

<p>Topic:</p>	<p style="text-align: center;"><u>Impacts on School-Based Athletics and Activities</u></p> <p style="text-align: center;">All HS athletics and VHSL Activities; MS intramurals</p> <p style="text-align: center;">All Co-Curricular and Extra-Curricular Activities; Field Trips; Theater/Dance Productions; Band/Chorus/Orchestras; Literary; Clubs, Middle School After-School Programs; Academic and Remedial Assistance, etc.</p> <p style="text-align: center;"><u>Impacts on Non-School-Based Athletics and Activities</u></p> <p style="text-align: center;">All community sports teams and activities; All recreational and individual student sports/athletics; PTA sponsored ES sports and activities; Tutors; Jobs; Religion Classes; Boy/Girl Scouts, Explorers; Music lessons; Youth orchestras (e.g., AYP); Art classes; etc.</p>
<p>Background:</p>	<p>Student activities and athletic programs are an integral part of the total elementary, middle, and high school education program. Fairfax County Public Schools stresses the importance of providing a well-balanced activities program to augment the learning activities in the classroom.</p> <p>Participation in student activities and athletics is truly a learning experience and an enhancement of the regular school day. There is a broad and deep spectrum of national studies and research indicate that:</p> <ul style="list-style-type: none"> • Participation in athletics and activities promotes citizenship. • Students involved in activities have higher academic performance than do non-participants. • Students involved in activities have better attendance records than do non-participants. • Of all students who drop out of school, 96 percent are NOT involved in school activities. • Participation in school activities is one of the most accurate predictors of success after college <p>The FCPS student activities and athletic program is a progressive experience that will prepare students for the challenges of adult life. The elementary level provides opportunities for students as safety patrols as well as in publications, student government, performing groups, and before-school and after-school enrichment activities. At the middle school level, FCPS provides a comprehensive, high-quality after-school program including intramural sports, and provides for involvement in performing groups, student government, newspaper, yearbook, drama, general interest clubs, and the literary magazine. At the high school level, FCPS offers a wealth of opportunities for student growth and enrichment through athletics, student government, performing groups, publications, honor societies, and special interest clubs.</p> <p><u>Within FCPS:</u></p> <ul style="list-style-type: none"> • Approximately 70 percent of the high school population participates in student activities • Nearly 40 percent of all high school students participate in Virginia High School League (VHSL) athletic or academic activities • High school sports had 27,002 participants (2006-07); 8,479 students (Fall 2006); 10,136 students (Winter 2007); 8,387 students (Spring 2007) • Nearly 50 percent of the middle school population participates in The After-school Program Initiative which offers remediation and a variety of clubs including yearbook, intramurals, NJHS, Math Counts, Chess Club and the Spring Musical.
	<p style="text-align: center;">Benefits of School-Based Athletics and Activities</p> <ul style="list-style-type: none"> • Activities Support the Academic Mission of Schools. They are not a diversion but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally. • Activities are Inherently Educational. Activity programs provide valuable lessons for practical situations - teamwork, sportsmanship, winning and losing, and hard work. Through

participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities that FCPS hopes to produce in students so that they become responsible adults and productive citizens.

- **Activities Foster Success in Later Life.** Participation in high school activities is often a predictor of later success - in college, a career and becoming a contributing member of society.
- **In essence, athletics and activities support the School Board's new strategic governance initiative and Student Achievement Goals: Academic Achievement, Essential Life Skills, Responsibility to the Community.**

What does the research about participation in school-based athletics and activities show?

- Of the 60 students listed in the May 14, 1998, USA Today's All-USA High School Academic First, Second and Third Teams and the 51 who earned honorable mention, 75 percent were involved in sports, speech, music or debate.
- Sports programs promote responsible social behaviors and greater academic success, confidence in one's physical abilities, an appreciation of personal health and fitness, and strong social bonds with individuals and institutions. Teachers attribute these results to the discipline and work ethic that sports require. (The Role of Sports in Youth Development, Carnegie Corporation, New York, in a report of a meeting in March 1996)
- Students who spend no time in extracurricular activities are 57 percent more likely to have dropped out of school by the time they would have been seniors; 49 percent more likely to have used drugs; 37 percent more likely to have become teen parents; 35 percent more likely to have smoked cigarettes; and 27 percent more likely to have been arrested than those who spend one to four hours per week in extracurricular activities. (Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data, Department of Health and Human Services, September 1995)
- A study by Search Institute in 1995 indicates that cocurricular activities play a central role in students' healthy development. Yet too many schools are finding it necessary to cut these programs for budgetary reasons. With asset building as a focus, these programs are not peripheral to the school's mission, but important components of a comprehensive strategy.
- Research about participation in high school sports shows: 1) By a 2-to-1 ratio, boys who participate in sports do better in school, do not drop out and have a better chance to get through college. 2) The ratio for girls who participate in sports and do well in school is three to one. 3) About 92 percent of sports participants do not use drugs. 4) School athletes are more self-assured. 5) Sports participants take average and above-average classes. 6) Sports participants receive above-average grades and do above average on skills tests. 7) Those involved in sports have knowledge of and use financial aid and have a chance to finish college. 8) Student-athletes appear to have more parental involvement than other students. 9) Students involved in athletics appear to change focus from cars and money to life accomplishments during the process. (Skip Dane, Hardiness Research, Casper, WY, 1991)
- Athletes do better in the classroom, are more involved in school activity programs and stay involved in the community after graduation. High school athletic participation has a positive educational and social impact on many minority and female students. In addition, sports involvement was significantly related to a lower dropout rate, minority athletes are more socially involved than non-athletes. (Women's Sport Foundations, 1989, U.S. Department of Education's High School and Beyond Study)
- A national survey of high school principals and nearly 7,000 high school students in all 50 states found:
 - 95 percent believed that participation in activities teaches valuable lessons to students that cannot be learned in a regular class routine.
 - 99 percent agreed that participation in activities promotes citizenship.
 - 95 percent agreed that activity programs contribute to the development of "school spirit" among the student body.
 - 76 percent said they believe the demand made on students' time by activities is not excessive.
 - 72 percent said there is strong support for school activity programs from

parents and the community at large.(NASSP, 1985. Indiana University)

Students who participate in school activity programs make higher grades and have better attendance.

- A study of nearly 22,000 students indicates students who participate in some form of interscholastic activities have "significantly higher" grade-point averages than students who do not. Data obtained from the spring 1997 study by Dr. Kevin J. McCarthy revealed student participants in Jefferson County high schools had an overall grade-point average of 3.093 on a 4.0 scale, while the GPA for non-participants was 2.444. (University of Colorado for the Colorado High School Activities Association, 1999)
- In a comprehensive, statewide study of the academic performance of high school student-athletes in North Carolina over a three-year period, the North Carolina High School Athletic Association found significant differences between athletes and non-athletes. Five criteria were used, including grade-point average, attendance rate, discipline referrals, dropout rate and graduation rate, for the 1994-95 academic year.

	Athletes	Non-athletes
Grade-point average	2.86	1.96
Average number of absences per 180-day school year	6.52 days	12.57 days
Discipline referrals	30.51%	40.29%
Dropout rate	0.7%	8.98%
Graduation rate	99.56%	94.66%

- Students participating in athletics and activities reported better attendance than their non-participating classmates. Half of them had no unexcused absences from school and half had never skipped a class, compared with one-third and two-fifths of non-participants, respectively. Students who participated were three times as likely to perform in the top quartile on a composite math and reading assessment compared with non-participants. Participants also were more likely than non-participants to aspire to higher education; two-thirds of participants expected to complete at least a bachelor's degree while about half of non-participants expected to do so. (National Center for Education Statistics, Extracurricular Participation and Student Engagement, June 1995)
- Colorado high school students who participate in some form of interscholastic activity have "significantly higher" grade-point averages and better attendance. Of the students surveyed, the average participant's GPA was 2.96 (on a 4.0 scale), compared to 2.35 for the non-participant. In one school, participants had an average reading test score of 76.30, compared to 58.91 for non-participants. In another school, participants scored 16.17 on the math standardized test, compared to 13.31 for non-participants. A participant missed school an average of 3.59 days a year, while a non-participant missed 5.92 days. The survey showed that the larger the school, the more pronounced the differences in participant and non-participant test scores and attendance results. (Colorado High School Activities Association and the Colorado Department of Education, 1992)
- High school students who compete in activity programs in New Mexico had a 2.80 grade-point average, compared to 2.00 for non-participants. The survey also indicated that more than 60 percent of the state's principals found that GPAs of at-risk students improved by being active in interscholastic activities. (New Mexico Activities Association, 1992)
- 1990-91 study in the Randolph (North Carolina) County school system showed a strong correlation between participation in athletics and positives such as improved grades and increased attendance rates. Athletes in grades 9 through 12 in the school system's four high schools recorded an 86 average, compared to 79 for the general population. Athletes averaged four absences, while the general population averaged seven. Eleven percent of the athletes had discipline referrals, compared to 25 percent of the general population. None of the athletes dropped out, while 3.7 percent of the general population were dropouts.
- In a 1988 survey, John Chevette and Kenneth Patranella concluded from an investigation in San Antonio, Texas, that educational outcomes related to scholastic performance are enhanced for those secondary students who participate in activity programs. A study of a high school population of 3,536 students found that secondary pupils who participated in more

	<p>than one activity during a semester tended to experience higher academic performance levels than other participants and non-participants.</p> <ul style="list-style-type: none"> • Students participating in a number of activities not only achieve better academically but also express greater satisfaction with the total high school experience than students who do not participate, according to a 1985 survey conducted for the NFHS by Indiana University. The grade-point average for "high activity" students was 3.05 on a 4.0 scale, compared to a GPA of 2.54 for "low activity" students. Researchers defined high activity as involvement in four or more activities, while low activity students were involved in one activity or none. • In North Carolina (the only state with a publicly-funded after-school program specifically for middle school students), 92% of the after-school programs resulted in increased academic performance. (Johnson & Dooley, 1999) • Children who attend high quality after-school have better peer relations, emotional adjustment, conflict resolution skills, grades, and conduct in school. (Posner & Vandell, 1994; Huang, et al., 2000) • Compared to students not participating in after-school, those who did showed: <ul style="list-style-type: none"> • stronger motivation to achieve, • higher educational aspirations, • greater capacity to build friendships, and • a higher level of interaction and communication with adults. (Harvard Family Research Project, 2003) • Children attending after-school had fewer absences, better conflict management skills, better work habits, higher aspirations for college. (Dryfoos, 1990; Witt, 2001) • Compared to students spending time in after-school, those who did <u>not</u> were: <ul style="list-style-type: none"> • 49% more likely to use drugs, • 37% more likely to be teen parents. (US Dept. of Ed, 1997) • After-school programs increase engagement in learning by providing middle school students with opportunities to receive personal attention from adults, a positive peer group, and community service activities. (Miller, 2003) • In San Francisco, participation rates of over 30 days per year in after-school were correlated with significant improvement in math and reading standardized test scores. (Walker & Albreton, 2002). • In New York City, a longitudinal study that followed MS after-school students through HS found that students who had attended after-school in MS had higher attendance rates in HS, earned more HS credits, were significantly more likely to be promoted on schedule in HS, and had higher levels of school engagement in HS compared with students who did not attend the MS after-school program. (Russell et al., 2007) • Research shows that participation in after-school programs at the middle school level was associated with reduced delinquency and lower dropout rates in the high school years. (Goldsmid et al., 2007; Gottfredson et al., 2004) • <u>Within FCPS</u>, almost 40 percent of FCPS athletes earn at least a 3.5 grade point average GPA (4.0 scale). • <u>In Fairfax County</u>, between 2005 and 2006, the average weekly attendance in the middle school after-school program increased by 67%. During the same period, gang related crime decreased by 32% and has continued to decrease in 2007. (Fairfax County Gang Prevention Status Report, www.fairfaxcounty.gov/gangprevention/gangpreventionreport_092407.pdf) • <u>Within FCPS</u>, outcome data from the middle school after-school program (October, 2007) show an average weekly attendance, across all MS, of 15,000 students, and : <ul style="list-style-type: none"> • From a survey (June 2007), the percentage of classroom teachers expressing an opinion who agreed, or strongly agreed, that students participating in after-school programs have improved in: <ul style="list-style-type: none"> ✓ Turning homework in on time. 68 percent
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	<ul style="list-style-type: none"> ✓ Behaving well in class. 72 percent ✓ Participating in class. 74 percent ✓ Achieving satisfactory, or better, academic performance. 76 percent ✓ Strengthening relationships with teachers. 81 percent ✓ Getting along well with other students. 86 percent <ul style="list-style-type: none"> • From a survey of parents (June 2007), of those expressing an opinion, 90 percent agreed, or strongly agreed, that their child enjoys attending an after-school program, and the following percentage reported that since attending an after-school program, their child: <ul style="list-style-type: none"> ✓ Seems happier or less stressed. 79 percent ✓ Has a better attitude toward school. 77 percent ✓ Is doing better academically. 60 percent • From a survey (June 2007), the percentage of after-school staff (primarily FCPS teachers) expressing an opinion who agreed, or strongly agreed, that students participating in after-school programs have benefited <ul style="list-style-type: none"> ✓ Academically 93% ✓ Socially 99% ✓ Behaviorally 89% • Seven Fairfax County Middle Schools participated in the pilot project and began the five-day after-school program in February 2005. For those schools, between the 2004-05 and 2005-06 schools years, there was a: <ul style="list-style-type: none"> ✓ 27 percent reduction in the number of student behavior incidents leading to a possible expulsion recommendation. ✓ 9.4 percent reduction in the percent of Ds and Fs received in core subjects (English, mathematics, science, social studies). <p style="text-align: center;">Participation in activity programs yields positive results after high school as well.</p> <ul style="list-style-type: none"> • A separate study done by the Center for the Social Organization of Schools at Johns Hopkins University found that sports had a "small but consistent" impact on a variety of other positive school outcomes, too. The more involved that 10th graders were in athletics, for example, the more likely they were to feel confident of their academic abilities or to be engaged in their schools. • The Spring 1999 issue of Assets, Search Institute, looked at a report from the North Carolina High School Athletic Association. The NCHSAA identified assets that any school-based sports program would inherently develop, along with an additional 26 that purposeful planning could help foster, including: <ul style="list-style-type: none"> ○ School boundaries - Schools provide clear rules and consequences. Most athletic programs have codes of conduct or rules for behavior in addition to school policies. ○ Youth programs - Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community. This is a given with most secondary school interscholastic athletic programs. In fact, far more than three hours per week is usually required.
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	<ul style="list-style-type: none"> ○ Achievement motivation - Young person is motivated to do well in school. Most athletic programs have minimum standards of achievement that must be met in order to participate in athletics. ○ Planning and decision making - Young person knows how to plan ahead and make choices. Because of practice and game schedules, in addition to other responsibilities, secondary school athletes have learned to manage their time. <ul style="list-style-type: none"> ● The February 1996 Career World examines the factors that really matter in gaining acceptance to a college or university. Admissions officers consider grades, test scores and involvement in extracurricular activities in deciding whether to accept or reject an applicant. ● Results of a 1987 survey of individuals at the executive vice-president level or above in 75 Fortune 500 companies indicated that 95 percent of those corporate executives participated in sports during high school. In addition, 54 percent were involved in student government, 43 percent in the National Honor Society, 37 percent in music, 35 percent in scouts and 18 percent in the school's publication. ● The American College Testing Service compared the value of four factors in predicting success after high school. "Success" was defined as self-satisfaction and participation in a variety of community activities two years after college. The one yardstick that could be used to predict later success in life was achievement in school activities. Not useful as predictors were high grades in high school, high grades in college or high ACT scores. ● The College Entrance Examination Board's Scholastic Aptitude Test (SAT) was examined in much the same way. It was found that having a high SAT score did not necessarily indicate success in a chosen career. The best predictor of later success, the study showed, was a person's independent, self-sustained ventures. Teens who were active in school activities, had hobbies or jobs, were found to be most likely to succeed at their chosen profession and make creative contributions to their community. <p style="text-align: center;">Community Use</p> <p>FCPS facilities are used extensively by community groups. Fairfax County Department of Community and Recreation Services schedules use of all FCPS fields and gymnasiums for use by the athletic community. The Fairfax County Park Authority utilizes school buildings and grounds for classes, camps, and summer Rec-Pac programs as well as other general uses.</p> <p>Over 132,000 individual events will be scheduled in FCPS facilities this year. About 300,000 users utilize 239 gymnasiums and 533 fields from the end of the school day until 10:15 pm Monday through Friday and all day on Saturdays and Sundays.</p>
<p>Potential Impact:</p>	<p>This section examines the Positive and Negative Impacts on both School-Based and Non-School-Based Athletics and Activities by Bell Option (A-E) and grade level (HS, MS, ES).</p> <p><u>Positive Impacts:</u></p> <p>A-E: Community for-profit programs are expected to adjust to any changes in the school schedule to maintain profitability.</p> <p><u>HS:</u></p> <p>A-E: Well rested students may have higher participation in athletics</p> <p>A-E: Adequate sleep has positive impact on athletic performance, and recovery from sport training.</p> <p>A-E: May have easier time recruiting coaches.</p> <p>A-E: schedule will be more like Loudoun county, Arlington county and TJ for interscholastic sports competitions.</p> <p>A-E: Plans by the school system and county for new synthetic turf fields, which increase use capacity by 62%, should help ease impacts (FCPA website on 2006 bond and FCPS School</p>

BoardDocs consent agenda item for Regular Meeting, Jan. 10, 2008)

C, D&E: Potential for sufficient time for athletics and activities after school and continue to have a positive impact on students' academic, social, emotional, and recreation needs. (Option C was not considered to be a viable option by some members of SIC due to the impact the late 3:45 dismissal time would have on Athletics)

C, D&E: Those providing music, art, tutoring, SAT, and religion classes have an adequate time window. (Option C was not considered to be a viable option by some members of SIC due to the impact the late 3:45 dismissal time would have on Athletics)

C, D&E: Potential for sufficient time for recreational athletics and activities after school and continue to have a positive impact on students' academic, social, emotional, and recreation needs (Option C was not considered to be a viable option by some members of SIC due to the impact the late 3:45 dismissal time would have on Athletics)

MS:

B&E: Sufficient time to maintain high-quality after-school program and continue to have a positive impact on students' academic, social, emotional, and recreation needs.

B&E: Sufficient time for recreational athletics and activities after school and continue to have a positive impact on students' academic, social, emotional, and recreation needs.

E: Those providing music, art, PSAT, tutoring, religion classes have a larger time window

A,C,D: MS students will have 1 3/4 hours vs. 3 1/2 hours for the FCPS after school program which will result in lower costs to the county

ES:

A-D: Increased opportunity for enrichment and sports activities after school

A-D: Fields available earlier for HS conditioning or practice and community use. In most cases, fields are too small for HS game use.

A-D: Those providing music, art, tutoring, religion classes have a larger time window than present.

Negative Impacts:

HS:

A-E: Would require a revision of nearly all co-curricular and extra-curricular activities and athletics and the possible elimination of some.

Reduced opportunity for athletes to receive academic assistance before afternoon practice.

Increased competition for gyms and fields between HS, MS, and community users. A later start of the school day will result in a later time at which high school students finish practices, decreasing the time these facilities are open to other community organizations.

Athletic practice times may be reduced leading to reduced preparation and possibility of increased injury rates.

Warm-up and pre-conditioning times for athletes may be reduced, leading to possibility of increased injury rates.

Reduced opportunity for participation in athletics and activities.

	<p>Impact on schedule Swim/Dive pool use and avoid peak public use times.</p> <p>Reduced opportunity for students to complete their community service hours requirements.</p> <p>Increased travel times to practices and Freshmen games due to travel during rush hour.</p> <p>Lack of lighted fields and courts precludes use after dusk limiting the number of fields available for practice.</p> <p>A-C: Impact on District band, orchestra, and choral practices and events.</p> <p>A-C: Students may need early release to meet co-curricular and activity requirements and athletic events thus missing part of the academic school day. Other jurisdictions that have instituted later high school opening times have commented on this impact:</p> <p>A-C: Reduced opportunity for all students to participate in extra-curricular and co-curricular activities after school.</p> <p>Reduced time for practicing instruments, meeting with tutors.</p> <p>Reduced opportunity for recreational athletics.</p> <p>Senior Boy/Girl Scouts/Explorers challenged to complete advanced awards.</p> <p>Those providing music, art, tutoring, religion classes, etc. have a much smaller time window</p> <p>MS:</p> <p>A, C, D: Would require a major revision of nearly all co-curricular and extra-curricular activities and the possible elimination of some.</p> <p>A, C, D: Would cause a major revision of and possible elimination of the middle school after-school program which would reduce the opportunity to address the academic, social, emotional, and recreation needs of youth.</p> <p>A, C, D: Reduced opportunity to meet with teachers, use library, access computer lab at the end of the day.</p> <p>A, B, C, D: Increased competition with HS and community groups for use of gyms and fields. A later start of the school day may result in a later time at which high school students finish practices on MS fields and gyms, decreasing the time these facilities are open to other community organizations..</p> <p>A, C, D: Reduced opportunity for students to complete their community service hours requirements.</p> <p>A, C, D: Reduced time for practicing instruments, meeting with tutors</p> <p>ES:</p> <p>A, B, C, D: Reduced opportunity for enrichment activities in the before school hours.</p>
<p>Transition Requirements:</p>	<p>Options A, B, and C would require a revision of nearly all athletic and co-curricular and extra-curricular activities at the HS level and the possible elimination of some. Options D and E would also require significant adjustment of nearly all athletic and co-curricular and extra-curricular activities at the HS level.</p> <p>Options A, C, and D would require a major revision of and possible elimination of the middle school after-school program which would reduce the opportunity to address the academic, social, emotional, and recreation needs of youth.</p> <p>Options A, B, C, and D would have an impact on access to FCPS gyms and fields by the 300,000 community users. Ending the school day this late will result in later times at which HS and MS</p>

	students finish use of the gyms and fields, decreasing the time these facilities are available to other community organizations. Youth and adult leagues access will be pushed to much later in the evening.																								
Majority & Minority Opinions:	<p>Majority of this sub-committee believes this transition can work with HS ending at 3:25-3:45 pm and MS ending at 4:10-4:30. Some members of the committee believe that before school conditioning, practices and activities occur now and are therefore a viable and effective solution if later start times are adopted. Their recommendation:</p> <table border="1" data-bbox="418 428 1419 562"> <thead> <tr> <th></th> <th>HS</th> <th>MS</th> <th>ES</th> </tr> </thead> <tbody> <tr> <td>Better Option</td> <td>C, D E</td> <td>A, B C, D</td> <td>A, C</td> </tr> <tr> <td>Worse Option</td> <td>A, B, D, E</td> <td>A, B, D, E</td> <td></td> </tr> </tbody> </table> <p>Minority of our committee believes that any option that extends HS beyond 3:15-3:30 would have an extremely negative impact on HS activities and athletics. They also believe that any option that extends MS beyond 3:30 – 3:45 would have an extremely negative impact on the Middle School After-School Program. Their recommendation:</p> <table border="1" data-bbox="418 772 1419 907"> <thead> <tr> <th></th> <th>HS</th> <th>MS</th> <th>ES</th> </tr> </thead> <tbody> <tr> <td>Better Option</td> <td>D, E</td> <td>B, E</td> <td>A-E</td> </tr> <tr> <td>Worse Option</td> <td>A, B, C</td> <td>A, C, D</td> <td></td> </tr> </tbody> </table> <p>Discussion followed about merging by 10 minutes C & D. ES would go earlier, but MS/HS would be release earlier. No vote was taken by SIC members, but the idea will be brought up to the TTF.</p>		HS	MS	ES	Better Option	C, D E	A, B C, D	A, C	Worse Option	A, B, D, E	A, B, D, E			HS	MS	ES	Better Option	D, E	B, E	A-E	Worse Option	A, B, C	A, C, D	
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High School Student Comments:	<p>Student A: Thinks it would be possible to start practices closer to the end of the school day.</p> <p>Student B: With a later start time, the after school activities may be put on the “back burner” relative to sports due to the need to get children home before dark. Students are already getting picked up from their practices late (8 – 9pm). I am not advocating the late release of students, seeing that some athletes may not have rides home that late into the night. For some sports it is too dark to practice outside at a late time. I feel that if this is already happening now, that it should not be a huge factor in the final product.</p> <p>Student B: The Learning Seminars (LS, blocks of time on a rotating schedule during the school day for students to meet with teachers) have been extremely helpful. If LS are placed in all HS, you could move up the practice time because there would be no need for remedial help after the school day.</p> <p>Student B: Morning practices are already happening in the HS. Club swimming and conditioning for multiple sports are taking place in the morning.</p>																								
Other Models:	<p>Findings from the CAREI Report show:</p> <p>Minnesota: Sports and activity participation stayed the same. Practices shortened. Generally positive feedback from coaches after the change, but some still firmly opposed. Some students had to leave last period of day early for away games/meets.</p> <p>Excerpt of U. of Minn. CAREI Report: Minnesota study compared three demographically similar jurisdictions with different HS start times (8:30 am, 7:25 am and 7:15 am) and found students at all three participated in after school sports and extracurriculars at similar rates. Concluded that later start time did not restrict participation.</p> <p>In all districts with the later start in the morning, afterschool athletic and other activity practices, extended-day programs, and rehearsals were shortened, with students arriving home at a later hour than they did in 1997. However, actual participation rates in afterschool activities, including sports and cocurricular activities, remained at the same levels after the implementation of the later high school start time as they had been before the change. Coaches and activity leaders were generally supportive of the change because they saw students who were less tired and seemingly more mentally alert at the end of</p>																								

the day. A few coaches whose sports involved long practices and traveling long distances for events were outspoken about their dislike of the later start and dismissal time for the school day. (Wahlstrom, Changing Times: Findings from the First Longitudinal Study of Later High School Start Times, NASSP Bulletin, December 2002)

Parents, students and staff all agree it has been a good change. It is unusual to have so much agreement about an issue in education today . . . beginning at 8:30 as compared to the 7:25 start. There has been no drop off in after-school sport or extracurricular activities as was predicted. In fact, there has been a slight increase. We have continued the start time for four years, believe it to be very beneficial to our students and plan to continue it into the future. (Dement, Stanford University, published in 2006, Edina Public Schools News & Reports)

Educators who have experienced the change to a later start as positive speak forcefully about its impact. “Even though the change in starting time has affected after-school activities, I feel that the benefit – of having school hours more tuned into “teenage clocks” – are significant.” Said one teacher. Another commented, “if you are involved in any kind of after-school activity, it can be difficult to take care of personal business, but the positives for the kids outweigh this single personal consideration.” (CAREI Report Bemis, and Kubow, Wahlstrom, and Bemis, Starting Time and School Life, Phi Delta Kappan, January, 1999)

Because of early dismissal for activities, sports practices, and personal appointments, many students missed the last period. Teachers were unable to cover the desired amount of curriculum and students missed class discussions, labs, and required assignments. One teacher wrote, “Now, I lose ½ of my sixth hour IB class in the fall due to sports’ start times.” Another teacher-coach, “I had to excuse my student athletes from class 13 times this spring for track meets.” (CAREI Report and Kubow, Wahlstrom, and Bemis, Starting Time and School Life, Phi Delta Kappan, January, 1999)

Less than 28% of all Minneapolis high school students participate in interscholastic sports activities. The participation rates at the seven HS are: 17%,19%, 23%, 23%,31%, 31%, 43%. (MPS, Dept. of Athletics)

The CAREI Report documents significant differences in both implementation and initial outcomes of later HS start times in Minnesota between small, suburban, affluent communities (Edina) and large, urban school divisions (Minneapolis). How the policy process played out in each community had a substantial impact on how the changes were received by families. Some school districts and individual schools took great pains to involve the school community and keep members informed of the anticipated changes in school starting time. Other districts and schools had as little as one week to implement the change in schedule. Clearly, those districts and school communities that had ample warning reported less difficulty in making the necessary adjustments. In the large, urban school division focus groups, students report felt more tired at the end of the day, decreased participation in extracurricular activities, had less time to study, practices were shorter and sometimes held in the morning, defeating the purpose of later start times, conflicts in schedules forced students to restrict the number and type of extracurricular activities in which they could participate, later dismissal restricted the number of hours they could work, the amount of money they could earn, and the type of jobs available to them. Teachers report students were less involved in extracurricular activities, fewer students sought academic help before and after school, because of the need to release student athletes early for games/meets, students often chose electives over required courses when required courses were scheduled for last period, because of late-day weariness and personal obligations, there was decreased teacher supervision for after-school activities. (CAREI Report; Kubow, Wahlstrom, and Bemis, Starting Time and School Life, Phi Delta Kappan, January, 1999; Wobel, The Impact of School Starting Time on Family Life, Phi Delta Kappan, January, 1999)

However, the majority of students in the suburban focus groups said that they felt less tired at the end of the day when they did their homework and that the later dismissal had not negatively affected their involvement in after-school activities. Nearly all the students in the focus groups noted that they were feeling more rested and alert for the first hour of class and that they were generally going to bed at the same time as they had been when the starting time was an hour earlier —thus they were, indeed, getting about one hour more of sleep each school night. Indeed, almost three-quarters of the teachers surveyed (72.7%) chose a starting time of 8 a.m. or later. (CAREI Report Kubow, Wahlstrom, and Bemis, Starting Time and School Life, Phi Delta Kappan, January, 1999)

It was apparent when looking at the data across communities that not all schools were equally supported in making the schedule changes. Some communities expended substantial effort to ensure that schedules for before- and after-school activities were accommodating. In other communities, respondents told us that the school schedule was the only one to change and that they felt out of synch with the rest of the world. The conflicting schedules affected opportunities for recreation and sports, medical appointments, and jobs for teens. (CAREI Report Kubow, Wahlstrom, and Bemis, Starting Time and School Life, Phi Delta Kappan, January, 1999; Wobel, The Impact of School Starting Time on Family Life, Phi Delta Kappan, January, 1999)

Also of note is the negative impact on academics when school districts shifted their sports practices and activities to the morning after shifting to later HS start times. CAREI found a statistically significant negative correlation between scheduling sports practices in the morning and academic success; i.e., the more practices held in the morning, the lower the students' self reported grades. They found no relationship between participation in sports and letter grades when practice occurs after school or on the weekend; that is, letter grades are not affected positively or negatively if students practice after school or on the weekend. An interesting sub finding is that in looking at hours of practice instead of days of practice per week, there was a statistically significant, positive relationship between the numbers of hours of practice on school days and self-reported grades. However, this effect was only found *if practice did not occur before school*. One may speculate that the fewer hours a student has available, the more efficient the student will manage his/her time. Finally, there is no statistically significant relationship between participation in extracurricular activities other than sports and self-reported letter grades. In other words, letter grades are not affected positively or negatively by participation in extracurricular activities other than sports. (CAREI, 1998 Executive Summary)

Middle School Comparisons: Perhaps the most important information discovered is that there are not many variables on which these two districts differ significantly, despite the fact that the start times are dramatically different (i.e., Minneapolis middle schools start at 9:40 AM and District B middle schools start at 7:30 AM). However, the findings that do demonstrate statistically significant differences all support the argument that changing Minneapolis middle school start times does not negatively impact Minneapolis middle school students. Of importance is that students in Minneapolis are getting more sleep each night, on average, than students in District B (compare 8 hrs, 42 min to 7 hrs, 25 min).

“Clearly, the least desirable and most problematic start time was the 9:40 start time at the middle schools.” (Kubow, Wahlstrom, and Bemis, Starting Time and School Life, Phi Delta Kappan, January, 1999; Minneapolis Public Schools Start Time Study, Executive Summary, Nov., 1998)

A survey by a middle school student designed to assess students' opinion of the later start for a class project showed a majority of his peers favored the later start, with reports of less fatigue and easier learning in early classes. (CAREI Report Bemis, and Kubow, Wahlstrom, and Bemis, Starting Time and School Life, Phi Delta Kappan, January, 1999)

Teachers report that the late start time did not provide a sufficient amount of prime time learning in the morning. Although a few commented that they were better able to handle discipline problems and that students were more alert and doing better, the majority of teachers reported students to be more difficult to motivate at the end of the day as a result of teacher and student fatigue. Teachers report decreased effectiveness in managing student behavior. Teachers report students involved in co-curricular and extra-curricular activities often had to leave class early, missing all or part of the last academic period, disrupting learning for others. Activities were simply too late in the day and the time remaining after school was too short. Fewer MS students participated in after-school activities. Fewer students stayed for tutoring at the end of the school day. The late start time seemed to communicate to personnel and students that learning was not a priority. Parents were concerned about students participating in after-school activities because of the late arrival home when it was particularly unsafe. Safety was also a concern in the morning, when parents left for work and students had to get themselves off to school. (CAREI Report; Kubow, Wahlstrom, and Bemis, Starting Time and School Life, Phi Delta Kappan, January, 1999; Wobel, The Impact of School Starting Time on Family Life, Phi Delta Kappan, January, 1999)

Judy Farmer, Minneapolis School Board Member said, “...middle school parents ... have made it clear

that 9:40 am is too late to be starting school. The 4:10 pm dismissal time has also played havoc with after-school activities for middle schoolers. By then it's pretty late to squeeze stuff in before dinner." (The School Administrator, AASA, March, 1999)

After School Activities: In terms of after school activities other than homework, start time does not seem to be restricting student participation in organized sports. If anything, Minneapolis students spend more time than those in District B, on average, participating in organized sports during the school week. Minneapolis Student Council Members spend the most time participating in organized sports during the school week compared to the other two groups. This finding is not related to school start time, which, to reiterate, does not appear to restrict student participation in organized sports. Also there is no statistical significance between the amount of time spent participating in extracurricular activities on the weekend among these three groups. This finding also supports the assertion that school start time is not restricting student participation in extracurricular activities. (Minneapolis Public Schools Start Time Study, Executive Summary, November 1998, K. Wahlstrom, G. Wrobel and P. Kubow, Center for Applied Research and Educational Improvement, University of Minnesota)

Arlington: Two-thirds of students had the same or increased participation in extracurriculars. School staff able to accommodate extracurriculars, able to minimize impact.

Excerpt: (June 2005 Impact Study, summary) How effectively were the system's resources used to achieve the identified goals? The transportation system handled the switch with minor glitches, and the school staff did an admirable job in accommodating the changes, including minimizing the impact on extracurricular activities.

Background: The final consideration built into the proposal was that the change should not adversely impact a student's potential to participate in extracurricular activities. The intention was that the same activities would be available to students at times adjusted around the new academic day.

Data Sources, Student Survey: Attendance data are not systematically maintained for extracurricular activities in a manner that allows for comparison between years. Therefore, the survey responses from students were analyzed to address this evaluation question. The student survey included an item that asked students to compare their participation in afterschool activities during the 2001-02 school year versus the 2000-01 school year. Students were instructed to respond "true," "false," or "no difference" to the statement: "This year I am participating in more after-school activities than last year." They responded:

- 29% True
- 29% False
- 36% No Difference
- 6% No Response

It appears from the responses of high school students that students were able to participate in after-school activities after the start time changes. That is, about 65% of the students indicated that either there was no difference in their participation or that they were participating more in 2001-2002.

(Arlington Public Schools, Impact of 2001 Adjustments to High School and Middle School Start Times)

Very few negative impacts on sports practices and games from later start and end time. Away games for freshman basketball had to be scheduled for a half hour later than before (from 4 pm to 4:30 pm). Other basketball games that follow only shifted by 15 minutes. Now away games are 4:30 pm (freshman BB), 6 pm (JV) and 7:45 pm (Varsity). Practices: Most practices start at 3:30 pm. All three high schools have synthetic turf fields. In order to share with community that also wants to use those fields, high school teams have to get off the fields at 6:30 pm. Some teams practice on natural grass fields so they can go longer (football, for example, goes longer). Some high school practices are at middle schools, which dismiss earlier. HS can use MS gyms until 6:30 pm. They don't use ES fields for HS practices. Arlington provides three PM buses daily for high school students to go from school to home: 1) at 3:01 pm dismissal, 2) late bus at 4:30 pm M-Thurs for kids who need to stay after for tutoring, etc. 3) sports bus at 6:30 pm. (Debbie DeFranco, Supervisor, Health, Physical Education & Athletics for Arlington County, was a member of Arlington County's School Start Time Steering Committee, Interview 12-4-07)

Note that although the Arlington HS shifted to a later start time, the MS shifted to an earlier start time - from 8:10 am to 7:50 am. Arlington found an increase in the number of students participating in middle school after-school enrichment activities after the change. (Arlington Public Schools, Impact of 2001 Adjustments to High School and Middle School Start Times)

Wilton, Conn. (School district with one HS of 1300 students): Wilton saw increased sports participation and one of its best sports seasons ever. Only problem proved to be some students having to leave last period early for some away games.

Excerpt (NSF Case Study, reviewed by Wilton school system)

Wilton faced two main challenges in proposing a change in start times. First, Wilton is a self described “sports town.” The Wilton Sports Council, a body representing the interests of the little league, soccer clubs and other private sports organizations, was a tough opponent to the change. They insisted that any change in start times would lead to the expulsion of Wilton teams from the athletic conference, a price too high to pay for any other possible benefit. Second, there were reservations raised by the parents of younger children, who would not reap the benefits of changing starting times, especially if their children now would have to arrive earlier.

Teachers who also coached at the schools were concerned before the change that they would be unable to make it to practices, but this turned out not to be a problem. Wilton High School had one of its best athletic seasons, even earning several state championships. The high school athletic programs saw a continued rise in participation.

The only problems were for students who had to be pulled out of class early for away games, and for students who participated in more than one sport, although this full schedule would be difficult with any school start time.

Excerpts (League of Women Voters of Connecticut Concurrence Statement, 2005):

In Wilton, the percentage [of students participating in extracurricular activities] has been estimated at more than 75%. Because many student organizations and clubs meet weekly or monthly -- frequently outside of school hours, in the morning or evening, a shift in the school day schedule should affect these organizations only minimally, if at all...

Edina, Minn (District has one HS): Excerpt (Edina public schools later start time summary): There has been no drop off in after-school sport or extracurricular activities as was predicted. In fact, there has been a slight increase.

Edina, Minn (District has one HS): Since shifting to a later start time, Edina HS has added a “Zero Hour” Program from 7:30 am – 8:30 am from Monday through Friday. In addition to two semesters of Recreational Fitness, Health, and Varsity Choir, they also offer Chemistry, AP US History, and AP European History from 7:30 – 8:30 am.

Brevard County, Fla.: Middle School: They hold before school activities rather than after school, with students providing their own transportation.

Fairfax, VA (TJ)

Thomas Jefferson HSST can serve as a model: TJ’s schedule is 8:30 to 3:50 pm, a day that starts more than an hour later than all other Fairfax high schools and ends 1 hour and 45 minutes later (because of its longer school day). TJ nonetheless has a vibrant sports program (offering all the same sports as other high schools) and extensive clubs and extracurricular activities, despite the fact that students come from as far away as Fauquier County. TJ also has an activity period built into their schedule. TJ students

	<p>also work and have internships, which are worked around the school schedule.</p> <p>The sports that require early release from TJ during class time are freshman boys' and girls' basketball and boys' and girls' tennis for some away games. (interview 12/3/07 with Melody Modell, TJHSST Director of Student Activities and Athletics)</p> <p>At South County Secondary School, which opened in 2005, participation in the middle school after-school program has varied (135 average daily attendance in 2005-06, 40 average daily attendance in second quarter 2006-07, 64 average daily attendance in first quarter 2007-08). The reasons for this drop in attendance are unclear. A change in bell schedule (2005-06 dismissal at 2:30, 2006-07 dismissal at 4:05) may have excessively reduced the time for these after-school activities. The drop in attendance may also reflect instability as the after-school program develops a full complement of activities and recruits sponsors, as well as space and logistical issues with an increased population of students in the building. The School Board is urged to evaluate the reasons for these changes.</p>
<p>Research:</p>	<p><u>On the FCPS Athletic Programs: Health Information Page</u></p> <p>1. Sleep</p> <p>Athletes are putting extra demands on their bodies and need adequate time to recover from a demanding schedule of school and sports training. A good night's sleep is essential for an athlete to succeed. Managing time is essential for success, in the classroom and in the sports world. http://www.fcps.edu/supt/activities/athletics/health.htm</p> <p><u>ScienceDaily (Jun. 14, 2007)</u> — Athletes who get an extra amount of sleep are more likely to improve their performance in a game, according to recent research.</p> <p>Sleep May Be Athletes' Best Performance Booster, Lynne Lamberg Chronobiology studies are giving athletes and coaches valuable information on sleep strategies that could help ensure that an athlete's performance doesn't become a victim of too little sleep. http://pn.psychiatryonline.org/cgi/content/full/40/16/21</p> <p><u>School start time & teen sleep</u>, Wahlstrom, High School Magazine, May 2000</p> <p><u>Sleep and Sports: Get the Winning Edge!</u></p> <p>Bond V et al. Effects of sleep deprivation on performance during submaximal and maximal exercise. <i>Journal of Sports Medicine</i> 1986; 26: 169-174.</p> <p>Ketchum BJ. Sleep deprivation can hinder sports performance. <i>SportsMedicine.com</i> 1999.</p> <p>Martin B and Chen H. Sleep loss and the sympathoadrenal response to exercise. <i>Medicine and Science in Sports and Exercise</i> 1984; 16(1) 56-69.</p> <p>Martin B, Gaddis G. Exercise after sleep deprivation. <i>Medicine and Science in Sports and Exercise</i> 1981; 13(4): 220-223.</p> <p>Montelpare W, Plyley M, Shephard R. Evaluating the influence of sleep deprivation upon circadian rhythms of exercise metabolism. <i>Canadian Journal of Sports Science</i> 1992; 17(2): 94-97.</p> <p>Mougin F, Simon-Rigaud M. Effects of sleep disturbances on subsequent physical performance. <i>European Journal of Applied Physiology</i> 1991; 63: 77-82.</p> <p>Powell NB et al. A comparative model: Reaction time performance in sleep-disordered breathing versus alcohol-impaired controls. <i>Laryngoscope</i> Oct. 1999; 109(10): 1648-1654.</p> <p>Reilly T, Deykin T. Effects of partial sleep loss on subjective states, psychomotor and physical</p>

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From FCPS Office of After-School Programs:

Why After-School?

Providing after-school, weekend, and summer activities for children and youth has been a long tradition in public schools. Two factors have led to the explosive growth, over the past few years, of after-school programs in many schools. First, the development of challenging standards for all students is creating the need to provide additional time and opportunity for those who may be struggling academically. Second, an increasing number of parents, married and single, are working full time, leaving many young people without adult contact or supervision at home at the end of the regular school day.

Many states and local districts have taken the initiative to establish and fund after-school opportunities for elementary, middle, and high school youth to: provide a safe haven for young people, improve academic achievement, improve student behavior, and reduce risk-taking behaviors and substance abuse. In addition, after-school programs can create a powerful dynamic for crafting collaborative relationships to create great programs among schools, youth, community organizations, cultural institutions, and other entities.

Recent published research by Dr. Robert Blum, stemming from the National Longitudinal Study of Adolescent Health (Add Health Study), showed that race, ethnicity, family income, and family structure cannot predict whether a teen is likely to participate in risky or unhealthy behaviors. This long-term study of 12,000 youth from 137 middle and high schools did show the two strongest predictors of adolescent substance abuse and behavioral issues: (1) academic difficulties in school and (2) unsupervised time after school. (Blum et al.) In addition, being at academic risk was nearly universally associated with every health risk factor. This extensive study supports the importance of young people having a safe, supervised learning environment during those critical hours after school. High-quality after-school programs can directly address the two strongest risk factors impacting children and youth.

In their original analysis of Add Health data, Resnick et al. showed that students who feel connected to school are less likely to: use alcohol and other drugs, engage in violent or delinquent behavior, become pregnant, and experience emotional distress. School connectedness (a student's feeling of being part of and cared for at school) was identified as the only school-related variable that helped build resilience to eight different health risk outcomes among adolescents. School connectedness plays in significantly reducing risk-taking behavior in adolescents; such was the theme of Dr. Robert Blum's keynote address at a recent Safe and Drug Free Youth Conference. McNeely et al. have recently shown that student participation in after-school activities (extracurricular) and improved school attendance are two of the key factors that lead to improved school connectedness.

There is a growing body of research evidence (National Institute of Out-of-School Time (NIOST) Fact Sheet) indicating that high quality after-school programs can improve: school connectedness, student

attendance, student classroom behavior and reduce risk-taking behavior. A recent multi-year study of four after-school programs (Grossman, et al.) showed a significant reduction in risky behavior in students who participated in the after-school programs. In essence, there is solid research evidence showing that after-school programs reduce youth violence and gang activity, reduce alcohol, tobacco, and drug use, increase school and community connectedness, improve academic achievement and narrow the achievement gap.

After-school opportunities can provide young people with a positive alternative to spending time on the streets or being home alone. Clearly there is great need for sustaining and increasing proven and effective programs that serve the needs of young people during the after school hours.

What does the national data say about risk factors impacting children and youth?

In 69% of all married-couple families with children ages 6 - 17, both parents work outside the home; in 78% of female-headed families and 84% of male-headed families, the custodial parent works outside the home. (NIOST, 2004)

The gap between parents' work schedules and children's school schedules is about 22 hours per week. (Annie E. Casey Fdn./ US Dept. of ED, 2000)

On school days, between 3 pm - 6 pm, violent juvenile crime triples. (FBI, 2003)

The most common time for youth to engage in sexual activity is between 3 pm and 6 pm. (Howell, 1998)

Children who are unsupervised for 11+ hours/week are twice as likely to use alcohol, tobacco, or other drugs (ATOD). (Mulhall, 1996)

Middle school students who spend 3+ hours home alone after school are significantly more likely to: use drugs and alcohol, have high levels of stress & anger, experience behavior problems, perform poorly academically. (Center for Prevention Research and Development, 1998)

The number of overweight teens has tripled in the past 30 years. (Ogden et al., 2002)

What does the local data say about risk factors?

In January 2001, the Communities That Care survey was administered to roughly 40% of the 8th, 10th, and 12th graders in the Fairfax County Public Schools. Survey results further support the need for structured programming for youth. For example, 57% of respondents indicated that they spend time at a friend's house without an adult present; 34% spend time at least once a week when no parents are present; and 50% indicated that they hung out at a mall or parking lot, 3 or more times a month. Key findings related to risk and protective factors identified elevated risk factors in all four domains. Youth in Fairfax County indicated less than average feelings of neighborhood attachment, adequate family supervision and discipline, and commitment, or connectedness, towards school. Specific findings related to substance abuse and violence-related behaviors included the following:

- 10% of 8th graders reported smoking cigarettes in the last 30 days
- 21% of 8th graders reported they currently consume alcohol
- Almost 5% of youth in 8th grade reported current use of inhalants
- 5.1% of youth in 8th grade indicated current use of marijuana
- The number of times respondents indicated they used alcohol in the past 30 days

	<p>increased for each grade</p> <ul style="list-style-type: none"> • 46% of all respondents indicated that they had been bullied, taunted, ridiculed, or teased at least once, with 11.8% reporting ten or more occasions in the past year <p>The 2003 Virginia Youth survey indicated that these numbers have fallen a small amount, but are still large. There is ample evidence indicating a substantial increase in youth gang activity and gang recruitment in Northern Virginia that was not addressed in detail in either survey.</p> <p>The Fairfax-Falls Church Community Services Board (CSB) completes annual Community-Based Prevention Plans that involve input from the entire community: residents, community organizations, service providers, faith communities, public safety, youth, businesses, and the school system. This plan prioritizes prevention needs and services. Each year, the needs identified by hundreds of stakeholders have consistently related to after-school programming for youth, especially in identified high-risk communities. Identified concerns included unsupervised youth during after-school hours and a lack of positive youth activities at neighborhood levels.</p> <p>What does the research say about the outcomes of after-school programs?</p> <p>In North Carolina (the only state with a publicly-funded after-school program specifically for middle school students), 92% of the after-school programs resulted in increased academic performance. (Johnson & Dooley, 1999)</p> <p>Children who attend high quality after-school have better peer relations, emotional adjustment, conflict resolution skills, grades, and conduct in school. (Posner & Vandell, 1994; Huang, et al., 2000)</p> <p>Compared to students not participating in after-school programs, those who did showed:</p> <ul style="list-style-type: none"> • stronger motivation to achieve, • higher educational aspirations, • greater capacity to build friendships, and • a higher level of interaction and communication with adults. (Harvard Family Research Project, 2003) <p>Children attending after-school had fewer absences, better conflict management skills, better work habits, higher aspirations for college. (Dryfoos, 1990; Witt, 2001)</p> <p>Compared to students spending time in after-school, those who did not were:</p> <ul style="list-style-type: none"> • 49% more likely to use drugs, • 37% more likely to be teen parents. (US Dept. of Ed, 1997) <p>After-school programs increase engagement in learning by providing middle school students with opportunities to receive personal attention from adults, a positive peer group, and community service activities. (Miller, 2003)</p> <p>In San Francisco, participation rates of over 30 days per year in after-school were correlated with significant improvement in math and reading standardized test scores. (Walker & Albreton, 2002).</p> <p>Much of this research indicates that quality after-school programs can markedly increase engagement in learning and students who are engaged in learning behave better in school, have better work habits, improved attitudes towards school, a greater sense of belonging to the community, and better</p>
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relationships with parents. Children and youth are not the only ones to benefit. When disruptive behavior in the classroom is reduced, teachers have more time to engage all students in learning. Positive effects extend to families, employers, and the community. Recent research indicates that after-school programs are likely to produce a significant return on the initial investment.

A survey of 1178 police chiefs, sheriffs, and prosecutors, by greater than a 4 to 1 margin, reports that after-school programs have the greatest impact on reducing youth violence and crime (Mason-Dixon Polling & Research, 2002). In a different poll, nearly 9 in 10 police chiefs said that expanding after-school programs will “greatly reduce youth crime and violence.” (Poll of Police Chiefs, Fight Crime: Invest in Kids, 1999)

In a cost-benefit analysis done in Wisconsin, researchers concluded that 64 schools saved over \$1,000,000 during a one-year period due to the reduced number of students retained in grade or referred to special services due to the child’s participation in after-school programs (Riley, et al., 1994). A California study compared the number of after-school students retained in grade compared to the general school population and projected cost savings of over \$11 million in 2001 – 2002 alone. Brown et al, 2002 calculated the benefits associated with California’s new after-school initiative and estimated the return to the taxpayers ranges from \$8.90 - \$12.90 for every dollar invested in the program.

In addition to savings for the taxpayer, businesses report reduced turnover, lowered absenteeism, and increased productivity where quality after-school programs were available. (Barnett, 2004). In a recent needs assessment conducted by the Fairfax County After-School Network, working parents of middle school students responded to the lack of after-school programs at the following rates:

- 84% worry about their children at home alone.
- 46% have limited their work hours or choice of employment.
- 43% have had to take time off work.
- 48% report negative impact on productivity at work.

A growing concern in Fairfax County is the rapid increase in youth gang activity. The after-school hours (3 to 6 pm) are the prime time for juvenile crime and gang-related crime on school days. In addition, a leading risk factor for joining gangs is unsupervised time spent with friends. Work by Fight Crime: Invest in Kids shows that shutting off the pipeline that delivers youth into gangs can be very effective. After-school programs and anti-bullying programs can protect youth from gang violence and remove some of the pressures to join gangs.

High-quality after-school opportunities can provide young people with a positive alternative to spending time on the streets or being home alone. Participating in positive, goal-directed activities can give all youth an opportunity to develop skills, build character, and partake in challenging, fulfilling opportunities. It can also lessen their chances of engaging in risk-taking behaviors by occupying idle time, strengthening commitment to school and community, and exposure to positive peer and adult influences.

After-school programs are a critical community need for young people. High-quality after-school programs help all youth

- be safe,
- stay drug- and alcohol-free,
- avoid the pressure of gangs,

- succeed in school,
- form positive relationships with adults,
- make new friends,
- contribute to the community, and
- learn new skills.

Prepared by the Office of After-School Programs, Fairfax County Public Schools (1/2005).

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