

Getting results that transform children's lives

At Citizen Schools, we have seen that children can accomplish great things when they have more time to learn, more caring adults in their lives, and more real-world learning that engages and excites them about their futures. Over 15 years of evidence and experience affirms this philosophy, as does a growing body of evidence showing significant positive outcomes for participants in other high-quality after-school and expanded learning time (ELT) programs.

WHAT EDUCATIONAL CHALLENGES CONFRONT OUR NATION?

- According to the Nation's Report Card, 70% of all eighth-grade students read at basic or below levels and only about 30% of read at or above a proficient level. (*National Assessment of Educational Progress, 2009*)
- By 2018, 63% of all jobs in the United States will require some sort of post-secondary education. Yet nearly 30% of students in the U.S. public education system do not finish high school. The dropout rate among African Americans, Hispanics, and low-income students is nearly 50% percent. Only 42% of young people who enroll in college complete a bachelor's degree by the age of 26, and just 12% complete an associate degree. (*Bill & Melinda Gates Foundation, 2010*)
- More than one in five young people interested in enlisting in the U.S. Armed Forces do not meet the minimum eligibility standard requirement, as measured by the Armed Forces Qualification Test, comprised of four academic subtests of the Armed Services Vocational Aptitude Battery. (*Education Trust, 2010*)

HOW CAN HIGH-QUALITY AFTER-SCHOOL OPPORTUNITIES HELP?

- The American Youth Policy Forum conducted 22 evaluations of expanded learning opportunities for middle- and high-school students, and found that each program demonstrated success in more than one outcome category, including academic success, career preparation, social and emotional, and health and wellness. (2009)
- Schools with longer days provide their students with a broader range of instructional programs and enrichment activities, as well as specialized programs for their highest and lowest achieving students. (*National Center on Time & Learning and University of Connecticut, 2011*)
- Schools with an expanded school day are able to intensify partnerships with external organizations, including community-based organizations and institutions of higher education. These partners help provide instructional content and services to students, professional development for teachers, and funding for the school. (*Center for American Progress, 2009*)
- Teachers reported that over three quarters of regular 21st Century Community Learning Centers (21st CCLC, the federal program supporting after-school programs) program participants showed improvement in homework completion and class participation, while 72% of regular participants showed improvements in student behavior. (*Learning Point Associates, 2009*)
- Among 10 schools in a Massachusetts Expanded Learning Time pilot program, the number making Adequate Yearly Progress doubled in math and increased by 40% in English after the first year. (*Massachusetts 2020, 2007*)

ABOUT CITIZEN SCHOOLS

Citizen Schools is a national non-profit organization that partners with middle schools to expand the learning day for middle school students in low-income communities. We mobilize a second shift of afternoon educators, who provide academic support, leadership development, and "apprenticeships" – hands-on projects taught by volunteers from business and civic organizations. At Citizen Schools, students develop the skills they need to succeed in high school, college, the workforce, and civic life.

Middle-school students enter Citizen Schools with test scores, attendance rates, and academic performance that are below average for their urban districts – and after participating in our program during extended hours of the traditional school day, they significantly outperform their peers. Disadvantaged students in our programs have graduated from high school and advanced to college at rates that dramatically exceed the norm for their districts.

In the 2010-2011 school year, Citizen Schools operated in 37 schools in California, Massachusetts, New Jersey, New Mexico, New York, North Carolina, and Texas, serving an estimated 4,400 students and engaging 4,000 volunteers.

High-Quality After-School Opportunities

WHY DO U.S. COMMUNITIES NEED EXPANDED LEARNING TIME AND AFTER-SCHOOL PROGRAMS?

- The number of children who are unsupervised in the afternoons has risen from 14.3 million (25%) in 2004, to 15.1 million (26%) in 2009. (*America After 3 PM, 2009*)
- 30% of middle school students (3,722,219) and four percent of elementary school children (1,133,989) are unsupervised after the school bell rings. (*America After 3 PM, 2009*)
- Parents of the 18.5 million children (38%) not currently participating in after-school programs say they would enroll their children if a program were available to them. That is a significant increase from 15.3 million (30%) in 2004. (*Afterschool Alliance, 2009*)
- Over three-quarters of Americans (76%) agree that members of Congress, state and local elected officials should increase funding for after-school programs. (*Afterschool Alliance & Lake, Snell, Perry & Associates, Inc., 2008*)
- 91% of parents say the education system should make problem-solving, teamwork, and critical thinking as high a priority as reading, writing, math and science. However, 54% said programs that build these 21st century skills are either not available or difficult to afford. (*Peter D. Hart Research and Associates, 2008*)
- Students in the United States have an average of 799 instructional hours each year. By comparison, Finland has 861 hours; Netherlands has 911; Japan has 926; and Korea tops the list with 1,079 instructional hours. (*Education Sector, 2007*)
- The 2009 Programme for International Student Assessment (PISA) results shows that U.S. 15-year-olds rank 14th in reading, 17th in science, and 25th in mathematics among the 34 countries of the Organisation for Economic Co-Operation and Development (OECD), including Finland, Netherlands, Japan, and Korea. (*Alliance for Excellent Education, 2010*)

EXPANDED LEARNING TIME

According to the National Center on Time & Learning, an expanded time school is any public school that has deliberately added more time to the school day and/or days to the school year for all students enrolled in a grade level or the whole school for the express purpose of improving student outcomes. (2009)

HOW IS CITIZEN SCHOOLS MAKING A DIFFERENCE THROUGH EXPANDED LEARNING TIME?

- Citizen Schools alumni were more likely than similar peers to pass their math course in 9th, 10th, and 11th grades and to reach proficiency on state exams in 10th grade. (*Policy Studies Associates, 2010*)
- In high school, Citizen Schools alumni had higher attendance rates than similar peers. Over four years, this difference amounted to more than seven additional weeks of school. (*Policy Studies Associates, 2010*)
- 71% of Citizen Schools participants graduated from high school on time compared to 59% of matched nonparticipants. (*Policy Studies Associates, 2010*)
- 92% of parents agreed that their children tried harder to do well in school since participating in Citizen Schools. (*Citizen Schools, 2009*)
- 93% of partner school administrators and guidance counselors reported that Citizen Schools' impact on students' academic skills was good, very good, or excellent. (*Citizen Schools, 2009*)
- Based on the Massachusetts Comprehensive Assessment System (MCAS) scores, at the Edwards Middle School in Boston, the first class of 8th graders to experience three years of ELT reversed the achievement gap in math, reaching proficiency at a higher rate than the state overall. (*Citizen Schools, 2009*)