

**Recommendation:**

Include data fields related to students' involvement in expanded learning opportunities (ELOs) the New York State P-20 student data system to support future research and program evaluation goals.

**Research:**

Efforts have been underway in a number of cities to collect ELO data, in order to generate meaningful analysis and equip decision-makers with the knowledge they need to make sound choices. Collecting data can advance efforts to evaluate and improve program quality, increase accountability, and map the supply and demand for programming. Collecting data can also help the field better understand the benefits that accrue from high-quality afterschool programming.

For more information, see NYSAN's report: [The Role of Expanded Learning Opportunities in New York State](#)

Comparatively small-scale studies have shown that high-quality afterschool programs are improving academic performance in a number of ways, including: better performance in school, higher attendance, lower dropout rates, fewer disciplinary actions, and greater engagement in learning. Incorporating ELO data into New York's P-20 system would allow for much more extensive longitudinal analysis, and have many of the same benefits for understanding the impacts of ELOs as are expected for education.

New York City's Department of Community and Youth Development and New York State's Education Department have already created ways of tracking certain ELO data. Other New York agencies and NYSAN Regional Networks are currently investigating how to expand or develop local or program-specific data systems. There is a real opportunity at this time for New York State to take the lead and incorporate ELO data in the new statewide system. Doing so would reduce duplicative expenditures by different government bodies, simplify data tracking, and prevent future costs to connect siloed systems.

One of the most important elements of a high quality ELO is strong alignment and constant communication between an ELO's school and community-based partners. With proper permissions, sharing data about attendance, behavior problems, family issues, academic challenges, new interests, and test scores back and forth between the partners can help both in-school and out-of-school staff more effectively meet students' needs. Incorporating measures and interfaces related to out-of-school-time programs into the P-20 system would enormously simplify this data sharing for schools and their community partners.

**Examples:**

1. *The After School Corporation (TASC), in its ExpandED Schools initiative, has developed the Grad Tracker, which uses student data from NYC Department of Education on grades, test scores, school attendance and incidence of suspensions to monitor students' progress toward graduation. By carefully monitoring the students in their program according to grade-adjusted benchmarks, they know which students may be falling off-track, and can work collaboratively to right their course.*

2. *A two-year longitudinal study that examined 3,000 youth in 35 elementary and middle schools, located in 14 cities and 8 states, who participated in quality afterschool programs, found that regular participation in the program was associated with gains of 12 percentiles in math achievement scores. Further, regular participation in afterschool programs was associated with improvements in work habits and task persistence.<sup>1</sup>*

<sup>1</sup> Vandell, D., Reisner, E., & Pierce, K. (2007). Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising practices. <http://www.newdayforlearning.org/docs/HIIIPPReport.pdf>.