- <sup>73</sup> Boys & Girls Clubs of America (2022). *Measuring the Impact of Boys & Girls Clubs: National Outcomes Report* (Atlanta, Ga.), <https://www.bgca.org/about-us/club-impact>.

<sup>74</sup> Boys & Girls Clubs of America (2022). *Measuring the Impact of Boys & Girls Clubs: National Outcomes Report* (Atlanta, Ga.), <https://www.bgca.org/about-us/club-impact>.

<sup>75</sup> Boys & Girls Clubs of America (2022). Data from the National Youth Outcomes Initiative (NYOI) Member Survey, <https://mydata.bgca.net/Home.aspx>.

<sup>76</sup> Neild, R.C., Wilson, S.J. and McClanahan, W. (March 2019). *Afterschool Programs: A Review of Evidence Under the Every Student Succeeds Act* (Philadelphia: Research for Action), <https://www.wallacefoundation.org/knowledge-center/Documents/Afterschool-Programs-A-Review-of-Evidence-Under-the-Every-Student-Succeeds-Act.pdf>.

<sup>77</sup> After School Matters (n.d.). "Our Impact," afterschoolmatters.org, <https://afterschoolmatters.org/about-us/general/>.

<sup>78</sup> After School Matters (n.d.). "Our Impact," afterschoolmatters.org, <https://afterschoolmatters.org/about-us/general/>.

<sup>79</sup> Huang, D., Kim, K.S., Marshall, A., et al. (December 2005). "Keeping Kids in School: An LA's BEST Example A Study Examining the Long-Term Impact of LA's BEST on Students' Dropout Rates" (Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing [CRESST], University of California), [http://www.lasbest.org/wp-content/uploads/2018/05/CRESST-2005-Keeping\\_Kids\\_in\\_School.pdf](http://www.lasbest.org/wp-content/uploads/2018/05/CRESST-2005-Keeping_Kids_in_School.pdf).

<sup>80</sup> Naftzger, N., Nistler, M., Manzeske, D., et al. (2013). *Texas 21st Century Community Learning Centers: Year 2 Evaluation Report* (Naperville, Ill.: American Institutes for Research), [http://tea.texas.gov/index2.aspx?id=3546&menu\\_id=814](http://tea.texas.gov/index2.aspx?id=3546&menu_id=814).

<sup>81</sup> AIR (May 2016). *Texas 21st Century Community Learning Centers: 2014-15 Evaluation Report*, Prepared for the Texas Education Agency (Naperville, Ill.: American Institutes for Research), <https://tea.texas.gov/reports-and-data/program-evaluations/program-evaluations-out-of-school-learning-opportunities/program-evaluation-out-of-school-learning-opportunities>.