21st Century Community Learning Centers
Grant Evaluation Report 2015-2016

Freeman Elementary School
Greenman Elementary School
Hill Elementary School
Herget Middle School
McCleery Elementary School

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Part I. Grant Information

The West Aurora School District #129 serves approximately 13,000 students across 10 elementary schools, four middle schools, and a high school in Aurora, Illinois.

The 21 Century Community Learning Center (21CCLC) grant is in its second year of implementation and is composed of five different program sites within the West Aurora School District #129. The grant is managed by a Program Director and each of the five sites is managed by a Site Coordinator. The five grant sites evaluated within this report are Freeman Elementary School, Greenman Elementary School, Herget Middle School, Hill Elementary School, and McCleery Elementary School.

Part II. Overview and History of Program

The 21CCLC after-school academic and support program aims to provide West Aurora students and families with services such as tutoring, homework help, snacks, family programming, mentoring, and recreational and enrichment activities. No substantial changes were made in the design of the program from the point of initial application to present. The program was offered as intended.

This report will outline program objectives, discuss resulting data, and provide recommendations and plans for areas in need of improvement.

II.A. Evaluation Methods

Evaluation services are provided by Aurora University's School of Social Work. Overall questions that guide the evaluation include whether or not increases were demonstrated in academic achievement, attendance, student involvement in school and recreational activities, positive social and behavioral changes, and family involvement.

Data is collected from a variety of sources including student report cards; school day and program attendance; disciplinary reports; student enrollment forms; standardized state tests; and student, parent, teacher, and staff surveys. Demographic data is collected at the start of the program and as students join the program. After-school program attendance is collected on a monthly basis. State test results are provided as they become available. Data regarding offered programs and trainings include descriptions of events and attendance. Letters and other records regarding collaboration with community agencies and partners are collected on an annual basis.

Instruments used to collect data include parent surveys, teacher surveys, student surveys, and staff surveys. With the exception of the parent and teacher surveys, all surveys are administered on a pre and post-test basis. Copies of surveys unique to this program are provided in the appendix, attached.

Part III. Program Implementation

III.A. Students Served
Recruitment and Retention of Students

As this was the second year this grant was in operation, students that previously participated were recruited for re-enrollment. Teachers also identified students that have struggled academically for priority enrollment and invited them to participate in this program.

The primary student retention strategy is for staff members to increase investment in the program through relationships built with students and families. Staff members take an active interest in the experiences of each child. Staff members use positive reinforcement to encourage pro-social behavior and discipline is non-punitive. Staff members strive to build preferred activities into the schedule based on student preferences, including time for indoor and outdoor play, while continuing to uphold the primary academic goals of the program. When students do not attend for several days, staff members make calls home to inquire about the reasons for their absences.

Student Enrollment by Program Site

Freeman Elementary School Enrollment

Freeman Students served in school year only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	38	71			
a) Number of students attending fewer than 30 days	2	14			
b) Number of students attending 30 days or more	36	57			
c) Number of students attending 30-59 days	36	17			
d) Number of students attending 60-89 days	0	18			
e) Number of students attending 90+ days	0	22			

Freeman Students served in summer only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	0			
a) Number of students attending fewer than 30 days	0	0			
b) Number of students attending 30 days or more	0	0			
c) Number of students attending 30-59 days	0	0			
d) Number of students attending 60-89 days	0	0			
e) Number of students attending 90+ days	0	0			

Greenman Elementary School Enrollment

Greenman Students served in school year only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	65	76			
a) Number of students attending fewer than 30 days	17	18			
b) Number of students attending 30 days or more	48	58			
c) Number of students attending 30-59 days	48	11			
d) Number of students attending 60-89 days	0	34			
e) Number of students attending 90+ days	0	13			

Greenman Students served in summer only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	89			
a) Number of students attending fewer than 30 days	0	89			
b) Number of students attending 30 days or more	0	0			
c) Number of students attending 30-59 days	0	0			
d) Number of students attending 60-89 days	0	0			
e) Number of students attending 90+ days	0	0			

Herget Middle School Enrollment

Herget Students served in school year only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	39	76			
a) Number of students attending fewer than 30 days	24	32			
b) Number of students attending 30 days or more	15	44			
c) Number of students attending 30-59 days	15	25			
d) Number of students attending 60-89 days	0	15			
e) Number of students attending 90+ days	0	4			

Herget Students served in summer only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	0			
a) Number of students attending fewer than 30 days	0	0			
b) Number of students attending 30 days or more	0	0			
c) Number of students attending 30-59 days	0	0			
d) Number of students attending 60-89 days	0	0			
e) Number of students attending 90+ days	0	0			

Hill Elementary School Enrollment

Hill Students served in school year only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	83	91			
a) Number of students attending fewer than 30 days	24	21			
b) Number of students attending 30 days or more	59	70			
c) Number of students attending 30-59 days	59	11			
d) Number of students attending 60-89 days	0	25			
e) Number of students attending 90+ days	0	34			

Hill Students served in summer only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	90			
a) Number of students attending fewer than 30 days	0	90			
b) Number of students attending 30 days or more	0	0			
c) Number of students attending 30-59 days	0	0			
d) Number of students attending 60-89 days	0	0			
e) Number of students attending 90+ days	0	0			

McCleery Elementary School Enrollment

McCleery Students served in school year only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	76	89			
a) Number of students attending fewer than 30 days	26	4			
b) Number of students attending 30 days or more	50	85			
c) Number of students attending 30-59 days	50	16			
d) Number of students attending 60-89 days	0	18			
e) Number of students attending 90+ days	0	51			

McCleery Students served in summer only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	91			
a) Number of students attending fewer than 30 days	0	91			
b) Number of students attending 30 days or more	0	0			
c) Number of students attending 30-59 days	0	0			
d) Number of students attending 60-89 days	0	0			
e) Number of students attending 90+ days	0	0			

Student Demographic Characteristics by Program Site

Freeman Student Demographic Characteristics

Freeman Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	2	14			
Male	1	9			
Female	1	5			
GRADE					
PK	0	0			
K	0	0			
1	2	2			
2	0	3			
3	0	1			
4	0	5			
5	0	3			
6	0	0			
7	0	0			
8	0	0			
9	0	0			
10	0	0			
11	0	0			
12	0	0			
Racial/Ethnic Group					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	0	3			
Black or African American	0	1			
Hispanic or Latino	1	9			
White	1	1			
Other/Do not Know	0	0			
Limited English Proficiency/ELL					
Yes	0	1			
Disability Status/IEP					
Yes	0	2			
Free or Reduced Lunch					

Freeman Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Yes	0	4			

Freeman Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	36	57			
Male	20	24			
Female	16	33			
GRADE					
PK	0	0			
K	0	0			
1	7	7			
2	8	14			
3	7	14			
4	8	11			
5	6	11			
6	0	0			
7	0	0			
8	0	0			
9	0	0			
10	0	0			
11	0	0			
12	0	0			
Racial/Ethnic Group					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	0	1			
Black or African American	6	8			
Hispanic or Latino	16	40			
White	8	6			
Other	6	2			
Limited English Proficient/ELL					
Yes	3	2			
Disability Status/IEP					
Yes	4	3			
Free or Reduced-Fee Meals					
Yes	32	44			

Greenman Student Demographic Characteristics

Greenman Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	17	18			
Male	12	8			
Female	5	10			
GRADE					
PK	0	0			

Greenman Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
K	0	0			
1	2	3			
2	2	2			
3	4	4			
4	3	5			
5	6	4			
6	0	0			
7	0	0			
8	0	0			
9	0	0			
10	0	0			
11	0	0			
12	0	0			
Racial/Ethnic Group					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	0	2			
Black or African American	2	4			
Hispanic or Latino	14	6			
White	1	1			
Other	0	5			
Limited English Proficient/ELL					
Yes	4	1			
Disability Status/IEP					
Yes	2	0			
Free or Reduced Lunch					
Yes	14	16			

Greenman Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	48	58			
Male	25	29			
Female	23	29			
GRADE					
PK	0	0			
K	0	0			
1	10	13			
2	13	12			
3	9	14			
4	11	9			
5	5	10			
6	0	0			
7	0	0			
8	0	0			
9	0	0			
10	0	0			

Greenman Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
11	0	0			
12	0	0			
Racial/Ethnic Group					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	1	5			
Black or African American	8	9			
Hispanic or Latino	29	39			
White	10	3			
Other/Do not Know	0	2			
Limited English Proficient/ELL					
Yes	10	22			
Disability Status/IEP					
Yes	3	2			
Free or Reduced Lunch					
Yes	48	53			

Herget Student Demographic Characteristics

Herget Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	24	32			
Male	13	15			
Female	11	17			
GRADE					
PK	0	0			
K	0	0			
1	0	0			
2	0	0			
3	0	0			
4	0	0			
5	0	0			
6	12	12			
7	5	3			
8	7	17			
9	0	0			
10	0	0			
11	0	0			
12	0	0			
Racial/Ethnic Group					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	0	0			
Black or African American	7	5			
Hispanic or Latino	17	23			
White	0	3			
Other	0	1			

Herget Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Limited English Proficient/ELL					
Yes	8	9			
Disability Status/IEP					
Yes	6	7			
Free or Reduced Lunch					
Yes	22	30			

Herget Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	15	44			
Male	6	29			
Female	9	15			
GRADE					
PK	0	0			
K	0	0			
1	0	0			
2	0	0			
3	0	0			
4	0	0			
5	0	0			
6	9	24			
7	3	13			
8	3	7			
9	0	0			
10	0	0			
11	0	0			
12	0	0			
Racial/Ethnic Group					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	0	2			
Black or African American	8	5			
Hispanic or Latino	7	30			
White	0	7			
Other/Do not Know	0	0			
Limited English Proficient/ELL					
Yes	1	5			
Disability Status/IEP					
Yes	6	12			
Free or Reduced Lunch					
Yes	15	37			

Hill Student Demographic Characteristics

Hill Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	24	21			
Male	8	7			
Female	16	14			
GRADE					
PK	0	0			
K	0	0			
1	3	1			
2	3	3			
3	7	3			
4	7	5			
5	4	9			
6	0	0			
7	0	0			
8	0	0			
9	0	0			
10	0	0			
11	0	0			
12	0	0			
Racial/Ethnic Group					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	0	1			
Black or African American	3	3			
Hispanic or Latino	19	17			
White	1	0			
Other	1	0			
Limited English Proficiency/ELL					
Yes	16	0			
Disability Status/IEP					
Yes	3	0			
Free or Reduced Lunch					
Yes	23	21			

Hill Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	59	70			
Male	33	33			
Female	26	37			
GRADE					
PK	0	0			
K	0	0			
1	17	13			
2	16	16			
3	8	17			

Hill Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
4	3	17			
5	15	7			
6	0	0			
7	0	0			
8	0	0			
9	0	0			
10	0	0			
11	0	0			
12	0	0			
Racial/Ethnic Group					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	0	2			
Black or African American	6	4			
Hispanic or Latino	52	61			
White	0	1			
Other	1	2			
Limited English Proficient/ELL					
Yes	42	1			
Disability Status/IEP					
Yes	1	4			
Free or Reduced-Fee Meals					
Yes	58	69			

McCleery Student Demographic Characteristics

McCleery Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	26	4			
Male	16	4			
Female	10	0			
GRADE					
PK	0	0			
K	0	0			
1	5	1			
2	5	0			
3	2	0			
4	5	0			
5	9	3			
6	0	0			
7	0	0			
8	0	0			
9	0	0			
10	0	0			
11	0	0			
12	0	0			

McCleery Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Racial/Ethnic Group					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	2	0			
Black or African American	5	1			
Hispanic or Latino	14	3			
White	0	0			
Other/Do not Know	5	0			
Limited English Proficiency/ELL					
Yes	4	0			
Disability Status/IEP					
Yes	6	2			
Free or Reduced Lunch					
Yes	25	4			

McCleery Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	50	85			
Male	26	46			
Female	24	39			
GRADE					
PK	0	0			
K	0	9			
1	18	13			
2	15	15			
3	10	17			
4	7	19			
5	0	12			
6	0	0			
7	0	0			
8	0	0			
9	0	0			
10	0	0			
11	0	0			
12	0	0			
Racial/Ethnic Group					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	8	13			
Black or African American	3	7			
Hispanic or Latino	34	49			
White	4	2			
Other/Do not Know	1	14			
Limited English Proficient/ELL					
Yes	29	41			
Disability Status/IEP					
Yes	5	18			

McCleery Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Free or Reduced-Fee Meals					
Yes	50	85			

Average Daily Attendance (ADA) by Program Site

Freeman ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Overall Average Daily Attendance	27.98	41.04			
a) ADA for Summer Program	N/A	N/A			
b) ADA for Afterschool Program	27.98	41.04			
c) ADA for Before School Program	N/A	N/A			
d) ADA for weekend/holiday Program	N/A	N/A			

Greenman ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Overall Average Daily Attendance	43.33	53.1			
a) ADA for Summer Program	N/A	67.12			
b) ADA for After-school Program	43.33	44.07			
c) ADA for Before School Program	N/A	N/A			
d) ADA for weekend/holiday Program	N/A	N/A			

Herget ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Overall Average Daily Attendance	17.45	27.63			
a) ADA for Summer Program	N/A	N/A			
b) ADA for After-school Program	17.45	27.63			
c) ADA for Before School Program	N/A	N/A			
d) ADA for weekend/holiday Program	N/A	N/A			

Hill ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Overall Average Daily Attendance	59.7	67.02			
a) ADA for Summer Program	N/A	74.9			
b) ADA for Afterschool Program	59.7	59.13			
c) ADA for Before School Program	N/A	N/A			
d) ADA for weekend/holiday Program	N/A	N/A			

McCleery ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Overall Average Daily Attendance	50.1	68.92			
a) ADA for Summer Program	N/A	72.25			
b) ADA for Afterschool Program	50.1	65.59			

c) ADA for Before School Program	N/A	N/A			
d) ADA for weekend/holiday Program	N/A	N/A			

Family Participation

Several programs were made available to family members of program participants throughout the year. Events were provided by West Aurora School District 129 as well as with community partners such as Breaking Free, Aurora Public Library, Fox Valley Orchestra, the Paramount Theater, the Aurora Fire Department, and Fox Valley Park District.

Freeman had a total of 66 unique families, Greenman had 62, Herget had 71, Hill had 77, and McCleery had 69 different families with students enrolled in the after school program.
Overall, 28% family members attended a family engagement event in the 15-16 year, a 7.5% increase in families attending an event from the 14-15 program year (20.5%).

The Aurora Public Library offered the families at the elementary programs the opportunity to attend a tour guided by library staff. This tour provided information about resources for adults and children and included information on digital resources, computer programs, job resources, homebound services, internet access and children and teen programs. Grant-wide, 5% of families attended the library tour. Freeman had 3% of families attend, Greenman had 8%, Herget had 6% in attendance, Hill had 1% at this event, and McCleery had 5% of its families attend the Aurora Public Library family engagement event.

Students and parents from all the elementary schools had the opportunity to attend a family bonding event at Blackberry Farm, a living museum that provides educational demonstrations and hands on activities. Overall, this event was attended by 18.3% of grant families. Freeman had 9 unique families (13.6% of its total families) attend, Greenman had 9 families (15%) attend, Hill had 19 families (25% represented) in attendance and McCleery had 16 families (23%) in attendance at this family engagement event.

Breaking Free Inc.'s Family Nurturing program was offered in Spanish for six weeks to program families. The program's curriculum was designed to promote family bonding, nurturing, and increased self-esteem. Only 3.4% of all families were in attendance at this event, as it was offered in Spanish as an outreach event to only Spanish-speaking families. This is an example of some of the programming events the grantee will rotate over program years in order to reach the most families and avoid redundancy. Freeman, Herget, and Greenman did not have any family members in attendance, but Hill had 4 (5% of total enrolled families), and McCleery had 4 (6%) family members in attendance at the Family Nurturing program for parents.

The Fox Valley Orchestra's El Sistema program held a concert at Greenman Elementary where students performed for 18/62 (29%) of the Greenman program's families.

The Aurora Fire Department donated time to present Fire Safety and CPR Basics to families. Overall, 20% of families fro the two schools this program was offered to, attended this event. Freeman had 18 (27%) families attend and Greenman had 9 (14.5%) in attendance.

The Paramount Theater's Dreams Come True program invited 100 children and parents from the four elementary sites and 50 from the middle school to attend a performance of The Christmas Story in order to promote family and community engagement. Each child in attendance was required to attend with a family member and family engagement was at 100% capacity from all sites for this event.

The West Aurora School District 129 hosted a family event on the topics of health and nutrition at three of the program's schools. Herget had 9 (12.6%) of program families in attendance, Hill had 9 (11.6%), and McCleery had 16 (23%) attend.

Provider Activities

School Year Activities

During the school year, program staff provided daily math and literacy enrichment activities, physical activity, and team building opportunities as part of the program structure. Each day, time was provided for students to work on homework and receive academic assistance. Math and literacy enrichment included time for Moby Max computer programs, Lakeshore Learning math and reading materials, silent and/or group reading activities, journals and activities sheets designed help promote literacy skills and interest in these academic areas.

At Freeman, Greenman, Hill, and McCleery, district social workers provided social-emotional learning (SEL) instruction twice a week for 20 weeks. Social workers used the Second Step curriculum to build self-esteem, promote team building, and broaden social and emotional skills.

Alpha Sigma Zeta, a local sorority, volunteered to provide 1.5 hours of weekly tutoring and mentoring over six weeks to all Herget Middle School program attendees.

Aurora University offered the Science, Technology, Engineering, and Math (STEM) program for 12 weeks at Freeman, Greenman, Hill, and McCleery. Units of study were developed by curricular experts to maximize student engagement with hands-on activities while promoting knowledge, comfort, and interest in mathematics and science. The program aims to improve attitudes toward studying and pursuing STEM related college and career paths.

The Science and Technology Hands On Museum (Sci-Tech) provided programming in a variety of STEM areas to all Herget Middle School program participants in 2 hours of weekly instruction for three weeks.

Freeman, Greenman, Hill, and McCleery took a field trip to The Science and Technology Hands On Museum (Sci-Tech). This activity engaged students by offering interactive, hands on learning about various STEM topics.

The Friends of Aurora's After School Programs (FAAP) Reading Mentors program paired 2nd and 3rd grade students from McCleery Elementary School with a mentor to read aloud with students to build literacy skills over 22 weeks.

The Fox Valley Orchestra's El Sistema program provided 12 weeks of music lessons and instrument use to students at Greenman Elementary School. This program culminated in a concert where students performed for parents in order to demonstrate the skills acquired during instruction.

The Fox Valley Park District offered recreational activities for students at participating sites. Recreational activities, including art, drama, and community service programming, were held 1-2 hours each week over sixteen weeks at Greenman, Freeman, Hill, Herget, and McCleery.

Triple Threat provided the SPARQ Fitness program delivered in 1.5 hours of instruction over eight weeks. Triple Threat served the elementary students at Greenman, McCleery, Hill, Freeman, and the students at Herget Middle School. SPARQ Fitness programming provides recreational sports, nutritional education, and mentoring.

Summer Activities

Summer programming was held at Greenman, Hill, and McCleery Elementary Schools. The district staff provided daily math and literacy enrichment activities, physical activity and team building opportunities as part of the daily program structure. Students had the opportunity to participate in field trips, to attend a play, and to visit Phillips Park (McCleery's visit was cancelled due to inclement weather), the Aurora Fire Museum, and Splash Country.

During summer programming, the district partnered with various community agencies that provided additional activities to student attendees. Summer activities included the following providers:
The Boy Scouts provided STEM instruction and activities for six weeks.

The Fox Valley Park District offered recreational activities, including art and drama programming for 2.5 hours once per week over six weeks.

Threat provided the SPARQ Fitness program that delivered 1.5 hours of recreational sports, nutritional education, and mentoring over eight weeks.

At Hill Elementary, the Aurora Public Library's Book Mobile provided six weeks of book check out and returns designed to promote summer reading.

At McCleery Elementary, The Friends of Aurora's After School Programs (FAAP) provided six weeks of reading and mentoring to 52 students in grades K-3.

Summary

Data

The number of enrollees increased by 94 students from the 14-15 partial program year (301 enrollees) to 395 during the 15-16 year. Freeman Elementary School and Herget Middle School previously had the lowest rates of enrollment with 38 and 39 students, respectively, and never had after school programming prior to the 14-15 year. This year, these sites significantly increased enrollment (71 at Freeman and 76 at Herget) to numbers commensurate with the other, more established sites.

The number of students attending on a given day improved at all sites. The average number of students attending on a given day, grant-wide was 47.5 (compared to 39.6 in 14-15). McCleery and Hill had the highest average rates of daily attendance (65.69 and 59.13, respectively) while Herget Middle School had the lowest average daily attendance rate (27.63).

Family events were offered to families from all program sites. Overall, 28% family members attended a family engagement event in the 15-16 year, a 7.5% increase in families attending an event from the 14-15 program year (20.5%).

Challenges

Although average daily attendance rates increased at all sites, Herget continued to have relatively lower rates of daily attendance (27.63) compared to the other sites. One possible reason for this may be that middle school students may participate at will or may have joined other activities that prevented them from attending on certain days.

Families continue to have barriers to attending offered family events, such as work, daycare, language as well as interest in and awareness of events themselves.

Program Improvement
Staff should examine reasons for non-attendance and aim to identify students that are regularly absent from the program. Students should be queried to determine reasons for non-attendance, areas in which the program may improve, and to determine strengths of the program and high-interest or engaging activities that protect against non-attendance or attrition. Students missing multiple days should be identified for mentoring, high interest activities, or other interventions. School day and program attendance could be incentivized in order to increase investment and attendance. Students that previously participated should be sought out to re-enroll in order to establish and maintain relationships with the students and families.

Barriers to attendance at family events should be minimized by providing programming aligned with community interests, offering childcare, offering multiple dates, times, and locations of events, and eliminating language barriers as much as possible. Staff should consider combining parent events with other school activities or providing incentives for attendance in order to increase motivation to attend. Family events that provide opportunities for families to bond and spend time together may be of interest and result in better attendance.

Sites may want to investigate partnering with school of district staff in order to expand offerings of social skills training, teambuilding, and activities promoting pro-social behavior. Expanding such programming to reach more students may positively affect behavior, self-esteem, and interpersonal relationships and increase investment in after school and school day programming.

Expanding STEM instruction to more sites would allow more students to access hands on instruction in science, technology, engineering and math and may lead to increased levels of perceived competence, engagement, and interest in these subject areas.

Part III. B. Program Operations
Program Hours

Hours of Operation
School year programming was held from 3:00-6:00 pm Monday-Thursday at each site.
Summer programming was held at Greenman, Hill, and McCleery Monday-Thursday for six weeks.

Freeman, Greenman, Herget, Hill, McCleery Hours of Operation – School Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Number of Weeks Site is Open	14	28			
Typical Number of Days per Week	4	4			
Typical Number of Hours per Week	12	12			
Days in the Week in Session	M,T,W,Th	M, T, W, Th			

Staffing
West Aurora School District 129 employs a full-time Project Director that is responsible for overall program management. Each site employs a Site Coordinator, who is a district employee during the day and works part-time for 21st Century Community Learning Centers (21st CCLC) during program hours. The Site Coordinator is responsible for planning program activities, providing direct supervision of staff members and students, ensuring policies and procedures are followed, responding to data requests, and providing intervention when needed. Additional staff members may include school-day teachers, non-teaching school-day staff (such as a librarian), college student workers, or high school student workers. Additional partners are subcontracted with for provision of activities and mentoring, as described later.

Freeman School Year Staffing

Designation	First Year	Second Year	Third Year	Fourth Year	Fifth Year
School-day teachers (including former and substitute)	2	1			
Center administrators and coordinators	0	1			
Youth development workers, other non-school-day staff, college degree or higher	0	5			
Other nonteaching school-day staff (e.g. librarians, counselors, aides)	2	3			
Parents	0	0			
College students	3	2			
High school students	0	1			
Other community members (e.g. business mentors, senior citizens)	0	0			
Other non-school-day staff, some or no college	0	0			
Total	7	13			

Freeman Staffing Ratio

Given an estimated average daily enrollment of 41.04, the approximate staffing ratio is 1 staff member to 3 students (down from 1:4 last year).

Freeman Staff Turnover Number of Staff Who Left During the Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year
21st Leadership (Director, Coordinators, Managers)	0	0			
21st CCLC teachers/tutors	0	0			
Other staff	0	1			
Total	0	1			

Greenman School Year Staffing

Designation	First Year	Second Year	Third Year	Fourth Year	Fifth Year
School-day teachers (including former and substitute)	1	1			
Center administrators and coordinators	0	1			
Youth development workers and other non-school-day staff, college degree or higher	1	4			
Other nonteaching school-day staff (e.g. librarians, counselors, aides)	4	3			
Parents	0	0			
College students	2	3			
High school students	0	1			
Other community members (e.g. business mentors, senior citizens)	0	0			
Other non-school-day staff, some or no college	0	0			
Total	8	13			

Greenman Staffing Ratio

Given an estimated average daily enrollment of 53.1, the approximate staffing ratio is 1 staff member to 4 students (down from 1:6 last year).

Greenman Staff Turnover Number of Staff Who Left During the Year	First Year of Grant	Second Year of Grant	Third Year of Grant	Fourth Year of Grant	Fifth Year of Grant
21st Leadership (Director, Coordinators, Managers)	0	0			

21st CCLC teachers/tutors	0	0			
Other staff	0	1			
Total	0	0			

Herget School Year Staffing

Designation	First Year	Second Year	Third Year	Fourth Year	Fifth Year
School-day teachers (including former and substitute)	2	0			
Center administrators and coordinators	0	1			
Youth development workers and other non-school-day staff, college degree or higher	0	5			
Other nonteaching school-day staff (e.g. librarians, counselors, aides)	6	2			
Parents	0	0			
College students	3	4			
High school students	0	0			
Other community members (e.g. business mentors, senior citizens)	0	0			
Other non-school-day staff, some or no college	0	0			
Total	11	12			

Herget Staffing Ratio
Given an estimated average daily enrollment of 27.63,the approximate staffing ratio is 1 staff member to 2 students (maintained since last year).

Herget Staff Turnover Number of Staff Who Left During the Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year
21st Leadership (Director, Coordinators, Managers)	0	0			
21st CCLC teachers/tutors	0	0			
Other staff	0	3			
Total	0	3			

Hill Staffing

Designation	First Year	Second Year	Third Year	Fourth Year	Fifth Year
School-day teachers (including former and substitute)	5	1			
Center administrators and coordinators	0	1			
Youth development workers and other non-school-day staff, college degree or higher	0	3			
Other nonteaching school-day staff (e.g. librarians, counselors, aides)	2	3			
Parents	0	0			
College students	2	4			
High school students	1	0			
Other community members (e.g. business mentors, senior citizens)	0	0			
Other non-school-day staff, some or no college	0	0			
Total	10	12			

Hill Staffing Ratio
Given an estimated average daily enrollment of 67.02, the approximate staffing ratio is 1 staff member to 5.6 students (down from 1:6 last year).

Hill Staff Turnover Number of Staff Who Left During the Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year
21st Leadership (Director, Coordinators, Managers)	0	0			
21st CCLC teachers/tutors	0	0			
Other staff	0	0			
Total	0	0			

McCleery School Year Staffing

Designation	First Year	Second Year	Third Year	Fourth Year	Fifth Year
School-day teachers (including former and substitute)	2	1			
Center administrators and coordinators	0	1			
Youth development workers and other non-school-day staff, college degree or higher	0	5			
Other nonteaching school-day staff (e.g. librarians, counselors, aides)	5	1			
Parents	0	0			
College students	2	3			
High school students	0	1			
Other community members (e.g. business mentors, senior citizens)	0	0			
Other non-school-day staff, some or no college	0	0			
Total	9	12			

McCleery Staffing Ratio
Given an estimated average daily enrollment of 68.92, the approximate staffing ratio is 1 staff member to 5.7 students (down from 1:6 last year).

McCleery Staff Turnover Number of Staff Who Left During the Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year
21st Leadership (Director, Coordinators, Managers)	0	0			
21st CCLC teachers/tutors	0	0			
Other staff	0	0			
Total	0	0			

Staff Training
During the 14-15 program's partial year of implementation, the district provided professional development in the area of Guided Reading. Staff gave positive feedback regarding this training and requested additional professional development opportunities in academic and behavioral strategies to implement with students. Responding to this feedback, professional development opportunities were increased during the second year or program implementation.

All adult staff attended an orientation meeting regarding programming structure and grant requirements and a mandated reporting training provided by ISBE prior to the start of the after school program. Additional professional development trainings were offered in CPR certification, math strategies, and behavior management and de-escalation strategies. Site Coordinators received booster trainings regarding evaluation procedures and programmatic support at monthly Leadership Advisory Meetings, discussed in the Program Governance section below.

The Project Director attended 72.5 hours of professional development over the course of the second program year. ISBE-sponsored webinars and in-person trainings were held on a variety of topics ranging

from developing program sustainability practices to increasing college and a career readiness. Specific professional development topics are listed below.

Professional Development Topics	Hours	# Attending	Provider
Program Orientation	2	All staff	CIS, Project Director
Mandated Reporting	1.25	All staff	ISBE
CPR Certification Training	4	11	Oswego Fire Dept. 10/24/15
Behavior management and de-escalation strategies	1.25	15	SD129 - Jana Ream 1/8/16
Math Strategies	1.5	18	SD129 - Jen Story 2/19/16
Professional Development Topics	**Hours**	**Staff Attending**	**Provider**
ISBE Fall Workshop	8	Project Director	ISBE
Building Lasting Family Engagement	1	Project Director	SEDL Webinar 9/28/15
Public Outreach and Communication Workshop	2	Project Director	Tribune Works
Including students with disabilities in afterschool	1	Project Director	SEDL Webinar 10/28/15
ISBE Peer Mentor webinar	1	Project Director	ISBE 11/2/15
STEM in 21st Century	1	Project Director	FERP Webinar 11/12/15
Afterschool Growth Workshop	8	Project Director	All Star Project-Chicago 11/13/15
Increasing investment in Afterschool	1	Project Director	AYFP Webinar 11/16/15
ISBE Peer Mentor program visit - Kewanee	4	Project Director	ISBE-Kim Sellers 12/3/15
Increasing career/college readiness	1.25	Project Director	AYFP Webinar 12/14/15
Creating fun and engaging summer learning programs	1.5	Project Director	SEDL Webinar 2/10/16
Strengthening student engagement	1	Project Director	Espark Learning Webinar 2/24/16
SEDL Sustainability Workshop	7.5	Project Director	SEDL Chicago 3/3/16
ISBE Peer Mentor program visit- West Aurora	3	Project Director	ISBE-Kim Sellers 3/9/16
Promoting girls in STEM Workshop	12	Project Director	Aurora University 3/11 - 3/12/16
ISBE Peer Mentor program visit - Rochelle	2	Project Director	ISBE - Kim Sellers/Jodee 4/27/16
ISBE Spring Conference	8	Project Director	ISBE Bloomington 5/3/16
Illinois Afterschool Network Spring Conference	8	Project Director	IAN - Springfield 5/6/16
Illinois Quality Afterschool webinar - Equity, Access, Excellence	1.5	Project Director	SEDL Webinar 5/11/16

Program Governance

West Aurora School District 129 employs a full-time Project Director, who is responsible for overall program management and reports to the district's Director of Elementary Teaching and Learning. The Project Director supervises and supports the Site Coordinators employed at each program site.

The Site Coordinator is responsible for planning program activities, direct supervision of staff members and students, ensuring policies and procedures are followed, responding to data requests, and providing intervention when needed.

The Project Director has convened a Leadership Advisory Team consisting of the grant's Site Coordinators, the Project Director, and the 21CCLC Evaluation Team staff member(s) from Aurora University's School of Social Work. Other stakeholders, such as the Parent Liaison who is responsible for parent outreach services, may attend these meetings when appropriate. The Leadership Advisory Team

meetings provide support and training on various topics related to program implementation and improvement, evaluation, and sustainability.

Summary
Data
In terms of staff hiring, development, and retention, the programs were strong. The staff was highly qualified in that all adult staff members were also district employees and were well acquainted with the schools and students.

The average staffing ratio across all five sites was one staff member for approximately every 4 students, which allows for relationship building, and academic and behavioral support.

This year, there was staff turnover at three sites. Herget Middle School lost and replaced three staff members during the year (one retired while the other two took promotions within the district). Freeman and Greenman each replaced one staff member during the year.

All staff attended at least two professional development opportunities and reported an increase in satisfaction with professional development offerings. 65% of staff indicated being satisfied or highly satisfied with professional development opportunities during the 15-16 year. This is an increase in satisfaction, up from 40% during the 14-15 program year.

Challenges
It has proven difficult to find time to hold professional development (PD) opportunities that accommodate staff schedules. Holding trainings during program hours presents the problem of replacing staff members that are being trained. Many staff have commitments after program hours or are unwilling to give up time without compensation to attend trainings.

Program Improvement
Training opportunities should continue to be determined by staff interest and need. In order to avoid personal conflicts with scheduled professional development, staff should be queried as to their preferred time for trainings. Based on staff feedback from the 15-16 year, the most commonly requested time for trainings are Thursdays from 2:45-3:45.

Training topics requested by staff for the 16-17 program year include (ranked by order of preference) social-emotional learning activities, additional training in behavior management, team building activities, and math strategies.

It is also recommended that time be provided during program hours for Site Coordinators to collaborate and receive support regarding program implementation.

Providing additional training and opportunities for collaboration may help staff feel supported, increase confidence in addressing students' academic and behavioral needs, and reduce rates of turnover.

Part IV. Progress towards Objectives
Objective 1

Objective	Schools will improve student achievement in core academic areas. Participants in the program will demonstrate increased academic achievement by 10% in adequate yearly progress.
Activities	Academic achievement will be supported with use of the Moby Max curricula. The curricula will support individualized learning adapted to the needs of the learner. In addition, Guided Reading will be used to support reading development. Tutoring and homework help will be provided to ensure students develop improved achievement outcomes. In addition, STEM programming will be provided by community partners including Aurora University.
Assessments, data collection, and analysis	1) Participants in the program will demonstrate increased academic achievement by 10% in adequate yearly progress. Students taking the PARCC will score a 4 or 5 for Mathematics and Reading/Language Arts/English. 2) Among lower scoring students, 10% will increase scores between 14-15 and 15-16.
Timeline	ISAT data typically was released at the end of July. PARCC data should become available in fall.
Limitations of data	1) Previous state assessment data was not immediately available for evaluation. In the past, the data provided to evaluation staff only indicated whether a child's performance was below standards, met standards, or exceeded standards, rather than the actual score. 2) PARCC will be in the first year of implementation in 2014-2015. Common Core is in initial stages of implementation.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report may also be presented at meetings with community leaders.
Final findings and recommendations	1) Grant-wide, 14.3% of after school students increased PARCC Reading scores and 14.3% increased in Math between the 14-15 and the 15-16 school year, exceeding the 10% target and meeting this portion of the objective. Specifically, 16.7% at Freeman, 0% at Greenman, 12.5% at Herget, 8.3% at Hill, and 25% at McCleery increased scores in Reading. 16.7% at Freeman, 50% at Greenman, 6.3% at Herget, 16.7% at Hill, and 6.3% at McCleery increased Math scores from the previous year. Across the five schools, 3.8% of students scored a 4 or 5 in Reading and 5.7% in scored a 4 or 5 in Math. Specifically, 7.1% at Freeman, 2.3% at Greenman, 2.9% at Herget, 5.5% at Hill, and 2% at McCleery scored a 4 or 5 in Reading. In Math, 9.5% at Freeman, 4.7% at Greenman, 0% at Herget, 12.5% at Hill, and 3.9% at McCleery scored a 4 or 5. 2) Of those students scoring a 3 or lower, 14.5% increased their Reading scores and 13.2% increased Math scores from the 2014-15 school year, exceeding the 10% goal and meeting this objective. Specifically, 16.7% at Freeman, 0% at Greenman, 12.5% at Herget, 8.3% at Hill, and 26.7% at McCleery increased from the previous year in Reading. In Math, 16.7% at Freeman, 40% at Greenman, 6.3% at Herget, 18.2% at Hill, and 6.7% at McCleery increased scores from the previous year. This goal was met. Recommendations to improve students' academic performance include program staff helping students prepare for testing, directly teaching study and organizational skills, and communicating regularly with school day teachers to determine where students may require additional support. Academic tutoring should be provided in small group settings by certified staff to students struggling academically. Schools with lower Reading scores (such as Greenman and McCleery) may want to focus on providing Reading and/or ELL

	intervention. Schools with lower Math scores (Herget, McCleery) may want to focus on including Math activities and interventions. It is suggested that staff collaborate with building level administration to identify site-specific needs and priorities. Targeted assistance, which may include the aforementioned activities, is intended to help students quickly remediate shortfalls and prevent students from experiencing educational deficits that compound as the year progresses.
Implementation and tracking	Tracking of student achievement should be measured again in the following year to determine if improvements have been made.

Objective 2

Objective	Schools will show an increase in student attendance and graduation from high school. Participants in programs will demonstrate increased involvement in school activities and will have opportunities in other subject areas such as technology, arts, music, theater, sports, and other recreation activities.
Activities	Case Managers will work with parents of students with above-average absence rates and with students themselves to promote school attendance by supporting parents in problem-solving barriers to attendance and by developing attendance incentive programming for youth. Increased engagement in reading and mathematics will result from increased achievement in these areas. Increased achievement will result from the use of the Moby Max, individualized academic development curricula as well as Guided Reading, and individualized and small group tutoring and homework help. Age-appropriate activities that foster an appreciation in subject areas such as technology, arts, music, theater, sports, and other recreation activities will be incorporated. Specifically arts programming will be provided by Fox Valley Park District and Nike SPARQ Fitness training will be provided by Triple Threat Mentoring. Site Coordinators and program staff will provide tutoring and homework assistance to ensure that students retain or improve grade-consistent performance. Case Mangers will work with parents to link them to community services to ensure that potential barriers to academic development are addressed as they are identified. Career days will be offered once a month to help raise career awareness. Presentations will be selected based on youth identification of interest at pretest.
Assessments, data collection, and analysis	1) Among students missing more than 5 days per school year, 10% or more will decrease rate of absence from quarter 1 to quarter 4. 2) Among youth scoring an average of lower than 3 on the Survey of Afterschool Youth Outcomes (Youth) Engagement in Reading or Engagement in Math scale at pretest, 10% or more will increase scores at posttest. 3) 80% or more of youth will report improved attitudes toward school and had opportunities in other subject areas such as technology, arts, music, theater, sports, and other recreation activities. 4) 100% of students will be retained and promoted between grades. 5) 80% of youth will increase number or diversity of career options identified as of interest to them between pretest and post-test.
Timeline	Report cards are collected at the end of the first and fourth quarter. Project staff members enter school and program absence data, promotions data, and program activity data. Student survey results will be analyzed upon completion and collection.
Limitations of data	1) Some grades/absences have not been filed. 2) Some students may report lower scores on the post-test survey as they have become

	accustomed to and no longer experience the program as novel as the year progresses. 3) In many cases, attendance is not within the control of the children in the program. They may miss school due to reasons related to illness, parents not helping them to be prepared on time, lack of transportation, or competing responsibilities at home. Thus, targeting children for improved attendance when much of the child's attendance is within the control of the parent rather than the child may not be effective.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report may also be presented at meetings with community leaders.
Final findings and recommendations	1) A grant average of 9.4% of students missing more than 5 days of school decreased their absence rate from quarter 1 to quarter 4, failing to meet the 10% target. Specifically, 5% decreased their rate of absences at Freeman, 4% at Greenman, 33% at Herget, 5% at Hill, and 0% decreased their rate of absences between first and fourth quarter at McCleery. 2)Among those scoring lower than a 3 on the SAYO-Y, over 10% improved their post-test scores in the area(s) of Engagement in Reading or Math, meeting this objective. 　　All schools exceeded the 10% target of increased post-test scores in "Engagement in Reading" with an average of 37% grant-wide. Specifically, 28% at Freeman, 50% at Greenman, 31% at Herget, 44% at Hill, and 33% of students at McCleery had improved post-test scores in the area "Engagement in Reading". 　　All schools exceeded the 10% target for increased post-test scores in "Engagement in Math", with a grant average of 50% improving their score. Specifically, 50% at Freeman, 100% at Greenman, 18% at Herget, 43% at Hill, and 40% at McCleery increased post-test "Engagement in Math" scores. 3) 82% of students reported improved attitudes towards school as a result of participating in the program, exceeding the 80% target. Specifically, 73% at Freeman, 69% at Greenman, 75% at Herget, 100% at Hill, and 93% at McCleery report improved attitudes towards school. 4) 100% of students were retained and/or promoted between grades. 5) Grant-wide, an average of 67.94% of students increased or did not need to increase the number of careers of interest between pre and post-tests, failing to meet the 80% target. Specifically, 72.7% of students at Freeman increased/didn't need to increase the number of careers listed, 82.6% at Greenman, 61.9% at Herget, 100% at Hill, and only 22.5% of students increased/didn't need to increase the number of careers listed at post-test. Based on available data, this goal was partially met. Recommendations are to identify students with increased absences and discipline for incentive programs, align students with low levels of engagement with opportunities for mentoring, SEL/Social Skills instruction, and teambuilding activities. Academic interventions, ideally provided by a qualified staff member, should be provided to students struggling in reading and/or math in a small group setting. All sites should increase activities and/or programming related to career readiness in order to increase student knowledge of a variety of careers.
Implementation and tracking	Tracking of attendance, student engagement, and career interests should continue in the coming academic year.

Objective 3

Objective	Participants in the program will demonstrate social benefits and exhibit positive behavioral changes. Student participants will show improvements in measures such as increases in attendance,

	decrease in disciplinary actions, less violence, and decrease in other adverse behaviors.
Activities	Social-emotional benefits will be realized as a result of participation in the counseling and Triple Threat Mentoring components of the program. In addition, program Site Coordinators and staff will guide youth behavioral development during other elements of programming by developing supportive relationships with youth, providing anticipatory guidance, and providing correction with skill development when necessary. Program staff will assist children in developing social skills necessary for behavioral regulation based on children's functioning as reflected in the ISBE social-emotional descriptors and will encourage children to carry those strategies over into the day program. Staff will communicate regularly with teachers for feedback.
Assessments, data collection, and analysis	1) 50% of students who do not function in the desired range of social-emotional development (for example, B, C, or D for Grade 3) will increase at least one level from Quarter 1 to Quarter 4. 2) 80% of students experiencing more than one disciplinary event in Semester 1 will reduce number of disciplinary events between Semester 1 and 2. 3) Drug use assessments will not be conducted for elementary school-aged children. 4) Teachers will report that 80% of students either did not need to improve behavior or improved behavior while in the program.
Timeline	Discipline reports will be collected on a quarterly basis. Social emotional surveys will be conducted twice a year to determine pre-test and post-test changes. Teacher surveys will be conducted in March and/or April.
Limitations of data	1) Disciplinary referrals are not always made in response to child behavioral concern; teachers may avoid making referrals when extensive documentation is required of them; different schools respond differently to child behavioral concern (for example, one school does not use detention and another school does); child behavioral concern tends to be lower in first and fourth quarters and to peak in second and third quarters due to circumstances other than the child's behavior alone. 2) Behavioral improvements in the after-school program may not necessarily generalize to the school day program because school day programs have a higher degree of structure; thus, behavioral change may not be reflected in teacher ratings.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at meetings with community leaders.
Final findings and recommendations	1) Grant-wide, an average of 60% of students not functioning in the desired social-emotional range increased one level or more from Quarter 1 to Quarter 4, exceeding the 50% target. An average of 96% of students at Freeman, 80% at Hill 35% at Greenman, 39% at Herget, and 48.8% at McCleery had improved their score by at least one level in Q4. 2) An average of 95% of students reduced the number of disciplinary events between first and second semester meeting the 80% goal. 98% of students at Freeman, 98% at Greenman, 79% at Herget, 100% at Hill, and 98% of students at McCleery showed a reduction in the number of disciplinary events between first and second semester. 3) Drug use assessments were not conducted. 4) Teachers reported an average of 86% of students either did not need to improve behavior or improved behavior while in the program, meeting the 80% target. Teachers reported 100% at Freeman, 100% at Greenman, 75.5% at Herget, 72.5% at Hill, and 82% at McCleery improved or didn't need to improve behavior. Based on available data, this goal was met. Recommendations include identifying students with multiple disciplinary infractions,

	students with lower levels of social and/or academic engagement, and/or those that don't appear to have a strong relationship with at least one staff member for mentoring or intervention. Staff should teach and reinforce clear, positively stated expectations for behavior. Lessons and activities to enhance students' social-emotional awareness should be implemented by qualified professionals and should be expanded to reach more students. Teambuilding activities should be incorporated as a regular part of programming to support and improve peer to peer and peer to staff relationships.
Implementation and tracking	Continue to track discipline data, staff and teacher surveys, and social-emotional data in the coming program year.

Objective 4

Objective	Programs will provide opportunities for the community to be involved. Programs will increase family involvement of the participating children.
Activities	Activities offered for parents will include the Nurturing Parenting Program (parent education, abuse/neglect prevention), Adult Education opportunities, and Case Management for linkage to social services. Quarterly Family Workshops to provide programs, and family recreational activities will be offered. In addition, Parent Liaisons will reach out to parents in person and by phone to ensure parents remain/become involved in their children's education.
Assessments, data collection, and analysis	1) At least one family member of at least 10% of families of enrolled children will attend at least one activity offered during the school-year program. 2) At least one family member of at least 10% of families of enrolled children will attend a Quarterly Family Workshop.
Timeline	Activities and workshops will be provided at various points throughout the program.
Limitations of data	Childcare, transportation, scheduling and other barriers may impact the number of families able to attend events and may not reflect the number of families interested in accessing resources. Attendance at provided programs may not reflect those families connected to outside agencies or support services.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at meetings with community leaders.
Final findings and recommendations	1) 28% of enrolled families attended a family engagement event, exceeding the 10% target. Family events were offered to families from all program sites during the year. The 28% attendance is a 7.5% increase from the 20.5% in the 14-15 program year. Events offered included a trip to Blackberry Farm, a family literacy and community resources event at the public library, a fire safety/CPR Information event presented by the Aurora Fire Department, an student orchestra concert, a health and fitness event, a Spanish-language parent education program, and a play at the Paramount Theater. It is of note that no families from Greenman or Freeman attended the Family Nurturing parent education program that was presented in Spanish. 2) A minimum of 10.8% of families attended a family event offered in a given quarter, meeting the 10% target. Family events were offered quarterly to families from all sites during the program year. Family bonding events, such as the field trips to Blackberry Farm or Paramount Theater, were very popular as were events that focused on health and wellness. This goal was met. Recommendations for the upcoming year include increasing parent programming offerings that align with family interest and needs, such as family bonding events and health and

	wellness events. It is recommended that program families in attendance at any Parent University events be tracked regardless of whether or not all sessions were attended. Existing programming should rotate in offerings to maximize attendance and meet family needs. Sites should extend personal invitations to specific families and/or incentivize attendance in order to increase attendance of families that may benefit most. Staff should communicate across sites to explore reasons for high attendance at certain sites to determine successful outreach strategies to replicate at sites with lower rates of family involvement. Staff should continue to examine obstacles to attendance such as interest level, childcare, transportation, time and dates of events, and language barriers in order to increase parent attendance and involvement.
Implementation and tracking	Parent programming should be held on a quarterly basis throughout the academic year. Attendance at parent/community events should continue to be tracked.

Objective 5

Objective	Programs will provide opportunities, with priority given to students who are lowest performing and in the greatest need of academic assistance.
Activities	Teachers will identify students with the greatest academic needs. If the demand for the program exceeds its capacity, students with the greatest needs will be admitted first. The majority of sub-grants will be awarded to schools in federal or state status in keeping with grant requirements.
Assessments, data collection, and analysis	1) The percentage of free and reduced-fee school meal eligibility of participants in the program will equal or exceed that of the school. 2) The average test scores, grades, and promotion rates of participants will be lower than those of students in the school on average. 3) Schools will initially appear on the improvement academic status list. 4) Schools will initially appear on the lowest-achieving schools list.
Timeline	Student recruitment will take place at the start of the year and efforts will be made to recruit and retain these students throughout the year.
Limitations of data	Free and reduced-fee meal eligibility is determined by an application completed by parents indicating low-income status. Parents do not always complete this application, which may affect the numbers of students qualifying as eligible.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at meetings with community leaders.
Final findings and recommendations	1) All schools' percentage of students qualifying as low-income exceeded the percentage of low-income students in each school as a whole, meeting this goal. • Freeman had had a school average of 56.2% of students school-wide and 67.6% of participants qualify as low-income (in 2014, 52% of students school-wide and 84% of its participants qualified as low income). • Greenman had a school average of 88.3% and 90.8% of participants qualify as low-income (in 2014, 89% of students school-wide and 95% participants qualified as low-income). • Herget had a school average of 57.9% and 88.2% of participants qualified as low-income (in 2014, 53% of students school-wide and 95% of participants qualified). • Hill had a school average of 88.2% students and 98.9% of participants qualify as low-income (in 2014, 87% of students school-wide and 97% of participants qualified). • McCleery had a school average of 88.3% and 100% of participants qualify as low-income (in 2014, 88% of students school-wide and 98.6% of participants qualified).

	2) Data from 2015, as provided by the Illinois State Board of Education (ISBE) Report Card, indicated that program participants' PARCC scores were lower on average (4.75% average of those proficient in reading and/or math) than those in the schools as a whole (21%). An average of 3.8% scored in the proficient range in Reading and 5.7% grant-wide scored in the proficient range in Math. Specifically, 7.1% at Freeman, 2.3% at Greenman, 2.9% at Herget, 5.5% at Hill, and 2% at McCleery scored in the proficient range in Reading. In Math, 9.5% at Freeman, 4.7% at Greenman, 0% at Herget, 12.5% at Hill, and 3.9% at McCleery scored in the proficient range. 3) and 4) Schools initially appeared on the improvement academic status/ lowest-achieving schools lists per grant requirements. Based on available data, this goal was met. Recommendations include continuing to focus recruitment procedures on identifying and supporting students in most need.
Implementation and tracking	Data regarding income status and school achievement will continue to be collected on a yearly basis.

Objective 6

Objective	Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.
Activities	Staff will participate in a variety of training/workshops provided to improve and maintain the quality of the programs. Program Directors, CFOs, and Evaluators will attend ISBE functions. Program staff will attend program orientation, curriculum training, and/or You for Youth courses.
Assessments, data collection, and analysis	1) Staff will participate in two or more professional development opportunities yearly. A list of attendance will be maintained. 2) 90% of staff will rate their satisfaction with program opportunities as satisfied or highly satisfied.
Timeline	On an annual basis, the lists of professional development activities will be collected. Sign-in sheets are provided at each activity.
Limitations of data	The limitations are posed largely by the fact that staff members have little compensated time that is not devoted directly to program implementation. Moreover, given that many staff members work in the schools during days, finding times when all staff members are available to come together for training is challenging.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at meetings with community leaders.
Final findings and recommendations	1) All adult staff participated in two or more professional development activities, meeting this portion of the goal. 2) 65% of staff indicated being satisfied/highly satisfied with professional development opportunities during the 15-16 year. While this is an increase in satisfaction, up from 40% during the 14-15 program year, this does not meet the target of 90% satisfaction. This goal was partially met. Recommendations include continuing to expand professional development opportunities based on staff feedback. Training topics requested by staff for the 16-17 program year include (ranked by order of preference) social-emotional learning activities, (additional training in) behavior management, team building activities, and math strategies. It is recommended that time be provided for Site Coordinators to collaborate and receive

	support regarding program implementation.
Implementation and tracking	Current training practices should continue. Staff should continue to be surveyed about professional development needs and aligned programming should be implemented, as feasible.

Objective 7

Objective	Projects will create sustainability plans to continue the programs beyond the funding period.
Activities	All sub-grantees will provide detailed plans of coordination and collaboration efforts. All partners will be requested to sit on a Sustainability Advisory Committee and to attend quarterly meetings to plan for and promote long-term sustainability of the program.
Assessments, data collection, and analysis	1) Lists of coordinating/collaborating agencies and types of services, along with letters of agreement will be maintained. 2) All community partners, whether contracted or in-kind providers, will provide letters of commitment stating intent to provide services beyond the funding period to the extent feasible.
Timeline	Written letters were collected as agreements were established, documenting roles, responsibilities, and expected contributions including grants, donations, and contributions.
Limitations of data	While the subcontractors and in-kind contributors have expressed willingness to work together with the 21st Century Community Learning Centers (21st CCLC) to sustain their involvement, real funding constraints in conjunction with burgeoning service populations limit the capacity of community agencies to provide unfunded services. Moreover, availability of federal, state, private foundation, and corporate foundation funding is limited due to limited tax revenues and investment returns, and high numbers of organizations petitioning for support.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at meetings with community leaders.
Final findings and recommendations -Partnership Changes, Strengths, Challenges -Sustainability Status and Development	Partnership Contributions: See chart below. Changes in Partnership/Collaboration: There were no changes in collaborator roles or responsibilities. The grantee continued to collaborate and develop relationships with community partners to provide activities and facilitate the expansion of programming. Partnership Strengths and Challenges: The contracted partners have an established relationship with the grantee and mutually shared goals of serving the students and community. Challenges faced by the grantee include expanding existing partnerships and securing sustainable funding after the grant expires. Sustainability Status and Development Strategies: Community partners specified their intentions to sustain their contributions, as feasible, after the grant expires. Efforts to develop foundation, corporate, and public grants, private donations, and in-kind contributions continue.
Implementation and tracking	WASD 129 collected and retained letters of commitment with all subcontractors and in-kind partners, as were records of application for successor funding.

Partner Contributions

The values listed represent the amount allocated per school, based on contract, unless otherwise specified

Fox Valley Park District- Subcontractor • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: see below • Estimated in-kind monetary value: $0 **Contributions:** Recreational Activities **Sites and subcontract values:** Freeman ($2, 200); Herget ($2,000); Greenman, Hill, McCleery (each $3,200)	**AU School of Social Work,** Subcontractor • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $8,000 • Estimated in-kind monetary value: $0 **Contributions:** Evaluation Services **Sites:** Freeman, Greenman, Herget, Hill, McCleery
Aurora University, STEM Subcontractor, Admissions In-Kind • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner**:** $7250 • Estimated in-kind monetary value: $50 • **Contributions:** STEM curriculum instruction, Admissions counselor visit at Herget Only **Sites:** Freeman, Greenman, Hill, McCleery; Herget	**Fox Valley Orchestra,** Subcontractor •Estimated monetary contributions made by partner: $0 •Estimated value of subcontract held by partner**:** $5000 •Estimated in-kind monetary value: $0 **Contributions:** El Sistema orchestra music lessons, concert **Sites:** Greenman
Breaking Free, Inc., Subcontractor • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: **$1,200** • Estimated in-kind monetary value: $0 **Contributions:** Nurturing Parent, parent education program **Sites:** offered to families from all sites	**Aurora Fire Department,** In-Kind • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $0 • Estimated in-kind monetary value: $350 **Contributions:** fire safety/basic CPR workshop **Sites:** offered to families from all sites
Triple Threat, Subcontractor and In-kind contributions • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: see below • Estimated in-kind monetary value: see below **Contributions:** SPARQ Fitness, sports, nutrition, mentoring **Sites:** Freeman, Herget (each $4,000 subcontract); Greenman, Hill, McCleery ($3,000 in kind and $4,000 subcontract each)	**Sci-Tech,** Subcontractor • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: see below • Estimated in-kind monetary value: $0 **Contributions:** Workshops and field trip **Sites:** Freeman, Greenman, Hill, McCleery ($1,140 each); Herget ($750)
Boy Scouts, In-kind • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $0 • Estimated in-kind monetary value: $5,000 **Contributions:** STEM instruction **Sites:** Freeman, Greenman, Hill, McCleery	**Friends of Aurora's After School Program**, In-kind • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $0 • Estimated in-kind monetary value: $2000 **Contributions:** mentorships and 1:1 reading support **Sites:** McCleery
West Aurora School District Social Workers, Subcontractor • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $3,000 • Estimated in-kind monetary value: $0 **Contributions:** Social-emotional learning (SEL) instruction **Sites:** Freeman, Greenman, Hill, McCleery	**The Paramount Theater**, In-kind • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $0 • Estimated in-kind monetary value: $5000 **Contributions:** donated tickets to a play **Sites:** Freeman, Greenman, Herget Hill, McCleery
Alpha Sigma Zeta, Sorority, In-kind • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $0 • Estimated in-kind monetary value: $50 **Contributions:** tutoring, mentoring sessions **Sites:** Herget	**Waubonsee Community College,** In-kind • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $0 • Estimated in-kind monetary value: $100 **Contributions:** campus tour with admissions department **Sites:** Herget

Additional Findings:
In addition to administrative data concerning grades, discipline, absences, and test scores, data was collected from youth, program staff, teachers, and parents. The following are key findings from this data. Additional information and data are reported in the ancillary report, attached.

Youth Survey
The Surveys of Afterschool Youth Outcomes, developed by the National Institute on Out of School Time at Wellesley Center for Women, are research-based surveys used across the nation to evaluate outcomes associated with after-school program delivery. The surveys are suited for grades 4 through 8 (first version) and 9 through 12 (second version). The surveys are delivered online, are also available in Spanish, and are relatively brief as they are customized to the specific program goals evaluated in this report. Scores were given on a scale from 1 to 4, with four being the most improvement in a rating. Pre-tests and post-tests were used to allow for measurement of change.

Overall, students at all sites reported enjoying the program and had positive experiences with program staff. According to students, the most commonly reported program strengths were youths' perceptions of the staff, indicating that students feel connected to the program and staff, and the academic help the program provided. Areas identified as having room for improvement were how students treated one another and how they perceive themselves as learners (perceived academic competence).
Based on youth survey results, specific recommendations include:
- Staff should teach and reinforce pro-social behavior to support social relationships.
- The staff is encouraged to incorporate STEM activities and provide additional support or activities in reading.
- Staff should reinforce academic risk taking, effort, and persistence to develop students' confidence and academic engagement.

Qualitative Analysis of Youth Survey
Students were asked questions about their experiences in the program. The students made a number of positive comments about the program, indicating they are quite engaged while in the program.
- While the students were able to identify many components that they enjoyed, the most common responses were playing, computers, going outside, and homework time.
- The most common reasons for absences were being sick.
- As students offered a wide range of potential activities they would like to participate in, with the most common recommendations being gym/sports, art, and playing outside.
- Students identified what they would like to change about the program. The most common responses were "nothing," indicating that youth are happy with the program. Other responses included: more homework time, different snacks, and more gym/activity time.
- Students were able to identify a number of things that they wanted to learn most frequently listing math, how to complete their homework (homework help), art, science, and sports.
Specific recommendations include:
- Staff should explicitly teach and regularly reinforce problem-solving and study skills, and incentivize homework completion in order to increase students' sense of academic competence and motivation.
- Staff should teach expected behaviors and reinforce pro-social student interaction.
- Staff should increase the frequency of hands-on academic activities offered in the areas of math, art and science.
- If feasible, staff should increase the number of outdoor activities or time spent outside.
- If possible, staff should give the students a choice in the activities they participate in.

Career Interest Survey

Students completed a career interest survey to assess the number and variety of career choices they were interested in. Students listed as many options as they could and ranked them according to preference. Pre- and post-test assessments were given to determine changes in the number and diversity of career options listed.

On average, students at the elementary schools listed the most career choices. Students at the elementary schools listed and preferred career options that were most realistic while the middle school students tended to prefer careers that were less realistic than their younger counterparts.

Based on career interest survey results, specific recommendations include:
- Staff should provide organizational and study skills instruction in order to assist students in developing the skills to meet academic and career demands.
- Staff should incorporate events that expose students to a broad range of professionals and career options and communicate what is needed to pursue a career in these fields.
- Staff should help youth develop a personal definition of success and help them identify their own strengths, interests, and goals.
- Staff may assist younger students or pair them with older peers to complete this survey in the upcoming year.

Social-Emotional Learning (SEL) Survey

Program staff assessed students' social-emotional skills on a rating scale adapted from the Illinois State Board of Education Social-Emotional Learning Descriptors. Pre- and post-test assessments were given to determine changes in ratings.

The learning standards assessed are as follows: 1A- Identify and manage emotion and behavior, 1B- Recognize personal qualities and external supports, 1C- Skills to achieve personal and academic goals, 2A- Recognize feelings and perspectives of others, 2B- Recognize individual and group similarities and differences, 2C- Use communication and social skills to effectively interact with others, 2D- Prevent, manage, resolve inter-personal conflict, 3A- Consider ethical, safety, and social factors when making decisions, 3B- Apply decision-making skills to deal with academic and social situations, and 3C- Contribute to the well-being of school and community.

While there were differences across sites, most students were considered "at or above" their expected performance level in the following areas: 1A- Identify and manage emotion and behavior and 2B- Recognize individual and group similarities and differences.

The areas with the most room for growth were: 2D- Prevent, manage, resolve inter-personal conflict and 3C- Contributing to the well-being of school and community.

Based on SEL survey results, specific recommendations include:
- Staff should expand SEL instruction across sites and grade levels.
- Staff should continue to teach, model, and reinforce demonstrated emotional awareness and conflict resolution/problem solving.
- Staff should increase opportunities for student involvement and collaboration through team building activities, clubs or team sports, as feasible, and reward effort and engagement.

Teacher Survey

Teachers of participating students completed a survey assessing student improvement in several areas. Surveys were rated on a scale of 1 to 7, with 7 indicating the most improvement. Scores of 8 indicated no need to improve. Teachers were surveyed in the spring and were able to complete the assessment online or using a paper format.

According to teachers, students showed the most improvement in Attending Class Regularly, Behaving Well in Class, and Getting along Well with Others. Relatively less improvement was noted in the areas of Volunteering, Being Attentive in Class, and Academic Performance.

Based on teacher survey results, recommendations suggest:

- Staff should communicate with school day teachers regarding homework expectations and/or Staff should implement an incentive program to encourage students to turn in homework on time and completed to teacher satisfaction.
- Staff should incorporate tutoring or instruction on study skills and organization.
- Staff should continue to increase students' investment in school and the after-school program by developing relationships and seeking student assistance with various responsibilities during the after-school program.
- Staff should develop expand social skill instruction and reinforce or incentivize demonstrated pro-social behavior.

Parent Survey

Parents with students in the program completed a survey with questions ranging from inquiries about students' homework completion to parent involvement and satisfaction with the program. Elementary school parents completed a paper survey that was provided in both English and Spanish. Middle school parent surveys were conducted by a telephone interview with a bilingual interviewer. The parent survey was rated on a scale from one to five, with five being the highest level of agreement or satisfaction possible.

Responses were overwhelmingly positive with 100% of McCleery parents, 86% of Freeman parents, 100% of Hill parents, 94% of Greenman parents and 100% of Herget parents indicating they were satisfied or highly satisfied with the program.

Qualitative Analysis of Parent Surveys

Parents were asked about their perceptions of the program. Parents most commonly stated that the best parts of the program were the homework help and that it provided a safe environment and constructive activities. When asked what they would change about the program, the majority of the parents surveyed stated they were satisfied with the program as it is. Suggestions from other parents requested more homework help.

Based on parent survey results, specific recommendations include:

- Staff should increase communication with parents regarding programming, events, and satisfaction
- Staff should advertise events where families may connect with other parents or access resources.

Part V. Overall Recommendations and Action Plans

The following section will summarize program goals, recommendations, and plans for the upcoming program year. Recommendations are discussed in greater detail in previous sections of this report.

Recommendations for the 15-16 program year and ways they were addressed:
- Identify at-risk students for mentoring, intervention, or activities to increase engagement and investment during program time.
- Incentivize at least one target area based on site need (may include work completion, attendance, student improvement, effort, or academic performance).
- Incentivize attendance at and/or aligning family events based on community needs and interest in order to increase family involvement and participation.
    - ✓ Family event offerings included parent education as well as family bonding events to align with family interests.
- Provide social skills training in a range of topics provided by highly qualified staff.
    - ✓ SEL curricula was presented to students by qualified school social workers. SEL instruction will continue.
- Provide professional development based on staff feedback.
    - ✓ Staff feedback was solicited through surveys assessing satisfaction with professional development offerings and requesting topics for additional trainings. Program staff received training in Guided Reading and reading strategies and math and reading enrichment activities were included into program time. This practice will continue.

Recommendations for the 16-17 program year include refining current successful practices as well as:
- Incentivizing at least one target area (per term, quarter) based on site need. This may include rewarding performance for work completion, attendance, student improvement, effort, academic performance, or behavior.
- Collaborating with building administration to prioritize incentive program targets based on site need (absences, discipline);
- Collaborating with building administration to determine academic intervention targets based on site-specific needs (math, reading, ELL);
- Expanding existing school social worker-led SEL interventions to reach more students.
- Expanding social-emotional learning and team-building opportunities through community partnerships and program activities.
- Expanding STEM programming to reach more students.
- Providing professional development based on staff feedback in the areas of behavior management, social-emotional learning (SEL) activities, teambuilding, and math strategies. Professional development should be offered during times convenient to the majority of staff.
- Identifying at-risk students for mentoring and/or intervention to increase engagement and investment during program time. This may include students with elevated numbers of absences or disciplinary infractions, low levels of social engagement, and/or students struggling academically.
- Incentivizing attendance at and/or aligning family events based on community needs and interest in order to increase family involvement and participation. Programming should offer parent education or family engagement activities on a quarterly basis to all sites.
- Tracking attendance of family units at all family events.
- Extending personal invitations to specific families and/or incentivizing attendance at family engagement events.
- Expanding activities related to college and career readiness at the middle and elementary schools.

Objective Progress Summary

Objective 1: This goal was met.

Grant-wide, of those students scoring a 4 or 5 on the PARCC assessment, 14.3% increased scores in Reading and 14.3% increased in Math between the 14-15 and the 15-16 school year. These numbers exceed the 10% target and meet this portion of the objective. Across the five schools, 3.8% of students scored a 4 or 5 in Reading and 5.7% in score a 4 or 5 in Math.

Of those students scoring a 3 or lower, 14.5% increased their Reading scores and 13.2% increased Math scores from the 2014-15 school year, exceeding the 10% goal and meeting this objective.

Recommendations to improve students' academic performance include staff helping students prepare for testing, directly teaching study and organizational skills, and communicating regularly with school day teachers to determine where students may require additional support. Academic tutoring should be provided in small group settings by certified staff to students that struggle academically. Schools with lower Reading scores (such as Greenman and McCleery) may want to focus on providing Reading and/or ELL intervention. Schools with lower Math scores (Herget, McCleery) may want to focus on including Math activities and interventions. It is suggested that staff collaborate with building level administration to identify site-specific needs and priorities.

Objective 2: This goal was partially met.

A grant average of 9.4% of students missing more than 5 days of school decreased their absence rate from quarter 1 to quarter 4, failing to meet the 10% target and not meeting this objective. This is a decrease from 20% decreasing absences during the 14-15 year.

Among those scoring lower than a 3 on the SAYO-Y, over 10% improved their post-test scores in the area(s) of Engagement in Reading or Math, meeting this objective. All schools exceeded the 10% target with a grant average of 37% of students increasing post-test scores in "Engagement in Reading" and an average of 50% improving scores in "Engagement in Math".

82% of students reported improved attitudes towards school as a result of participating in the program, meeting the 80% target. While this objective was met, 82% of reported improved attitudes is a slight decrease from the 14-15 year when 87% reported improved attitudes.

100% of students were retained and/or promoted between grades**.**

Grant-wide, an average of 67.94% of students increased or did not need to increase the number of careers of interest between pre and post-tests, failing to meet the 80% target.

Recommendations include identifying students with increased numbers of absences and disciplinary infractions for intervention. Sites with fewer reductions in absences (McCleery had 0% decrease, Greenman had 4%, Freeman had 5% decrease absences) should incorporate incentive programs for this target area and align students with mentoring to increase investment. Sites may want to collaborate with building staff/administration to coordinate efforts to improve attendance during the school day. Students with low levels of social and academic engagement should be given opportunities for mentoring, SEL/Social Skills instruction, and teambuilding activities. Academic interventions, ideally provided by a qualified staff member, should be provided to students struggling in reading and/or math in a small group setting based on building-specific academic needs. All sites should increase activities and/or programming related to career readiness in order to increase student knowledge of various career paths.

Objective 3: This goal was met.

Grant-wide, an average of 60% of students initially not functioning in the desired social-emotional range increased one level or more from Quarter 1 to Quarter 4, exceeding the 50% target.

An average of 95% of students reduced the number of disciplinary events between first and second semester meeting the 80% goal.

Drug assessments are not used.

Teachers reported an average of 86% of students either did not need to improve behavior or improved behavior while in the program, exceeding meeting the 80% target. This is a 20% increase in the number of students (65%) reported to improve/not need to improve behavior during the 14-15 program year.

Recommendations include identifying students with multiple disciplinary infractions, those with low levels of social and academic engagement, and those that don't appear to have a strong relationship with at least one staff member for mentoring or intervention. Staff should teach and reinforce clear, positively stated expectations for behavior and, as appropriate, incentivize pro-social behavior. Lessons and activities to enhance students' social-emotional awareness should be implemented by qualified professionals and should be expanded to more students. Teambuilding activities should be incorporated as a regular part of programming to support and improve peer to peer and peer to staff relationships.

Objective 4: This goal was met.

28% of enrolled families member attend an event, exceeding the 10% target. The 28% attendance is an increase from 20.5% in the 14-15 program year. Family events were offered to families from all program sites during the year.

A minimum of 10.8% of families attended a family event offered at a given quarter, meeting the 10% target. Family events were offered quarterly to families from all sites during the program year. Family bonding events, such as the field trip to Blackberry Farm or Paramount Theater, were very popular as were events that focused on health and wellness.

Recommendations for the upcoming year include increasing parent programming offerings to align with family interest and needs, such as family bonding and health and wellness events. Existing programming should rotate offerings to maximize attendance and meet family needs. Sites should extend personal invitations to specific families and/or incentivize attendance in order to increase attendance of families that may benefit most. Staff should communicate across sites to explore reasons for high attendance at some sites and determine successful outreach strategies to replicate at sites with lower rates of family involvement. Staff should continue to examine obstacles to attendance such as interest level, childcare, transportation, time and dates of events, and language barriers in order to increase parent attendance and involvement.

Objective 5: This goal was met.

In the 2015-2016 (and 14-15) academic school year, all five sites' percentage of students qualifying as low-income exceed the percentage of low-income students in each school as a whole.

Data from 2015, provided by the Illinois State Board of Education (ISBE) Report Card, indicated that program participants' PARCC scores were lower on average (4.75% average of those proficient in reading and/or math) than those in the school as a whole (21%).

All schools initially appeared on the improvement academic status/ lowest-achieving schools lists per grant requirements.

Recommendations include continuing current recruitment procedures that focus on identifying and enrolling students most in need.

Objective 6: This goal was partially met.

All adult staff participated in two or more professional development activities, meeting this portion of the goal. 65% of staff indicated being satisfied/highly satisfied with professional development opportunities during the 15-16 year. While this is an increase in satisfaction from 40% during the 14-15 program year, this does not meet the target of 90% satisfaction.

During the 14-15 program's partial year of implementation, the district provided professional development in the area of Guided Reading. Staff gave positive feedback regarding this training and requested additional professional development opportunities in math and behavioral de-escalation strategies, both of which were offered during the 15-16 program year.

Recommendations for the 16-17 program year include expanding professional development opportunities based on topics requested by staff. Requested training topics include (ranked by order of preference) social-emotional learning activities, additional training in behavior management, team building activities, and math strategies. It is recommended that time be provided for Site Coordinators to collaborate and receive support regarding program implementation.

Objective 7: This goal was met.

Community partners specified their intentions to sustain their contributions, as feasible, after the grant expires. Efforts to develop foundation, corporate, and public grants, private donations, and in-kind contributions are documented and it is recommended that these practices continue in the upcoming program year.

Part VI. Dissemination of Evaluation

Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report may also be presented at meetings with community leaders. The primary means of utilizing the results to impact program planning is to provide the report to staff members in order to help them appreciate their accomplishments from the previous year and to plan for small, specific ways in which their program plans for the coming year can be modified to better meet the specified objectives.

Ancillary Report
21st Century Community Learning Centers
Grant Evaluation Report 2015-2016

Freeman Elementary School
Greenman Elementary School
Hill Elementary School
Herget Middle School
McCleery Elementary School

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Jessica Ortiz, M.S.W., Ed.M
Michelle Evans, D.S.W.
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Youth Survey

The Surveys of Afterschool Youth Outcomes, developed by the National Institute on Out of School Time at Wellesley Center for Women, are research-based surveys used across the nation to evaluate outcomes associated with after-school program delivery. The surveys are suited for grades 4 through 8 (first version) and 9 through 12 (second version). The surveys are delivered online, are also available in Spanish, and are relatively brief as they are customized to the specific program goals being evaluated in this report. Surveys were given as a pre-test in the Fall and post-test in the Spring. Survey responses were given on a scale from 1 to 4, with 4 indicating the highest level of satisfaction.

Freeman Elementary School Youth Survey

Figure 1 *At This Program, How do Kids Get Along?*
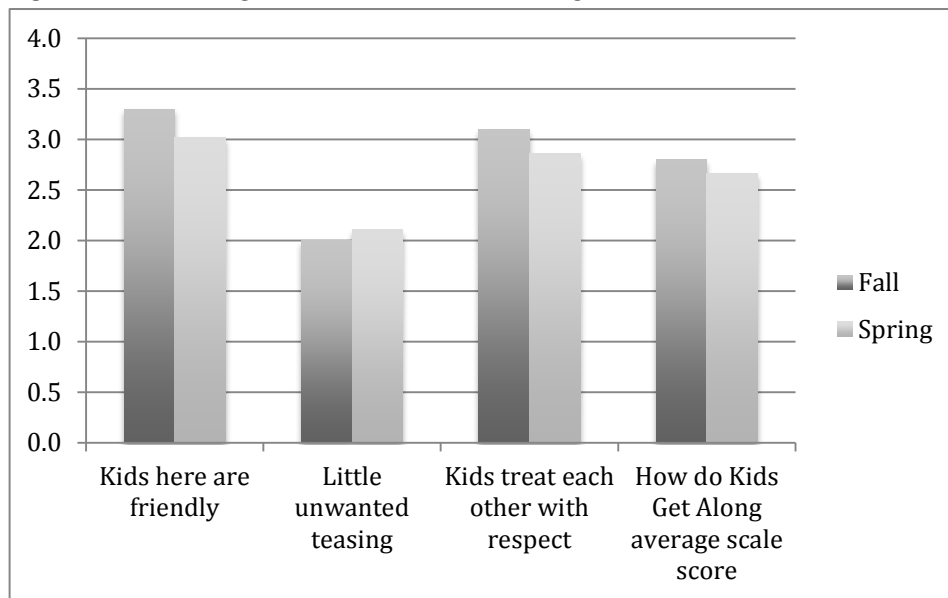
Figure 1 shows youth responses assessing how well kids get along at the after-school program on a scale from 1 to 4. The respondents reported they feel other students in the program are friendly, that participants treat each other with respect, and generally get along. Youth reported that some unwanted teasing took place. As such, it is recommended that staff routinely and explicitly teach and reinforce expected behaviors and increase levels of proximal supervision to minimize incidents involving teasing.
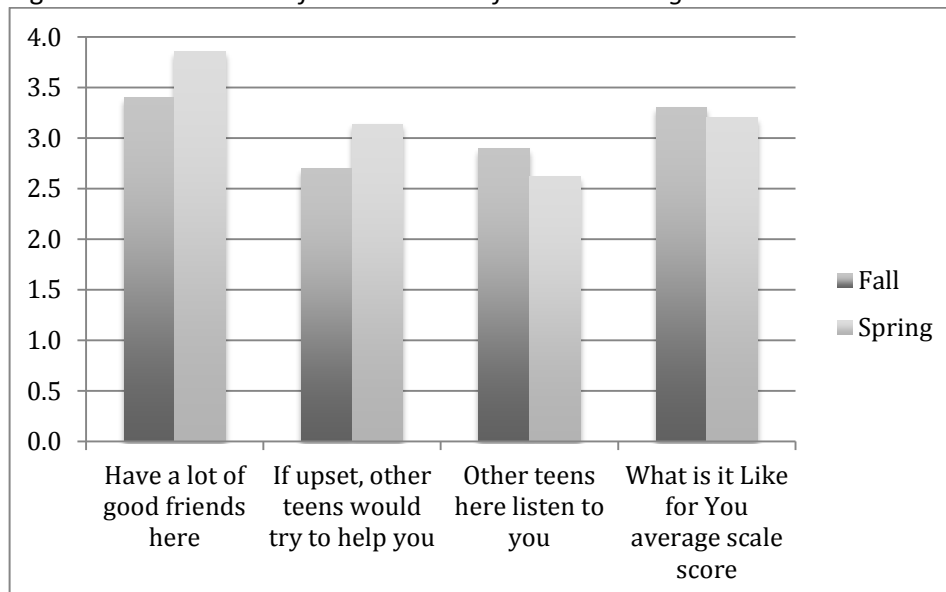
Figure 2 *What is it Like for You at This After-school Program?*
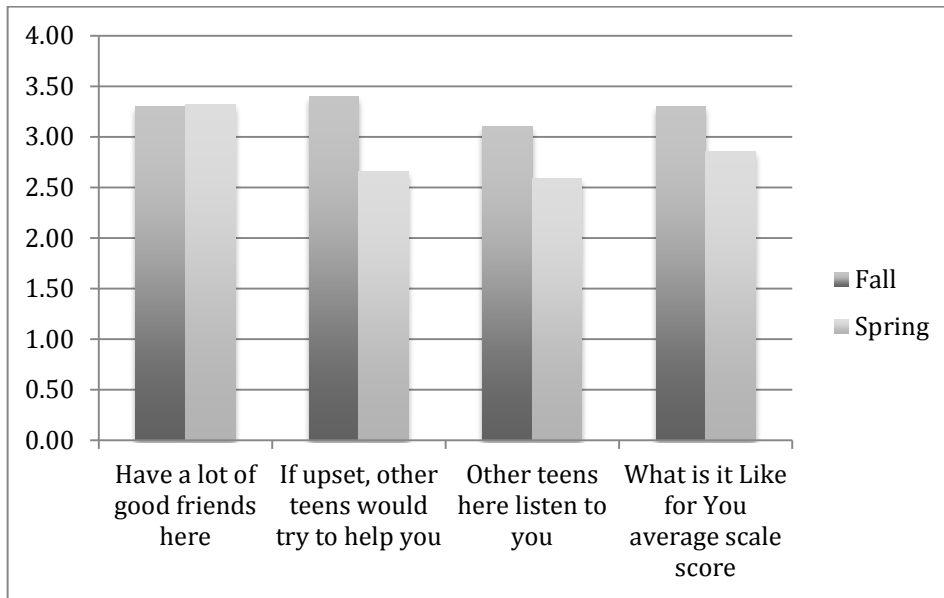
Figure 2 shows how youth perceive the after-school program. The results suggest that youth feel they have a significant number of good friends. Youth reported a decrease in other youth listening to them and being helpful between pre and post-test. The suggestion would be to praise and reinforce the importance of youth listening to and helping one another.
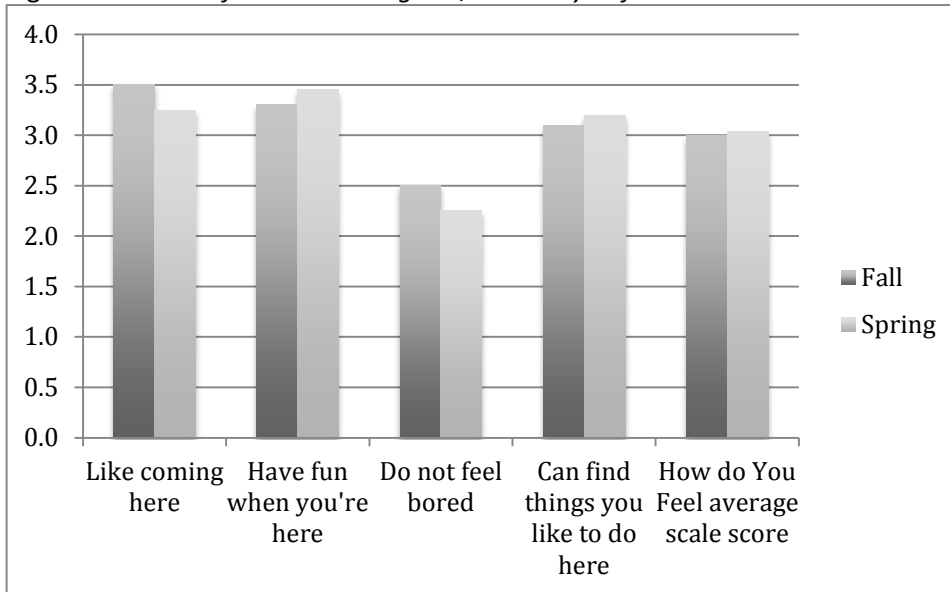
Figure 3 *At this After-school Program, How do you feel?*
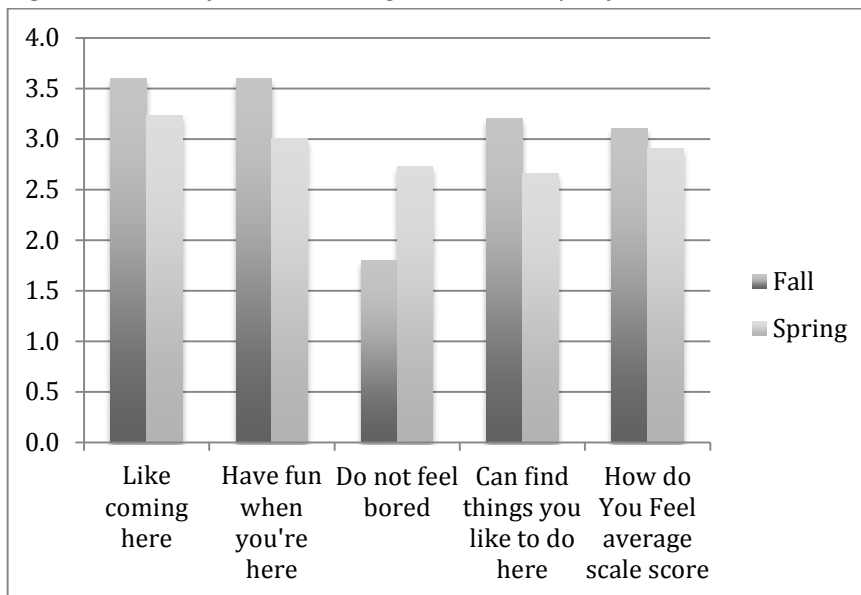
Figure 3 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, feel they have fun, and can find things they like to do. Youth initially reported that they moderately feel bored during the program; however, this declined between pre- and post-test. The responses ranged on a scale from 1 to 4, with the total average for teens not feeling bored being 1.8 pre-test and 2.7 post-test. The suggestion would be to continue to provide students with a variety of recreational options and, where feasible, allow them to choose to participate in activities that align with their interests.

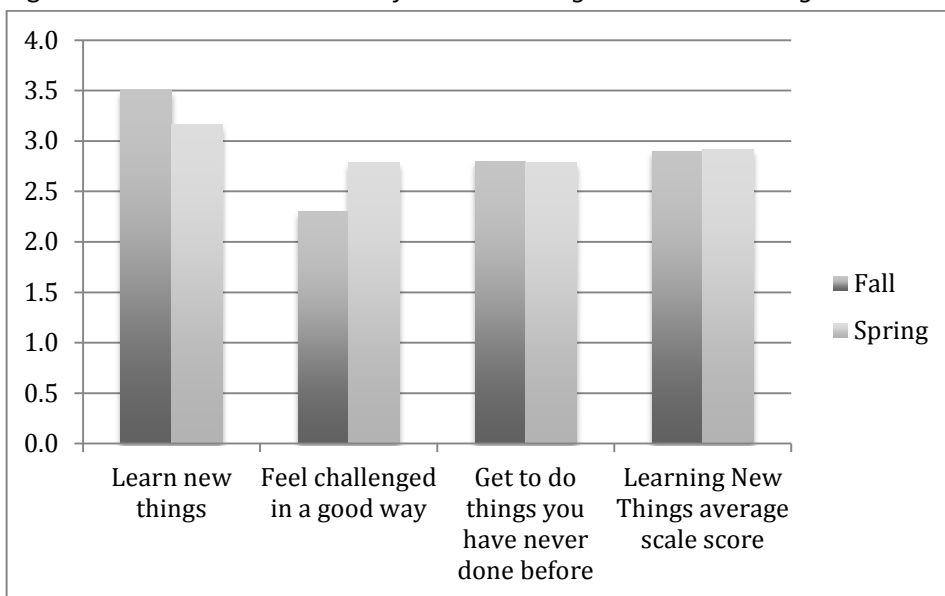Figure 4 *When You are at this After-School Program and Not Doing Homework…*
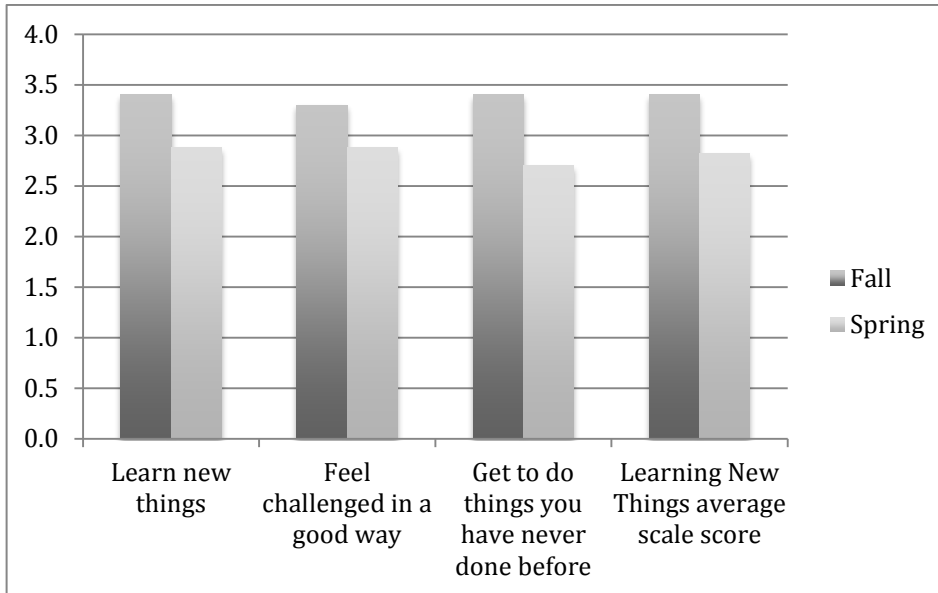
Figure 4 shows student assessment of learning new things in the after-school program. The responses show slight declines in youth learning new things, feeling challenged in a good way, and getting to do things they have never done before between pre and post-tests. Suggestions based on these findings would be for staff to involve students in discussions regarding what activities they have done before, and ask for their opinions on new, engaging activities for future programming. Staff should increase activities that promote opportunities for challenge and discovery.

Figure 5 *What the Teachers and Staff are Like at this After-school Program…*
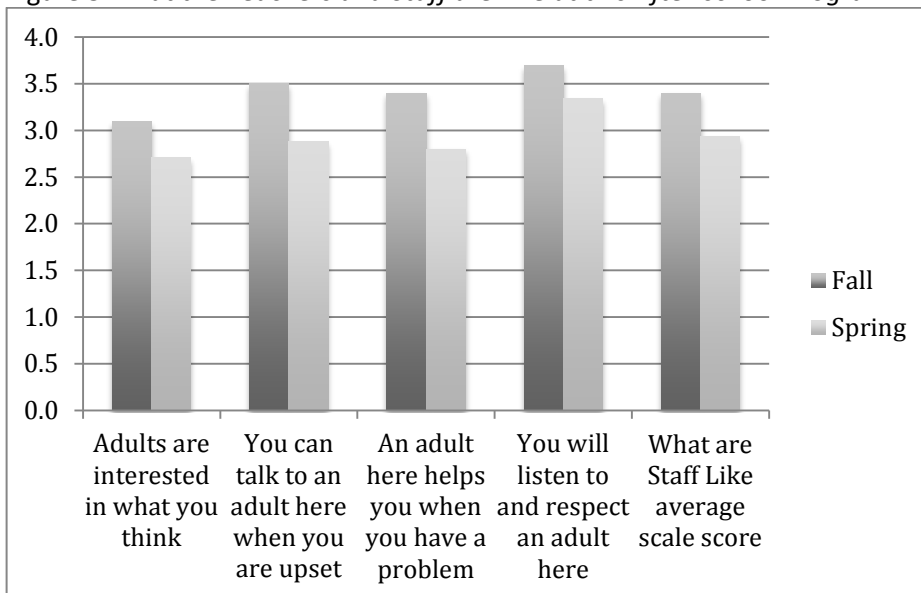
Figure 5 indicates students' perception of what staff are like at the after-school program is generally positive for interactions with adults in the program. A recommendation is for adults to spend time talking with students one-on-one, and increase the amount of interest they express about students' thoughts and ideas.
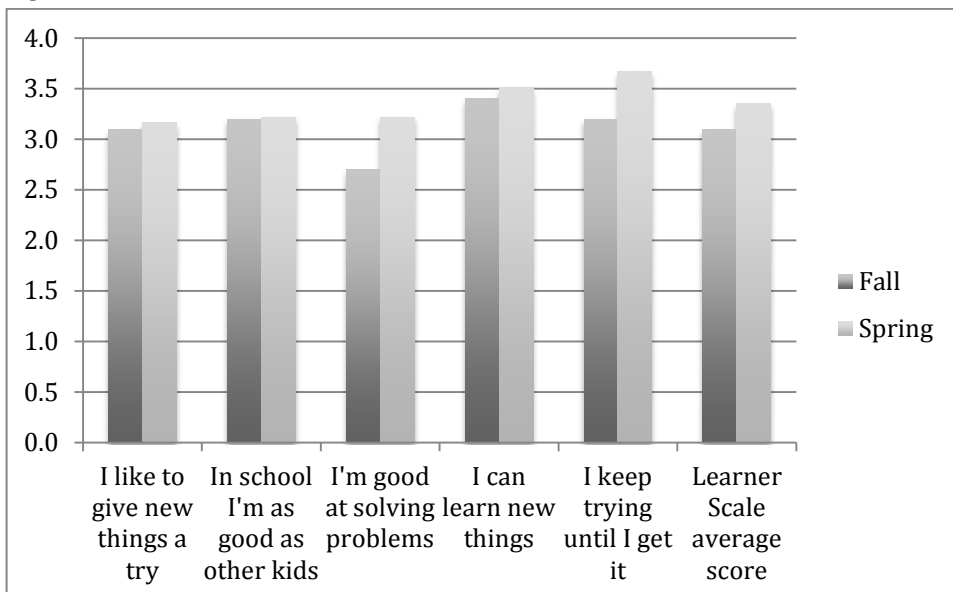
Figure 6 *What are You Like as a Learner?*
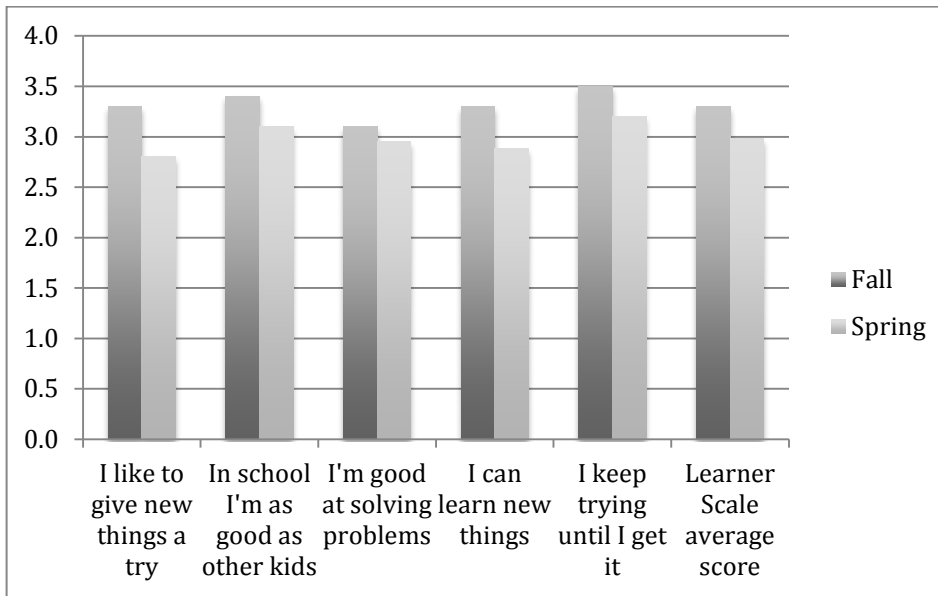
Figure 6 shows youth responses regarding their perception of themselves as learners. The results suggest that youth feel positive about themselves, with moderate self-rated scores for academic competence. Youth rated themselves the highest for "In school I'm as good as other kids" (3.1) and "trying until I get it" (3.2), but rated "I like to give new things a try" lowest (2.8). The recommendation would be to explicitly teach problem-solving skills and reinforce the steps students take toward solving the problem. As students see they can be successful with new tasks, their willingness to try new things, may increase.

Figure 7 *How do You Feel about Reading/Math/Science?*
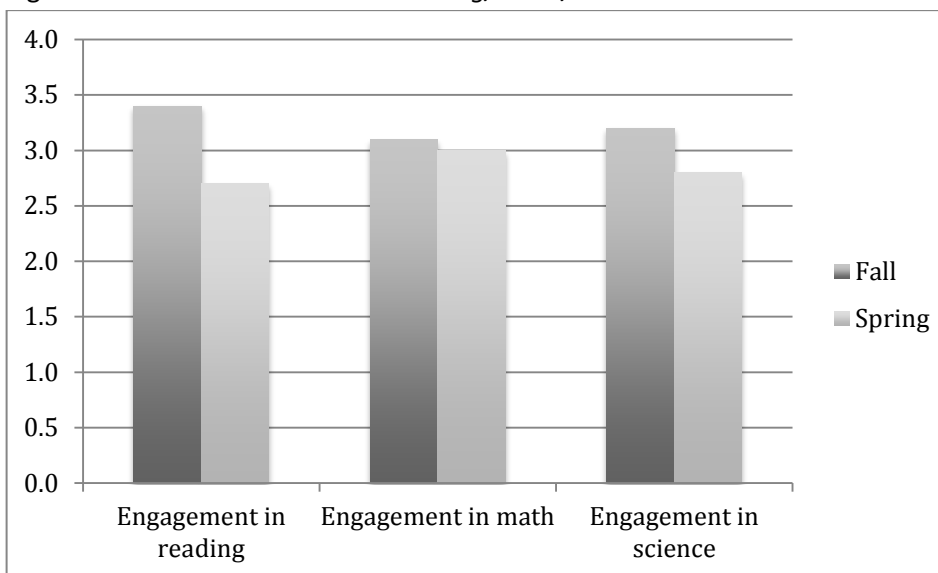
Figure 7 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes "I like to read at home during my free time; I enjoy reading when I'm at school; I enjoy reading when I'm at this after-school program; I'm good at reading; and I like to give new books a try, even if they look hard); however, individual scale items are not reported here for the sake of brevity. In order to increase and maintain student engagement in these areas, it is recommended that staff help students to engage with the topics in as

hands-on a way as possible and increase opportunities to apply reading, math, and science skills to program activities.

Figure 8 *How has This Program Helped You in Reading/Math/Science?*
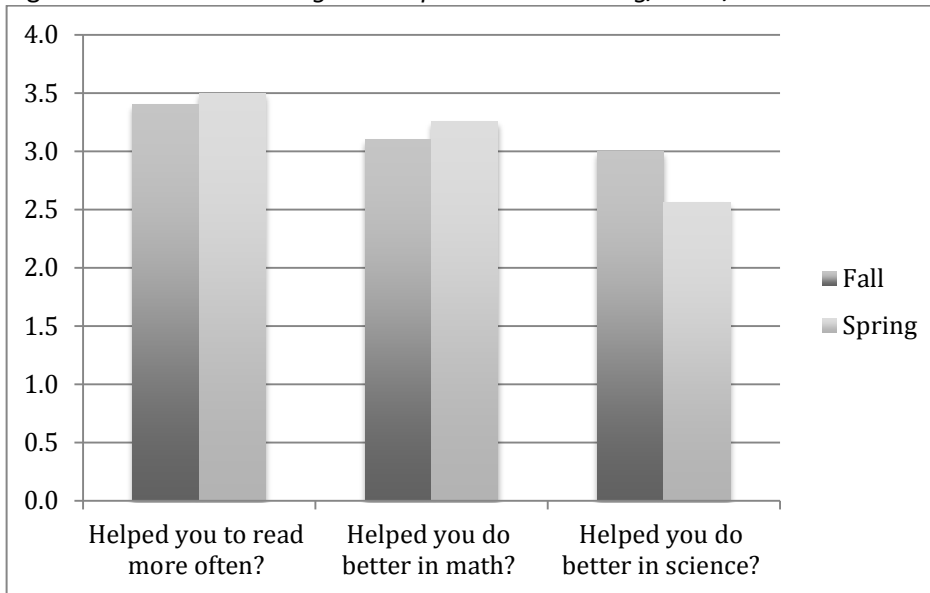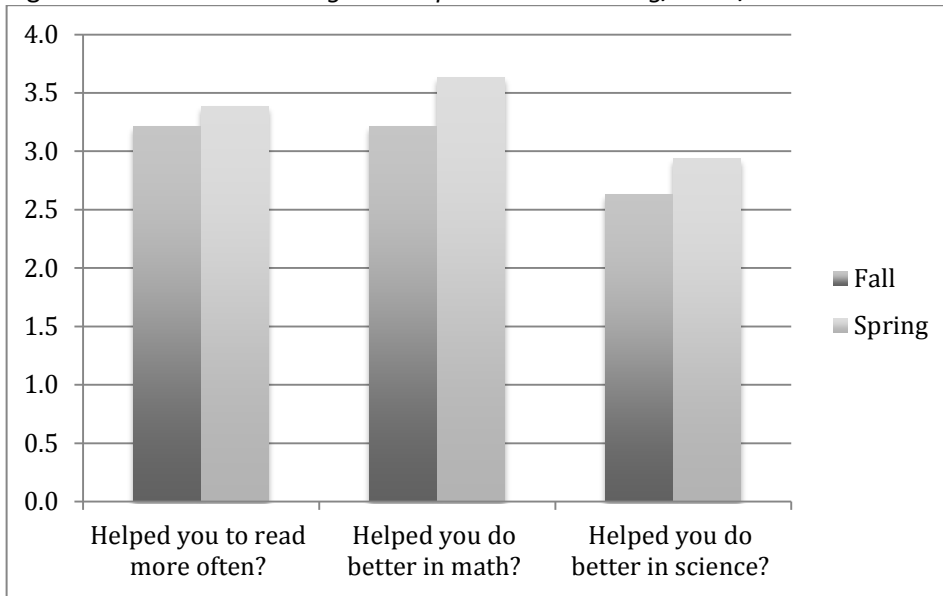

Figure 8 indicates that, overall, students felt the after-school program helped them with their subject material. They reported the program helped them slightly less with science than with reading and mathematics. The suggestion would be to drive increased interest by adding hands-on activities related to science, and connecting skills and materials to after-school program activities.

Figure 9 *How has This Program Helped You Academically?*
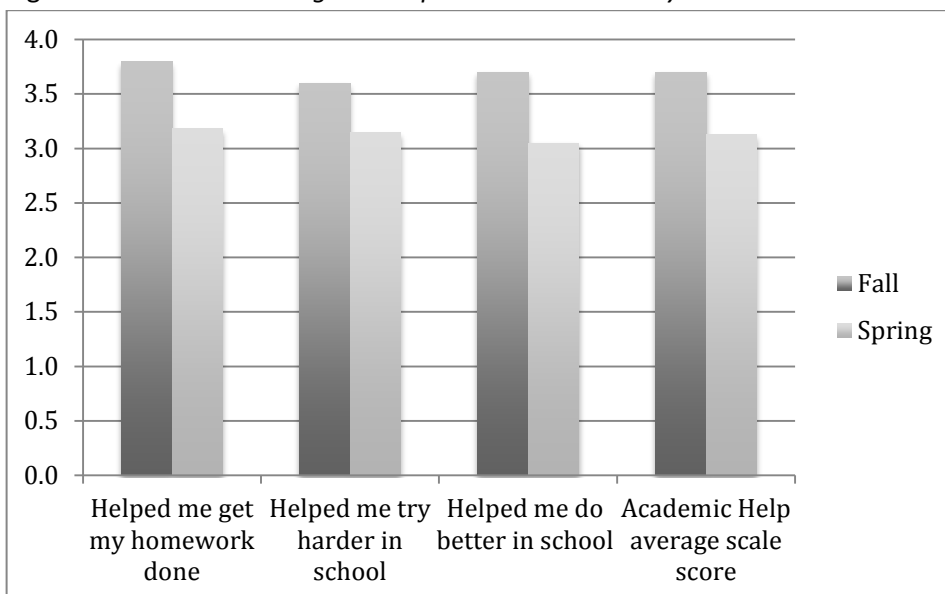
Figure 9 shows students assessment regarding how the after-school program helped them academically. Results show students were slightly less likely to report the after-school program had helped them to complete their homework, to do better in school, and to help them try harder between pre and post-tests. The average rating for the total subscale was 3.7 on the pre-test and 3.1 on the post-test, which is still relatively high on a scale from 1 to 4. The suggestion would be to make more explicit connections for youth about using the skills

they developed during the after-school program, and discuss their application to the school day program in order to encourage and reinforce effort made during the school day.
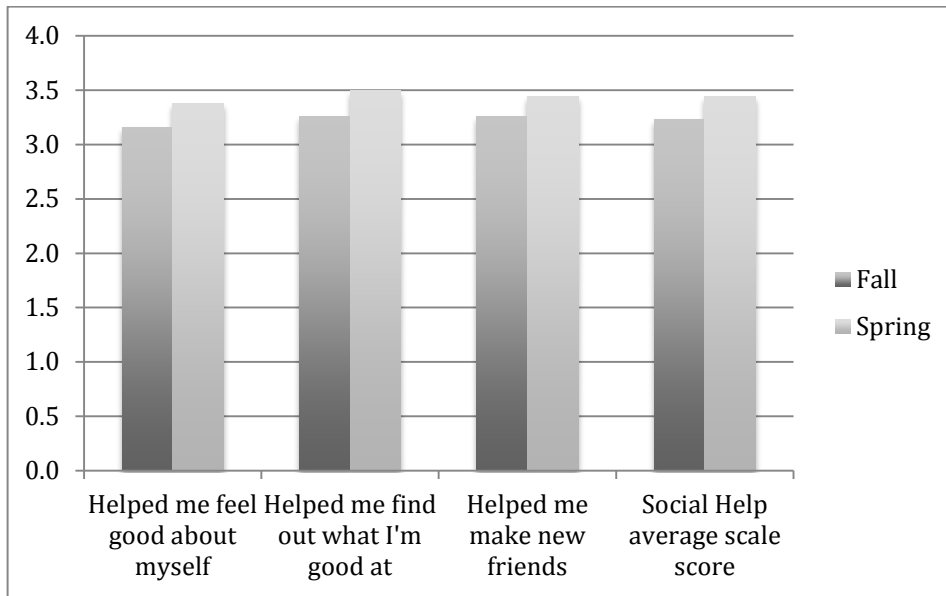
Figure 10 *How Has This Program Helped You Socially?*
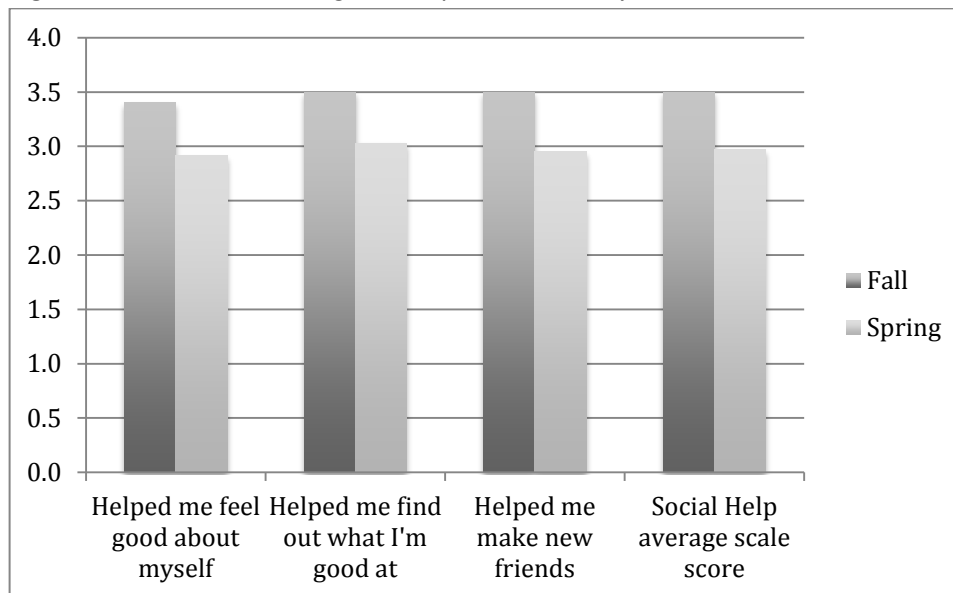
Figure 10 shows students' assessment of how the after-school program helped them socially. The graph suggests that students were slightly less likely to state that the after-school program helped them feel good about themselves, helped them find out what they were good at, and helped them to make new friends between pre and post-tests. The recommendation would be to increase positive-reinforcement of effort in both academic tasks and pro-social behavior, or offer an incentive program to promote positive interactions between youth.

Figure 11 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*
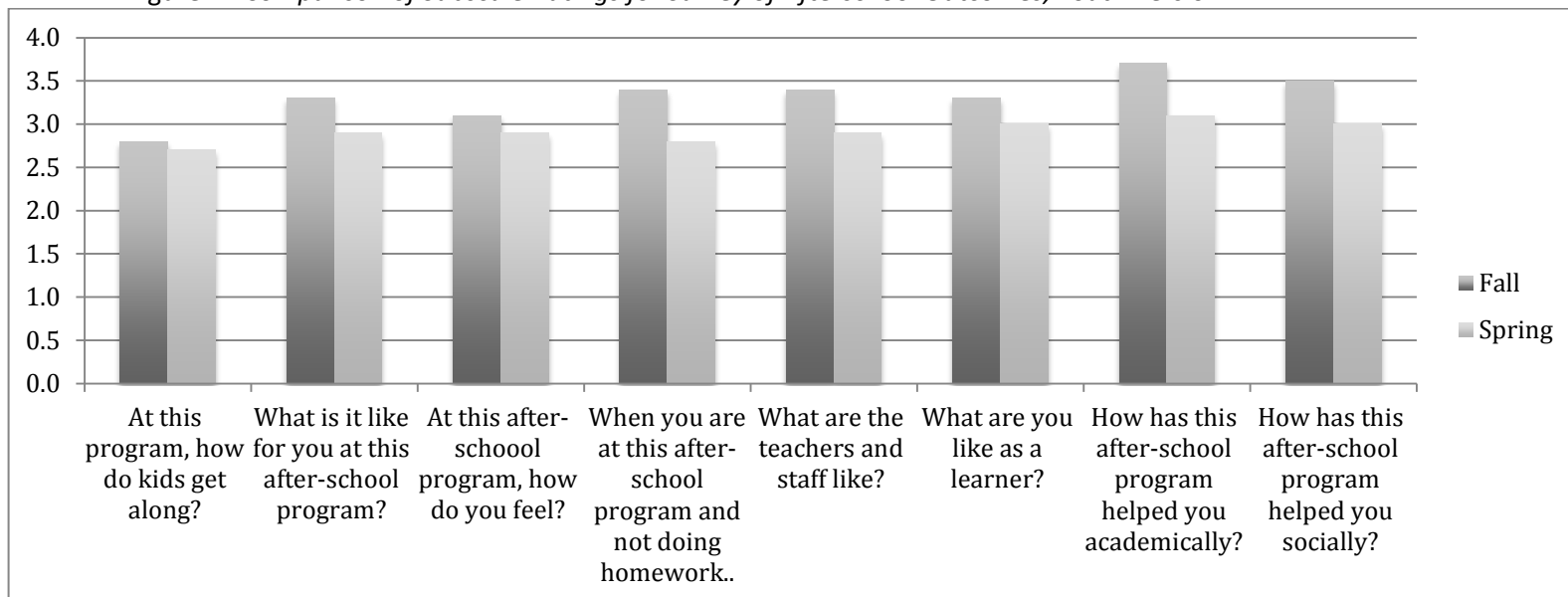
Figure 11 suggests a high level of student satisfaction with the program with all areas rated higher than 2.70. The program's relative strengths include youths' perceptions regarding how the program helps them

academically (3.10), as well as how the program helps them socially (3.00). Areas with relatively more room for improvement include peer relationships and self-esteem related to perceived academic competence (what you are like as a learner). Specific recommendations include reinforcing respectful behavior and directly teaching problem solving and study skills to increase students' sense of academic competence.

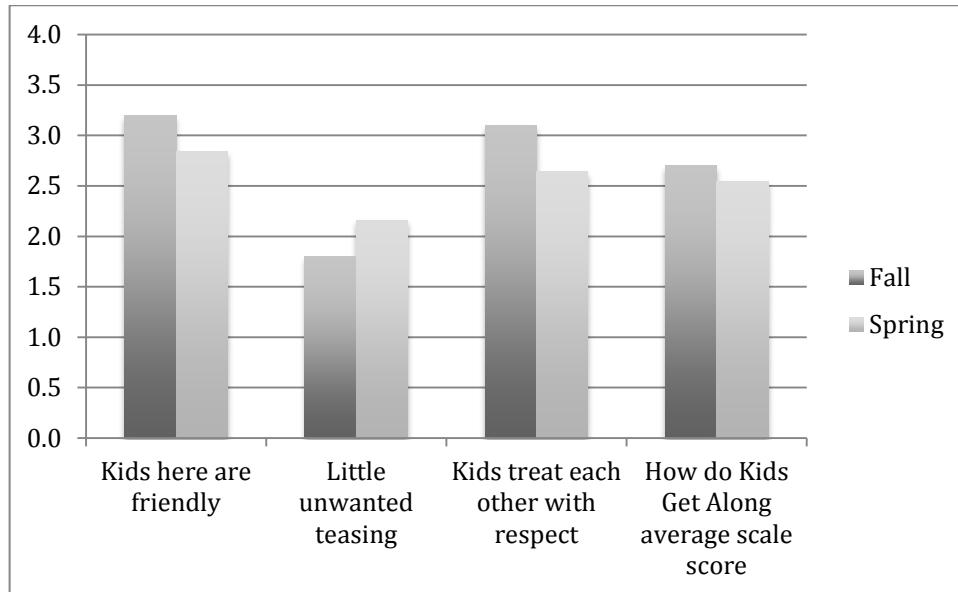**Greenman Elementary School Youth Survey**

Figure 12 *At This Program, How do Kids Get Along?*
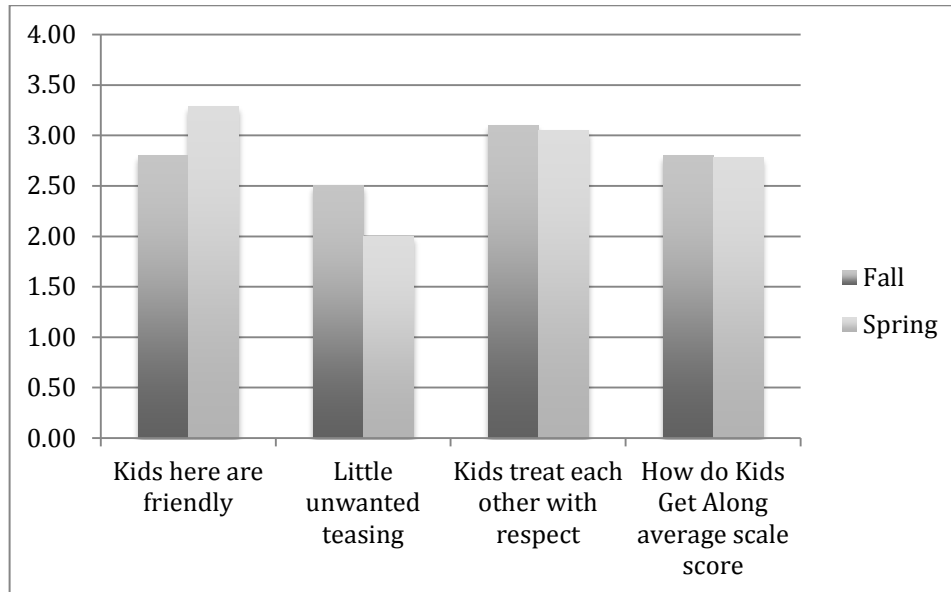
Figure 12 shows youth responses assessing how well kids get along at the after-school program. The respondents reported they feel other students in the program are friendly, that participants treat each other with respect, and generally they get along. Youth reported an increase in unwanted teasing taking place between pre and post-tests and this may be an area to monitor in the upcoming year. The recommendation would be for staff to intervene during peer interactions to minimize incidents involving teasing and to offer rewards and encouragement when positive behaviors occur.

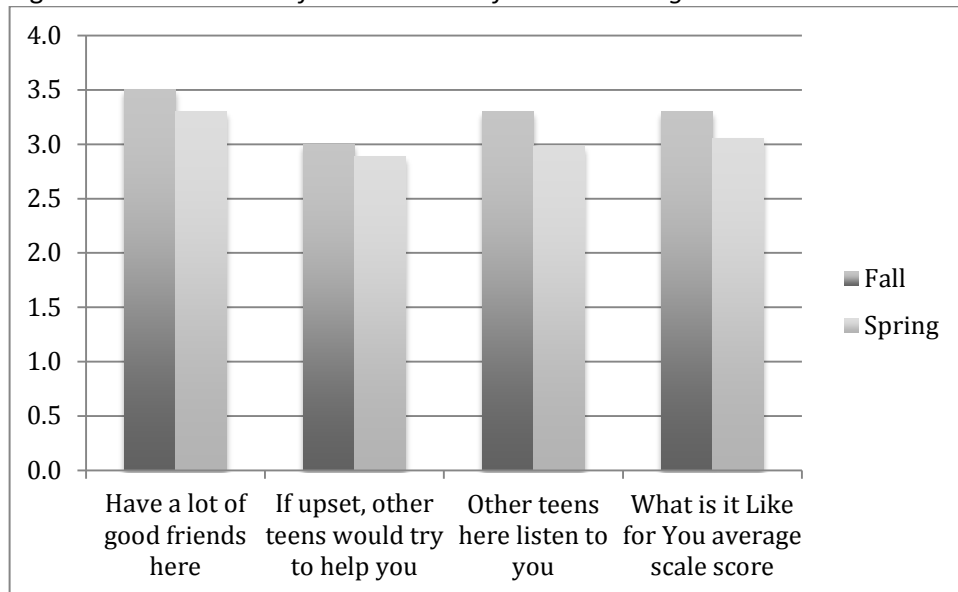Figure 13 *What is it Like for You at This After-school Program?*

Figure 13 shows how youth perceive what it is like for them in the after-school program. The results suggest that youth feel they have a significant number of good friends in the program, that others would try to help when needed, but youth were less likely to report that peers listened to them. The average score for this scale was a 3.2 on a scale from 1 to 4, indicating a high level of satisfaction with the program. The suggestion would be to praise and reinforce the importance of youth listening to and helping one another.

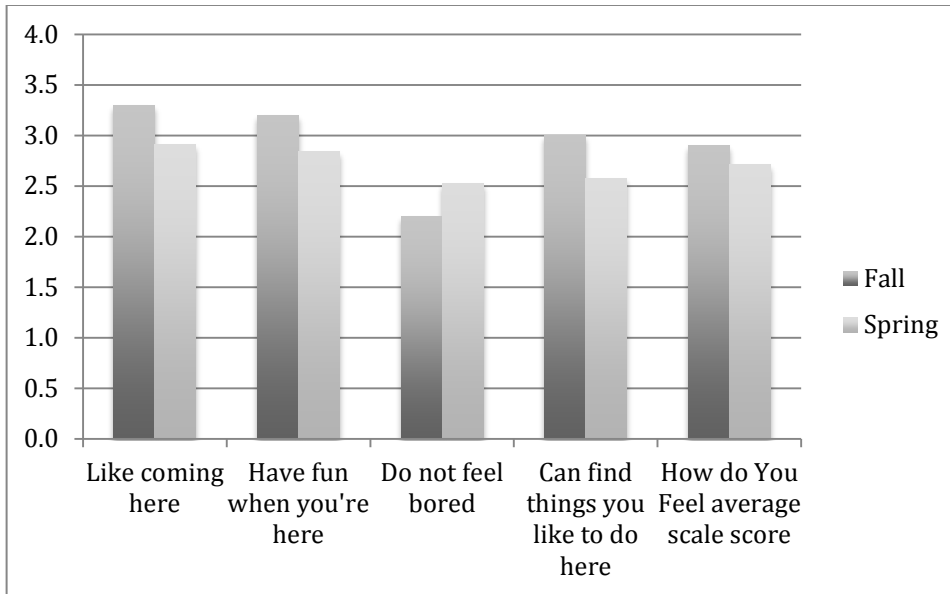Figure 14 *At this After-school Program, How do you feel?*

Figure 14 shows youth responses to how they feel during the after-school program. The graph suggests that youth like coming to the program (3.3), feel they have fun (3.5), can find things they like to do (3.2), but youth were less likely to report that they do not feel bored during the program (2.3). The suggestion would be to provide students with a variety of recreational options and, where feasible, allow them to choose to participate in activities that align with their interests.

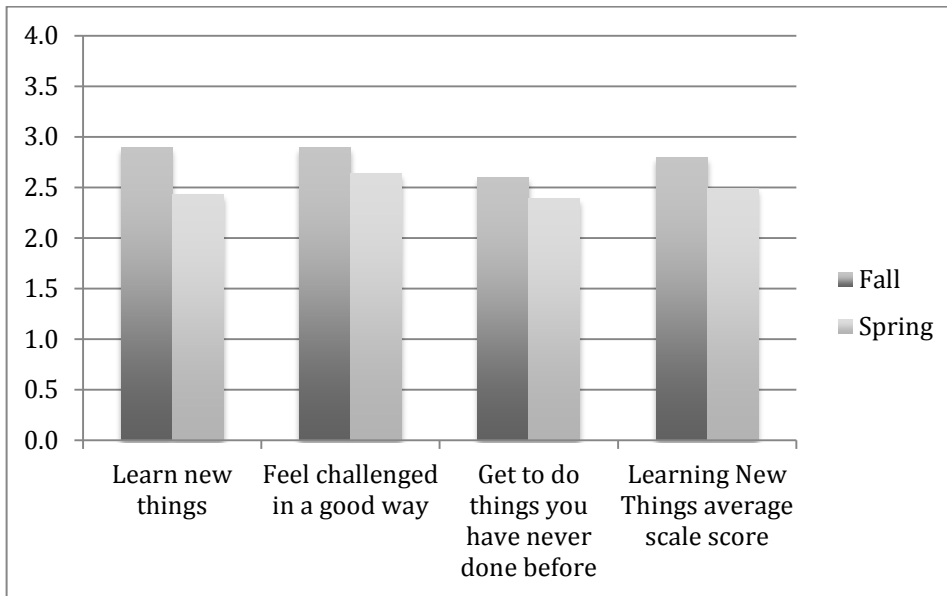Figure 15 *When You are at this After-School Program and Not Doing Homework…*

Figure 15 shows student assessment of learning new things in the after-school program. The responses show positive results for youth feeling they get to learn new things (3.2). Youth were slightly less likely to report that they get to do things they have never done before (2.8) and feeling challenged in a good way (2.8). Suggestions based on these findings would be for staff to increase activities that promote opportunities for challenge and discovery and reinforce appropriate risk-taking and persistence in students.

Figure 16 *What the Teachers and Staff are Like at this After-school Program…*
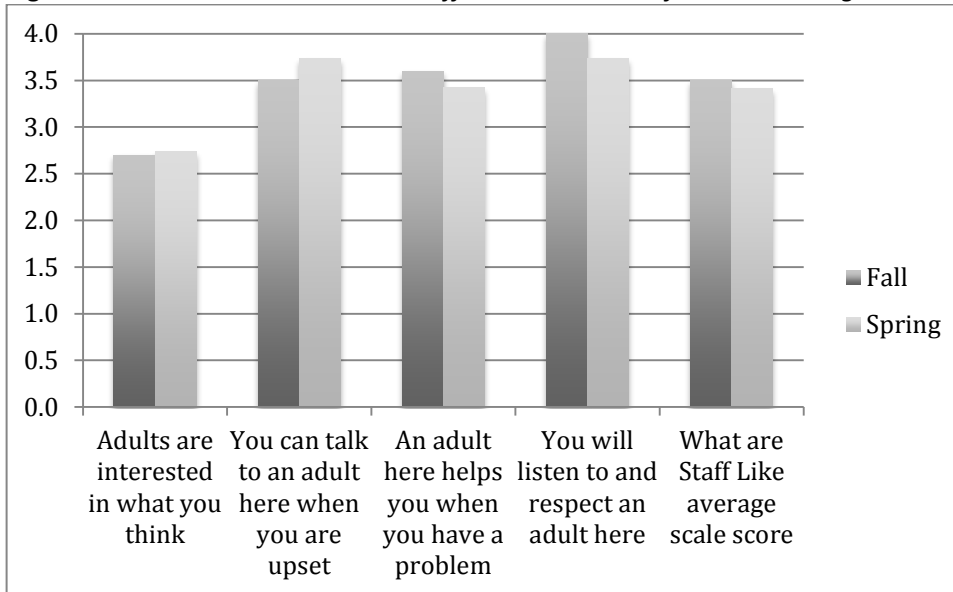
Figure 16 indicates students' perception of what staff are like at the after-school program was generally positive, but youth were slightly less likely to report that there are adults interested in what they think (2.7). "Is there an adult here who you will listen to and respect" was rated the highest. A recommendation is for adults to spend time talking with students one-on-one, and increase the amount of interest they express about students' thoughts and ideas.
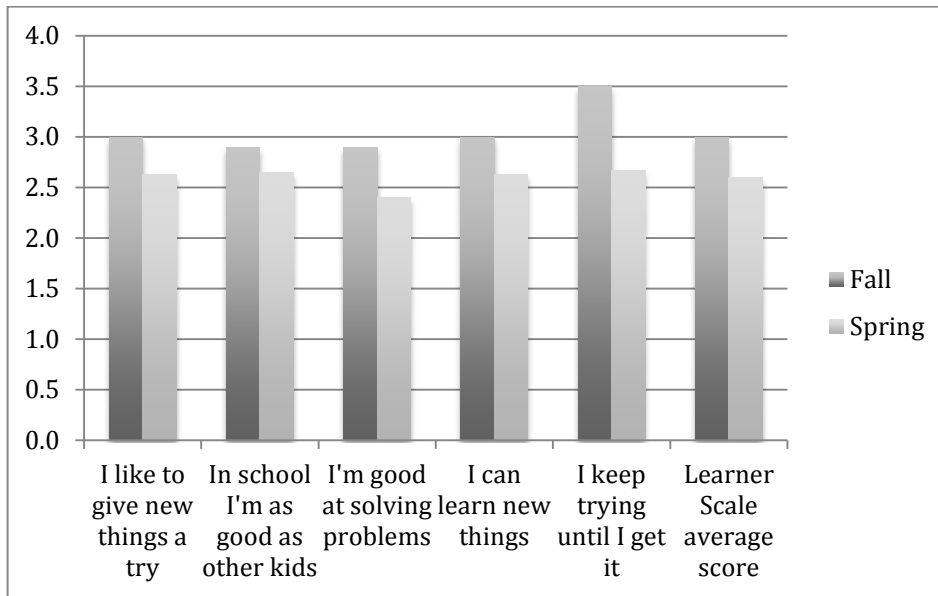
Figure 17 *What are You Like as a Learner?*

Figure 17 shows youth responses regarding their perception of themselves as learners. The results suggest that youth feel moderately positive about themselves, with the highest ratings for "Trying Until I Get It" (3.7). The recommendation would be to explicitly teach problem-solving skills and reinforce the steps students take toward solving the problem.
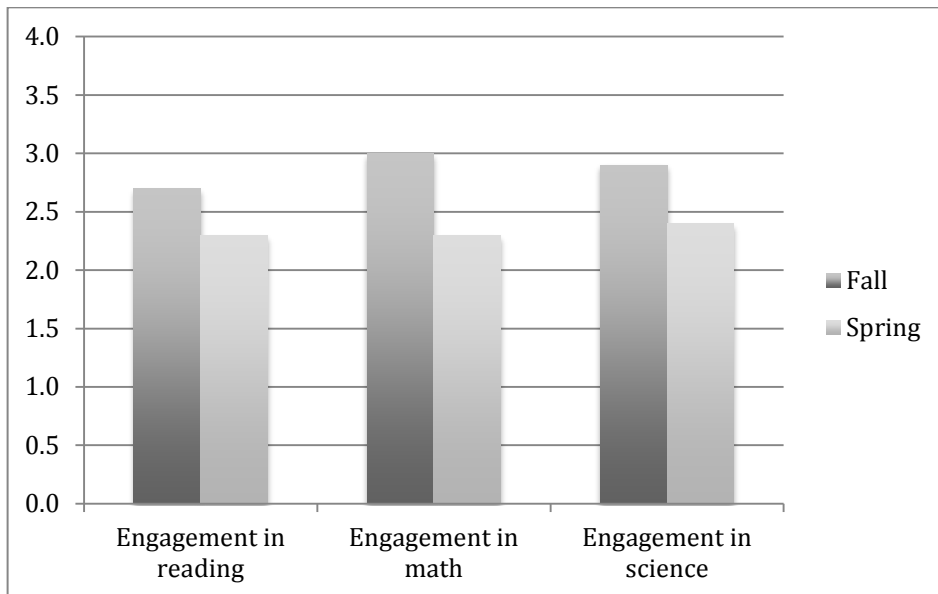
Figure 18 *How do You Feel about Reading/Math/Science?*
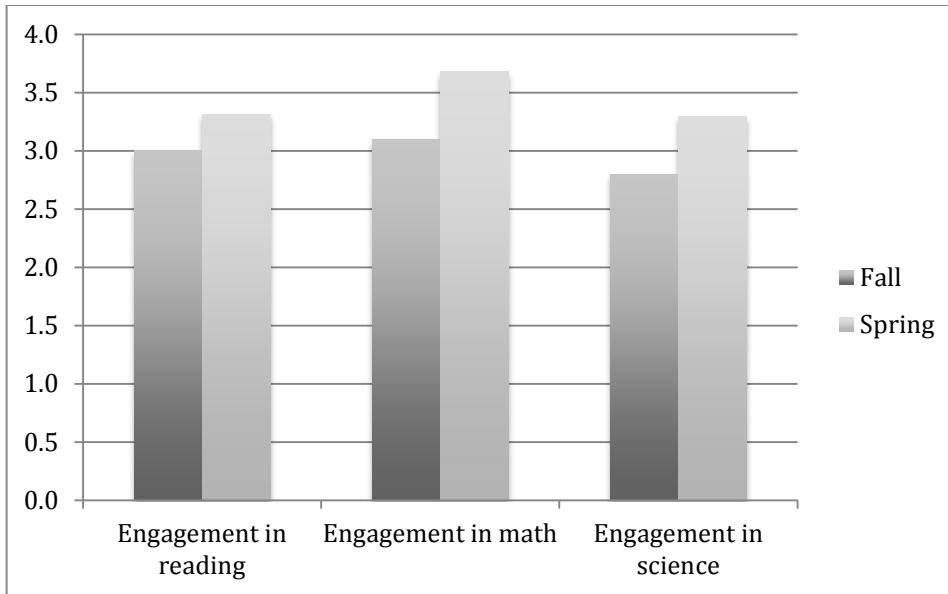
Figure 18 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes "I like to read at home during my free time; I enjoy reading when I'm at school; I enjoy reading when I'm at this after-school program; I'm good at reading; and I like to give new books a try, even if they look hard); however, individual scale items are not reported here for the sake of brevity. Engagement was the highest in math (3.7), followed by reading and science (3.3). In order to maintain student engagement in these areas, it is recommended that staff help students to engage with the topics in as hands-on a way as possible and incorporate activities and instruction in the STEM fields.

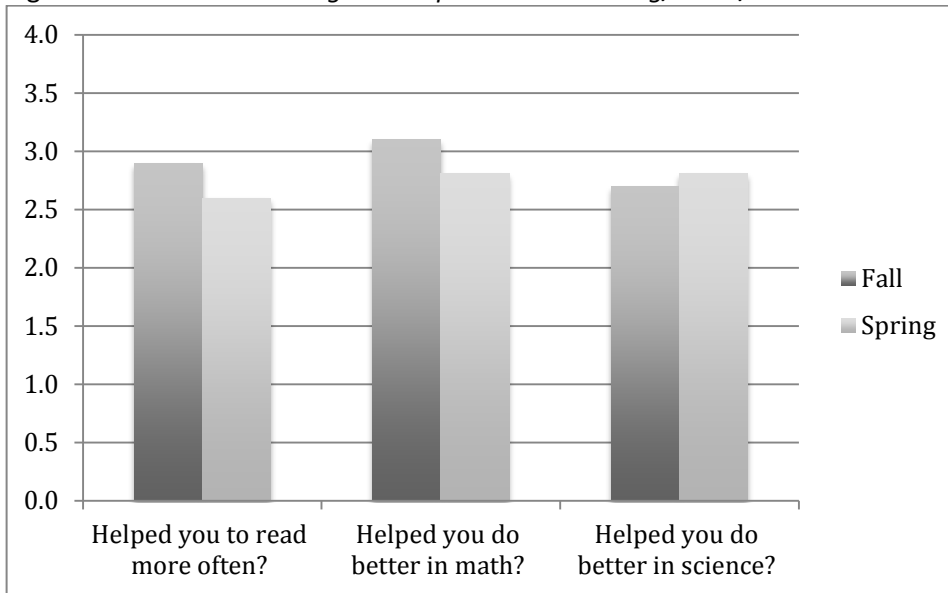Figure 19 *How has This Program Helped You in Reading/Math/Science?*

Figure 19 indicates that students felt the after-school program helped them with their subject material. They reported the program helped them less with science than with reading and math. The suggestion would be to drive increased interest in science by incorporating additional programming and hands on activities in the STEM fields.

Figure 20 *How has This Program Helped You Academically?*
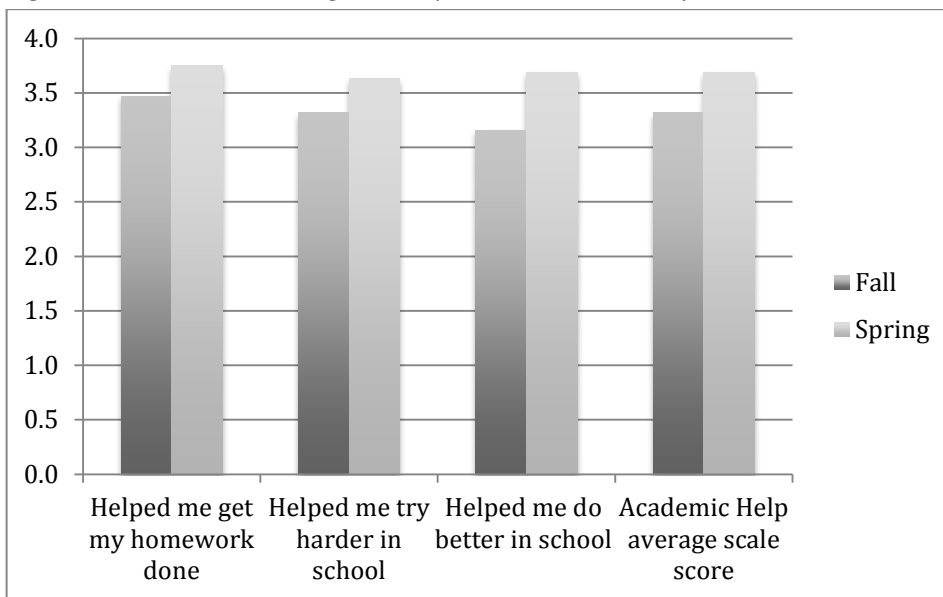
Figure 20 shows students assessment of how the after-school program helped them academically. Students were very likely to report the after-school program helped them to complete their homework (3.8), helped them to do better in school (3.7), and helped them try harder (3.6). The suggestion would be to make more explicit connections for youth about using the skills they developed during the after-school program and discuss their application to the school day program in order to encourage and reinforce effort made during the school day.

Figure 21 *How Has This Program Helped You Socially?*

Figure 21 shows students' assessment of how the after-school program helped them socially. The graph suggests that students were likely to state that the after-school program helped them feel good about themselves (3.4), helped them find out what they were good at (3.5), and helped them to make new friends (3.4). The recommendation would be to continue to provide positive-reinforcement of effort in both academic tasks and pro-social behavior or offer an incentive program to promote positive interactions between youth.

Figure 22 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*
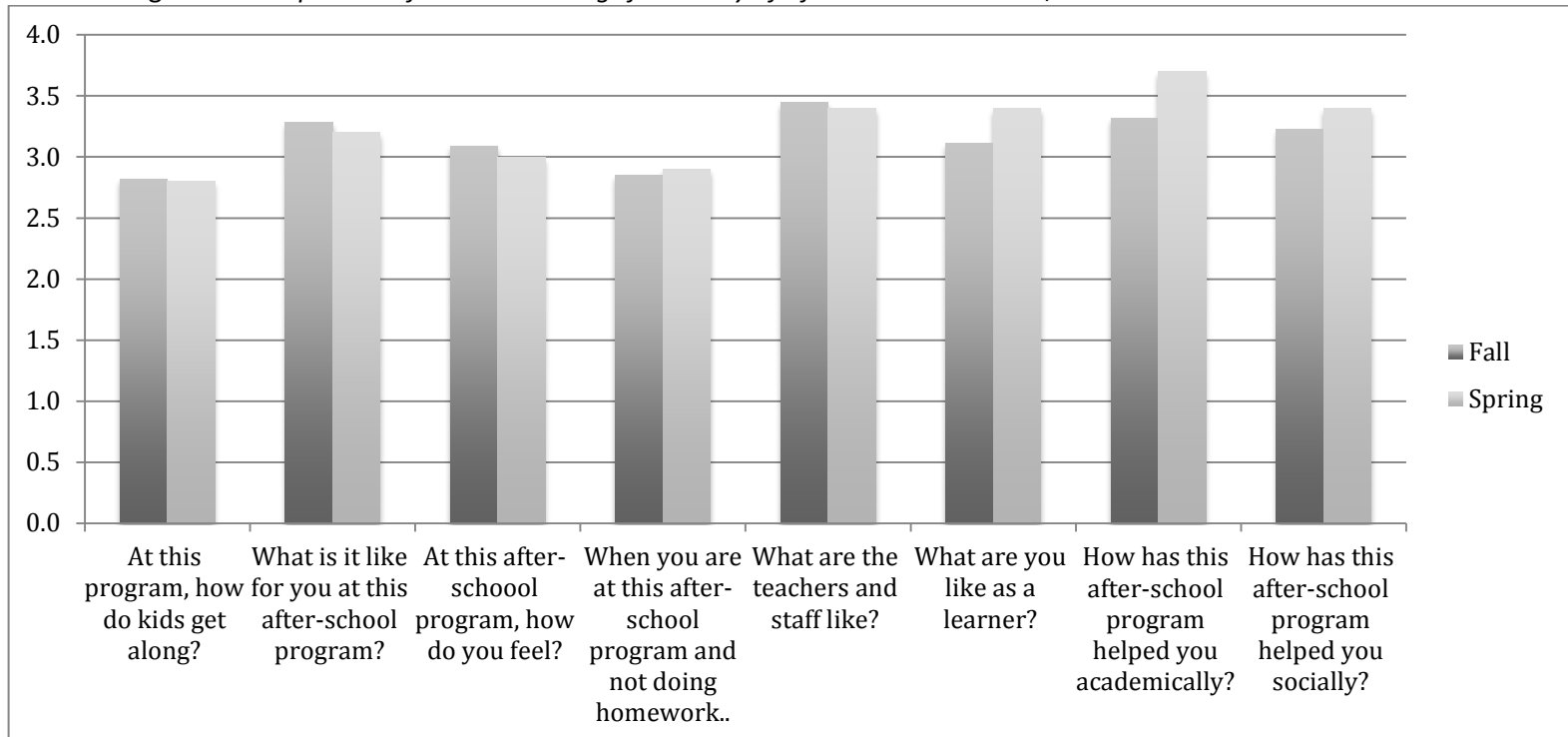
Figure 22 suggests that the program's relative strengths include students' perceptions regarding what the teachers and staff are like, and the social and academic help the program provided. This suggests that students feel connected to the program, staff, and other participants and feel that the program has a positive impact on

their performance during the school day. Areas in need of further attention may include how students get along and offering more challenging activities. Specific recommendations include teaching and reinforcing pro-social behavior to support social relationships. The staff is also encouraged to incorporate STEM activities and provide additional support/activities concerning reading.

HERGET MIDDLE SCHOOL YOUTH SURVEY

Figure 23 *At This Program, How do Kids Get Along?*

Figure 23 shows youth responses assessing how well kids get along at the after-school program on a scale from 1 to 4. The respondents reported they feel other students in the program are friendly, that participants treat each other with respect, and generally get along. Youth reported some unwanted teasing took place. As such, it is recommended that staff explicitly teach and reinforce expected behaviors and increase levels of proximal supervision to minimize incidents involving teasing.

Figure 24 *What is it Like for You at This After-school Program?*

Figure 24 shows how youth perceive what it is like for them in the after-school program. The results suggest that youth feel they have a significant number of good friends in the program and that others listen to them. They were slightly less likely to report others would help them. The suggestion would be to praise and reinforce the importance of youth listening to and helping one another.

Figure 25 *At this After-school Program, How do you feel?*

Figure 25 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, feel they have fun, and can find things they like to do. The average scale score for this scale was 2.7 on a scale from 1 to 4. The responses to the question for feeling bored brought the average scale lower than it would have otherwise would have been. (This question was originally phrased, "Do you feel bored when you're here" and was reverse coded for analysis). The suggestion would be to provide students with a variety of recreational options and, where feasible, allow them to choose to participate in activities that align with their interests.

Figure 26 *When You are at this After-School Program and Not Doing Homework…*

Figure 26 shows student assessment of learning new things in the after-school program. The responses show slight decreases in youth reporting learning new things, feeling challenged in a good way, and getting to do things they have never done before between pre and post-tests. Staff should increase activities that promote opportunities for challenge and discovery as the program year goes on.

Figure 27 *What the Teachers and Staff are Like at this After-school Program…*
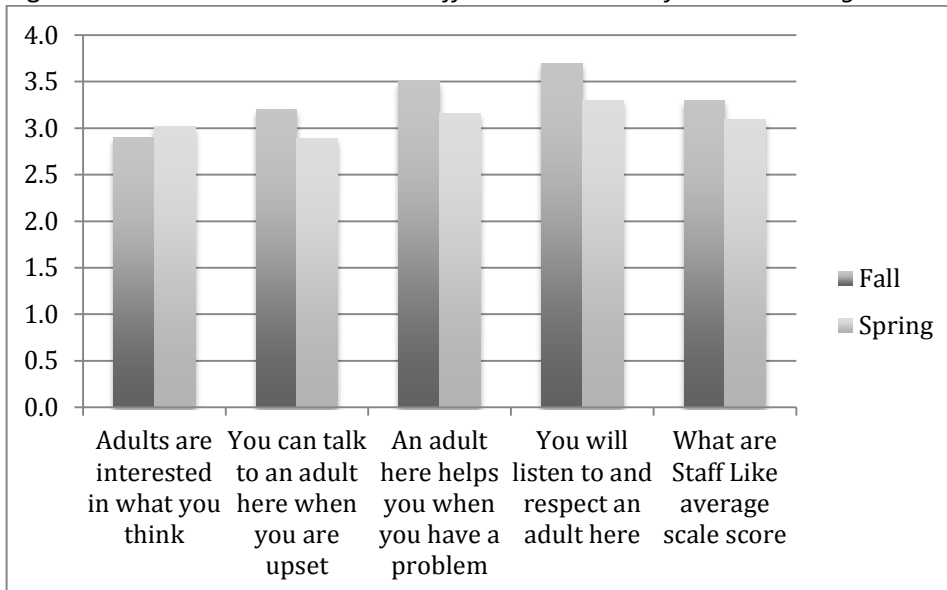
Figure 27 indicates students' perception of staff at the after-school program. There is a positive pattern overall for interactions with adults in the program (an average score of 3.1) and with "Is there an adult here who you will listen to and respect" rated the highest. A recommendation is for adults to spend time talking with students one-on-one and increase the amount of interest they express about students' thoughts and ideas.

Figure 28 *What are You Like as a Learner?*

Figure 28 shows youth responses regarding their perception of themselves as learners. The results suggest that youth feel moderately positively about themselves with higher scores for trying until they "get it". The recommendation would be to explicitly teach problem-solving skills and reinforce the steps students take toward solving the problem. As students see they can be successful with these tasks their appraisals of self, relative to others, may increase.

Figure 29 *How do You Feel about Reading/Math/Science?*

Figure 29 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes "I like to read at home during my free time; I enjoy reading when I'm at school; I enjoy reading when I'm at this after-school program; I'm good at reading; and I like to give new books a try, even if they look hard); however, individual scale items are not reported here for the sake of brevity. Engagement in reading, math and science slightly declined between pre and post tests. It is recommended that staff help students to engage

with the topics in as hands-on a way as possible and increase opportunities to learn and apply reading, math, and science skills to program activities.

Figure 30 *How has This Program Helped You in Reading/Math/Science?*

Figure 30 indicates that students felt the after-school program helped them with their subject material. They reported the program helped them slightly less with reading than with science and mathematics. The suggestion would be to drive increased interest in reading by adding interesting reading materials, engaging hands-on activities related to these topics, and connecting skills and materials to after-school program activities.

Figure 31 *How has This Program Helped You Academically?*
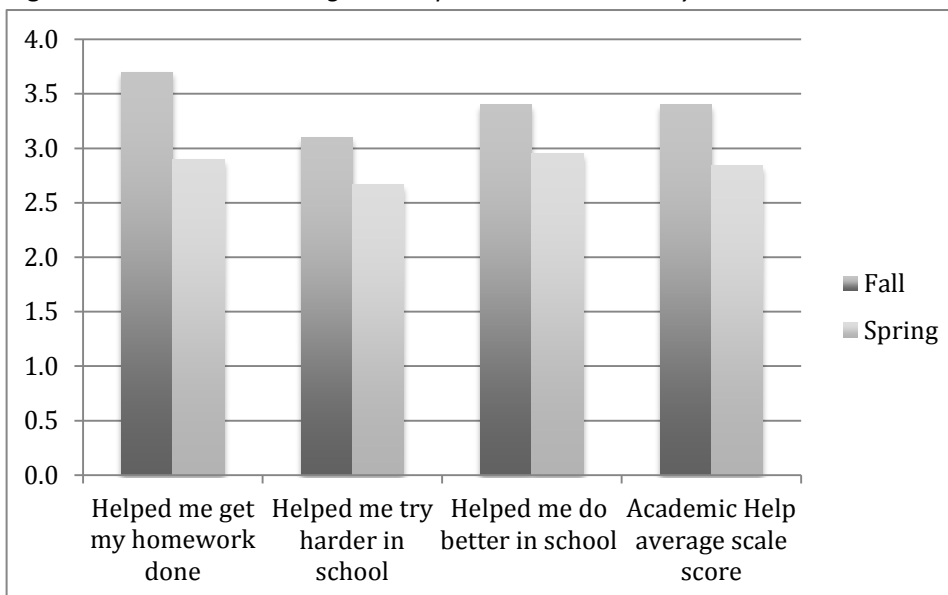
Figure 31 shows students' assessment regarding how the after-school program helped them academically. Results show students were very likely to report the after-school program had helped them to complete their homework and helped them do better in school, but was less likely to try harder in school. The average rating for the total subscale was 2.8 on a scale of 1 to 4. The suggestion would be to make more explicit connections

for youth about using the skills they developed during the after-school program, and discuss their application to the school day program in order to encourage and reinforce effort made during the school day.

Figure 32 *How Has This Program Helped You Socially?*
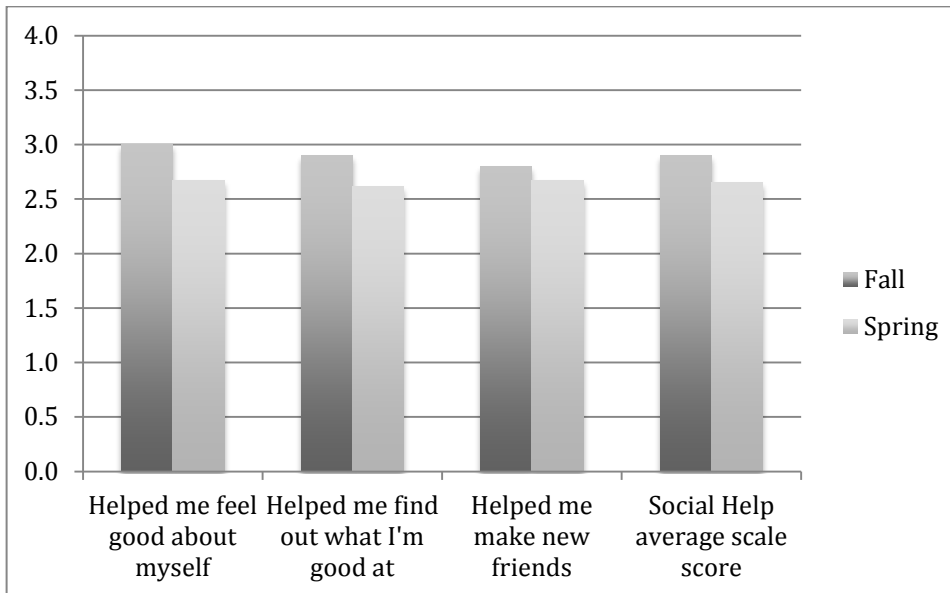
Figure 32 shows students' assessment regarding how the after-school program helped them socially. The graph suggests that students were likely to state that the after-school program helped them feel good about themselves, helped them to make new friends, and helped them find out what they were good at. The recommendation would be to expose students to new activities and continue to challenge them to try new things.

Figure 33 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*
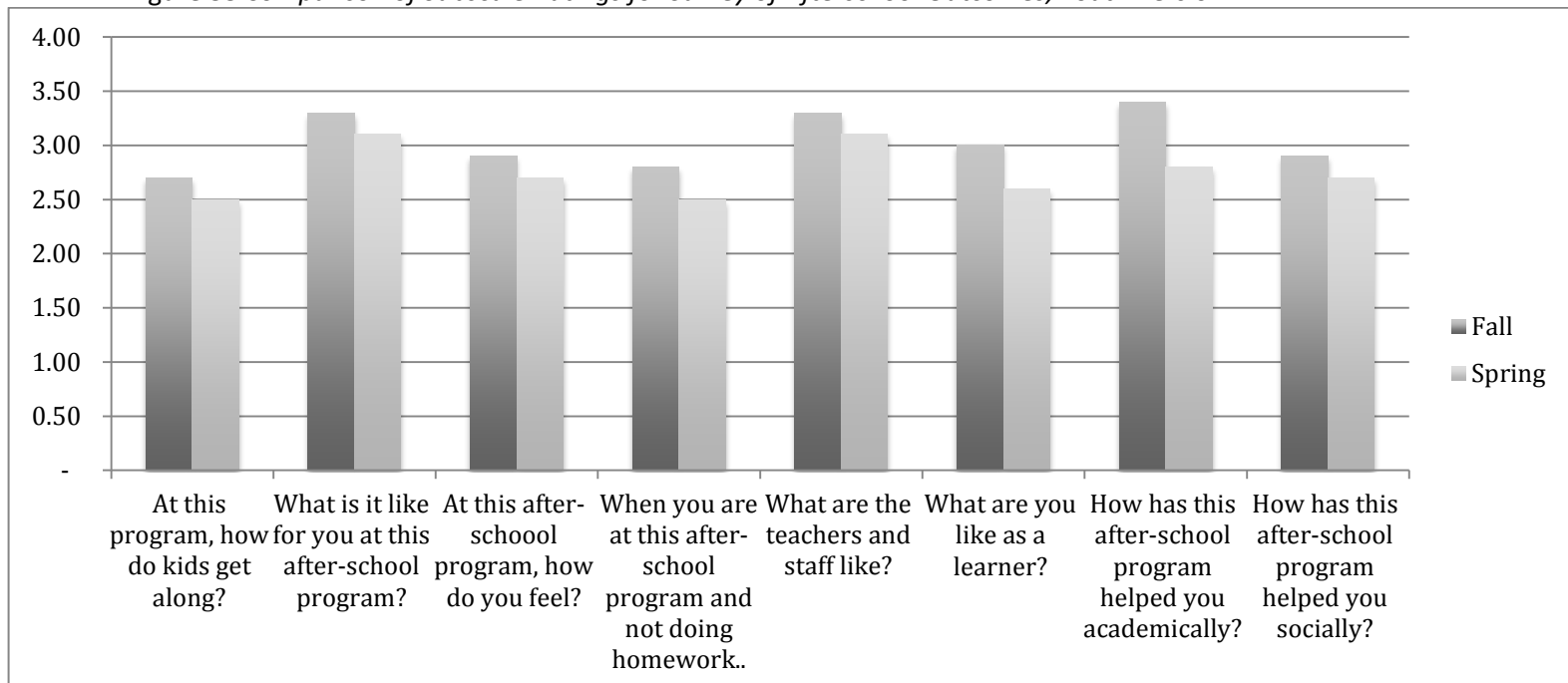
Figure 33 suggests that the program's relative strengths include youths' perceptions of the staff, indicating that students feel connected to the program, and how youth report the after school program is like. Specific recommendations include reinforcing respectful behavior and increasing students' confidence in their academic abilities by reinforcing effort, persistence, and appropriate, academic risk-taking.

Hill Elementary School Youth Survey

Figure 34 *At This Program, How do Kids Get Along?*
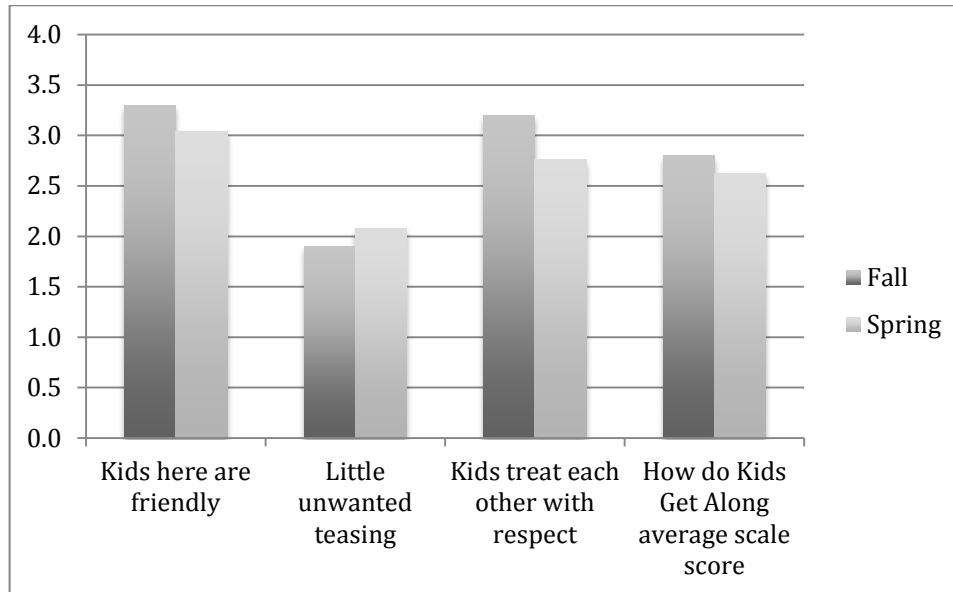
Figure 34 shows youth responses assessing how well kids get along at the after-school program on a scale from 1 to 4. The respondents reported they feel other students in the program are friendly, that participants treat each other with respect, and generally get along. Youth reported that l unwanted teasing took place. It is recommended that staff routinely and explicitly teach and reinforce expected behaviors and increase levels of proximal supervision to minimize incidents involving teasing.

Figure 35 *What is it Like for You at This After-school Program?*
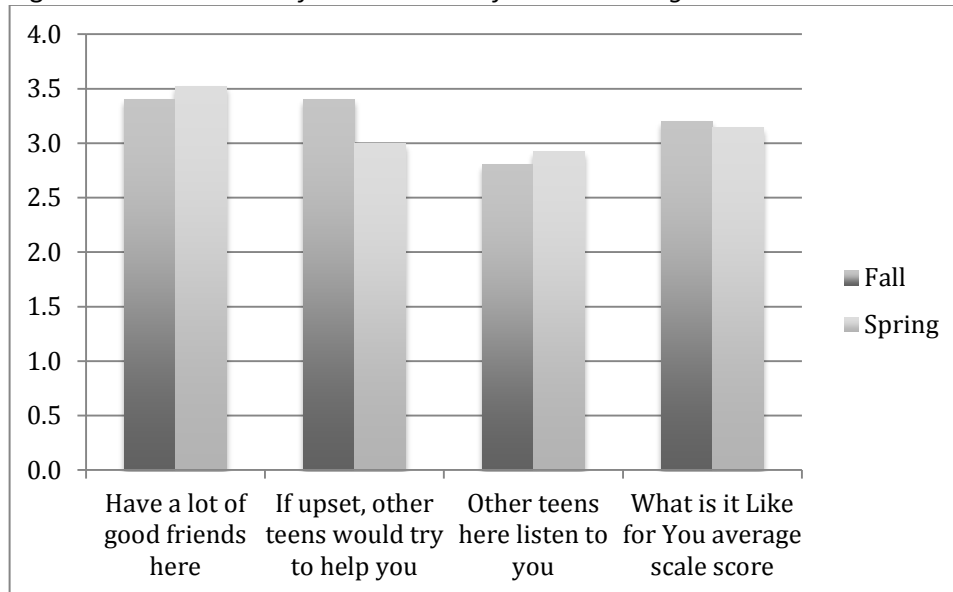
Figure 35 shows how youth perceive their experience in the after-school program. The results suggest that youth feel they have a significant number of good friends in the program, that others would help them if needed, and that other kids listen to them. The average score for this scale was 3.1 on a scale from 1 to 4. Staff should continue to praise and reinforce the importance of youth listening to and helping one another.

Figure 36 *At this After-school Program, How do you feel?*
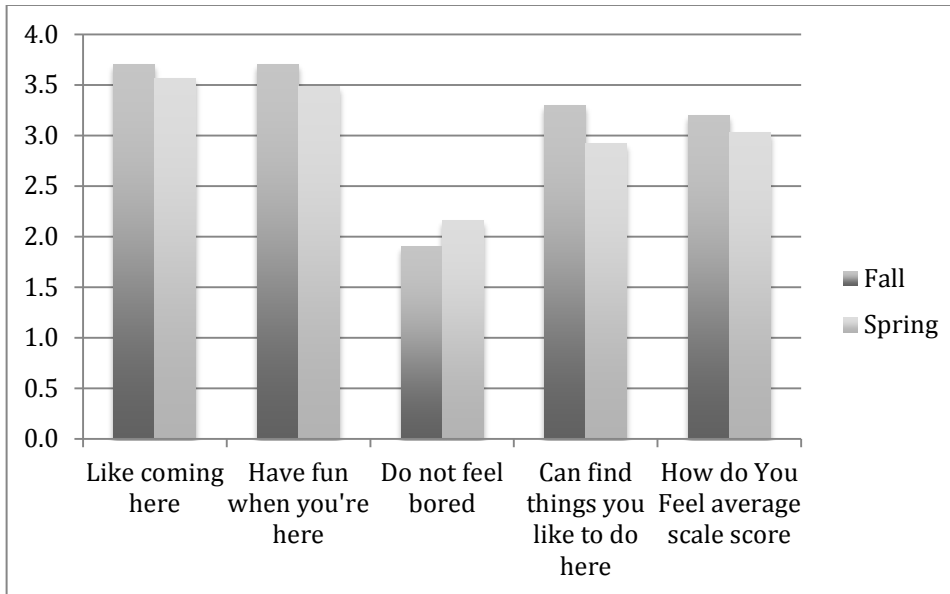
Figure 36 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, feel they have fun, and can find things they like to do. The responses to the question for feeling bored brought the average scale lower than it would have been otherwise. (This question was originally phrased, "Do you feel bored when you're here" and was reverse coded for analysis). The suggestion would be to continue to provide a variety of activities that align with and expand student interests.

Figure 37 *When You are at this After-School Program and Not Doing Homework…*
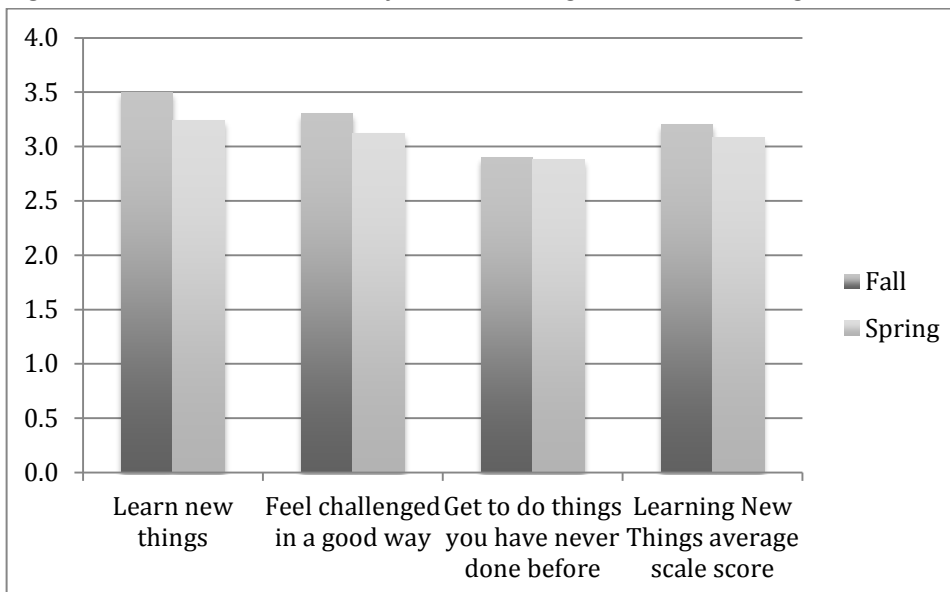
Figure 37 shows student assessment of learning new things in the after-school program. The responses show positive results for youth learning new things, feeling challenged in a good way, and getting to do things they have never done before. Suggestions based on these findings would be for staff to involve students in discussions regarding what activities they have done before, and ask for their opinions on new, engaging activities for future programming. Staff should increase activities that promote opportunities for challenge and discovery as the program continues through the year.

Figure 38 *What the Teachers and Staff are Like at this After-school Program…*
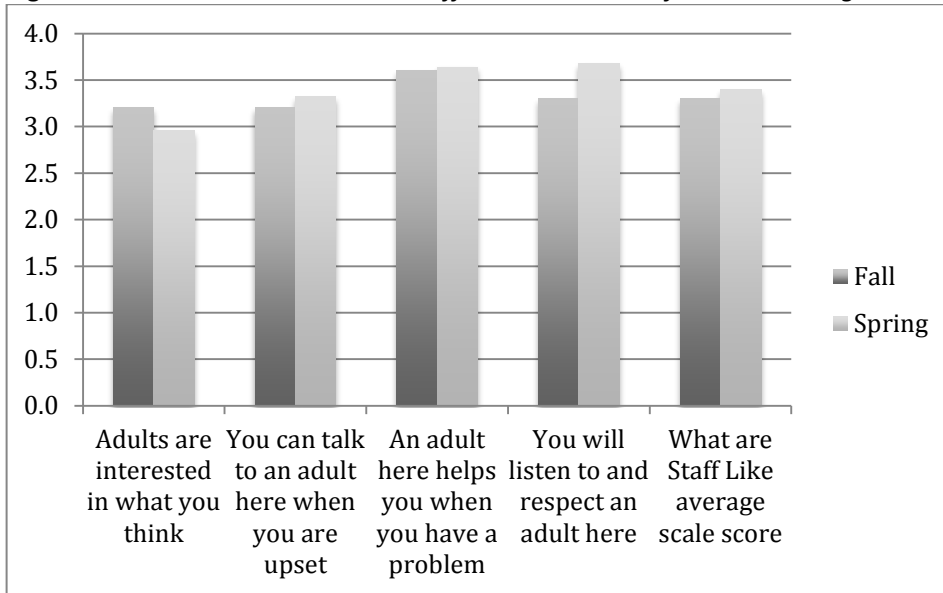
Figure 38 indicates students' perception of staff at the after-school program is positive overall for interactions with adults in the program, with an average score of 3.4. A recommendation is for adults to spend time talking with students one-on-one, and increase the amount of interest they express about students' thoughts and ideas.

Figure 39 *What are You Like as a Learner?*
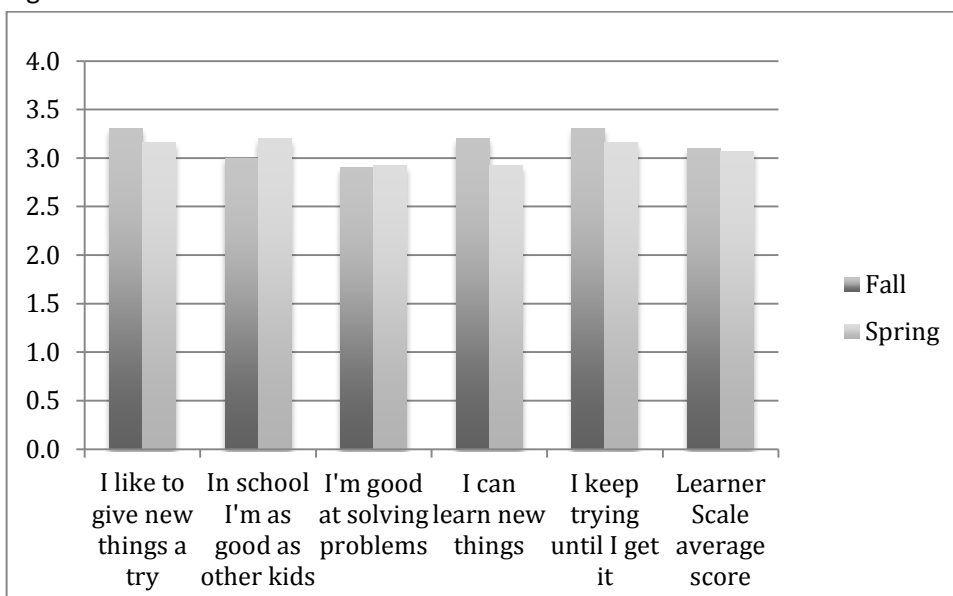
Figure 39 shows youth responses regarding their perception of what they are like as learners. The results suggest that youth feel positively about themselves. Youth rated themselves the highest for trying until they "get it" and "In school I'm as good as other kids"(both rated 3.2), but rated being "good at problem solving" and "I can learn new things" lowest (both rated 2.9). The recommendation would be to explicitly teach problem-solving skills and reinforce the steps students take toward solving the problem. As students see they can be successful with these tasks, their appraisals of self, relative to others, may increase.

Figure 40 *How do You Feel about Reading/Math/Science?*
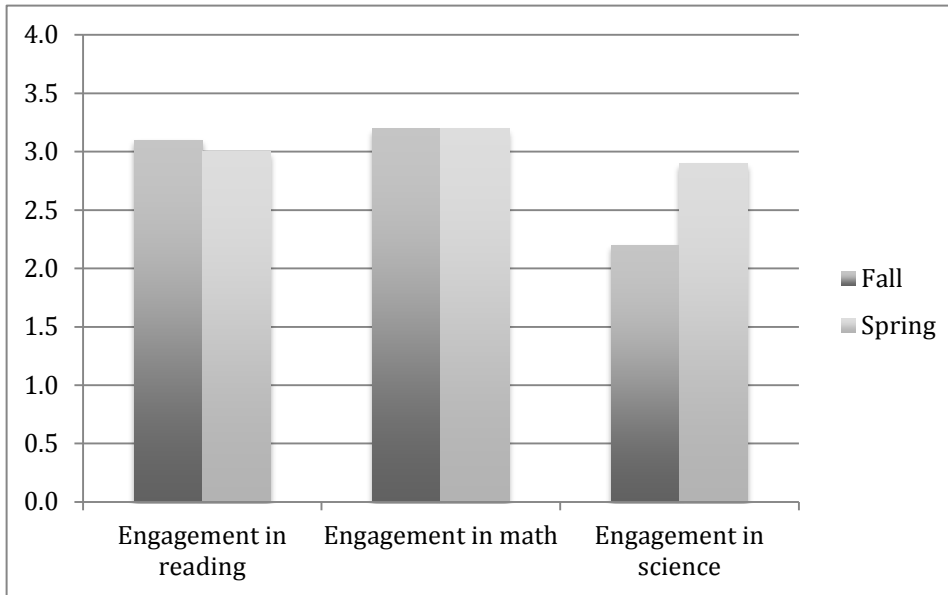
Figure 40 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes "I like to read at home during my free time; I enjoy reading when I'm at school; I enjoy reading when I'm at this after-school program; I'm good at reading; and I like to give new books a try, even if they look hard); however, individual scale items are not reported here for the sake of brevity. Students rated the highest levels of engagement in math and reading and the lowest levels of engagement in science. In order to maintain student engagement in these areas, it is recommended that staff help students to engage with the topics in as hands-on a way as possible, and increase opportunities to learn and apply reading, math, and science skills to program activities.

Figure 41 *How has This Program Helped You in Reading/Math/Science?*
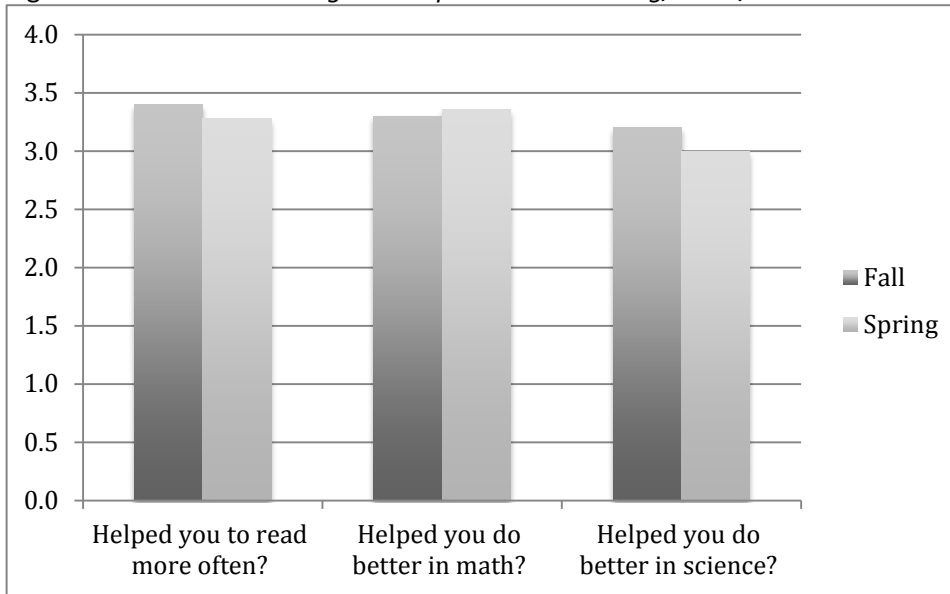
Figure 41 indicates that, overall, students felt the after-school program helped them with their subject material. They reported the program helped them slightly less with science than with reading and mathematics. The suggestion would be to drive increased interest in science by adding engaging hands-on activities and connecting skills and materials to after-school program activities.

Figure 42 *How has This Program Helped You Academically?*
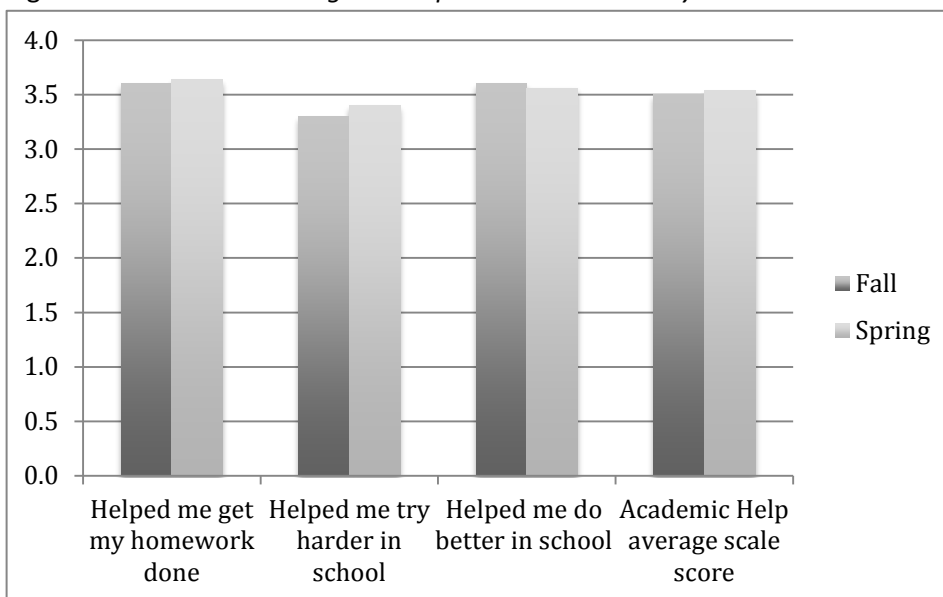
Figure 42 shows students assessment regarding how the after-school program helped them academically. Students were very likely to report the after-school program had helped them complete their homework and do better in school, but were less likely to report the program helped them try harder. The suggestion would be to make more explicit connections for youth about using the skills they developed during the after-school program, and discuss their application to the school day program in order to encourage and reinforce effort made during the school day.

Figure 43 *How Has This Program Helped You Socially?*
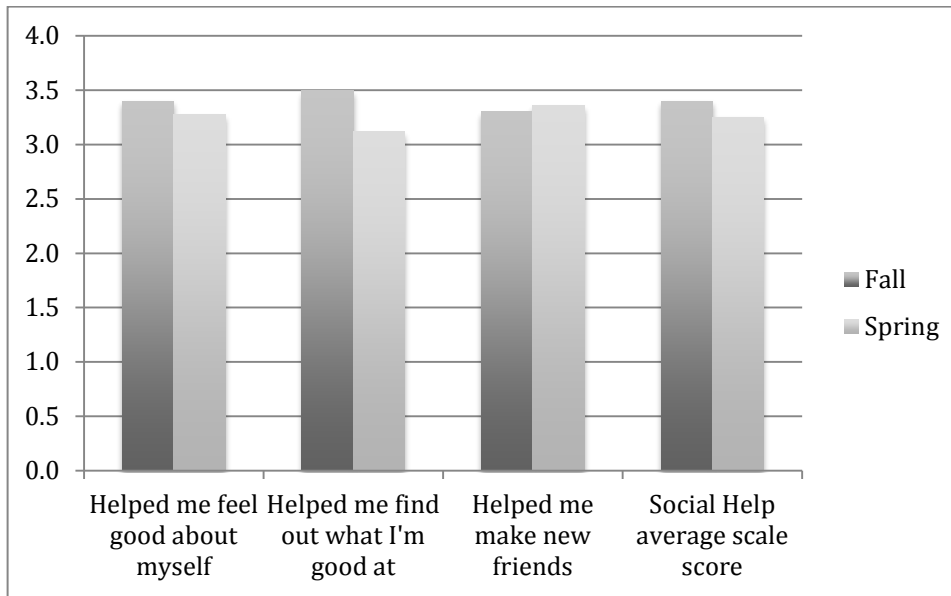
Figure 43 shows students' assessment regarding how the after-school program helped them socially. The graph suggests that students were likely to state that the after-school program helped them feel good about themselves and make new friends, but was less likely to help them figure out what they were good at. The recommendation would be to increase positive-reinforcement of effort in both academic tasks and pro-social behavior in order to increase students' confidence and self-esteem.

Figure 44 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*
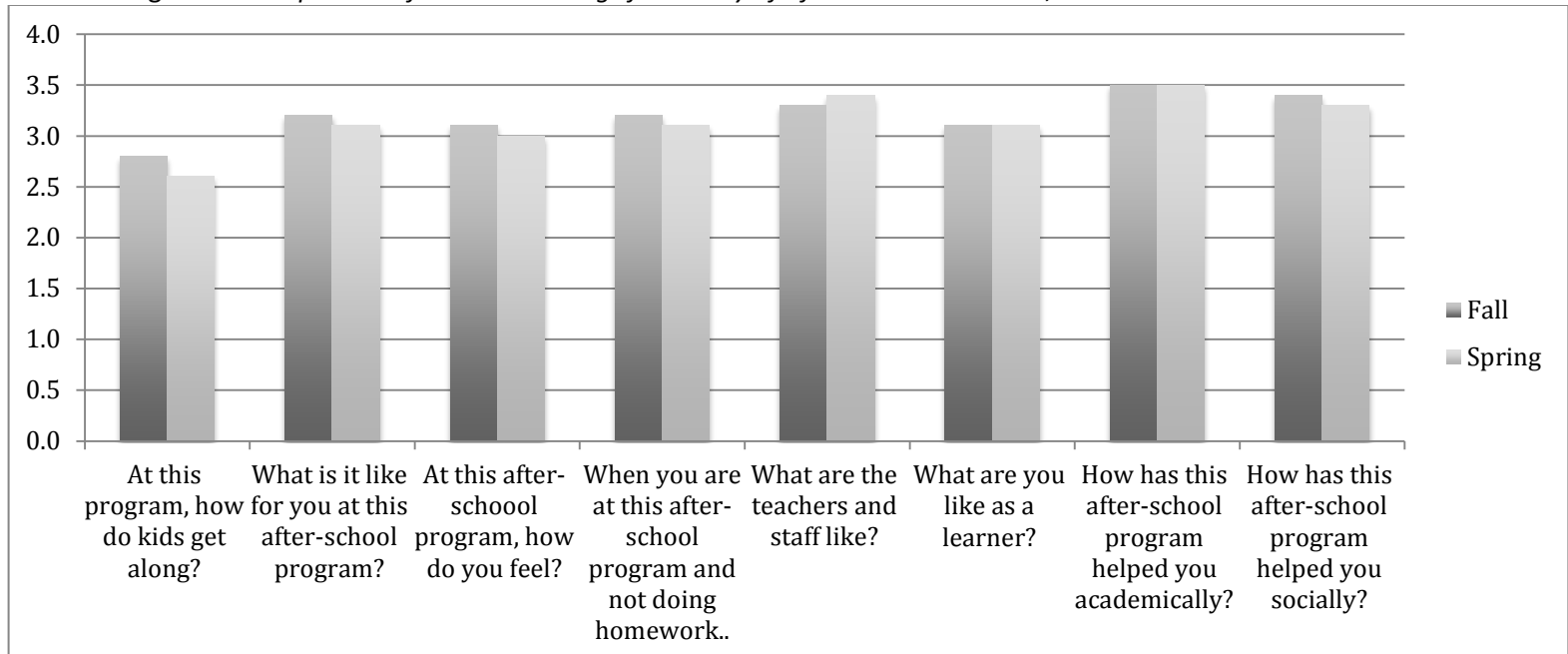
Figure 44 suggests that the program's relative strengths include students' enjoyment of the program, the staff, and the academic and social benefits. Areas in with more room for development include how students get along. Specific recommendations include teaching and reinforcing pro-social student behavior.

McCleery Elementary School Youth Survey

Figure 45 *At This Program, How do Kids Get Along?*
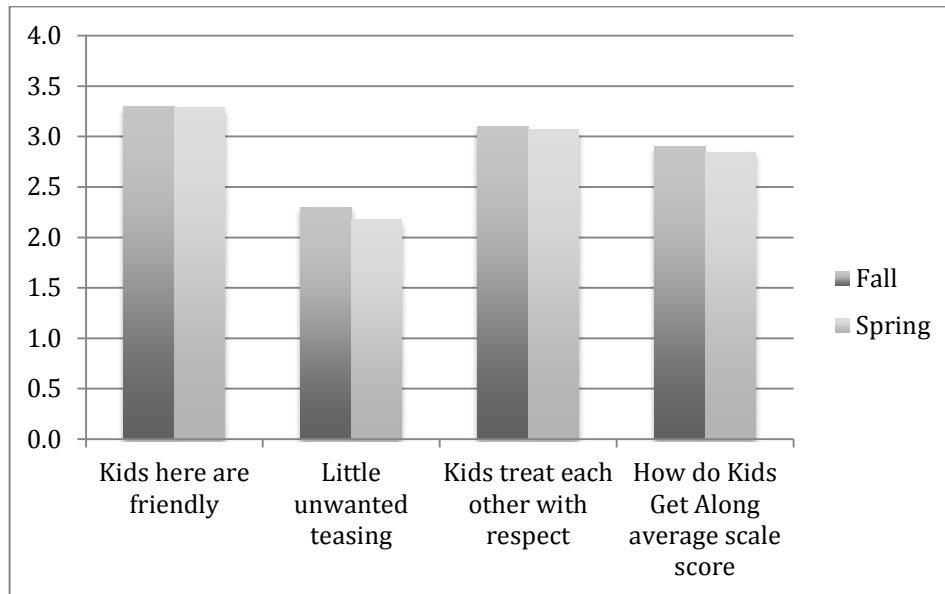
Figure 45 shows youth responses assessing how well kids get along at the after-school program on a scale from 1 to 4. The respondents reported they feel other students in the program are friendly and treat one another with respect. Youth also reported that some unwanted teasing took place. It is recommended that staff set clear expectations and explicitly teach and reinforce pro-social behaviors. Additionally, staff should increase levels of proximal supervision to minimize incidents involving teasing and consider ways to reward or incentivize appropriate social behaviors.

Figure 46 *What is it Like for You at This After-school Program?*
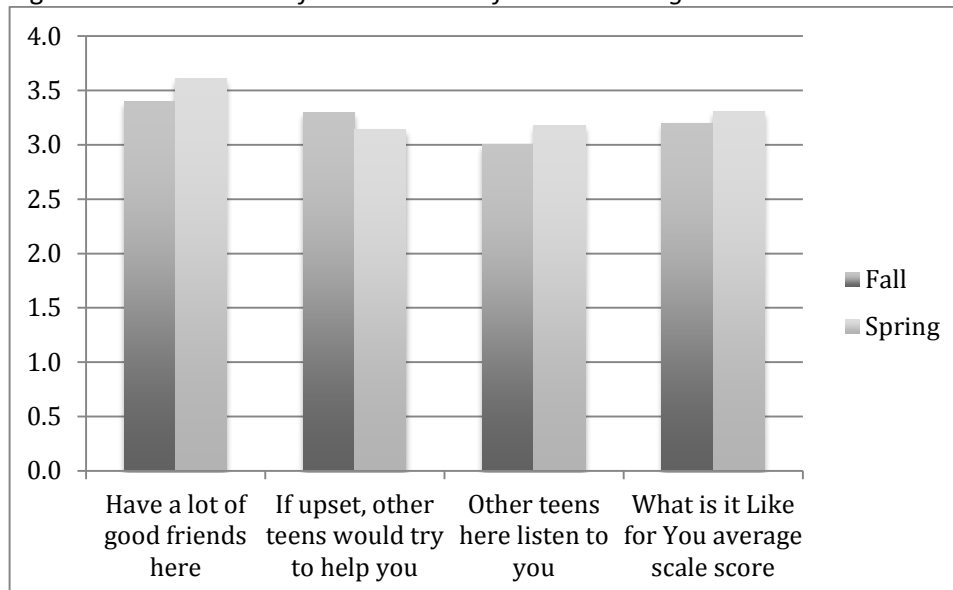
Figure 46 shows how youth perceive what it is like for them in the after-school program. The results suggest that youth feel they have a significant number of good friends in the program, that others would help if needed and that others listen to them. The suggestion would be to praise and reinforce the importance of youth listening to and helping one another.

Figure 47 *At this After-school Program, How do you feel?*
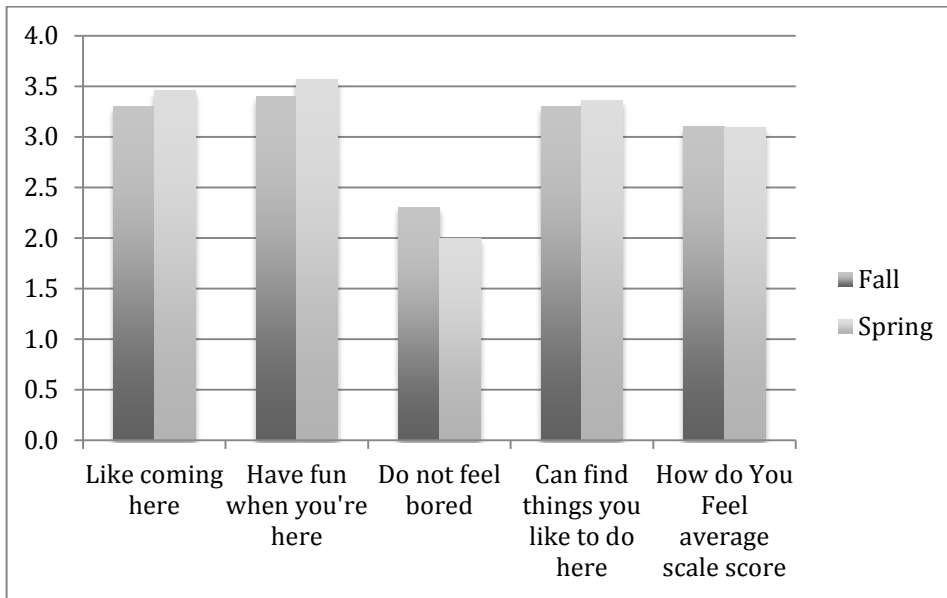
Figure 47 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, feel they have fun, and can find things they like to do. Youth also reported feeling bored during the after school program. The suggestion would be to provide a variety of activities for kids to experience throughout the course of the program.

Figure 48 *When You are at this After-School Program and Not Doing Homework…*
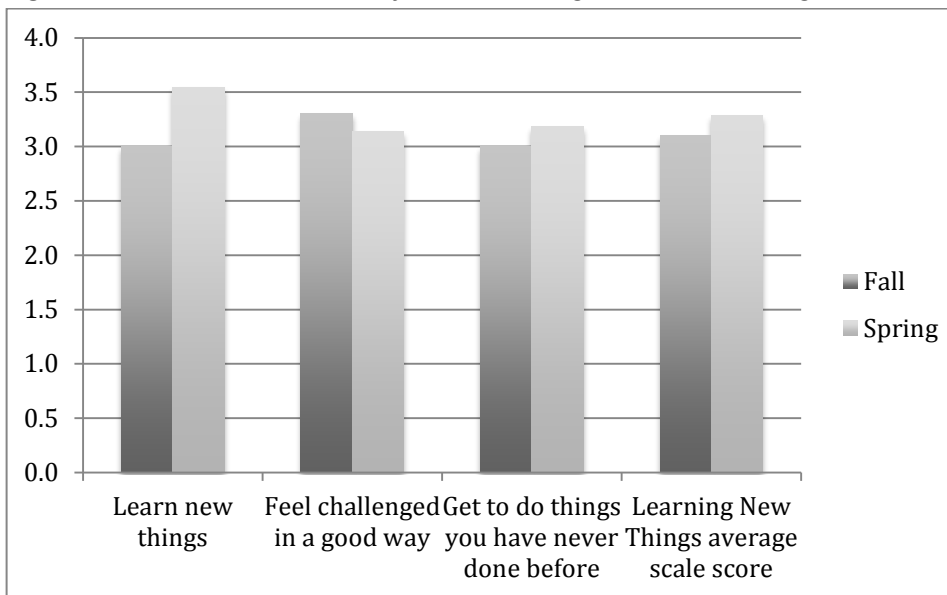
Figure 48 shows student assessment of learning new things in the after-school program. The responses show positive results for youth learning new things, feeling challenged in a good way, and getting to do things they have never done before. Suggestions based on these findings would be for staff to involve students in discussions regarding what activities they have done before and ask for their opinions on new, engaging activities for future programming. Staff should increase activities that promote opportunities for challenge and discovery.

Figure 49 *What the Teachers and Staff are Like at this After-school Program…*
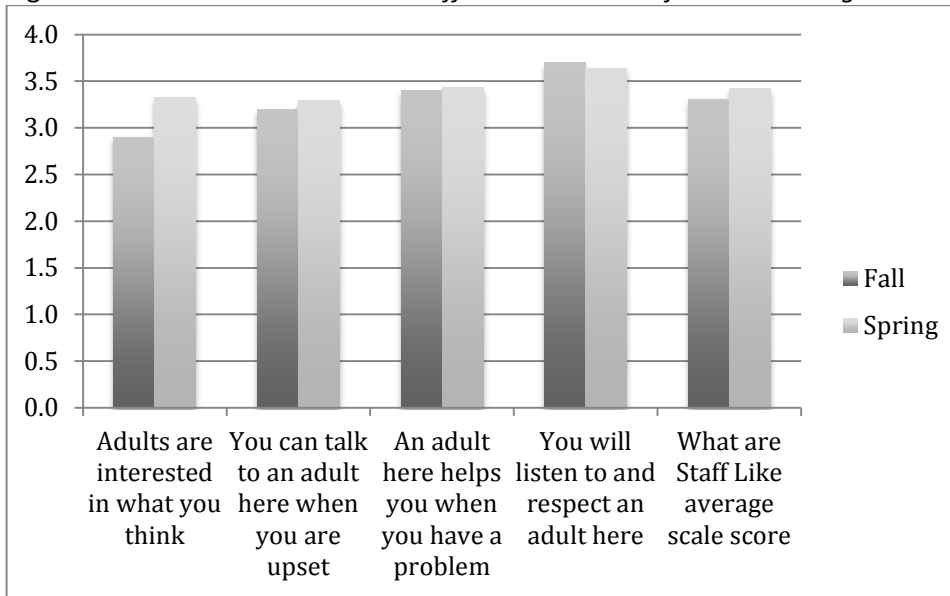
Figure 49 indicates students' perception of staff at the after-school program. Students positively rated interactions with adults in the program, with an average score of 3.4. A recommendation is for adults to spend time talking with students one-on-one and increase the amount of interest they express about students' thoughts and ideas.

Figure 50 *What are You Like as a Learner?*
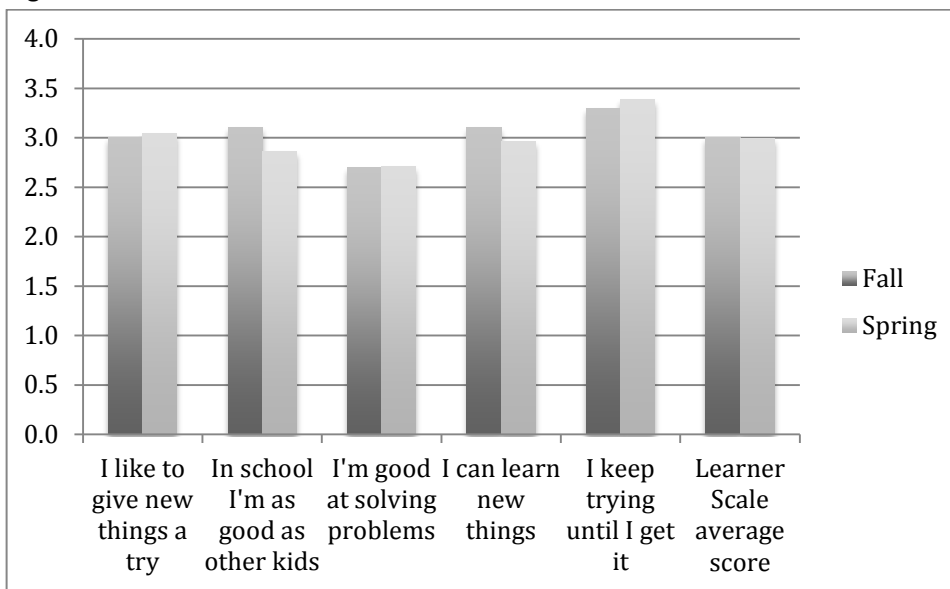
Figure 50 shows youth responses regarding their perception of what they are like as learners. The results suggest that youth feel positively about themselves regarding trying and learning new things. They gave moderate scores for academic competence and problem solving. The recommendation would be to explicitly teach problem-solving skills and reinforce the steps students take toward solving the problem. As students see they can be successful with these tasks, their appraisals of self, relative to others, may increase.

Figure 51 *How do You Feel about Reading/Math/Science?*
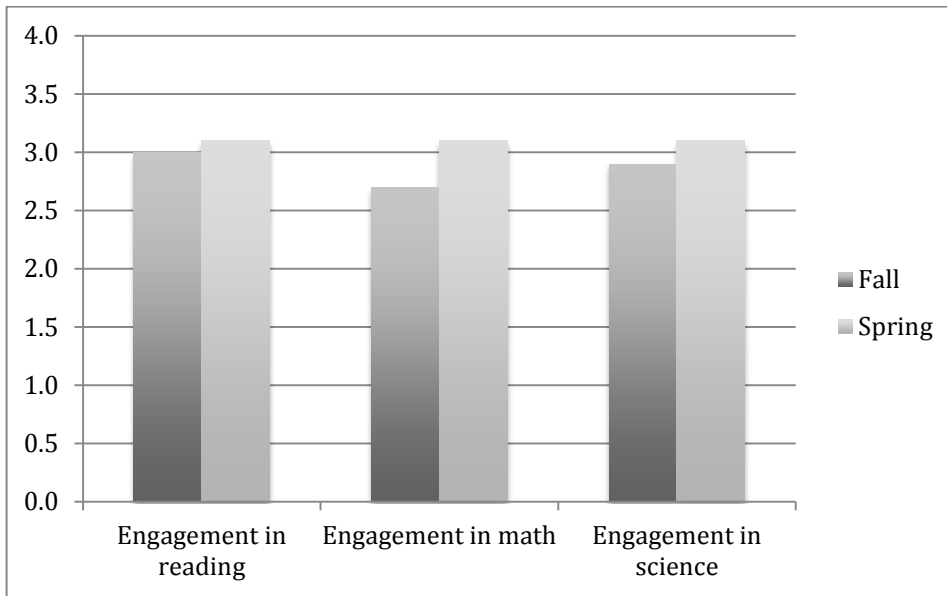
Figure 51 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes "I like to read at home during my free time; I enjoy reading when I'm at school; I enjoy reading when I'm at this after-school program; I'm good at reading; and I like to give new books a try, even if they look hard); however, individual scale items are not reported here for the sake of brevity. Students indicated equal levels of engagement in reading, math and science. It is recommended that staff continue to help students to engage in reading, math and science in as hands-on a way as possible.

Figure 52 *How has This Program Helped You in Reading/Math/Science?*
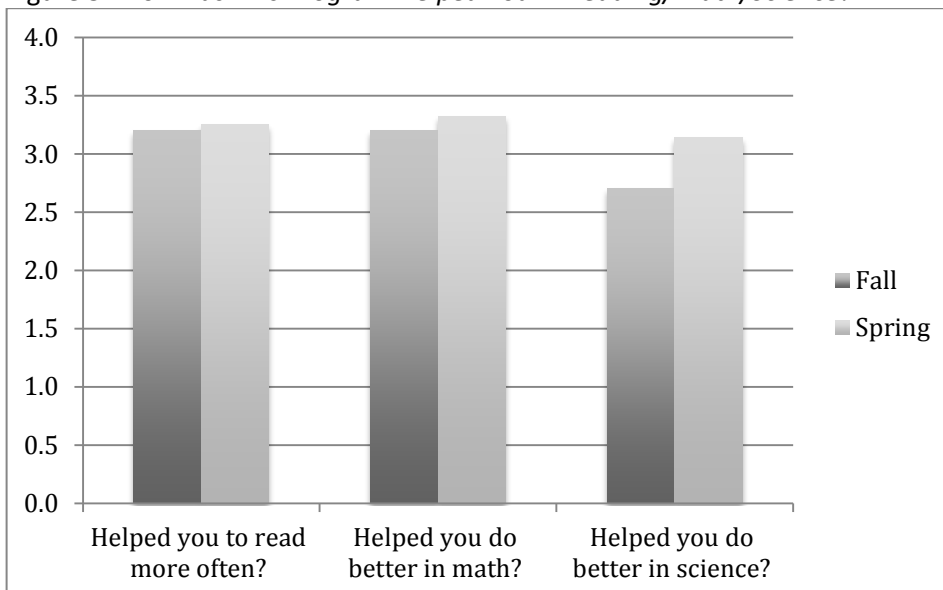
Figure 52 indicates that, overall, students felt the after-school program helped them with their subject material. They reported the program helped them slightly less with science than with reading and mathematics. The suggestion would be to drive increased interest in science by adding hands-on STEM activities and connecting skills and materials to after-school program activities.

Figure 53 *How has This Program Helped You Academically?*
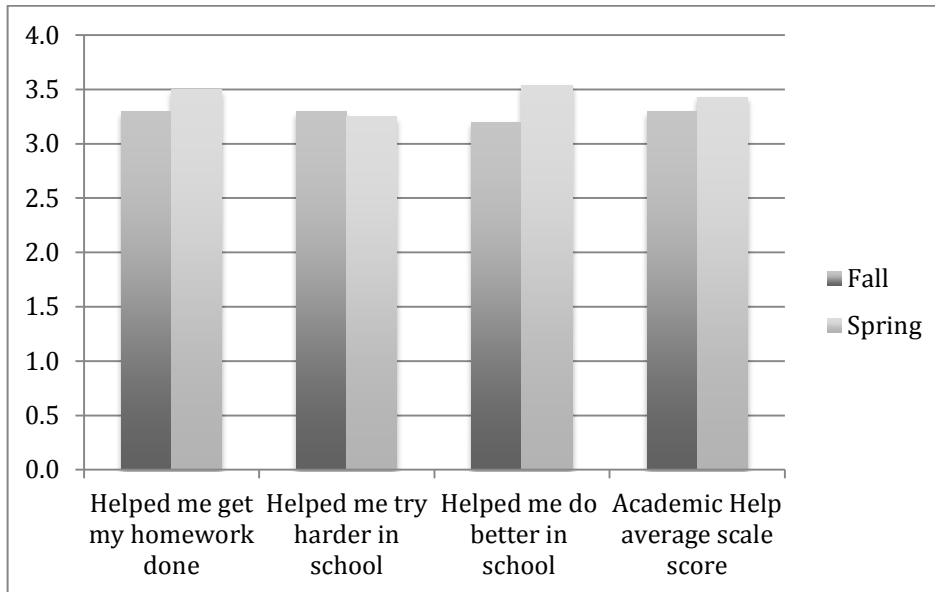
Figure 53 shows students assessment regarding how the after-school program helped them academically. Students were very likely to report the after-school program had helped them to complete their homework, try harder and do better in school. The average rating for the total subscale was 3.4, which is relatively high on a scale from 1 to 4. The suggestion would be to make more explicit connections for youth about using the skills they developed during the after-school program, and discuss their application to the school day program in order to encourage and reinforce effort made during the school day.

Figure 54 *How Has This Program Helped You Socially?*
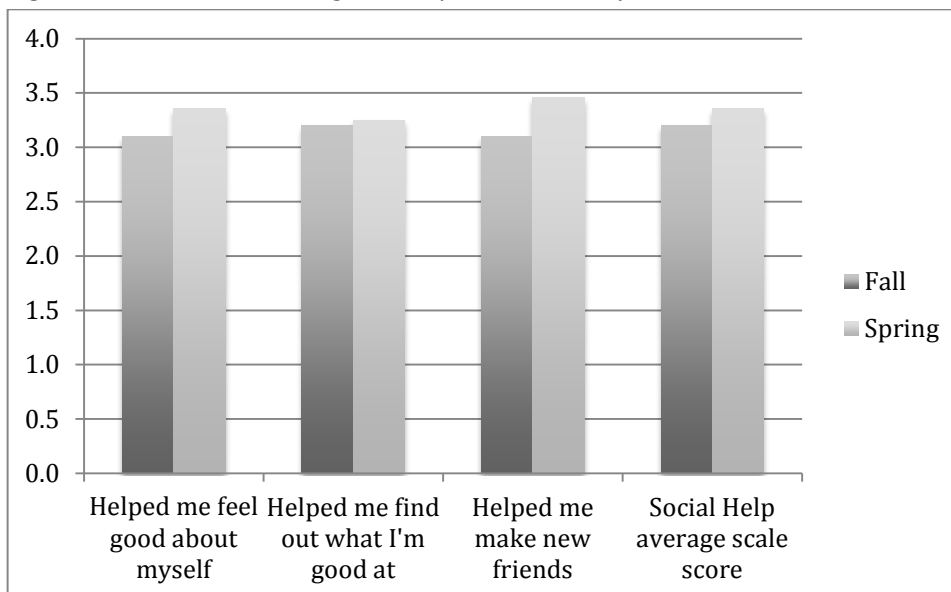
Figure 54 shows students' assessment regarding how the after-school program helped them socially. The graph suggests that students were likely to state that the after-school program helped them feel good about themselves, helped them find out what they were good at, and to help them make new friends. The

recommendation would be to increase positive-reinforcement of effort in both academic tasks and pro-social behavior, or offer an incentive program to promote positive interactions between youth.

Figure 55 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*
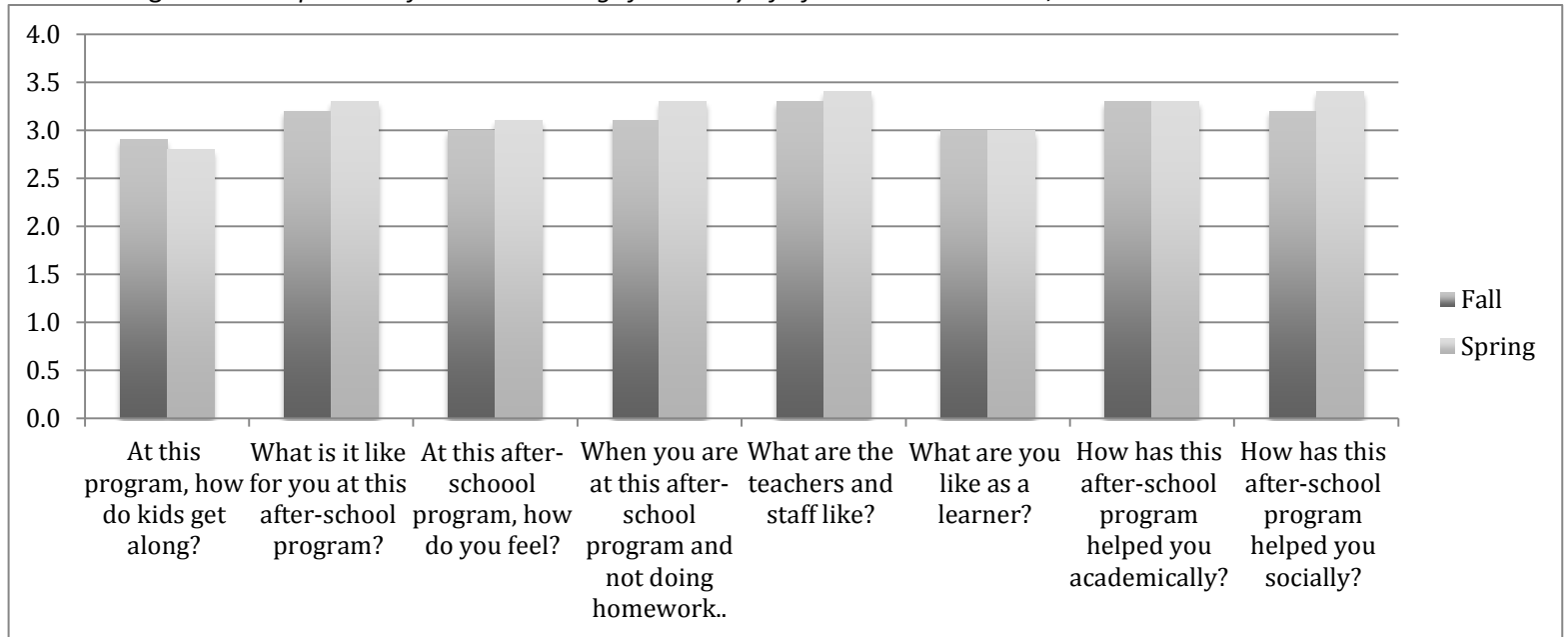
Figure 55 shows that the program's relative strengths include youths' perceptions regarding what the program is like for them, their engagement when not working on homework, and what the teachers and staff are like indicating that students feel connected to the program. Areas with a moderate rating indicating room for further development include how students get along. Specific recommendations include teaching and reinforcing pro-social behavior.

Analysis of Qualitative Data Reflected in Youth Surveys
Students were given the opportunity to give feedback on their experiences in the after school program. Some students may have given more than one answer for each question and in some cases the student did not answer the question or did not give a comprehensible response. Summaries and recommendations based on these results are included in the report above. The responses to the five open-ended questions are provided below.

Freeman Elementary School

What is your favorite thing to do here?	
Play	15
Computers	4
Go outside	4
Math	4
Gym/PE	4
Friends	2
Homework	2
Activities	1
Art	1
Science	1
Triple Treat	1

When asked about their favorite thing to do at the afterschool program, the students most frequently stated they liked playing (N=15). The students reported a range of other activities, including computers, Math, and going outside.

If you have been absent, what are the reasons that you did not come?	
Sick	17
Never Absent/No reason	5
Needed a break	3
Transportation issue	2
Because it isn't fun/bored	2
Had to leave early	2
"Had a bad day"	1
"I don't like it"	1

The students reported a variety of reasons for not coming to the program. The most common responses for being absent were being sick (N=17) and needed a break (N=3). 5 students reported never being absent.

What activities would you most like to do this year at the program?	
Play	9
Triple threat	8
More Homework Help	3
Computers	3
Tag	3
Reading	2
Coloring/Art	2
Nothing	2
Gym	1
Science	1
Math	1

When asked what activities they would most like to do this year, the students mentioned having more time to play, triple threat, and more homework help among other suggestions. The students identified a broad range of activities they are interested in, indicating it would be ideal to give the students a choice in the activities they participate in.

If you could change one thing about the program, what would you change?	
Nothing	8
No reading time	5
More time to play	4
Play After done with homework	2
Less mean teachers	3
Less mean peers	2
No homework	2
More field trips	1
Football	1
Music	1
Triple threat	1

The students gave a variety of suggestions for the program to be improved, including having more time to play. Eight students indicated they were content with the program and could not identify anything that needs to be changed.

What is something you want to learn this year while at this program?	
Nothing/I don't know	11
Math/Multiplication/Division	7
Homework	3
Reading	2
Something fun	2
How to make a catapult	1
Make friends	1
How to teach	1
How to make a diamond	1

When asked about what they would like to learn, students offered a variety of topics, including math, homework help, and reading.

Greenman Elementary School

What is your favorite thing to do here?	
Hanging out with friends	5
Triple threat	3
Gym	3
Homework	1
Freetime	1
Basketball	1
Activities	1
Running	1
Nothing	1

When asked about their favorite thing to do at the afterschool program, the students most frequently stated they liked hanging out with friends (N=5), triple threat (N=3), and gym (N=3). The students reported a range of other activities, including homework, free time, and basketball.

If you have been absent, what are the reasons that you did not come?	
Sick	5
Family issues	4
Not absent	1
Need time away from teacher	1
Appointment	1
Extracurricular activity	1

The students reported a variety of reasons for not coming to the program. The most common responses were being sick (N=5) and family issues (N=4).

What activities would you most like to do this year at the program?	
Triple threat	4
Art	2
Gym	1

Computer games	1
Play fun games	1
Field trip to Enchanted Castle	1
Basketball	1
Free time	1
Have fun	1

When asked what activities they would most like to do this year, the students mentioned triple threat (N=4) and art (N=2). The students identified a broad range of activities in which they are interested, indicating it would be ideal to give the students a choice in the activities they participate in.

If you could change one thing about the program, what would you change?	
Different snacks	3
Nothing	2
More activities	2
Different computer games	1
No homework	1
More games	1
More free time	1
Play basketball	1

The students gave a variety of suggestions for the program to be improved, including offering different snacks (N=3) and offering more activities (N=2). Two students indicated they were content with the program and could not identify anything that needs to be changed.

What is something you want to learn this year while at this program?	
Math	3
Do more homework	1
How to play hockey	1

When asked about what they would like to learn, many students did not respond to the question, although some requested learning more about math, doing more homework, and learning how to play hockey.

Herget Middle School

What is your favorite thing to do here?	
Triple threat	6
Art	4
Homework	3
Going outside	1
Science	1
Field trips	1
Games	1
Nothing	1

When asked about their favorite thing to do at the afterschool program, the students most frequently stated they liked triple threat (N=6), art (N=4), and homework (N=3). The students reported a range of other activities, including going outside, science, and field trips.

If you have been absent, what are the reasons that you did not come?	
Sick	3

Family issues	2
Private reasons	2
Extracurricular activities	2
Appointment	2
Didn't want to come	1
Tired	1
No homework	1
Never absent	1

The students reported a variety of reasons for not coming to the program; the most common response was being sick (N=3).

What activities would you most like to do this year at the program?	
Art	4
Sports/gym	4
Soccer	2
Triple threat	2
Field trips	2
Going outside	1
Homework time	1

When asked what activities they would most like to do this year, the students mentioned art and gym/sports (each with four responses). The students identified a broad range of activities in which they are interested, indicating it would be ideal to give the students a choice in the activities they participate in.

If you could change one thing about the program, what would you change?	
Nothing	2
More fun	2
Triple threat	2
More gym time	1
More time in MyTime	1
Better snacks	1
Go outside everyday	1
Fun field trips	1
Seating arrangement	1
Be able to use phones	1
More homework time	1

The students gave a variety of suggestions for the program to be improved, including making the program more fun, offering better snacks, and going outside more frequently. Two students indicated they were content with the program and did not feel anything needs to be changed.

What is something you want to learn this year while at this program?	
Math	5
Art	3
Science	2
How to play basketball	1

When asked about what they would like to learn, many students did not respond to the question, although some requested learning more about math, art, science, and basketball.

Hill Elementary School

What is your favorite thing to do here?	
Homework	6
Gym	5
Playing with friends	4
Triple threat	3
Going outside	3
Snacks	1
Music	1
Drama	1
The Staff	1
Art	1
Soccer	1
Kickball	1
Basketball	1
Football	1
Reading	1
Nothing	

When asked about their favorite thing to do at the afterschool program, the students most frequently stated they liked homework time (N=6), gym (N=5), and playing with friends (N=4). The students reported a range of other activities, including triple threat, going outside, and snacks.

If you have been absent, what are the reasons that you did not come?	
Not absent	5
Sick	4
Doctor appointment	3
Did not feel like coming	2

The students reported a variety of reasons for not coming to the program. The most common responses were being sick and having appointments.

What activities would you most like to do this year at the program?	
Gym	7
Art	6
Homework	2
Basketball	2
Triple threat	2
Drama	1
Water balloons	1
Dance class	1
Field trips	1
Be able to use phone	1
Reading	1
Math	1

When asked what activities they would most like to do this year, the students mentioned gym (N=7) and art (N=6). The students also identified a broad range of activities in which they are interested, indicating it would be ideal to give the students a choice in the activities they participate in.

If you could change one thing about the program, what would you change?	
More gym	3
More homework time	2
No Moby Max	1
Nicer teachers	1
Go home earlier	1
More snack time	1
Triple threat everyday	1
More days of MyTime	1
Use phone in MyTime	1
No computers	1
Nothing	1

The students gave a variety of suggestions for the program to be improved, including offering more gym (N=3) and lengthening homework time (N=2).

What is something you want to learn this year while at this program?	
Math	3
More homework help	2
More sports	2
How to sing	1
How to dance	1
Art	1

When asked about what they would like to learn, students offered a variety of topics, including math, getting more homework help, and learning how to dance and sing.

McCleery Elementary School

What is your favorite thing to do here?	
Going outside	4
Basketball	1
Helping kids with homework	1
Gym	1
Computers	1
Football	1
Reading	1

When asked about their favorite thing to do at the afterschool program, the students most frequently stated they liked going outside (N=4). The students reported a range of other activities, including basketball, helping kids with their homework, and computers.

If you have been absent, what are the reasons that you did not come?	
Sick	2
Never absent	1
"It's boring"	1

Two students reported they were sick and one stated the program is "boring" in response to the question asking why they have been absent.

What activities would you most like to do this year at the program?	
Going outside	3
Soccer	1
Computer	1
Play games	1
Basketball	1
Art	1
Gym	1
Reading	1
Triple threat	1

When asked what activities they would most like to do this year, the students mentioned going outside (N=3). The students identified a broad range of activities in which they are interested, indicating it would be ideal to give the students a choice in the activities they participate in.

If you could change one thing about the program, what would you change?	
Nothing	2
Everything	1
Computers	1
Homework	1
More recess	1

Two students indicated they were content with the program and did not feel anything needs to be changed while one student stated "everything" should change. One student requested more recess and the other responses were vague.

What is something you want to learn this year while at this program?	
Science	1
Drawing	1
Math	1

Only three students responded to the question asking what they want to learn. They suggested learning about science, drawing, and math.

Career Interest Survey

Students completed a survey to assess the number and variety of career choices they were interested in. Students listed as many options as they could and ranked them according to preference. Pre- and post-test assessments were given to determine changes in the number and diversity of career options listed.

Figure 56 Average Number of Careers Listed by Site
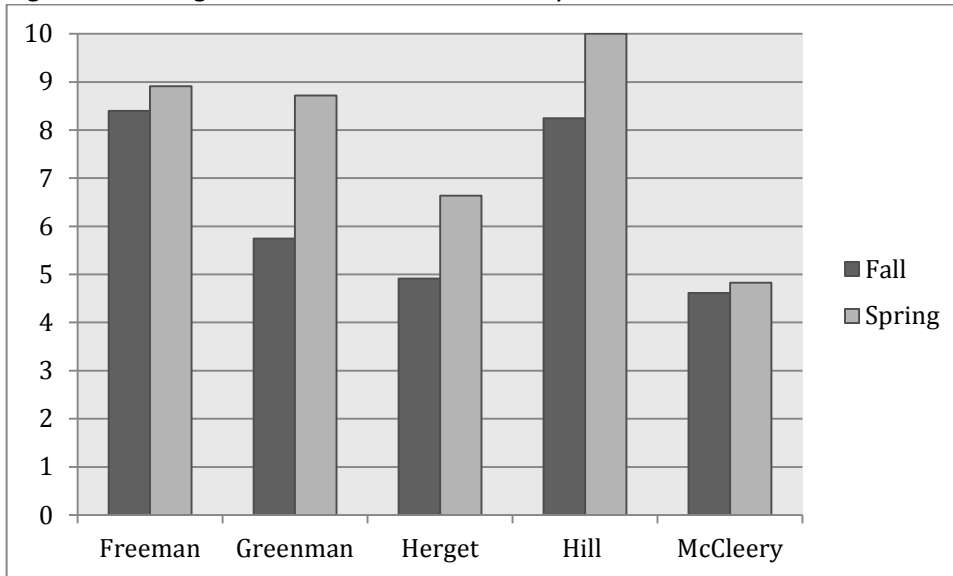
Figure 56 depicts the average number of career options students were able to list at each site. As a whole, students listed an average of 6.3 careers in the fall and 7.8 in the spring indicating students were aware of or better able to recall a larger number of career options at post-test. Students at Hill Elementary listed the most options (10) at post-test while McCleery School students listed the least (4.8). As middle school students typically are aware of a larger variety of career and professional options than younger children, this lower number of responses may indicate a need for more strategic career training or a need to increase engagement in this student group.

Figure 57 Realistic Career Options Listed, Total
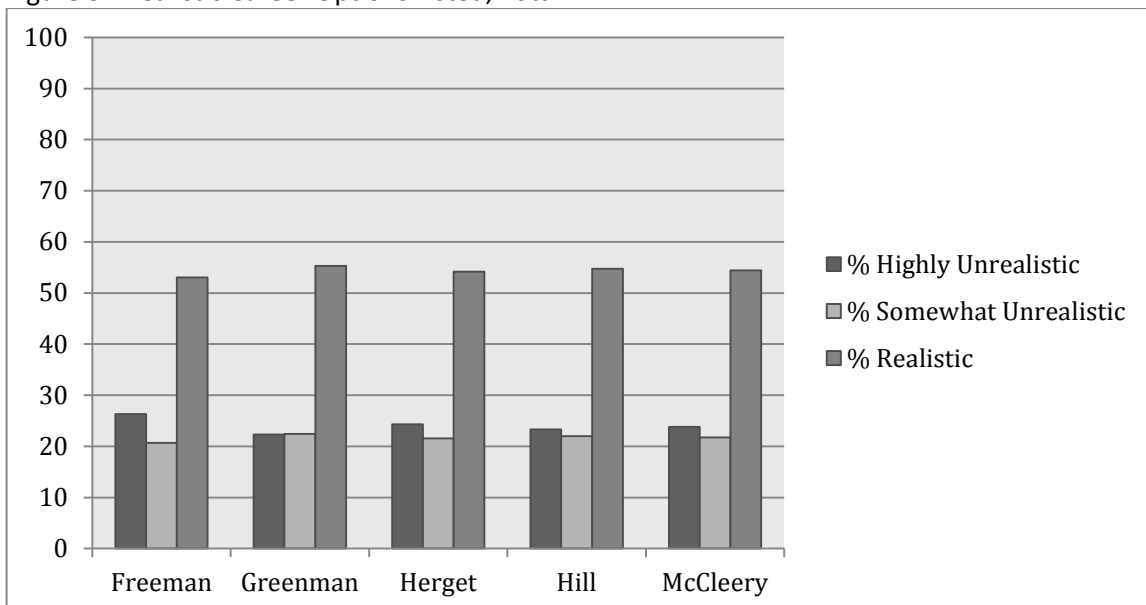
Figure 57 depicts to what extent all the career options listed by students are realistic. On average, students were more likely to list realistic career aspiration. It is recommended that staff organizational/study skills instruction in order to assist students in understanding what is expected at the high school and college levels and increase exposure to a variety of career pathways.

Figure 58 Realistic Career Options Listed, Preferred Career Choices
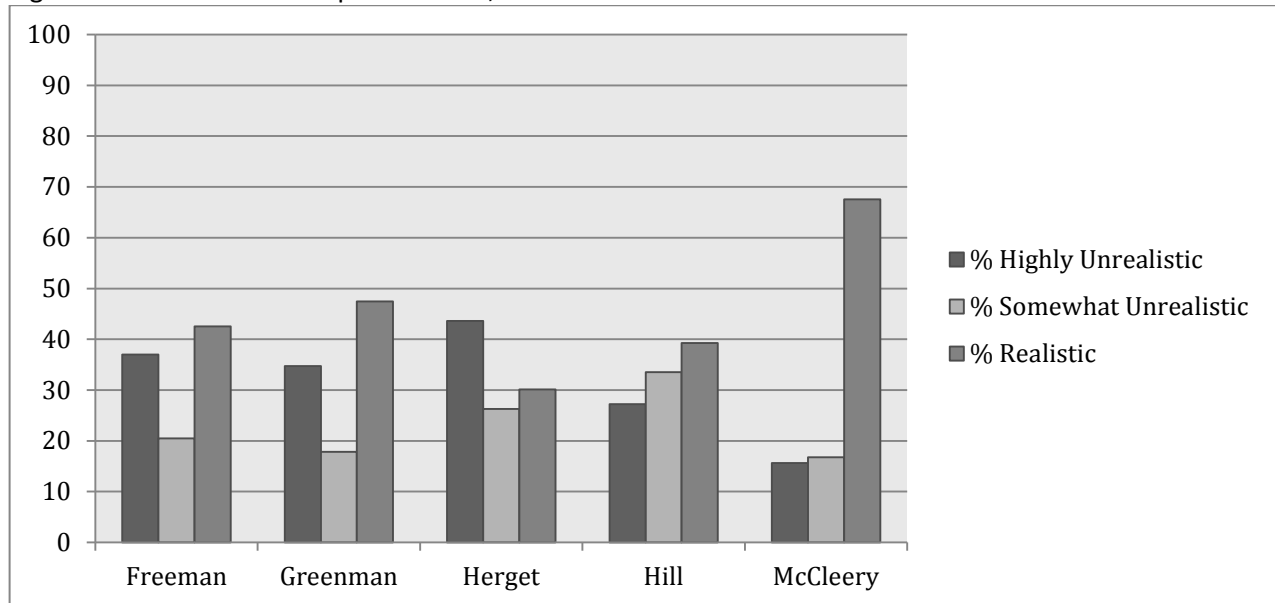
Figure 58 illustrates to what extent the most preferred career options listed are realistic. Students generally preferred career options that were most realistic (an average of 45.3% rated as realistic). The middle school students tended to prefer careers that were less realistic (43.5% preferred the least realistic career options). As middle school students are more influenced by media than their younger counterparts, careers as professional entertainers and athletes may be particular appealing and readily in the spotlight leading to high levels of interest in these careers. Additionally, students' knowledge of various career options and pathways may be limited. A suggestion is to expand career awareness in this age group would be to expose students to a broad range of professionals as well as to help youth assess develop a personal definition of success and to determine their own strengths, interests, goals.

Social-Emotional Learning (SEL) Survey
Program staff assessed students' social-emotional skills on a rating scale adapted from the Illinois State Board of Education Social-Emotional Learning Descriptors. The learning standards assessed are as follows: 1A- Identify and manage emotion and behavior, 1B- Recognize personal qualities and external supports, 1C- Skills to achieve personal and academic goals, 2A- Recognize feelings and perspectives of others, 2B- Recognize individual and group similarities and differences, 2C- Use communication and social skills to effectively interact with others, 2D- Prevent, manage, resolve inter-personal conflict, 3A- Consider ethical, safety, and social factors when making decisions, 3B- Apply decision-making skills to deal with academic and social situations, and 3C- Contribute to the well-being of school and community. Results of the Social-Emotional Learning (SEL) survey are presented as the percentage of students at and/or above the expected level in a given social-emotional learning standard. Results are provided by program site.

Figure 59 Freeman SEL Survey Results
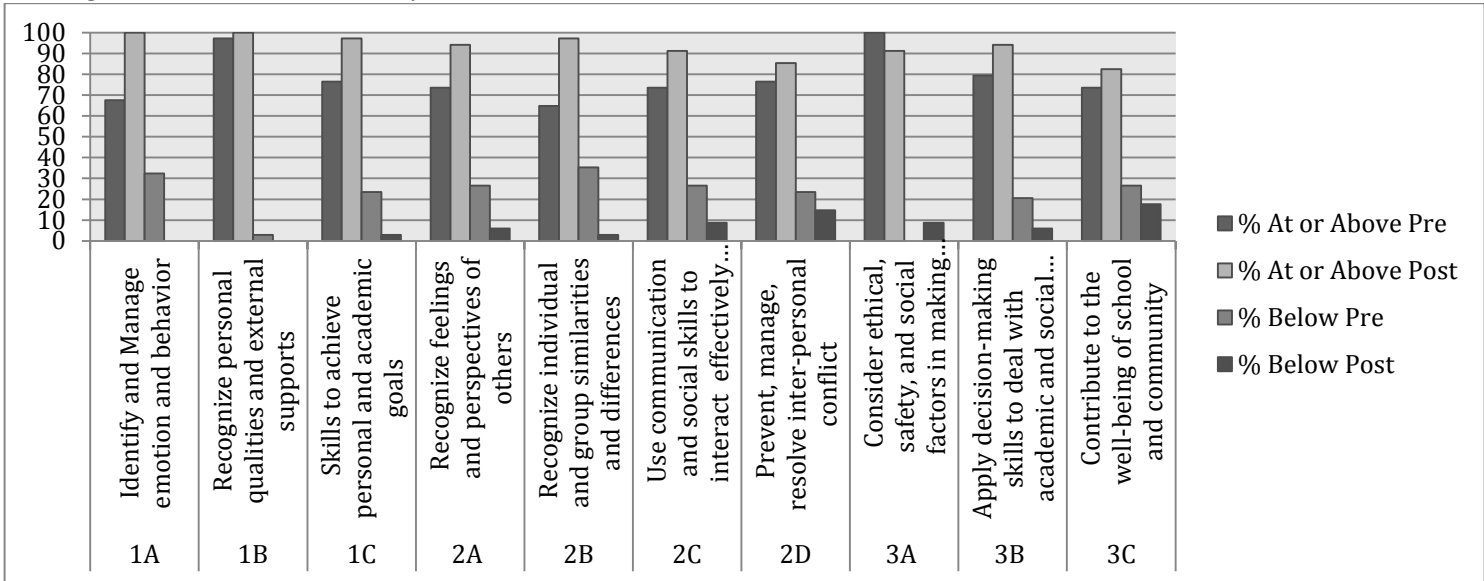
Figure 59 shows that the more than the majority of Freeman students demonstrated high levels of social-emotional skills. More than 80% were able to demonstrate age-appropriate social-emotional skills in all assessed areas. Students demonstrated the weakest skills in the area of Contribute to the Well-Being of School and Community. A recommendation would be to have children with the weakest social-emotional skill sets selected to receive direct teaching of decision-making and problem-solving skills and to reinforce these skills whenever demonstrated. Additionally, staff may want to consider increasing opportunities for student involvement and collaboration through team building activities, clubs, or team sports.

Figure 60 Greenman SEL Survey Results
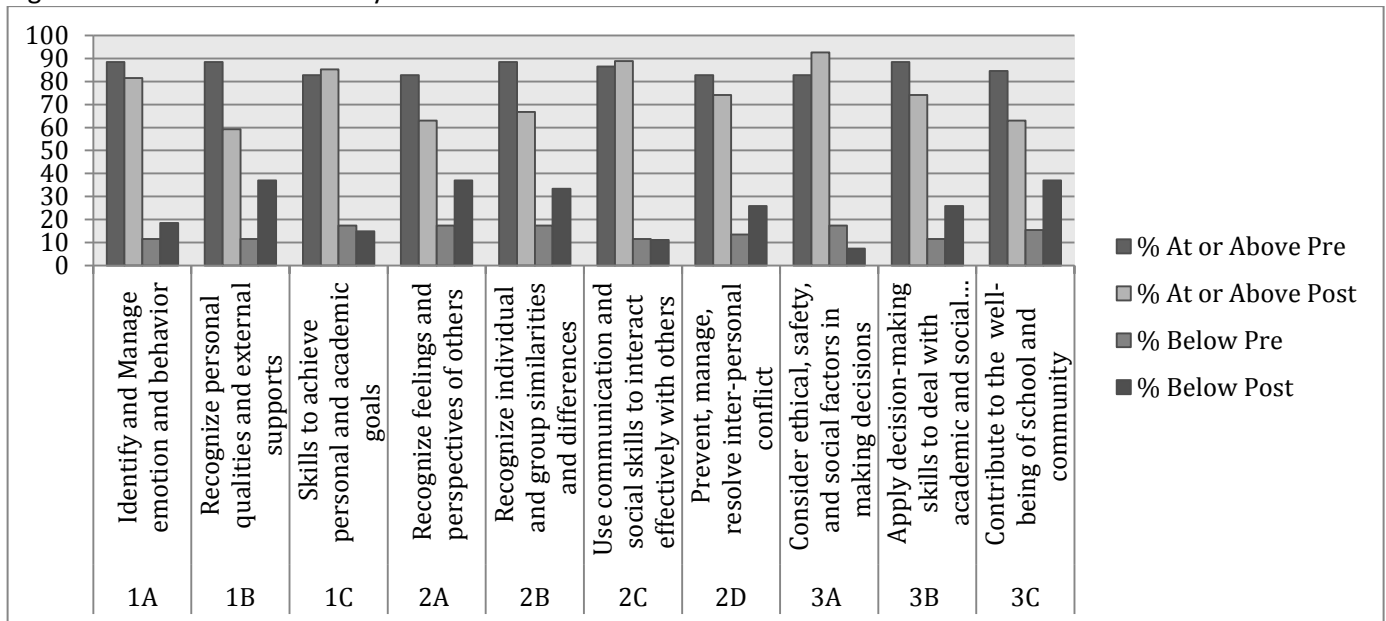
Figure 60 shows that the majority of Greenman students scored in the at/above level range and the number of students scoring below level decreased at post-test. Recommendations include assessing students in light of their individual performance and continuing to teach and reinforce pro-social behavior, and to integrate

additional education and coaching in decision making, group participation, and working together to increase the achievement of academic and personal goals.

Figure 61 Herget SEL Survey Results
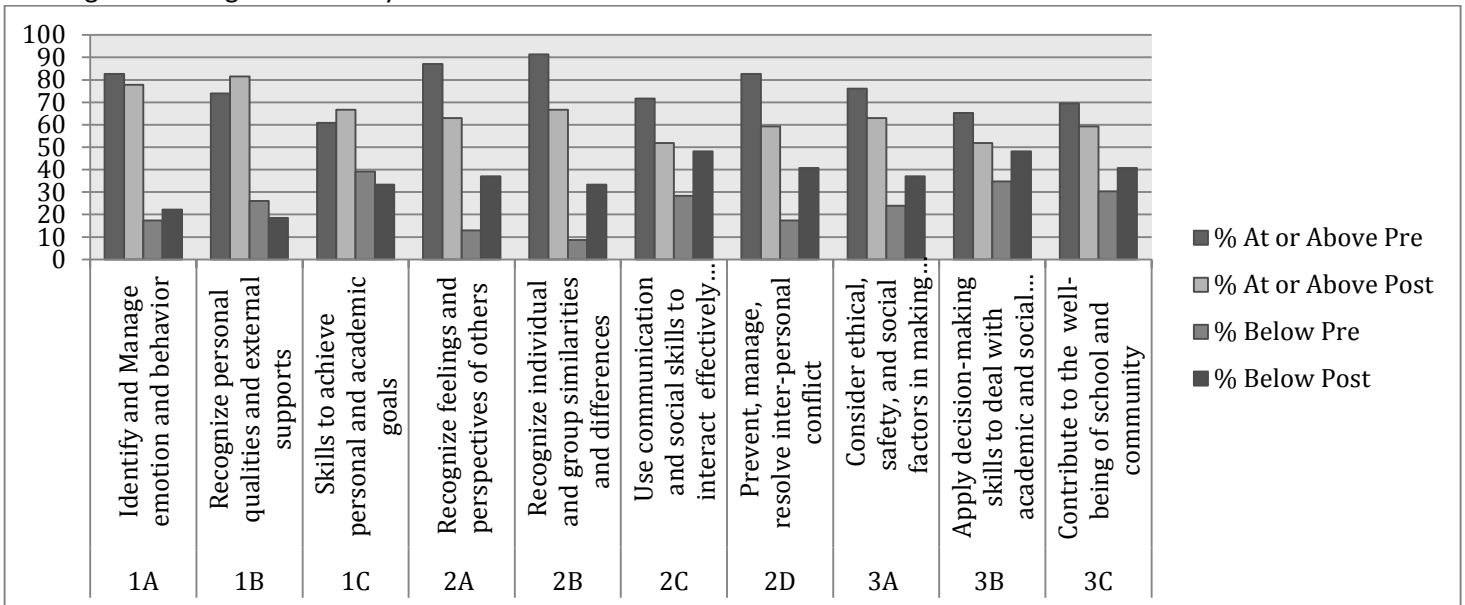
Figure 61 indicates that the majority of Herget Middle School students were at or above the expected performance level in the pre and post-test, across all assessed areas. However, students scored noticeably lower at post-test. Recommendations include incorporating additional instruction in decision-making, group participation, and working together to increase the achievement of academic and personal goals.

Figure 62 Hill SEL Survey Results
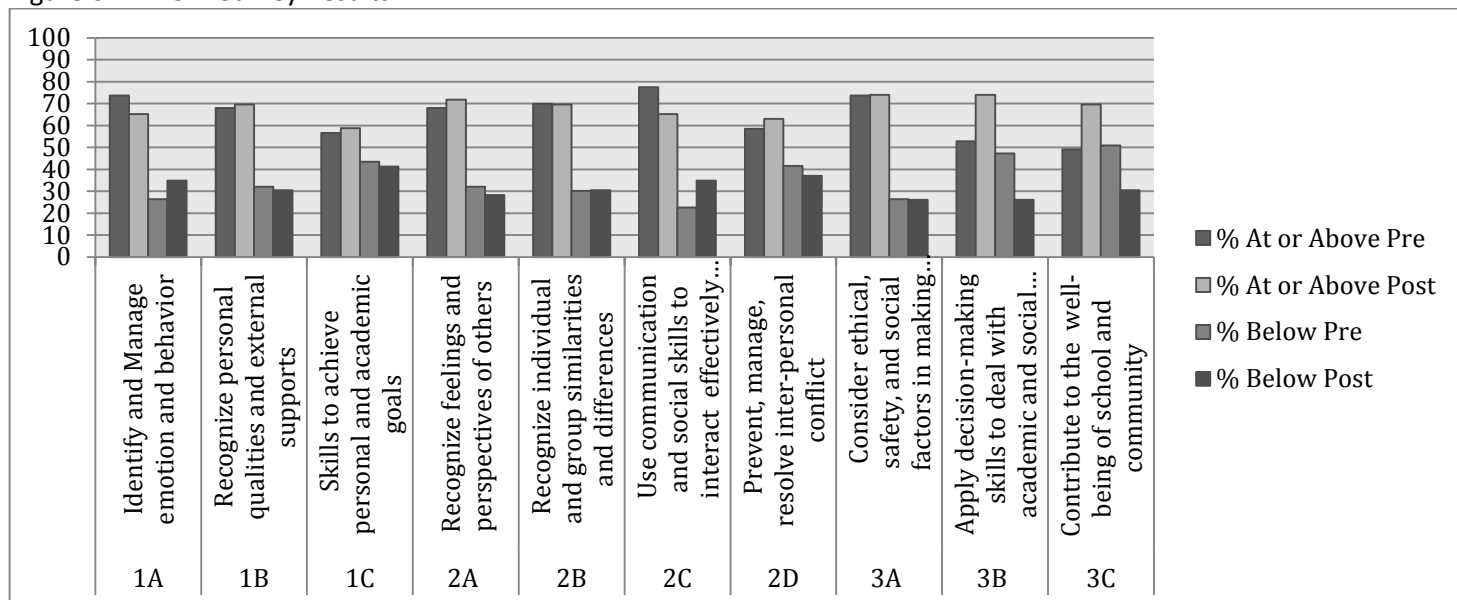
Figure 62 indicates that Hill Elementary School students were at or above the expected performance level in the pre and post-test for the majority of all assessed areas. However, there was a noted decrease in the post test in the areas of Identify and Manage Emotion and Behavior and Use Communication and Social Skills to Interact Effectively with Others when compared with the pretest. Recommendations include integrating

additional education in emotion management and communication, and to provide students with opportunities to use these skills.

Figure 63 McCleery SEL Survey Results
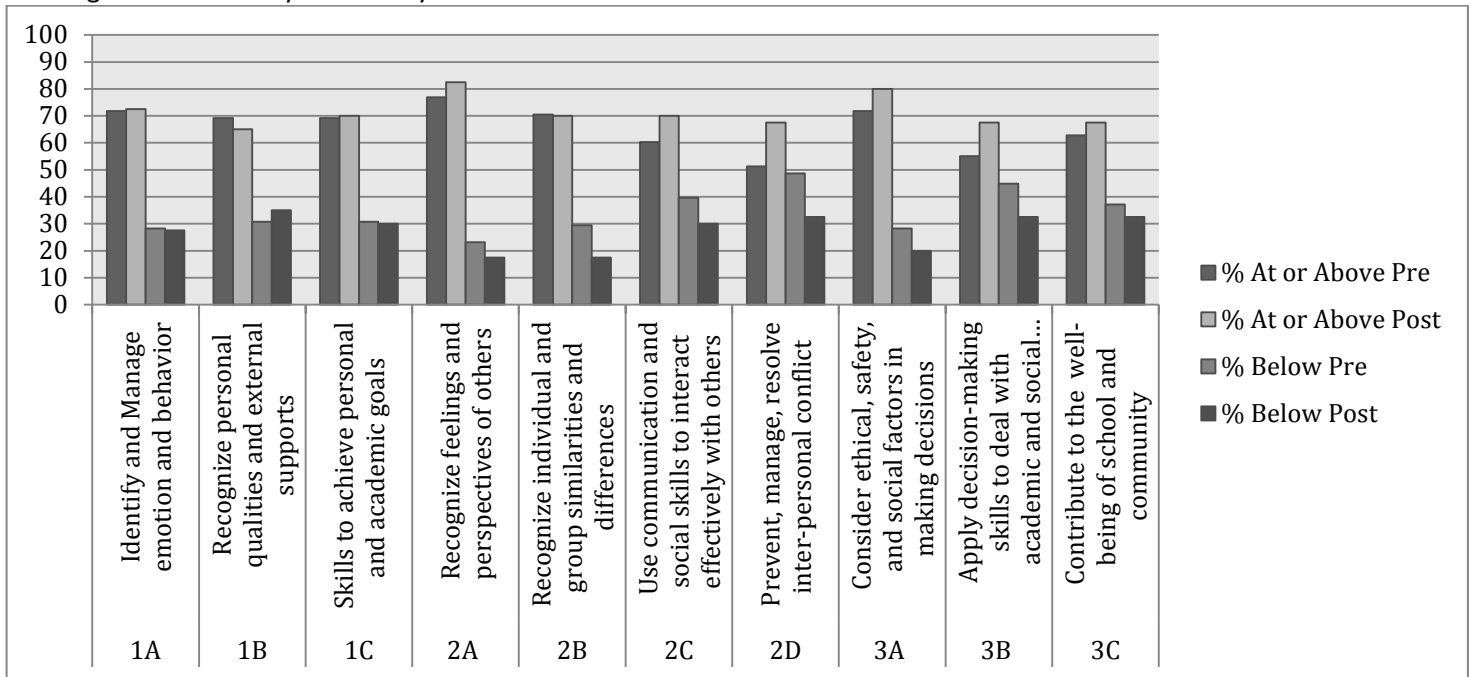
Figure 63 McCleery staff rated students highly in all assessed social-emotional areas. The areas with the most room for growth were Recognizing Similarities and Differences and Consider Ethical, Safety, and Social Factors in Making Decisions with over 80% of students at or above the expected performance level. Staff should consider increasing opportunities for student involvement and collaboration through team building activities, clubs or team sports.

Teacher Survey

Teachers of participating students completed a survey assessing the extent of student improvement in various areas. Teachers were surveyed in the spring and were able to complete the assessment online or using a paper format. Teacher responses were scored on a scale from 1 to 7 with 1 indicating significant decline, 7 indicating significant improvement, and 4 indicating no change. Scores of 8 indicate no need for improvement. Originally the scale was scored in reverse—the scores were recoded to allow for analysis comparable with other scales measured. Teacher responses are summarized by school.

Freeman Elementary School Teacher Survey

Figure 64 Teacher Responses Regarding Degree of Improvement Among Teens Who Needed Improvement
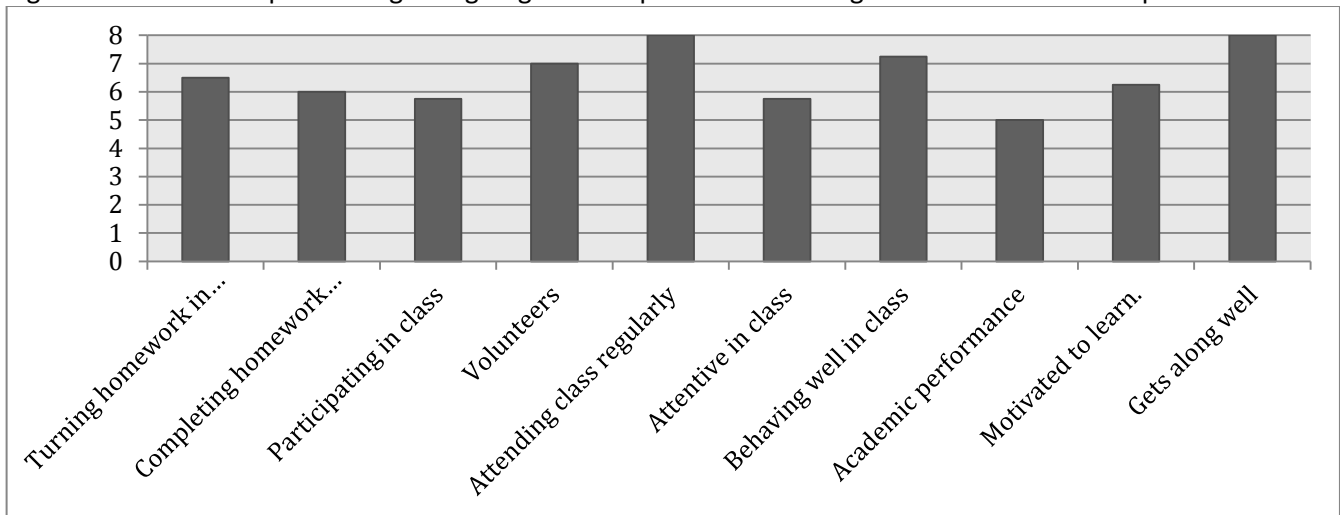
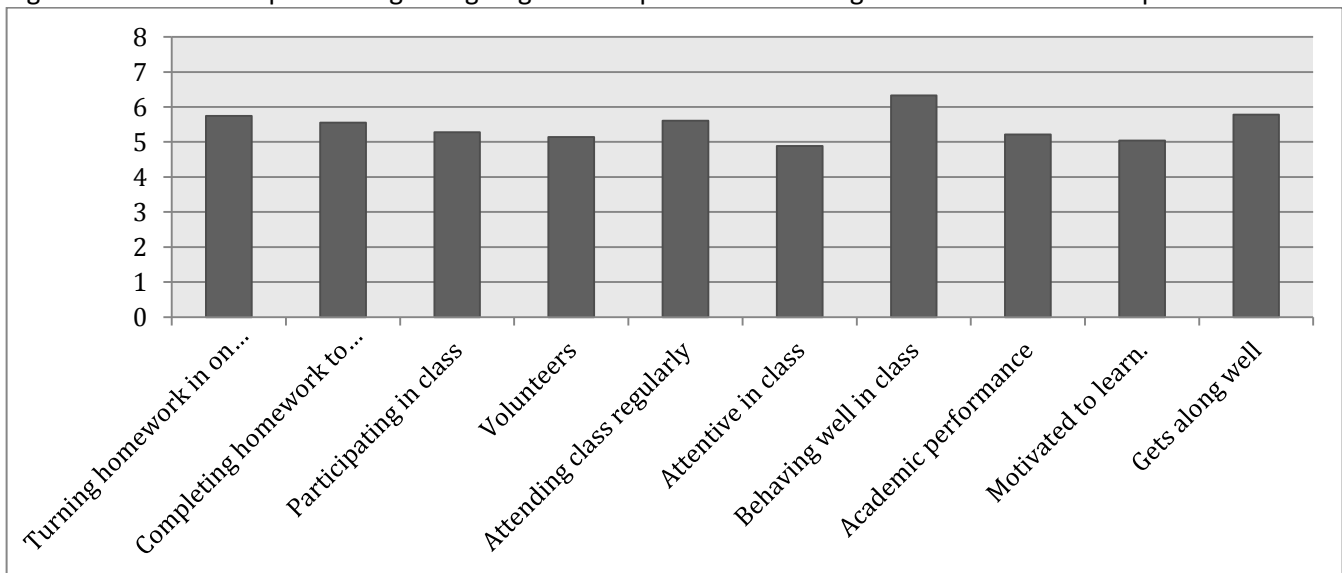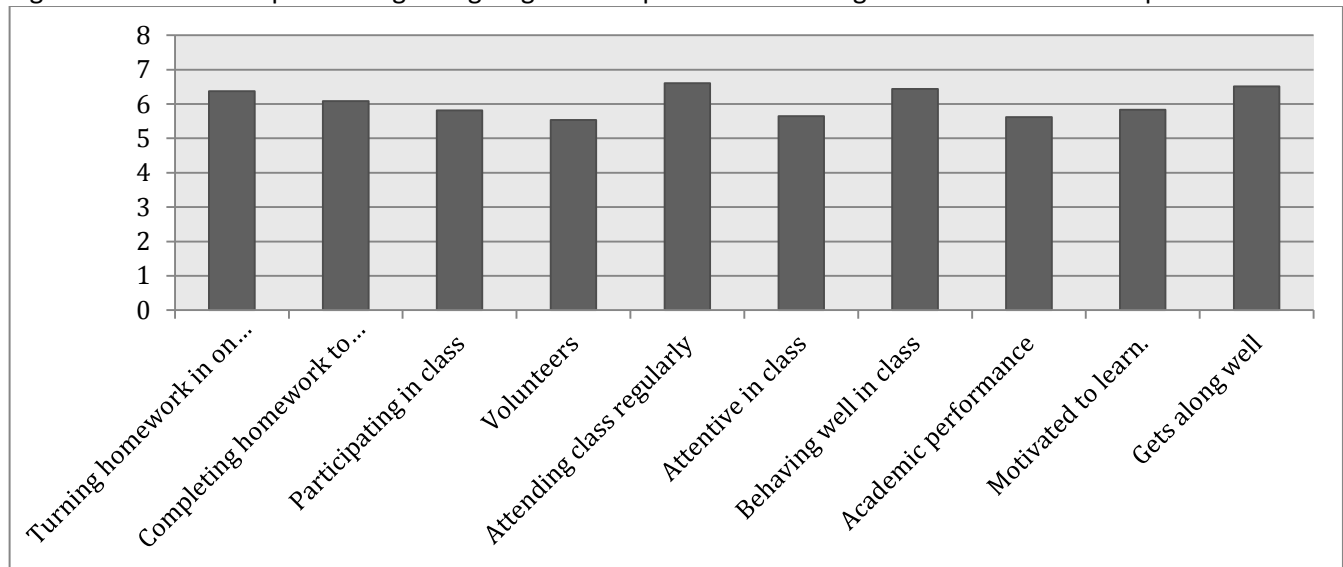Figure 64 According to teachers, Freeman students showed the most improvement in the Attending Class Regularly and Getting Along Well with Others. Students showed the least improvement in Academic Performance. It should be noted that all areas were rated as a 5 or above, indicating improvement in all categories. It is recommended that teachers and staff increase student investment by establishing jobs and relationships with students and teaching and rewarding expected behaviors and participation in class.

Greenman Elementary School Teacher Survey

Figure 65 Teacher Responses Regarding Degree of Improvement Among Teens Who Needed Improvement
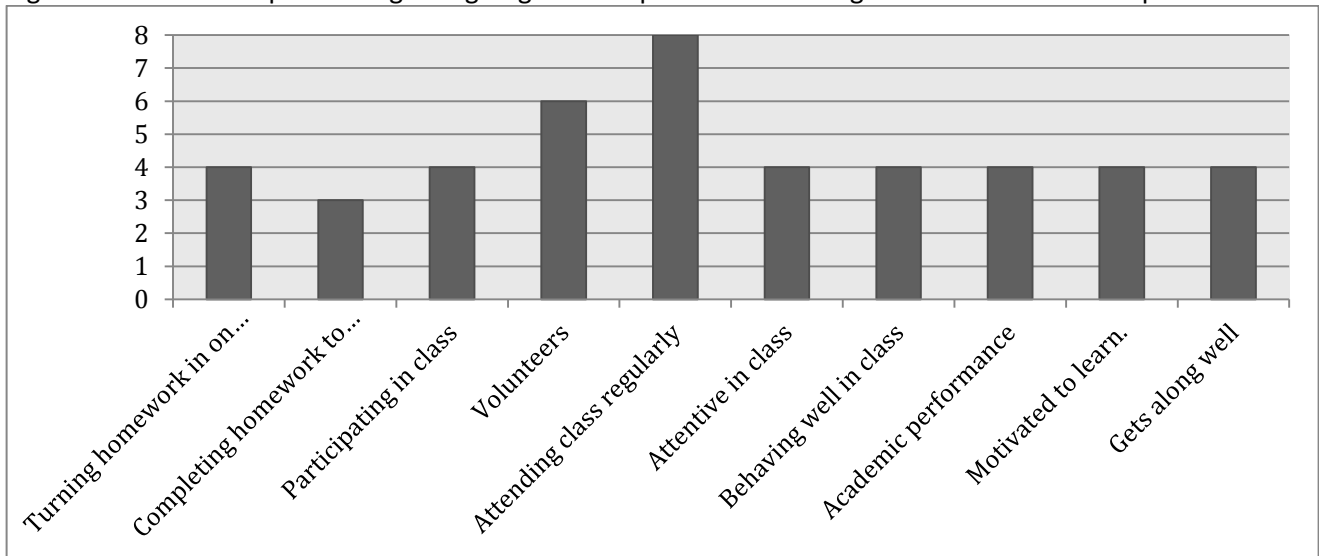
Figure 65 According to Greenman teachers, students showed the most improvement in the Attending Class Regularly and Volunteering in Class categories. The area of least improvement was in Completing Homework to Teacher's Satisfaction. Completing homework to teachers' satisfaction was rated as a 3, indicating a slight decrease in performance in this area.

Herget Middle School Teacher Survey Responses

Figure 66 Teacher Responses Regarding Degree of Improvement Among Teens Who Needed Improvement
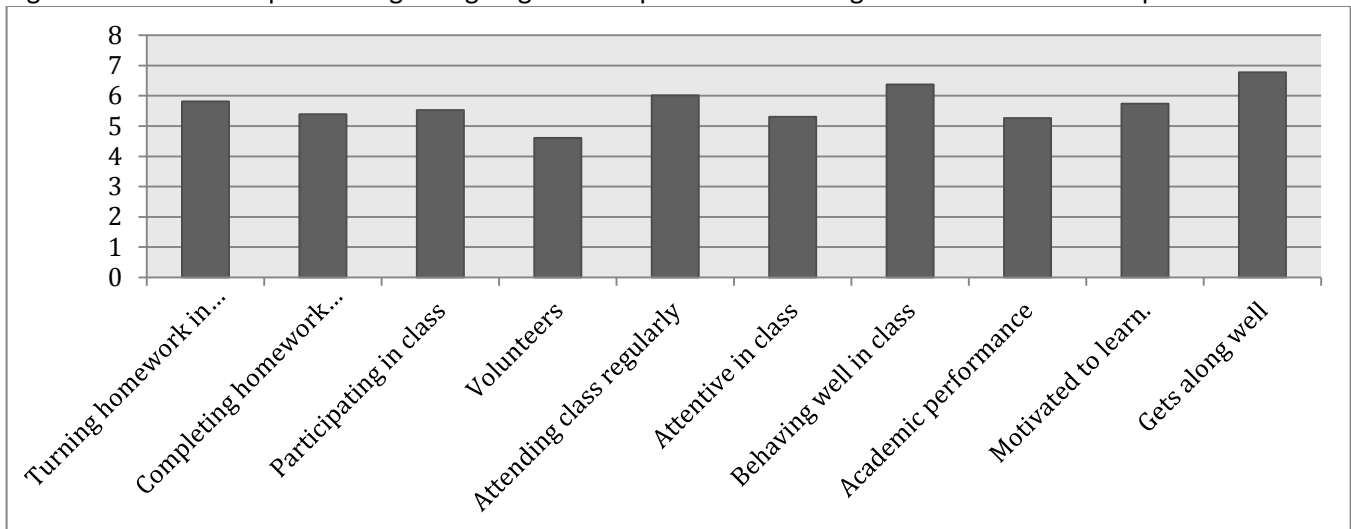
Figure 66 According to teachers, Herget students showed the most improvement in Getting Along Well with Others, Behaving Well in Class and Attending Class Regularly and the least improvement in the areas of Volunteering and Academic Performance. It should be noted that all areas were rated above a 4, indicating improvement in all categories. It is recommended that staff increase student investment by establishing jobs and relationships with students, teaching and rewarding expected behaviors and effort over outcome to increase confidence and willingness to participate.

Hill Elementary School Teacher Survey Responses

Figure 67 Teacher Responses Regarding Degree of Improvement Among Teens Who Needed Improvement

Figure 67 According to teachers, Hill students showed the most improvement in turning in Behaving Well in Class and Getting along Well with Others. Students showed less improvement in the Motivation to learn and Attentiveness in Class. It should be noted that all areas were rated above a 4, indicating improvement in all categories.

McCleery Elementary School Teacher Survey Responses
Figure 68 Teacher Responses Regarding Degree of Improvement Among Teens Who Needed Improvement

Figure 68 According to teachers, McCleery students showed the most improvement in Attending Class Regularly, Behaving Well in Class, and Getting Along Well with Others and the least improvement in the areas of Volunteering and Academic Performance. It should be noted that all areas were rated above a 4, indicating improvement in all categories. It is recommended that staff increase student investment by establishing jobs and relationships with students, teaching and rewarding expected behaviors and effort over outcome to increase confidence and willingness to participate.

Parent Survey

Parents of students participating in the afterschool program were queried as to their levels of satisfaction with the program and their level of involvement in their child's education. The parent survey was rated on a scale ranging from one to five. Additionally, parents were prompted to provide extended responses regarding the strengths of the program and areas for improvement. Qualitative data from the open-ended responses are provided below.

Freeman Elementary School
Figure 69 Parent Survey Responses
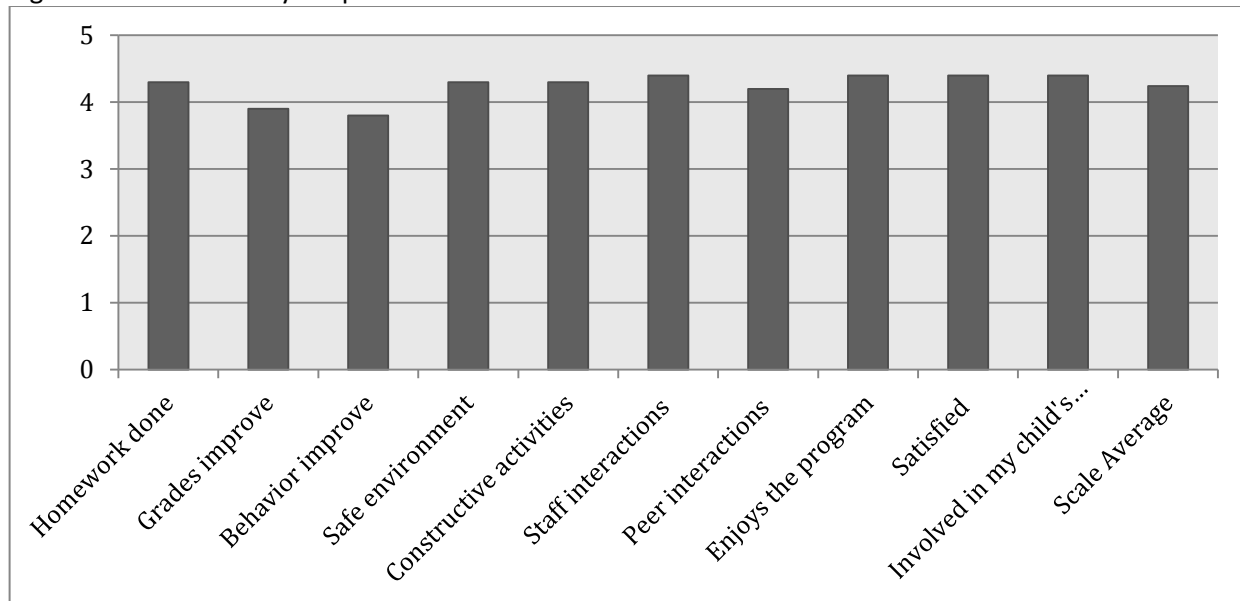
Figure 69 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. The highest rated items were parent satisfaction with the program, that the program provides a safe environment, and that it offered constructive activities for their child. Other highly rated items include parents' reported involvement in their child's education, their child reports enjoying the program, and the program helps children complete homework. The program's ability to affect student behavior was rated lowest, at 3.8, indicating a moderate level of satisfaction in this area. A recommendation to continue to address student behavior is to teach and reinforce pro-social behavior and implement social and coping skill instruction as a program activity.

Analysis of Qualitative Data Reflected in Freeman Parent Surveys
Seventeen parents responded to the question, "*What do you like best about the after-school program (MYTIME)?*". The responses and frequency of those responses are listed below:
- Homework help, i.e. "My children have their homework completed and can't use excuses (i.e., didn't have any)" (N=6)
- The staff (N=2)
- Improvement noted in children (N=2)
- They enjoy the program (N=2)
- Socialization with peers (N=2)
- The activities (N=2)
- "5 pm time is good enough time for the kids to have occupied instead of being at home watching TV or video games after school"

Eleven parents responded to the question, "If you could change one thing about the after-school program, what would you change?". Five parents stated nothing needs to change, while the others made the following recommendations:
- I would like to know if I could make suggestions to help my daughter with her academics.
- Help with rocket math.
- More intentional help with academics.
- It would last until the end of the school year.

- Have a smaller group of kids (to) in each classroom or per staff member so that children can benefit more from the program.
- Additional teachers for the kids when doing homework.

Greenman Elementary School
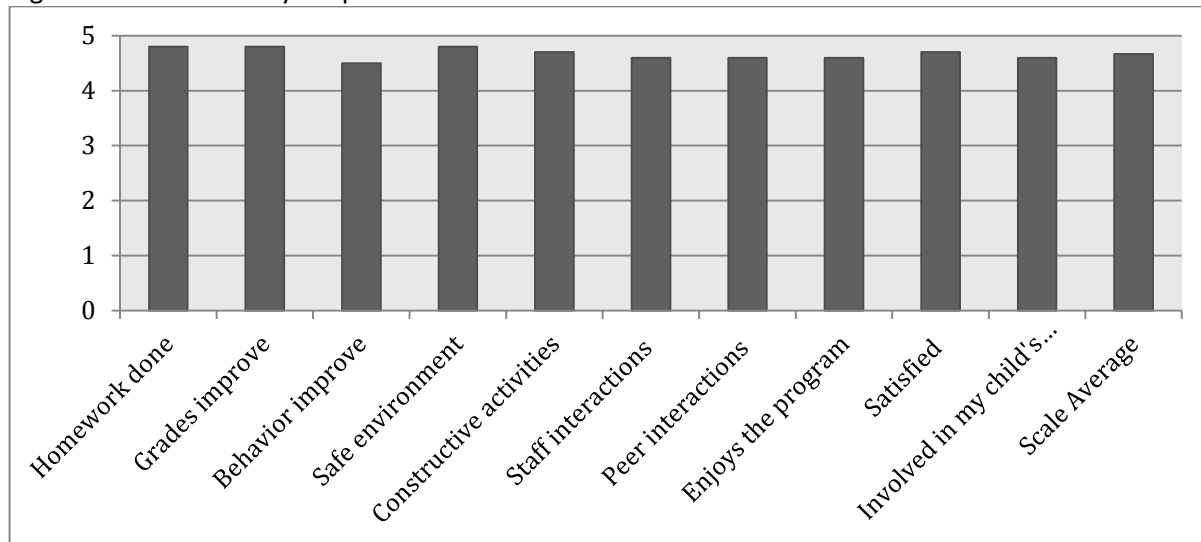Figure 70 Parent Survey Responses
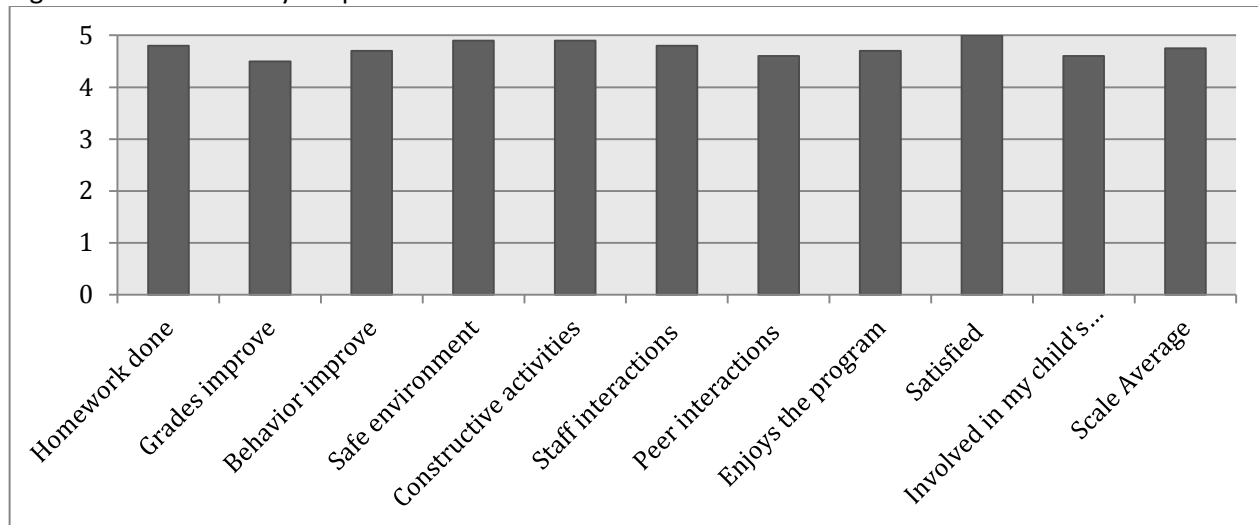

Figure 70 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. The highest rated items were parent satisfaction with the program helping their child getting their homework done, that the program provides a safe environment, and that their children's grades have improved. The program's ability to affect student behavior was rated lowest, however; this item was still rated above a 4, indicating a moderately high level satisfaction in this area. A recommendation to continue to address student behavior is to teach and reinforce pro-social behavior and implement social and coping skill instruction as a program activity.

Analysis of Qualitative Data Reflected in Greenman Parent Surveys
Seven parents responded to the question, "*What do you like best about the after-school program (MYTIME)?*". The responses and frequency of those responses are listed below:
- Academic help/grade improvement (N=3)
- Homework help, i.e. "My children have their homework completed and can't use excuses (i.e., didn't have any)" (N=2)
- "I absolutely love it when my son tells me stuff that he's learned in MyTime."
- "It helps my child to communicate more with kids his age."

Four parents responded to the question, "If you could change one thing about the after-school program, what would you change?". Two parents stated nothing needs to change, while the other two both suggested helping their children with their handwriting.
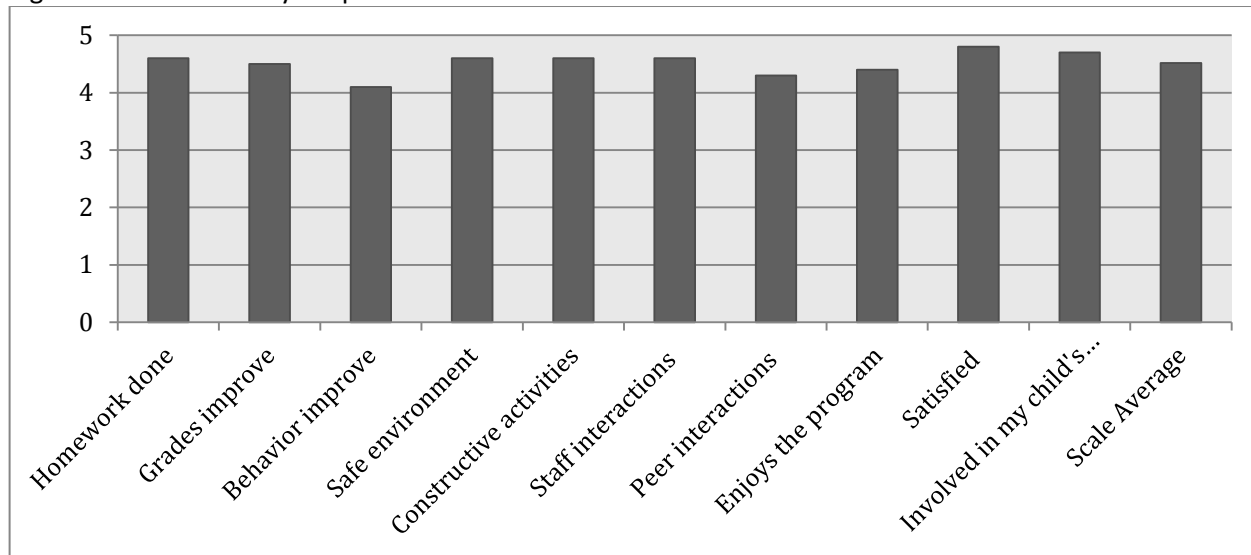
Herget Middle School
Figure 71 Parent Survey Responses

Figure 71 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. Herget parents gave the highest rating in the areas of parent satisfaction, that the program provides a safe environment, and that the program offers constructive activities for their children to engage in. The program's ability to help students improve their grades was rated lowest, however; this item was still rated above a 4, indicating a moderately high level satisfaction in this area. A recommendation is to continue to address students learning needs by offering one on one support to students.

Analysis of Qualitative Data Reflected in Herget Parent Surveys

Sixteen parents responded to the question, "*What do you like best about the after-school program (MYTIME)?*". The responses and frequency of those responses are listed below:

- Homework help (N=9)
- Improvement noticed (N=2)
- Socialization (N=2)
- "My child enjoys it" (N=1)
- Safe place (N=1)
- "The fact that they are in a library this year, more teacher involvement"

Ten parents responded to the question, "If you could change one thing about the after-school program, what would you change?". Nine parents stated nothing needs to change (i.e., "Everything is good, and I approve of everything that they do."), while one parent suggested teaching their child to cook or draw.
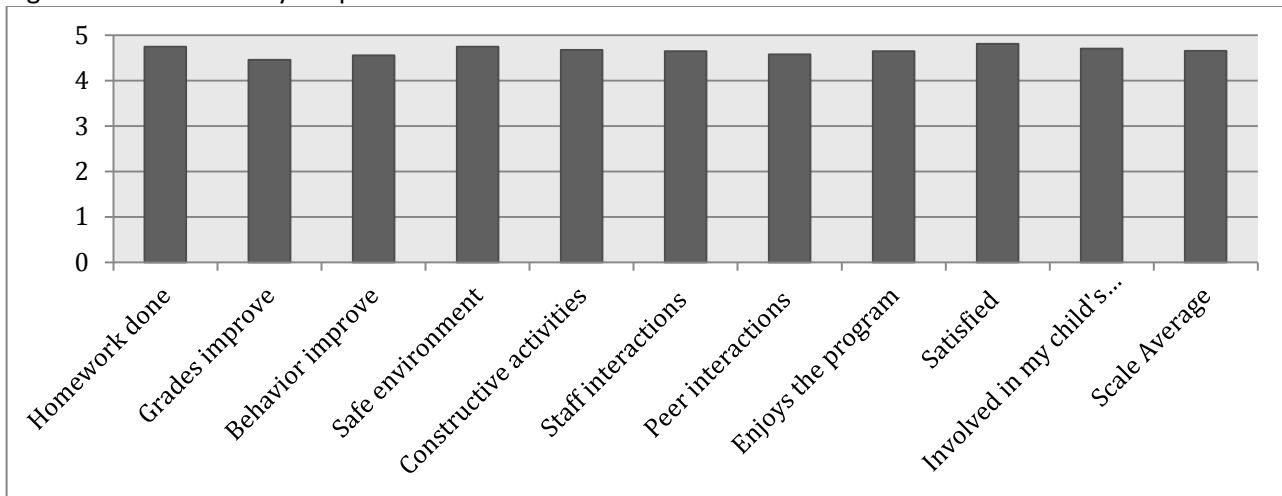
Hill Elementary School
Figure 72 Parent Survey Responses

Figure 72 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. The parent survey was rated on a scale ranging from one to five. On this scale parents rated every item above a 4, indicating a high level of parent satisfaction. The highest rated item was that the children enjoy the program. The program's ability to affect student behavior was rated lowest at 4.10. Again, the recommendation would be to continue to address student behavior is to teach and reinforce pro-social behavior and implement social and coping skill instruction as a program activity.

Analysis of Qualitative Data Reflected in Hill Parent Surveys
Nine parents responded to the question, "*What do you like best about the after-school program (MYTIME)?*". The responses and frequency of those responses are listed below:
- Homework help (N= 8)
- "The dedication or the time."
- "They are more happy and want to learn more things."

Six parents responded to the question, "If you could change one thing about the after-school program, what would you change?". Three parents stated nothing needs to change, while the others made the following recommendations:
- I think more gym at MyTime.
- I think that four hours would be sufficient instead of 2.5 hours.
- More responsibility with the kids.

McCleery Elementary School
Figure 73 Parent Survey Responses

Figure 73 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. The highest rated item was parent satisfaction with the program that the program provides a safe environment, and their satisfaction with the program helping their child getting their homework done. The lowest rated area was that the program's ability to help their children's grades improve. A recommendation would be to continue to provide one on one academic support to the students.

Analysis of Qualitative Data Reflected in McCleery Parent Surveys
Twenty parents responded to the question, "*What do you like best about the after-school program (MYTIME)?*". The responses and frequency of those responses are listed below:
- Homework help (N= 14)
- Activities (N=3)
- Peer interactions/Socialization (N=3)

Fourteen parents responded to the question, "If you could change one thing about the after-school program, what would you change?". Nine parents stated nothing needs to change, while the others made the following recommendations for change:
- More feedback.
- Shorter (1 hour) or 3 days/week.
- That there were rules for picking up my daughter- the parents block the parking so no one can get by.
- Only that they could check to see if they finish their homework
- The truth is that they spend all their time there enjoying things.

Appendix
Appendix A: Social Emotional Learning (SEL) Survey

1A: Circle the letter that best describes this child's ability to Identify and manage one's emotions and behavior

A	B	C	D	E	F
1. Identify emotions expressed in "feeling faces" or pictures. 2. Name the emotions felt by characters in stories. 3. Identify ways to calm yourself. 4. Describe a time you felt the same way a story character felt. 5. Discuss classroom and school rules. 6. Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.	1. Describe how various situations make you feel. 2. Describe your physical responses to strong emotions. 3. Recognize that feelings change throughout the day. 4. Demonstrate patience in a variety of situations. 5. Demonstrate a range of emotions through facial expressions and body language. 6. Practice self talk to calm yourself.	1. Identify a range of emotions you have experienced. 2. Describe situations that trigger various emotions (e.g., talking to a friend, taking a test, being scolded). 3. Recognize mood changes and factors that contribute to them. 4. Depict a range of emotions (e.g., make a poster, draw a picture, role-play). 5. Distinguish among intensity levels of an emotion. 6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger). 7. Practice deep breathing to calm yourself.	1. List positive strategies for handling conflict. 2. Explain why characters I in stories felt as they did. 3. Distinguish among emotions you might feel in various situations. 4. Use "I-statements" to express various emotions. 5. Record changes in your emotions throughout the day (e.g., before/after transitions, recess lunch, etc.). 6. Demonstrate an awareness of how your behavior affects others. 7. Practice different strategies for handling upsetting situations.	1. List positive strategies for handling conflict. 2. Explain why characters in stories felt as they did. 3. Distinguish among emotions you might feel in various situations. 4. Use "I- statements" to express various emotions. 5. Record changes in your emotions throughout the day (e.g., before/after transitions, recess lunch, etc.). 6. Demonstrate an awareness of how your behavior affects others. 7. Practice different strategies for handling upsetting situations.	1. Identify factors that cause stress both positive and negative. 2. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.). 3. Recognize emotional reactions to stress. 4. Describe strategies for dealing with upsetting situations (e.g., disappointment, loss, separation). 5. Reflect on the possible consequences before expressing an emotion. 6. Use "I-statements" to describe how you feel, why you feel that way, and what you might like to change. 7. Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise).

1B: Circle the letter that best describes this child's ability to Recognize personal qualities and external supports

A	B	C	D	E	F
1. Identify things you like to do. 2. Identify the values that help you make good choices. 3. Identify the people who can give you the help you need. 4. Describe things you do well. 5. Identify reliable adults from whom you would seek help in an emergency. 6. Describe situations in which you feel confident. 7. Describe situations in which you feel you need help. 8. Demonstrate a special skill or talent you have.	1. Identify the personal traits of characters in stories. 2. Describe an achievement that makes you feel proud. 3. Identify a community resource you enjoy using (e.g., field, park, pool, etc.). 4. Identify various helpers in the school community. 5. Analyze how you might have done better in a situation. 6. Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach).	1. Identify community members that can be of support when needed (e.g., religious leader, extended family member, and neighbor). 2. Describe the personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.). 3. Explain how practice improves your performance of a skill. 4. Analyze the positive qualities of role models. 5. Analyze what it is about school that is challenging for you. 6. Draw a picture of an activity your family likes to do together. 7. Demonstrate ways to ask for help when needed.	1 Identify something you would like to be able to do better. 2 Describe ways in which you contribute to the school community. 3 Describe ways in which you help out at home. 4 List ways families can support students in school. 5 Describe how peers can support each other in school. 6 Measure your progress toward a personal goal.	1. Describe a time and situation you needed help. 2. Identify reliable adults from whom you would seek help in various situations. 3. Describe how you would improve your ability to perform a valued skill. 4. Explain how adult role models influence your aspirations for the future. 5. Practice strategies that support peers in school. 6. Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).	1. Name community resources that promote student success. 2. Identify personal strengths and weaknesses and the effect they have on your choices. 3. Identify physical and emotional changes during adolescence. 4. Recognize that students learn differently. 5. Describe how adults at school demonstrate caring and concern for students. 6. Describe how adults at school demonstrate caring and concern for students. 7. Analyze the effort your family or other adults have made to support your success in school.

1C: Demonstrate skills related to achieving personal and academic goals.

A	B	C	D	E	F
1. Recognize the relationship between what you want to accomplish and setting goals.	1. Identify a situation you want to change.	1. Recognize how distractions may interfere with achievement of a goal.	1. Identify how obstacles have been overcome in achieving a goal (e.g., examples from literature, social science, personal experience).	1. Develop a friendship goal with action steps to be taken by certain dates.	1. Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance.
2. Explain the various aspects of being successful in school.	2. Identify the progress that you have made toward achieving your goal.	2. Recognize that present goals build on the achievement of past goals.	2. Recognize how conditions and people have contributed to your achievement of a goal.	2. Develop an academic goal with action steps to be taken by certain dates.	2. Identify obstacles to achievement of your goal.
3. Describe a behavior you would like to change.	3. Explain the relationship between success in school and becoming what you want to be.	3. Describe the steps you have made toward achieving a goal.	3. Identify the steps needed to perform a routine task (e.g., homework completion, organization of space/materials, studying).	3. Monitor progress on planned action steps for a friendship goal.	3. Brainstorm possible ways to overcome obstacles in achieving your goals.
4. Give an example of an academic goal you could set for yourself.	4. Describe how you might improve your classroom behavior (e.g., raise hand more, complete assignments, pay attention).	4. Differentiate between short and long term goals.	4. Identify factors you could not change that prevented you from achieving a recent goal.	4. Monitor progress on planned action steps for an academic goal.	4. Make a plan with action steps and timeframes to achieve your goal.
5. Give an example of a personal goal you could set for yourself.	5. Make a plan for how to improve performance in a school subject.	5. Monitor your progress toward achieving a personal or academic goal.	5. Evaluate what you might have done differently to achieve greater success on a goal.	5. Analyze why you needed to change or delay action steps for achieving a recent goal.	5. Monitor progress on your goal.
6. Divide a goal you have set into manageable steps.	6. Make a plan for how to achieve a personal goal.	6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).		6. Evaluate your level of achievement with regard to a recent goal.	6. Evaluate your success and analyze what you might have done differently.
	7. Use self-talk to reward yourself for accomplishments.				

2A: Recognize the feelings and perspectives of others.

A	B	C	D	E	F
1. Recognize that others may interpret the same situation differently from you. 2. Recognize that others may feel differently from you about the same situation. 3. Describe how others are feeling based on their facial expressions and gestures. 4. Explain how interrupting others may make them feel. 5. Explain how sharing with and supporting others may make them feel. 6. Recognize how changing your behaviors can impact how others feel and respond.	1. Identify verbal, physical, and situational cues in stories. 2. Recognize the value of sharing diverse perspectives. 3. Explain why characters in stories feel as they do. 4. Analyze how students being left out might feel. 5. Describe how different people interpret the same situation. 6. Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions).	1. Distinguish between nonverbal and verbal cues and messages. 2. Analyze alignment and non-alignment of verbal and non-verbal cues. 3. Role-play the perspectives and feelings of characters from a story. 4. Paraphrase what someone has said. 5. Demonstrate a capacity to care about the feelings of others. 6. Demonstrate an interest in the perspective of others.	1. Label others' feelings based on verbal and non-verbal cues in different situations. 2. List strategies to support students who are left out or bullied. 3. Describe how one feels when left out of an activity or group. 4. Describe how one feels when bullied. 5. Predict possible responses to a range of emotions. 6. Use "I-statements" to let others know that you have heard them.	1. Describe others' feelings in a variety of situations. 2. Describe an argument you had with another person and summarize both points of view. 3. Analyze why literary characters felt as they did. 4. Analyze the various points of view expressed on an historical, political, or social issue. 5. Evaluate how a change in behavior of one side of a disagreement affects the other side.	1. Identify and practice reflective listening skills through discussion and role-play. 2. Recognize how a situation would make you feel and treat others accordingly. 3. Describe others' feelings in a variety of situations. 4. Ask open-ended questions to encourage others to express themselves. 5. Use follow-up questions to clarify messages. 6. Predict how one's own behavior might affect the feelings of others. 7. Interpret non-verbal communication cues.

2B: Recognize individual and group similarities and differences.

A	B	C	D	E	F
1. Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas). 2. Recognize that all people are similar in the needs they share. 3. Participate in the development of classroom rules. 4. Describe rules that help students treat each other fairly. 5. Demonstrate how students help each other (e.g., sharing, not interrupting). 6. Demonstrate honesty and fairness while playing or working with others.	1. Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, religion, and disability). 2. Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs). 3. Recognize that people who share a cultural tradition differ from one another in other ways. 4. Recognize how diversity enriches a community. 5. Compare and contrast various family structures. 6. Reflect on your experiences with people of different ages.	1. Describe human differences depicted in stories. 2. Describe how interactions with individuals from different cultures enrich one's life. 3. Recognize that people from different cultural and social groups share many things in common. 4. Analyze how people of different groups can help one another and enjoy each other's company. 5. Analyze the impact of differing responses to human diversity on literary characters. 6. Participate in an activity or simulation that allows you to experience life from the perspective of another group. 7. Use literature to analyze various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping).	1. Recognize the different social groups in school. 2. Recognize the different cultural groups in school. 3. Compare and contrast social groups. 4. Compare and contrast cultural groups. 5. Analyze the unique contributions of individuals and groups as featured in biographies, legends, and folklore. 6. Develop strategies for building relationships with others who are different from oneself.	1. Describe the basic rights of all individuals regardless of their social or cultural affiliations. 2. Describe examples of how the media portray various social and cultural groups. 3. Analyze how responsible students help their classmates. 4. Demonstrate strategies for building relationships with others who are different from oneself. 5. Design a project that shows how your class or school is enriched by different cultures.	1. Identify unwelcome teasing or bullying behaviors. 2. Identify ways to overcome misunderstanding among various social and cultural groups. 3. Identify ways to advocate for others. 4. Describe situations where minority groups have been respected at school or in the community. 5. Discuss stereotyping and its negative impact on others. 6. Demonstrate respect for members of various ethnic and religious groups.

2C: Uses communication and social skills to interact effectively with others

A	B	C	D	E	F
1. Describe appropriate ways to seek group entry. 2. Use "please" and "thank you" appropriately. 3. Raise one's hand for recognition. 4. Pay attention when someone else is speaking. 5. Follow directions given at school. 6. Take turns and share toys and other resources with classmates. 7. Practice sharing encouraging comments with others. 8. Practice saying "no" to protect yourself from unsafe situations.	1. Discuss ways of initiating contact with someone you don't know. 2. Discuss how to be a good friend. 3. Greet others by name. 4. Make and respond appropriately to introductions. 5. Summarize a plan for making friends. 6. Use appropriate nonverbal communication with others (e.g., movements, gestures, posture, facial expressions). 7. Participate in establishing and enforcing ground rules for class and group/team efforts.	1. Recognize when it is appropriate to give a compliment. 2. Practice introducing everyone in your class. 3. Demonstrate how to give a compliment. 4. Demonstrate appropriate responses to receiving a compliment. 5. Use 'I-statements" to express how you feel when someone has hurt you emotionally. 6. Demonstrate expressing appreciation to someone who has helped you.	1. Identify ways to build positive relationships with peers, family and others. 2. Identify attributes of cooperative behavior in a group setting. 3. Demonstrate cooperative behaviors in a group. 4. Practice reflective listening (e.g., I messages, paraphrase). 5. Demonstrate how to initiate conversation with a new student. 6. Develop a plan that supports the improvement of behaviors within a group.	1. Describe the qualities of an effective communicator. 2. Respond positively to constructive criticism. 3. Take responsibility for one's mistakes. 4. Interview an adult on the topic of how to develop friendships. 5. Demonstrate support for others' contributions to a group/team effort. 6. Distinguish between positive and negative peer pressure. 7. Demonstrate strategies for resisting negative peer pressure.	1. Recognize the difference between positive and negative relationships. 2. Describe ways to express forgiveness. 3. Practice reflective listening. 4. Respond nondefensively to criticism or accusation through role-play. 5. Demonstrate encouragement of others and recognition or their contributions. 6. Demonstrate graciousness in winning and losing. 7. Practice turning criticism into constructive feedback.

2D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

A	B	C	D	E	F
1. Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity). 2. Describe situations in the home where children and parents might disagree and experience conflict (e.g., resisting the enforcement of rules or completing of household chores). 3. Describe a time when you had a disagreement with someone, what happened, and how you might have handled the situation differently. 4. Distinguish between constructive and destructive ways of resolving conflict. 5. Use puppets to act out and resolve conflict situations. 6. Practice self-calming techniques for anger management as a way to de-escalate conflict situations.	1. Recognize various methods of resolving conflict. 2. Explain what a rumor is and how it hurts others. 3. Identify ways of refusing negative peer pressure. 4. Explain how conflict can turn to violence. 5. Analyze how misunderstanding what someone said or did could cause conflict. 6. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict.	1. Identify bullying behavior and how it affects people. 2. Explain what happens when a conflict is not resolved. 3. Describe ways to stop rumors. 4. Analyze how an inability to manage one's anger might cause a conflict to get worse. 5. Interpret whether the actions of literary characters were accidental or intentional. 6. Examine how one's favorite literary character handles conflict.	1. Identify the consequences of a solution. 2. Identify assertive, passive and aggressive conflict resolution behaviors. 3. Describe conflicts you have experienced and how you dealt with them. 4. Explain how resolving a conflict with a friend could strengthen the friendship. 5. Generate alternative solutions for a conflict. 6. Demonstrate constructive conflict resolution strategies in the classroom.	1. Identify the consequences of conflict resolution behavior. 2. Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol, gang involvement, and sexual activity). 3. Explain how resolving a conflict could improve one's understanding of a situation. 4. Distinguish between positive and negative peer pressure. 5. Demonstrate resisting peer pressure to do something unsafe or potentially dangerous. 6. Use a checklist to practice the steps of refusing unwanted peer pressure.	1. Recognize that conflict is a natural part of life. 2. Identify intervention strategies to stop bullying. 3. Suggest ways of addressing personal grievances to avoid conflict. 4. Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation). 5. Analyze why you may have to use different strategies for dealing with different conflict situations. 6. Evaluate ways to include every one in group activities. 7. Use verbal and nonverbal strategies to resolve group conflict.

3A: Consider ethical, safety, and societal factors in making decisions.

A	B	C	D	E	F
1. Identify and follow bus, classroom, and school safety rules. 2. Recognize appropriate touch; and avoid inappropriate touch. 3. Explain how taking or destroying another's property makes them feel. 4. Explain why hitting or yelling at somebody is hurtful and unfair. 5. Identify reliable sources of adult help. 6. Describe situations when you might feel unsafe and need help (e.g., crossing a busy street, being approached by a strange adult). 7. Draw pictures of ways to help others.	1. Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don't know). 2. Explain why it is important to treat others as you would want to be treated. 3. Analyze how rules your family uses help its members get along together. 4. Contribute to school safety by supporting class, lunchroom and playground rules. 5. Participate in creating and enforcing rules. 6. Demonstrate sharing and taking turns.	1. Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion). 2. Identify physical sensations and emotions that indicate a threat or danger. 3. Describe the consequences of breaking classroom or school rules. 4. Analyze the consequences of lying. 5. Depict ways to help others (e.g., list, draw, cartoons). 6. Evaluate various approaches to responding to provocation. 7. Decide what is fair in responding to situations that arise in the classroom (e.g., how to share a new piece of equipment).	1. Identify factors that make a situation unsafe. 2. Recognize the consequences to oneself and others of dishonest behavior. 3. Evaluate how others influenced your decisions (e.g., family, church, team, club membership). 4. Avoid dangerous situations (e.g., unsupervised sports, walking in areas where you feel unsafe, biking without a helmet, hanging around with peers who use drugs). 5. Demonstrate respect for the property of others. 6. Demonstrate internet safety. 7. Show what it means to accept responsibility for one's actions with regard to school work.	1. Describe how differing points of view affect your decision-making process. 2. Describe what it means to be dependable and why this is sometimes difficult (e.g., meeting deadlines, keeping commitments). 3. Explain why it is important to obey laws. 4. Analyze what it means to be responsible with regard to one's family, friends, school community. 5. Evaluate conflicting points of view in making a decision.	1. Recognize that an individual is responsible for his/her behavior. 2. Identify the need for rules at school, home, and in society. 3. Analyze what it means to be responsible for one's health. 4. Analyze the needs of others in planning how work or sharing goods should be divided (e.g., those with handicaps, those who are disadvantaged, and those with special abilities). 5. Analyze the risks of potentially dangerous situations. 6. Develop strategies to work things out rather than retaliate when you feel wronged.

3B: Apply decision-making skills to deal responsibly with daily academic and social situations.

A	B	C	D	E	F
1. Recognize that one has choices in how to respond to situations. 2. Describe calming strategies. 3. Brainstorm alternative solutions to problems posed in stories and cartoons. 4. Use "I-statements" in expressing feelings. 5. Implement stop, think, and act (plan) strategies in solving problems. 6. Practice group decision making with one's peers in class meetings. 7. Identify foods and behaviors that keep the body healthy.	1. Describe the use of self-talk to calm down. 2. Brainstorm solutions to interpersonal problems in the classroom. 3. Analyze how your tone of voice influences how others respond to you. 4. Analyze the consequences of alternative choices. 5. Make healthy choices regarding snacks. 6. Demonstrate reflective listening. 7. Demonstrate wise decisions regarding safety hazards (e.g., wearing seat belts in cars, wearing a bicycle helmet; avoiding sharp objects, too much sun exposure, and playing with fire).	1. Describe ways to promote the safety of oneself and others. 2. Describe the steps of a decision-making model. 3. Brainstorm alternative solutions to completing an assignment on time. 4. Practice progressive relaxation. 5. Demonstrate wise choices in selecting friends. 6. Demonstrate group decision making. 7. Plan healthy meals.	1. Generate alternative solutions to problems. 2. Analyze the consequences of alternative solutions to selected scenarios. 3. Develop criteria for evaluating the consequences of a decision for oneself and important others in one's life. 4. Demonstrate the steps of a decision-making process: -define the problem -say how you feel -identify contributing factors -set a goal -identify alternative solutions and the consequences of each -select the best solution -evaluate the results. 5. Apply a decision-making model to solve an interpersonal problem. 6. Apply a decision-making model to academic challenges. 7. Demonstrate awareness that feelings influence one's decisions.	1. Identify challenges and obstacles to solving problems. 2. Identify healthy alternatives to risky behaviors. 3. Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first). 4. Practice aligning nonverbal and verbal communication in refusing unwanted behavior. 5. Apply a decision-making model to deal with unwanted behavior.	1. Identify tools to manage time better. 2. Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, and pointing out unacceptable consequences). 3. Use a homework organizer. 4. Demonstrate an ability to set priorities. 5. Demonstrate an ability to stay on task 6. Demonstrate an ability to complete assignments on time.

3C: Contribute to the well-being of one's school and community.

A	B	C	D	E	F
1. Identify how you currently help out at home and what else you might do for a caregiver or sibling. 2. List ways that students can help their class run more smoothly. 3. Express how you feel about helping out in class or at home. 4. Describe what you learned about yourself in helping out in class and at home. 5. Volunteer for various classroom tasks (e.g., helping with room set up, cleaning up, passing out papers, etc.). 6. Participate in making and enforcing class rules.	1. Identify a way you can help improve your local community. 2. Describe what you have done to make a positive difference in your class or school and how this made you feel. 3. Brainstorm ways to help your teacher address a shared concern. 4. Volunteer to help out at home in a way that goes beyond what you are expected to do. 5. Participate in developing a class policy on teasing. 6. Plan and implement a project to improve your local community.	1. Describe what you learned about your school or community from your participation in a recent service project 2. Describe what you learned about yourself from participation in this project. 3. Analyze the impact on the need addressed of a recent service project in which you participated. 4. Analyze what you would do differently next time. 5. Communicate the results of a school or community service project to a parent or community group. 6. Write a letter to a newspaper editor on a community problem such as homelessness.	1. Identify ways that community workers assist residents in protecting and improving neighborhoods. 2. Analyze your rights and responsibilities as a member of your school community. 3. Discuss your reasons for voting as you did in a simulated local, state, or national election. 4. Participate in making and enforcing classroom rules. 5. Brainstorm ways you could contribute to your community (e.g., help a neighbor, contribute to community safety, help keep your block clean). 6. Construct an argument to persuade classmates to vote or become a candidate for office in a simulated local, state, and national election.	1. Identify various ways that community workers assist residents in beautifying and protecting neighborhoods. 2. Gather information on a community issue or need. 3. Develop a plan with your classmates to address a community issue or need. 4. Monitor your progress on implementing a plan to address a community issue or need. 5. Evaluate implementation of a class plan to address a community issue. 6. Make recommendations on how you would improve a plan that addresses a community issue.	1. Work with other students to plan and implement a service project in your school. 2. Describe ways of showing respect for your school environment. 3. Support activities of various groups in your school. 4. Contribute in positive ways to your home environment. 5. Describe the role of a community service worker. 6. Plan and implement with other students a service project in your community. 7. Plan a field trip to a community agency.

Appendix B: Career Interest Inventory

Career Interest Survey

School:_____ Name:_____ Grade: _____

1) What do you want to be when you grow up? Please list up to 10 ideas. Then, put a "1" next to your top choice, a "2" next to your second favorite choice, and so on. Example:

What I want to be:

A veterinarian   _____1_____

Now write your own choices down!

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

2) For your **top** choice :Why would you like to be that when you grow up?

_____

_____

_____

3) What will you need to do to achieve that dream?

_____

_____

_____

Thank you for taking our survey!

Appendix C: Parent Survey

Parent Involvement and Satisfaction Survey

Parent's First and Last Name: _____

Full Name(s) of Child(_____ren)at this School: _____

Please circle the number that best represents your answer.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1. The **after school program** is helping my child to get his/her homework done.	1	2	3	4	5
2. The **after school program** is helping my child's grades improve in school.	1	2	3	4	5
3. The **after school program** is helping my child's behavior improve in school.	1	2	3	4	5
4. The **after school program** provides a safe environment for my child after school.	1	2	3	4	5
5. The **after school program** provides constructive activities for my child once his/her homework is done.	1	2	3	4	5
6. My child's interactions with the staff members at the **after school program** are positive.	1	2	3	4	5
7. My child's interactions with the other youth at the **after school program** are positive.	1	2	3	4	5
8. My child enjoys the **after school program**.	1	2	3	4	5
9. I am satisfied with the **after school program** at my child's school.	1	2	3	4	5
10. I consider myself to be **involved in my child's education.**	1	2	3	4	5

11. What do you like best about the after-school program (MYTIME)?

12. If you could change one thing about the after-school program, what would you change?

Appendix D: Youth Survey

Post-test 14-15 SAYO-Y 4-8

You are being asked to complete a survey to help us learn about your after-school program. We want to know how your after-school program (MYTIME) is helping you and any ways in which it is not helping you. We want to learn ways to make this program better.

We do not think that completing this survey will make you uncomfortable. However, it will take some of your time. You do not have to complete the survey. You can choose now not to complete it. If you start the survey and then change your mind about taking the survey, you can stop just by telling one of the staff members.

Any information you tell us will be kept confidential. This means that we will not tell anyone that you completed the survey or what you said.

If you have questions about this survey, you can contact Christina Bruhn, who is an Assistant Professor at Aurora University, at (630) 844-5405 or at cbruhn@aurora.edu. If you have questions about your rights as a research subject, you can contact Jane Davis, Chair of the Aurora University Institutional Review Board at (630) 855-4579 or jdavis@aurora.edu. Thank you for considering helping us learn more about this program!

1. I agree to take this survey.

◯ Yes

◯ No

Post-test 14-15 SAYO-Y 4-8

1. Are you sure? This is your last chance to take the survey.

◯ I will take the survey.

◯ I don't want to take the survey, please take me out.

Post-test 14-15 SAYO-Y 4-8

This survey asks what you think of this after-school program. This is NOT a TEST. This survey is private. Please say what you really think!

Before you answer the survey, you must enter your SAYO Youth ID number and your school name. If you need help, please ask an after-school program staff member.

1. What is your STATE ID number?

[   ]

2. What is your school?

○ Hermes

○ Beaupre

○ Brady

○ Freeman

○ Gates

○ Greenman Elementary

○ Herget

○ Hill Elementary

○ Hall Elementary

○ McCleery Elementary

○ Nicholson Elementary

○ Oak Park

○ O'Donnell

○ Johnson Elementary

○ Krug Elementary

○ Smith Elementary

○ Allen Elementary

○ Cowherd Middle

○ Simmons Middle

○ Jefferson Middle

○ Waldo Middle

3. How many different schools have you attended?

[   ]

Post-test 14-15 SAYO-Y 4-8

This is NOT a TEST!
This survey is private.
Please say what you really think!

What I think about our after-school program...

1. At this program, how do kids get along?

	No	Mostly No	Mostly Yes	Yes
a. Are kids here friendly with each other?	○	○	○	○
b. Does a lot of unwanted teasing go on here?	○	○	○	○
c. Do kids here treat each other with respect?	○	○	○	○

2. What is it like for <u>you</u> at this after-school program?

	No	Mostly No	Mostly Yes	Yes
d. Do you have a lot of good friends here?	○	○	○	○
e. If you were upset, would other kids here try to help you?	○	○	○	○
f. Do the other kids here listen to you?	○	○	○	○

Post-test 14-15 SAYO-Y 4-8

This is NOT a TEST!
This survey is private.
Please say what you really think!

1. At this after-school program how do you feel?

	No	Mostly No	Mostly Yes	Yes
a. Do you like coming here?	○	○	○	○
b. Do you have fun when you're here?	○	○	○	○
c. Do you feel bored when you're here?	○	○	○	○
d. Can you always find things that you like to do here?	○	○	○	○

Post-test 14-15 SAYO-Y 4-8

This is NOT a TEST!
This survey is private.
Please say what you really think!

Please answer the question. Don't worry about spelling!

1. What is your favorite thing to do here?

2. If you have been absent from the program, what are the reasons that you did not come?

Post-test 14-15 SAYO-Y 4-8

This is NOT a TEST!
This survey is private.
Please say what you really think!

1. What are the teachers and staff members like at this after-school program?

	No	Mostly No	Mostly Yes	Yes
a. Is there an adult here who is interested in what you think about things?	○	○	○	○
b. Is there an adult here you can talk to when you are upset?	○	○	○	○
c. Is there an adult here who helps you when you have a problem?	○	○	○	○
d. Is there an adult here who you will listen to and respect?	○	○	○	○

Post-test 14-15 SAYO-Y 4-8

This is NOT a TEST!
This survey is private.
Please say what you really think!

1. What are you like as a learner? Read each sentence. Do you agree?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
a. I like to give new things a try, even if they look hard.	○	○	○	○
b. In school, I'm as good as other kids.	○	○	○	○
c. I'm good at solving problems.	○	○	○	○
d. I'm as good as other kids my age at learning new things.	○	○	○	○
e. When I can't learn something right away, I keep trying until I get it.	○	○	○	○

Post-test 14-15 SAYO-Y 4-8

This is NOT a TEST!
This survey is private.

1. When you are at this after-school program <i>and <u>not</u> doing homework</i>...

	No	Mostly No	Mostly Yes	Yes
a. Do you learn new things?	○	○	○	○
b. Do you feel challenged in a good way?	○	○	○	○
c. Do you get to do things here that you have never done before?	○	○	○	○

Post-test 14-15 SAYO-Y 4-8

This is NOT a TEST!
This survey is private.
Please say what you really think!

Please answer the question. Don't worry about spelling!

1. What activities would you most like to do this year at the program?

2. If you could change one thing about the program, what would you change?

Post-test 14-15 SAYO-Y 4-8

This is NOT a TEST!
This survey is private.
Please say what you really think!

Please say what you really think!

Please answer the question. Don't worry about spelling!

1. What is something you want to learn this year while at this after-school program?

| |
| |

Post-test 14-15 SAYO-Y 4-8

This is NOT a TEST!
This survey is private.
Please say what you really think!

1. How do you feel about reading? Read each sentence. Do you agree?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
a. I like to read at home during my free time.	○	○	○	○
b. I enjoy reading when I'm at school.	○	○	○	○
c. I enjoy reading when I'm at this after-school program.	○	○	○	○
d. I'm good at reading.	○	○	○	○
e. I like to give new books a try, even if they look hard.	○	○	○	○

2. Has coming to this after-school program helped you to read more often?

○ No

○ Mostly No

○ Mostly Yes

○ Yes

Post-test 14-15 SAYO-Y 4-8

This is NOT a TEST!
This survey is private.

Please say what you really think!

1. How do you feel about math? Read each sentence. Do you agree?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
a. I like to learn new things in math.	○	○	○	○
b. I like to do math when I'm at school.	○	○	○	○
c. I like to do math when I'm at this after-school program.	○	○	○	○
d. Math is something I'm good at.	○	○	○	○
e. I'm interested in math.	○	○	○	○
f. I like to give new math problems a try, even when they look hard.	○	○	○	○

2. Has coming to this after-school program helped you do better in math?

○ No

○ Mostly No

○ Mostly Yes

○ Yes

Post-test 14-15 SAYO-Y 4-8

This is NOT a TEST!
This survey is private.
Please say what you really think!

1. How do you feel about science? Read each sentence. Do you agree?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
a. I like to learn about new things in science.	○	○	○	○
b. I like doing science at school.	○	○	○	○
c. I like doing science when I'm at this after-school program.	○	○	○	○
d. Science is something I am good at.	○	○	○	○
e. I'm interested in science.	○	○	○	○
f. I like to try new things in science, even when they look hard.	○	○	○	○

2. Has coming to this after-school program helped you do better in science?

○ No

○ Mostly No

○ Mostly Yes

○ Yes

Post-test 14-15 SAYO-Y 4-8

This is NOT a test!
This survey is private.
Please say what you really think!

1. How else has this after-school program helped you?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
a. Coming here has helped me to get my homework done.	○	○	○	○
b. Coming here has helped me to try harder in school.	○	○	○	○
c. Coming here has helped me to do better in school.	○	○	○	○

Post-test 14-15 SAYO-Y 4-8

This is NOT a TEST!
This survey is private.
Please say what you really think!

1. How else has this after-school program helped you?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
a. Coming here has helped me feel good about myself.	○	○	○	○
b. Coming here has helped me find out what I'm good at doing and what I like to do.	○	○	○	○
c. Coming here has helped me to make new friends.	○	○	○	○

Post-test 14-15 SAYO-Y 4-8

This is NOT a test!
This survey is private.
Please say what you really think!

Please answer the question. Don't worry about spelling!

1. What else would you like us to know about your experience at MY TIME?

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Post-test 14-15 SAYO-Y 4-8

This is NOT a TEST!
This survey is private.
Please say what you really think!

And, now a few questions about you...

1. Are you a:

◯ Girl

◯ Boy

2. What grade are you in?

◯ 4th

◯ 5th

◯ 6th

◯ 7th

◯ 8th

Post-test 14-15 SAYO-Y 4-8

Thank you for taking this survey. Please tell a staff member you have finished.