21st Century Community Learning Centers
Grant Evaluation Report 2014-2015

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

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Contents

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 first year of implementation and is compromised of five different program sites. Each site is managed by a Site Coordinator and is overseen by a Program Director. 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 serve West Aurora students and families. Services include, but are not limited to tutoring, homework help, snacks, family programming, mentoring, and recreational 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.

As this was the first year of this grant, no previous evaluations were conducted and no previous recommendations were made. 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. Grades and school day attendance records are collected at first and fourth quarters of the school year while discipline data is collected each quarter. Site Coordinators provide demographic data at the start of the program and as students join the program and provide after-school program attendance on a monthly basis. State test results are provided as they become available. Data regarding offered programs and trainings are collected and include descriptions of events and attendance. Letters and other records regarding collaboration with community agencies and partners are collected from Program Directors on an annual basis.

Instruments used to collect data include parent surveys, teacher surveys, student surveys, and staff surveys. Copies of surveys unique to this program are provided in the appendix, attached. In conjunction with the evaluation team, the program staff and Site Coordinators facilitated the survey data collection process. Surveys were conducted once this year, as the program started

halfway through the school year. In the upcoming year, students and staff will participate in both pre and post-test surveys.

Part III. Program Implementation

III.A. Students Served
Recruitment and Retention of Students

As this was the first year this grant was in operation, students were recruited by their teachers. Teachers 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 play both indoors and outdoors, 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 Total Students Served	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	38				
a) Number of students attending fewer than 30 days	2				
b) Number of students attending 30 days or more	36				
c) Number of students attending 30-59 days	36				
d) Number of students attending 60-89 days	0				
e) Number of students attending 90+ days	0				

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

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

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

Greenman Elementary School Enrollment

Greenman Students Total Students Served	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	65				
a) Number of students attending fewer than 30 days	17				
b) Number of students attending 30 days or more	48				
c) Number of students attending 30-59 days	48				
d) Number of students attending 60-89 days	0				
e) Number of students attending 90+ days	0				

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

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

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

Herget Middle School Enrollment

Herget Students Total Students Served	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	39				
a) Number of students attending fewer than 30 days	24				
b) Number of students attending 30 days or more	15				
c) Number of students attending 30-59 days	15				
d) Number of students attending 60-89 days	0				
e) Number of students attending 90+ days	0				

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

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

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

Hill Elementary School Enrollment

Hill Students Total Students Served	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	83				
a) Number of students attending fewer than 30 days	24				
b) Number of students attending 30 days or more	59				
c) Number of students attending 30-59 days	59				
d) Number of students attending 60-89 days	0				
e) Number of students attending 90+ days	0				

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

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

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

McCleery Elementary School Enrollment

McCleery Students Total Students Served	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	76				
a) Number of students attending fewer than 30 days	26				
b) Number of students attending 30 days or more	50				
c) Number of students attending 30-59 days	50				
d) Number of students attending 60-89 days	0				
e) Number of students attending 90+ days	0				

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

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

McCleery Students served in both school year and summer	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0				
a) Number of students attending fewer than 30 days	0				
b) Number of students attending 30 days or more	0				
c) Number of students attending 30-59 days	0				
d) Number of students attending 60-89 days	0				
e) Number of students attending 90+ days	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				
Male	1				
Female	1				
GRADE					
PK	0				
K	0				
1	2				
2	0				
3	0				
4	0				
5	0				
6	0				
7	0				
8	0				
9	0				
10	0				
11	0				
12	0				
Racial/Ethnic Group					
American Indian/Alaska Native	0				
Asian/Pacific Islander	0				
Black or African American	0				
Hispanic or Latino	1				
White	1				
Other/Do not Know	0				
Limited English Proficiency/ELL					
Yes	0				
Disability Status/IEP					
Yes	0				
Free or Reduced Lunch					
Yes	0				

Freeman Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	36				
Male	20				
Female	16				
GRADE					
PK	0				
K	0				

Freeman Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
1	7				
2	8				
3	7				
4	8				
5	6				
6	0				
7	0				
8	0				
9	0				
10	0				
11	0				
12	0				
Racial/Ethnic Group					
American Indian/Alaska Native	0				
Asian/Pacific Islander	0				
Black or African American	6				
Hispanic or Latino	16				
White	8				
Other	6				
Limited English Proficient/ELL					
Yes	3				
Disability Status/IEP					
Yes	4				
Free or Reduced-Fee Meals					
Yes	32				

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				
Male	12				
Female	5				
GRADE					
PK	0				
K	0				
1	2				
2	2				
3	4				
4	3				
5	6				
6	0				
7	0				
8	0				

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

Greenman Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	48				
Male	25				
Female	23				
GRADE					
PK	0				
K	0				
1	10				
2	13				
3	9				
4	11				
5	5				
6	0				
7	0				
8	0				
9	0				
10	0				
11	0				
12	0				
Racial/Ethnic Group					
American Indian/Alaska Native	0				
Asian/Pacific Islander	1				
Black or African American	8				
Hispanic or Latino	29				
White	10				

Greenman Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Other/Do not Know	0				
Limited English Proficient/ELL					
Yes	10				
Disability Status/IEP					
Yes	3				
Free or Reduced Lunch					
Yes	48				

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				
Male	13				
Female	11				
GRADE					
PK	0				
K	0				
1	0				
2	0				
3	0				
4	0				
5	0				
6	12				
7	5				
8	7				
9	0				
10	0				
11	0				
12	0				
Racial/Ethnic Group					
American Indian/Alaska Native	0				
Asian/Pacific Islander	0				
Black or African American	7				
Hispanic or Latino	17				
White	0				
Other	0				
Limited English Proficient/ELL					
Yes	8				
Disability Status/IEP					
Yes	6				
Free or Reduced Lunch					
Yes	22				

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

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				
Male	8				
Female	16				
GRADE					
PK	0				
K	0				
1	3				

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

Hill Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	59				
Male	33				
Female	26				
GRADE					
PK	0				
K	0				
1	17				
2	16				
3	8				
4	3				
5	15				
6	0				
7	0				
8	0				
9	0				
10	0				

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

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				
Male	16				
Female	10				
GRADE					
PK	0				
K	0				
1	5				
2	5				
3	2				
4	5				
5	9				
6	0				
7	0				
8	0				
9	0				
10	0				
11	0				
12	0				
Racial/Ethnic Group					
American Indian/Alaska Native	0				
Asian/Pacific Islander	2				
Black or African American	5				
Hispanic or Latino	14				
White	0				
Other/Do not Know	5				

McCleery Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Limited English Proficiency/ELL					
Yes	4				
Disability Status/IEP					
Yes	6				
Free or Reduced Lunch					
Yes	25				

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

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				
a) ADA for Summer Program	N/A				
b) ADA for Afterschool Program	27.98				
c) ADA for Before School Program	N/A				
d) ADA for weekend/holiday Program	N/A				

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

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

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

McCleery ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Overall Average Daily Attendance	50.1				
a) ADA for Summer Program	N/A				
b) ADA for Afterschool Program	50.1				
c) ADA for Before School Program	N/A				
d) ADA for weekend/holiday Program	N/A				

Family Participation

Several programs were made available to family members of program participants. In addition to parent shadowing events, Breaking Free Inc. held Nurturing Parent workshops for families. Overall, 20.5% of participating students had at least one family member attend a family event.

Breaking Free Inc. offered six-week parent workshops at Freeman and Hill elementary schools. The Nurturing Parent program aims to empower parents to increase school and community engagement and helps families establish new patterns of parenting. 30 families attended at Freeman and 30 families attended the Nurturing Parent program at Hill.

Parent shadowing events were held at all five program sites. Parents of program participants were invited to shadow the students during the program and learn more about program activities and resources. Three families attended these events at Herget (7.6% of families), 12 at Greenman (24%), 13 individuals attended at Freeman (34%), and 17 each attended at Hill (20%) and McCleery (22%).

Provider Activities

The Fox Valley Park District offered recreational activities for students at participating sites. Recreational activities, including an art program and drama programming, were held three hours per week over six weeks at Greenman, Freeman, Hill, and at McCleery. A ten-week program with 1.5 hours of instruction was held at Herget Middle School. Programming at Herget provided students with art and recreational activities and a cooking and nutrition program including field trips to the Prisco Community Center where students had the opportunity to make healthy snacks.

Aurora University offered the Science, Technology, Engineering, and Math (STEM) program for 12 weeks at Herget Middle School. 20 children participated in the STEM program. This program delivered active-learning content in health sciences (one session was provided by the Aurora University School of Nursing). Units of study were developed by curricular experts specifically to maximize student engagement with hands-on activities while promoting knowledge, enhanced comfort, and interest in mathematics and science. The program aims to increase student understanding in these areas and to create a positive experience with the curriculum in order to have an improved attitudes toward studying and pursuing STEM related college and career paths.

The Aurora Police Department had officers meet with students at each of the participating elementary schools to discuss neighborhood safety.

The Science and Technology Hands On Museum (Sci-Tech) partnered with the elementary schools to provide on-site STEM workshops with hands-on math and science activities. Freeman had 36 students participate, Greenman had 48, Hill had 59, and McCleery had 76 students participate in Sci-Tech workshops. Additionally, each of the sites took a field trip to the interactive Sci-Tech Museum. Freeman had 34 students attend the field trip while Greenman had 56, Hill had 62, and McCleery had 60 attend.

Triple Threat provided the SPARQ Fitness program that was 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.

Breaking Free Inc.'s Second Step and Too Good for Drugs programs were offered for ten weeks and served an average of 16 fourth and fifth grade students at both Hill and Freeman Elementary schools. The programs' curricula use role-playing and activities to increase students' understanding of empathy, emotions, and conflict resolution. Additional lesson topics included problem solving, anger management, and drug and violence prevention education.

Summary
Data
The number of enrolled students varied significantly by site. Freeman Elementary School and Herget Middle School had the lowest rates of enrollment with 38 and 39 students respectively. The other three sites had higher rates of student enrollment with Greenman enrolling 65 students, Hill having 83 enrolled students, and McCleery enrolling 76 participants. These three sites have held after-school programs in the past. Higher rates of enrollment at these sites may be due in part to families having previous knowledge of and experience with after-school programs. Advertisement at these sites may not have been as critical to student recruitment as at schools without a history of extra-curricular programming.

The average number of attendees on a given day was relatively consistent across sites with an average of 64% of enrollees attending on a given day. Herget had a relatively lower rate of average attendance (44.7%) when compared to the other schools' that had a range of 65% to 73.6% of participants attending on a given day.

Students at each site attended approximately 33 days. Freeman had 94% of participants attend 30 days or more, Greenman had 73%, Hill had 71%, McCleery had 65%, while Herget Middle School had 38% of students attend 30 days or more.

Family events were held at all program sites during this partial year of implementation. Overall, the grant had 20% of family representatives attend parent programming consisting of the Nurturing Parent program and parent shadowing events.

Challenges
The 21CCLC after-school program started mid-way through the school year, shortly after winter break, which left little time for staff to advertise and recruit participants. Families that already established childcare or employment routines may have elected not to enroll their students if they were unable to provide transportation or supervision upon program dismissal. Additionally, many families may have unaware of the program, the expectations for participation, and the benefits of participating.

The middle school had relatively lower rates of student attendance. 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.

Program Improvement

Next year, recruitment efforts should focus on increasing enrollment and improving program attendance among participants. Efforts should be made to advertise and communicate program details and expectations, the benefits of participation, and planned family and parent events early in the year. Students identified as at-risk should be given priority for enrollment. Students that previously participated should be sought out to re-enroll.

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 possible reasons for non-attendance, areas in which the program may improve, to determine strengths of the program and high-interest or engaging activities that protect against non-attendance or attrition. Determining reasons for absences may help staff structure the program in order to improve program attendance by, for example, allowing students to continue to attend the program on days not conflicting with other recreational or academic events. Attendance may also be improved by increasing student investment in the program through establishing strong interpersonal relationships between students and staff and assigning responsibilities, jobs, or tasks within the program to increase accountability, a sense of belonging, and confidence. Students missing multiple days should be identified for mentoring, high interest activities, or other interventions.

Program sites with a lower rate of parents in attendance at family events should minimize barriers to attendance by providing programming aligned with community interests, offering childcare, reducing transportation barriers, offering multiple dates or times of events, and eliminating language barriers as much as possible. Staff should consider combining initial parent events with other school activities or providing incentives for attendance in order to increase family comfort levels and motivation to attend.

Sites may want to investigate partnering with school staff in order to expand the programming offered to students. Partnering with district certified school social workers to provide social skills training would allow instruction, provided by highly qualified staff, to reach more students and may positively affect behavior, self-esteem, and interpersonal relationships.

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. No summer sessions were held during summer 2014.

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				
Typical Number of Days per Week	4				
Typical Number of Hours per Week	12				
Days in the Week in Session	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 adhered to, 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 Staffing

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

Freeman Staffing Ratio
Given an estimated average daily enrollment of 27.98 (see Average Daily Attendance), the approximate staffing ratio is 1 staff member to 4 students.

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

Greenman Staffing

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

Greenman Staffing Ratio
Given an estimated average daily enrollment of 43.33 (see Average Daily Attendance), the approximate staffing ratio is 1 staff member to 6 students.

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

Herget Staffing

Designation	First Year	Second Year	Third Year	Fourth Year	Fifth Year
School-day teachers (including former and substitute)	2				
Center administrators and coordinators	0				
Youth development workers and other non-school-day staff, college degree or higher	0				
Other nonteaching school-day staff (e.g. librarians, guidance counselors, aides)	6				
Parents	0				

College students	3				
High school students	0				
Other community members (e.g. business mentors, senior citizens, clergy)	0				
Other non-school-day staff, some or no college	0				
Total	11				

Herget Staffing Ratio

Given an estimated average daily enrollment of 17.45 (see Average Daily Attendance), the approximate staffing ratio is 1 staff member to 2 students.

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

Hill Staffing

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

Hill Staffing Ratio

Given an estimated average daily enrollment of 59.7 (see Average Daily Attendance), the approximate staffing ratio is 1 staff member to 6 students.

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

McCleery Staffing

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

McCleery Staffing Ratio
Given an estimated average daily enrollment of 50.1 (see Average Daily Attendance), the approximate staffing ratio is 1 staff member to 6 students.

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

Staff Training
Staff training included an orientation presentation regarding 21st CCLC programming and grant requirements. All adult staff members attended this program orientation, a mandated reporting training provided by ISBE, and professional development on Guided Reading provided by the West Aurora School District 129 Curriculum Coordinator. Youth staff attended a leadership and mentoring training provided by the CIS and the grant Project Director. The Project Director attended the ISBE Winter and Spring 21st CCLC Conferences, ISBE's training on At-Risk Elementary Schools, and attended the 21st CCLC Family Engagement Workshop provided by ISBE and SEDL as did the program's Parent Liaison. Site Coordinators received booster training regarding evaluation procedures and programmatic support at Leadership Advisory Meetings, discussed below.

Freeman Training	Topic	Duration/hours	# Attending	Provider
Training Opportunity	Program Orientation	2	All staff (7/7)	CIS, Project Director
	Mandated Reporting	1.25	All staff (7/7)	ISBE
	Leadership/Mentoring Training	2	Youth Staff (3/3)	CIS
	Guided Reading	1	2	West Aurora SD 129

Greenman Training	Topic	Duration/hours	# Attending	Provider
Training Opportunity	Program Orientation	2	All staff (6/6)	CIS, Project Director
	Mandated Reporting	1.25	All staff (6/6)	ISBE
	Leadership/Mentoring Training	2	Youth Staff (2/2)	CIS
	Guided Reading	1	4	West Aurora SD 129

Herget Training	Topic	Duration/hours	# Attending	Provider
Training Opportunity	Program Orientation	2	All staff (8/8)	CIS, Project Director
	Mandated Reporting	1.25	All staff (8/8)	ISBE
	Leadership/Mentoring Training	2	Youth Staff (3/3)	CIS
	Guided Reading	1	3	West Aurora SD 129

Hill Training	Topic	Duration/hours	# Attending	Provider
Training Opportunity	Program Orientation	2	All staff (7/7)	CIS, Project Director
	Mandated Reporting	1.25	All staff (7/7)	ISBE
	Leadership/Mentoring Training	2	Youth Staff (3/3)	CIS
	Guided Reading	1	2	West Aurora SD 129

McCleery Training	Topic	Duration/hours	# Attending	Provider
Training Opportunity	Program Orientation	2	All staff (7/7)	CIS, Project Director
	Mandated Reporting	1.25	All staff (7/7)	ISBE
	Leadership/Mentoring Training	2	Youth Staff (2/2)	CIS
	Guided Reading	1	5	West Aurora SD 129

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 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 that meets several times during the program to provide support and guidance to Site Coordinators on various topics related to program implementation and evaluation. A Parent Liaison conducts family outreach. Evaluation services are provided by Aurora University's School of Social Work.

Summary
Data
In terms of staff hiring, development, and retention, the programs appeared 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 6 students, which allows for increased attention to student needs and relationship building opportunities. There was no staff turnover among adult staff at any site.

All staff attended at least two required trainings and professional development opportunities in reading during this partial year of implementation.

Challenges
One site had difficulty recruiting and hiring a Site Coordinator that was available on a regular and consistent basis. At that particular site, this role was split between two staff members; one of whom was employed at the site and another that was employed in a different school within the district. This shared role resulted in some miscommunication and occasional oversights that did not occur at the where a single Site Coordinator was responsible for program management.

Program Improvement
In order to improve communication and management, it is recommended to employ a single Site Coordinator at each site.

The current practices of hiring and training staff well in advance of program implementation and providing ongoing trainings to provide programmatic support should continue. Holding site coordinator meetings will increase communication and support for staff.

Training opportunities should expand to areas identified as in-need of professional development based on staff surveys, including strategies for assisting students math, behavioral de-escalation, and conflict-resolution.

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) As the program has only run one academic year, data is not currently available to determine improvement of 10% AYP between the 2014-2015 and 2015 -2016 academic years. 2) A 10% increase in PARCC scores between 2014-2015 and 2015-2016 among students scoring lower than a 4 or 5 cannot be determined until the 15-16 PARCC assessments have been taken and data made available Data is not available to evaluate this goal. General recommendations to improve students' academic performance include having after-school program staff members help students prepare for testing, directly teaching study and organizational skills, communicating regularly with school day teachers to determine where students may require additional support. 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) 30.4% of grant students missing more than 5 days of school decreased their absence rate from quarter 1 to quarter 4, exceeding the 10% target and meeting this portion of the objective. Specifically, 23.53% decreased their rate of absences at Freeman, 59.09% at Greenman, 15.38% at Herget, 20.83% at Hill, and 33.33% decreased their rate of absences between first and fourth quarter at McCleery.
	2) As the program only ran a portion of the year and only post-test surveys could be given, it was not possible to determine improvement in student survey scores in Engagement in Reading and Engagement in Math.
	3) 87.66% of students reported improved attitudes towards school as a result of participating in the program, exceeding the 80% target. Specifically, 81.8% at Freeman, 94.1% at Greenman, 82.4% at Herget, 100% at Hill, and 80% at McCleery report improved attitudes towards school.
	4) 100% of students were retained and/or promoted between grades.
	5) As the program only ran a portion of the year and only post-test surveys were given, it was not possible to determine increases in the number or diversity of career options identified as of interest.
	Based on available data, this goal was met.
	Recommendations include identifying students with increased rates of absences, disciplinary infractions, or low levels of engagement for mentoring or intervention. Both pre- and post-test assessments will be implemented, as the program will run the full course of the school year.
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) Data regarding SEL improvement is not available, as the program did not run a full year and only post-test data was collected this year. 2) An average of 97.9% of students were reported to have reduced the number of disciplinary events between first and second semester, exceeding the 80% target. Freeman, Greenman, Hill and McCleery had 100% maintain/reduce and Herget had 89.74%. 3) Drug use assessments were not conducted for any elementary school-aged children. 4) Teachers will report that an average of 61.56% of students either did not need to improve behavior or improved behavior while in the program, not meeting the 80% target. Teachers reported 83.3% at Freeman, 65.6% at Greenman, 25% at Herget, 59.3% at Hill, and 74.6% at McCleery improved or didn't need to improve behavior. Based on available data, this goal was partially met. Recommendations include identifying students with multiple disciplinary infractions, those that are socially isolated or that don't appear to have a strong relationship with at least one staff member for mentoring or intervention. Staff should establish, teach, and reinforce clear and positively stated expectations for behavior and, as appropriate, incentivize pro-social behavior.
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) 20% of enrolled students had a family member attend an event, exceeding the 10% target. Family events were held at all program sites during this partial year of implementation. The Nurturing Parent Program was attended by 30 individuals at Freeman and 30 at Hill. The Parent Shadowing events had 34% of participating families attend at Freeman, 24% at Greenman, 20% at Hill, 22% at McCleery and 7.6% attend at Herget. 2) Family events were held quarterly during the implementation of this program. Based on available data, this goal was met. Recommendations for the upcoming year include offering at least one family event a quarter to family members at all program sites. Sites with a lower rate of attendees, such as Herget, should seek to examine barriers to attendance such as interest level, childcare, transportation, time and dates of events, and language barriers in order to increase parent attendance and involvement. Staff should consider combining initial parent events with other school activities and/or provide incentives for attendance in order to increase the comfort level and motivation to attend.
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 with a school average of 52% of low-income students had 84% of its participants qualify as low income. Greenman had a school average of 89% and had 95% participants qualify, Herget had a school average of 53% and 95% of its participants qualify, Hill had a school average of 87% and a participant rate of 97% qualifying as low-income, and McCleery had a school average of 88% low-income and 98.6% of its program participants qualified as low-income. 2) The average test scores, grades, and promotion rates of participants will be lower than those of students in the school on average, but this cannot be evaluated as PARCC data is not yet available. 3) and 4) Schools initially appeared on the improvement academic status/ lowest-achieving schools lists per grant requirements. Data is not available to evaluate each sub-goal within this objective. 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) 40% of staff indicated they were satisfied with professional development and other program opportunities, not meeting the 90% target.

	This goal was partially met. It is of note that opportunities for professional development were limited as this program only ran a portion of the year. Recommendations include expanding professional development opportunities to areas of interest to staff based on staff survey results, including math strategies, behavioral de-escalation, and conflict-resolution. Meetings with site coordinators will increase communication and provide opportunities for support.
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: As this is the first year of this grant, all partnerships are new. There were no changes in collaborator roles or responsibilities. 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 are to continue to develop and expand existing partnerships. 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 are documented.

Implementation and tracking	WASD 129 collected and retained letters of commitment with all subcontractors and in-kind partners, were records of any 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: **$4,000** • Estimated in-kind monetary value: **$0** **Contributions:** Recreational Activities **Sites:** Freeman, Greenman, Herget, Hill, McCleery	**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
AU STEM, Subcontractor • Estimated monetary contributions made by partner: **$0** • Estimated value of subcontract held by partner: **$16,000** • Estimated in-kind monetary value: **$0** • **Contributions:** STEM curriculum instruction, activities **Sites:** Herget	**AU Nursing,** In-Kind •Estimated monetary contributions made by partner: **$0** •Estimated value of subcontract held by partner: **$0** •Estimated in-kind monetary value: **$50** based on staffing, time, transportation **Contributions:** STEM-related programming/activity Services **Sites:** Herget
Aurora Police Department, In-Kind • Estimated monetary contributions made by partner: **$0** • Estimated value of subcontract held by partner: **$0** • Estimated in-kind monetary value: **$50** based on staffing, time, transportation **Contributions:** neighborhood safety workshop **Sites:** Freeman, Greenman, Hill, McCleery	**Sci-Tech,** Subcontractor • Estimated monetary contributions made by partner: **$0** • Estimated value of subcontract held by partner: **$670** • Estimated in-kind monetary value: **$0** **Contributions:** Workshops and field trip **Sites:** Freeman, Greenman, Hill, McCleery
Triple Threat, Subcontractor • Estimated monetary contributions made by partner: **$0** • Estimated value of subcontract held by partner: **$4,800** • Estimated in-kind monetary value: **$0** **Contributions:** SPARQ Fitness, sports, nutrition, mentoring **Sites:** Freeman, Greenman, Herget, Hill, McCleery	**Breaking Free, Inc.,** Subcontractor • Estimated monetary contributions made by partner: **$0** • Estimated value of subcontract held by partner: **$14,000** • Estimated in-kind monetary value: **$0** **Contributions:** Nurturing Parent workshops, Too Good for Drugs, Second Step for students **Sites:** Freeman, Hill

Additional Findings:

In addition to administrative data concerning grades, 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 and 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. The most optimal implementation of these surveys is as both pre-test and post-test, however only post-tests were given as this program did not run the full academic year. Pre-tests and post-tests will be used in the upcoming year 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 regarding what the staff are like, 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.

Based on youth survey results, specific recommendations include:
- Staff should teach and reinforce pro-social behavior to support social relationships.
- Staff should incorporate lessons on problem-solving and study skills and reinforce effort and persistence over outcome in order to develop students' confidence and academic engagement.
- The staff is encouraged to incorporate STEM activities and provide additional support or activities in reading.

Qualitative Analysis of Youth Survey
Students were asked questions about their experiences in the program. While the students were able to identify many components that they enjoyed, the most common responses were helping other kids, being with friends, homework time, sports/gym, and art. The students also made a number of positive comments about the program later in the survey, indicating that youth in general are quite engaged in the program. The most common reasons for absences were being sick and family/private reasons. It is of note that several students wrote that they were never absent. At the middle school level one student indicated transportation issues were a reason for non-attendance while another cited conflict with other extracurricular activities. 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. Staff should assess which are feasible to incorporate and if possible, give the students a choice in the activities they participate in. 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, including about math, how to complete their homework (homework help), art, science, and sports. Staff should review the list to come up with ideas for future sessions and lessons.

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.
- As transportation and conflicts with other activities were listed as reasons for non-attendance, staff should consider allowing students to remain in the program when involved in extra-curricular activities and allow them to attend programming before or after other events, when possible.
- Staff should increase the frequency of hands-on academic activities offered in the areas of science, math, and reading.

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. As this program was implemented for a portion of the year, only post-tests were given. In the upcoming year, both pre- and post-test assessments will be given to determine if there in an increase in the number and diversity of career options listed.

On average, students at the elementary schools listed the most career choices while students at the middle school listed the least, indicating a need for more strategic career training or a need to increase engagement in this student group. Students at the elementary schools listed and preferred career options that were most accessible or 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 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.
- In future assessments, staff may want to consider assisting younger students or pairing them with older peers to complete this survey.

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 the students were assessed in 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.

According to staff, most students were considered "at or above" the expected performance level in the following areas: 1B- Recognizing personal qualities and external supports, 1C- Using

skills to achieve personal and academic goals, and 2A- Recognizing feelings and perspectives of others. The areas with the most room for growth were: 2B- Recognizing individual and group similarities and differences, 3B- Applying decision-making skills to deal with academic and social situations, and 3C- Contributing to the well-being of school and community.

Based on SEL survey results, specific recommendations include:

- Staff should continue to reinforce pro-social behavior and teach and model emotional awareness in order to increase students' understanding of and ability to recognize feelings.
- Staff at each site should assess students in light of their individual performance.
- Staff should consider implementing curricula that directly teaches decision-making and problem-solving skills.
- Staff should increase opportunities for student involvement and collaboration through team building activities, clubs or team sports, as feasible.

Teacher Survey

Teachers of participating students completed a survey assessing student improvement in several areas. 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 the Attending Class Regularly and Behaving Well in Class, and Getting along Well with Others categories. Relatively less improvement was noted in the areas of Volunteering, Being Attentive in Class and, at some sites, Turning in Homework.

Based on teacher survey results, specific recommendations include:

- Staff should communicate with school day teachers regarding homework expectations and 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 programming or secure partnerships with school staff to teach social skills and behavioral expectations during program time and reinforce demonstrated pro-social behavior.
- Staff should implement an incentive program to encourage students to turn in homework on time and completed to teacher satisfaction.

Parent Survey

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. Questions ranged from inquiring about homework completion to parent involvement and satisfaction with the program. 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 90% of McCleery parents, 95% of Freeman parents, 95% of Hill parents, 96% of Greenman parents and 100% of Herget parents indicating they were satisfied or highly satisfied with the program. Parents also highly rated their satisfaction with how the program helps their child get homework done and that they feel the program provides a safe environment with constructive activities for their child.

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 their child enjoyed attending. 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 include: more homework help; more organized pick up procedures, more flexibility with missing days of the program, and providing transportation to child care.

Based on parent survey results, specific recommendations include:

- As transportation and flexibility regarding student absences were listed as potential areas for change, staff should consider allowing students to remain in the program when involved with extra-curricular activities or appointments and allow them to attend programming before or after other events or take care to clearly articulate attendance expectations prior to enrollment. At family events, staff may assist families in organizing carpooling or pick-up duties with others.
- Staff should increase communication with parents regarding transportation and pick up procedures and 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 based on survey results are discussed in previous sections of this report. As this was the first year of program implementation, there is no previous data from which to make comparisons or reflect on progress made.

Overall recommendations for program improvement include identifying at-risk students for mentoring, intervention, or activities to increase engagement and investment during program time; incentivizing at least one target area on a regular basis, based on site need (may include work completion, attendance, student improvement, effort, or academic performance); incentivizing attendance at and/or aligning family events based on community needs and interest in order to increase family involvement and participation; expanding social skills training in a range of topics provided by highly qualified staff (certified school social workers); providing professional development based on staff feedback, and continuing to refine current practices. Recommendations relative to specific objectives are included below.

Objective 1: As the program has only run one academic year, data is not available to determine improvement of 10% AYP between the 2014-2015 and 2015 -2016 academic years. Similarly, data is not available to determine 10% increase2 in PARCC scores between 2014-2015 and 2015-2016 among students scoring lower than a 4 or 5.

Data is not currently available to assess this objective. General recommendations to improve students' academic performance include having after-school program staff members help students prepare for testing, teach study and organizational skills, and communicate with school day teachers to determine areas where students may need additional support. Targeted assistance, which may include the activities mentioned above, is intended to help students quickly remediate shortfalls in order to prevent students from experiencing educational deficits that compound as the year progresses.

Objective 2: 20.4% of grant students missing more than 5 days of school decreased the absence rate from quarter 1 to quarter 4, exceeding the 10% target and meeting this goal. As the program only ran a portion of the year and only post-test surveys could be given, it was not possible to determine improvement in student survey scores in engagement in reading and math nor was it possible to determine increases in the number or diversity of career options students identified. 87.66% of students reported improved attitudes towards school as a result of participating in the program, exceeding the 80% target. All students were retained and/or promoted between grades.
Based on available data, this goal was met. Recommendations include identifying students with increased rates of absences, disciplinary infractions, or low levels of engagement for mentoring or intervention. Both pre- and post-test assessments will be implemented, as the program will run the full course of the school year.

Objective 3: Data regarding SEL improvement is not available as the program did not run all year and only post-tests were given. An average of 97.9% of students were reported to have reduced the number of disciplinary events between first and second semester, exceeding the 80% target. Drug use assessments were not conducted. Teachers reported that, overall, 65.56% of students either did not need to improve behavior or improved behavior while in the program, not meeting the 80% target.
Based on available data, this goal was partially met. Recommendations include identifying students with increased absences, disciplinary referrals, or low levels of engagement for mentoring and intervention. Staff should establish, teach, and reinforce clear, positively stated expectations for behavior and, as appropriate, incentivize pro-social behavior.

Objective 4: 20% of enrolled students had a family member attend an event, exceeding the 10% target. Family events were held at all program sites during each quarter of this partial year of implementation.
Based on available data, this goal was met. Recommendations for the upcoming year include offering at least one family event a quarter to family members at all program sites. Sites with a lower rate of attendees, such as Herget, should seek to examine barriers to attendance such as interest in topics of events, childcare, transportation, time and dates of events, and language barriers in order to increase parent attendance and involvement. Staff should consider combining initial parent events with other school activities or providing incentives for attendance in order to increase the comfort level and motivation to attend.

Objective 5: At all five sites, the percentage of students qualifying as low-income exceeded the percentage of low-income students in each school as a whole. The average test scores, grades,

and promotion rates of participants should be lower than those of students in the school on average, but this cannot be determined as PARCC data is not currently available. All schools initially appeared on the improvement academic status/ lowest-achieving schools lists per grant requirements.

Not enough data is available to evaluate each sub-goal within this objective. Based on available data, this objective was met. Recommendations include continuing current recruitment procedures that focus on identifying and supporting students in most need.

Objective 6: All adult staff participated in two or more professional development activities, meeting this portion of the goal. 40% of staff indicated they were satisfied with professional development and program opportunities, not meeting the 90% target.

This goal was partially met. It is of note that opportunities for professional development were limited as this program only ran a portion of the year. Professional development topics should include areas identified by staff. Based on staff feedback, areas in need of additional training include math strategies, behavioral de-escalation, and conflict-resolution. Meetings with site coordinators should be held on a regular basis to increase communication and support.

Objective 7: Community partners specified their intentions to sustain their contributions, as feasible, after the grant expires; indicating this goal was met. 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 2014-2015

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

Christina M. Bruhn, Ph.D.
Jessica Ortiz, M.S.W., Ed.M
Michelle Evans, M.S.W.
Threasa Kluever, B.S.W.

Youth Survey

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Freeman Elementary School Youth Survey

Figure 1 *At This Program, How do Kids Get Along?*
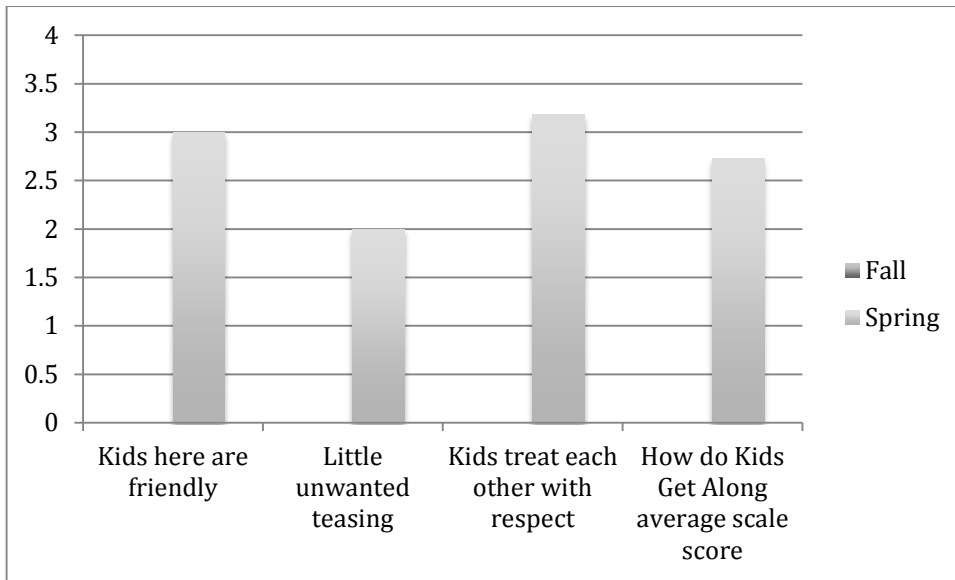
Figure 1 shows youth responses assessing how well kids get along at the after-school program on a scale from 1 to 4. The respondents reported they feel other students in the program are friendly, that participants treat each other with respect, and generally get along. Youth reported that some unwanted 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?*
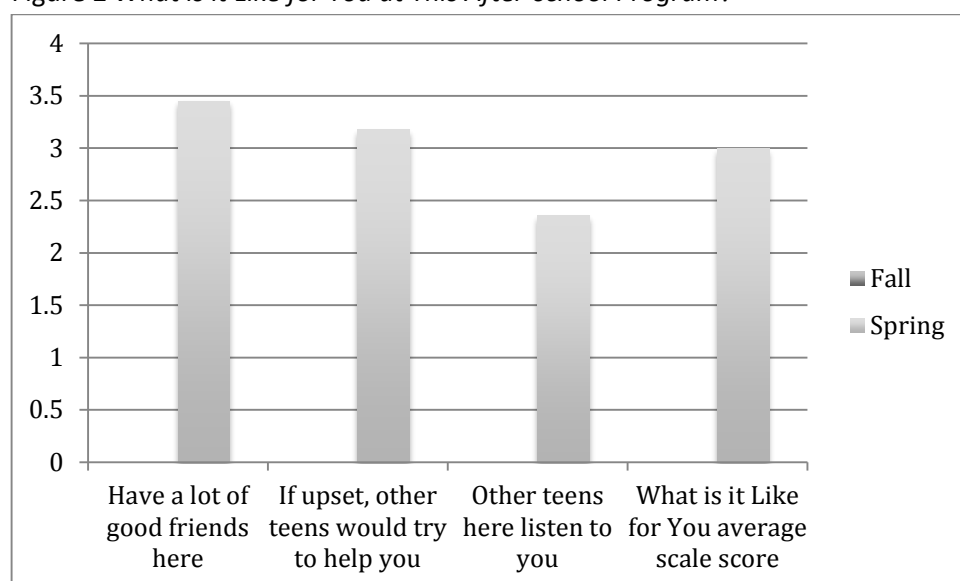
Figure 2 shows how youth perceive the after-school program. The results suggest that youth feel they have a significant number of good friends and that others are helpful in the program, but are less inclined to report that other youth listen to them. The suggestion would be to praise and reinforce the importance of youth listening to and helping one another.
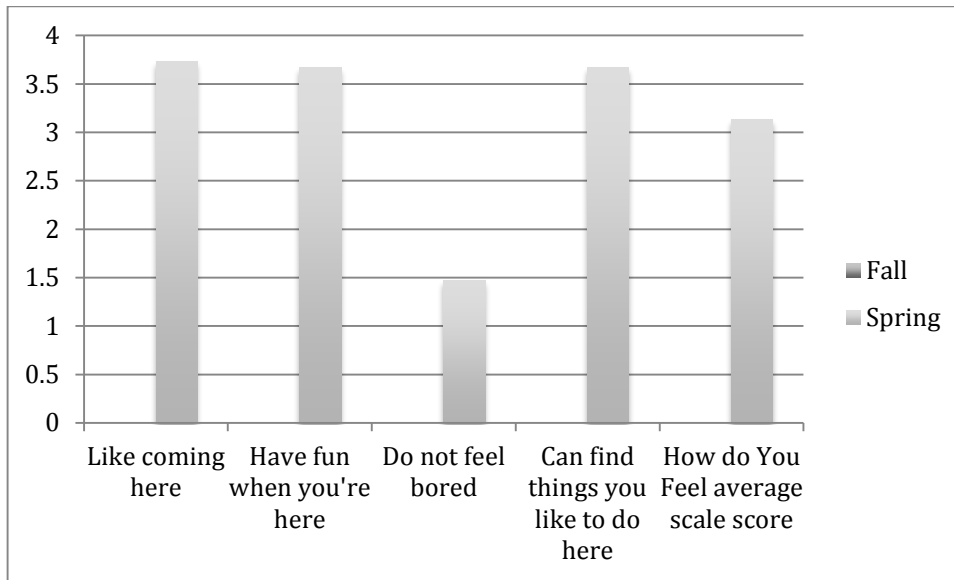
Figure 3 *At this After-school Program, How do you feel?*
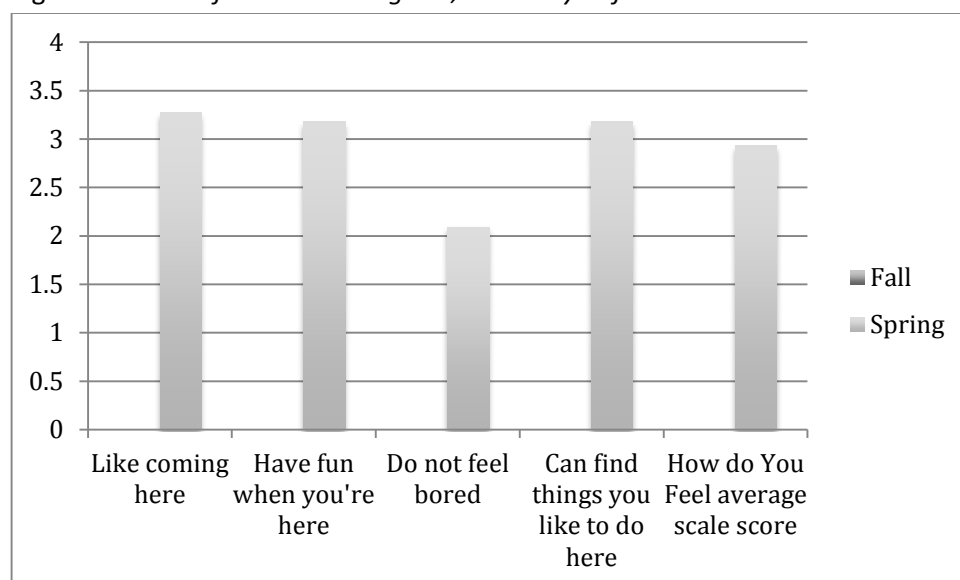
Figure 3 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, feel they have fun, and can find things they like to do. The responses to the question for feeling bored was moderate on a scale of 1 to 4 (This question 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 4 *When You are at this After-School Program and Not Doing Homework…*
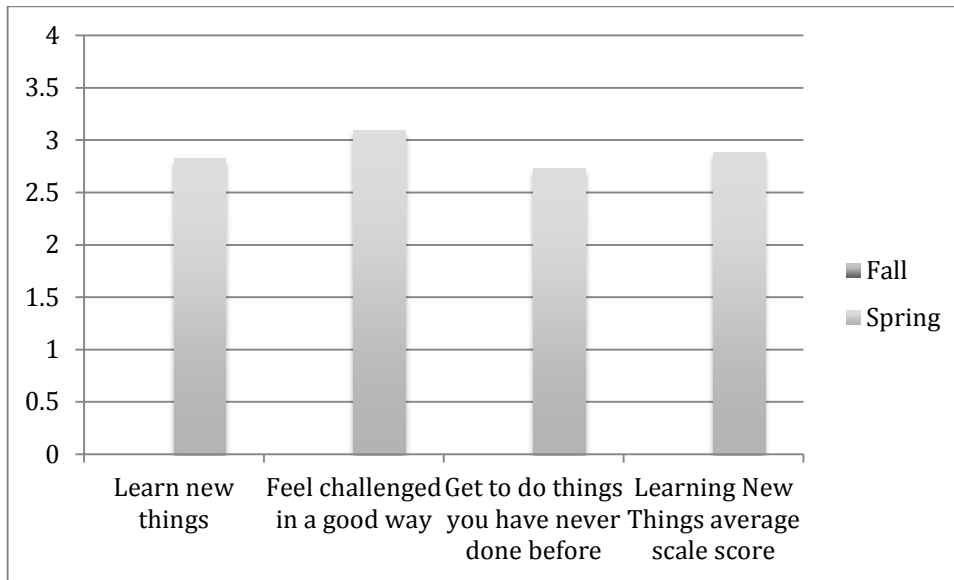
Figure 4 shows student assessment of learning new things in the after-school program. The responses show positive results for youth learning new things, feeling challenged in a good way, and getting to do things they have never done before. Suggestions based on these findings would be for staff to involve 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 5 *What the Teachers and Staff are Like at this After-school Program…*
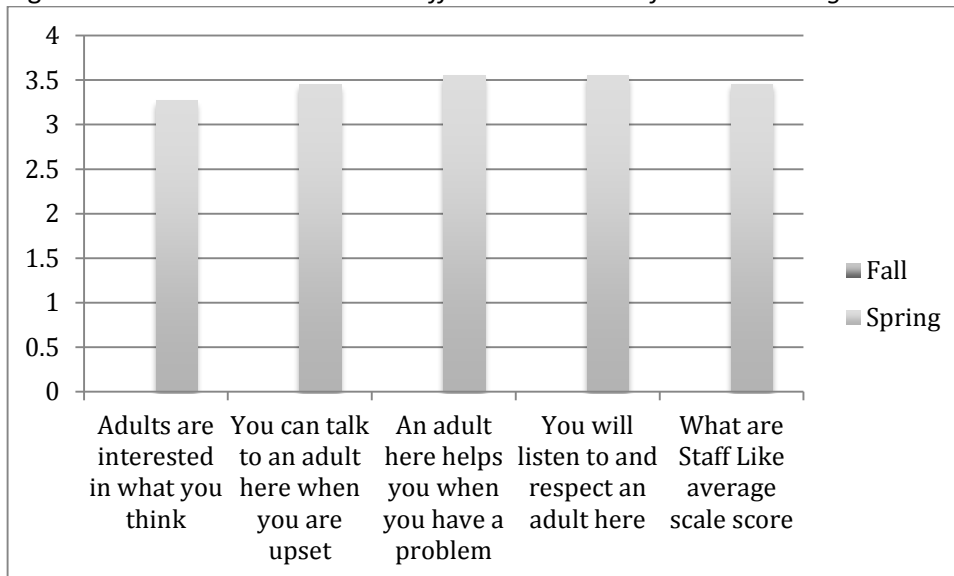
Figure 5 indicates students' perception of what staff are like at the after-school program is generally positive for interactions with adults in the program. A recommendation is for adults to spend time talking with students one-on-one, and increase the amount of interest they express about students' thoughts and ideas.
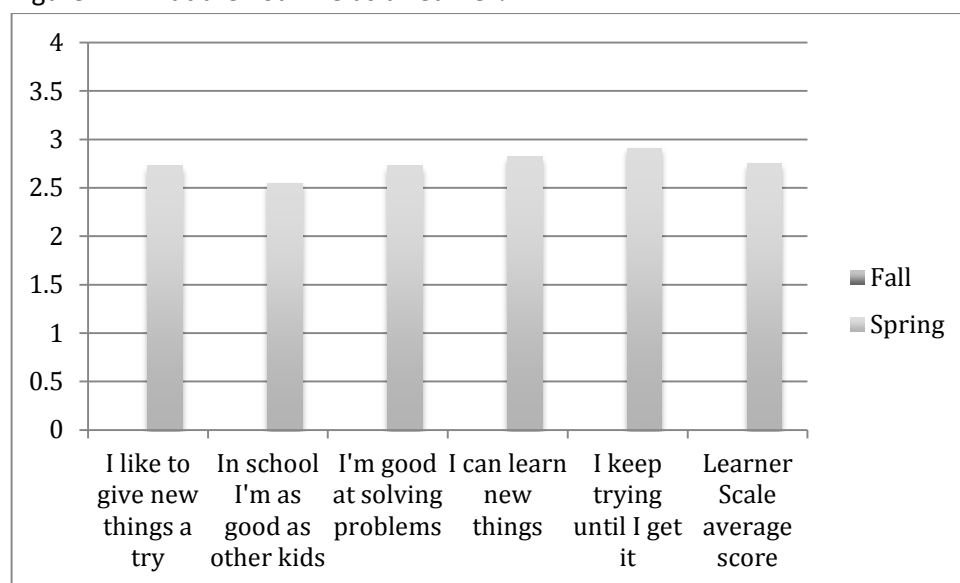
Figure 6 *What are You Like as a Learner?*
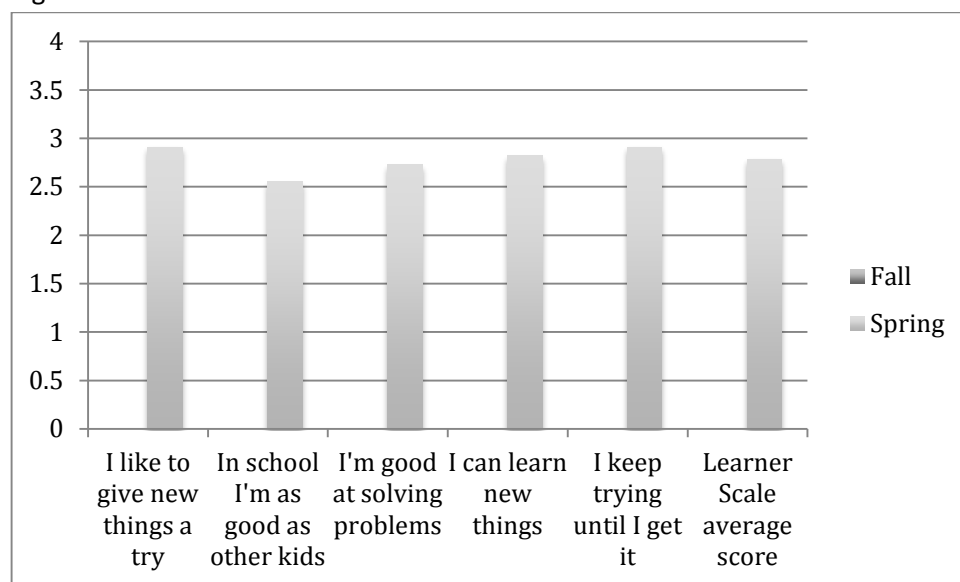
Figure 6 shows youth responses regarding their perception of themselves as learners. The results suggest that youth feel positive about themselves, with moderate self-rated scores for academic competence. Youth rated themselves the highest for "giving new things a try" and "trying until they I it" (2.9), but rated being "In school I'm as good as other kids" lowest (2.5). 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 7 *How do You Feel about Reading/Math/Science?*
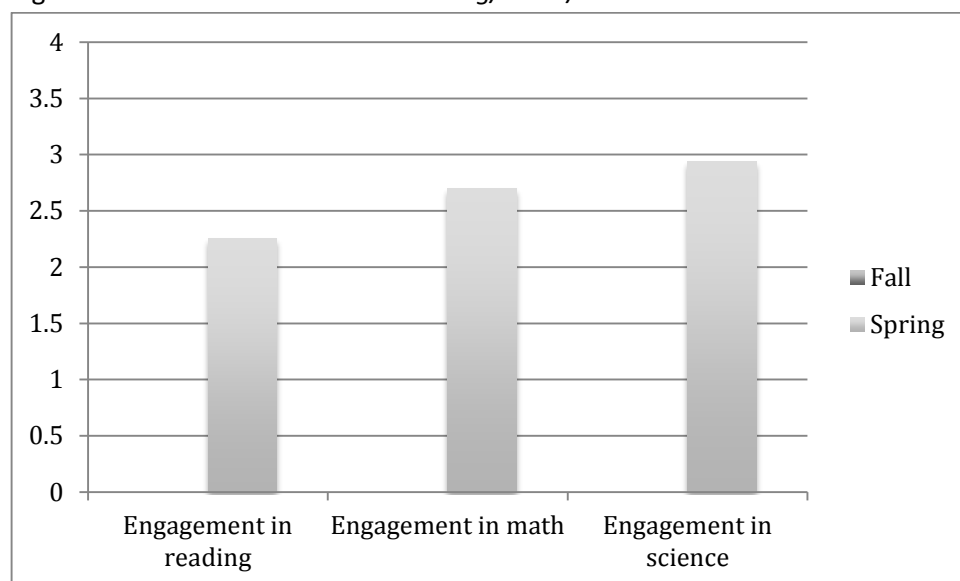
Figure 7 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes "I like to read at home during my free time; I enjoy reading when I'm at school; 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?*
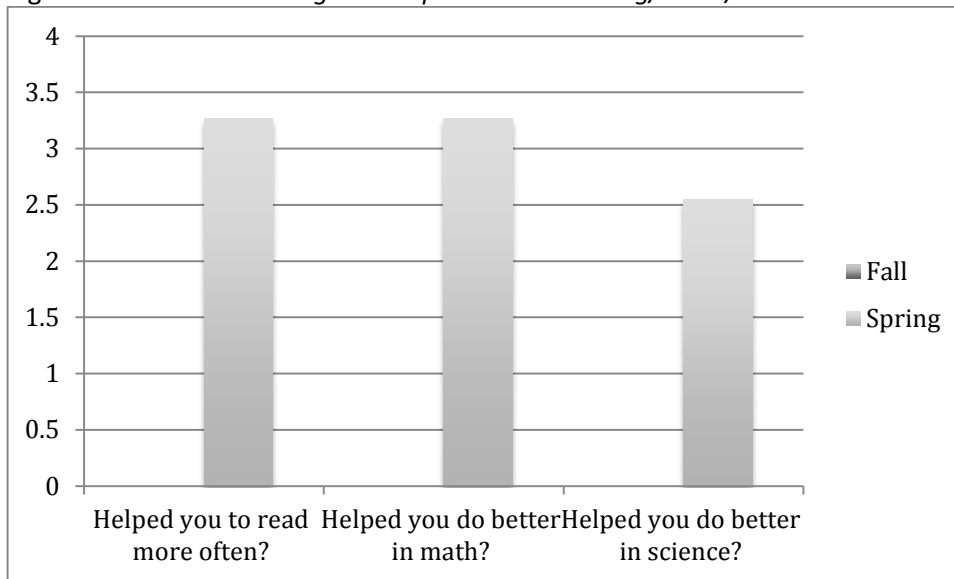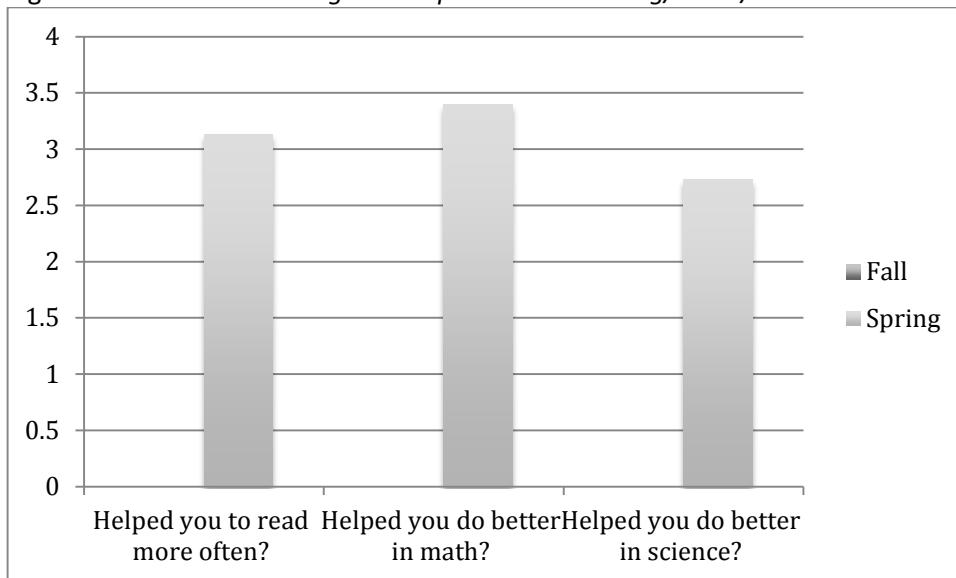

Figure 8 indicates that, overall, students felt the after-school program helped them with their subject material. They reported the program helped them slightly less with science than with reading and mathematics. The suggestion would be to drive increased interest by adding hands-on activities related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

Figure 9 *How has This Program Helped You Academically?*
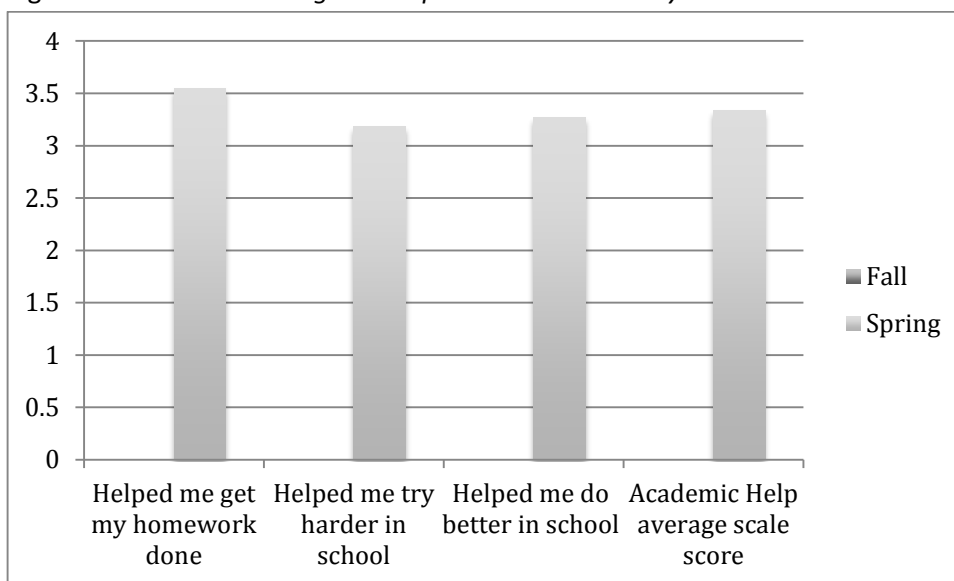
Figure 9 shows students assessment regarding how the after-school program helped them academically. Results show students were very likely to report the after-school program had helped them to complete their homework and to do better in school, but were less likely to report the program helped them try harder. The average rating for the total subscale was 3.33, 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.

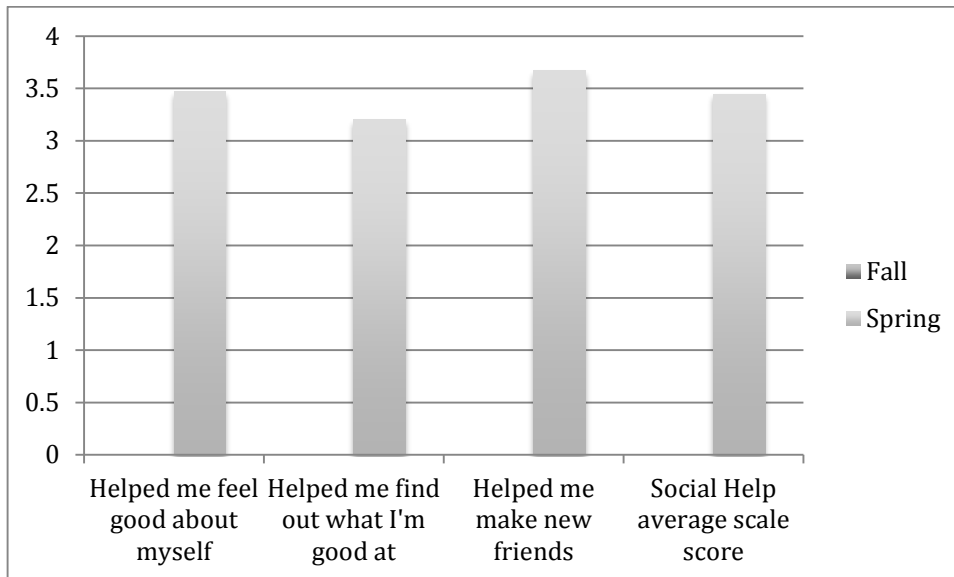Figure 10 *How Has This Program Helped You Socially?*
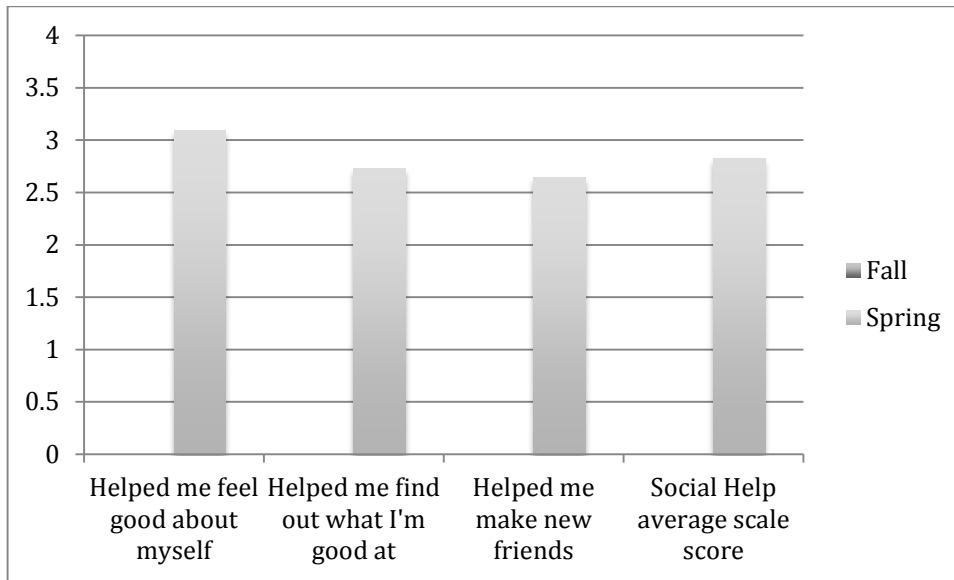
Figure 10 shows students' assessment of how the after-school program helped them socially. The graph suggests that students were likely to state that the after-school program helped them feel good about themselves, helped them find out what they were good at, and helped them to make new friends. The 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*
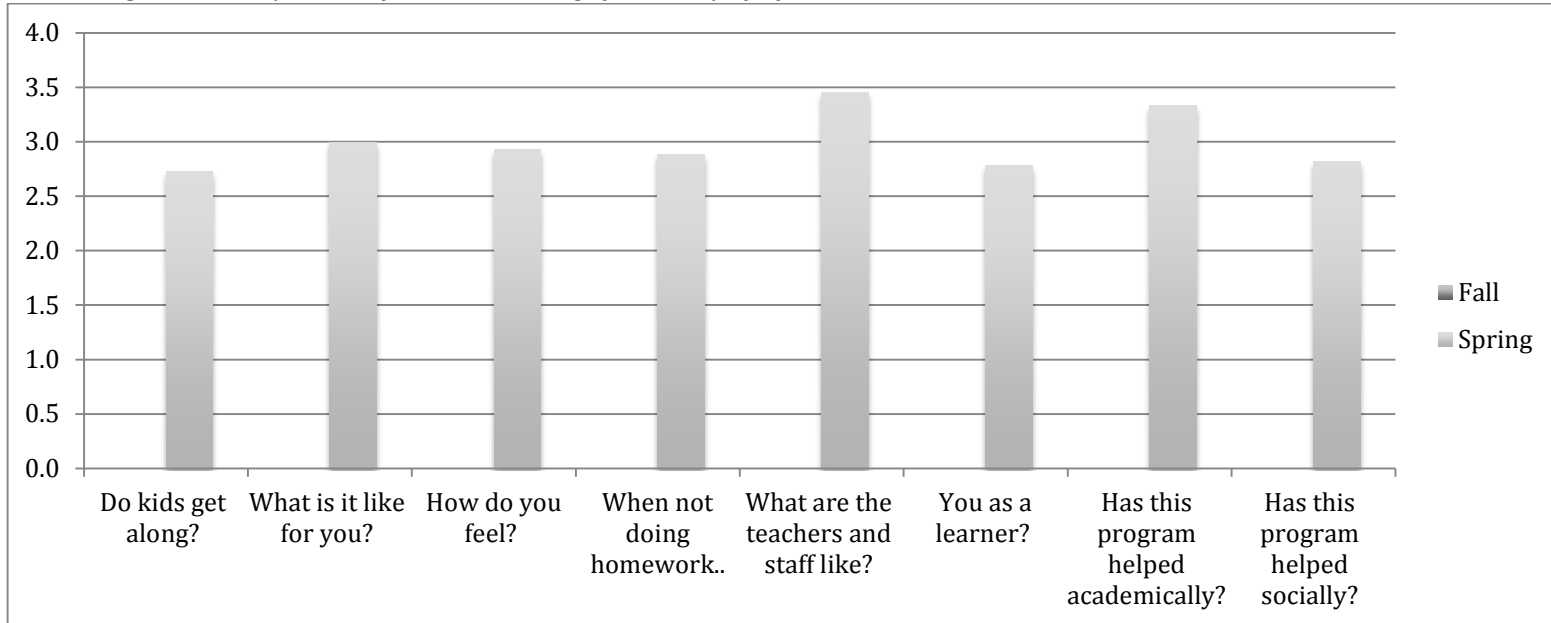
Figure 11 suggests a high level of student satisfaction with the program with all areas rated higher than 2.72. The program's relative strengths include youths' perceptions regarding what the staff are like (3.45) indicating that students feel connected to the program and staff, as well as how the program helps them academically (3.33). 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.

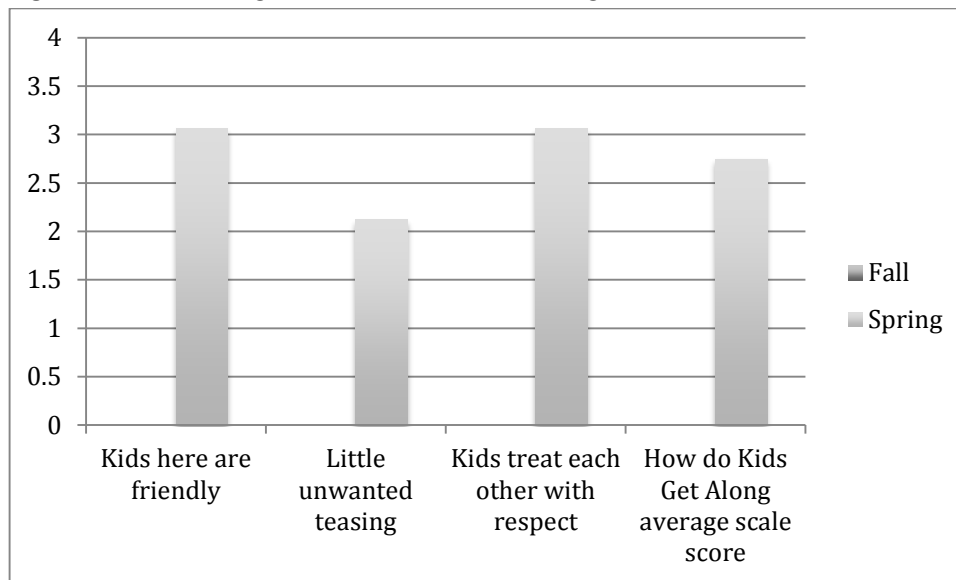**Greenman Elementary School Youth Survey**

Figure 12 *At This Program, How do Kids Get Along?*
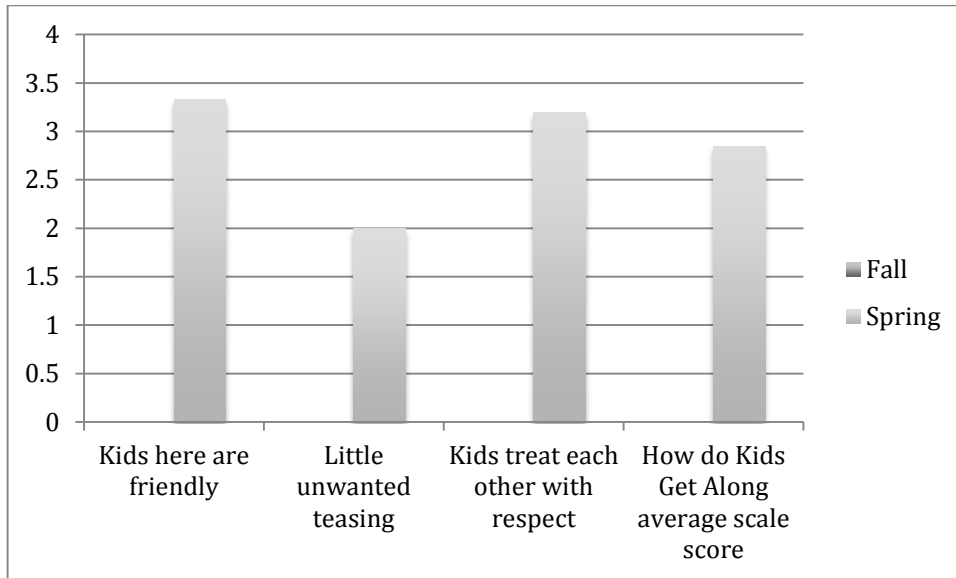
Figure 12 shows youth responses assessing how well kids get along at the after-school program. The respondents reported they feel other students in the program are friendly, that participants treat each other with respect, and generally they get along. Youth reported that some unwanted teasing took place 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.

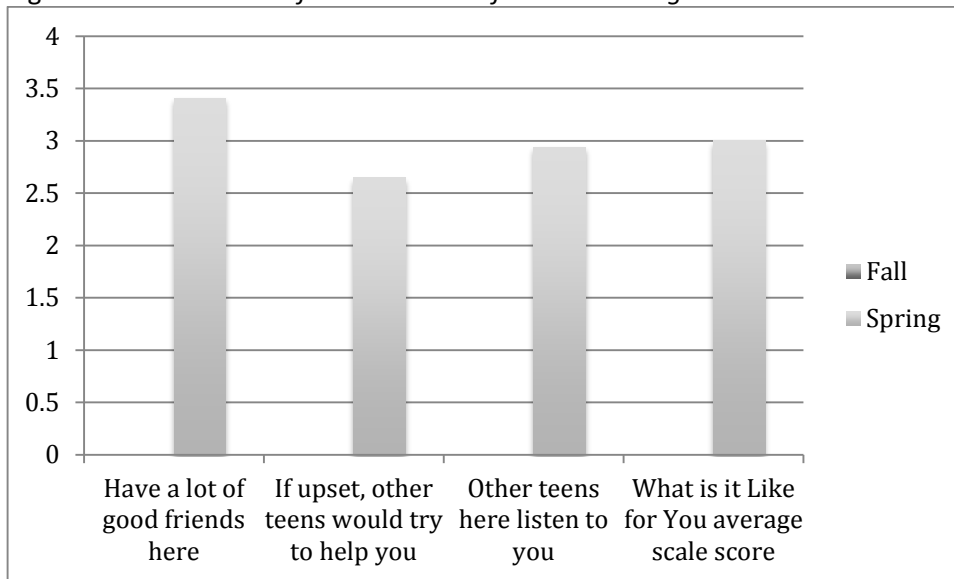Figure 13 *What is it Like for You at This After-school Program?*
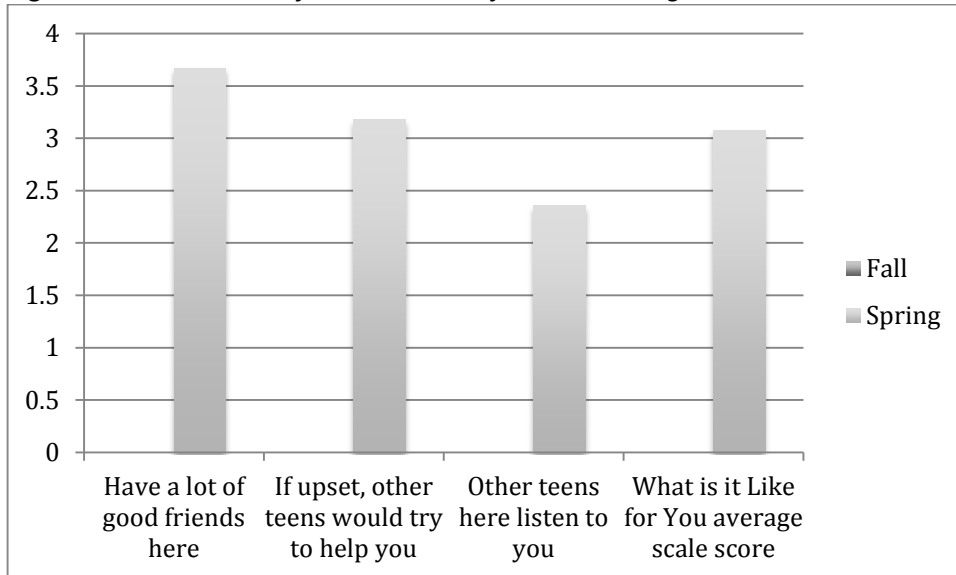
Figure 13 shows how youth perceive what it is like for them in the after-school program. The results suggest that youth feel they have a significant number of good friends in the program, that others would try to help when needed, but youth were less likely to report that peers listened to them. The average score for this scale was a 3 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.

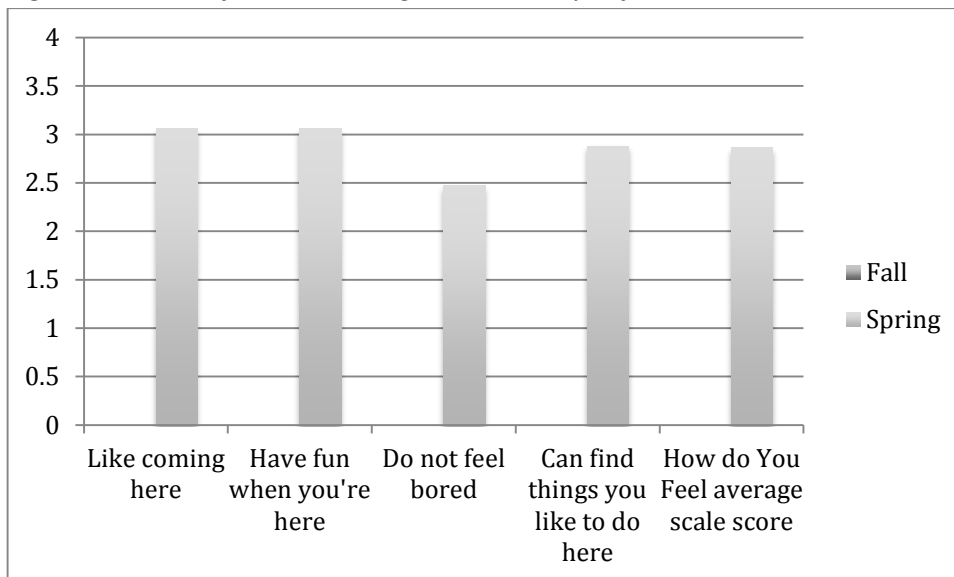Figure 14 *At this After-school Program, How do you feel?*

Figure 14 shows youth responses to how they feel during the after-school program. The graph suggests that youth like coming to the program (3.73), feel they have fun (3.67), can find things they like to do (3.67), and generally do not feel bored. 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.

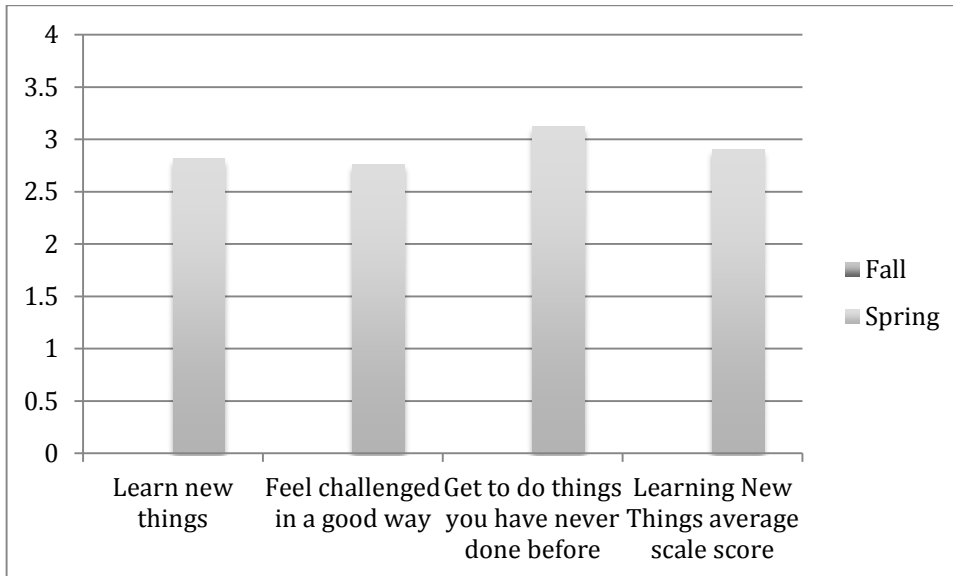Figure 15 *When You are at this After-School Program and Not Doing Homework…*
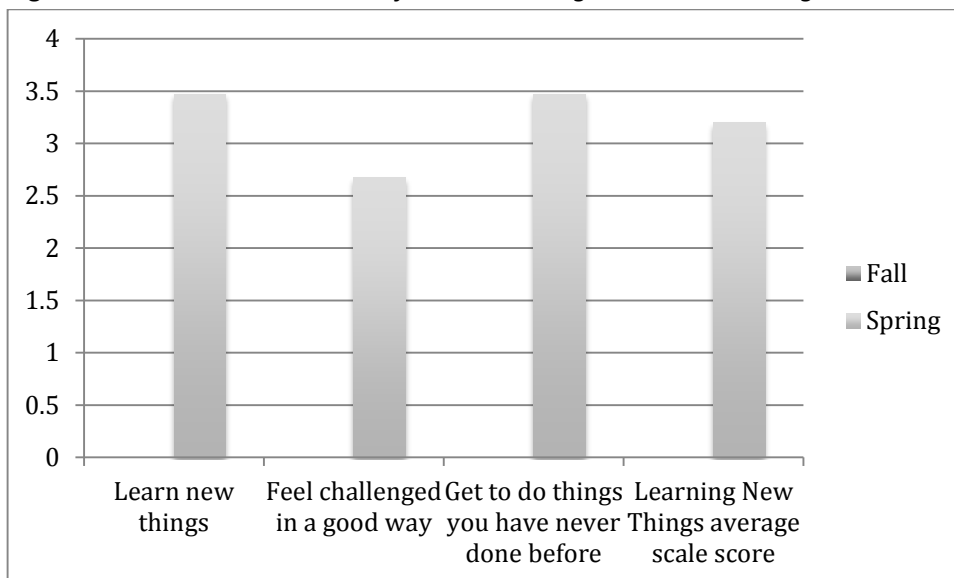
Figure 15 shows student assessment of learning new things in the after-school program. The responses show positive results for youth feeling they get to learn new things (3.47) and get to do things they have never done before (3.47). Youth were slightly less likely to report feeling challenged in a good way (2.67). 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…*
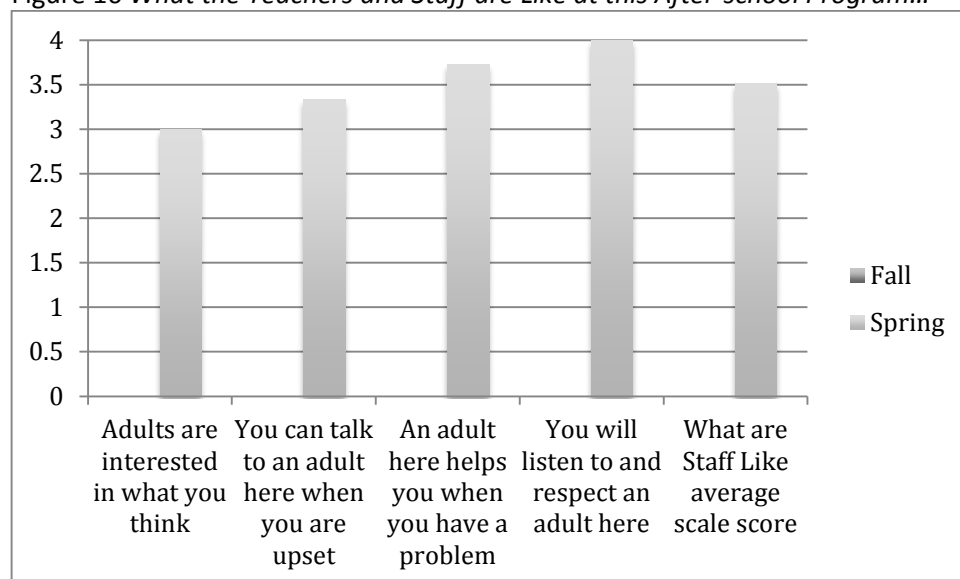
Figure 16 indicates students' perception of what staff are like at the after-school program was general positive. "Is there an adult here who you will listen to and respect" was rated the highest. A recommendation is for adults to spend time talking with students one-on-one, and increase the amount of 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" (2.91). The lowest rating was in assessing their competence relative to other kids (2.55). 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 18 *How do You Feel about Reading/Math/Science?*
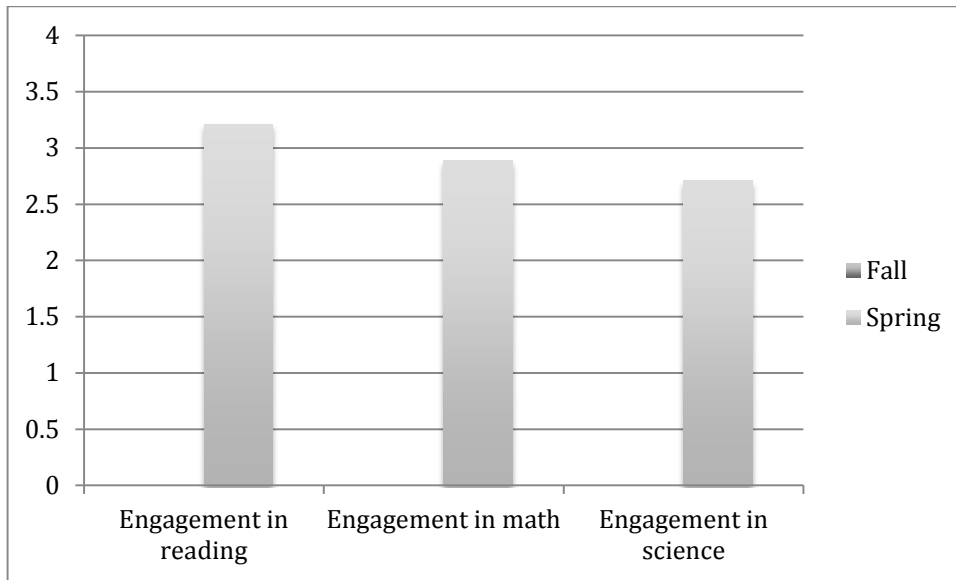
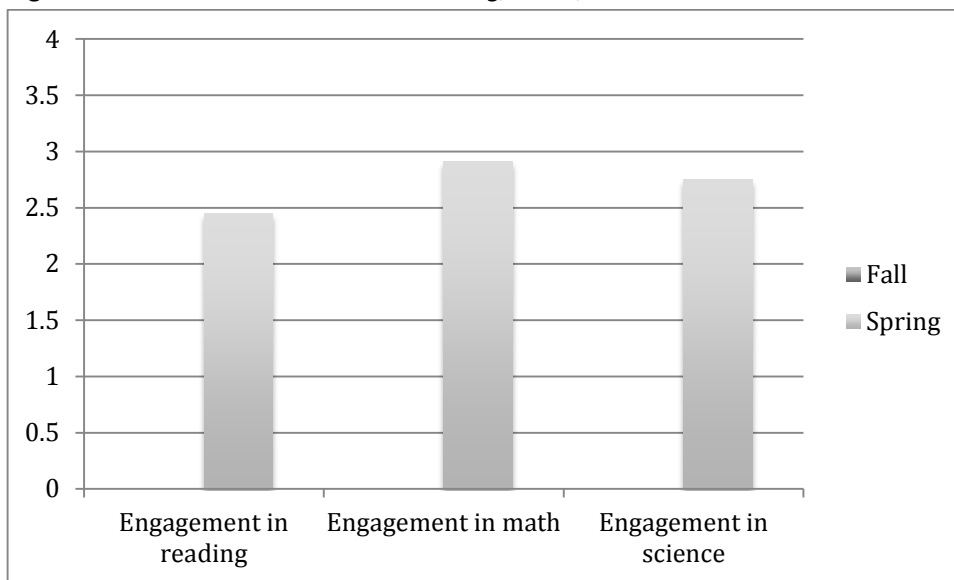Figure 18 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes "I like to read at home during my free time; I enjoy reading when I'm at school; 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 reading (3.21), followed by math (2.88), and then science (2.71). 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?*

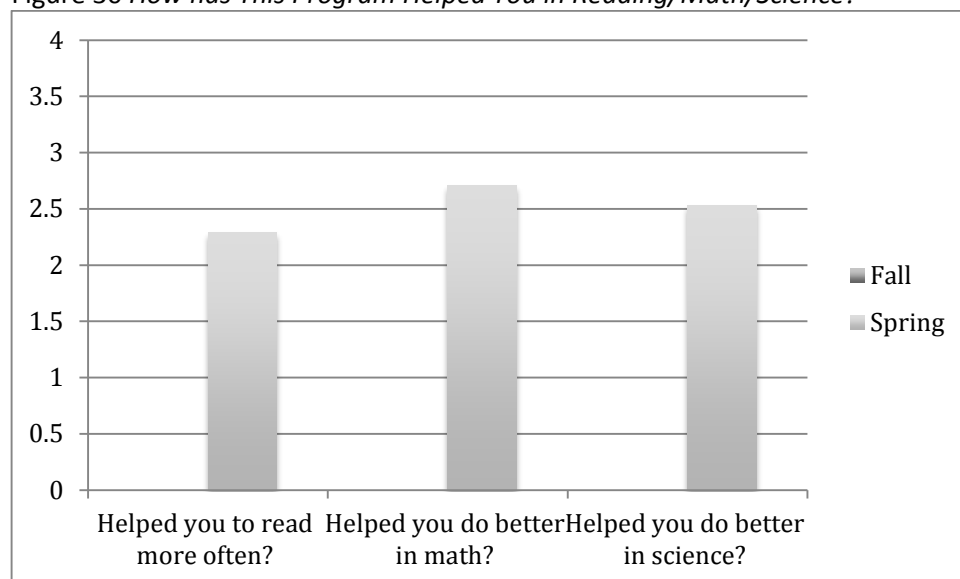

Figure 19 indicates that students felt the after-school program helped them with their subject material. They reported the program helped them less with science than with reading and math. The suggestion would be to drive increased interest in science by incorporating additional programming and hands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

Figure 20 *How has This Program Helped You Academically?*
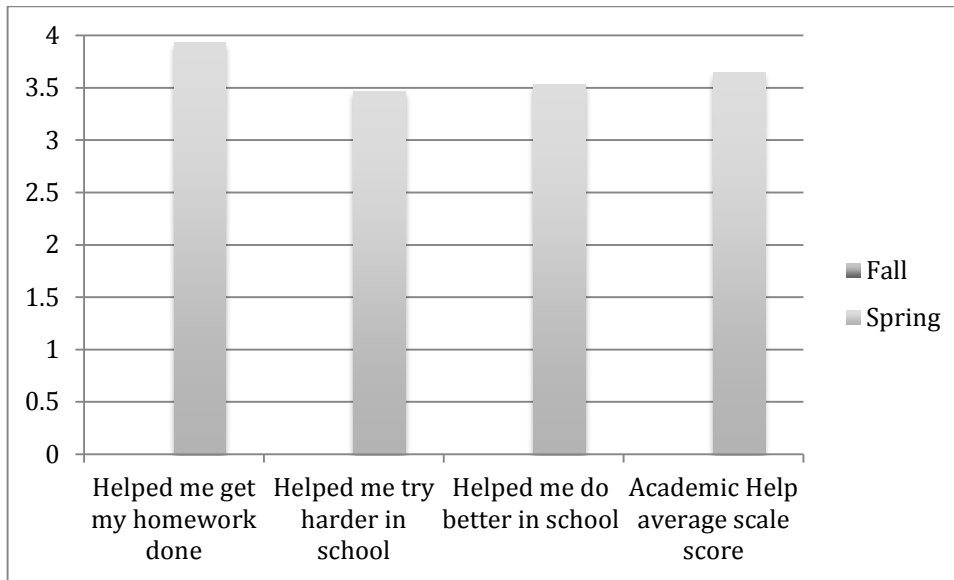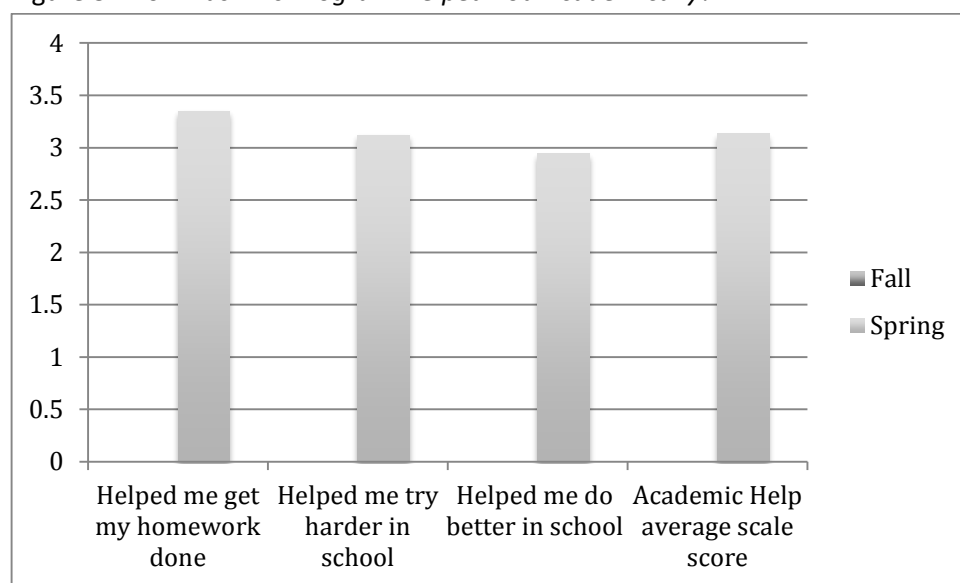

Figure 20 shows students assessment of how the after-school program helped them academically. Students were very likely to report the after-school program helped them to complete their homework (3.93) and helped them to do better in school (3.53). They were just slightly less likely to report the program helped them try harder (3.47), 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 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 (3.47), helped them find out what they were good at (3.2), and helped them to make new friends (3.67). 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*
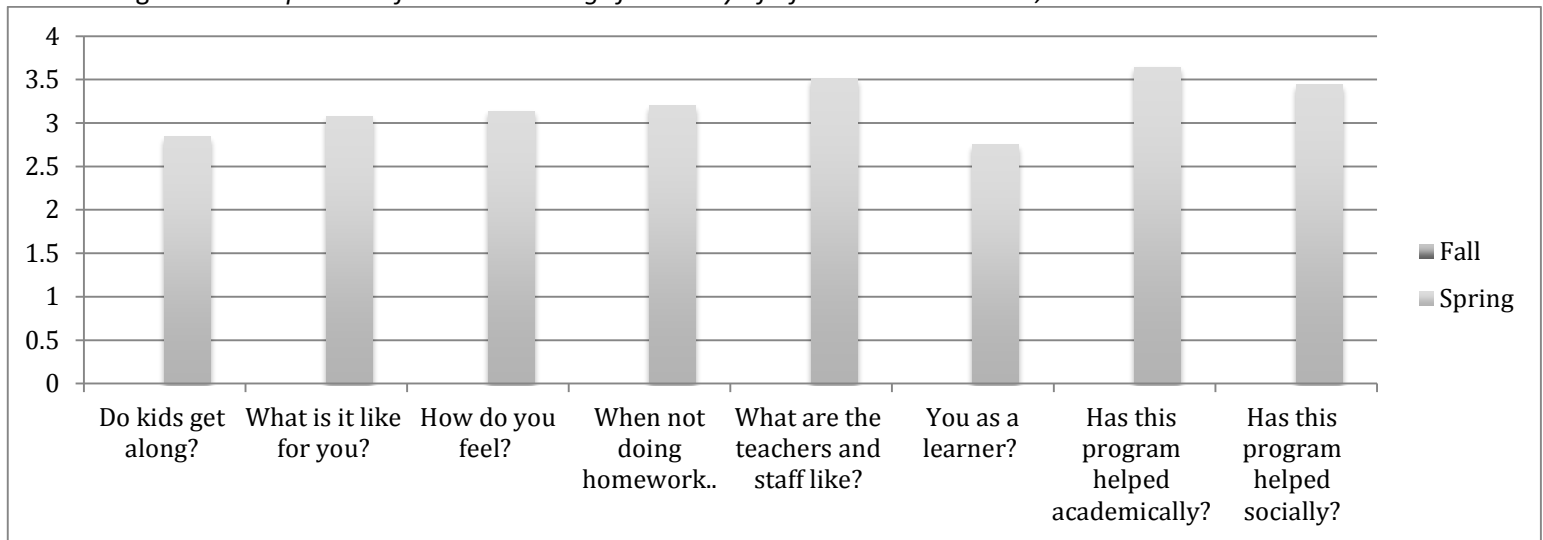
Figure 22 suggests that the program's relative strengths include students' perceptions regarding what the teachers and staff are like, and the social and academic help the program provided. This suggests that students feel connected to the program, staff, and other participants and feel that the program has a positive impact on their performance during the school day. Areas in need of further attention may include how students get along and how they perceive themselves as learners. Specific recommendations include teaching and reinforcing pro-social behavior to support social relationships and reinforcing effort and persistence over outcome in order to develop students' self-confidence. 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 2.86 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 positive results for youth learning new things, feeling challenged in a good way, and especially for getting to do things they have never done before. 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…*
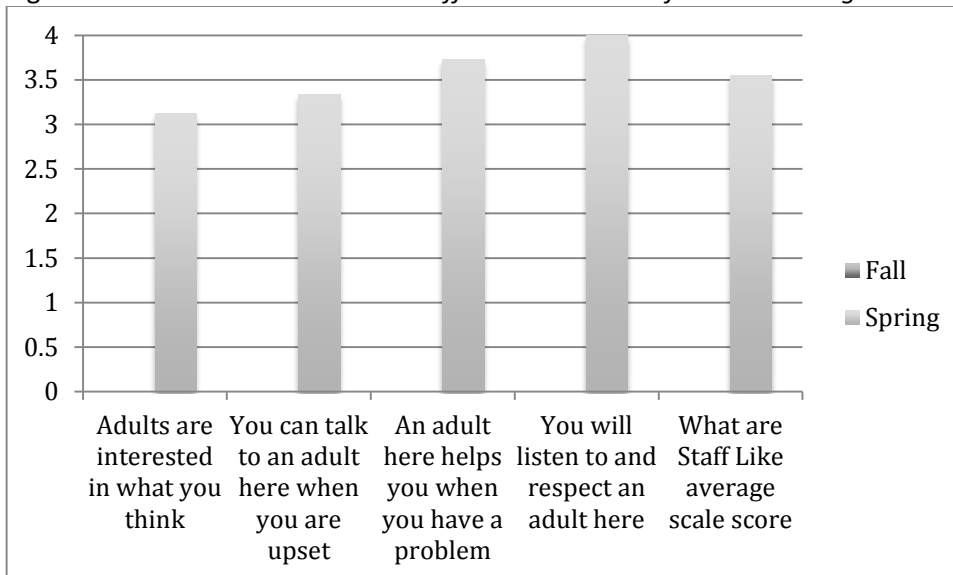
Figure 27 indicates students' perception of staff at the after-school program. There is a positive pattern overall for interactions with adults in the program (an average score of 3.54) and with "Is there an adult here who you will listen to and respect" rated the highest. A recommendation is for adults 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?*
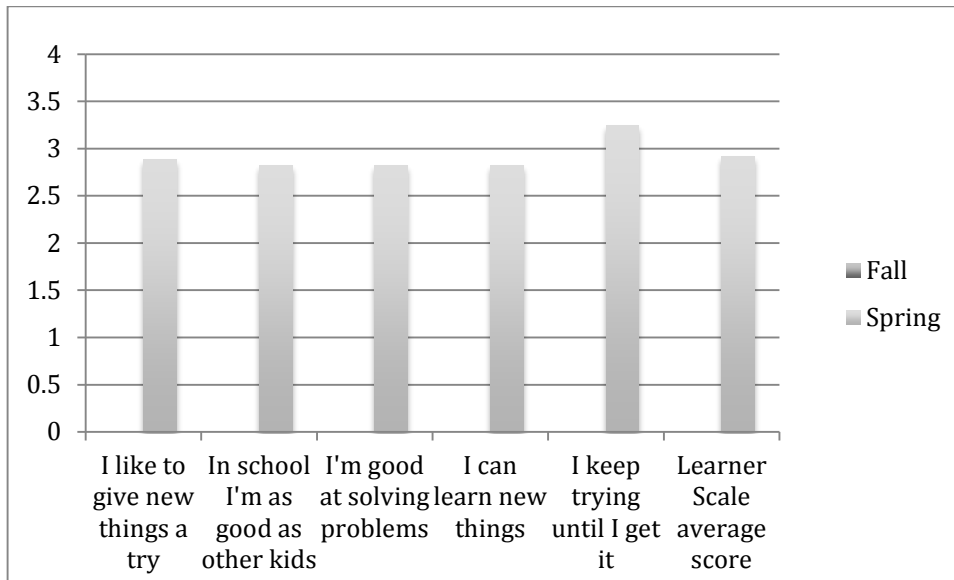
Figure 28 shows youth responses regarding their perception of themselves as learners. The results suggest that youth feel moderately positively about themselves with higher scores for trying until they "get it". The recommendation would be to explicitly teach problem-solving skills and reinforce the 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. Compared to math and science, students reported being the least engaged in reading. 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 try harder in school, but was less likely to help them do better in school. The average rating for the total subscale was 3.13, which is still relatively high 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?*
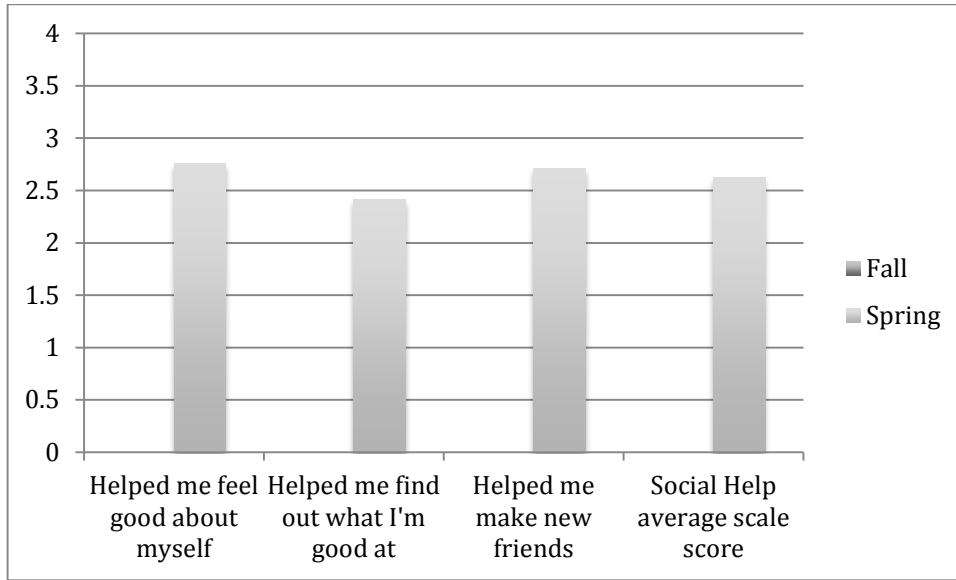
Figure 32 shows students' assessment regarding how the after-school program helped them socially. The graph suggests that students were likely to state that the after-school program helped them feel good about themselves and helped them to make new friends. The program was relatively less likely to help 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*
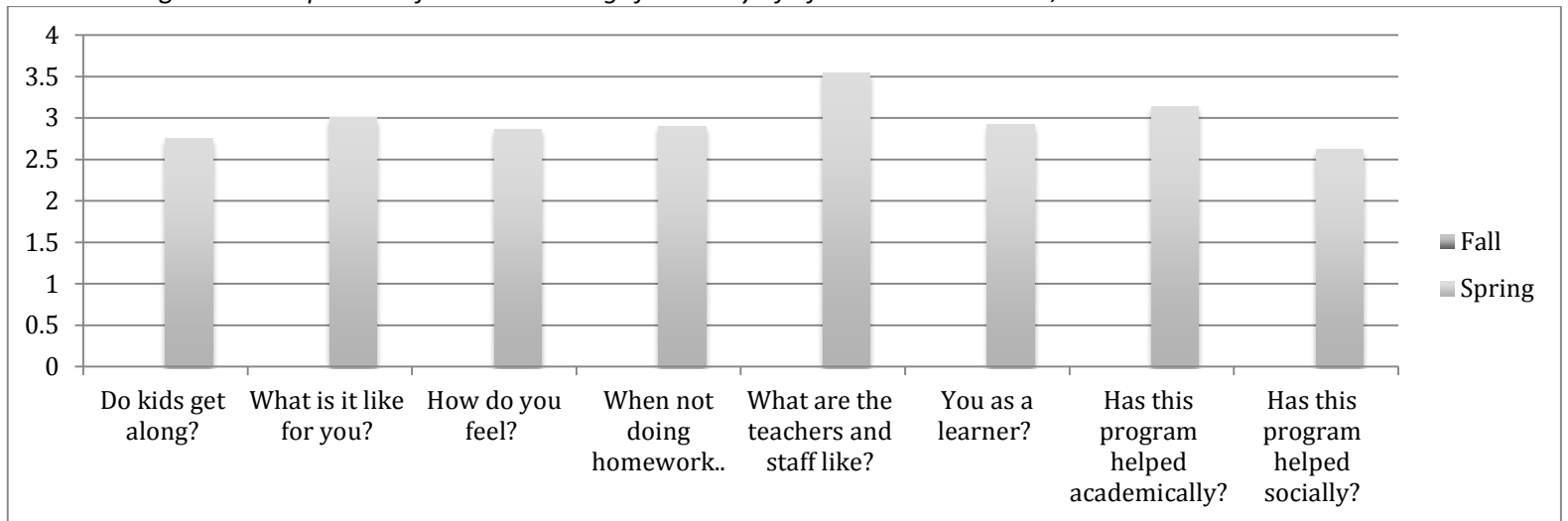
Figure 33 suggests that the program's relative strengths include youths' perceptions of the staff, indicating that students feel connected to the program, and how it helps them academically. Students report the program had less of an affect on them socially. Specific recommendations include reinforcing 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?*
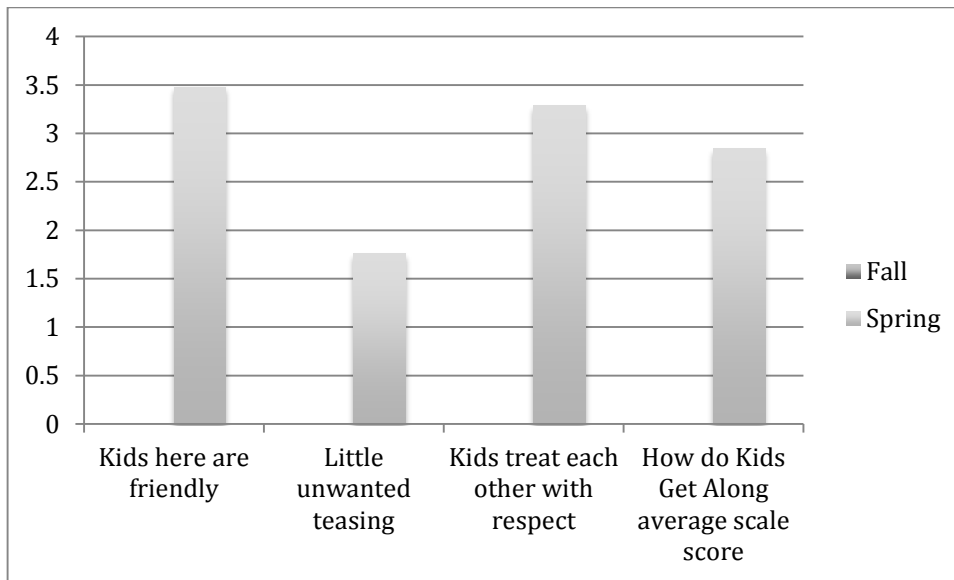
Figure 34 shows youth responses assessing how well kids get along at the after-school program on a scale from 1 to 4. The respondents reported they feel other students in the program are friendly, that participants treat each other with respect, and generally get along. Youth reported that little unwanted 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?*
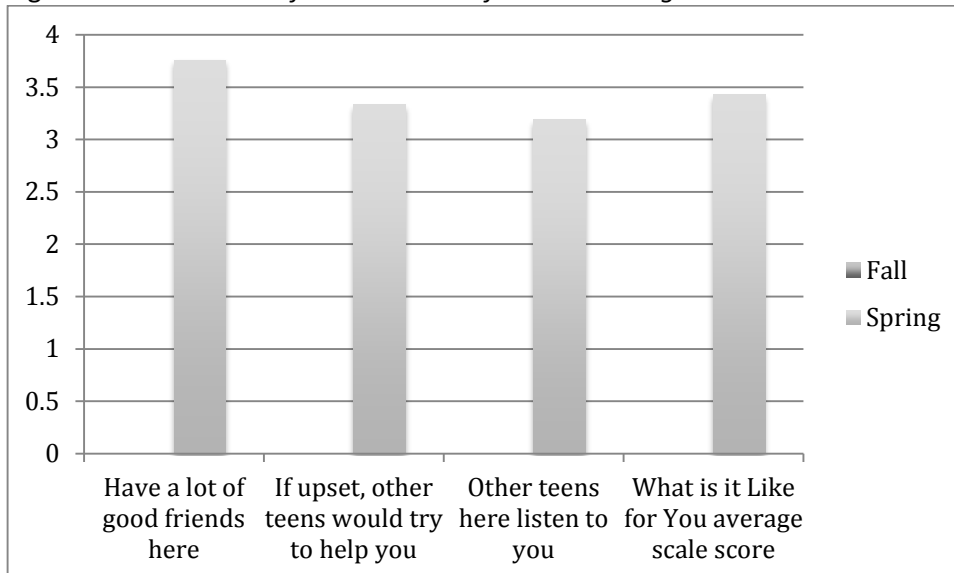
Figure 35 shows how youth perceive their experience in the after-school program. The results suggest that youth feel they have a significant number of good friends in the program, that others would help them if needed, and that other kids listen to them. The average score for this scale was 3.42 on a 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?*
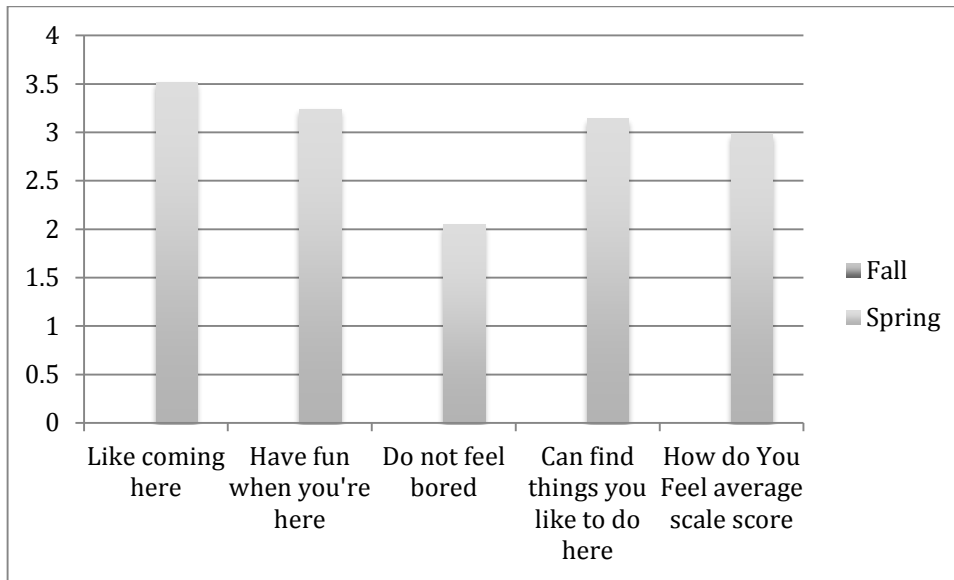
Figure 36 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, feel they have fun, and can find things they like to do. The responses to the question for feeling bored brought the average scale lower than it would 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…*
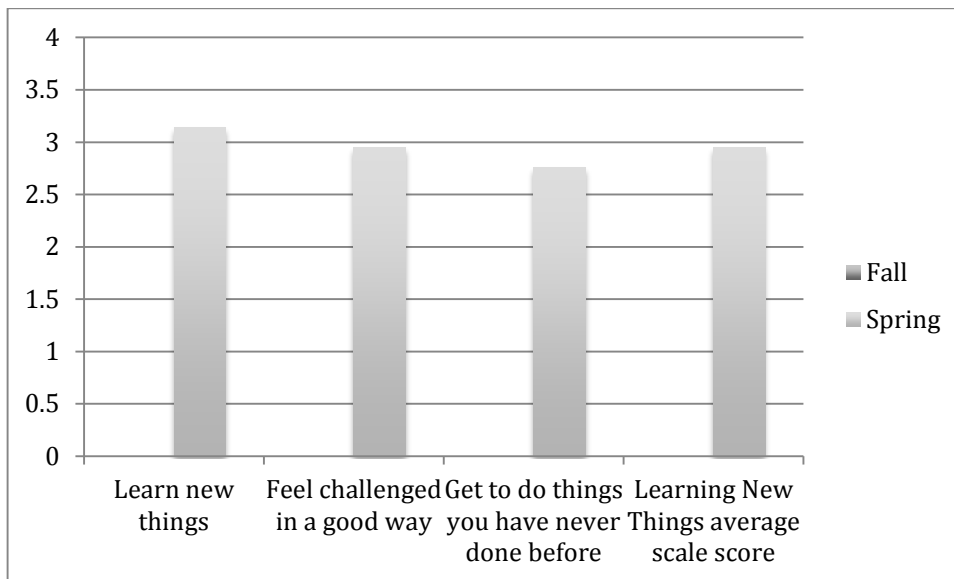
Figure 37 shows student assessment of learning new things in the after-school program. The responses show positive results for youth learning new things, feeling challenged in a good way, and getting to do things they have never done before. Suggestions based on these findings would be for staff to involve 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…*
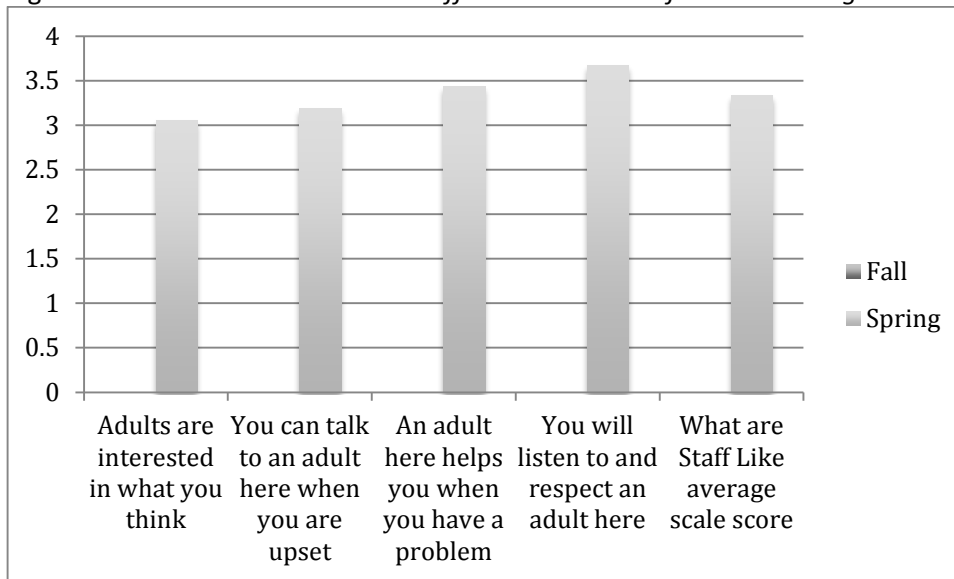
Figure 38 indicates students' perception of staff at the after-school program is positive overall for interactions with adults in the program, with an average score of 3.33. A recommendation is for adults to spend time talking with students one-on-one, and increase the amount of interest they express about students' thoughts and ideas.

Figure 39 *What are You Like as a Learner?*
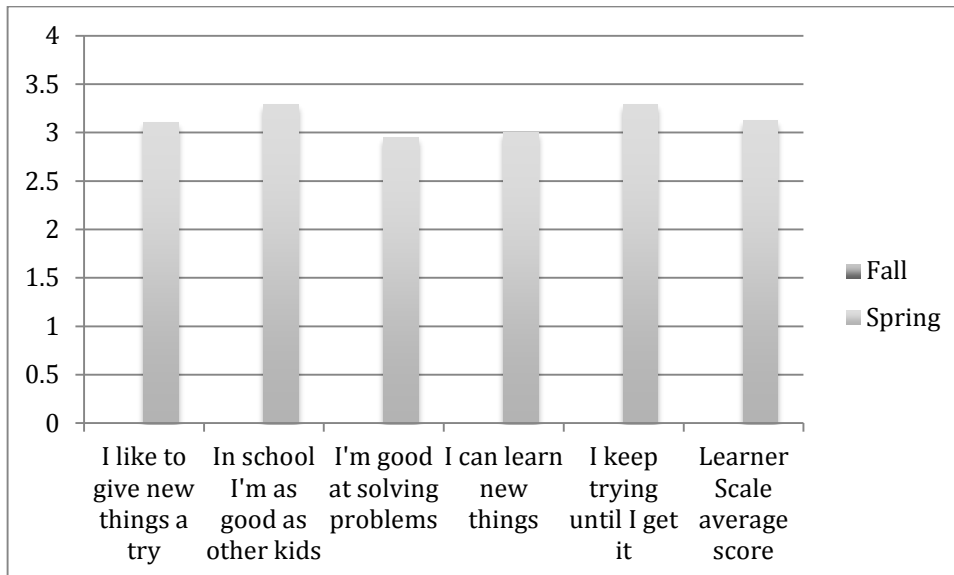
Figure 39 shows youth responses regarding their perception of what they are like as learners. The results suggest that youth feel positively about themselves. Youth rated themselves the highest for trying until they "get it" and "In school I'm as good as other kids"(both rated 3.29), but rated being "good at problem solving" lowest (2.95). 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?*
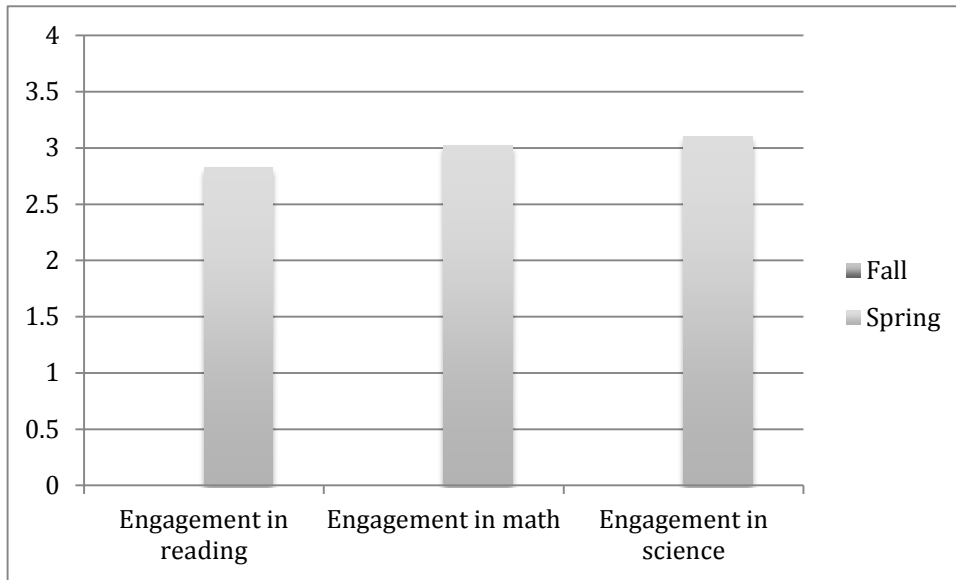
Figure 40 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes "I like to read at home during my free time; I enjoy reading when I'm at school; 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 science and the lowest levels of engagement in reading. 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?*
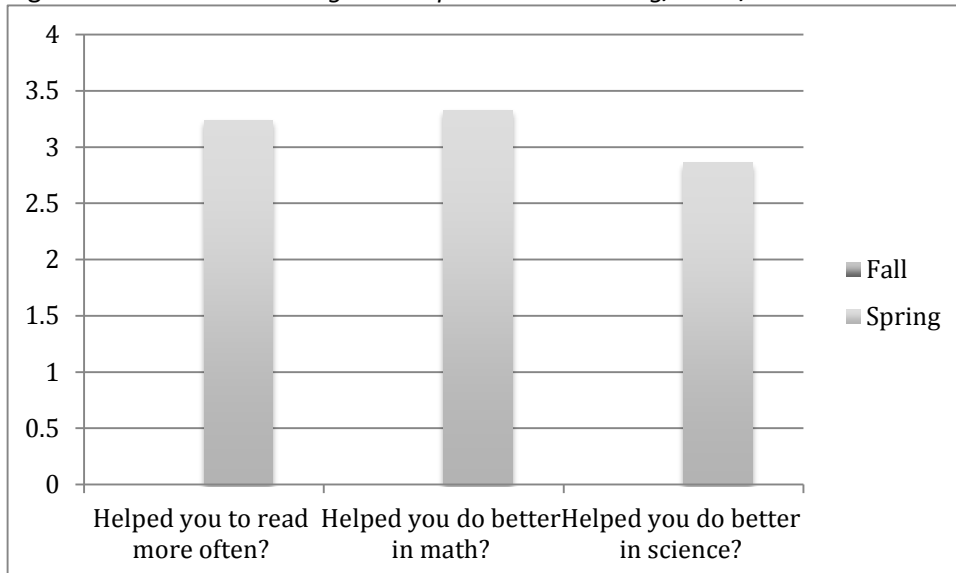
Figure 41 indicates that, overall, students felt the after-school program helped them with their subject material. They reported the program helped them slightly less with science than with reading and mathematics. The suggestion would be to drive increased interest in science by adding engaging hands-on activities and connecting skills and materials to after-school program activities.

Figure 42 *How has This Program Helped You Academically?*
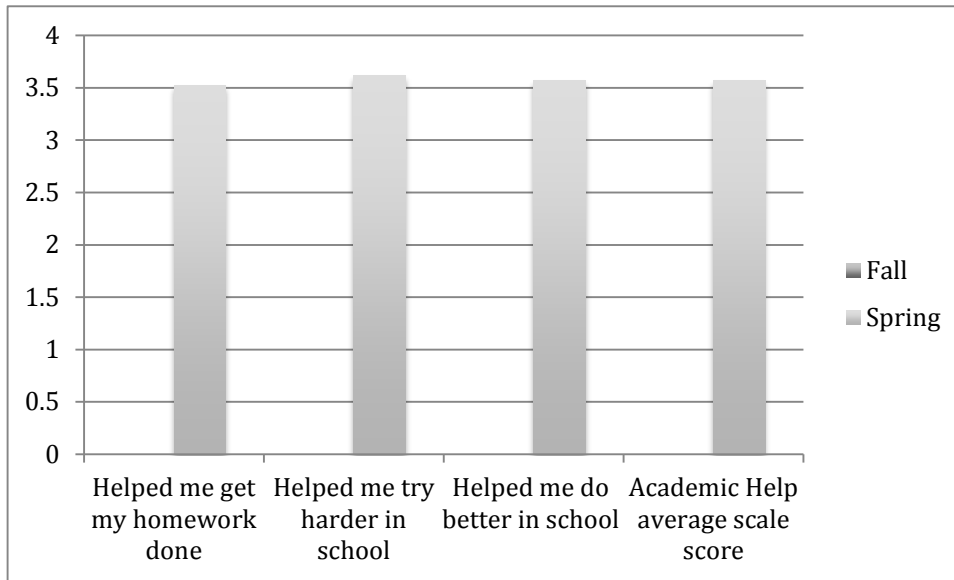
Figure 42 shows students assessment regarding how the after-school program helped them academically. Students were very likely to report the after-school program had helped them try harder and do better in school, but were less likely to report the program helped them complete their homework. The suggestion would be to continue to have dedicated homework time and increase students' motivation to complete homework, perhaps through an incentive program.

Figure 43 *How Has This Program Helped You Socially?*
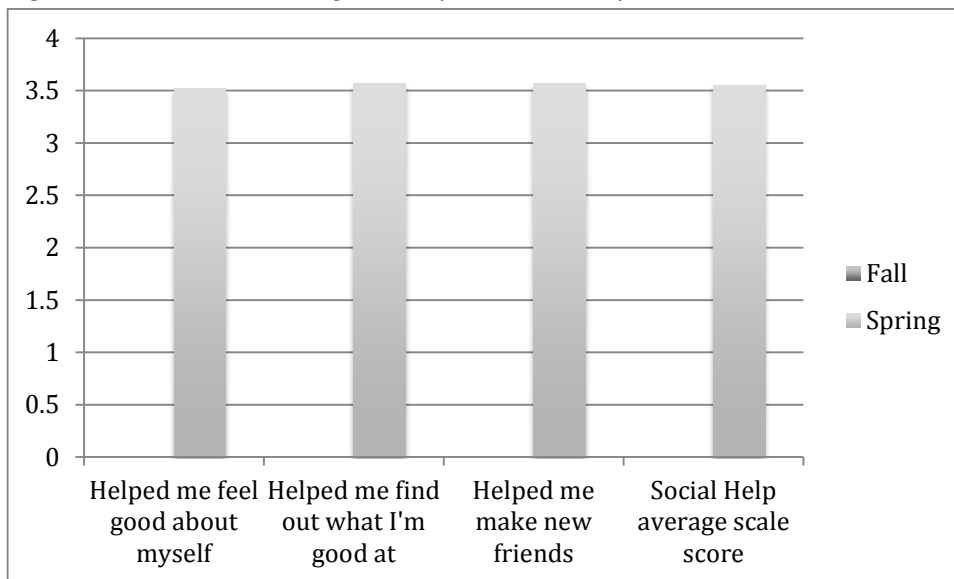
Figure 43 shows students' assessment regarding how the after-school program helped them socially. The graph suggests that students were likely to state that the after-school program helped them figure out what they were good at and make new friends, but was less likely to help them feel good about themselves. 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*
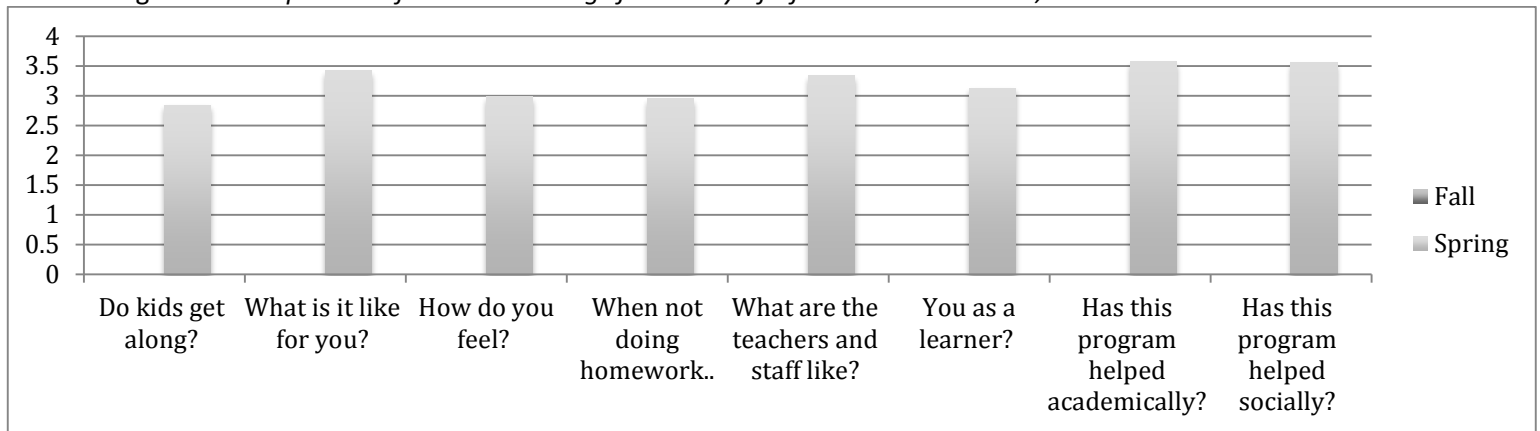
Figure 44 suggests that the program's relative strengths include students' enjoyment of the program, the staff, and the academic and social benefits. Areas in with more room for development include how students get along. Specific recommendations include teaching and reinforcing pro-social student behavior.

McCleery Elementary School Youth Survey

Figure 45 *At This Program, How do Kids Get Along?*
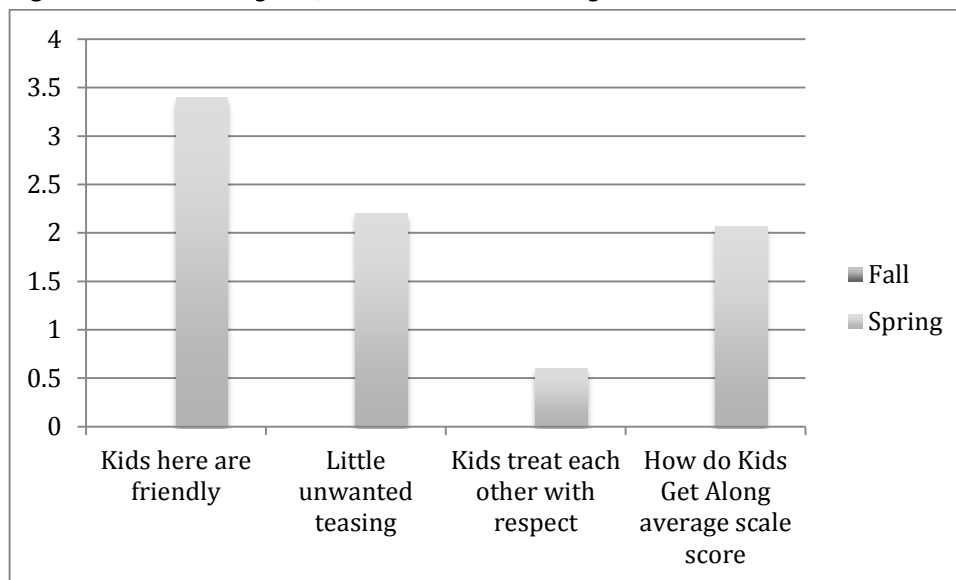
Figure 45 shows youth responses assessing how well kids get along at the after-school program on a scale from 1 to 4. The respondents reported they feel other students in the program are friendly, that some unwanted teasing took place, and that students generally do not treat one another with respect. 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?*
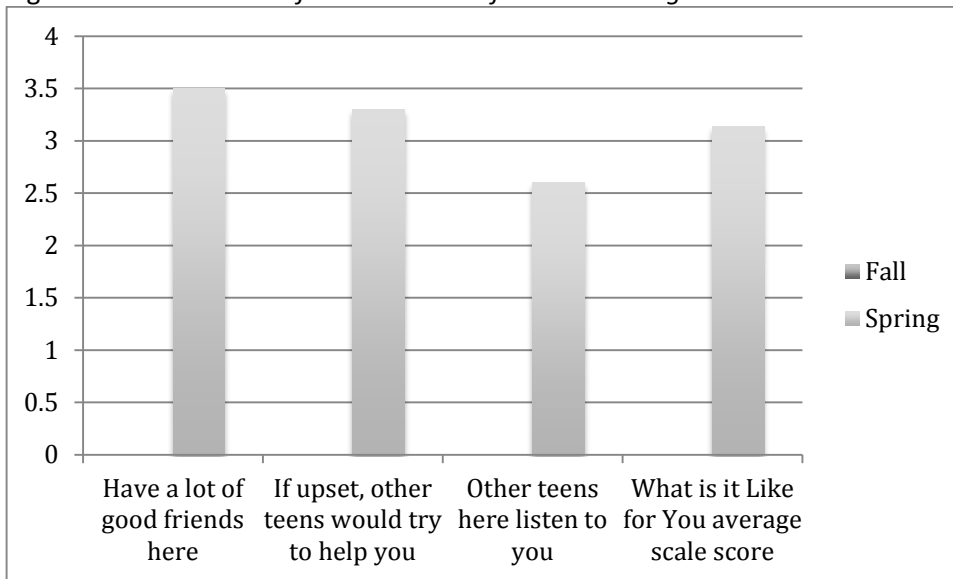
Figure 46 shows how youth perceive what it is like for them in the after-school program. The results suggest that youth feel they have a significant number of good friends in the program, that others would help if needed and that others listen to them. The suggestion would be to praise and reinforce the importance of youth listening to and helping one another.

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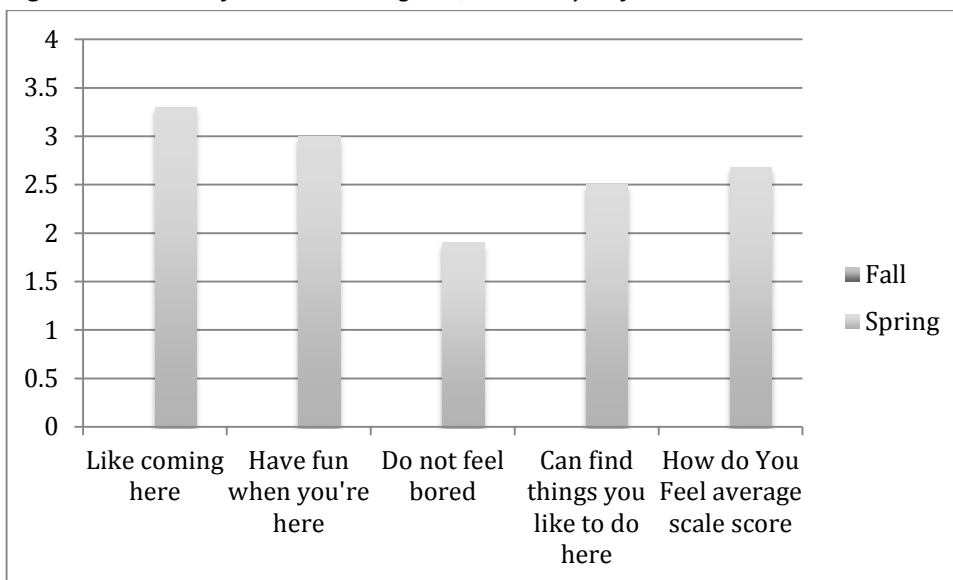
Figure 47 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, feel they have fun, and can find things they like to do. The suggestion would be to provide a variety of activities for kids to experience throughout the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

Figure 48 *When You are at this After-School Program and Not Doing Homework…*
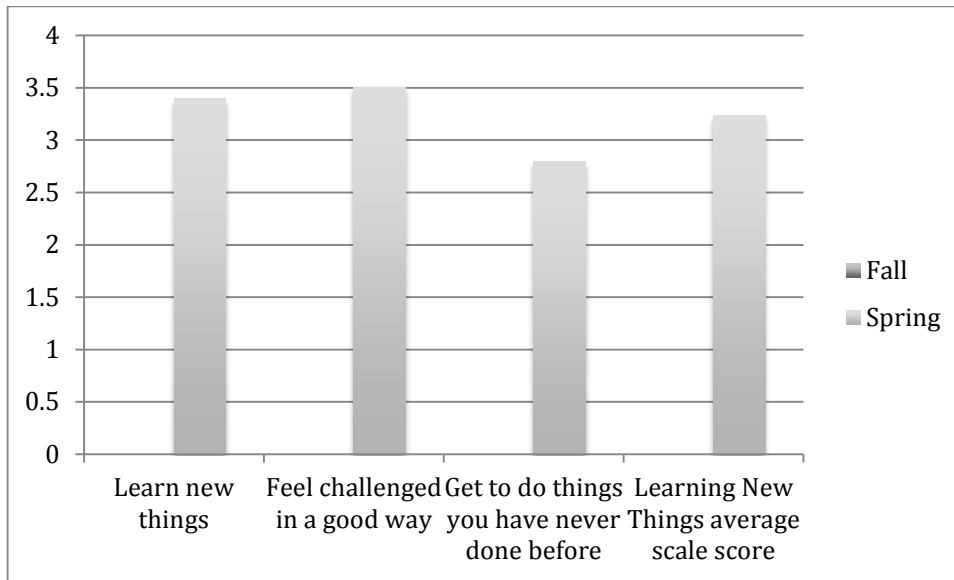
Figure 48 shows student assessment of learning new things in the after-school program. The responses show positive results for youth learning new things, feeling challenged in a good way, and getting to do things they have never done before. Suggestions based on these findings would be for staff to involve 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…*
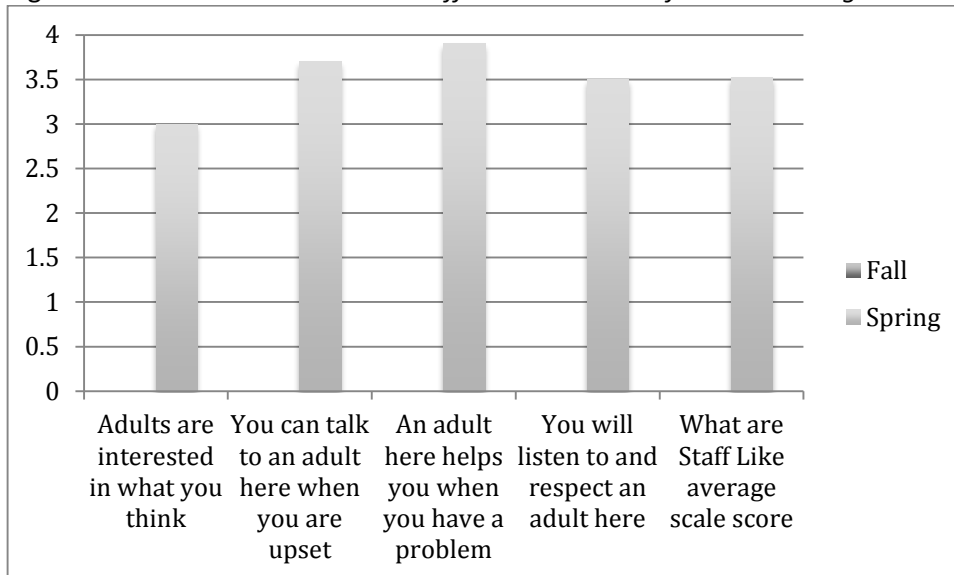
Figure 49 indicates students' perception of staff at the after-school program. Students positively rated interactions with adults in the program, with an average score of 3.52. A recommendation is for adults to spend time talking with students one-on-one and increase the amount of interest they express about students' thoughts and ideas.

Figure 50 *What are You Like as a Learner?*
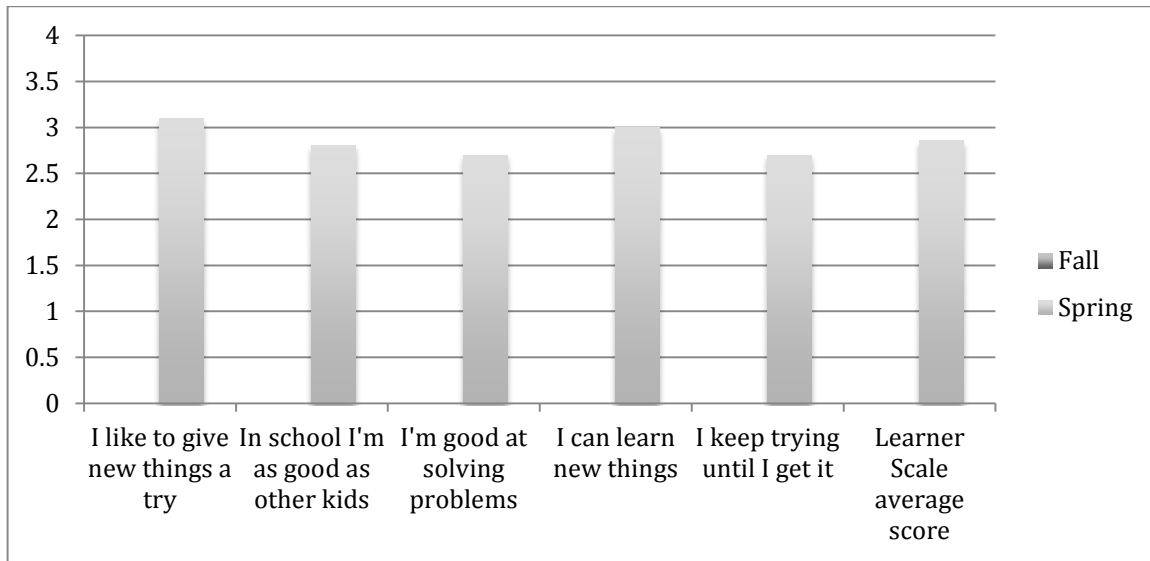
Figure 50 shows youth responses regarding their perception of what they are like as learners. The results suggest that youth feel positively about themselves regarding trying and learning new things. They gave moderate scores for academic competence, problem solving, and persistence. The recommendation 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?*
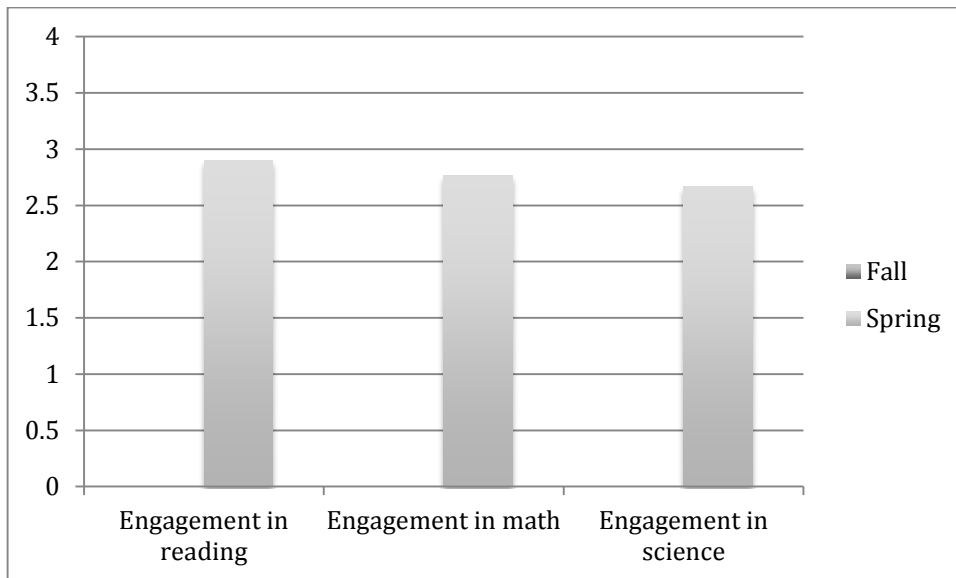
Figure 51 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes "I like to read at home during my free time; I enjoy reading when I'm at school; 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 the highest levels of engagement in reading and math and the lowest in the science. It is recommended that staff help students to engage in science in as hands-on a way as possible.

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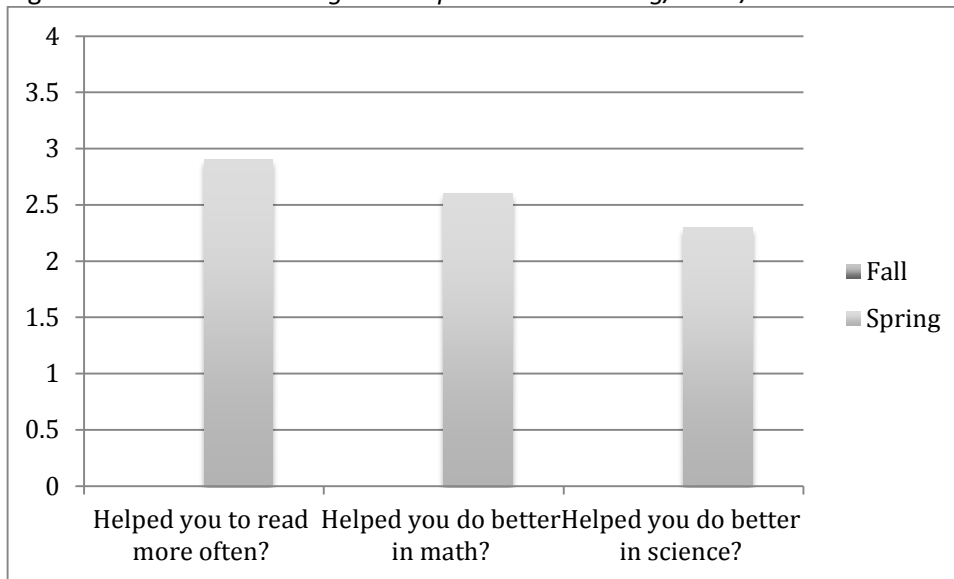
Figure 52 indicates that, overall, students felt the after-school program helped them with their subject material. They reported the program helped them slightly less with science than with reading and mathematics. The suggestion would be to drive increased interest in science by adding hands-on STEM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

Figure 53 *How has This Program Helped You Academically?*
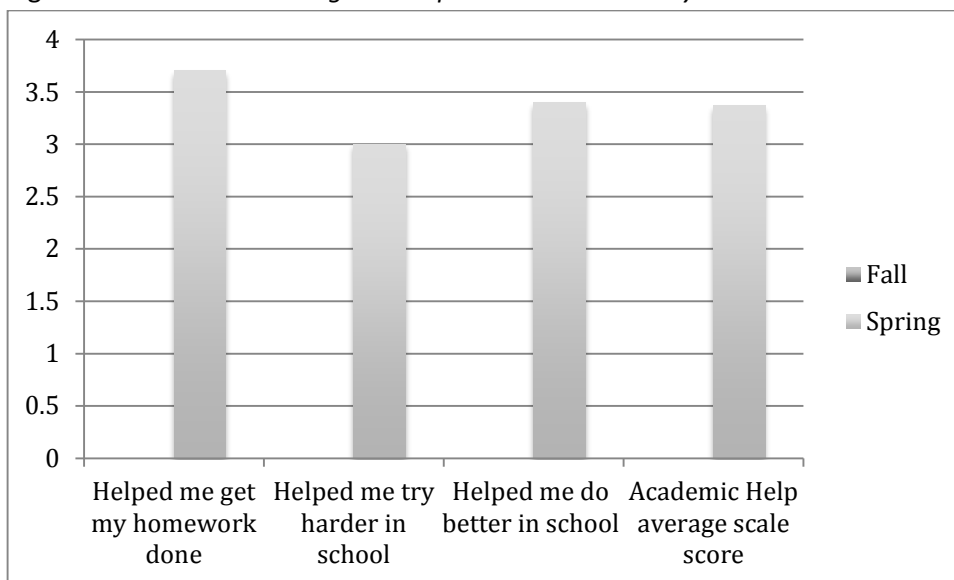
Figure 53 shows students assessment regarding how the after-school program helped them academically. Students were very likely to report the after-school program had helped them to complete their homework, try harder and do better in school. The average rating for the total subscale was 3.36, which is 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?*
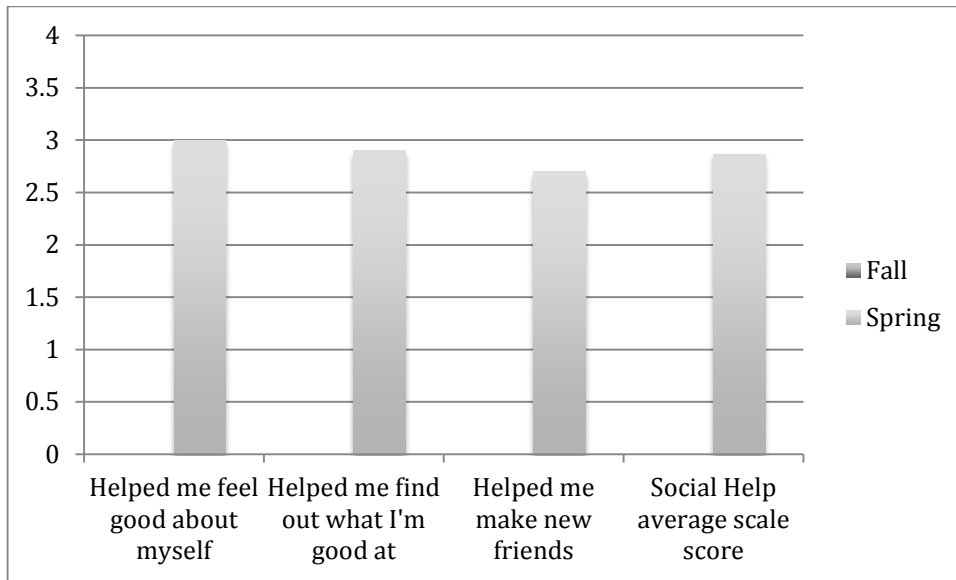
Figure 54 shows students' assessment regarding how the after-school program helped them socially. The graph suggests that students were likely to state that the after-school program helped them feel good about themselves, helped them find out what they were good at, but was relatively less likely to 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*
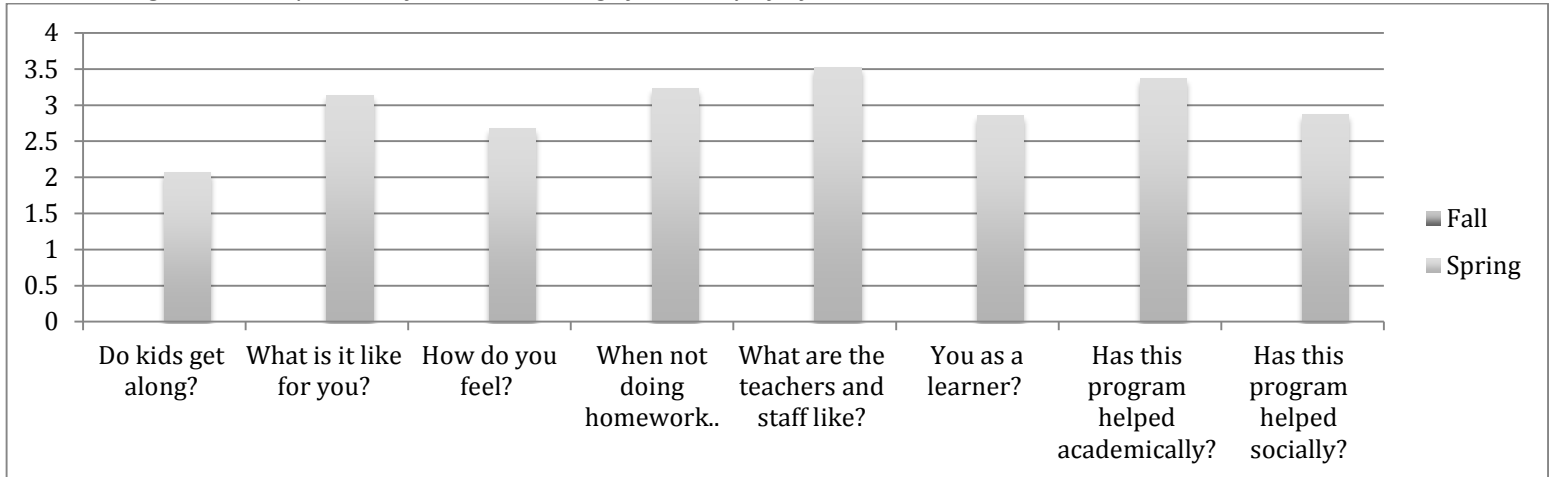
Figure 55 shows that the program's relative strengths include youths' perceptions regarding what the program is like for them, their engagement when not working on homework, and what the teachers and staff are like indicating that students feel connected to the program. Youth also responded positively to questions about how the program has helped them academically. 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

In the spring of 2015, students were given the opportunity to give feedback on their experiences in the My Time 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?	
Help little kids	3
Triple threat	2
Recess	1
Snack	1
Go outside	1
Drawing	1
Homework	1
Nothing	1

When asked about their favorite thing to do at the afterschool program, the students most frequently stated they liked helping little kids (N=3) and triple threat (N=2) The students reported a range of other activities, including recess, snack, and going outside.

If you have been absent, what are the reasons that you did not come?	
Sick	3
Transportation issue	2
"Had a bad day"	1
Doctor appointment	1
Family issue	1
"I don't like it"	1

The students reported a variety of reasons for not coming to the program. The most common responses were being sick (N=3) and not having transportation (N=2).

What activities would you most like to do this year at the program?	
Play outside	2
Triple threat	1
Minecraft	1
Spelling	1
Basketball	1
Drawing	1
Music	1
Gym	1

When asked what activities they would most like to do this year, the students mentioned playing outside, triple threat, and playing Minecraft 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	2
No homework	1
Not enough homework time	1
The rules	1
Reading	1
More basketball	1
Go outside more	1
Do more activities	1

The students gave a variety of suggestions for the program to be improved, including doing more activities and going outside more frequently. 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?	
Science	1
Music	1
Pushups	1
To get to know other kids	1
Spelling	1
Basketball	1
Math	1
About the human body	1

When asked about what they would like to learn, students offered a variety of topics, including science, math, art, and athletics (playing basketball, pushups).

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. As this program was implemented for a portion of the year, only post-tests were given. In the upcoming year, both pre- and post-test assessments will be given to determine if there in an increase in the number and diversity of career options listed.

Figure 56 Average Number of Careers Listed by Site
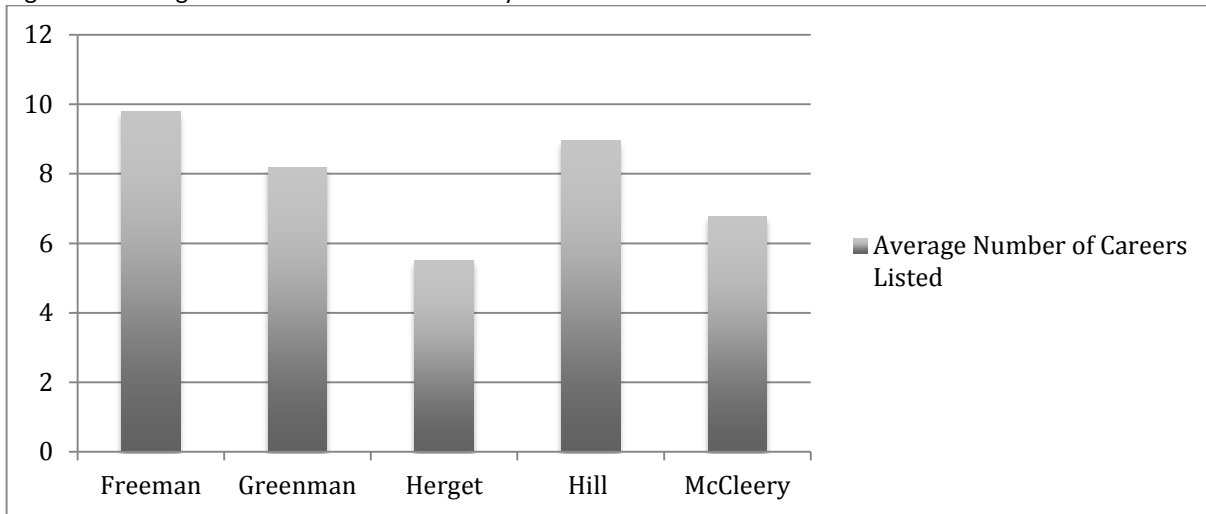
Figure 56 depicts the average number of career options students were able to list at each site. As a whole, students listed an average of 7.8 careers. Students at Freeman Elementary listed the most options (9.8) while Herget Middle School students listed the least (5.5). As middle school students typically 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
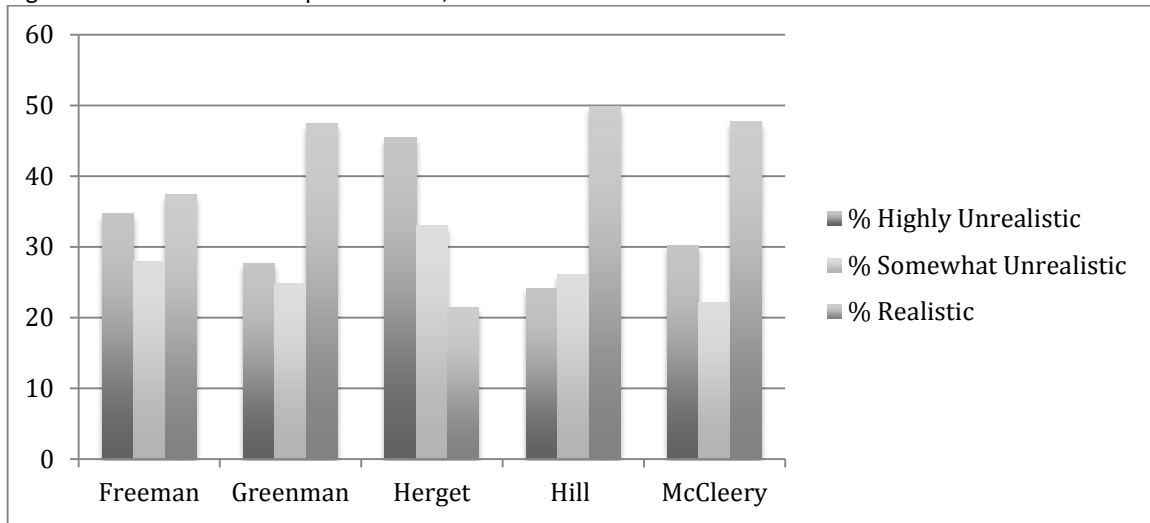
Figure 57 depicts to what extent all the career options listed by students are realistic. Elementary students most frequently listed career options that were realistic (an average of 29%) while students at the middle school listed more unrealistic (33% of listed options) and highly unrealistic (21% of listed options) career aspirations. It is recommended that staff implement career days and organizational/study skills instruction in order to assist students in understanding what is expected at the high school and college levels and to help them develop the skills to meet these demands.

Figure 58 Realistic Career Options Listed, Preferred Career Choices
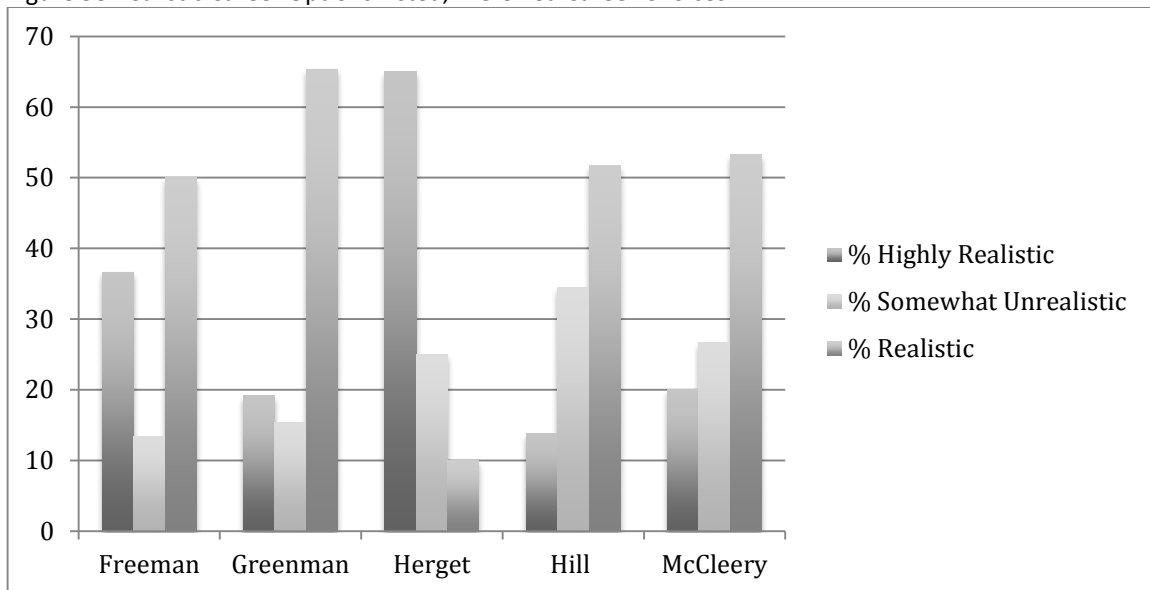
Figure 58 illustrates to what extent the most preferred career options listed are realistic. Students at the elementary schools preferred career options that were most accessible (22.4% rated as realistic) while the middle school students tended to prefer careers that were less realistic (65% preferred 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 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 the students were assessed in 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
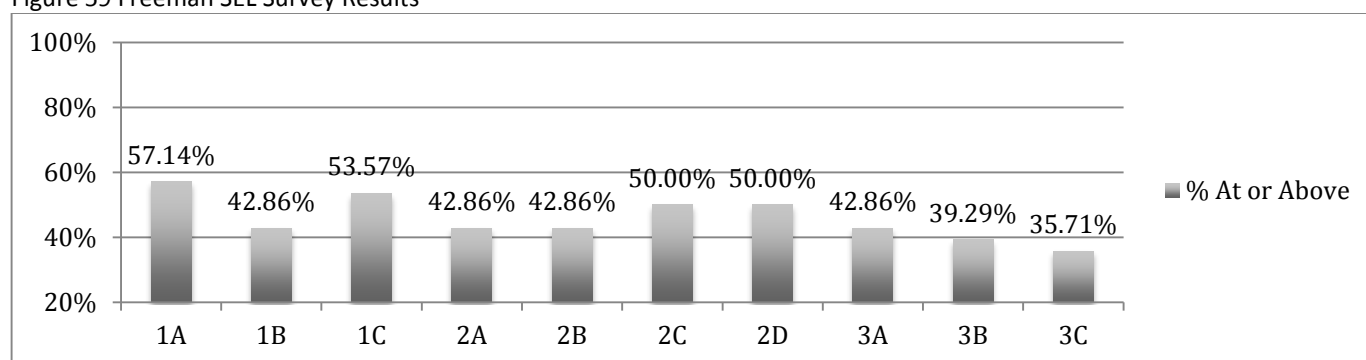
Figure 59 shows that the more than the majority of Freeman students were able to demonstrate age-appropriate social-emotional skills in the areas of Identifying and Managing Emotion and Behavior (57%) and in Using Skills to Achieve Personal and Academic Goals (53.57%) while they struggled relatively more in the areas of Applying Decision-Making Skills (39.29% at or above level) and Contributing to the Well-Being of School and Community (35.71% at or above level). A recommendation would be to include 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
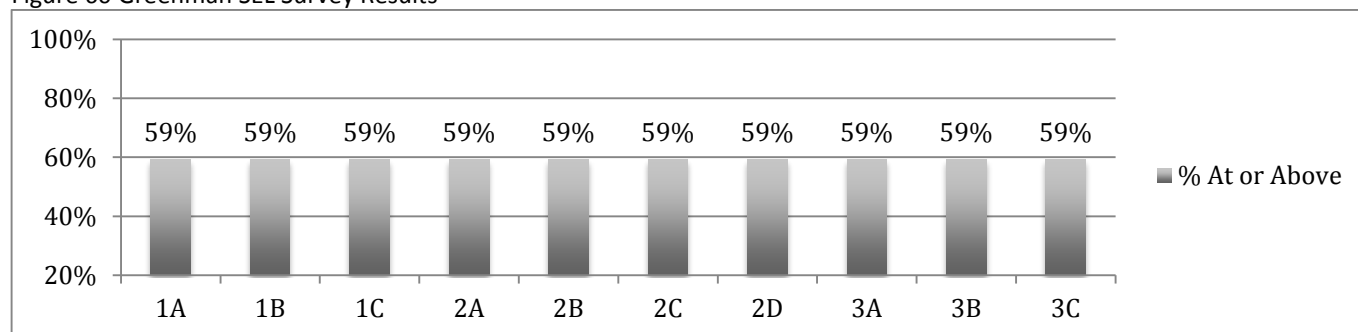
Figure 60 shows that Greenman students were rated identically across all assessed areas with 59.26% of students at or above the expected level of performance for a given social-emotional indicator. Recommendations include assessing students in light of their individual performance and continuing to teach and reinforce pro-social behavior.

Figure 61 Herget SEL Survey Results
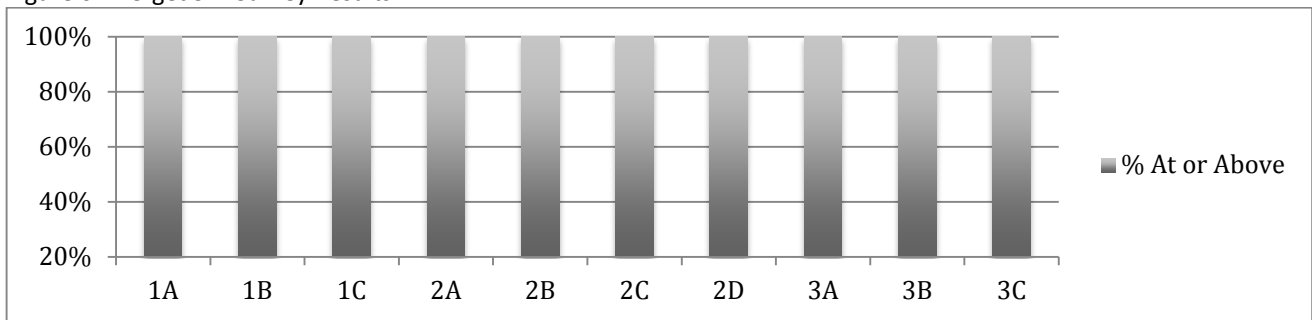
Figure 61 indicates that all Herget Middle School students were rated identically, at 100% at or above the expected performance level, across all assessed areas. Recommendations include assessing students in light of their individual performance and continuing to teach and reinforce pro-social behavior.

Figure 62 Hill SEL Survey Results
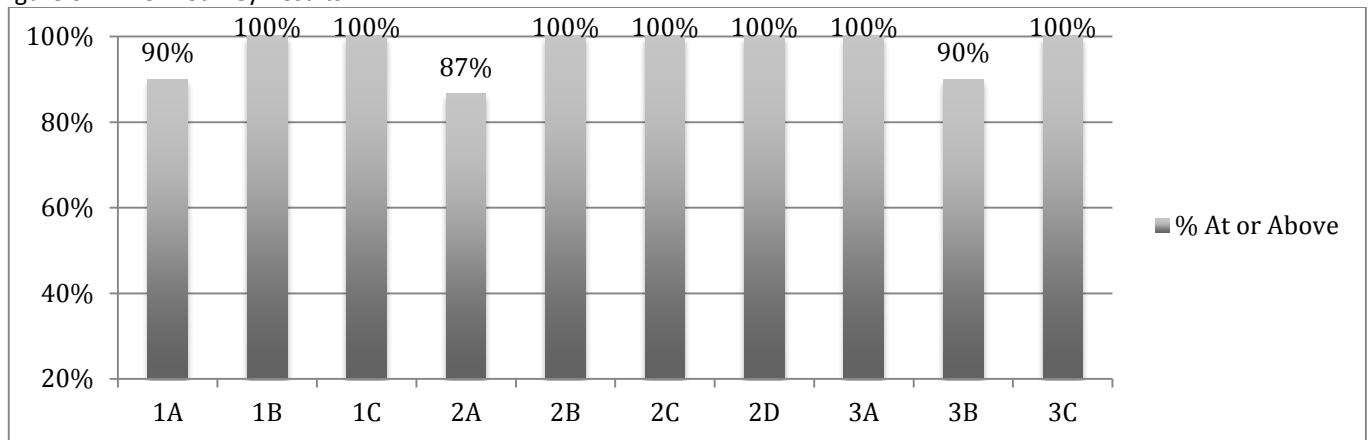
Figure 62 shows that Hill staff rated student SEL highly with 86.67% of students at or above the expected performance level in the area Recognizes the Feelings and Perspectives of Others. 90% of students were rated at or above level in the areas of Identifying and Managing Emotion and Behavior and Applying Decision-Making Skills to deal with academic and social situations. 100% of students were at or above level in the remaining seven areas. A recommendation is that staff continues to reinforce pro-social behavior, teach and model emotional awareness in order to increase students' understanding of and ability to recognize feelings.

Figure 63 McCleery SEL Survey Results
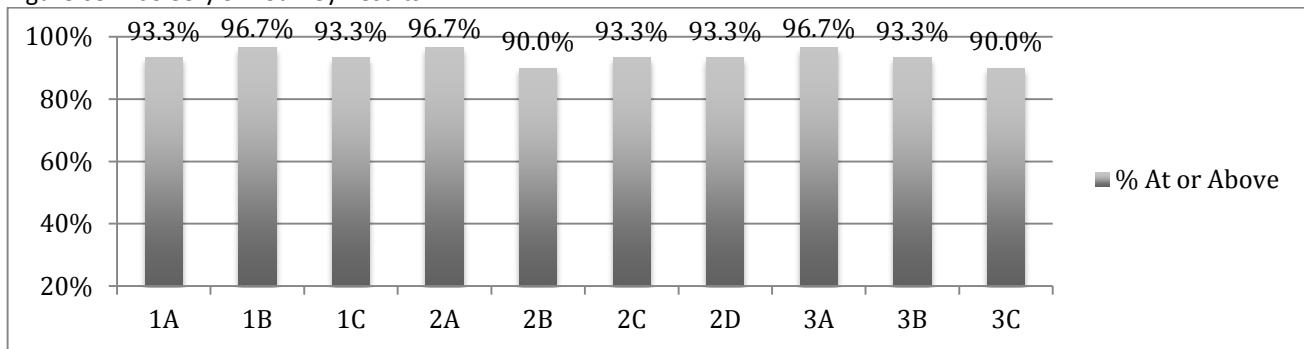
Figure 63 McCleery staff rated students highly in all assessed social-emotional areas. The areas with the most room for growth were Recognizing Similarities and Differences and Contributing to the Well-Being of the School and Community with 90% of students were at or above the expected performance level. 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. 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
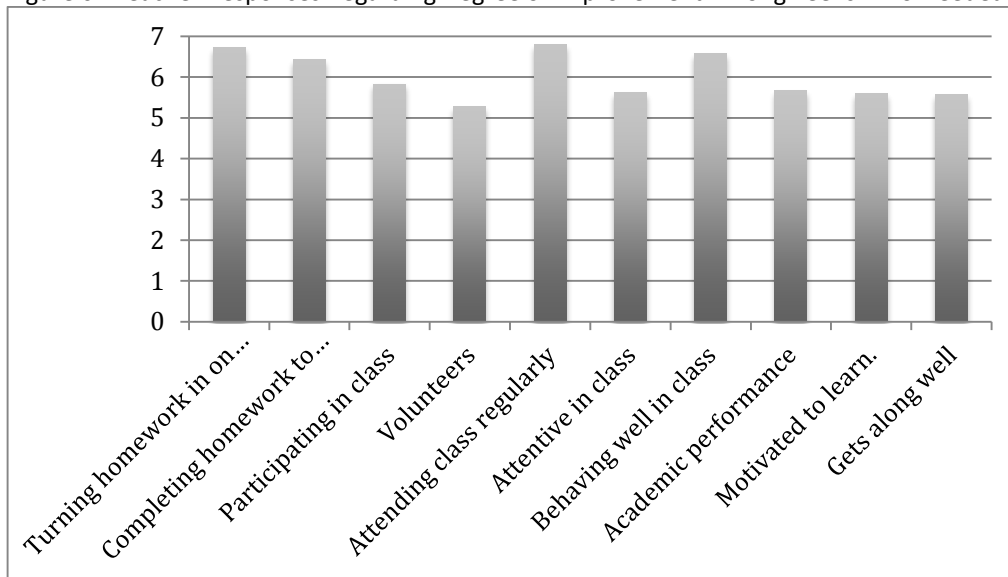
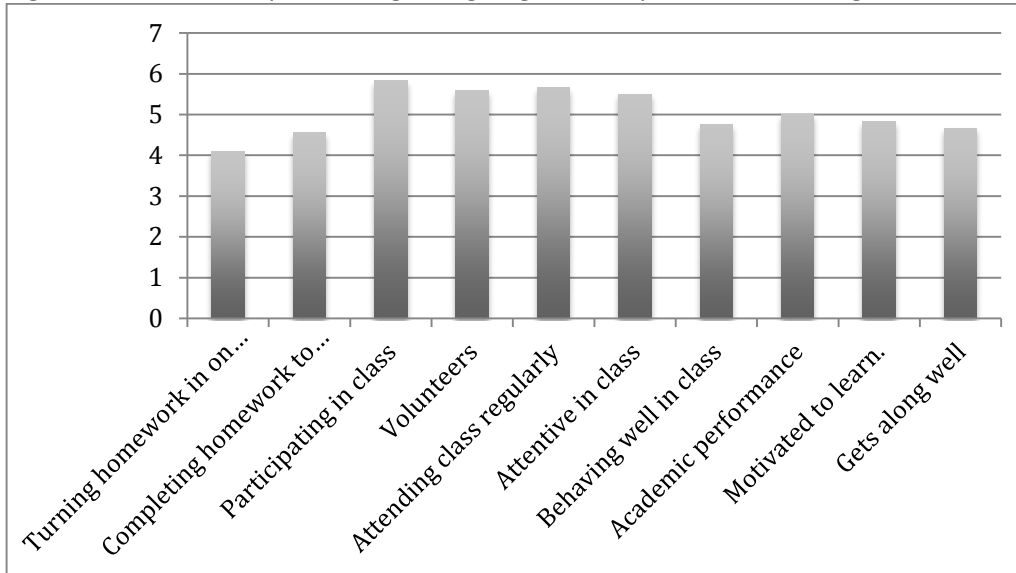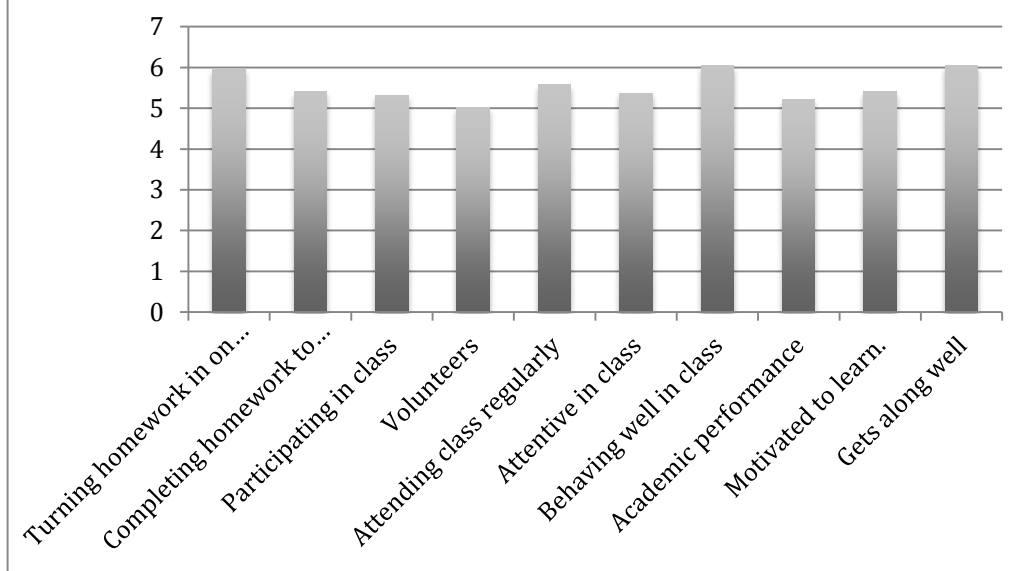Figure 64 According to teachers, Freeman students showed the most improvement in the Attending Class Regularly and Behaving Well in Class categories. Students showed the least improvement in Volunteering and Being Attentive in Class. It should be noted that all areas were rated above a 4, indicating 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
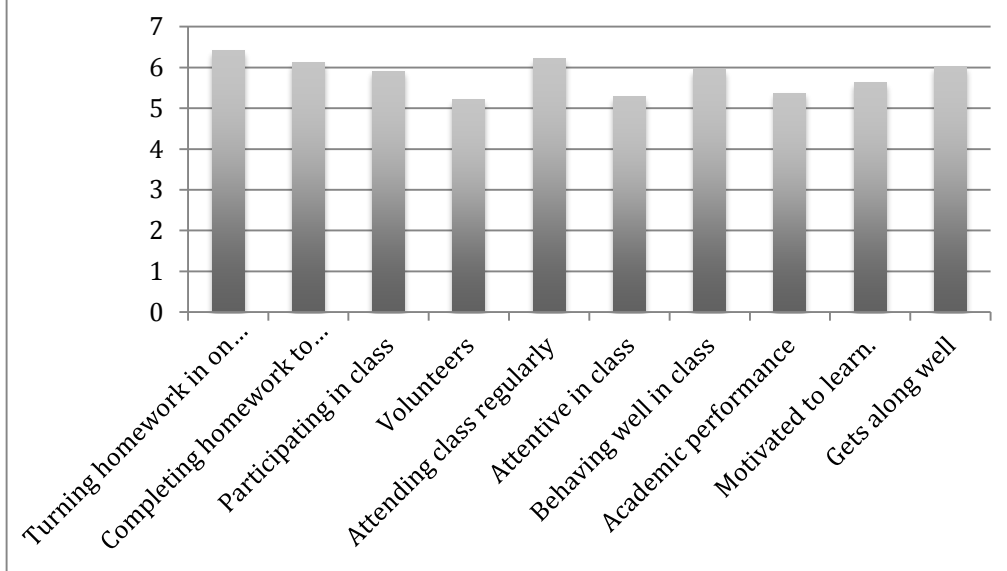
Figure 65 According to Greenman teachers, students showed the most improvement in the Attending Class Regularly and Behaving Well in Class categories. The area of least improvement was in Volunteering, Being Attentive in Class, and Academic Performance. It should be noted that all areas were rated above a 4, indicating improvement in all categories. It is recommended that teachers and program staff increase student investment by establishing jobs and relationships with students and teaching and rewarding expected behaviors.

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 turning in Participating in Class, Attending Class Regularly and Being Attentive in Class. No change was demonstrated in Turning Homework in On Time. It is recommended that teachers and program staff increase incentivize turning in homework and communicate with day teachers regarding homework expectations and tutoring options to assist students in completing homework to expectations.

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 Turning in Homework on Time, Behaving Well in Class, and Getting along Well with Others. Students showed less improvement in the 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 teachers and program staff increase student investment by establishing jobs and relationships with students and communicating with teachers about work and tutoring opportunities.

McCleery Elementary School Teacher Survey Responses

Figure 68 Teacher Responses Regarding Degree of Improvement Among Teens Who Needed Improvement
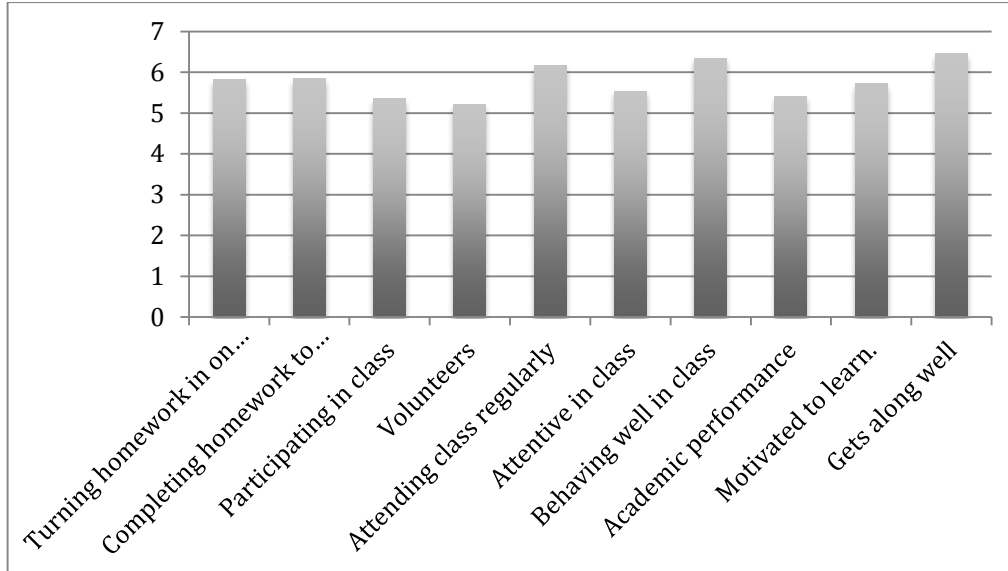
Figure 68 According to teachers, McCleery students showed the most improvement in Attending Class Regularly, Behaving Well in Class, and Getting Along Well with Others and the least improvement in the areas of Volunteering and Participating in Class. It should be noted that all areas were rated above 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

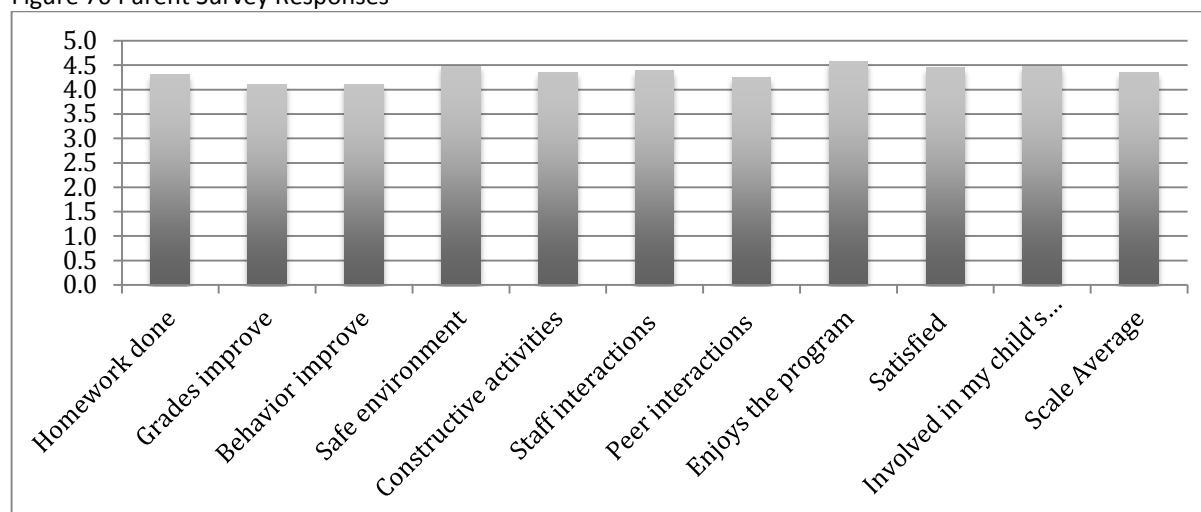Figure 69 Parent Survey Responses
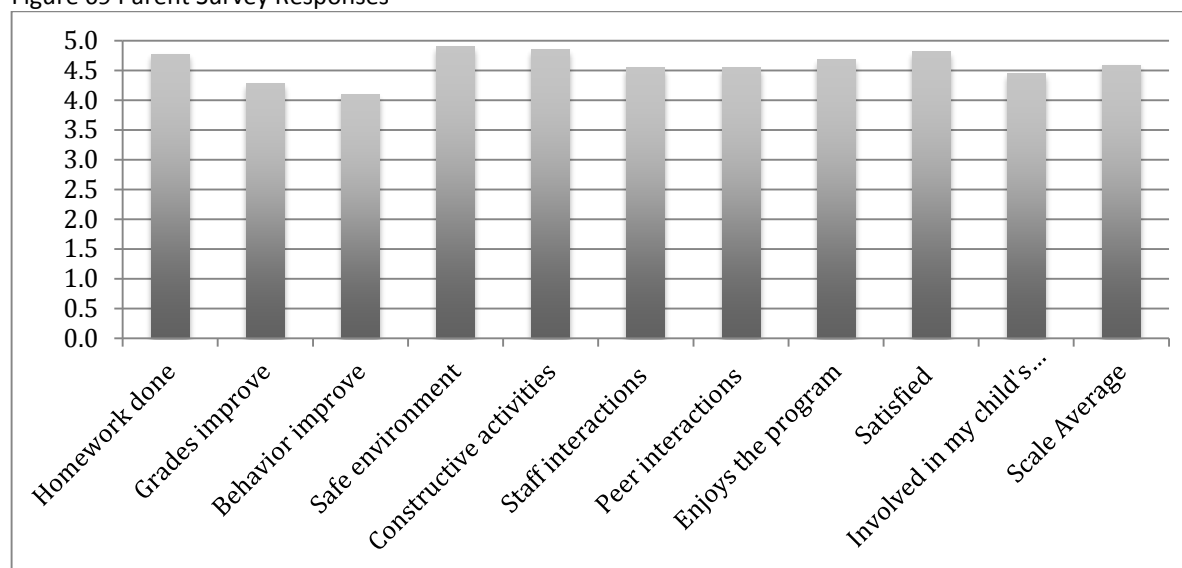
Figure 69 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. The highest rated items were parent satisfaction with the program, that the program provides a safe environment, and that it offered constructive activities for their child. Other highly 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, 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 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 (N=12, i.e. "My children have their homework completed and can't use excuses (i.e., didn't have any)")
- The staff (N=3)
- Improvement noted in children (N=2, i.e., "That my daughter is getting good grades and she is doing great.")
- Classes offered to parents
- Socialization with peers
- The kids enjoy it
- Recreation
- It provides child care
-

Eight parents responded to the question, "If you could change one thing about the after-school program, what would you change?". Four parents stated nothing needs to change, while the others made the following recommendations:
- More help with homework
- Transportation to their childcare so they are considered present and not lose government assistance
- No homework (really)
- Sometimes my daughter gets hungry when she is in My Time and sometimes a snack is not enough for her.
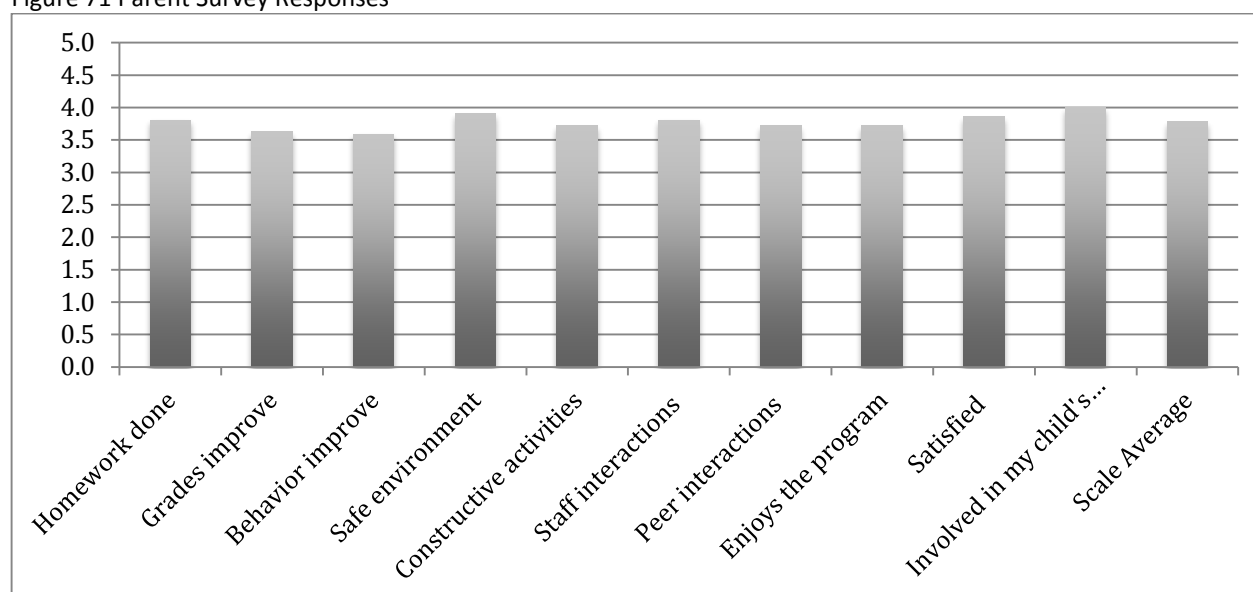
Greenman Elementary School
Figure 70 Parent Survey Responses

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, that the program provides a safe environment, parents' reported involvement in their child's education, and that their child reports enjoying the program. 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
Eighteen 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=10, i.e. "My children have their homework completed and can't use excuses (i.e., didn't have any)")
- "My child enjoys it" (N=3)
- Everything (N=3)
- Peer interactions (N=2)
- Gym activities (N=2)
- The staff (N=1, i.e., "The personal interaction with my child. I was very impressed with My Time. We enjoyed it a lot!")
- Safety (N=1)

Thirteen parents responded to the question, "If you could change one thing about the after-school program, what would you change?". Six parents stated nothing needs to change, while the others made the following recommendations:

- Less homework coming home after MyTime. I feel that she is socializing for the most part.
- The time is good because it gives the kids more time together but it is also sometimes hard with doctor appointments and family events when they are told they have to be there all four days.
- I would have someone available for one-on-one time for homework help.
- Change the way kids qualify because there are kids that would like to attend but can't participate in the program.
- The time
- Parent helps for homework
- That all kids need these programs and only those that qualify can come
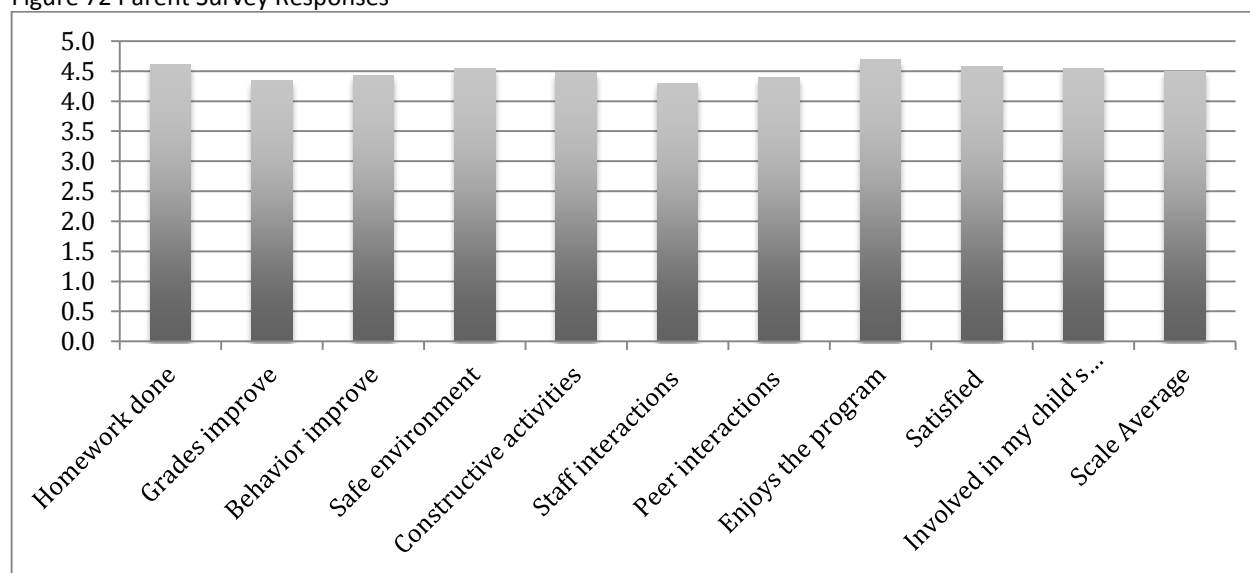
Herget Middle School
Figure 71 Parent Survey Responses

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, parents' reported involvement in their child's education, and that their child reports enjoying the program. Again, 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 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, i.e., "It helped her a lot with her homework, almost like a one on one. Probably more attention than she would get in class."
- Improvement noticed (N=2, i.e., "She learned a lot" and "I like that they are doing better and forming goals that the program helps them, and they see in them that they can achieve them.")
- Music (N=1)
- Art (N=1)
- "My child enjoys it" (N=1)

Sixteen 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 the others made the following recommendations:

- The bus schedule was weird.
- Probably the time. I would make shorter.
- Sometimes it seems too long, maybe one or two hours would be better.
- That they would be a little more active
- That they would play more.
- She joined the program late, and as a result she got pulled from the program and it was told to her that she didn't join the program at the beginning of the school year.
- I would make the games shorter, and give them more homework time to learn more

Hill Elementary School
Figure 72 Parent Survey Responses

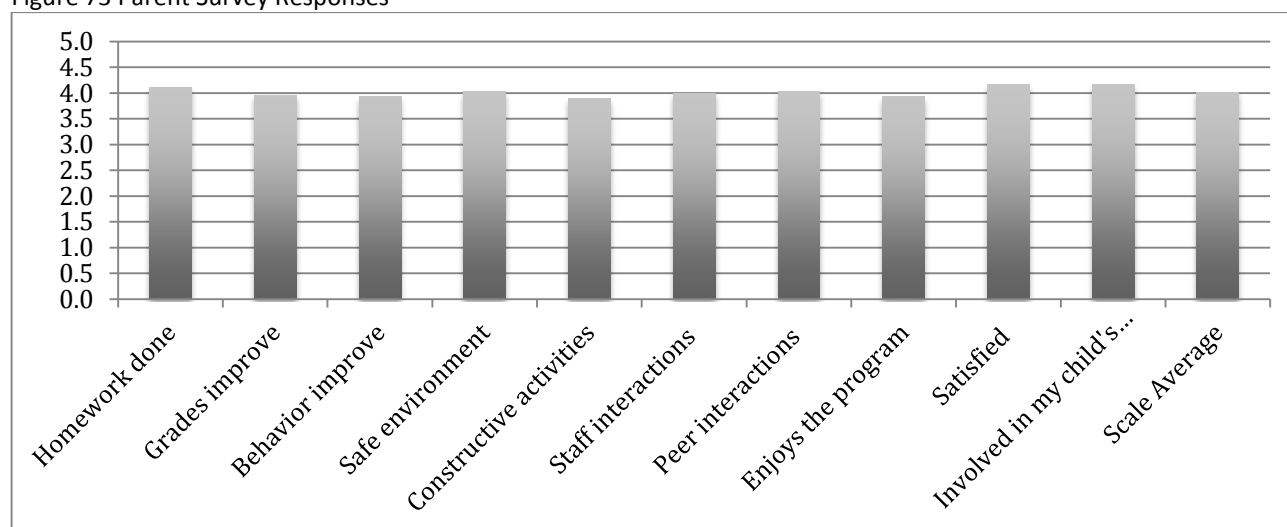Figure 72 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. The parent survey was rated on a scale ranging from one to five. On this scale parents rated every item above a 4, indicating a high level of parent satisfaction. The highest rated item was that the children enjoy the program.

Analysis of Qualitative Data Reflected in Hill Parent Surveys
Twenty-one 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)
- "My child enjoys it"/has fun (N=4, i.e., "That he comes home talking about what he does when he's in the program. Makes me happy.")
- Everything (N=2)
- Peer interactions (N=2)
- Gym (N=2)
- Learning opportunities for children
- Doing fun things when they finish homework.
- The staff

- Triple threat
- Computer time

Nineteen parents responded to the question, "If you could change one thing about the after-school program, what would you change?". Eleven parents stated nothing needs to change, while the others made the following recommendations:

- I would like that they help more with what they are behind on in their homework because they didn't pay much attention.
- Mix age groups.
- I would change the way the kids are picked up at 5PM. It's very time consuming and the line is long.
- That they would do it more often.
- No more reading
- That they accepted children of parents that had interest in the program
- That they let them out when they say. At 5:00 exactly.
- The way the pick up the kids. Not organized.

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 and parents' reported involvement in their child's education. The lowest rated area was that the program provides constructive activities, although this item was also highly rated overall. A recommendation would be to increase parent communication regarding program activities and events.

Analysis of Qualitative Data Reflected in McCleery Parent Surveys
Twelve 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)
- Peer interactions/making friends (N=2)
- Impact on child "I love the fact that the program runs for more than 30mins. Of time, with an solid impact on the kid's life."
- "My child enjoys it"
- Improvement in child is noted

- Learning opportunities available to children in program
- Activities

Nine parents responded to the question, "If you could change one thing about the after-school program, what would you change?". Four parents stated nothing needs to change, while the others made the following recommendations for change:

- Not being able to sign them out early
- The way we have to sign and pick them up. They should be brought outside, as they see there ride, you go to car and let parent sign them out. We be easier.
- Have program All year around.
- That always when the parents pick up the children they block the exit area where it is prohibited to park. Because if there is a fire the ambulance and firefighters can not enter and the children will get burned.
- That they do not leave so late.
- Probably just the pick up routine. (meaning the outside parking). Needs to be a little more organized.

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

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	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?

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

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[                                    ]
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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!

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?

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

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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!

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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?

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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

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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

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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

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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.	○	○	○	○

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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.	○	○	○	○

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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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And, now a few questions about you...

1. Are you a:

○ Girl

○ Boy

2. What grade are you in?

○ 4th

○ 5th

○ 6th

○ 7th

○ 8th

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