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

Income differences in math achievement were eliminated for students who had consistent afterschool activities across K-5 (Pierce, Auger, & Vandell, 2013).

Afterschool Participation Narrows the Math Achievement Gap

The more consistent the afterschool participation, the narrower the gap in math achievement.

The more rarely students participate in afterschool activities, the wider the achievement gap.

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

For more information visit the Expanded Learning & Afterschool Project at www.ExpandingLearning.org

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ABOUT THE RESEARCHER

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

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

What the data indicate:

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

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Expanding Learning Through Afterschool: Three Key Factors Linked to Positive Outcomes

1. More time spent expanding learning in afterschool = greater benefits for youth.
   - Consistent participation in afterschool activities yields positive results.
   - Narrowed gap in math achievement
   - Greater gains in academic and behavioral outcomes
   - Reduced school absences

2. When youth like their afterschool program, they show improvement in the classroom.
   - Youth appreciate and need support from afterschool staff.
   - When youth report positive afterschool experiences, teachers report gains in the classroom.
   - Better work habits
   - Stronger task persistence
   - Pro-social behavior with peers

3. Youth appreciate and need support from afterschool staff.
   - When youth report on their afterschool experience, emotional support from adult staff is the most significant factor leading to their positive assessment.
   - More time spent in afterschool is associated with:
     - Unstructured time with peers in the after school hours is associated with:
       - Lower GPA
       - More school absences
       - Greater misconduct
       - Reduction in work habits and self-efficacy
