

Bennett, T.L. (2015). Examining levels of alignment between school and afterschool and associations on student academic achievement. *Journal of Expanded Learning Opportunities (JELO)*, 1(2), 4-22.

In recent years, attention has been given to the academic impact of afterschool programs. Some schools collaborate with afterschool programs in an attempt to align the learning that occurs during the school day with the learning that occurs during afterschool hours, and thus maximize the potential to positively impact student academic achievement. However, very little research has sought to estimate the associations of alignment practices with academic achievement. This article proposes a conceptual framework of alignment between school and afterschool programs that incorporates measuring academic resources, communication, and a sense of partnership. It reviews the research on such practices, and synthesizes the work within the proposed framework. In statistical analyses, survey data were collected from principals and afterschool staff at 78 schools across 11 school districts in Southern California. Sites in the study were designated as highly aligned or misaligned. Results indicate a positive association between high alignment and academic achievement of students in both English Language Arts and Math, when compared with lower aligned sites. Significant negative associations were detected in Math when sites were misaligned. Results indicate the need for more research on the effectiveness of collaboration between school and afterschool.

Durlak, J., & Weissberg, R. (2013). Afterschool programs that follow evidence-based practices to promote social and emotional development are effective. In Peterson, T.K. (Ed.). *Expanding minds and opportunities: Leveraging the power of afterschool and summer learning for student success*. Washington, DC: Collaborative Communications Group.

The purpose of this brief was to summarize the findings from their research review, which indicated that afterschool programs that follow four evidence-based practices are successful in promoting young people's personal and social development (Durlak, Weissberg, & Pachan, 2010). While a number of afterschool programs need to change and improve, others have positively improved multiple dimensions of student learning and development. For this reason, the findings from various outcome studies on afterschool programs have led commentators to emphasize that a main focus in research should now primarily be to understand the factors that distinguish effective from ineffective programs in order to guide future policy and practice (Granger, 2010).

Little, P. (2013). Engaging families in afterschool and summer learning programs: A review of the research. In Peterson, T.K. (Ed.). *Expanding minds and opportunities: Leveraging the power of afterschool and summer learning for student success*. Washington, DC: Collaborative Communications Group.

Engaging families in afterschool and summer learning is a critical component of the 21st Century Community Learning Centers initiative. Many other expanded learning opportunities and afterschool programs also place a premium on involving families. Research shows that when families are engaged, student outcomes, such as attendance, behavior, and achievement, improve. This article opens with a

definition of family engagement in afterschool and then presents a research-based rationale for why family engagement is an essential component of afterschool and summer learning programs.

National Association of Elementary School Principals. (2005). *Making the most of afterschool time*. Alexandria, VA: NAESP.

The case studies presented in this publication clearly show there is no single formula for a successful school-based after-school program. Rather, success depends upon how well the program reflects the characteristics and needs of the students and community it serves. There are, however, some essential components that must be in place—and primary among these is the commitment and support of the school principal.

Samuelson, L. (2007). *After the last bell: The multiple roles of principals in school-based afterschool programs*. *Afterschool Matters*, (6), 6-14.

This article presents six potential roles played by principals after school, exploring why each is important and how each can be challenging. Can what is known about effective principal leadership be applied to afterschool program management, leadership, and implementation? Since the role of the principal in school sites is central, while afterschool program models are diverse, how can we engage in useful dialogue about principal involvement after school? Investigation of these questions in the existing literatures on principal leadership and afterschool programming is limited. Believing that afterschool programs must be tailored to the distinct needs of school sites, the author hopes principals and afterschool program staff can use the framework presented in this article as a practical tool with which to understand and delegate roles, thereby increasing the success of their programs. For staff working in programs at community based organizations, this framework may be useful in designing and assessing program leadership structures and designating responsibilities.

Vandell, D., Reisner, E., & Pierce, K. (2007). *Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising afterschool programs*. Washington, DC: Policy Studies Associates.

A new study by researchers at the University of California, Irvine, the University of Wisconsin Madison and Policy Studies Associates, Inc. finds that regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students. These gains help offset the negative impact of a lack of supervision after school. The two-year study followed almost 3,000 low-income, ethnically diverse elementary and middle school students from eight states in six major metropolitan centers and six smaller urban and rural locations. About half of the young people attended high-quality afterschool programs at their schools or in their communities.