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Each decade births renewed efforts to reform one or more of the major public systems — education, welfare, juvenile justice, health care. Large-scale efforts to create new systems, however, are much more rare. The after-school movement is just that — a complex organized effort to build the public will, public funding and public policies needed to create a system of informal, after-school supports and opportunities for school-age children and youth.

After-school programs are not new. Settlement houses offered them a century ago. But the idea that every child should have an opportunity to be in an after-school program is new. The idea that there should be stable public funding for such programs is new. The idea that after-school programs can provide more than babysitting for children and chaperoning for teens is new. The idea that programs should be held to common standards and that their staff should have specific skills is new. The idea that programs offer a necessary complement, and sometimes supplement, to even the best in-school experience is new. And the idea that programs need to be a part of a sustainable system of out-of-school learning opportunities for children and teens is new.

Many forces have come together to create increased demand for after-school programs, including concerns about safety, supervision, social skills and school success. But two developments are largely responsible for the increased supply. Dedicated public education campaigns like those created by the Afterschool Alliance and the Ad Council, and dedicated public funding like that made available to schools and community programs through the 21st Century Community Learning Centers Program (21st Century).

21st Century is not in and of itself a system. It began as a funding stream and was recently transformed into an outcome-specific program (*see* Table 1: Snapshots of the 21st Century Community Learning Centers Program Over Time). But it is the flagship, bringing attention and direction to a fleet of otherwise unconnected ships carrying a range of financial and programmatic resources for children and youth. 21st Century ratcheted up discussions about the need for a system for funding and accrediting programs, training staff, tracking students and documenting outcomes. Some might argue that the flagship got too far ahead of the fleet, but few would argue that the fleet would have been better off without 21st Century.

In this issue we look at the current political climate surrounding 21st Century and the release of the first year evaluation report¹ in order to explore the potential for, and threats to, the development of a healthy, connected out-of-school time system. We explore several questions:

- How has the focus of 21st Century shifted, and what are the implications for the broader out-of-school time movement?
- When and how are evaluations useful?
- What does the 21st Century evaluation tell us, and how do the findings square with other studies?

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- *Out-of-School-Time Policy Commentary #2: High School After-School: What Is It? What Might It Be? Why Is It Important?*

- What is the state of system building in out-of-school time?
- What challenges lie ahead?

HOW HAS THE FOCUS OF 21ST CENTURY SHIFTED, AND WHAT ARE THE IMPLICATIONS? FROM AN ARRAY OF SERVICES, PROGRAMS AND ACTIVITIES TO A SPECIFIC SET OF OUTCOMES

21st Century’s mandate has narrowed since the program’s inception. Previously described on the Department of Education’s Web site as a program designed to “provide expanded learning opportunities for children in a safe, drug-free and supervised environment,”² the current legislation reads:

The . . . program is designed to provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend

1995	1998–1999	2001–2002
<p>Programmatic Focus: Educational, health, social service, cultural and recreational enrichment for rural or inner-city communities, targeted to meet a range of needs within communities.</p> <p>Eligibility and Administration: Schools or a cluster of schools located within an Empowerment Zone or a Supplemental Empowerment Zone. Administered by the federal government.</p>	<p>Programmatic Focus: Educational, health, social service, cultural and recreational programs that offer expanded learning opportunities for children, youth and families and that contribute to reduced drug use and violence. Projects designed to assist students to meet or exceed state and local academic standards in core subjects receive priority.</p> <p>Eligibility and Administration: Rural or inner-city public elementary or secondary schools, cluster of schools, or LEAs applying on their behalf. Administered by the federal government.</p>	<p>Programmatic Focus: Opportunities for academic enrichment, including tutorial services, particularly to help students who attend low-performing schools meet state and local academic standards in core subjects. Additional services and activities reinforce and complement the regular academic program.</p> <p>Eligibility and Administration: In addition to schools and LEAs, community-based organizations, faith-based groups, and other private and public organizations can apply. Administered by state education agencies.</p>
<p>Adapted from entries to the Federal Register for FY 1995, FY 1999 and FY 2001. “21st Century Community Learning Centers; Notice of Final Priority for FY 1995.” Federal Register 60 (09 June 1995): 30757–30758. “21st Century Community Learning Centers; Notice Inviting Applications for New Awards for FY 1999.” Federal Register 63 (07 December 1998): 67463–67465. “21st Century Community Learning Centers; Notice Inviting Applications for New Awards for FY 2001.” Federal Register 66 (03 January 2001): 353–355.</p>		

*low-performing schools, to meet state and local academic achievement standards in core academic subjects . . .*³

The shifts in language reflect real shifts in the “program.” Clinton leveraged a broadly defined, but barely known, Community Schools program, funded at \$40 million in FY 1998, to create a still broad, but more focused after-school program to “end social promotion.” In FY 2002, under President Bush, the program captured an unprecedented \$1 billion in federal funds, but, with the passage of No Child Left Behind, underwent important changes that transferred control to the states and increased the emphasis on academic achievement. What began as *funding*, accessed directly by individual schools and designed to spark the creation of learning centers in communities, underwent almost annual adjustments and evolved into an *outcomes-driven program* run by state education agencies, designed to enhance the educational and social outcomes of low-income students in low-achieving schools.

On Capitol Hill, this shift reflects a new administration’s agenda. On the ground, it points to different goals and suggests different implementation strategies that, in turn, should be expected to yield different magnitudes and types of results. Approximately 6,800 schools in 1,597 communities across the country have been awarded 21st Century grants to establish and expand after-school, summer and weekend programs. Depending on when their funding began, some programs began with different assumptions about who they should serve, what they should do, and, fundamentally, why they are in existence.

WHEN AND HOW ARE EVALUATIONS USEFUL? WHEN THEY ARE DONE CAREFULLY, TIMED CORRECTLY AND PRESENTED FAIRLY

Scientific-based research *should* play a more central role in political decisions to expand, redefine or reduce programs. When used appropriately, research can limit the big pendulum swings frequently associated with visible, discretionary programs, accelerate the growth of effective programs, and even curtail the expansion of popular but ineffective programs.

When used inappropriately, however, evaluation findings can have a negative or even fatal impact on programs. Evaluations can be poorly designed or poorly timed — conducted too early in the life of a program or designed to measure unrealistic outcomes. Evaluation results can be presented in ways that mislead audiences or curtail critical debate. The Mathematica study raises questions in both of these areas.

QUESTIONABLE USAGE

What surprised many about the Bush announcement was not that a cut was proposed — even without dire budget predictions, elected officials rarely expand the pet programs of their predecessors — but the size of the cut and the use of the Mathematica evaluation to justify it.

Just as there are protocols for conducting research, there should be protocols for presenting and using research findings. It is the responsibility of key stakeholders, including the research community, to raise a yellow flag when such protocols are not followed. Our interpretation of the events surrounding the release of the 21st Century evaluation report suggests that three essential rules were broken. Rules that in the current policy climate, which assigns an unprecedented level of importance to the role of science, must be taken seriously if research findings are to inform policy discussions in meaningful and valid ways.

- **Time for rigorous debate.** Title IV of the Elementary and Secondary Education Act makes a credible call for “rigorous, objective scientific review” of all relevant research. The coupling of the evaluation’s release with the announcement of the proposed budget cut effectively cut off discussion about the implications of the

researchers’ findings, the strengths and weaknesses of the study and the practical wisdom of the response.

- **Consideration of cumulative evidence.** The Harvard Family Research Project has compiled dozens of evaluation summaries in its Out-of-School Time Evaluation Database.⁴ At least a dozen other studies that employed experimental and quasi-experimental designs offer different, more positive findings about after-school programs. Drastic cuts were recommended based on the findings of one study, using one year of data collected on programs that are only a few years old, when positive findings from strong studies abound. Such decisions should be informed by an accumulation of documented knowledge.
- **Full disclosure of all research findings.** Large high-quality evaluations yield a wealth of data. Any summary will, by definition, leave out findings about specific outcomes, strategies or populations. In this case, findings that identify academic and other important impacts (such as increased parental involvement) that not only suggest the value of after-school programs, but could also guide program improvement were downplayed (*see* Table 2: When Schools Stay Open Late: The National Evaluation of the 21st

**TABLE 2:
WHEN SCHOOLS STAY OPEN LATE: THE NATIONAL EVALUATION OF THE 21ST CENTURY
COMMUNITY LEARNING CENTERS PROGRAM, SELECTED FIRST YEAR FINDINGS**

ELEMENTARY SCHOOL CENTERS: SELECTED IMPACT FINDINGS	MIDDLE SCHOOL CENTERS: SELECTED IMPACT FINDINGS
<ul style="list-style-type: none"> • Elementary school centers increased grades in social studies significantly. • Elementary program participants were more likely than students in the control group to try hard in reading, according to their teachers. • While elementary participants were less likely, according to their parents, to work hard in school, centers significantly increased the percentage of parents helping their child with homework, the percentage of parents asking their child about class work, and the percentage of parents attending after-school events. • At the elementary level, there were no significant differences between treatment and control students in terms of absences, suspension, tardy arrivals, teacher reports of discipline problems, students’ interpersonal skills, behavior outside of school, or how safe students felt in school. 	<ul style="list-style-type: none"> • Middle school centers were associated with statistically significant increases in school attendance, classroom effort and math grades, particularly among black and Hispanic youth. • Middle school centers were associated with greater parental involvement in school-related events. • Middle school centers had no apparent effect on student disciplinary problems, grades in English, science and history, or social development. • Middle school participants were somewhat more likely to engage in negative behaviors and be victimized outside of the classroom.

SELECTED IMPLEMENTATION FINDINGS: ELEMENTARY AND MIDDLE SCHOOL CENTERS

While most programs provided a range of academic, enrichment and recreation activities, the major objective of both the elementary and middle school programs was improved academic performance. Related findings:

- Participating students were encouraged to attend academic sessions, typically lasting 45 minutes to 1 hour.
- Academic sessions resembled study halls (students were expected to know their assignments, bring their materials and work independently).
- The caliber of homework assistance was low; middle school programs were described as “often noisy;” elementary programs varied, some described as “chaotic” and most not giving much help with homework.
- “Fun” activities were offered as a reward for doing homework.

Programs had difficulty retaining students. Related findings:

- Low attendance. Average attendance = 32 days for middle school students, 58 days for elementary students over the course of a school year.
- Attendance declined over the year in both studies.
- 66% of middle school students and 87% of middle school parents report that the students decide if they want to attend.
- Non-participants reported they would go to the program if they could choose what to do (81%), if friends attended (78%) and if the program was less like school (68%).

Century Learning Centers Program, First Year
Findings for study highlights).⁵

QUESTIONABLE DESIGN

Even before the 21st Century findings were released some researchers and analysts were surprised by the study design and methodology. Because they are expensive, experimental and quasi-experimental studies are typically employed when there is strong reason to believe that the program being evaluated is consistently implemented and has the potential for significant impact. This is especially true when a program is being implemented by hundreds of independent providers.

Best practice evaluations (used to determine if the strongest examples of the program have an impact) are frequently conducted before experimental designs to ensure that expensive impact evaluations focus on the most powerful program elements and individual outcomes. The Mathematica study used rigorous experimental methods to examine program implementation and outcomes for “average” elementary and middle school programs.⁶

The implementation findings alone suggest that quality and dosage for many programs did not reach a level where significant impact should be expected. In addition, the newness of the programs, the sizeable shifts in goals and guidelines, the shifts in autonomy of the grantees and the availability of alternative programs to control group participants all suggest that differences found would be modest at best.

We cannot underscore enough the importance of the fact that academic achievement was a goal, but not *the* goal in the first years of 21st Century. It is reasonable, for example, to expect that a funding stream designed to encourage the creation of community-based food banks should reduce the number of families in which children go without meals. While a handful of grantees may opt to add financial literacy and healthy cooking classes to their offerings, there is no reason to expect that a sample of families supported by average grantees would show significant improvements in these supplemental areas.

WHAT DO EVALUATIONS OF MATURE AFTER-SCHOOL SYSTEMS TELL US?

**QUALITY STANDARDS CAN BE MAINTAINED;
SIGNIFICANT OUTCOMES CAN BE ACHIEVED OVER TIME**

21st Century is a funding stream that provides resources to a range of programs, many of which are not connected by an overarching system at the local or state level. There is no guarantee that grantees are part of networks that set

**TABLE 3:
SELECTED FINDINGS FROM EVALUATIONS OF
AFTER-SCHOOL SYSTEMS**

THE AFTER-SCHOOL CORPORATION	LA'S BEST
<p>Scope/Description:</p> <ul style="list-style-type: none"> • 143 public schools in New York City, 51 in other state school districts. Grants provided to nonprofit organizations that establish partnerships with individual schools. Grantees implement a core set of program components that address project staffing, services and activities, and linkages to the host school. <p>Selected Impact Findings:</p> <ul style="list-style-type: none"> • Among participants who were active for a year or more, 31% of those scoring in the lowest proficiency level in 1998–1999 scored at a higher proficiency level in the following year compared to only 23% of non-participants. • African-American students were especially likely to benefit from active participation, demonstrating gains in math over similar non-participants after one or more years of participation. Latino students benefited in math after two years of participation. • Among students with school attendance rates in the lowest quartile in 1998–1999, 51% of active participants in the low-attending group moved out of the lowest quartile compared to 32% of non-participants. <p>Selected Implementation Findings:</p> <ul style="list-style-type: none"> • “Active participation” was defined as participation in TASC programs at least 60% of the time, or three days per week. The average attendance rate for K–8 programs operating in Year 2 of the evaluation was 74% (77% for elementary school-aged children). Among 34 projects, half improved attendance rates from Year 1 to Year 2, four experienced no change, and attendance declined in 13 of the sites. • High percentages of students attended TASC projects for more than one year. Among all students who attended a TASC program in 1998–1999 or 1999–2000 and continued to attend the same school in the following year, 64% continued to participate, with higher rates of 73% among active participants. 	<p>Scope/Description:</p> <ul style="list-style-type: none"> • 101 elementary schools. Sites were selected because of low academic achievement among students, low SES in the community, and high gang/crime rates in the neighborhood. A partnership between city, school district and private sectors. The program provides one activities consultant and one supervisor for every five schools, which allows for routine links between management, school staffs and program sites. <p>Selected Impact Findings:</p> <ul style="list-style-type: none"> • Initial achievement and effort grades were lower for LA's BEST participants than for the comparison group (beginning in 1988–1989), but by 1992–1993 program children participating for at least two years had “caught up” with non-participants, achieving nearly the same GPAs in all subjects. <p>For students in the 5th grade cohort (longitudinal study beginning in 1994–1995):</p> <ul style="list-style-type: none"> • Though beginning the program with statistically significant with lower math scores than non-participants, by 1997–1998 score differences between the two groups no longer existed. • Students participating in LA's BEST had significantly fewer absences in grades 6 and 7, although no differences were detected in grades 8 and 9. <p>Selected Implementation Findings:</p> <ul style="list-style-type: none"> • Pilot study data showed that program participants gave significantly higher ratings to their programs than did a comparison group of students in other after-school programs. • In the 1990–1991 school year (Year 2 of the evaluation), data were collected indicating that proportionally more sites offered more major program components, more sites offered a broader array of activities within each major component, and there were fewer “weaker” sites in the program and more solidly operating, strong programs.

common standards or create a shared sense of accountability. What the study evaluated was not the results of a coordinated system, but a group of programs whose common feature was that they all received 21st Century funds. The differences found should be read as positive signs that a strong, effective system of after-school care can be built with time, not that after-school programs do not work.

Contrasting the collection of programs evaluated in the Mathematica report with programs functioning inside of mature systems reveals several important lessons. What happens when a system is in place to increase the effectiveness, scale and sustainability of programs?

Consider findings from external evaluations conducted in two well-established, citywide programs: The After-School Corporation (TASC)⁷ in New York City and Los Angeles' Better Educated Students for Tomorrow (LA's BEST).⁸ These evaluations demonstrate significant gains in academic and non-academic outcomes and provide insights into what it takes to achieve positive results (*see* Table 3, Selected Findings from Evaluations of After-School Systems).

While it may be tempting to write these efforts and others off as “ringers” held up by advocates who want to protect current funding levels, it is more instructive to ask how evaluations that produce such different results can co-exist. The answer lies in the word *system*. The Mathematica study evaluated a sample of average programs selected across the country that, as noted, shared guidelines and a funding stream. Studies of LA's BEST, TASC and others (New York City and San Francisco Beacons, for example) evaluated programs operating within citywide systems.

WHAT IS THE STATE OF SYSTEM BUILDING FOR AFTER-SCHOOL SUPPORTS?

BOTH THE KNOWLEDGE AND THE WILL ARE GROWING

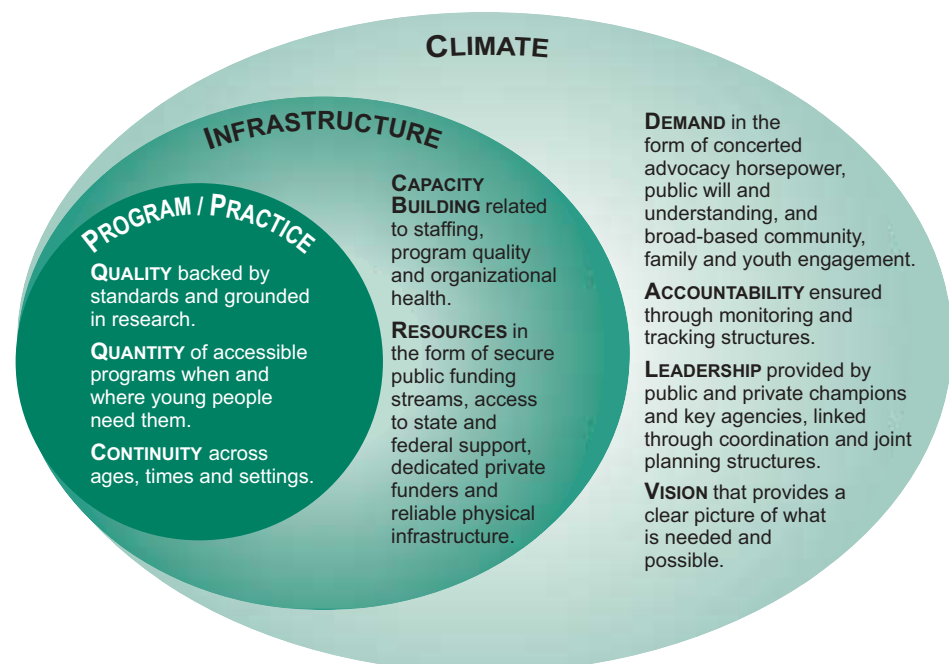
There is nothing easy about building mature systems for after-school. Expanding opportunities for learning

and engagement requires action at multiple levels — ensuring quality, quantity and continuity at the practice level; building an infrastructure to support programming; and creating a climate that guarantees consistent and sustained support.

Across the country, many cities and states are constructing strong systems of out-of-school time supports for youth, sometimes as a part of larger networks or initiatives, sometimes on their own.

- **Boston was an early front-runner in creating a citywide system.** Mayor Menino's commitment to after-school supports predates the 21st Century program. Building on momentum from Boston's participation in the Making the Most of Out-of-School Time (MOST) initiative, the 2:00 to 6:00 Initiative was created in 1998 to facilitate the development of a citywide system to support quality after-school programming. The initiative convenes leaders from schools, nonprofit groups, all levels of government and the business community to coordinate resources to achieve the ambitious goal of offering after-school programming to all Boston children in elementary through high school.
- **California has led the way in building a statewide system.** The Foundation Consortium and the California Department of Education initiated the

FIGURE 1:
KEY COMPONENTS OF SYSTEM BUILDING



From Irby, M., Pittman, K., & Tolman, J. (2003). "Blurring the Lines: Expanding Learning Opportunities for Children and Youth." *New Directions for Youth Development*, No. 97. San Francisco: Jossey Bass.

public/private California After-School Partnership in 1999, a statewide strategy to promote quality after-school programs (the Governor's Office of the Secretary for Education joined the partnership in 2001). California has increased funding for after-school programs from \$3.6 million in 1998 to \$117 million in 2001–2002. Before the recent federal budget cuts were announced, California's total investment (including 21st Century funds) was expected to soon exceed \$337 million annually. Recently, California passed Proposition 49, which makes every public elementary, middle and junior high school in the state eligible for grants ranging from \$50,000 to \$75,000 for after-school programs, increasing to \$550 million annually if state revenues grow.

- **Iowa's statewide youth development agenda includes a focus on out-of-school time.** Iowa's state-level Youth Development Collaboration has recently taken on a facilitation role for the possible establishment and support of a statewide after-school network. In its beginning stages, this body has created an ad hoc committee on after-school to explore how to proceed and determine the long-term function of the collaboration. They have identified several funding sources and capacity-building resources already available for after-school and have broadened their scope to include the child care community, specifically involving the Iowa School-Age Care Association and the Child Care Resource and Referral agencies. The Iowa Community Education Association, 21st Century grantees, a state AmeriCorps Afterschool Initiative, the Iowa PTA and others are key partners in building the state's strategy.
- **National initiatives fuel strategies that cut across system-building contexts.** The Cross-Cities Network is staffed by the National Institute on Out-of-School Time (NIOST) and composed of 21 leaders of city-wide after-school initiatives in the major cities across the United States. The Network brings leaders together on a regular basis to explore common issues and develop personal relationships to sustain their work. Building on two years of work supporting municipal leaders in education reform and after-school programming, the National League of Cities recently launched a new technical assistance initiative entitled Helping Municipalities Connect Education and Afterschool Initiatives.

Each of these examples moves the field in the direction of mature systems that support high-quality programs and

sustainable, coordinated funding streams. Joan Wynn, a research fellow at the University of Chicago's Chapin Hall Center for Children, is one of the chief architects of Chicago's Afterschool Matters initiative, one of the newest examples of a citywide commitment to creating skill-based after-school opportunities for teens. Wynn defines system-building as being "... about developing the financial, organizational and human resources that are needed to build an infrastructure of sufficient, high-quality out-of-school time experiences." Wynn's real life experiences at system-building shine through as she talks about taking programs for children and teens to scale.⁹

LEADERSHIP. *"You need leadership that's committed to working at scale and that has the capacity to make that happen."*

PARTNERSHIPS. *"If that [system-building] is the goal, it means involving existing players and bringing new parties to the table. It means involving the nonprofit and public sector providers of youth opportunities, as well as the businesses that now want, and can be induced to want, young people's contributions."*

DATA. *"There is a huge data need. Do we know what all kids are doing in the out-of-school hours, what they would like to be doing, or what barriers stand in the way? Do we know what organizations and opportunities are out there to engage kids, including the grass-roots places below the radar screen that ought to be thought about and included? Do we know about their size, their financial resources, their needs for facilities or administrative support? We know bits and pieces but we don't have any complete or systematic information about any of that."*

PUBLIC FINANCING. *"How do you build something that will have some life over time? It's a big deal to work at scale. The goal isn't to create a mandatory program, but to make sure that every young person has the option. So, where is the money going to come from?"*

WHAT CHALLENGES LIE AHEAD? TIME, RESOURCES, VISION

On February 3rd, 2003, the Bush Administration released the first year findings from the national 21st century evaluation and unveiled its request to cut funding for 21st Century in fiscal year 2004. The magnitude of the proposed cut — 40 percent — is significant.

Many have weighed in on how a budget cut of this scale will affect a newly expanded field. Fight Crime: Invest in Kids released a research brief estimating that the

proposed cut would eliminate access for 570,000 children and represents a lost opportunity to prevent 41,000 crimes and a taxpayer savings of 2.4 billion dollars.¹⁰ The Afterschool Alliance documented¹¹ the state-by-state impact of the proposed cut in terms of numbers of children served. Newspapers around the nation have featured the cautionary opinions and commentaries of legislators, journalists, educators, parents and celebrities.¹²

In the short run, research-based conversations about how to improve 21st Century could be curtailed as advocates and policy makers are forced to immediately take sides concerning the wisdom of the cut. In the long run, the remarkable momentum to create a system to support out-of-school time learning that has been building over the past few years could be derailed.

Indirect harm resulting from the proposed budget cuts could, in fact, exceed direct harm. The signal a deep cut sends could imperil efforts not just in other federal departments, but also among public and private officials at the state and local levels. And it could imperil not only individual after-school programs that lose funding, but broader systemic efforts as well. Most of all, politicizing the research obscured what may be the most valuable lesson of all: that programs lead to positive outcomes for children when they achieve high quality, and that high-quality programs often operate within mature after-school systems.

The battle between quality and quantity has begun. States and localities are pushing to create more programs and slots at the same time that they are expecting programs to comply with increasingly rigorous standards. Add into this mix budget shortfalls at every level of government. All the more reason to pause and take stock of what we have gained as a result of the 21st Century experience.

21st Century is not the only funding stream for out-of-school time programs. But it is responsible for solidifying the public and policy makers' nagging sense that this country should make a commitment to the preparation and development of its children and youth that pushes beyond the school day, beyond the school building and beyond the school mandate to provide academic instruction. The verdict is still out on whether 21st Century, as currently defined and implemented, can improve the attendance, behavior and performance of those students most at risk. But the experiment is young. It is time to consider changes. It is not time to declare defeat.

ENDNOTES

- ¹ The spring 2003 edition of Harvard Family Research Project's Evaluation Exchange focuses on evaluating out-of-school time programs and initiatives and includes a special feature on the implications of the 21st Century first year evaluation report. Available online at www.gse.harvard.edu/hfrp/eval/issue21/index.html.
- ² This excerpt is taken from the testimony "Reauthorization of the 21st Century Community Learning Centers" given by Sen. Steve Gunderson, Subcommittee on Early Childhood, Youth and Families (February 10, 2000), and is available online at <http://edworkforce.house.gov/hearings/106th/ecyf/21century21000/gunderson.htm>.
- ³ This language can be found by going to the 21st Century program Web site: www.ed.gov/21stcccl/.
- ⁴ The Harvard Family Research Project's database can be found at www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html.
- ⁵ Findings are summarized from the full report: U.S. Department of Education, Office of the Under Secretary. *When Schools Stay Open Late: The National Evaluation of the 21st Century Learning Centers Program, First Year Findings*. Washington, DC, 2003. The executive summary and report can be found online at www.ed.gov/pubs/21cent/firstyear/.
- ⁶ Middle school programs were randomly selected from a nationally representative sample. Elementary programs were selected based on whether they had a waiting list to accommodate random assignment. One result of the particularities of the elementary sample is that elementary school program participants are not adequately representative of the 21st Century initiative as a whole. Our use of the term "average" is inferred from the U.S. Department of Education's (DOE) press release on the study (see following endnote), which describes the characteristics and outcomes of "typical programs." According to the DOE's press release, the study did not attempt to define or identify the characteristics of the best programs.
- ⁷ Policy Studies Associates. (December 2002). *What Have We Learned From TASC's First Three Years?* Washington, DC: Policy Studies Associates. www.tascorp.org/pages/psaYear3.pdf.
- ⁸ Huang, D., Gribbons, B., Kim, K.S., Lee, C., & Baker, E.L. (June 2000). *A Decade of Results: The Impact of the LA's BEST After School Enrichment Program on Subsequent Student Achievement and Performance*. Los Angeles, CA: UCLA Center for the Study of Evaluation. www.lasbest.org/learn/uclaeval.pdf.
- ⁹ The Forum for Youth Investment. (2002, Summer). *FYI Newsletter 2* (1). Topic: Out-of-School Opportunities: City-Level Responses. Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc. Available online at www.forumforyouthinvestment.org/fyi/sum2002cover.htm.
- ¹⁰ Fox, J.A., Silverman, E., Newman, S., & Miller, A.C. (2003). *40 Percent Cut in After-School Funding: America's Lost Opportunity to Prevent 41,000 Crimes and Save \$2.4 Billion*. Washington, DC: Fight Crime: Invest in Kids.
- ¹¹ Afterschool Alliance. (2003). *Closing the Door on Afterschool Programs: An Analysis of How the Proposed Cut to the 21st Century Community Learning Centers Program Will Affect Children and Families in Every State*. Washington, DC: Afterschool Alliance.
- ¹² The Afterschool Alliance has collected a range of newspaper articles, press releases and editorials related to the release of the Mathematica report and the administration's proposed cuts to the 21st Century program. These can be found at www.afterschoolalliance.org/voices_budget_cut.cfm.