

FACT SHEET

Fairfax County – Fairfax County Public Schools Middle School After-School Program

The Middle School After-School Program is funded and implemented through a collaborative partnership between Fairfax County Public Schools, Office of After-School Programs, and the Fairfax County Government, Department of Community and Recreation Services.

Every middle school currently has a regularly scheduled after-school program five days a week that runs from regular dismissal times until as late as 5:30 p.m./6:00 p.m. Each middle school offers a broad spectrum of rich and engaging activities during the hours after school encompassing: academic support and enrichment; social skills and youth development; physical, health, and recreational activities; and, family and community involvement. The after-school program is a key element in the school division's and county's initiatives to improve academic performance, develop healthy and successful youth, and combat gangs. The after-school program is neither child care nor an extension of the school day. These after-school activities provide each youth with greater opportunities to form a relationship with a caring adult, to contribute to the community, to acquire new skills in a supportive environment, to be safe and secure, to form healthy relationships with peers, and to develop the attitudes, skills, and knowledge to thrive in the workplaces and communities of the 21st century.

The 2008-09 school year marks the third year of the five-day-a-week after-school program in all middle schools. The strategic and intentional way in which the after-school program was designed and implemented and then linked to the school day and to the FCPS student achievement goals has produced numerous documented positive outcomes for our youth.

Some Facts about the Middle School After-School Program:

(All process data is for the 2007 – 08 school year)

- On average, middle schools provide 13.5 hours of after-school programming per week
- Over 71% of the MS population (18,400 individual students) attend the after-school program
- The average weekly attendance, across all middle schools, is 17,200 students
- In a typical school quarter, the after-school program employs 840 hourly staff members
- In a typical school quarter, 430 adults and 300 students volunteer in the after-school program contributing over 16,500 hours of service and support during the year
- The after-school program partners with 140 outside agencies, organizations, and individuals to provide programming
- Across all the middle schools, over 760 different programs/activities are offered during the after-school hours
- All middle schools offer prevention-based programming
- All middle schools offer family and community involvement activities

What does nearly two decades of national research indicate about the benefits and outcomes of high quality after-school programs?

- Increased academic performance¹
- Improved school attendance²
- Improved student behavior³
- Increased classroom participation³
- Improved homework completion rates⁴
- Better peer relations, emotional adjustment, and conflict resolution skills³
- Improved student-adult relationships⁵
- Higher level of interaction and communication with adults⁵
- Increased engagement in learning⁶
- Improved school climate⁶
- Reduced behavior referrals⁴
- Reduced high risk behavior⁷
- Reduced gang crime⁸
- Increased participation in healthy recreational activities⁹
- Increased school, family, and community partnerships¹⁰
- Better attitudes towards school¹¹
- Improved sense of self and higher confidence³
- Higher aspirations for college²
- Improvement in math and reading standardized test scores¹²
- Reduced numbers of students retained in grade or referred to special services¹³
- Businesses reporting reduced staff turnover, lowered absenteeism, and increased productivity where quality after-school programs were available¹⁴

What have been some of the outcomes and benefits of the FC-FCPS Middle School After-School Program?

- **Increased academic performance**^{15,16,17}
 - Between the 2005-06 and 2007-08 schools years there was a:
 - 10% reduction in the percent of Ds/Fs in core subjects (English, Math, Science, Social Studies)
 - 80% of classroom teachers agree, or strongly agree, that academic performance of after-school participants has improved
 - 67% of parents agree, or strongly agree, that their child is doing better academically since attending after-school
- **Improved school attendance**¹⁸
 - Percent of students with unexcused absences decreases when participation in after-school increases
- **Improved student behavior**^{16,19}
 - 67% of classroom teachers, agree or strongly agree, that the classroom behavior of after-school participants has improved
 - 76% of middle schools report that after-school has had a moderate-to-large impact on classroom behavior
- **Increased classroom participation**¹⁶
 - 77% of classroom teachers agree, or strongly agree, that classroom participation of after-school participants has improved

- **Improved homework completion rates**^{16,17}
69% of classroom teachers agree, or strongly agree, that homework completion rates of after-school participants has improved
67% of parents agree, or strongly agree, that their child completes homework with greater ease.
- **Better peer relations, emotional adjustment**^{16,17}
86% of classroom teachers agree, or strongly agree, that student-student relationships of after-school participants has improved
80% of parents agree, or strongly agree, that their child seems happier or less stressed since attending after-school
- **Improved student-adult relationships**¹⁶
90% of classroom teachers agree, or strongly agree, that student-teacher relationships for after-school participants has improved
- **Improved school climate**¹⁹
86% of the middle schools report that after-school has had a moderate-to-strong impact on school connectedness
- **Reduced behavior referrals**²⁰
Between the 2004-05 and 2006-07 schools years there was a:
13% reduction in percent of student offenders meriting suspension/expulsion
17% reduction in the percent of offenses meriting suspension/expulsion
- **Reduced high risk behavior**²¹
Fairfax County Youth Survey shows that high risk behavior for 8th graders has dropped over the past seven years
- **Reduced gang crime**²²
FC Police Department data show a 32% drop in youth gang activity between 2006 – 2008 as after-school attendance doubled.
- **Increased participation in healthy recreational activities**²¹
Fairfax County Youth Survey shows 43% of eight graders are participating in recreational activities at least an hour per day.
- **Increased school, family, and community partnerships**^{19,21}
The after-school program partners with 140 outside organizations, agencies, and individuals.
Participation in extracurricular activities by Spanish speaking youth and youth who speak other languages at home has increased by 21% and 24% respectively.
The after-school program partners have brought over \$900K to FCPS
- **Better attitudes towards school**¹⁷
78% of parents agree, or strongly agree, that their child has a better attitude towards school

References

1. Johnson, J, and Dooley, J., (1999), Support our students program (1998-1999) (pp 1 – 59) Unpublished report; Goerge, Robert M., Cusick, Gretchen Ruth, Wasserman, Miriam, Gladden, Robert Matthew (2007). After-school programs and academic impact: A study of Chicago's after school matters. Chicago: IL University of Chicago, Center for Children.
2. Dryfoos, J.G., (1990), Adolescents at Risk: Prevalence and Prevention, New York: Oxford University Press.; Witt, P.A. (2001), Differences between after-school program participants and non-participants. Retrieved from www.rpts.tamu.edu/faculty/witt:wittpub12.html.
3. Posner, J.K. & Vandell, D.L.(1994), Are there beneficial effects of after-school programs?, *Child Development*, 65(2), 440-456; Huang, D., et al., (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.
4. American Youth Policy Forum. (2006). Helping youth succeed through out-of-school time programs. Retrieved from <http://www.aypf.org/publications/HelpingYouthOST2006.pdf>.
 5. Harvard Family Research Project (2003). A Review of Out-of-School Time Programs: Quasi-Experimental and Experimental Results. Retrieved from www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html.
 6. Miller, Beth, (2003), Critical Hours: Afterschool Programs and Educational Success. A report commissioned by the Nellie Mae Education Foundation.
 7. U.S. Department of Education (1997), Keeping school open as community learning centers. Washington, DC:author
 8. Fight Crime: Invest in Kids. (2006). Retrieved from <http://www.fightcrime.org/>.
 9. Harvard Family Research Project. (2004). A profile of the evaluation of the Kids on the Move program. Cambridge, MA: Author. Retrieved from:<http://www.gse.harvard.edu/hfrp/projects/afterschool/mott.kotm.html>.; Harvard Family Research Project. (2004). A profile of the evaluation of the NikeGO After School Program. Cambridge, MA: Author. Retrieved from:
<http://www.gse.harvard.edu/hfrp/projects/afterschool/mott.nikego.html>.
 10. Zaff, J., Calkins, J., Bridges, L., & Margie, N. (2003). Promoting positive mental and emotional health in teens: Some lessons from research. Washington, DC: Child Trends; National Research Council and Institute of Medicine. (2002). Community programs to promote youth development. Committee on Community-Level Programs for Youth. Jacquelynne Eccles and Jennifer A. Gootman, (Eds.), Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press..
 11. Russell, C., Meike, M., Miller, T., & Johnson, J. (2007). After-school programs and high school success. Analysis of post-program education patterns of former middle-grades TASC participants. Washington, DC: Policy Studies Associates, Inc.
 12. Walker, K. and Arbreton, A. (2002) Working together to build Beacon Centers in San Francisco: Evaluation findings from 1998-2000, Philadelphia, PA: Public/Private Ventures.
 13. Riley, et al., (1994), Preventing problem behaviors and raising academic performance in the nation's youth, Madison, WI: University of Wisconsin.
 14. Barnett, R. (2004), Parental after-school stress project. A report by the community, families, and work program at Brandeis University. Waltham, MA
 15. FCPS EDSL Data, (Enrollment and Marks) 2005-06 and 2007-08
 16. After-School Program Classroom Teacher Survey, June 2008
 17. After-School Program Parent Survey, June 2008
 18. After-School Program Quarterly SASI Reports (1st Quarter, 2008-09)
 19. After-School Program Quarterly Progress Reports, 2007-08
 20. Virginia Department of Education, Safe Schools Information Resource, Offense Frequency Report
 21. Fairfax County Youth Survey, 2008, retrieved from www.fairfaxcounty.gov/demogrph/youthpdf.htm
 22. Fairfax County Gang Prevention Status Report, retrieved from www.fairfaxcounty.gov/gangprevention/gangpreventionreport_092407.pdf