

EDUCATION

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EFP Takeaways

Comprehensive Support and Student Success: Can Out of School Time Make a Difference?

Background

In an effort to combat skills gaps between students from low- and high-income families, the U.S. has increased its public investment in activities and services offered outside of the time spent in school. Sarah Komisarow evaluates the effects of a comprehensive program that provides education, nutrition, and social support services to disadvantaged middle and high school students. Her work is published in vol. 17 issue 4 of *EFP*.

The Study

The author focuses on a nonprofit organization in Durham, North Carolina called StudentU, which provides intensive, comprehensive education, nutrition, and support services after school and during summer breaks to disadvantaged students. This program uses a lottery to enroll students, and the lottery is oversubscribed. The author compares future outcomes of the lottery winners and lottery losers to estimate the effects of the program on educational progress.

The author finds that, compared to similar lottery-losing students, the lottery winners who entered the comprehensive program with low baseline achievement earned more course credits (0.82 credits), achieved higher grade point averages (0.37 grade points), and were less likely to be suspended (17.1 percentage points) during ninth grade.

The author predicts that lottery winners are around 4 percentage points more likely to graduate from high school than lottery losers. The cost of the StudentU program is in line with other intensive, comprehensive programs, estimated to be \$16,225 to \$20,002 (2016 dollars) per student for the combined cost of four consecutive years of services. These results suggest that, while somewhat costly, programs that deliver comprehensive services outside of time spent in school can yield valuable benefits for disadvantaged students.

For more details:

- View the [full issue](#).
- See the [full article in *Education Finance and Policy*](#).
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- Summary of:
Komisarow, S. (2022) Comprehensive Support and Student Success: Can Out of School Time Make a Difference? *Education Finance and Policy*, 17 (4): 579-607.

Findings