

**Fox Valley Park District
21st Century Community Learning Centers
Grant Evaluation Report 2017-2018**

**Hall Elementary School
Jefferson Middle School
Smith Elementary School
Nicholson Elementary School**

**Christina M. Bruhn, Ph.D.
Jessica Ortiz, M.S.W., Ed.M.
Sarah Schilling, M.S.W.**

21st Century Community Learning Centers
Grant Evaluation Report 2017-2018

Contents

Part I. Grant Information.....	3
Part II. Overview and History of Program.....	3
Part III. Program Implementation.....	4
Part III. A. Students Served	4
Student Enrollment.....	5
Student Demographic Characteristics.....	6
Summary.....	16
Part III. B. Program Operations.....	17
Staffing.....	18
Staff Training.....	22
Summary.....	24
Part IV. Progress Towards Objectives.....	24
Part V. Overall Recommendations and Action Plan.....	38
Part VI. Dissemination of Evaluation.....	42
Ancillary Report.....	43
Appendix	88

Part I. Grant Information

The 21 Century Community Learning Center (21CCLC) grant recipient, the Fox Valley Park District, is a local agency that provides recreational activities and services to Aurora, Montgomery, and North Aurora residents. The Fox Valley Park District 21CCLC grant program provides after-school academic and support services to four schools in the West Aurora School District #129.

This 21CCLC grant is in its sixth year of implementation and is comprised of four different sites. The four schools evaluated within this report are Hall Elementary School, Jefferson Middle School, Nicholson Elementary School, and Smith Elementary School. This report will outline program objectives, discuss resulting data, and provide recommendations and plans for areas in need of improvement.

Part II. Overview and History of Program

The 21CCLC grant program is an after-school academic and support program whose goal is to serve West Aurora students and families. Services include 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.

Recommendations, based off of previous evaluation findings, included increasing numbers of total students recruited; increasing the number of regular attendees participating (increasing regular attendance); recruiting and enrolling low-income students; recruiting and enrolling students earlier in the year; increasing parent attendance at events and services; and aligning at-risk students with academic, social, or emotional support based on site and/or student need.

Student recruitment has been completed earlier in the school year, gives priority to at-risk students, seeks to re-enroll previous participants, and has led to an overall increase in the number of program participants. Family outreach and events have been expanded to increase accessibility. Sites have begun to develop and implement incentive programs to reinforce pro-social behavior and academic effort. Communication between sites, staff, and leadership has been improved through the creation of Site Coordinator Meetings that are held several times throughout the year.

II.A. Evaluation Methods

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

As part of the Aurora University (AU) evaluation subcontract, the evaluation team manages the collection and analysis of data. The Lead Evaluator's designee enters data into the federal 21APR data collection system and state 21 CCLC data collection system under supervision from the grantees' Program Directors. The Illinois State Board of Education (ISBE) has approved AU

staff as having user authorization for the purposes of data entry, and AU will not use the credentials for any purpose other than entering data in accordance with the user guidelines (Rules of Behavior) and requests of and under the direction of the Program Directors. The Grantees retain ownership of the data, oversee entry of the data into the 21APR and 21 CCLC systems, and have the final right and authority to approve the entries prior to submission.

Data was collected from a variety of sources including student grade reports; 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 were collected at first and fourth quarters of the school year while discipline data was collected each quarter. After-school program attendance was collected on a monthly basis and demographic data that was collected at the start of the program and as students joined the program throughout the year. State test results were provided as they became available. The program staff and Site Coordinators assisted in the distribution and collection of surveys. Data regarding provided programs and trainings were collected at the end of the school year and included descriptions of events and records of attendance. Finally, letters and other records regarding collaboration, services, and partnerships were collected on an annual basis.

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

Part III. A. Program Implementation

III.A. Students Served

Recruitment and Retention of Students

Recruitment of students consisted of identifying and inviting children previously enrolled in the program. Teachers were requested to identify students who have struggled academically and to specifically invite them to participate in this program. Students qualifying as low-income should be given priority for enrollment.

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

Student Enrollment by Program Site

*Summer 2017 programming was hosted at Hall and served 126 students. Summer data are reported by the students' home school site listed below.

Hall Student Enrollment

Hall Students served in School Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Unduplicated Enrollment	54	87	80	86	80	71
a) Number of students attending fewer than 30 days	2	12	5	16	7	4
b) Number of students attending 30 days or more	52	75	75	70	73	67
c) Number of students attending 30-59 days	n/a	n/a	12	15	9	2
d) Number of students attending 60-89 days	n/a	n/a	19	30	37	28
e) Number of students attending 90+ days	n/a	n/a	44	25	27	37

Hall Students served in Summer	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Unduplicated Enrollment	0	98	71	75	37	51*
a) Number of students attending fewer than 30 days	0	0	71	75	37	51
b) Number of students attending 30 days or more	0	0	0	0	0	0
c) Number of students attending 30-59 days	0	0	0	0	0	0
d) Number of students attending 60-89 days	0	0	0	0	0	0
e) Number of students attending 90+ days	0	0	0	0	0	0

Jefferson Enrollment

Jefferson Students served in school year	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Unduplicated Enrollment	105	102	127	135	73	53
a) Number of students attending fewer than 30 days	80	45	65	75	38	28
b) Number of students attending 30 days or more	24	57	62	60	35	25
c) Number of students attending 30-59 days	n/a	n/a	31	28	16	8
d) Number of students attending 60-89 days	n/a	n/a	26	23	16	12
e) Number of students attending 90+ days	n/a	n/a	5	9	3	5

Nicholson Student Enrollment

Nicholson Students served in school year	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Unduplicated Enrollment	54	68	80	80	81	82
a) Number of students attending fewer than 30 days	5	6	8	7	6	3
b) Number of students attending 30 days or more	49	62	72	73	75	79
c) Number of students attending 30-59 days	n/a	n/a	10	2	3	13
d) Number of students attending 60-89 days	n/a	n/a	18	19	21	16
e) Number of students attending 90+ days	n/a	n/a	44	52	51	50

Nicholson Students served in summer	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Unduplicated Enrollment	n/a	n/a	n/a	n/a	34	28*
a) Number of students attending fewer than 30 days	n/a	n/a	n/a	n/a	34	28
b) Number of students attending 30 days or more	n/a	n/a	n/a	n/a	0	0
c) Number of students attending 30-59 days	n/a	n/a	n/a	n/a	0	0
d) Number of students attending 60-89 days	n/a	n/a	n/a	n/a	0	0
e) Number of students attending 90+ days	n/a	n/a	n/a	n/a	0	0

Smith Student Enrollment

Smith Students served in school year	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Unduplicated Enrollment	81	85	82	90	82	91
a) Number of students attending fewer than 30 days	26	7	7	6	7	12
b) Number of students attending 30 days or more	55	78	75	84	75	79
c) Number of students attending 30-59 days	n/a	n/a	8	13	4	10
d) Number of students attending 60-89 days	n/a	n/a	20	16	25	23
e) Number of students attending 90+ days	n/a	n/a	47	55	46	46

Smith Students served in summer	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Unduplicated Enrollment	0	n/a	77	99	61	47*
a) Number of students attending fewer than 30 days	0	n/a	77	99	61	47
b) Number of students attending 30 days or more	0	n/a	0	0	0	0
c) Number of students attending 30-59 days	0	n/a	0	0	0	0
d) Number of students attending 60-89 days	0	n/a	0	0	0	0
e) Number of students attending 90+ days	0	n/a	0	0	0	0

Demographic Characteristics of Students by Program Site

Hall Student Demographic Characteristics

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

Hall Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Racial/Ethnic Group						
American Indian/Alaska Native	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0
Black or African American	0	3	1	3	1	0
Hispanic or Latino	2	8	3	12	4	4
White	1	0	0	1	0	0
Other/Do not Know	0	1	1	0	2	0
Limited English Proficient /ELL						
Yes	0	4	1	8	2	4
Disability Status/IEP						
Yes	0	3	0	1	0	1
Free or Reduced Lunch						
Yes	1	10	3	15	6	4

Hall Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Unduplicated Enrollment	52	75	75	70	73	67
Male	30	35	40	33	29	32
Female	22	40	35	37	44	35
GRADE						
PK	0	0	0	0	0	0
K	0	4	1	5	3	2
1	15	14	5	7	11	3
2	9	14	21	12	12	7
3	9	17	18	21	14	5
4	9	16	14	12	18	44
5	10	10	16	13	15	6
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Racial/Ethnic Group						
American Indian/Alaska Native	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0

Hall Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Black or African American	22	23	16	11	13	8
Hispanic or Latino	29	46	42	34	39	45
White	5	3	7	16	12	9
Other/Do not Know	0	3	10	9	9	5
Limited English Proficient/ELL						
Yes	19	17	23	29	28	32
Disability Status/IEP						
Yes	16	7	5	12	4	13
Free or Reduced Lunch						
Yes	43	68	61	58	48	40

Jefferson Student Demographic Characteristics

Jefferson Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Unduplicated Enrollment	80	45	65	75	38	28
Male	49	26	42	38	28	20
Female	31	19	23	37	10	8
GRADE						
PK	0	0	0	0	0	0
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	33	16	24	42	19	8
7	37	20	24	18	8	10
8	10	9	17	15	11	10
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Racial/Ethnic Group						
American Indian/Alaska Native	0	0	0	1	0	1
Asian/Pacific Islander	0	0	8	2	4	1
Black or African American	29	10	12	14	8	10
Hispanic or Latino	46	29	44	52	21	7
White	5	3	1	6	5	8
Other/Do not Know	0	3	0	0	0	1
Limited English Proficient /ELL						
Yes	9	1	10	8	9	6
Disability Status/ IEP						

Jefferson Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Yes	11	5	9	11	7	10
Free or Reduced Lunch						
Yes	71	39	62	75	22	17

Jefferson Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Unduplicated Enrollment	25	57	62	60	35	25
Male	14	27	26	32	19	11
Female	11	30	36	28	16	14
GRADE						
PK	0	0	0	0	0	0
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	13	25	30	23	17	16
7	9	30	23	20	11	7
8	3	2	9	17	7	2
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Missing	0	0	0	0	0	0
Racial/Ethnic Group						
American Indian/Alaska Native	1	0	0	0	0	1
Asian/Pacific Islander	0	0	2	3	1	2
Black or African American	1	14	19	8	6	4
Hispanic or Latino	22	41	40	49	25	8
White	1	1	1	0	3	10
Other/Do not Know	0	1	0	0	0	0
Limited English Proficient/ELL						
Yes	5	4	2	17	4	2
Disability Status / IEP						
Yes	0	11	4	11	7	4
Free or Reduced Lunch						
Yes	23	54	59	60	18	13

Nicholson Student Demographic Characteristics

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

Nicholson Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Unduplicated Enrollment	49	62	74	73	75	79
Male	22	30	38	37	31	25
Female	27	32	36	36	44	54
GRADE						
PK	0	0	0	0	0	0
K	0	6	2	0	2	0
1	6	12	12	11	9	13
2	13	10	18	19	11	17

Nicholson Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
3	10	12	14	15	21	12
4	11	11	15	14	15	23
5	9	11	13	14	17	14
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Racial/Ethnic Group						
American Indian/Alaska Native	3	1	0	0	0	0
Asian/Pacific Islander	0	2	0	0	0	4
Black or African American	4	6	12	8	11	10
Hispanic or Latino	29	35	28	34	5	21
White	13	14	18	18	46	44
Other/ Do not Know	0	4	16	13	13	0
Limited English Proficient/ ELL						
Yes	8	5	0	10	13	34
Disability Status/ IEP						
Yes	8	5	2	11	10	7
Free or Reduced Lunch						
Yes	44	55	52	58	33	50

Smith Student Demographic Characteristics

Smith Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Unduplicated Enrollment	26	7	7	6	7	12
Male	14	3	3	6	4	6
Female	12	4	4	0	3	6
GRADE						
PK	0	0	0	0	0	0
K	1	0	0	0	0	0
1	1	1	3	1	0	2
2	3	0	0	3	2	2
3	6	2	1	1	2	3
4	7	2	2	0	2	2
5	8	2	1	1	1	3
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0

Smith Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Racial/Ethnic Group						
American Indian/Alaska Native	0	0	0	0	0	0
Asian/Pacific Islander	0	0	1	0	0	2
Black or African American	7	1	3	0	3	4
Hispanic or Latino	14	5	2	4	3	3
White	11	0	1	1	0	3
Other/ Do not Know	0	1	0	1	1	0
Limited English Proficiency/ELL						
Yes	10	1	0	0	0	3
Disability Status/IEP						
Yes	3	0	1	0	0	1
Free or Reduced-Fee Lunch						
Yes	22	7	7	6	4	10

Smith Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Unduplicated Enrollment	55	78	75	84	75	79
Male	28	37	37	43	33	38
Female	27	41	38	41	42	41
GRADE						
PK	0	0	0	0	0	0
K	0	3	3	3	0	0
1	12	11	19	16	11	15
2	12	11	15	20	18	18
3	12	25	15	21	15	19
4	9	12	12	13	20	10
5	10	16	11	11	11	16
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Racial/Ethnic Group						
American Indian/Alaska Native	0	0	0	0	0	0
Asian/Pacific Islander	2	0	4	5	3	6
Black or African American	15	6	7	10	12	15
Hispanic or Latino	35	67	50	52	52	48
White	14	4	8	0	6	9

Smith Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Other/ Do not Know	0	1	6	17	2	1
Limited English Proficient/ELL						
Yes	14	30	27	0	28	33
Disability Status/IEP						
Yes	5	7	7	0	9	9
Free or Reduced Lunch						
Yes	48	68	75	83	31	59

Average Daily Attendance (ADA) by Program Site

Hall ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Overall Average Daily Attendance	48.51	34.8	65.07	56.88	44.06	47.82
a) ADA for Summer Program	0	17.66	69.75	59.83	26	39.1
b) ADA for After-school Program	48.51	51.95	60.39	53.92	62.13	56.54
c) ADA for Before School Program	N/A	N/A	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday Program	N/A	N/A	N/A	N/A	N/A	N/A

Jefferson ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Overall Average Daily Attendance	33.17	40.94	44.29	47.52	25.86	19.8
a) ADA for Summer Program	N/A	N/A	N/A	N/A	N/A	N/A
b) ADA for After-school Program	33.17	40.94	44.29	47.52	25.86	19.80
c) ADA for Before School Program	N/A	N/A	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday Program	N/A	N/A	N/A	N/A	N/A	N/A

Nicholson ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Overall Average Daily Attendance	46.61	48.75	62.39	63.35	44.17	45.46
a) ADA for Summer Program	N/A	N/A	N/A	N/A	20.1	25.2
b) ADA for After-school Program	46.61	48.75	62.39	63.35	68.24	65.72
c) ADA for Before School Program	N/A	N/A	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday Program	N/A	N/A	N/A	N/A	N/A	N/A

Smith ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Overall Average Daily Attendance	53.85	60.03	67.14	67.03	56.86	50.38
a) ADA for Summer Program	N/A	N/A	71.08	66	44.1	32.5
b) ADA for After-school Program	53.85	60.03	63.21	68.05	69.63	68.26
c) ADA for Before School Program	N/A	N/A	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday Program	N/A	N/A	N/A	N/A	N/A	N/A

Family Participation

Each elementary site hosted a family shadowing event. Parents were able to visit the program while it was in session to learn about the programming, participate in various activities, meet staff, and connect with their children.

The Fox Valley Orchestra's El Sistema program at Smith held a fall and a spring concert for parents of participating students.

All sites offered 4 parent workshops to offer education and resources on the following topics: Overview of puberty, domestic violence, and sexual education; Schoology: how to navigate the school district's education website; GED workshop by St. Augustine College; College information and workforce development by Waubensee College. 33 people attended the listed parent workshops.

Jefferson also offered a Cultural Celebration event, which welcomed families to join with students to share their customs and traditions, present about a country, and shared traditional foods with one another. 6 parents and 22 students were in attendance.

A family bonding and nurturing event was held at Blackberry Farm, which 58 families attended. This event promoted healthy family fun that helps strengthen students' self-esteem and image.

Program Activities

During the school year, program staff provided daily math and literacy enrichment, arts and recreation, teambuilding, physical fitness activities and social-emotional learning (SEL) instruction. Additionally, each day students were given time to work on homework and receive academic assistance if needed.

Fox Valley Park District offered STEM programming for the entire school year at all schools with a focus on the native ecosystems of Illinois. This program delivered hands-on, inquiry based activities to maximize student engagement while promoting knowledge, enhanced comfort, and interest in mathematics and science. The program's aim was to increase student understanding and to create a positive experience with the curriculum in order to have an improved attitude toward studying and pursuing STEM related college and career paths. 4th and 5th grade children at all elementary sites engaged in additional STEM related activities, with an 8-week STEM Coding, Legos and Robotics course once a week for 1.5 hours. Incorporating Common Core State Standards in Mathematics (Standards for Mathematical Practice), the Next Generation Science Standards (Crosscutting Concepts, Science and Engineering Practices, and Disciplinary Core Ideas), students discovered the language of computers and explored how they are changing our world minute by minute. Students learned to write code and investigate the basic principals of programming to control robots.

The Girl Scouts provided SEL programming over 18 weeks, once a week for one hour, at the elementary sites which included bullying prevention, self-confidence, problem solving, healthy relationships, communication skills, healthy living and more. 35 students combined at all elementary sites participated in the Girl Scout programming.

A certified Fitness, Karate, and/or Boxing instructor provided physical activity instruction once a week for the entire program year to students at all sites. This program focused on introducing students to specific areas of exercise through drills, lessons, and use of specific equipment and assisted in developing personal fitness, teamwork skills, leadership and character among its participants.

Once a week for the entire program year, students engaged in art, drama, and/or theatre games. This includes improve games, crafts, acting exercises, and script/story performance. Students also learned about the history of theatre, characterization, built skills in group work, communication, and performance.

The Fox Valley Orchestra (FVO) held the El Sistema music instruction program at Smith Elementary for 23 weeks. Participating students received free musical instruction and were given free use of string instruments. This program culminated in a concert for parents and in a family event where parents were able to learn more about the after-school program and the FVO.

For 10 weeks, Jefferson offered college/career readiness activities to 7th and 8th grade students. Once a week, students engaged in a variety of experiences which included: listening to presenters and guest speakers, role playing, taking self-assessments, learning about college application processes, and exploring career options.

Students at Jefferson also engaged in cooking/nutrition/health activities once a week for the entire program. Students got to make healthy snacks, and with each snack students also learned a health/nutrition lesson.

Summer Program Activities

The Summer 2017 programming was held at Hall Elementary and served 126 students.

Program staff provided STEM instruction three days a week over four weeks for approximately one to two hours. STEM activities included direct instruction and hands-on activities and experiments for students at all levels. STEM activities also included field trips to Phillips Park, Chicago Field Museum

Program staff provided literacy activities every day for at least one hour to all students to encourage reading and writing fluency and fun.

Program staff held art activities to all students three times a week for one hour. Students were able to explore a variety of mediums and techniques.

The Fox Valley Park District offered physical activities to youth for five weeks, every day for two hours. Activities aimed at creating a peaceful classroom, class cohesion, and building individuals self-esteem.

Youth leadership and team building activities were also provided by program staff every day for an hour. These activities encourage problem solving, trust, cooperation and teamwork.

Aurora University provided programming on ethics and careers for five weeks, once a week for an hour to the 4th and 5th grade students. This developed a deeper understanding of ethical dilemmas, values and responsibilities.

4th and 5th grade students also were provided with programming on finance to deepen understanding and empower students in making smart financial decisions through working on real-life scenarios. Finance programming was provided by the computer-based Vault program.

Girl Scouts provided life skills and STEM programming once a week for 1-2 hours to girls in the after-school program.

Summary

Data

School year enrollment decreased at Hall and Jefferson Middle School and increased at Nicholson (81 to 82) and Smith (82 to 91).

The number of regular attendees (those attending 30 days or more) increased slightly at Nicholson and Smith.

The average number of students attending the school year program on a given day decreased at all sites.

The number of low-income students enrolled in the program increased at three out of the four sites. Grant-wide, 65% of enrolled students qualified as low-income, an increase from 53% grant-wide in 16-17. At Hall, 62% of students qualified as low-income (67.5% qualified in 16-17), 57% at Jefferson (an increase from 54.7% in 16-17), 65% qualified at Nicholson (an increase from 48%) and 76% qualified as low-income at Smith (an increase from 42.6%).

Family events were offered to parents of students at all sites.

Summer programming was offered to all elementary students.

At 3 out of the 4 sites, over 80% of students were regular attendees, attending over 30 days. At Hall 94% of students were regular attendees of the after school program, 48% at Jefferson, 96% of Nicholson, and 87% of Smith.

Challenges

Two of the four sites enrolled met the required number of program attendees (75). Hall enrolled 71 students, just shy of the goal of 75. Jefferson, as a middle school, had a target of 60 enrollees and had 51 enrolled.

The average daily attendance rate appears to have decreased in the last grant year, but it should be interpreted with caution; this decrease reflects lower enrollment numbers.

Additional challenges are related to family engagement. While improved from previous years, this area continues to have room for improvement. While the grant offered family events to all sites, attendance

overall is low. Increasing the promotion and advertising of these events will be vital in increasing attendance.

Program Improvement

Programs should aim to have all sites meet the minimum number of program attendees (75 for elementary, 60 for middle schools) and increase the number of days students attend.

Staff should continue to establish relationships with students and continue to reach out to families and students with higher rates of absences, disciplinary infractions, and those that appear more isolated than others.

Existing data should determine those that may be “at-risk” based on discipline, grades, attendance records and income status as they may benefit most from additional invention or mentoring programs.

Staff should increase communication with parents, share clear expectations regarding the program, procedures, and discuss the impact of increased parent involvement and attendance at family events.

Programs should continue to expand and refine the services and programs offered to parents. Parent programming at the middle school level should focus on the unique needs of this age group (for example, high school activities and course selection, college preparation, application, and financing, drivers education, work permits for minors, and other areas identified by parents themselves). Incentivizing attendance at family events may increase parent participation.

Part III. B. Program Operations

Program Hours and Hours of Operation

Hall, Nicholson, Smith, Jefferson Hours of Operation- School Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Weeks Site is Open	33	28	29	28	28	28
Typical Number of Days/Week	4	4	4	4	4	4
Typical Number of Hours/Week	12	12	12	12	12	12
Days in the Week in Session	M,T,W,Th	M,T,W,Th	M,T,W,Th	M, T, W, Th	M, T, W, Th	M,T,W,Th

Hall, Smith Elementary * Hours of Operation- Summer	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Total Number of Weeks Site is Open	0	6	6	6	4	5
Typical Number of Days per Week	0	4	4	4	5	5
Typical Number of Hours per Week	0	22	22	22	30	27.5

Days in the Week in Session	n/a	M,T,W,Th	M,T,W,Th	M, T, W, Th	M, T, W, Th	M,T,W,Th
-----------------------------	-----	----------	----------	-------------	-------------	----------

*Summer 2016 programming was hosted at Smith and Greenman. Summer 2017 was hosted at Hall.

Staffing

Fox Valley Park District (FVPD) grant employs a Project Supervisor who is responsible for overall program management to oversee the day-to-day management of the grant and provide supervision to staff. Each site employs a Site Coordinator who is 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, direct supervision of staff members and students, ensuring policies and procedures are adhered to, responding to data requests, and for providing intervention when needed. Additional staff members may include school-day teachers, school-day non-teaching staff, college student workers, or high school student workers. Evaluation services are provided by Aurora University's School of Social Work. Additional partners may be subcontracted with for the provision of activities and mentoring.

Hall School Year Staffing	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
School-day teachers	2	3	1	1	0	0
Center administrators and coordinators	0	0	0	1	1	1
Youth Dev. w/ Degree	0	0	0	0	0	0
Other nonteaching school-day staff	2	2	3	4	6	5
Parents	0	0	0	0	0	0
College students	0	0	7	4	2	2
High school students	3	3	2	0	0	1
Community members	0	0	0	0	0	0
Other non-school-day staff	0	1	0	0	0	1
Total	7	9	13	10	9	10

Hall Staffing Ratio Given an estimated school year average daily enrollment of 56.54 (Average Daily Attendance, above), the after school-staffing ratio is 1 staff member to 5.65 students.

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

Hall Staffing Summer Program	First Year	Second Year	Third Year	Fourth Year	Fifth Year*	Sixth Year
School-day teachers	0	3	1	3	0	1
Center administrators and coordinators	0	0	0	1	0	1
Youth Dev. w/ Degree	0	0	0	0	0	1
Other nonteaching school-day staff	0	1	3	2	0	5
Parents	0	0	0	0	0	0
College students	0	7	4	4	0	7
High school students	0	6	9	7	0	6
Community members	0	0	0	0	0	0
Other non-school-day staff	0	1	0	0	0	0
Total	0	18	18	17	0	21

*The Hall summer 2016 program was held at Greenman due to construction.

Jefferson School Year Staffing	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
School-day teachers	2	3	3	3	2	0
Center administrators and coordinators	0	0	0	1	1	1
Youth Dev. w/ degree	0	0	0	0	0	0
Other nonteaching school-day staff	3	3	2	4	3	4
Parents	0	0	0	0	0	0
College students	10	10	8	6	1	2
High school students	0	0	0	0	0	1
Community members	0	0	0	0	0	0
Other non-school-day staff	0	0	0	0	0	1
Total	15	16	13	14	7	9

Jefferson Staffing Ratio Given an estimated school year average daily after school enrollment of 19.8 (Average Daily Attendance, above), the staffing ratio is 1 staff member to 2.2 students.

Jefferson Turnover Number of Staff Who Left During the Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
21 st Leadership (Director, Coordinators, Managers)	0	0	0	0	0	0
21 st CCLC teachers/tutors	0	0	0	0	3	0
Other staff	0	0	0	1	1	1

Total	0	0	0	1	4	1
-------	---	---	---	---	---	---

Nicholson School Year Staffing	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
School-day teachers	4	3	1	1	1	2
Center administrators and coordinators	0	0	0	1	1	1
Youth Dev. w/ degree	0	0	0	0	0	2
Other nonteaching school-day staff	2	5	3	3	4	3
Parents	0	0	0	0	0	0
College students	0	0	6	6	2	1
High school students	4	4	0	1	0	0
Community members	0	0	0	0	0	0
Other non-school-day staff	0	0	0	0	0	0
Total	10	12	10	12	8	9

Nicholson Staffing Ratio Given an estimated school year average daily after school enrollment of 65.72 (Average Daily Attendance, above), the staffing ratio is 1 staff member to 7.3 students.

Nicholson Turnover Number of Staff Who Left During the Year		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
21 st CCLC Leadership (Director, Coordinators, Managers)		0	0	0	0	0	0
21 st CCLC teachers/tutors		0	0	1	0	0	0
Other staff		0	0	1	3	1	0
Total		0	0	0	3	1	0

Smith School Year Staffing	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
School-day teachers	2	3	4	1	0	0
Center administrators and coordinators	1	0	0	1	2	1

Youth Dev. w/ degree	0	0	0	0	0	1
Other nonteaching school-day staff	2	1	3	4	5	5
Parents	0	0	0	0	0	0
College students	0	0	6	3	2	1
High school students	3	3	0	1	0	1
Community members	0	0	0	0	0	0
Other non-school-day staff	0	0	0	0	0	0
Total	8	7	13	10	9	9

Smith Staffing Ratio Given an estimated school year average daily after school enrollment of 68.26 (Average Daily Attendance, above), the staffing ratio is 1 staff member to 7.58 students.

Smith Summer Staffing	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
School-day teachers	3	4	3	2	0	0
Center administrators and coordinators	0	0	0	1	1	0
Other nonteaching school-day staff	2	1	3	3	6	0
Parents	0	0	0	0	0	0
College students	0	0	4	3	6	0
High school students	3	3	9	7	0	0
Community members	0	0	0	0	0	0
Other non-school-day staff	0	0	0	0	0	0
Total	8	7	19	16	13	0

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

Greenman 2016 Summer Host Site Staffing**	First Year	Second Year	Third Year	Fourth Year	Fifth Year
School-day teachers	n/a	n/a	n/a	n/a	0

Center administrators and coordinators	n/a	n/a	n/a	n/a	1
Other nonteaching school-day staff	n/a	n/a	n/a	n/a	5
Parents	n/a	n/a	n/a	n/a	0
College students	n/a	n/a	n/a	n/a	2
High school students	n/a	n/a	n/a	n/a	2
Community members	n/a	n/a	n/a	n/a	0
Other non-school-day staff	n/a	n/a	n/a	n/a	0
Total	n/a	n/a	n/a	n/a	10

** Summer 2016 programming for Hall and Nicholson was hosted at Greenman due to construction.

Staff Training

Staff training included an orientation workshop regarding 21st CCLC programming and grant requirements. Other opportunities for professional development open to staff included CPR/AED training, mandated reporter training, and training in math intervention and SEL activities. The grant's Project Manager attended a spring workshop sponsored by the Illinois State Board of Education (ISBE), ESSA, SEDL Sustainability, and Quality Standards trainings.

Staff Training Opportunity	Topic	Duration (hours)	# Attending	Provider
Hall, Jefferson, Nicholson, Smith	Mandated Reporting	1	17/17	CIS/School District 129
	Fall Orientation	2	21/21	CIS/School District 129
	Illinois 21 st CCLC Fall Workshop/Springfield	8	2/2	ISBE/SEDL
	College and Career Readiness	4	1/1	You for Youth
	CPR/AED	6	6/6	American Heart Assoc.
	Creating a Positive Data Culture for Your Organization	1	1/1	Communities in Schools National University
	Securing and Retaining Staff	1.5	1/1	Communities in Schools National University
	Forming and Managing Community Partnerships	2	1/1	Communities in Schools National University
	Volunteer Management	1	1/1	Communities in Schools National University
	SEL	5	2/2	ISBE/Illinois Quality Afterschool
	Math	1	9/9	Math Interventionist (District 129)

	Mathematician Take	1	1/1	Illinois Mathematics and Science
	Mathematical Play	1	1/1	Illinois Mathematics and Science
	Fun Weird Science	2	1/1	Illinois Mathematics and Science
	Weaving Cultural Relevance and Appropriate Linguistic Programming into Health, Health Care and Social Services	7	1/1	Illinois Mathematics and Science
	ISBE Spring Workshop	8	2/2	ISBE/Illinois Quality Afterschool
	Dealing with Behavioral Management in our Afterschool Program	2	1/1	Illinois Afterschool Network

Program Governance

The Fox Valley Park District (FVPD) employs a Project Supervisor, who is responsible for overall program management and supervision of all site staff. The Project Supervisor attends a monthly Community Leaders Advisory group with other grant partners and community members at which guidance and opportunities for support are provided. The Program Supervisor reports on program data at CIS Board of Directors' meetings. Additionally, the Program Supervisor has convened a Student Advisory Board and Leadership Advisory Team to support the Site Coordinators and program implementation.

A Site Coordinator is employed at each program site. The Site Coordinators report to the Program Supervisor and are typically staff within the host building during the day. During program hours, this Site Coordinator is responsible for planning program activities, providing direct supervision of staff members and students, ensuring policies and procedures are followed, responding to data requests, and providing intervention when needed.

A Leadership Advisory Team was created by the Program Supervisor consisting of the site coordinators of each program, the parent liaison, the Project Supervisor, a member of the evaluation team from Aurora University's School of Social Work, and participating interns. This team provides support and guidance to Site Coordinators on various topics related to program implementation and evaluation.

Student Advisory Board meetings were held several times during program implementation at each of the four program sites. This group, including the Program Supervisor and Site Coordinator, conducted informal surveying to determine student interests regarding programming and activities.

Summary

Data

While fewer college student workers were hired from Aurora University in the last program year, more adult school staff members were hired.

The staff was highly qualified in that many of the adult staff members were also district faculty who knew the students and were well acquainted with the school.

Staff was provided with opportunities for professional development and ongoing support. Professional development opportunities were based on staff feedback.

The school year student/staff ratio decreased at all sites in the last year of the grant program.

Challenges

2 out of the 4 sites lost 1 staff member this year at the natural transition of the semester. These workers were not replaced which led to an increase in the student to staff ratio.

Scheduling and securing adequate time for staff development during program hours is a challenge as staff members are engaged before and during program time.

Program Improvement

The current practices of hiring staff well in advance of program implementation and providing ongoing trainings to booster staff education and to provide programmatic support should continue.

Site Coordinators should continue to meet in order to allow for increased communication and support for staff. Current professional development practices should continue and incorporate topics identified by staff.

Part IV. Progress towards Objectives

Objective 1

Objective	Participants in the program will demonstrate increased academic achievement by 10% in adequate yearly progress.
Activities	Moby Max Reading will be used to provide remedial and developmental reading assistance. Moby Max Math will be used to promote increased achievement in mathematics.
Assessments, data collection, and analysis	1) 25% or more of participants will demonstrate test scores that meet or exceed standards in reading and mathematics.
Timeline	ISAT and PSAE data was typically released at the end of July. It is anticipated that PARCC data will be released in fall 2016.
Limitations of data	1) PARCC data are not always immediately available for evaluation. The data provided to evaluation staff, once available, only indicate whether a child's performance was below standards, met standards, or exceeded standards, not the actual score. In the summer of 2013, the State of Illinois changed the cut-off score students needed to earn to be considered to have met state standards. This was done to align Illinois' expectations with those of the rest of the nation. The

	<p>consequence was that a significantly decreased percentage of attendees met expectations.</p> <p>2) Illinois transitioned to the PARCC test to assess student academic performance in the 2015-2016 school year.</p>
Dissemination of data and findings	Data are disseminated via this report, which is posted on the web site at Fox Valley Park District. In addition, the report is shared and discussed with staff members, school and district administrators and grant partners. The report is also presented at the Community Leaders meeting.
Final findings, challenges, and recommendations	<p>1) 12.1% of students grant-wide met/exceeded PARCC expectations in Reading and 11.9% met/exceeded expectations in Math, not meeting the 25% target. Specifically, 9.8% at Hall, 16.2% at Jefferson, 11.1% at Nicholson, and 11.1% at Smith met/exceeded expectations in Reading. 7.3% at Hall, 10.8% at Jefferson, 18.5% at Nicholson, and 11.1% at Smith met/exceeded Math expectations (scored a 4 or 5). Based on 2017-2018 PARCC performance, Jefferson and Hall were identified as Underperforming schools and Nicholson and Smith identified as Commendable schools by the State Board of Education School Report Cards.</p> <p>This objective was not met. Challenges affecting progress towards this objective include students not demonstrating proficiency in the assessed areas prior to testing and/or high numbers of enrolled students considered “at-risk” that may be performing below expectations.</p> <p>Recommendations to improve students’ academic performance include having after-school program staff members help students prepare for testing by communicating regularly with day program school teachers to determine where students’ skills are developing well and where additional support may be needed. Targeted assistance in areas based on site need (Reading, Math, ELL) may help students remediate shortfalls once observed may prevent students from experiencing educational deficits that compound as the year progresses and have a positive impact on academic performance overall.</p>
Implementation and tracking	Tracking of student achievement should continue. Staff should coordinate targeted assistance efforts with building administration.

Objective 2

Objective	Participants in programs will demonstrate improvement in grades in mathematics and reading.
Activities	Homework assistance and tutoring will be provided by program staff.
Assessments, data collection, and analysis	1) 30% or more of participants will show improvement of one-half of one letter grade or greater in GPA for reading and mathematics between the first and fourth quarters.
Timeline	Report cards are collected at the end of the fourth quarter. Project staff members enter grades for reading and mathematics, school absence data, and promotions data.
Limitations of data	<p>1) Some grades have not been filed.</p> <p>2) In some cases where grades were filed, a specific grade for reading and/or mathematics is not available (for instance, a global grade as opposed to a grade for sub-topics).</p>

	<p>3) For younger children, grades are often listed as, for instance, “meets expectations” rather than as a letter grade.</p> <p>4) Some students take more than one class that could be considered “reading.”</p>
Dissemination of data and findings	Data are disseminated via this report, which is posted on the web site at Fox Valley Park District. In addition, the report is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at the Community Leaders meeting.
Final findings, challenges, and recommendations	<p>1) 2017-2018 data indicate the goal of having 30% of grant participants improve at least a half letter grade in reading and in math (or maintain if the highest grade possible was already achieved) was met.</p> <p>Grant-wide, 54.9% (up from 43.5% in 16-17) improved at least one half-letter grade in math. Specifically, in math (or maintained the highest grade) 79.7% improved at least a half letter grade at Hall, 24.0% at Jefferson, 39.2% at Nicholson, and 76.6% at Smith.</p> <p>In reading, 51.1% (up from 45.3% in 16-17) of participating students improved at least one half-letter grade (or maintained the highest grade possible). In reading, Hall had 92.2% improved (or maintained the highest grade) at least a half letter grade, Jefferson had 28.0%, Nicholson had 13.9%, and Smith had 70.1% improve.</p> <p>This objective was met. Challenges affecting progress towards this objective include providing extended learning opportunities and remediation for students academically at-risk or struggling to demonstrate proficiency in the assessed areas. The recommendation is to encourage students to seek assistance when having trouble understanding the curricula, to provide additional support in the form of study groups or tutoring, teach study skills and strategies, and increase communication with school day teachers to determine ways to better assist students. Staff should focus more on reading, and continue the positive math interventions. Staff may consider incentivizing homework completion and effort in order to positively affect students’ sense of academic competence and willingness to persist in the face of difficult tasks.</p>
Implementation and tracking	Activities and tracking should continue. Staff should communicate with building administration to coordinate targeted assistance.

Objective 3

Objective	Participants in the program will demonstrate increased involvement in school activities and will have opportunities in other subject areas, such as technology, art, music, theater, sports, and other recreation activities.
Activities	Increased academic success driven by activities for Objectives 1 and 2 are expected to promote improved school engagement, and to drive attendance and graduation. Students were provided with access to technology, as well as services in fitness/sports, recreation, and art. Students will participate in the Youth Leadership Program, including service learning and career development opportunities (employment opportunities for high school students). Inquiry-based STEM curricula will also be used to promote engagement in technology, science, and mathematics.
Assessments, data	1) At least 80% of attendees will maintain or improve attendance, if no more

collection, and analysis	<p>than one day per quarter is missed, from the first to the fourth quarter based on attendance records.</p> <p>2) 99% of students will be promoted to the next grade.</p> <p>3) 100% of students will participate in career readiness activities.</p> <p>4) 100% of students will participate in subject areas such as technology, art, sports, and recreation.</p> <p>5) 70% will report increased involvement in at least one activity.</p>
Timeline	Evaluation will take place once per year and results will be compared.
Limitations of data	Participation in extracurricular school-based activities is restricted by participation in the after-school program. Participation in school-day activities is difficult to measure, and attendance at school is a weak proxy for participation in school-day activities. Graduation from high school cannot be measured for several years for most enrolled youth. Intent to pursue higher education does not necessarily translate into the resources, in terms of financial resources, familial support, and ability to navigate the process of searching for, applying to, and gaining financial aid for attendance at an institution of higher learning.
Dissemination of data and findings	Data are disseminated via this report, which is posted on the web site at Fox Valley Park District. In addition, the report is shared and discussed with staff members, school and district administrators and grant partners. The report is also presented at the Community Leaders meeting.
Final findings, challenges, and recommendations	<p>1) Grant-wide, 46.8% of students maintained or improved attendance between the first and fourth quarters, not meeting the 80% target. Specifically, 57.4% at Jefferson, 45.2% at Hall, 46.8% at Nicholson, and 37.7% at Smith maintained or improved attendance between the first and fourth quarters.</p> <p>2) 100% of students were promoted to the next grade.</p> <p>3) 100% of enrolled students participated in career readiness activities as they were provided as part of the program.</p> <p>4) 100% of participants participated in subject areas such as technology, art, sports, and recreation.</p> <p>5) A grant average of 89% of students reported increased involvement in at least one activity as a result of participating in this program (“coming here has helped me become more involved in school activities or try new things”, exceeding the 70% target. Specifically, 95.2% of students at Hall, 81.8% at Jefferson, 88.6% at Nicholson, and 92% at Smith reported increases in involvement.</p> <p>This objective was partially met. Increasing school day attendance for elementary students continues to be a challenge as elementary students are highly dependent on parents for transportation and permission to attend school. It is recommended that program staff identify enrolled students with elevated numbers of absences or low levels of engagement for mentoring, intervention and to incentivize attendance. Staff should seek to cultivate strong relationships with students and increase student investment in the school day and program through relationship building, increased student accountability, and incentivizing and rewarding effort, persistence, and improvement.</p>
Implementation and	Activities and data tracking should continue. Quarterly or semester-based

tracking	incentives should be based on specific non-academic goals.
----------	--

Objective 4

Objective	The program will provide expanded learning opportunities, with priority given to students who are lowest performing and in the greatest need of academic assistance.
Activities	Teachers in each school selected students based on academic need. The lowest achieving students with the greatest need of academic assistance were offered priority.
Assessments, data collection, and analysis	1) 50% or more of the program enrollees will be from low-income families, as evidenced by eligibility for free or reduced-fee school meals.
Timeline	Evaluation will take place once per year and results will be compared from year to year.
Limitations of data	Not all families who are eligible may choose to apply for free/reduced-fee school lunches. In addition, this is a rough indicator of poverty as it is dichotomous and does not indicate the extent of poverty.
Dissemination of data and findings	Data are disseminated via this report, which is posted on the web site at Fox Valley Park District. In addition, the report is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at the Community Leaders meeting.
Final findings, challenges, and recommendations	1) A grant average of 65% of program participants, qualified as low-income, exceeding the 50% target for this goal. Specifically, 62% of Hall's enrollees, 57% of Jefferson participants, 65% of Nicholson's participants and 76% of Smith's participants qualified as low-income. This objective was met. It is recommended that future recruitment practices focus on recruiting students qualifying as low-income based on school records.
Implementation and tracking	Continued used of current practices and tracking is recommended in addition to review of school records for determination of income status.

Objective 5

Objective	Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.
Activities	Site Coordinators will link families with necessary community services. Students will be provided with fitness and nutrition activities to promote health and self-esteem. Improved academic achievement and engagement will promote student self-esteem. Staff members will develop positive working relationships with youth, providing role modeling and conflict-resolution training to promote positive relationships with peers.
Assessments, data collection, and analysis	1) At least 80% of attendees will maintain or improve attendance from first to fourth quarters, if no more than one day per quarter is missed, based on attendance records. 2) Disciplinary referrals will decrease among enrolled students by 10% or more from first to fourth quarters. Disciplinary reports include in-school suspension, out-of-school suspensions, detentions, and referrals. Referrals varied and could include a parent-teacher phone call or conference. 3) Teachers will report improvement in behavior and getting along with other

	<p>children for 50% or more of enrolled children.</p> <p>4) Staff will report a statistically significant improvement in behavior, relationships with peers, and relationships with adults from pre-test to post-test for enrolled youth.</p>
Timeline	Data were collected from student, staff, and teacher surveys. Teachers' surveys were collected in April while student and staff surveys were completed approximately six weeks into the program and six weeks prior to program completion.
Limitations of data	<p>1) 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.</p> <p>2) 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.</p> <p>3) 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.</p>
Dissemination of data and findings	Data are disseminated via this report, which is posted on the web site at Fox Valley Park District. In addition, the report is shared and discussed with staff members, school and district administrators and grant partners. The report is also presented at the Community Leaders meeting.
Final findings, challenges, and recommendations	<p>1). Grant-wide, 46.8% of students maintained or improved attendance between the first and fourth quarters, not meeting the 80% target. Specifically, 57.4% at Jefferson, 45.2% at Hall, 46.8% at Nicholson, and 37.7% at Smith maintained or improved attendance between the first and fourth quarters.</p> <p>2) Grant-wide, 91.7% of students decreased their number of disciplinary infractions between first and fourth quarters exceeding the 10% target, indicating this goal was met. At Hall, 100%, 83.3% at Jefferson, 83.3% at Nicholson, and 100% at Smith decreased the number of experienced disciplinary events.</p> <p>3) Teachers survey respondents indicated that students improved or had no need to improve in "Behavior" (65.5%) and "Getting Along" (72.7%), exceeding the 50% target grant-wide.</p> <p>Specifically, Nicholson had 64.6% improve in "Behavior" and 76% in "Getting Along". Smith had 79% improve in "Behavior" and 82.6% improve in "Getting Along". Jefferson had 48% improve in "Behavior" and 56% improve in "Getting Along". Hall reported 70% of its students improved or did not need any change in "Behavior" and 76% in "Getting Along".</p>

	<p>5) Grant-wide, staff did not report statistically significant improvement in Behavior, Relationships with Peers, or Relationships with Adults at post-test, not meeting this goal.</p> <p>There were significantly significant improvements reported at Smith in Adult Relationships. Hall had small, but statistically significant decreases at post-test in Peer Relationships and Behavior. Jefferson had small, but statistically significant decreases at post-test in Behavior and Nicholson had similar decreases in Peer Relationships.</p> <p>This objective was partially met.</p> <p>Challenges affecting this objective include students that depend on parents for transportation to school (school attendance). Additional challenges include the timing of post-test assessments and general stress or burnout that may affect attitudes, energy, or engagement. This may result in higher stress levels for both students and staff and therefore result in lower reported levels of improvement in Behavior and Relationships and difficulty.</p> <p>Recommendations include identifying students with increased rates of absences, disciplinary infractions, and low levels of engagement for mentoring and intervention. Staff should work to increase parent involvement, relationships with students, and teach and positively reinforce student pro-social behaviors in order to encourage desired behavior and student engagement.</p>
Implementation and tracking	Continue implementation with recommended adjustments and increased reinforcement on a regular basis (weekly, monthly, quarterly etc).

Objective 6

Objective	Programs will provide opportunities for community involvement.
Activities	The grantee collaborated with multiple partners to provide parent education, family workshops, and other family events on site.
Assessments, data collection, and analysis	1) The grantee will provide a list of enrichment and other support services offered to families of participants.
Timeline	On an annual basis, the lists of activities and other support services will be collected. Parents are surveyed at the end of the program year and will report the extent to which available community resources were utilized.
Limitations of data	Services offered were based on perceived needs of this population, based on experience working in similar programs but not selected based on parents' identification of their own needs. The parent survey conducted at the end of the year did include a question concerning services that parents would find valuable, and this information can be used in refining services next year.
Dissemination of data and findings	Data are disseminated via this report, which is posted on the web site at Fox Valley Park District. In addition, the report is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at the Community Leaders meeting.

Final findings, challenges, and recommendations	<p>1) The objective for the program to provide opportunities for community and family involvement was met, as several programs were made available to family members of students within the after-school program. These events included parent shadowing events, a parent concert at Smith performed by students participating in the Fox Valley Orchestra's El Sistema program, and various parent workshop ranging in topics from puberty, domestic violence, sex ed., education on college admissions and application processes, and information on navigating the school system resources.</p> <p>This objective was met.</p> <p>It is recommended that staff continue to gauge challenges such as parent needs and interests, minimize barriers to attendance (transportation, child care, food, language) and participation at events, and engage families of older children with events targeting the needs of middle school students and their parents.</p>
Implementation and tracking	Track attendance at all parent/community events and seek parent feedback through surveys and direct communication at events.

Objective 7

Objective	The program will increase involvement of families of participating children.
Activities	Staff spoke by phone with or met with parents 1:1, as feasible, to discuss their children's academic and social progress. Parents were offered the opportunity to volunteer or visit the program to become more engaged in their children's education.
Assessments, data collection, and analysis	<p>Parent surveys were used to assess parents' level of involvement in their children's education.</p> <p>1) At least 90% of parents completing the survey will report being somewhat or very involved in their children's education.</p> <p>2) At least 80% of parents completing the survey will report being somewhat or very satisfied with the program.</p>
Timeline	Sign-in sheets were collected as programs were offered, then tabulated at the end of the year. Parent surveys for the middle and high schools were conducted via telephone in April and May, the last months the program was in session.
Limitations of data	The limitations of the data are primarily that some parents declined to complete the parent survey. Even though the survey was kept to two pages, some parents found it to be too long. In addition, the self-report measures on the survey do not provide very much detail about reasons for parent responses, and therefore they do not provide very much guidance to program revision efforts.
Dissemination of data and findings	Data are disseminated via this report, which is posted on the web site at Fox Valley Park District. In addition, the report is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at the Community Leaders meeting.
Final findings, challenges, and recommendations	<p>1) Grant-wide, 91.8% of parents reported being somewhat or very involved in their children's education, exceeding the 90% expectation and meeting this goal. Specifically, 93% report somewhat/very involved in their child's education at Hall, 88% at Nicholson, 100% at Smith, and 86% at Jefferson.</p> <p>2) 92% of grant parents reported being satisfied or very satisfied with the after-school program, exceeding the 80% target and meeting this goal. Specifically,</p>

	<p>93% were satisfied at Hall, 80% at Jefferson, 95% at Nicholson, and 100% were satisfied at Smith.</p> <p>This objective was met. Challenges include seeking feedback from all families and engaging more families in students' academic careers.</p> <p>It is recommended that staff continue to communicate with families and increase the number of family events offered in order to increase parent involvement, especially at the middle school level.</p>
Implementation and tracking	Documentation of event attendance and parent survey completion should continue.

Objective 8

Objective	Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students. Professional development activities must be aligned with No Child Left Behind definitions and National Staff Development Council's professional development standards.
Activities	The Site Coordinators and other staff members attended a four-hour orientation prior to program initiation. In addition, the grant Project Director attended an ISBE-sponsored training and evaluation staff attended ISBE-sponsored webinars. Site coordinators attended Leadership Advisory Meetings with the Project Director and evaluator to discuss programming or evaluation needs.
Assessments, data collection, and analysis	1) 100% attendance at required training and/or professional development events, documented by sign-in sheet.
Timeline	Sign-in sheets were collected at the time of each training event.
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 posted on the web site at Fox Valley Park District. In addition, the report is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at the Community Leaders meeting.
Final findings, challenges, and recommendations	<p>1) 100% of staff members received participated in professional development opportunities, indicating this goal was met.</p> <p>This objective was met. Staff participated in fall orientation and mandated reporter trainings. Additional professional development opportunities provided to staff included CPR/AED training, training in SEL activities, and math strategies and activities. Challenges include finding adequate time to provide training and ensuring various staff interests/needs are met. Recommendations for future programming include continuing to survey staff members about their professional development needs, and expanding offerings to align with staff needs. Staff requested additional training in SEL strategies, team-building and math enrichment for the upcoming year.</p>
Implementation and tracking	Current practices should be continued and staff should be queried as to areas of interest for additional professional development, as appropriate.

Objective 9

Objective	Grantee will create sustainability plans to continue the programs beyond the federal funding period.
Activities	Grantees nurtured existing, productive relationships with community-based agencies and developed other relationships during the course of the grant period to benefit students and families, and to create efficiencies in service delivery.
Assessments, data collection, and analysis	1) Written letters of agreement should be collected from each community partner, sufficiently detailing the roles and responsibilities of partners and intentions to sustain contributions after the grant expires.
Timeline	Written letters were collected as agreements were established, documenting roles, responsibilities. Community partners will specify their intentions to sustain contributions, as feasible, after the grant expires.
Limitations of data	While the subcontractors and in-kind contributors have expressed willingness to work together with the 21 st Century Community Learning Centers (21 st 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 posted on the web site at Fox Valley Park District. In addition, the report is shared and discussed with staff members, school and district administrators and grant partners. The report is also presented at the Community Leaders meeting.
Final findings and recommendations -Partnership Changes, Strengths, Challenges -Sustainability Status and Development	<p><u>Partnership Contributions:</u> See chart below.</p> <p><u>Changes in Partnership/Collaboration:</u> Many of the partnerships have been established and developed over the course of several years. There have not been any substantial changes to existing partnerships or responsibilities.</p> <p><u>Partnership Strengths and Challenges:</u> The contracted partners have an established relationship with the grantee and mutually shared goals of serving the students and community. Continued and regular communication between partners has helped nurture partnerships. Challenges faced by the grantee are to continue to develop and expand with and beyond existing partnerships.</p> <p><u>Sustainability Status and Development Strategies:</u> This objective was partially met. FVPD's 21st CCLC program has implemented a number of successful strategies to create and maintain effective partnerships between local and educational agencies and public and private community organizations to create financial stability over the long term. The ongoing goal is to establish and maintain effective partnerships across schools and communities toward reaching shared student outcomes and overall program sustainability, which includes the formation and ongoing development of an Advisory Board that meets regularly, and successful implementation of strategies for generating program income, such as grant writing, fundraising, partners contributing toward program costs, and use of school district, state, and other federal funds; The 21st CCLC program includes excellent staffing and</p>

	<p>training; alignment of school day and afterschool cultures; variety of fun, learning activities that support range of learning activities; partnership with community; and sound management and financial stability.</p> <p>West Aurora School District continues to provide space that extends learning opportunities in areas such as science, technology, arts, fitness, and literacy to enhance and develop minds beyond the school day. Nutritious snacks are provided through the USDA After-School Snack Program for the four sites. The Project Supervisor solicited, developed and managed new partnerships. Efforts to develop foundation, corporate, and public grants, private donations, and in-kind contributions were documented and will continue.</p> <p>The afterschool program will be sustained at a lower level at the end of the 21st CCLC grant. Certainly, there is no way the district can support the exact level of structured afterschool programming that exists under 21st CCLC, but the onboarding of the 21st CCLC model at these schools had piqued the interest of school principals and stakeholders. The grantee and stakeholders will continue to work with the school district to obtain additional funding from the education foundation and school funding (e.g., Title I).</p> <p>The focus will be on finding innovative and creative ideas to implement in the future. For example, the following sustainability strategies may be considered: Developing an annual drive for individual donors; Developing an afterschool program component during which children create and run a self-supporting business; Developing a fee-based program in a higher income school that can offset program costs in a lower income school; Continue to work with Communities In Schools of Aurora as a 501(c)3 organization with a board of directors that can apply for grants for which a school district is not eligible or does not wish to administer. Ultimately, the Advisory Board is critical to help better understand the avenues available for sustainability in the school communities.</p>
Implementation and tracking	Communities In Schools, subcontractor to Fox Valley Park District, retained letters of commitment with partners and records of applications for successor funding.

Partner Contributions

Values listed represent the amount allocated per site, unless otherwise specified

Chess Club, In-Kind <ul style="list-style-type: none"> • Estimated monetary contributions made by partner: \$0 • Estimated monetary value of subcontract held: \$0 • Estimated in-kind monetary value: \$437 Contributions: chess instruction, practice, exam Sites: Jefferson	AU School of Social Work, Subcontractor Estimated monetary contributions made by partner: Estimated monetary value of subcontract held: \$5,500 Estimated in-kind monetary value: \$0 Contributions: Evaluation Services Sites: Hall, Smith, Jefferson, Nicholson
Fox Valley Orchestra, Subcontractor <ul style="list-style-type: none"> • Estimated monetary contributions made by partner: \$0 • Estimated monetary value of subcontract: \$10,800 • Estimated in-kind monetary value: \$0 Contributions: El Sistema music instruction, concert Sites: Smith	YWCA, In-Kind <ul style="list-style-type: none"> • Estimated monetary contributions made by partner: \$0 • Estimated monetary value of subcontract held: \$0 • Estimated in-kind monetary value: \$2000 Contributions: SEL Sites: Smith
Girl Scouts, In-Kind <ul style="list-style-type: none"> • Estimated monetary contributions made by partner: \$0 • Estimated monetary value of subcontract held: \$0 • Estimated in-kind monetary value: \$2,500 Contributions: SEL instruction Sites: Hall, Smith, Nicholson	St. Augustine College, In-Kind <ul style="list-style-type: none"> • Estimated monetary contributions made by partner: \$0 • Estimated monetary value of subcontract: \$0 • Estimated in-kind monetary value: \$250 Contributions: Parent education workshop Sites: Hall
West Aurora School District 129, Subcontractor, In-kind <ul style="list-style-type: none"> • Estimated monetary contributions made by partner: \$0 • Estimated monetary value of subcontract: \$18,700 total for Hall, Nicholson transportation • Estimated in-kind monetary value: \$39,000 each site, \$250 family workshop Contributions: Transportation subcontract; Facility/ services in kind Sites: Hall, Smith, Jefferson, Nicholson	Communities In Schools, Subcontractor <ul style="list-style-type: none"> • Estimated monetary contributions made: \$0 • Estimated value of subcontract: \$95,600 total admin/staffing; \$10,200 STEM instruction; \$16,000 parent engagement/education; 12,000 counseling • Estimated in-kind value: \$20,000 total Contributions: staffing/management/counseling services, parent workshops, parent liaison, contracted. Administrative services in-kind. Sites: Hall, Smith, Jefferson, Nicholson

Additional Findings:

In addition to administrative data concerning grades, attendance, discipline, and test scores, data were collected from youth, program staff, teachers, and parents. Key findings from this data are presented here. Additional information and data are reported in the ancillary report, attached.

Youth Survey

The Surveys of Afterschool Youth Outcomes, developed by the National Institute on Out of School Time at Wellesley Center for Women, are research-based surveys used across the nation to evaluate outcomes associated with after-school program delivery. The youth surveys are suited for grades 4 through 8 (first version) and 9 through 12 (second version). The surveys, delivered online and also available in Spanish, were relatively brief as they were 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.

Students at all sites reported positive experiences at the program. Commonly reported strengths of the program were the staff and what the program was like.

Based on youth survey results, specific recommendations include:

- Staff should identify students with low levels of engagement for additional activities, mentoring, or responsibilities to increase engagement and develop relationships between staff and youth.
- Staff should provide a variety of activities and experiences to help students feel challenged while building confidence, motivation, and engagement in the program, and creating an opportunity to try something new. When possible, allow youth to choose activities.
- Staff should evaluate the students' homework needs versus need for activity and balance the time spent on each of these activities to ensure that students are getting sufficient time to work on homework, receive help, and participate in activities. This time should be flexible based on the students' needs at different times of the school year.
- Staff should engage in conversation with youth about future goals and provide encouragement towards reaching these goals.

Qualitative Analysis of Youth Survey

Students were asked about their experiences in the program. The students were able to identify many aspects of the program that they enjoyed. The most commonly identified areas were going outside/gym, cooking, doing homework, art, and sports.

The most common reasons students were absent from the program were being sick, having an appointment after school, and other after-school activities (such as sports).

Students offered a wide range of potential activities they would like to participate in; staff should assess which are feasible to incorporate. Students most commonly identified going outside, art, sports, art, and free time as the activities they wanted to be a part of the program.

The students identified aspects of the program that they would like to change, which the staff should review and discuss for next year. The most common response however, was changing nothing to the program. Another commonly requested change to the program is to have more outside time. Staff should review the list to come up with ideas for future sessions and lessons. Students also indicated a variety of activities to learn about in the program, including cooking, art, math and different sports.

Specific recommendations based on the youth survey include:

- Staff members should demonstrate interest and investment students on a personal and academic level.
- Staff should consider implementing problem solving, conflict-resolution, and social skill instruction during program time and rewarding demonstrated behaviors.
- Staff should highlight student improvement and implement student suggestions regarding program activities to increase investment. When possible, staff should provide youth with options or choice in activities to participate in.

Staff Survey

The Surveys of Afterschool Youth Outcomes, Staff version were also used to evaluate staff views of student success within the after-school program. The survey was customized to the specific program goals evaluated in three main areas of focus: Relationships with Peers, Relationships with Adults, and Behavior. In most cases, scale scores are reported here.

Pre and post-test survey results for each site were analyzed using a Wilcoxon sign-ranked paired-samples test.

Hall and Nicholson experienced a statistically significant decrease in peer relationships from Fall to Spring. Hall and Jefferson had statistically significant decreases in behavior from Fall to Spring. Smith experienced a statistically significant increase in adult relationships. Although not statistically significant, Smith's peer relationships also increased slightly from pre-test to post-test.

Specific recommendations based on the staff survey include:

- Staff at all levels should clearly define expectations and reward or incentivize pro-social behavior.
- It is recommended that staff increase time spent in small groups, talking with individuals, or mentoring in order to develop deeper relationships and rapport with students in order to build self-esteem, increase investment in the program, and improve student behavior and relationships with adults.
- Staff should also implement team building exercises to further enhance peer relationships and develop pro-social behaviors.

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. Teacher surveys were rated on a scale ranging from 1 to 7, with 1 indicating a significant decline, 7 indicating a significant improvement, and 4 indicating no change. Scores of 8 indicated no need to improve.

Teacher surveys indicated all students improved in the assessed areas. The areas with the most improvement varied among schools. Three schools reported that the area of most improvement was in Attending Class Regularly, while Hall reported that the most improvement was Completing Homework to Teachers Satisfaction. Jefferson and Hall reported students improved the least in being Attentive in Class while students improved the least in Academic Performance at Nicholson and Volunteering at Smith.

Based on the Teacher Survey, specific recommendations include:

- Staff should encourage and reinforce student volunteering, trying new things, and academic risk taking.
- Staff should incentivize homework completion, participation in class, effort, and overall academic performance.
- Staff should increase communication with teachers and parents in order to learn about students' interests and motivations for volunteering and participating in class.

Parent Survey

Parent surveys at the elementary level complete a survey in a paper format, which was provided in both English and Spanish. Middle school parent surveys were completed by a telephone interview with a bilingual interviewer. This survey was rated on a scale ranging from 1 to 5, with 5 indicating the most improvement or highest level of satisfaction possible.

Responses were overwhelmingly positive with 92% of grant parents indicating they were satisfied or very satisfied with the after-school program (down from 96.6%). Specifically, 93% were satisfied at Hall, 95% at Nicholson, 80% at Jefferson and 100% were satisfied at Smith.

Qualitative Analysis of Parent Surveys

Parents were asked about their perceptions of the program. Parents most commonly stated that the best part of the program was the academic assistance/improvement. When asked what they would change about the program, the majority of the parents reported being satisfied with the program.

Specific recommendations include:

- Staff should increase parent involvement to facilitate parent knowledge of the program.

Part V. Overall Recommendations and Action Plans

The following section will summarize program goals and recommendations. Recommendations based on survey results are discussed in previous sections of this report while recommendations for action plans are included in the above section, Progress Towards Objectives, and are summarized briefly below.

Overall, 88.8% (8/9) of the objectives were met or partially met. Program strengths include student participation, student involvement, students maintaining or improving grades and discipline, student behavior and ability to “get along” with peers, parent involvement and parent satisfaction with the program, and staff training and support. Challenges included student school day attendance and student performance on the standardized PARCC assessment.

Lessons learned over the course of the grant include seeking feedback from staff and parents help focus programming efforts for family engagement and professional development needs and coordinating efforts with building staff to incentivize or provide specific areas with additional support.

Objective Progress Summary

Objective 1: This objective was not met.

- 12.1% of students grant-wide, met/exceeded PARCC expectations in Reading and 11.9% met/exceeded expectations in Math, not meeting the 25% target.

Recommendations to improve students’ academic performance include having after-school program staff members help students prepare for testing by communicating regularly with day program school teachers to determine where students’ skills are developing well and where additional support may be needed. Targeted assistance may help students remediate shortfalls once observed may prevent students from experiencing educational deficits that compound as the year progresses. Staff should coordinate targeted assistance efforts with building administration.

Objective 2: This objective was met.

2017-2018 data indicate the goal of having 30% of grant participants improve at least a half letter grade in reading and in math (or maintain if the highest grade possible was already achieved) was met. Grant-wide, 54.9% improved at least one half-letter grade in math (or maintained the highest grade possible). In reading, 51.1% of participating students improved at least one half-letter grade (or maintained the highest grade possible).

The recommendation is to encourage students to seek assistance when having trouble understanding part of the curricula, provide additional support in the form of study groups or tutoring, teach study skills and strategies, and increase communication with school day teachers to determine ways to better assist students. Staff should focus more on reading, and continue the positive math interventions. Staff may consider incentivizing homework completion and effort in order to positively affect students' sense of academic competence and willingness to persist in the face of difficult tasks. Staff should communicate with building administration to coordinate targeted assistance.

Objective 3: This objective was partially met.

- Grant-wide, 46.8% of students maintained or improved attendance between the first and fourth quarters, not meeting the 80% target.
- 100% of students were promoted to the next grade.
- 100% of enrolled students participated in career readiness activities as they were provided as part of the program.
- 100% of participants participated in subject areas such as technology, art, sports, and recreation.
- A grant average of 89% of students reported increased involvement in at least one activity as a result of participating in this program, exceeding the 70% target.

It is recommended that program staff identify enrolled students with elevated numbers of absences or low levels of engagement for mentoring, intervention and to incentivize attendance. Staff should seek to cultivate strong relationships with students and increase student investment in the school day and program through relationship building, increased student accountability, and incentivizing and rewarding effort, persistence, and improvement. Quarterly or semester-based incentives should be based on specific non-academic goals.

Objective 4: This objective was met.

- A grant average of 65% of program participants, qualified as low-income, meeting the 50% target for this goal.

It is recommended that future recruitment practices focus on recruiting students qualifying as low-income. Continued use of current practices and tracking is recommended in addition to review of school records for determination of income status.

Objective 5: This objective was partially met.

- Grant-wide, 46.8% of students maintained or improved attendance between the first and fourth quarters, not meeting the 80% target.
- Grant-wide, 91.7% of students decreased their number of disciplinary infractions between first and fourth quarters exceeding the 10% target, indicating this goal was met.
- Teachers survey respondents indicated that students improved or had no need to improve in “Behavior” (65.5%) and “Getting Along” (72.7%), exceeding the 50% target grant-wide.
- Grant-wide, staff did not report a statistically significant improvement in Behavior, Relationships with Peers, or Relationships with Adults at post-test, indicating this goal was not met.

Recommendations include identifying students with increased rates of absences, disciplinary infractions, and low levels of engagement for mentoring and intervention. Additionally, staff should work to increase parent involvement and teach and positively reinforce pro-social behaviors in order to encourage desired behavior and appropriate interactions in all settings. Continue implementation with recommended adjustments and increased reinforcement on a regular basis (weekly, monthly, quarterly etc).

Objective 6: This objective was met.

- The objective for the program to provide opportunities for community and family involvement was met, as several programs and events were made available to family members of students within the after-school program.

It is recommended that the staff continue to gauge parent needs and interests, minimize barriers to attendance and participation at events, and engage families of older children with events targeting the needs of middle school students and their parents. Track attendance at all parent/community events and seek parent feedback through surveys and direct communication at events. It is also recommended that staff increase promotion and advertising of these family events to help increase attendance.

Objective 7: This objective was met.

- Grant-wide, 91.8% of parents reported feeling either somewhat or very involved in their children’s education, exceeding the 90% expectation and meeting this goal.
- 92% of grant parents were satisfied or very satisfied with the after-school program, exceeding the expectation of 80% and meeting this goal.

It is recommended that staff continue to communicate with families and increase the number of family events offered in order to increase parent involvement, especially at the middle school level. Documentation of event attendance and parent survey completion should continue.

Objective 8: This objective was met.

- 100% of staff members received participated in professional development opportunities, indicating this goal was met.

Recommendations for future programming include continuing to survey staff members about their professional development needs, and expanding offerings to align with staff needs. Staff members requested future professional development topic areas include SEL activities, team building activities, and math enrichment activities.

Objective 9: This objective was partially met.

- The grantee continues to work with our partners to sustain programmatic funding. Efforts to develop foundation, corporate, and public grants, private donations, and in-kind contributions were documented and will continue.

Recommendation Summary:

Previous recommendations (indicated by a bullet) are included below along with the ways these recommendations were met (indicated by a check mark) and future recommendations (indicated by a star).

- Provide social skills training in a range of topics provided by highly qualified staff.
 - ✓ SEL curricula were presented to all students by qualified school social workers or subcontracted partners to all students.
 - ✓ SEL support was expanded to provide all students with access to counseling, as needed, provided by a school social worker during program hours.
 - ✓ SEL activities were provided as part of regular programming.
- Provide professional development based on staff feedback.
 - ✓ Staff feedback was solicited through surveys assessing satisfaction with professional development offerings and requesting topics for additional trainings.
 - ✓ Program staff received training in CPR/AED, Guided Reading, reading and math strategies, math and reading enrichment activities, and SEL/teambuilding activities.
 - ❖ Professional development for the upcoming year, based off of staff feedback should include SEL strategies, team-building activities, and math enrichment strategies.
- Expand STEM programming to reach more students.
 - ✓ STEM instruction and activities were incorporated on a weekly, if not daily, basis by program staff and subcontracted partners.
- Increase the number of enrolled students
 - ✓ Students were recruited based on previous participation, enrollment occurred during the school year to allow staff to increase recruitment efforts to enroll to capacity.

- ❖ Future programming should maintain or increase student enrollment and increase the number of regular attendees.
- Identify at-risk students for mentoring, intervention, or activities to increase engagement and investment during program time.
 - ✓ Priority enrollment is given to low-income students and/or students previously enrolled
 - ✓ A grant average of 65% of program participants, qualified as low-income, exceeding the 50% target.
 - ❖ Staff should match at-risk students with an adult for silent mentoring in which staff develop meaningful relationships with students in an informal mentorship to increase investment, social connectedness, self-esteem, and resilience.
- Incentivize attendance at and/or aligning family events based on community needs and interest in order to increase family involvement and participation.
 - ✓ Family event offerings included parent education as well as family bonding events to align with family interests.
 - ✓ Attendance by students and families was tracked in a detailed manner enabling staff to determine the most successful events/topics and areas in which feedback may be needed.
 - ❖ Future programming should increase turn out at family events.
- ❖ Future programming should collaborate with building administration to determine, prioritize, and incentive areas for focused intervention based on site need. Targeted areas may include attendance, discipline, academics, student improvement, effort etc.

Part VI. Dissemination of Evaluation

Data are disseminated via this report, which may be 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 at orientation, or shortly thereafter, 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 2017-2018**

**Hall Elementary School
Jefferson Middle School
Smith Elementary School
Nicholson Elementary School**

**Christina M. Bruhn, Ph.D.
Jessica Ortiz, M.S.W., Ed.M.
Sarah Schilling, B.S.W.**

**This evaluation was funded by the Illinois State Board of Education
21st Century Community Learning Center Grants.**

Youth Survey

The Surveys of Afterschool Youth Outcomes, developed by the National Institute on Out of School Time at Wellesley Center for Women, are research-based surveys used across the nation to evaluate outcomes associated with after-school program delivery. The surveys are suited for grades 4 through 8 (first version) and 9 through 12 (second version). The surveys, delivered online and also available in Spanish, were relatively brief as they were 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.

Hall Elementary School Youth Survey

Figure 1 At This Program, How do Kids Get Along?

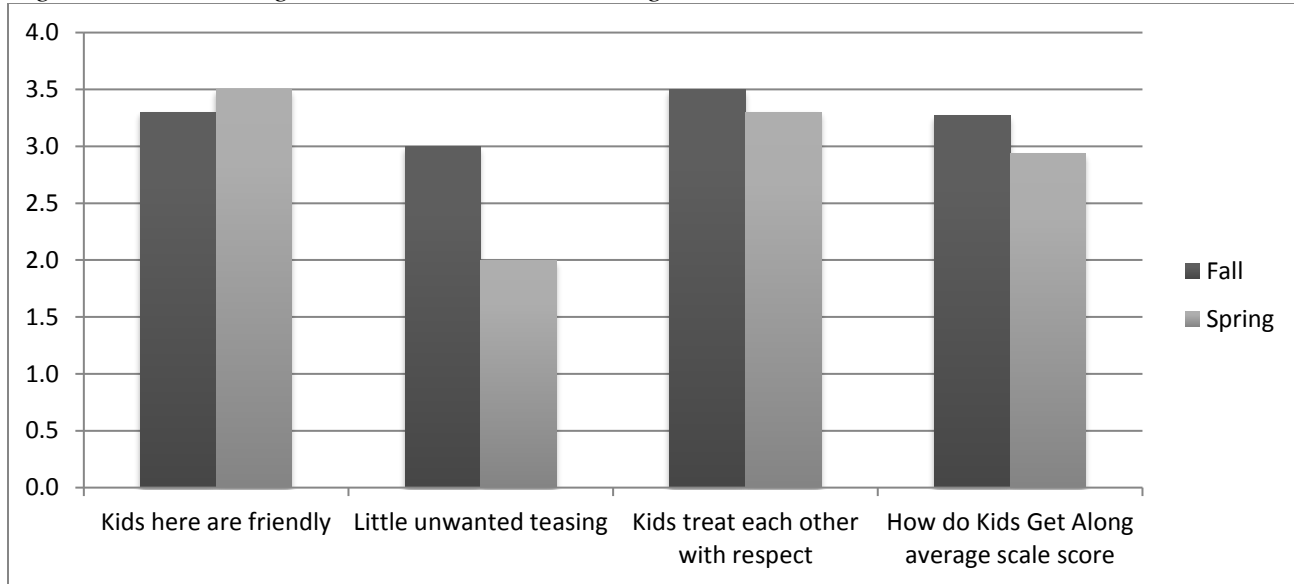


Figure 1 shows youth responses assessing how well kids get along at the after-school program. The respondents reported they feel other students in the program are friendly, that participants treat each other with respect, and generally get along. The responses for students feeling others were friendly increased during the post-test. Youth reported that moderate amounts of unwanted teasing took place. The responses ranged on a scale from 1 to 4, with the total scale average for how kids get along being 3.3 pre-test and decreased to 2.9 post-test. The recommendation would be for staff to intervene earlier during the course of the program and more during peer interactions to increase the youth's feeling of being treated by respect by each other, and to offer rewards and encouragement when positive behaviors occur.

Figure 2 *What is it Like for You at This After-school Program?*

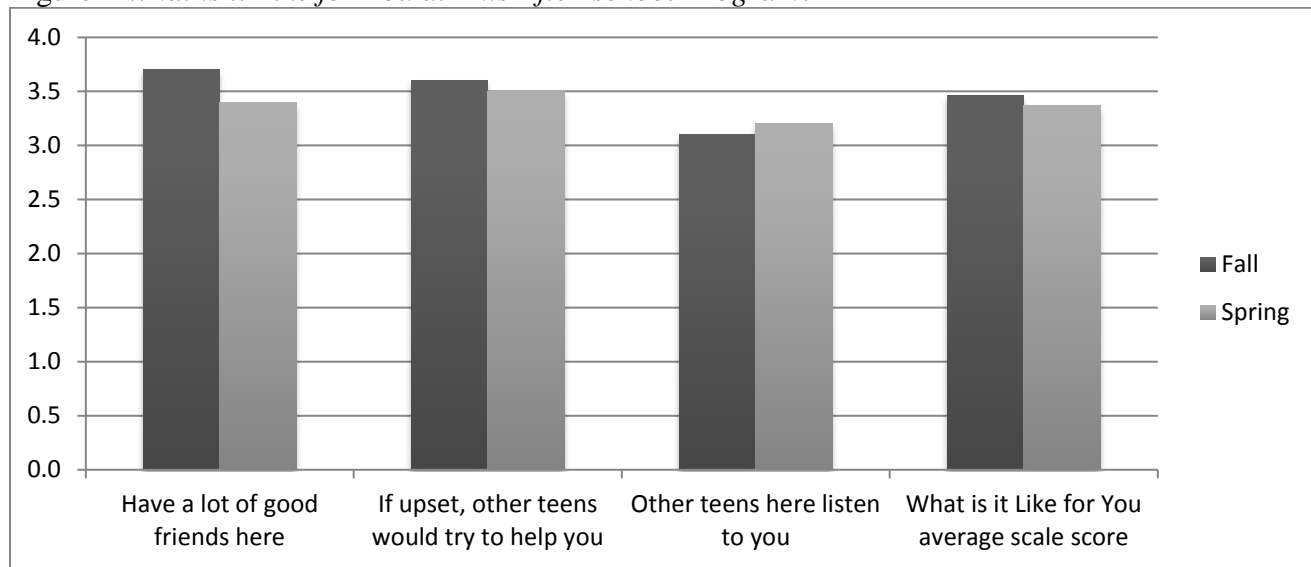


Figure 2 shows how youth perceive what it is like for them in the after-school program. The results suggest that youth feel they have a lot of good friends in the program, that if they were upset another teen would try to help and that others teens listen to you. The average score for this scale was 3.5 pre-test and decreasing slightly to 3.4 post-test on a scale from 1 to 4. 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?*

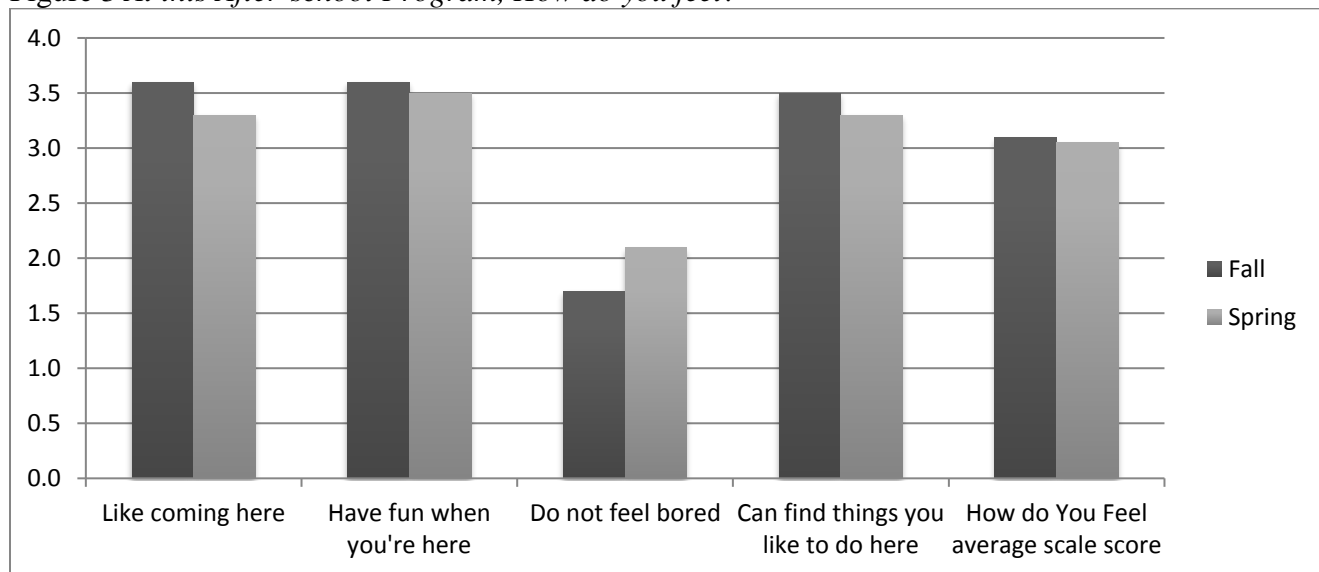


Figure 3 shows youth responses to how they feel during the after-school program. The graph suggests that youth like coming to the program, feel they have fun, and can find things they like to do. The average scale score for this scale was the same for both the pre-test and the post-test, 3.1, on a scale from 1 to 4. The question “I do not feel bored” was originally phrased, “Do you feel bored when you’re here” and was reverse coded for analysis. The suggestion would be to conduct needs assessments with participants at the beginning of the year to determine their interests, then develop programming that aligns with the stated interests.

Figure 4 *When You are at this After-School Program and Not Doing Homework.*

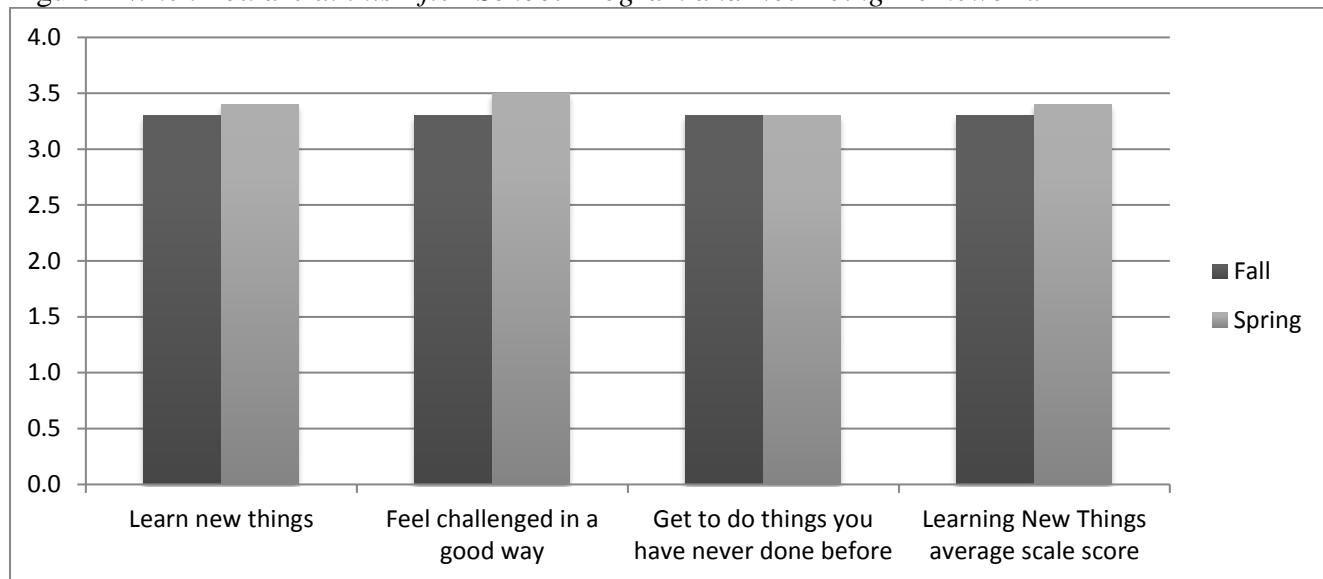


Figure 4 shows student assessment of learning new things in the after-school program. The responses show that overall youth learn new things, feel challenged, and get to try new activities. All items except on the “get to do things you have never done before” increased over the course of the program year. The average scale score for this scale was 3.3 pre-test and increased to 3.4 post-test. 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 developing new, challenging 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.*

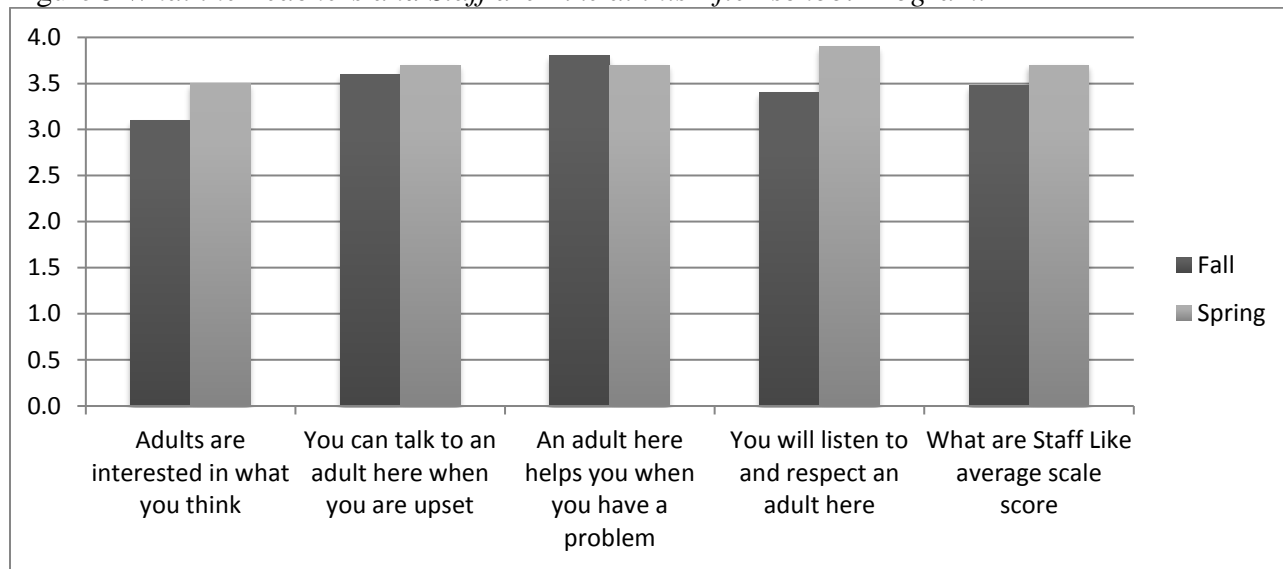


Figure 5 indicates students' perception of what staff are like at the after-school program. Overall, participants report that they can take with an adult when upset, that adults can help when there is a problem, and will listen and respect the adults. Three of the scales increased from pre-test to post-test. Overall, the scale's average was 3.5 pre-test and 3.7 post-test. 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?*

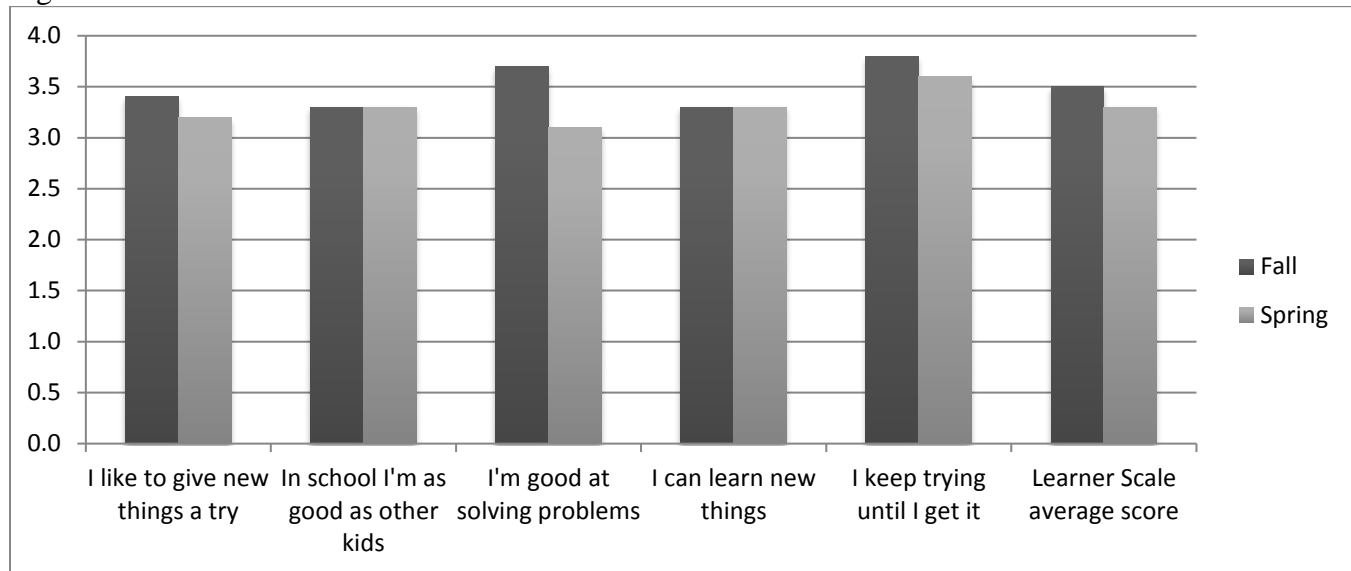
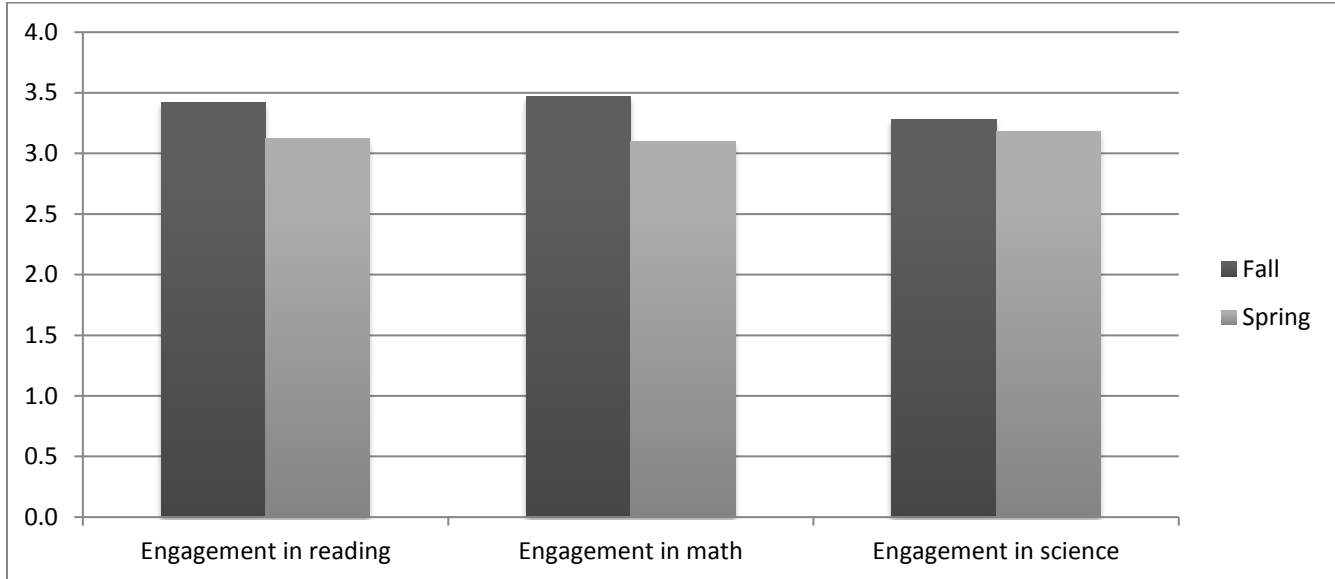


Figure 6 shows youth responses regarding their perception of what they are like as learners. The results suggest that youth keep trying problems until they get it, and feel they are good at solving problems. Scores decreased slightly from pre-test (3.5) to post-test (3.3). The recommendation would be to encourage students to try new things and follow up with praise once a student demonstrates efforts to seek new challenges despite success or fail.

Figure 7 *How do You Feel about Reading/Math/Science?*



This shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes “I like to read at home during my free time; I enjoy reading when I’m at school; I enjoy reading when I’m at this after-school program; I’m good at reading; and I like to give new books a try, even if they look hard); however, individual scale items are not reported here for the sake of brevity.

Engagement in all areas decreased from pre-test to post-test. 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 8 *How has This Program Helped You in Reading/Math/Science?*

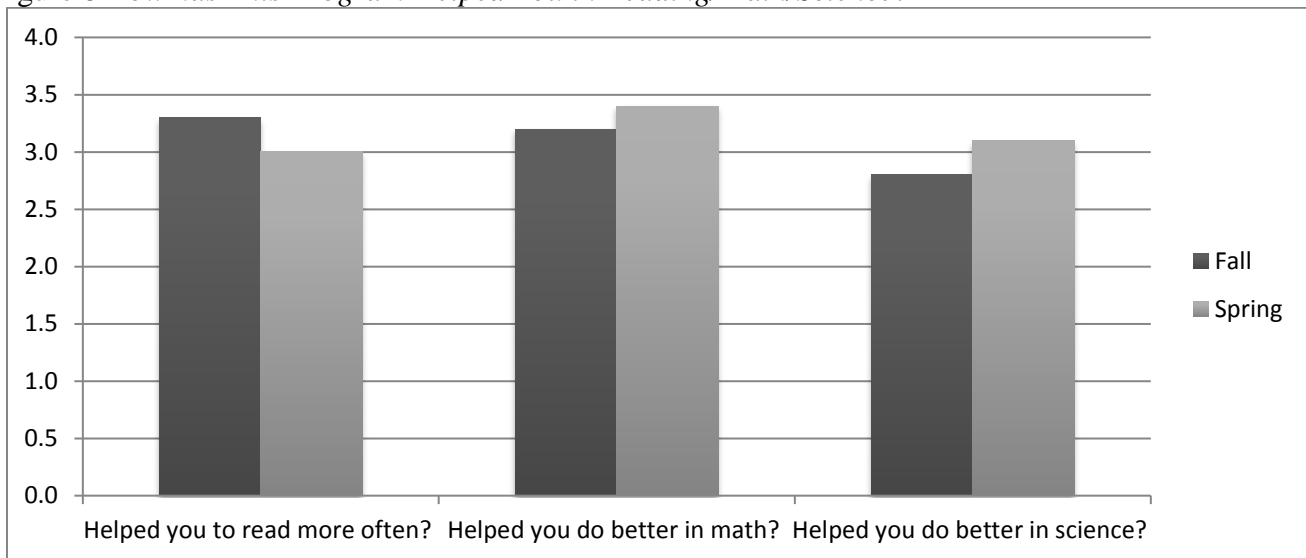


Figure 8 indicates that, overall, students felt the after-school program helped them with their subject material. There was an increase in both the program helping with math and science, yet reading help decreases during the second part of the program. The suggestion would be to increase focus on encouraging reading and asking reflective questions to students to ensure comprehension of materials.

Figure 9 *How has This Program Helped You Academically?*

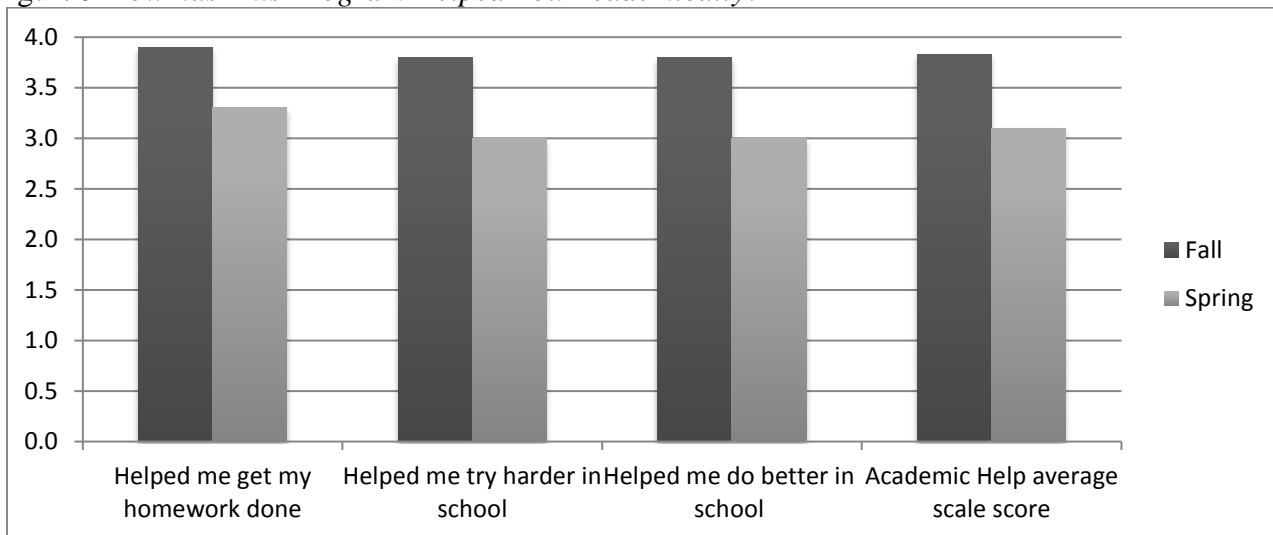


Figure 9 shows students assessment regarding how the after-school program helped them academically. The ratings for academic help experienced a significant decrease from pre-test to post-test, with an average of 3.8 for the pre-test and a 3.1 for post test. The suggestion would be to make more explicit 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?*

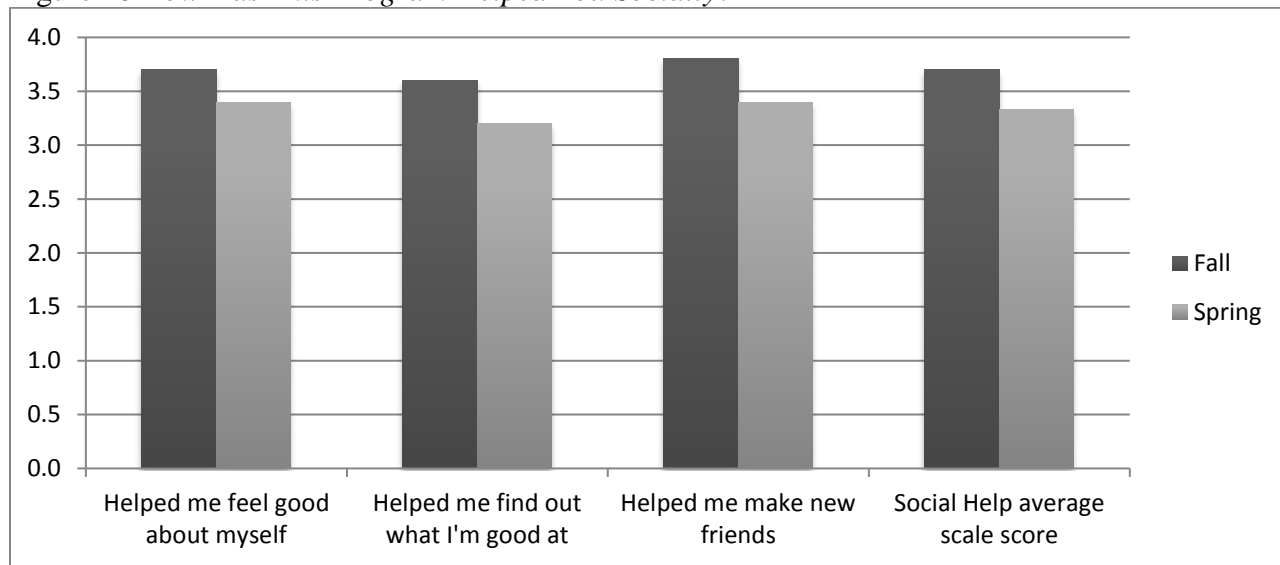


Figure 10 shows students' assessment regarding how the after-school program helped them socially. The graph suggests that during the beginning of the program year, students were likely to state that the after-school program helped them feel good about themselves, helped them find out what they were good at, and helped them to make new friends. All of these items decreased during the post-test. 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 confidence and encourage teens to continue trying hard to assist in finding their personal strengths.

Figure 11 *Thinking ahead to your future, what do you think will happen?*

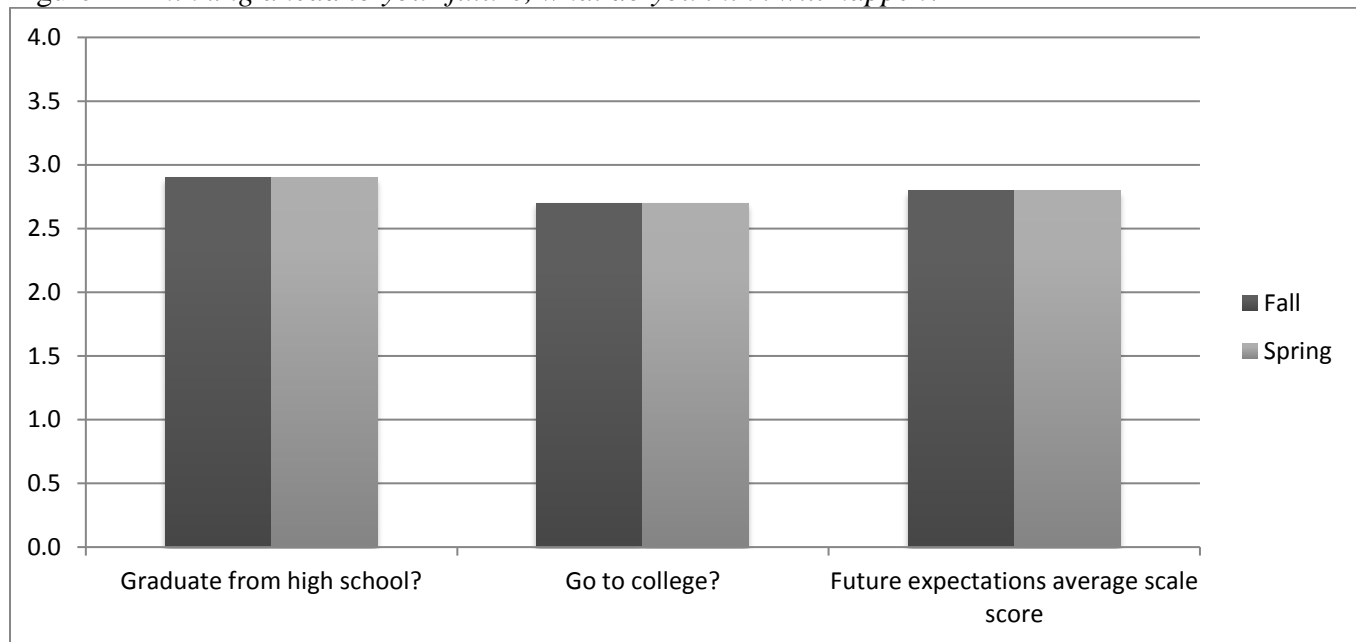


Figure 11 show students' teen assessment regarding expectations of the future. The graphs suggest some students report expectations of graduating from high school and going to college. Pre-test and post-test results stayed the same for student's expectations. The recommendation would be to talk with students about the future, and provide support and encouragement with plans to graduate from high school and/or to go to college. Designing programming around the benefits and the resources available for students in going and finishing school may also assist in increasing this score.

Figure 12 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*

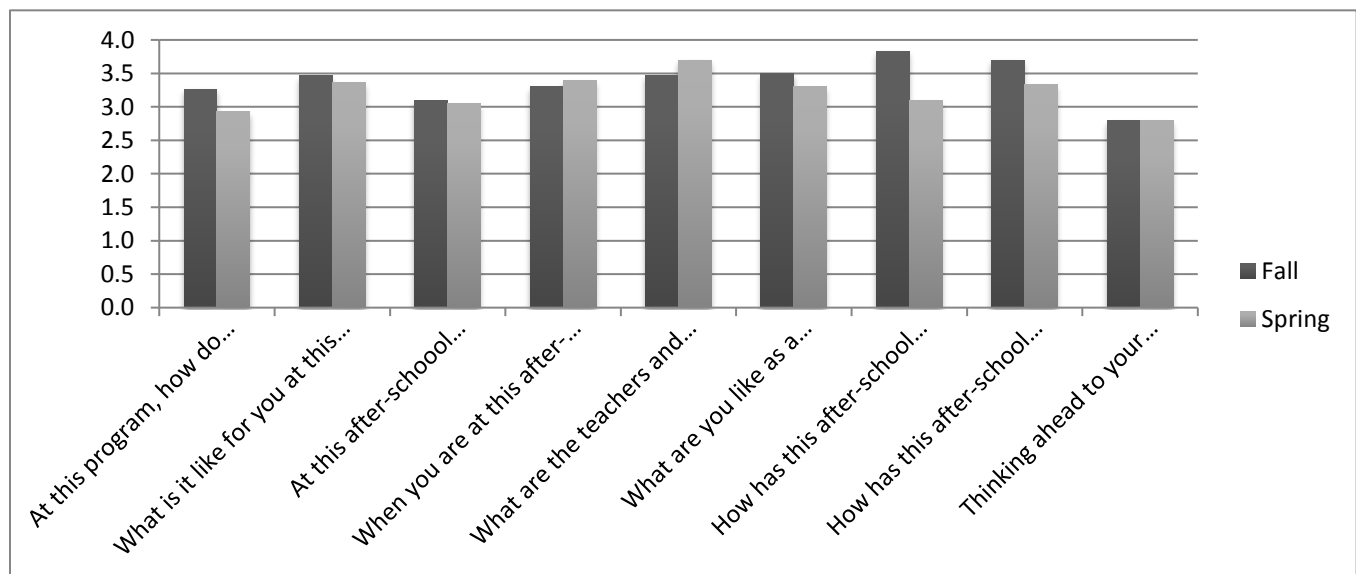


Figure 12 suggests that the program's relative strengths include youths' perceptions regarding what the program is like for them and what the teachers and staff are like, indicating that students feel connected

to the program, staff, and other participants. Youth responded positively to questions about how the program has helped them socially, stating it has helped them get along with others, and stating they had strong, positive responses regarding relationships with teachers and staff. Areas in need of further attention included how students get along, and future expectations. Specific recommendations include conducting a needs assessment of student interests and aligning curricula to reflect these interests, and reinforcing respectful behavior and academic achievement. Staff are also encouraged to provide additional support/activities concerning students future goals and expectations.

Jefferson Elementary School Youth Survey

Figure 13 At This Program, How do Kids Get Along?

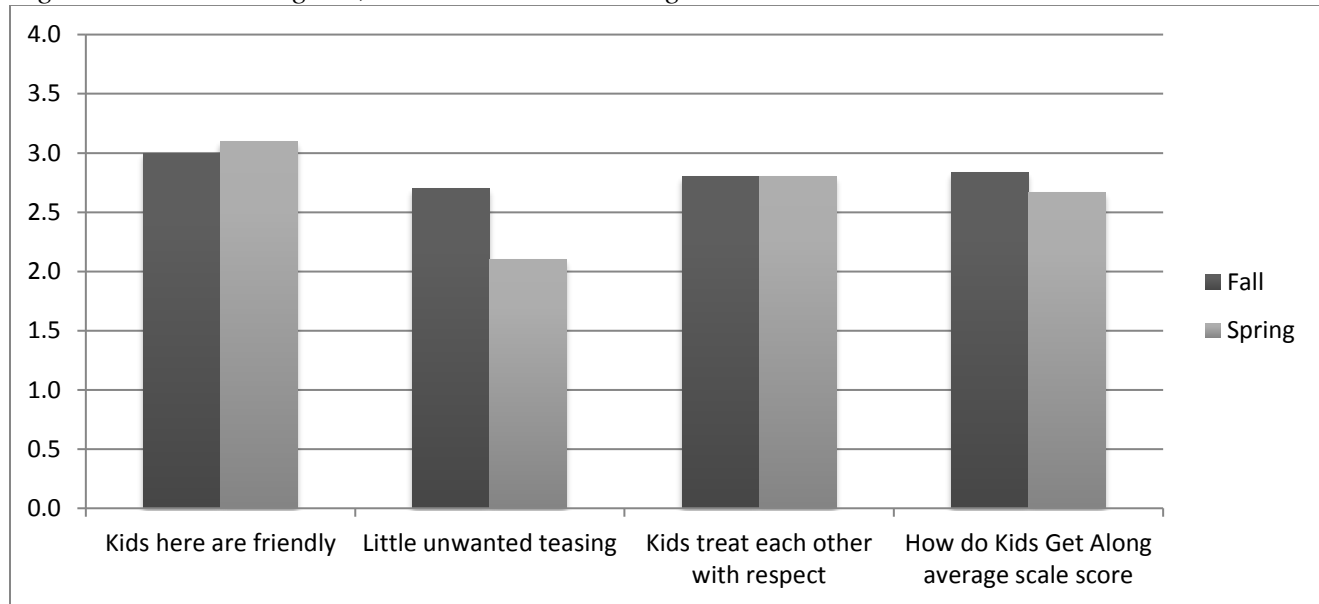


Figure 13 shows youth responses assessing how well kids get along at the after-school program. Youth reports that kids are friendly, and scores slightly increased between pre- and post-test. There was an increase in the category “little unwanted teasing” from pre-test to post-test. The responses ranged with the total scale average for how the students get along being 2.8 pre-test and 2.7 post-test. The recommendation would be for staff to intervene more during peer interactions to minimize incidents involving teasing, and to offer rewards and encouragement when positive behaviors occur in order to maintain the positive behaviors recognized.

Figure 14 *What is it Like for You at This After-school Program?*

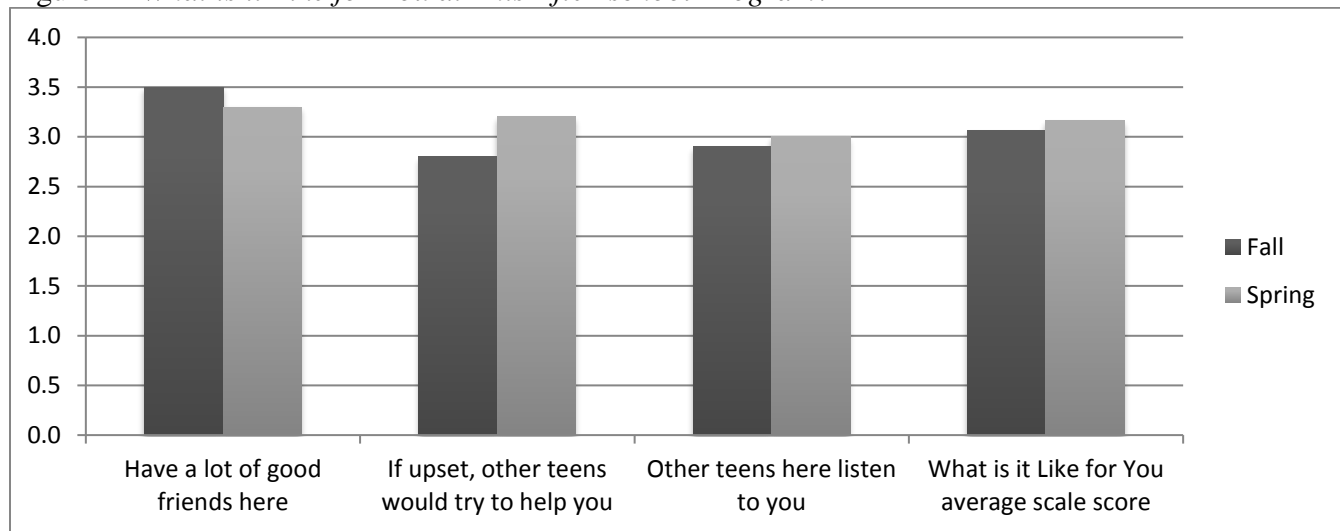


Figure 14 shows how youth perceive what it is like for them in the after-school program. The results suggest that youth feel they have a significant number of good friends in the program and that other teens listen to them. The average score for this scale was moderate on a scale from 1 to 4, with a 3.1 pre-test and a 3.2 post-test. The suggestion would be to continue to identify practices that are helpful in building rapport between students and to continue to reinforce the importance of youth listening to and helping one another.

Figure 15 *At this After-school Program, How do you feel?*

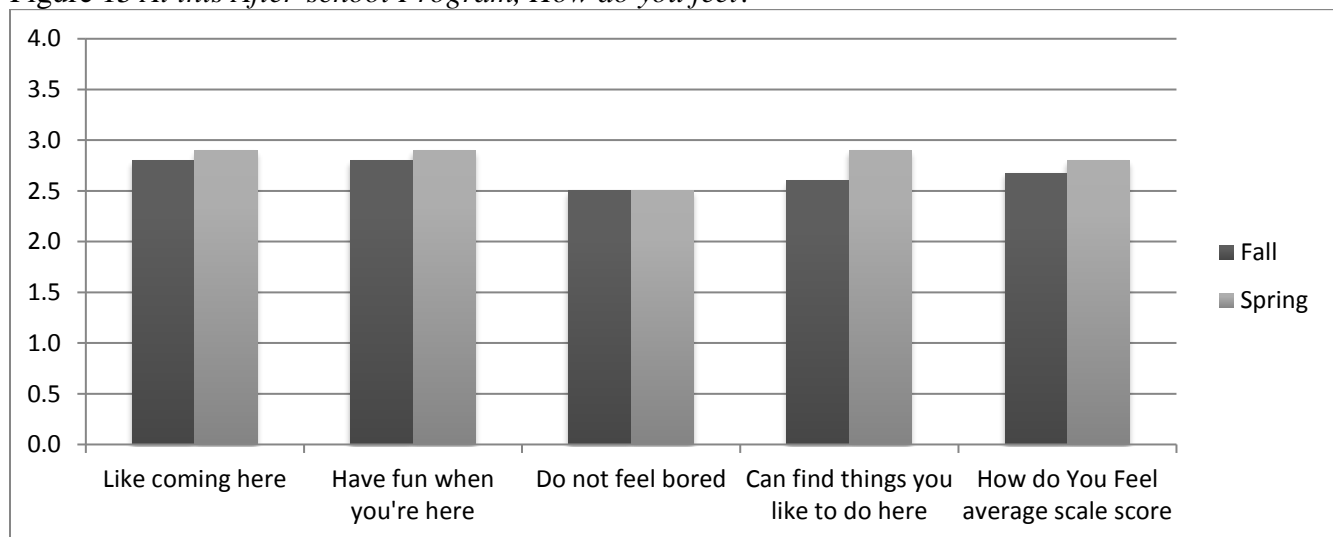


Figure 15 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, feel they have fun, and can find things they like to do. The average scale score for this scale was 2.7 on the pre-test and 2.8 post-test on a scale from 1 to 4. The responses to the question for feeling bored brought the average scale lower than it would have been. (This question was originally phrased, "Do you feel bored when you're here" and was reverse coded for analysis). All scale averages either were maintained or increased on the post-test. The suggestion would be to conduct needs assessments with youth at the beginning of the year to determine their interests and then develop programming that aligns with the stated interests.

Figure 16 *When You are at this After-School Program and Not Doing Homework...*

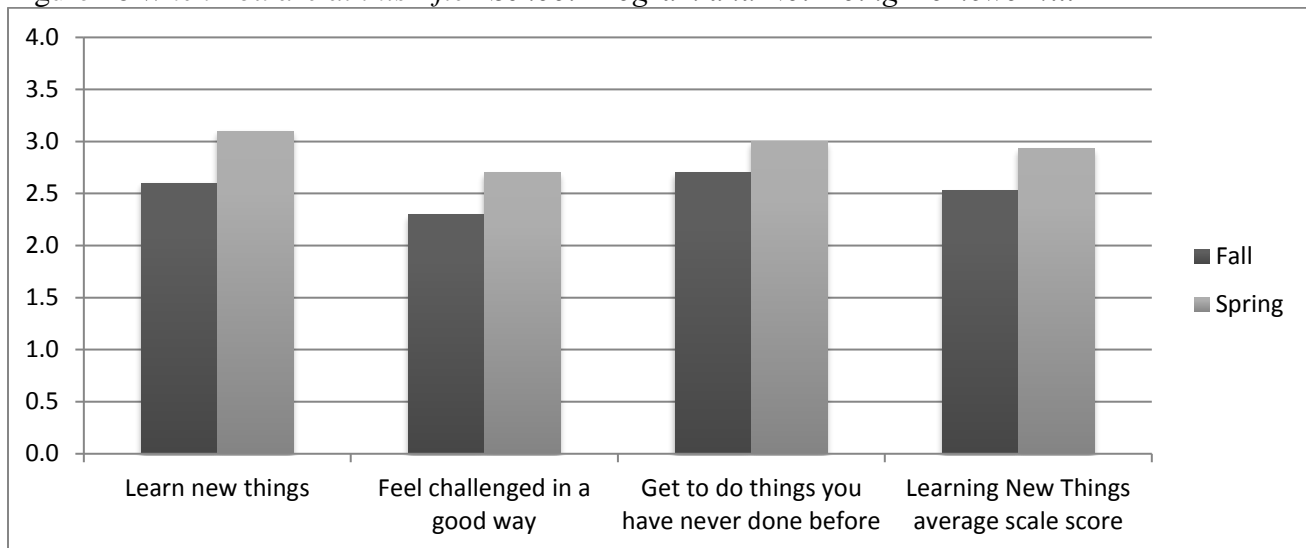


Figure 16 shows student assessment of learning new things in the after-school program. The responses show students feel they learn new things and get to new things in this program. All scales increased between pre and post-tests. All scales average for pre-test is 2.5 and post-test is 2.9. Suggestions based on these findings would be for staff to continue the positive interventions of involving students in discussions regarding what activities they have done before and offering engaging activities. Staff should continue to offer activities that promote opportunities for challenge and discovery.

Figure 17 *What the Teachers and Staff are Like at this After-school Program...*

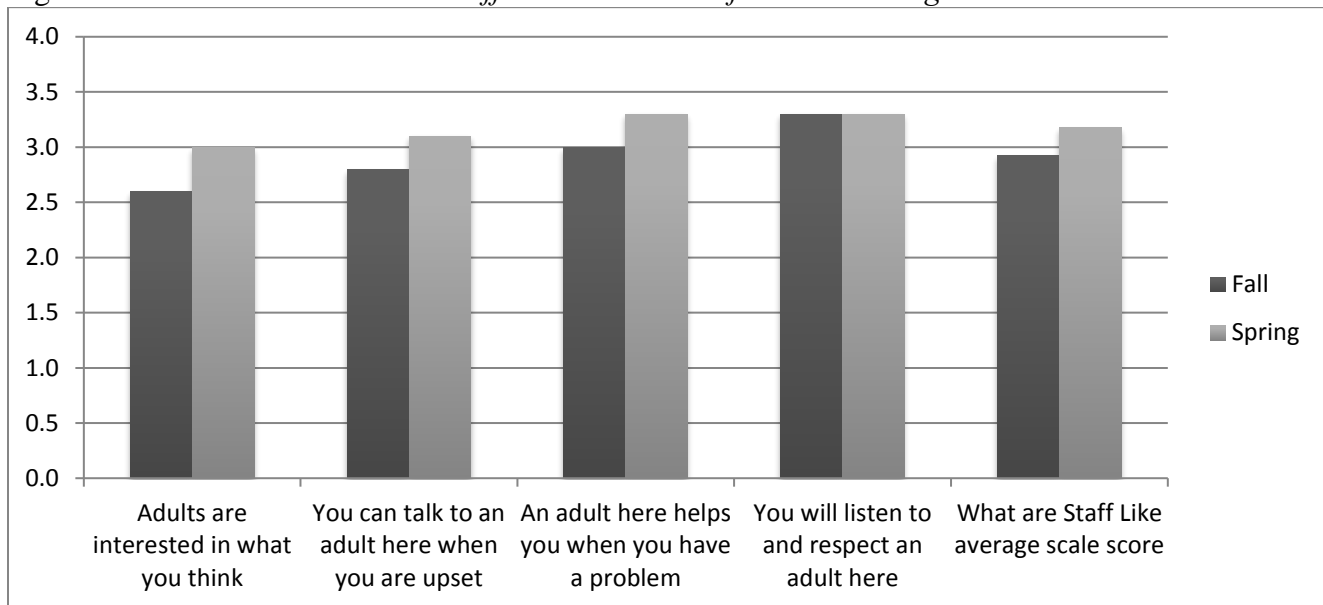


Figure 17 indicates students' perception of what staff are like at the after-school program. Scores from the pre-test to post-test increased over the time period. There is a moderate pattern overall for interactions with adults in the program, with an average score of 2.9 pre-test and 3.2 post-test. A recommendation is for adults to continue to spend time talking with students one-on-one, offer assistance when a student looks upset, and increase the amount of interest they express about students' thoughts and ideas.

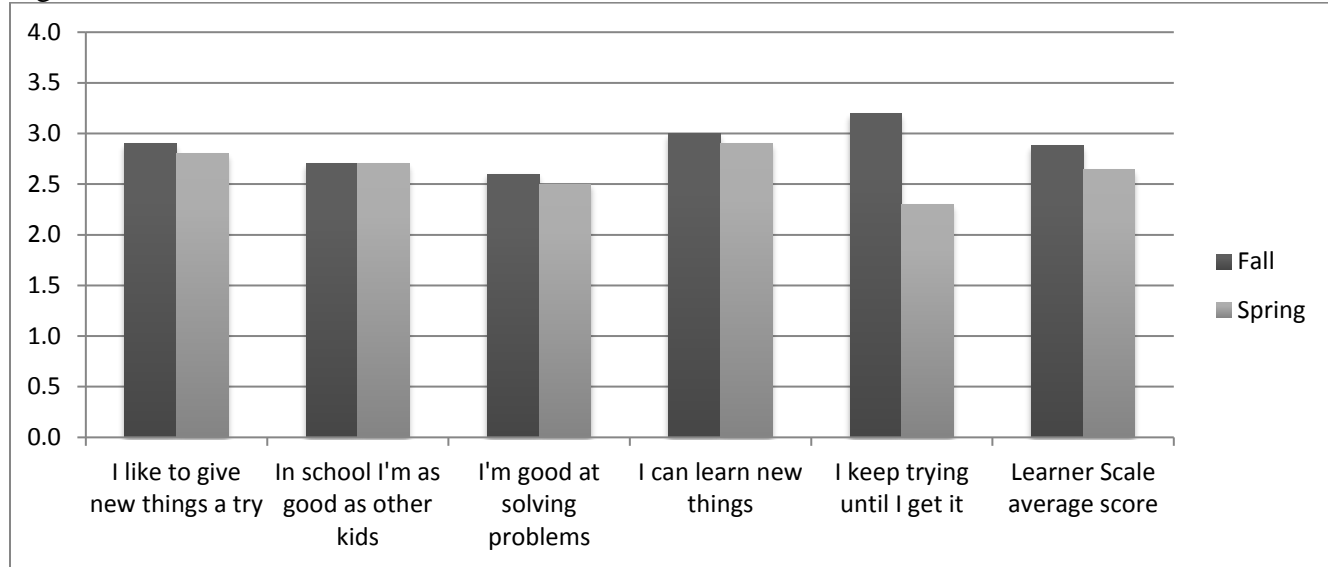
Figure 18 *What are You Like as a Learner?*

Figure 18 shows youth responses regarding their perception of what they are like as learners. Youth reported moderate feelings of believing they can learn new things, that they are as good as other kids, and that they like giving new things a try. The average score decreased from pre-test (2.9) to post-test (2.6). 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.

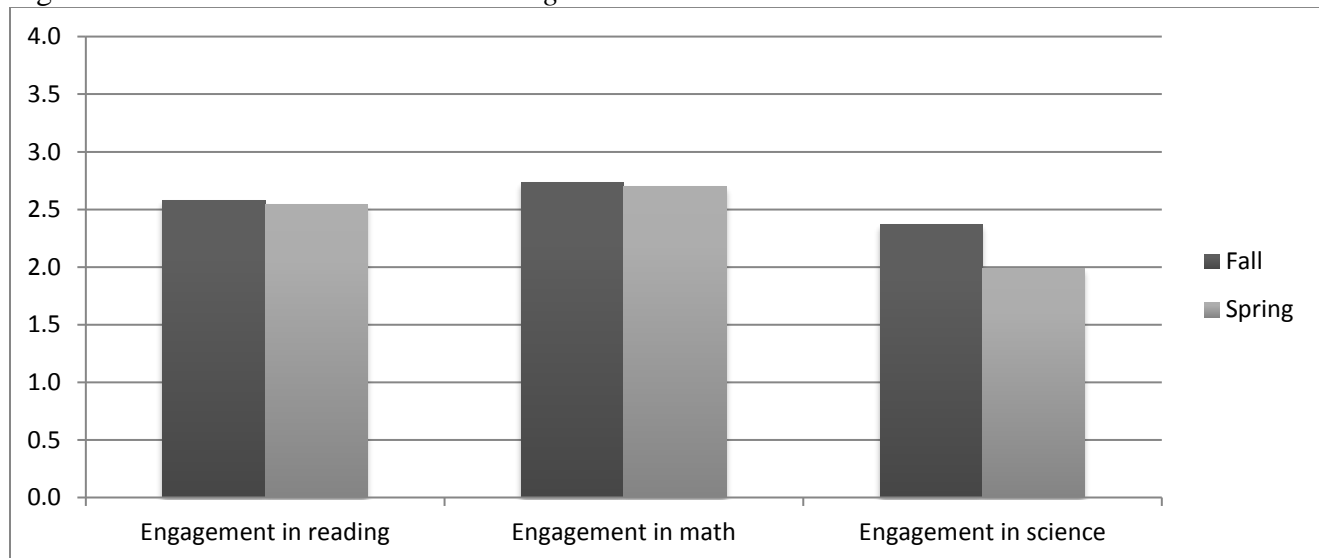
Figure 19 *How do You Feel about Reading/Math/Science?*

Figure 19 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. Reading decreased from 2.6 to 2.5, math maintained the same at 2.7, and science decreased from 2.4 to

2.0. In order to maintain continued 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 20 *How has This Program Helped You in Reading/Math/Science?*

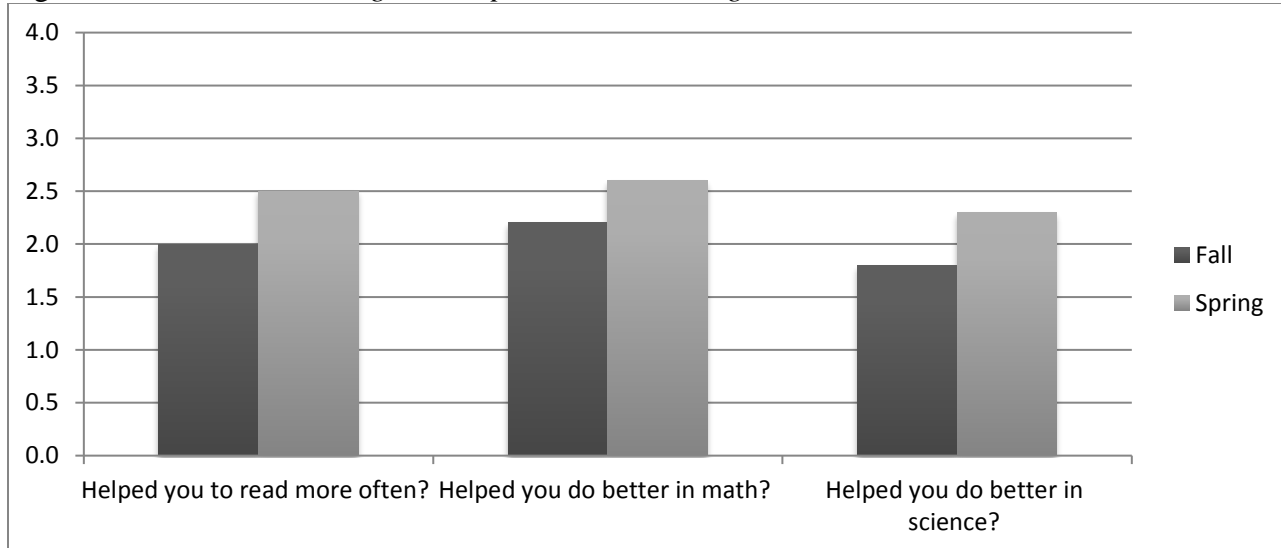


Figure 20 indicates that, overall, students felt the after-school program helped them with their subject material. They reported the program helped them less with science than with reading and mathematics. The suggestion would be to drive increased interest in science and to increase ratings of how well the program has helped students in reading, mathematics and science by adding interesting reading materials regarding science, engaging hands-on activities related to areas of interest, and connecting skills and materials to after-school program activities.

Figure 21 *How has This Program Helped You Academically?*

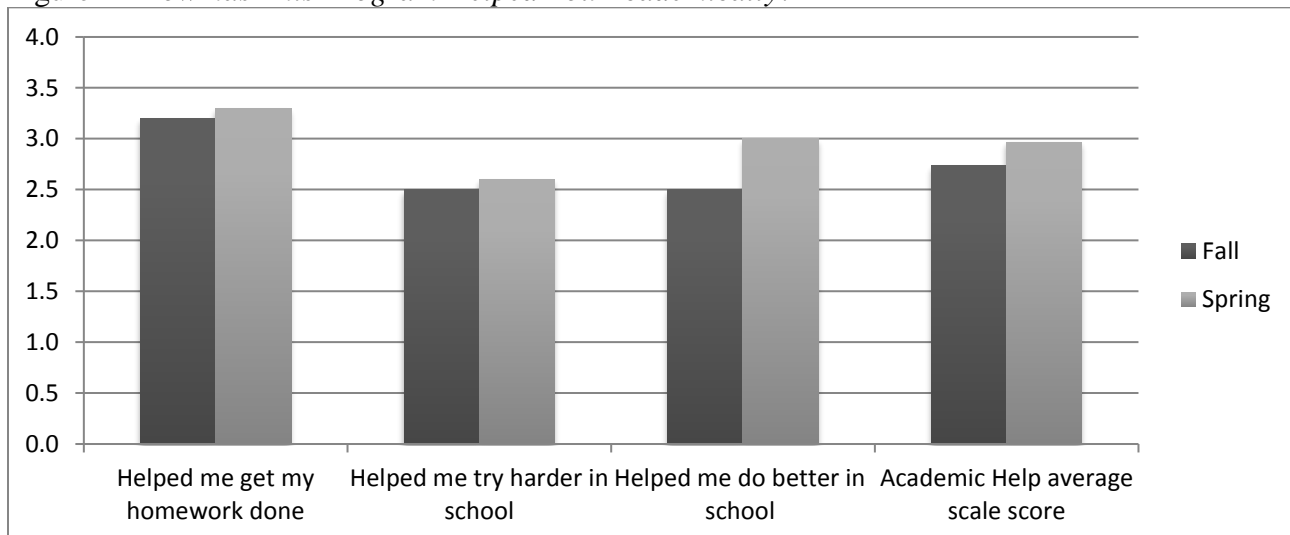


Figure 21 shows student's assessment regarding how the after-school program helped them academically. Pre-test and post-test results show students were very likely to report the after-school program helped them do get their homework done, but were less likely to report the program helped them try harder. The average rating for the total subscale was 2.7 pre-test, and 3.0 post-test 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 22 *How Has This Program Helped You Socially?*

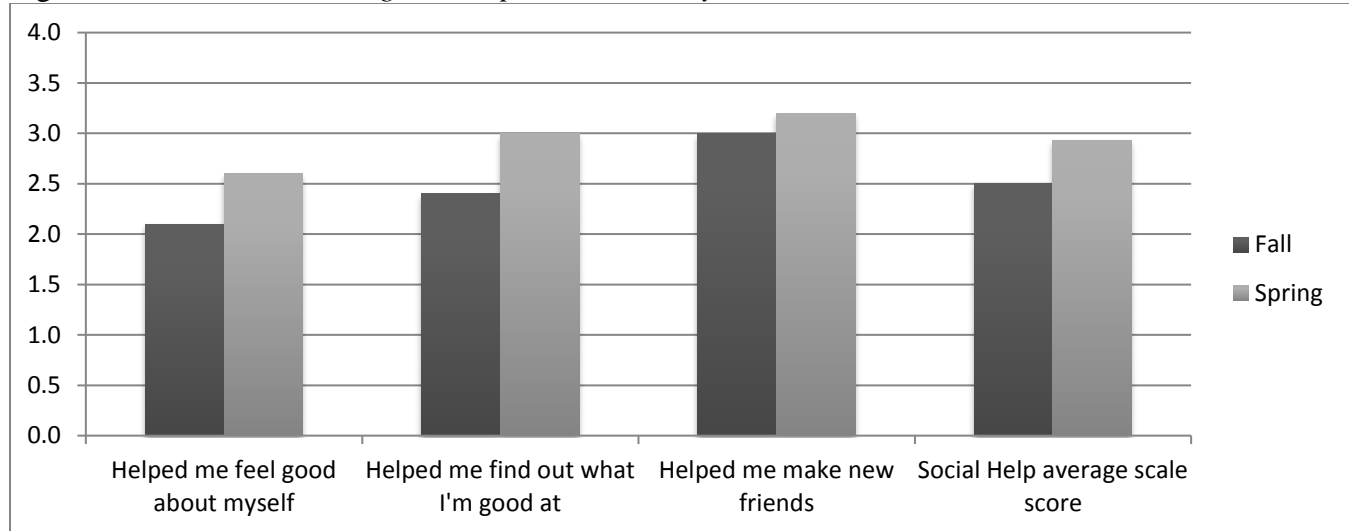


Figure 22 shows students' assessment regarding how the after-school program helped them socially. The graph suggests that students felt that the second part of after-school program increased opportunities and assistance in making new friends, helping find what they are good at, and helping them feel good about themselves. These ratings show an increase during the post-test surveys, which caused the average rating for the total subscale to increase from 2.5 pre-test to 2.9 post-test. The recommendation would be to continue positive-reinforcement of effort in both academic tasks and pro-social behavior or offer an incentive program to promote positive interactions between youth.

Figure 23 *Thinking ahead to your future, what do you think will happen?*

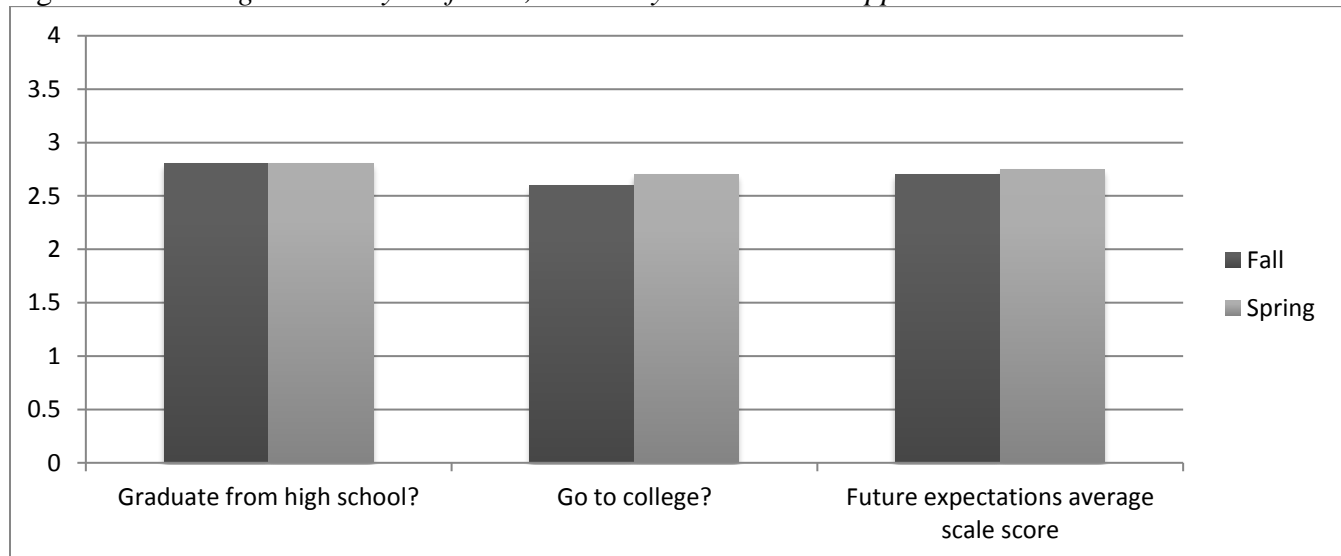


Figure 23 shows the student assessments of future expectations. There was a slight increase in youth's future goals to go to college increasing from 2.6 to 2.7. Youth's future expectation of going to high school remained the same during both the pre-test and post-test, hovering at 2.8. The recommendations

would be to increase conversation and encouragement with youth regarding their future expectations. Designing programming around the benefits and the resources available for students in going and finishing school may also assist in increasing this score.

Figure 24 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*

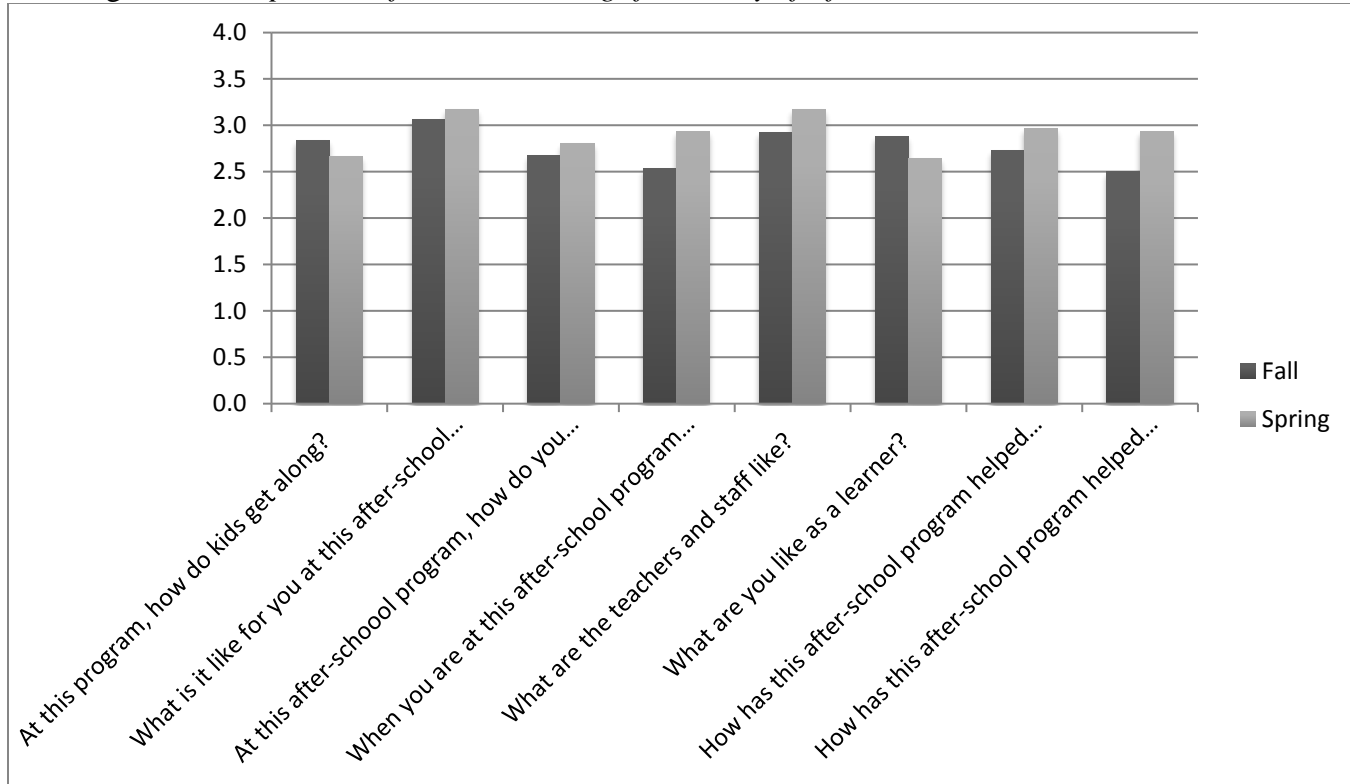


Figure 24 suggests that the program's relative strengths include youths' perceptions regarding what the program is like for them and what the teachers and staff are like, indicating that students feel connected to the program, staff and other participants. Youth responded positively to questions about how the program has helped them academically, stating it has helped them be successful in their school work and stating they had strong, positive responses regarding relationships with teachers and staff. Areas in need of further attention included how students get along and further engagement in positive extra-curricular activities. Specific recommendations include conducting a needs assessment of student interests and aligning curricula to reflect these interests, reinforcing respectful behavior and academic achievement. Staff are also encouraged to provide additional support/activities concerning reading, mathematics and science, and continuing with STEM activities.

Smith Elementary School Youth Survey

Figure 25 At This Program, How do Kids Get Along?

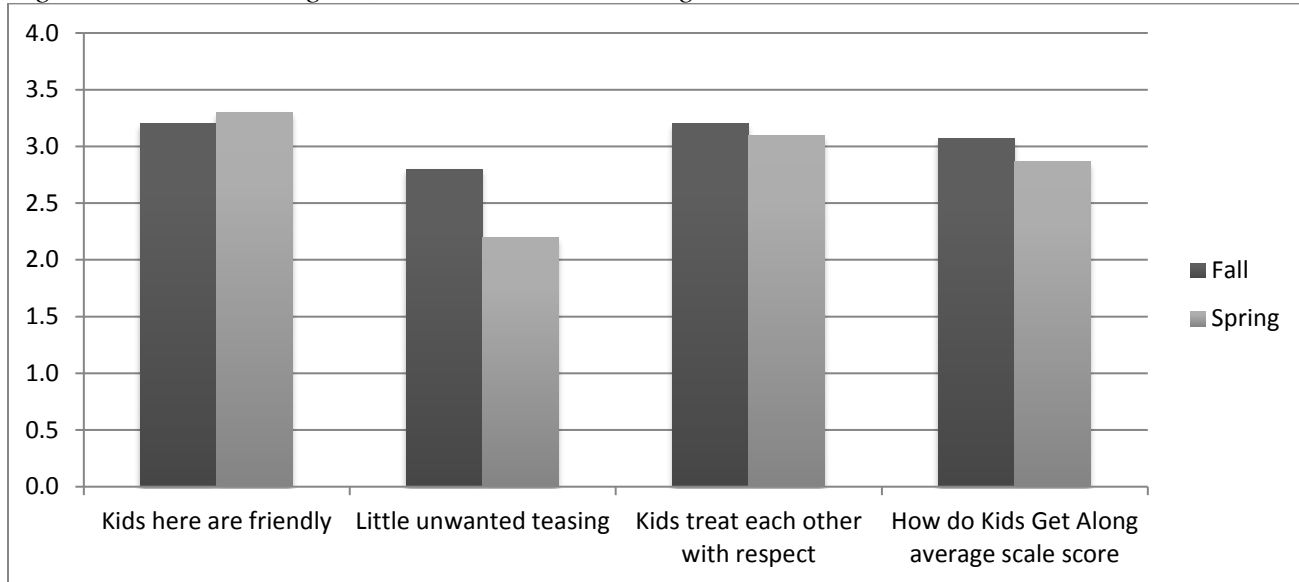


Figure 25 shows youth responses assessing how well kids get along at the after-school program. The respondents reported they feel other students in the program are friendly, that participants treat each other with respect, and they generally get along. The responses ranged on a scale from 1 to 4, with the total scale average for how teens get along being 3.1 on the pre-test and decreasing to 2.9 post-test. The recommendation would be for staff to intervene more during peer interactions to minimize incidents involving teasing and to incentivize positive behaviors, and provide social skills instruction as feasible.

Figure 26 What is it Like for You at This After-school Program?

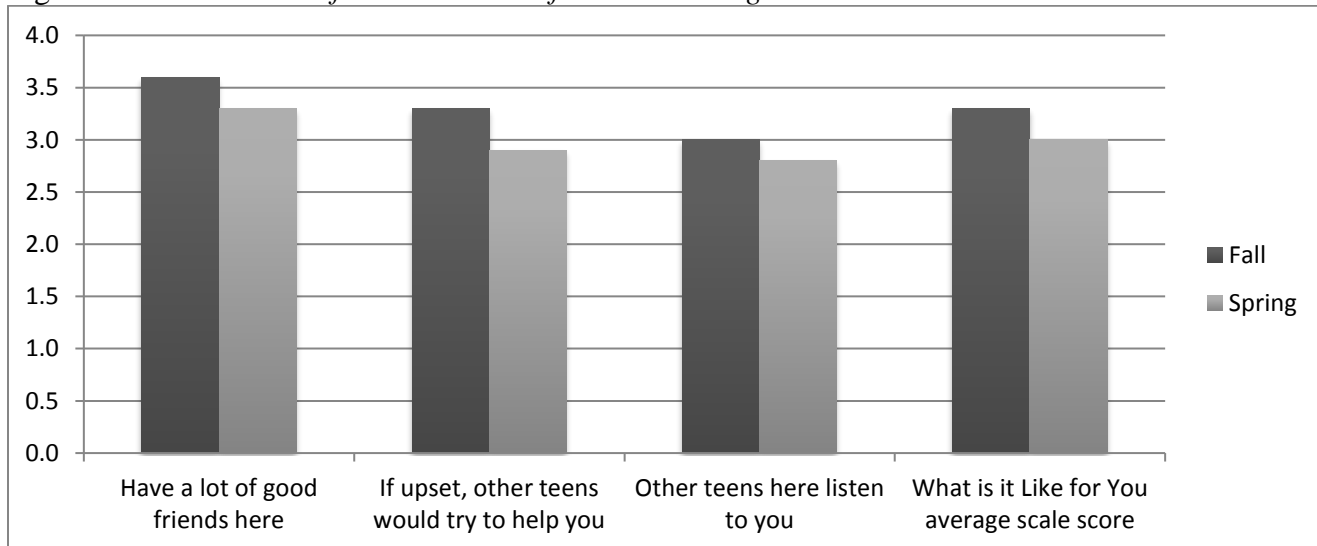


Figure 26 shows how youth perceive what it is like for them in the after-school program. The results suggest that youth feel they have a significant number of good friends in the program. The average score for this scale was moderate on a scale from 1 to 4, with 3.3 on the pre-test and 3.0 on the post-test. The suggestion would be to praise and reinforce the importance of youth listening to and helping one another.

Figure 27 *At this After-school Program, How do you feel?*

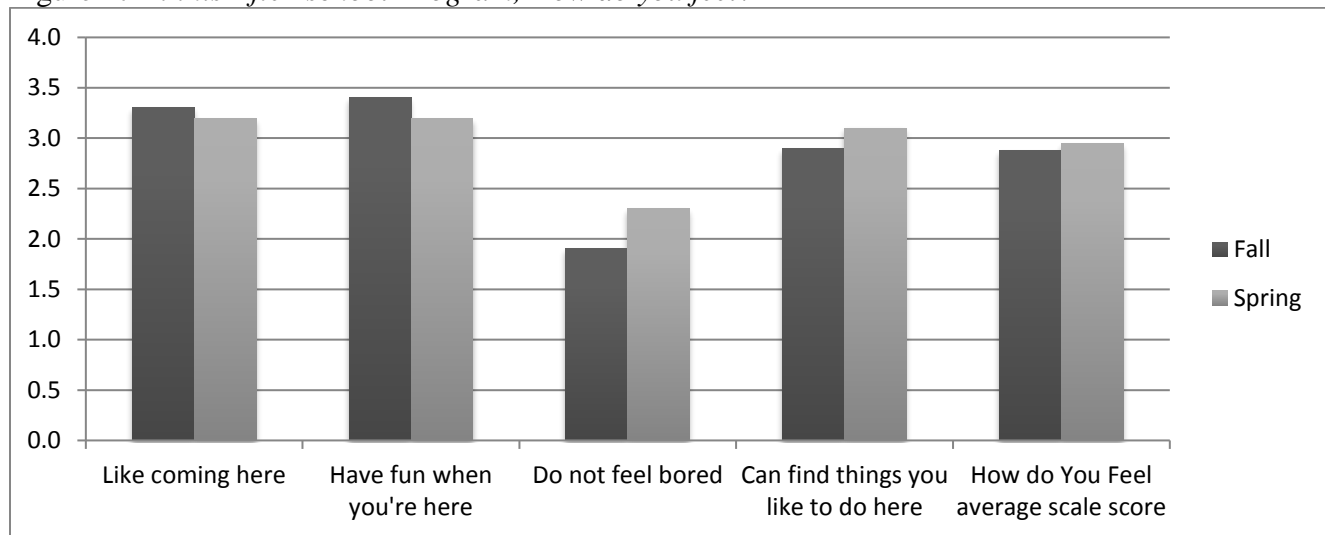


Figure 27 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, feel they have fun, and can find things they like to do. The average scale score for this scale was 2.9 pre-test and 3.0 post-test on a scale from 1 to 4. The responses to the question for feeling bored brought the average scale lower than it 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 conduct needs assessments with youth at the beginning of the year to determine their interests and then develop programming that aligns with the stated interests.

Figure 28 *When You are at this After-School Program and Not Doing Homework...*

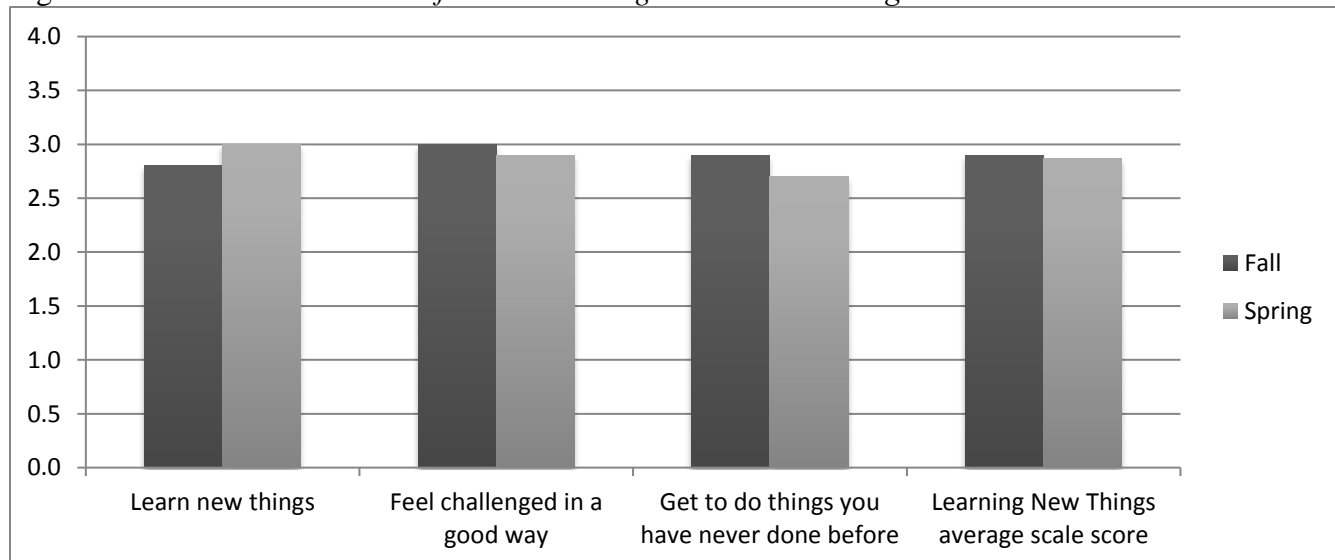


Figure 28 shows student assessment of learning new things in the after-school program. The responses show youth feel as though they learning new things in the program. The average score for this scale stayed the same for pre-test and post-test at 2.9. Suggestions based on these findings would be for 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 29 *What the Teachers and Staff are Like at this After-school Program...*

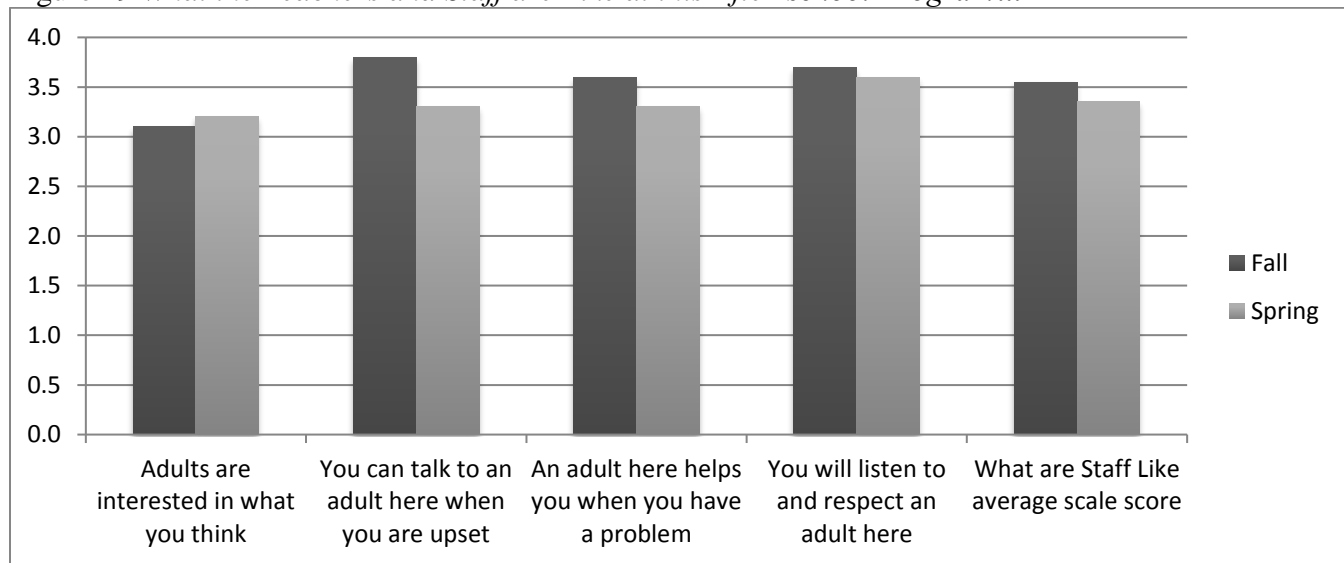


Figure 29 indicates students' perception of what staff are like at the after-school program. There is a moderate pattern overall for interactions with adults in the program, with an average score of 3.6 pre-test and 3.4 post-test. Adults being interested in what youth think increased from pre-test to post test, whereas all other scales slightly decreased. 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 30 *What are You Like as a Learner?*

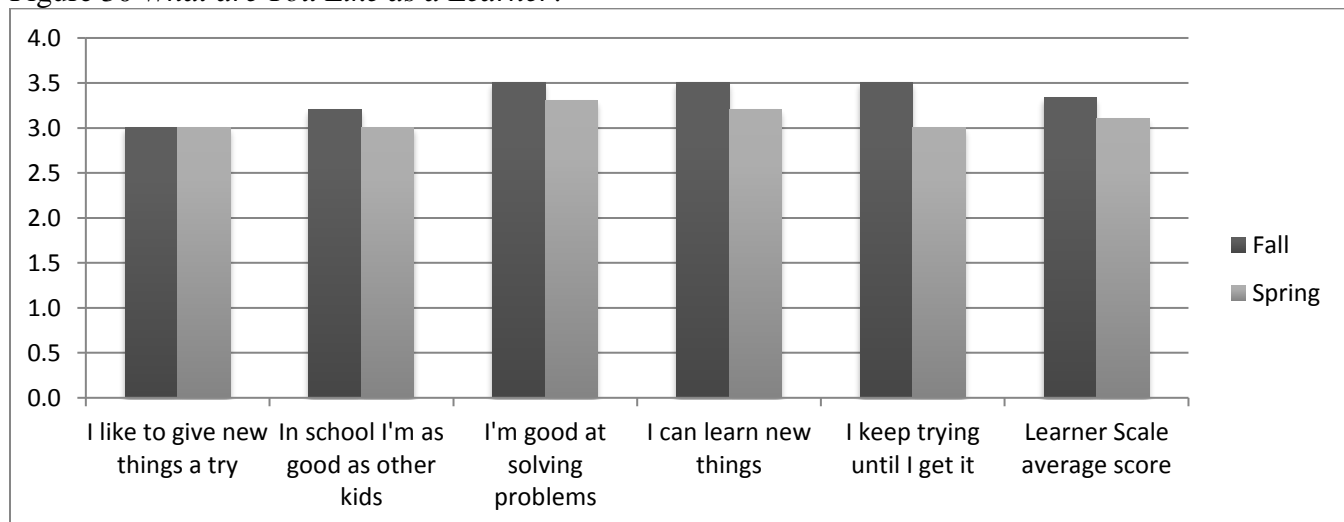


Figure 30 shows youth responses regarding their perception of what they are like as learners. The results suggest that youth feel positively about themselves as learners. Youth rated themselves the highest for being able to learn new things and solving problems. The average decreased slightly from pre-test (3.3) to post-test (3.1). 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 31 *How do You Feel about Reading/Math/Science?*

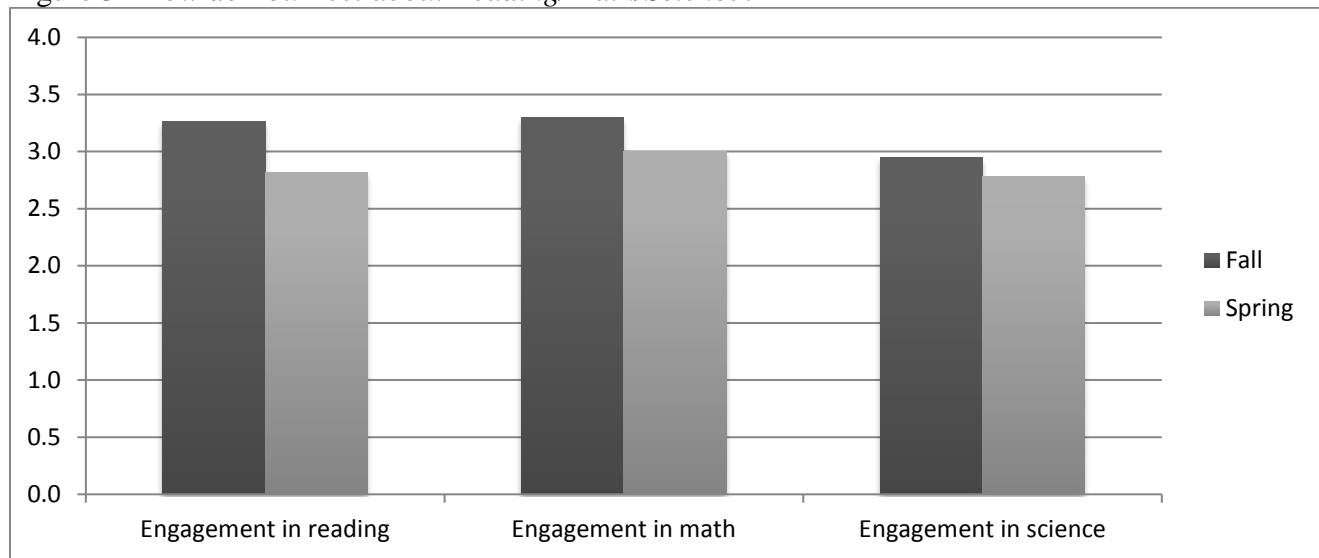


Figure 31 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes “I like to read at home during my free time; I enjoy reading when I’m at school; 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. From pre-test to post-test all scales decreased slightly. 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 32 *How has This Program Helped You in Reading/Math/Science?*

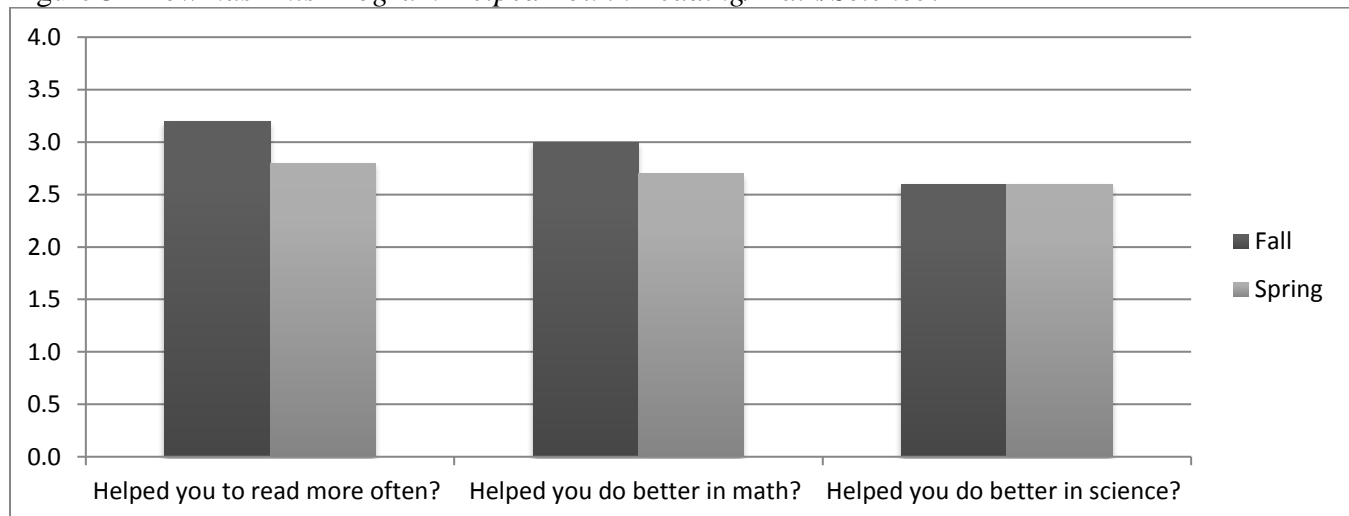


Figure 32 indicates that, overall, students felt the after-school program helped them with their subject material. The ratings increased from pre-test to post-test in reading and mathematics. Students reported the program helped them slightly less with science than with reading and mathematics. Scores for assistance with reading and math decreased slightly from pre-test to post-test, but stayed the same for science. The suggestion would be to drive increased interest in science and to increase ratings of how

well the program has helped students in reading, mathematics and science by adding interesting reading materials with science components, engaging hands-on activities related to areas of interest, and connecting skills and materials to after-school program activities.

Figure 33 *How has This Program Helped You Academically?*

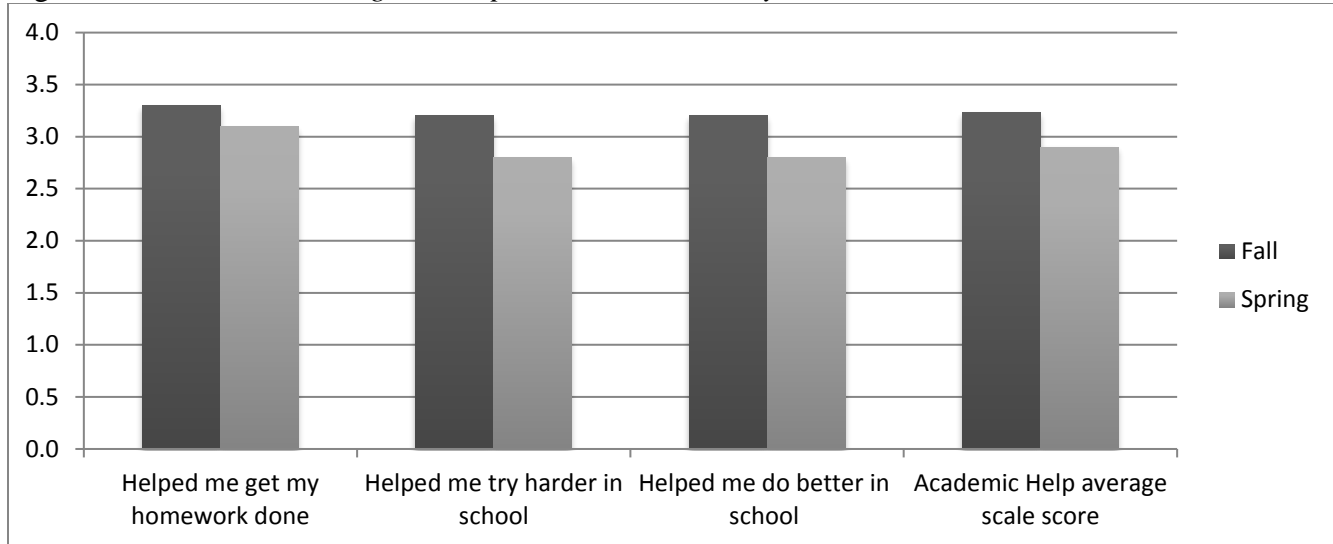


Figure 33 shows students' assessment regarding how the after-school program helped them academically. Pre-test and post-test results show students were very likely to report the after-school program had helped them to complete their homework. All scales decreased slightly from pre-test to post-test. The overall average for the pre-test is 3.2 and post-test was 2.9. 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 34 *How Has This Program Helped You Socially?*

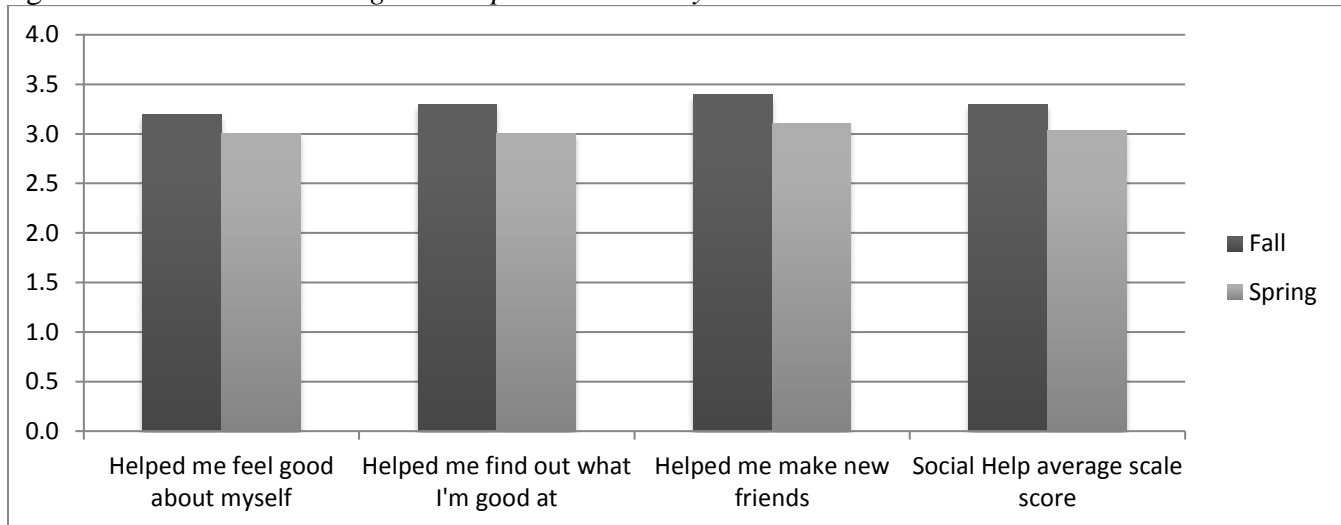


Figure 34 shows students' assessment regarding how the after-school program helped them socially. The graph suggests that during the beginning of the program year, students were likely to state that the after-school program helped them feel good about themselves, helped them find out what they were

good at, and helped them to make new friends. The total subscale was 3.3 for both the pre-test and 3.0 post-test. 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 35 *Thinking ahead to your future, what do you think will happen?*

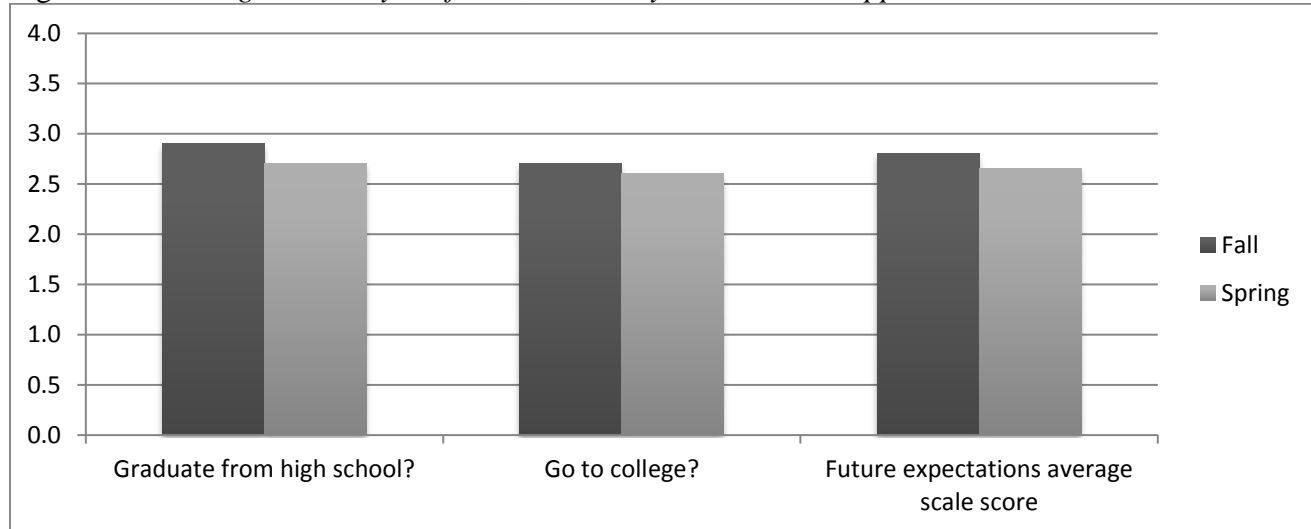


Figure 35 shows students future expectations. There was a slight decrease in youth's future goals to go to college, decreasing from 2.7 to 2.6. Youth's future expectation of going to high school decreased from 2.9 to 2.7 on the scale of 1 to 4. The recommendations would be to increase conversation and encouragement with youth regarding their future expectations. Designing programming around the benefits and the resources available for students in going and finishing school may also assist in increasing this score.

Figure 36 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*

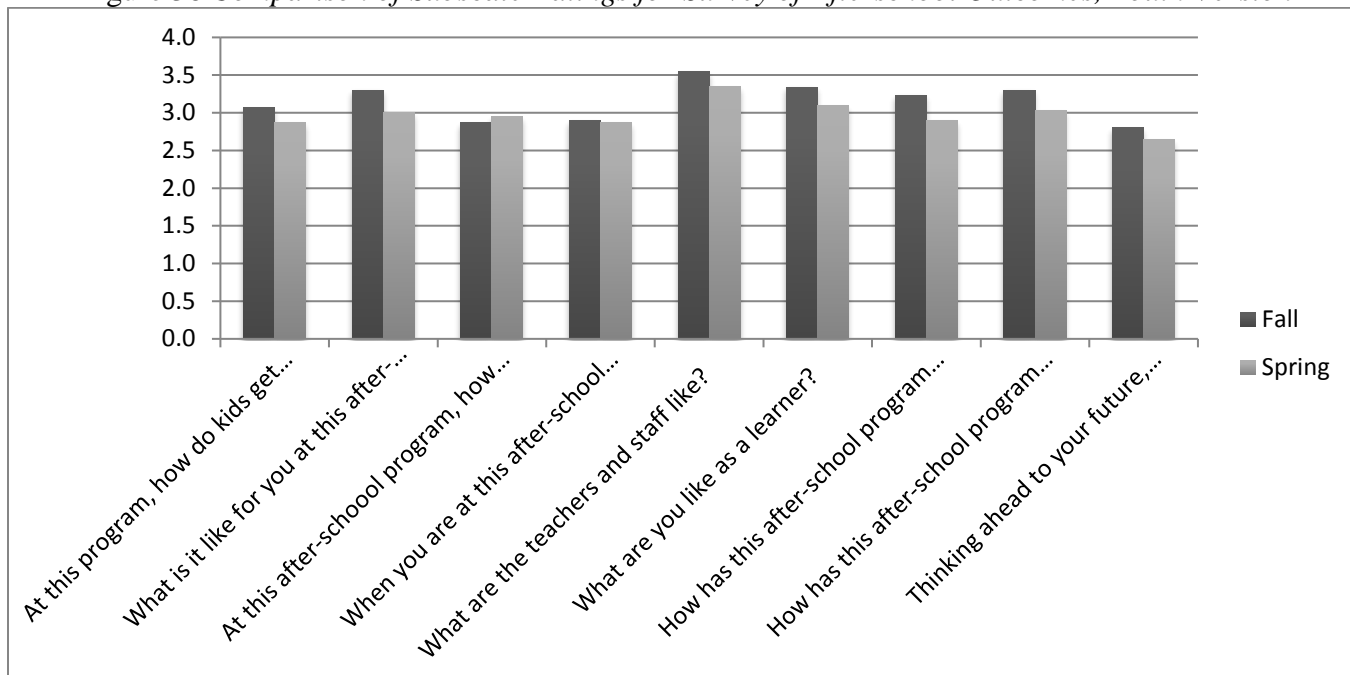


Figure 36 suggests that the program's relative strengths include youths' perceptions regarding what the program is like for them, what the teachers and staff are like, how the program helped academically and socially, indicating that students feel connected to the program, staff and other participants. Youth responded positively to questions about how the program has helped them academically, stating it has helped them be successful in their school work, and stating they had strong, positive responses regarding relationships with teachers and staff. Areas in need of further attention included how students get along, and future expectations. Specific recommendations include conducting a needs assessment of student interests and aligning curricula to reflect these interests, reinforcing respectful behavior and academic achievement. Staff are also encouraged to provide additional support/activities concerning reading, mathematics and science, and continuing with STEM activities.

Nicholson Elementary School Youth Survey

Figure 37 *At This Program, How do Kids Get Along?*

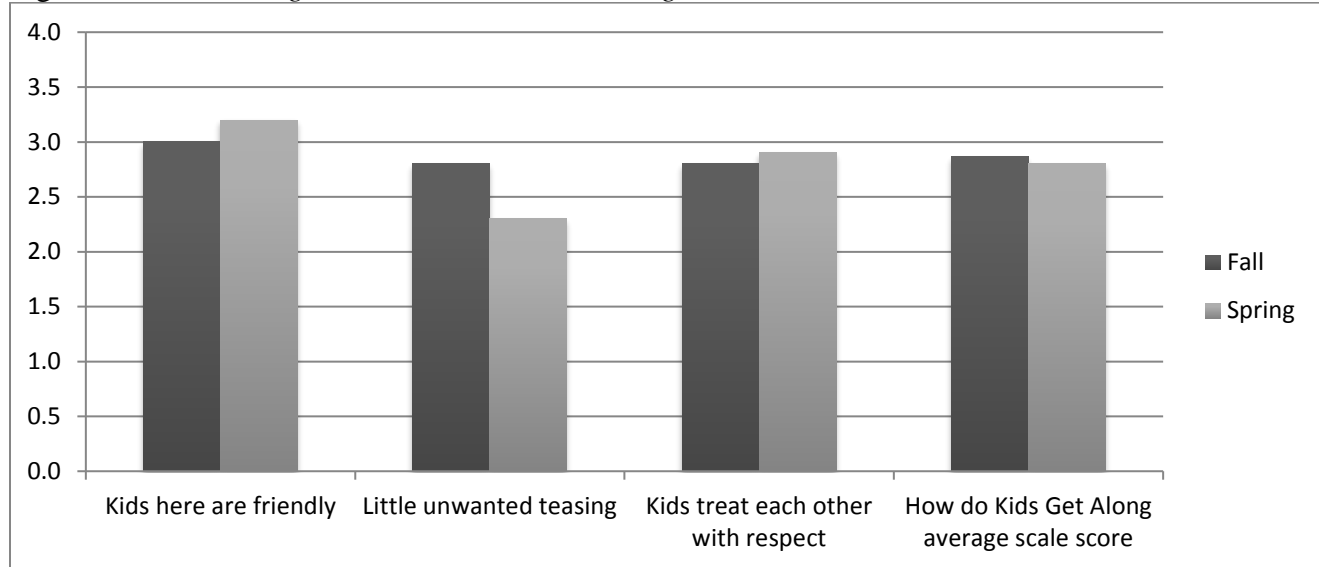


Figure 37 shows youth responses assessing how well kids get along at the after-school program. The respondents reported they feel other students in the program are friendly, that participants treat each other with respect, and generally get along. Youth reported that significant amounts of unwanted teasing took place. The recommendation would be for staff to intervene more during peer interactions to minimize incidents involving teasing, incentivize positive behavior, and provide social skill instruction as feasible.

Figure 38 *What is it Like for You at This After-school Program?*

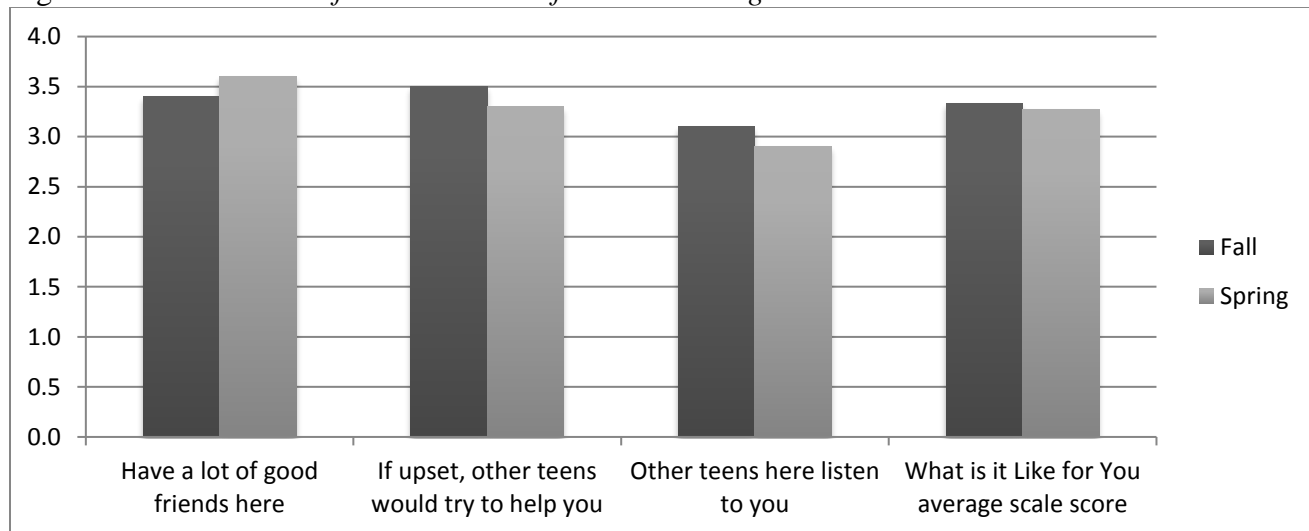


Figure 38 shows how youth perceive what it is like for them in the after-school program. The results suggest that youth feel they have a significant number of good friends in the program, if upset teens would try to help, and that other teens listen to them. The average score for this scale was moderate on a scale from 1 to 4, with a score of 3.3 for pre-test and post-test. The suggestion would be to praise and reinforce the importance of youth listening to and helping one another.

Figure 39 *At this After-school Program, How do you feel?*

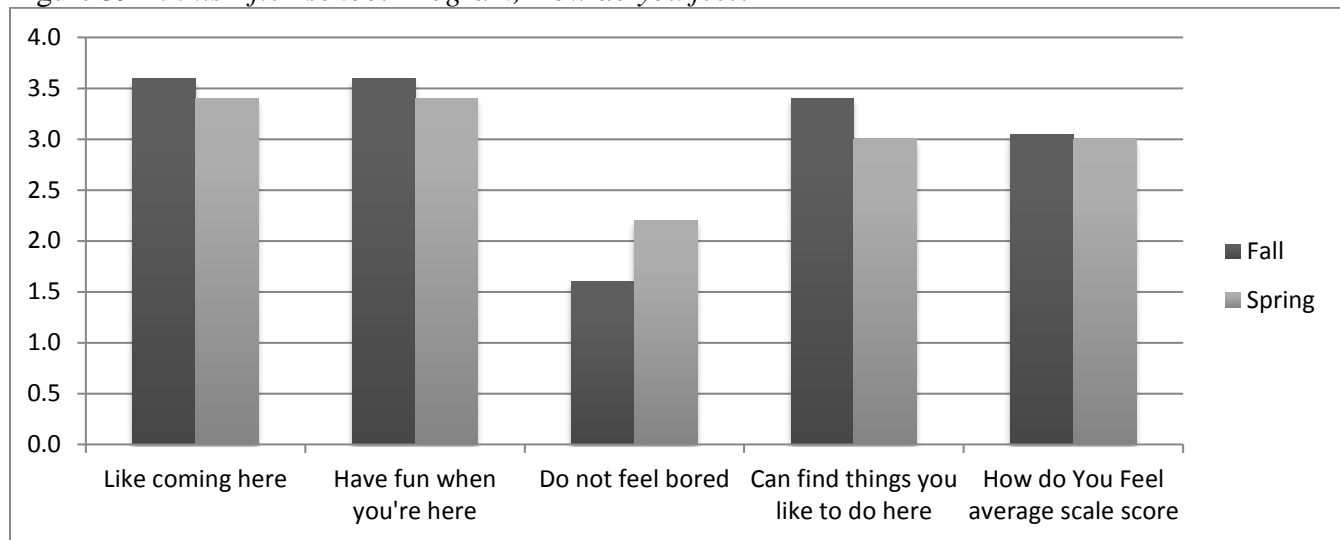


Figure 39 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, feel they have fun, and can find things they like to do. The average scale score for this scale was 3.1 pre-test and 3.0 post-test on a scale from 1 to 4. The responses to the question for feeling bored brought the average scale lower than it 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 conduct needs assessments with youth at the beginning of the year to determine their interests and then develop programming that aligns with the stated interests.

Figure 40 *When You are at this After-School Program and Not Doing Homework...*

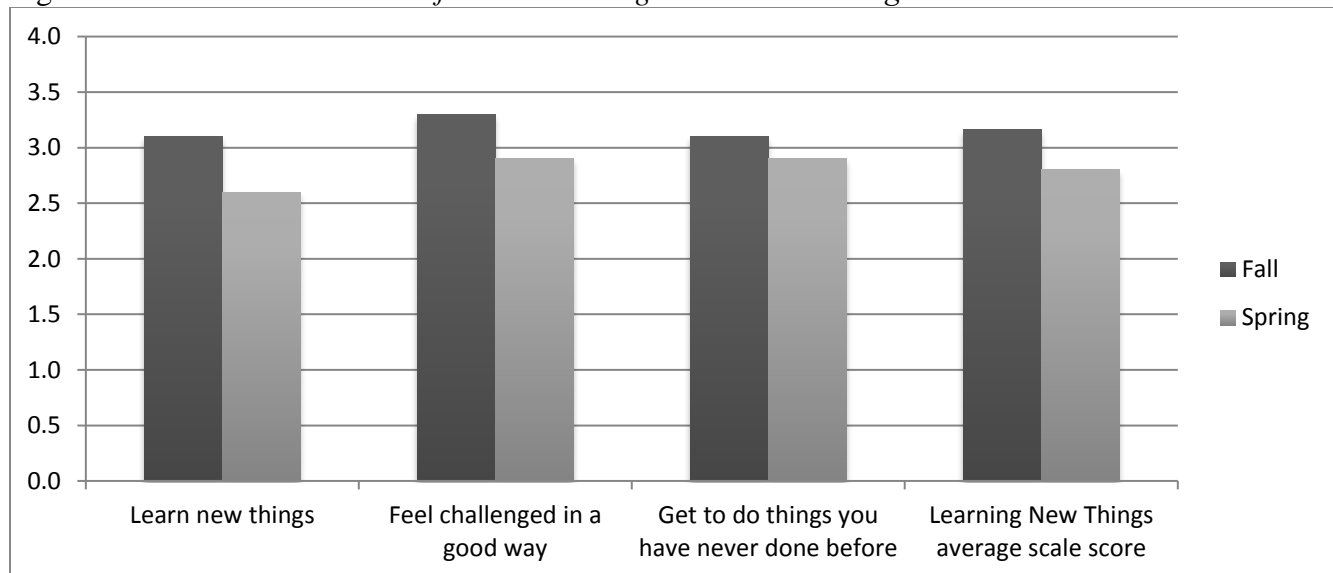


Figure 40 shows student assessment of learning new things in the after-school program. The responses show positive pre-test results for youth learning new things, feeling challenged in a good way, and getting to do things they have never done before. The average scale score for this scale was 3.2 pre-test and decreased to 2.8 post-test. 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 41 What the *Teachers and Staff are Like at this After-school Program...*

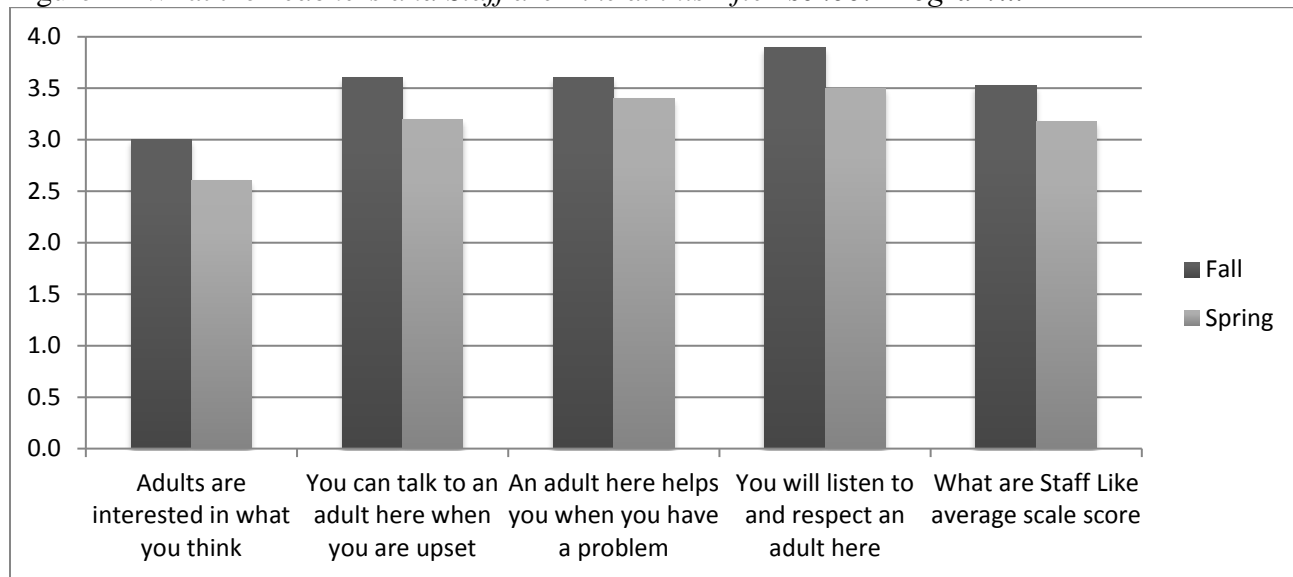


Figure 41 indicates students' perception of what staff are like at the after-school program. Students reported that adults helping when they have a problem and that students feel they listen and respect adults were strong points of the program. "Youth will listen to and respect an adult here" was rated the highest, with a pre-test average of 3.9 and post-test average of 3.5. Overall, the scale's average decreased slightly from 3.5 pre-test to 3.2 post-test. 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 42 What are You Like as a Learner?

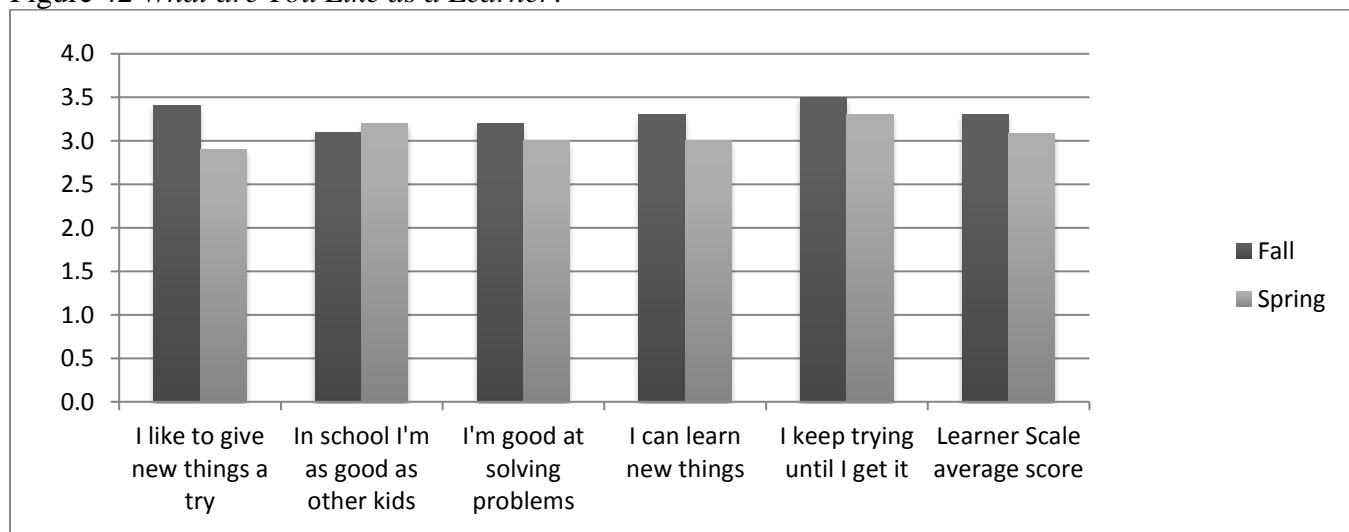


Figure 42 shows youth responses regarding their perception of what they are like as learners. The results suggest that youth feel positively about themselves, with moderate self-rated scores for academic competence. During the pre-test, youths rated themselves the highest for "I keep trying until I get it" (3.5). The overall average score was 3.3 pre-test, which decreased slightly to 3.1 post-test. 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 43 *How do You Feel about Reading/Math/Science?*

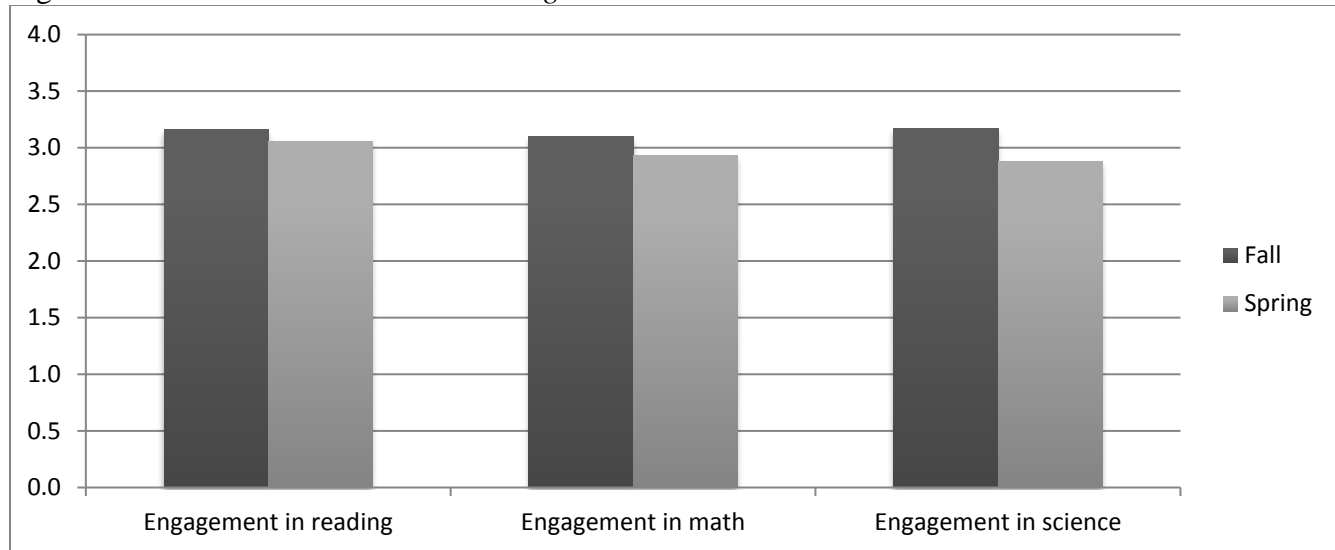


Figure 43 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes “I like to read at home during my free time; I enjoy reading when I’m at school; 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. From pre-test to post-test, the degrees of engagement declined slightly. In order to maintain student engagement in these areas, it is recommended that staff help students to engage with reading, science and mathematics in as hands-on a way as possible, and increase opportunities to learn and apply reading, math, and science skills to program activities and extracurricular activities.

Figure 44 *How has This Program Helped You in Reading/Math/Science?*

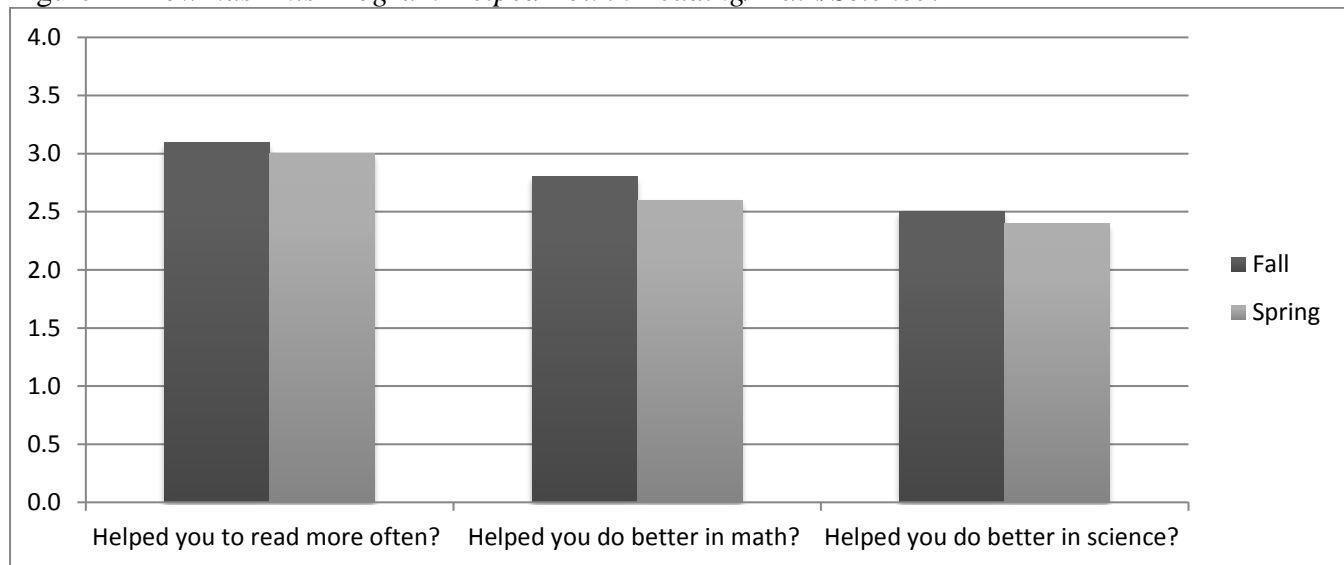


Figure 44 indicates that, overall, students felt the after-school program helped them with their subject material. They reported the program helped them slightly less with science than with reading and mathematics. The suggestion would be to drive increased interest in science and to increase ratings of how well the program has helped students in reading, mathematics and science by adding interesting reading materials that involve science topics, engaging hands-on activities related to areas of interest, and connecting skills and materials to after-school program activities.

Figure 45 *How has This Program Helped You Academically?*

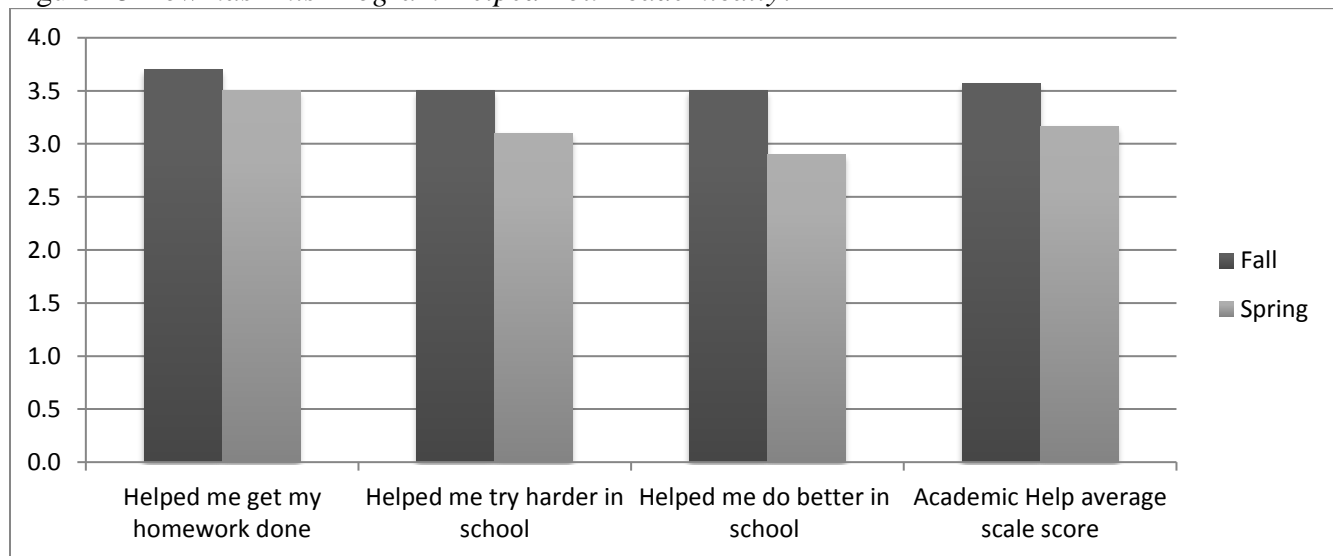


Figure 45 shows students assessment regarding how the after-school program helped them academically. Results show students were very likely to report the after-school program had helped them to complete their homework, helped them to do better in school, and helped them try harder. However, all of these items decreased in rating by the post-test anywhere from .2 to .6. The average rating for the total subscale was 3.6 pre-test and 3.2 post-test, which is still relatively high on a scale from 1 to 4. The suggestion would be to make more explicit connections for youth about using the skills they developed

during the after-school program, and discuss their application to the school day program in order to encourage and reinforce effort made during the school day.

Figure 46 *How Has This Program Helped You Socially?*

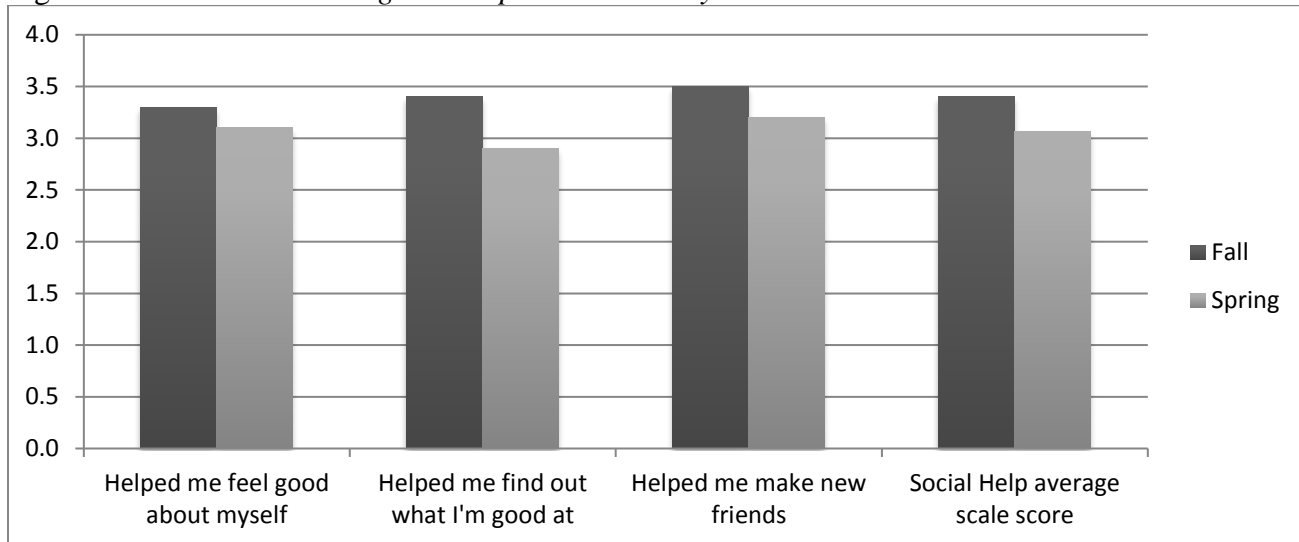


Figure 46 shows students' assessment regarding how the after-school program helped them socially. The graph suggests that throughout the program, students were likely to state that the after-school program helped them feel good about themselves, make new friends, and helped them find out what they were good at. These ratings show a decrease, which caused the average rating for the total subscale to fall from 3.4 pre-test to 3.1 post-test. 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 47 *Thinking ahead to your future, what do you think will happen?*

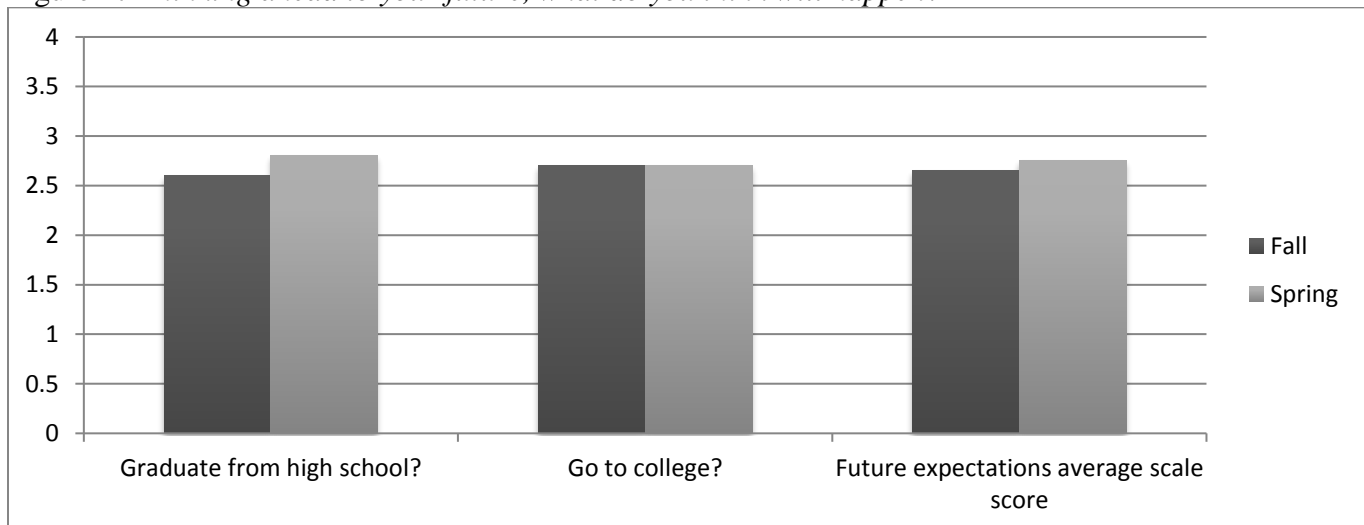


Figure 47 shows students future expectations. Youth's expectations of graduating high school increased from 2.6 pre-test to 2.8 post-test. Youth's expectations of going to college remained the same throughout the program. The recommendations would be to increase conversation and encouragement with youth

regarding their future expectations. Designing programming around the benefits and the resources available for students in going to and finishing school may also assist in increasing this score.

Figure 48 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*

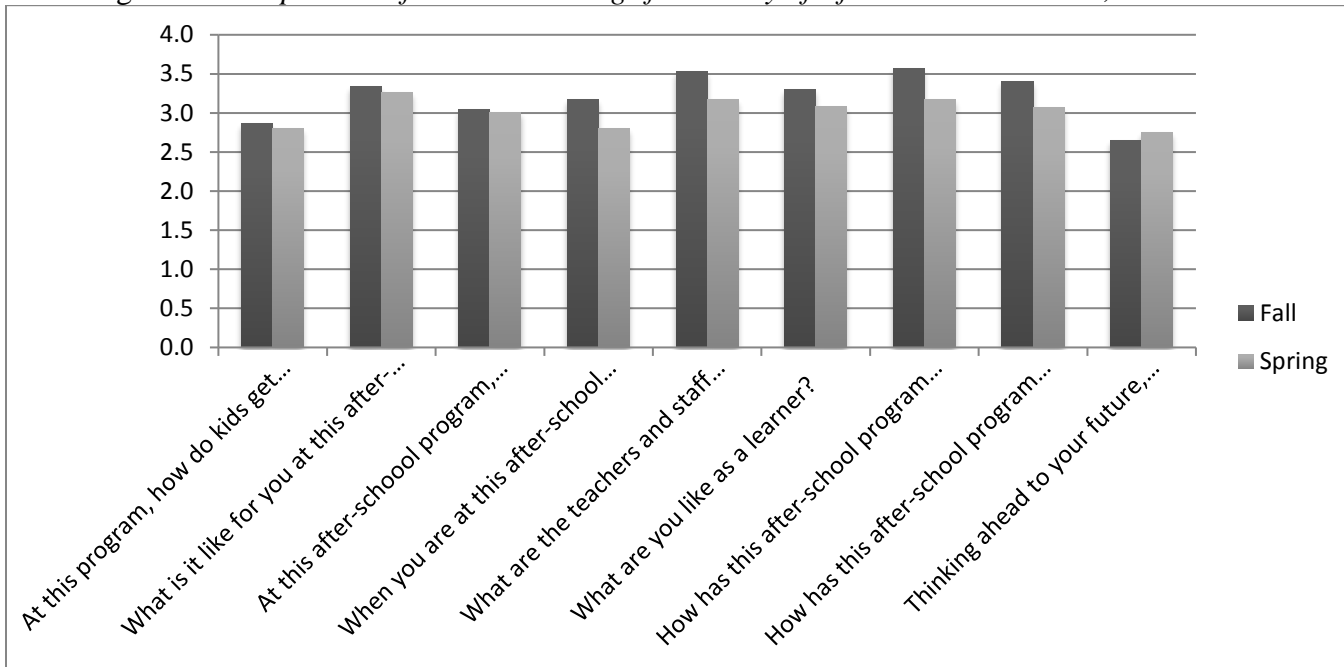


Figure 48 suggests that the program's relative strengths include what it is like for youth at this program and the teachers and staff indicating that students feel connected to the program, staff and other participants and are also benefiting from the academic support. Youth responded positively to questions about how the program has helped them academically and socially, stating it has helped them be successful in their school work, and stating they had strong, positive responses regarding relationships with teachers and staff. Areas in need of further attention included how students get along and future expectations. Specific recommendations include conducting a needs assessment of student interests and aligning curricula to reflect these interests, reinforcing respectful behavior and academic achievement. Staff are also encouraged to provide additional support/activities concerning reading, mathematics and science, and continuing with STEM activities.

Analysis of Qualitative Data Reflected in Student Surveys

Students were given opportunities to give feedback on their experiences in the after-school program at the beginning of the program and toward the end of the program year. 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.

Hall Elementary School

What is your favorite thing here?

Responses	Pre-test	Post-test
Going outside	13	6

Art	4	3
Math	3	0
Making and spending time with friends	2	5
Gym	0	4

When asked about their favorite thing to do at the afterschool program, the students most frequently stated they liked going outside (pre-test=13; post-test=6). The students reported a range of other activities, including art, math, making and spending time with friends, and playing in the gym.

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

Responses	Pre-test	Post-test
Sick	12	16
Appointment	7	6
Not absent	5	1
Vacation	1	3

The students reported a variety of reasons for not coming to the program. The most common responses were being sick (pre-test=12; post-test=16) or doctor appointments (pre-test=7; post-test=6). 5 students during the pre-test reported not being absent. Vacations were another common reason for absence in the after-school program.

What activities want to do this year

Responses	Pre-test	Post-test
Art	6	5
Boxing	3	0
More outside time	3	2
Field trips	3	0
STEM	0	2
Recess	0	2

When asked what activities they would most like to do this year, the students mentioned art (pre-test=6; post-test=5) most commonly. Students also indicated they would be interested in boxing, having more outside time, field trips, STEM activities, and recess. 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?

Responses	Pre-test	Post-test
No homework	3	1
Nothing	3	1
More reading buddy time	2	0
Gym	2	0
Homework	2	2

More outside time	0	4
More free time	1	2
Free time during gym	0	2
No more bullying	1	2

The students gave a variety of suggestions for the program to be improved, including having no homework, more reading buddy time, and having more outside time. Some students also reported they wouldn't change anything (pre-test=3; post-test=1) indicating satisfaction with the program.

What is something you want to learn this year while at this program?

Responses	Pre-test	Post-test
More math	7	3
Science	6	1
Art	4	2
Nothing	1	4
Sports	1	3

When asked about what they would like to learn, students provided a wide range of activities including having more math (pre-test=7; post-test=3). Other suggestions include science, art, and about sports.

Jefferson Middle School

What is your favorite thing to do here

Responses	Pre-test	Post-test
cooking	5	7
sports	4	1
going outside	3	5
Karate	0	3
Gym	0	3
nature class	1	3

When asked about their favorite thing to do at the afterschool program, the students shared a variety of activities. Students most frequently stated cooking and going outside as their favorite activity on both the pre-test and post-test. The students reported a range of other activities, including sports, karate, gym, and nature.

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

Responses	Pre-test	Post-test
Sick	12	8
After school activity	9	11
Not absent	5	0
Appointment	4	5

The students reported a variety of reasons for not coming to the program. The most common responses were being sick (pre-test=12; post-test=8), having an after-school activity (pre-test=9; post-test=11), and having an appointment (pre-test=4; post-test=5).

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

Responses	Pre-test	Post-test
Art	5	0
Computers	5	0
Sports	4	4
Outside	1	5
Cooking	3	3
Physical activities	0	3
Dancing	0	3

When asked what activities they would most like to do this year, the students mentioned art (N=5), computers (N=5) and sports (N=4) most frequently during the pre-test. During the post-test, students reported sports (N=4), playing outside (N=5), physical activities (N=3), dancing (N=3) and cooking (N=3) most frequently. 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?

Responses	Pre-test	Post-test
Nothing	3	4
have no homework	3	0
have computer time	3	0
No Boxing	3	1
have no bullying	3	3
Go outside more	0	2

The students gave a variety of suggestions for the program to be improved, but the most common response for pre-test and post-test was nothing (pre-test=3; post-test=4), indicating some students are content with the program and do not find anything needing to be changed. Other suggestions for change include having computer time and going outside more. Some students reported issues with bullying or students being mean. Reinforcing pro-social behaviors and building teamwork skills through programming can improve overall experience for youth.

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

Responses	Pre-test	Post-test
Nothing	5	5
I don't know	4	3
Cooking	3	2
Math	2	2
New sports	0	2
Keep grades up	0	2

When asked what students would most like to learn about this year at the program, students provided a variety of suggestions. This includes cooking, math, new sports, and learning tips and strategies to maintain grades. The most common answers for this were students who did not have suggestions or were unsure.

Nicholson Elementary School

What is your favorite thing to do here?

Responses	Pre-test	Post-test
Outside	12	14
Gym	8	3
Homework	5	3
Sports	2	9
Free time	0	7

When asked about their favorite thing to do at the afterschool program, the students most frequently stated they liked going outside (pre-test=12; post-test=14). Students also reported gym, sports and free-time as other favorite activities.

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

Responses	Pre-test	Post-test
Sick	16	22
Not absent	6	0
Appointment	5	12
After school activity	3	9

The students reported a variety of reasons for not coming to the program; the most common response was being sick (pre-test=16; post-test=22).

What activities would you like to do this year?

Responses	Pre-test	Post-test
Sports	6	11
Slime	4	3
Art	3	6
Gym	3	0
Outside	2	5

When asked what activities they would most like to do this year, the students most frequently mentioned sports (pre-test=6; post-test=11). Students also requested slime, art, gym and outside time as additional activities they would like to participate in. The students identified a broad range of activities in which they are interested in and it would be ideal to give the students a choice in the activities they participate in.

Change one thing about the program?

Responses	Pre-test	Post-test
Nothing	6	5
Longer outside time	4	3

Homework shorter	3	1
Drama	0	7
Allow for slime in program	0	3
Sports	0	3

The students gave suggestions for the program to be improved, including having longer outside time, a shorter amount of homework time, and drama. It should be noted that students most commonly reported changing “nothing”, showing many students are content with this program.

What is something you want to learn this year at the program?

Responses	Pre-test	Post-test
Math	7	5
Art	4	5
Sports	4	3
Nothing	4	4

When asked what students would most like to learn during the after-school program the students mentioned math, art and sports most often. 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.

Smith Elementary School

What is your favorite thing to do here

Responses	Pre-test	Post-test
Gym	11	4
Free time	6	5
Outside	6	6

When students were asked about their favorite thing to do at the afterschool program, the most frequently stated answer was they liked gym (pre-test=11; post-test=4), free time (pre-test=6; post-test=5) and playing outside (pre-test=6; post-test=6).

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

Responses	Pre-test	Post-test
Sick	12	12
Appointment	7	9
Not absent	6	0
Don't want to go	4	5

The students reported a variety of reasons for not coming to the program; the most common response was being sick (pre-test=12; post-test=12). Other reasons include having appointments, and not wanting to go. Six students during the pre-test reported they had not been absent.

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

Responses	Pre-test	Post-test
-----------	----------	-----------

Art	6	4
Sports	5	6
Outside	4	2
Games	4	1
Gym time	3	3
Free time	3	3

When asked what activities they would most like to do this year, the students most frequently mentioned art (pre-test=6; post-test=4). Students also identified sports, playing outside, games, gym time, and free time as other activities they would like to do at the program. The students identified a broad range of activities 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?

Responses	Pre-test	Post-test
Nothing	3	6
Homework	2	1
Change songs for el sistema	2	0
Use phones	0	3
More free time	0	2

The students gave a range of suggestions for the program to be improved, including making changes to activities like homework, Sistema, and the amount of free time they have. The most common answer among students was they would not change anything in the program (pre-test=3; post-test=6), demonstrating that many students feel content with program offerings.

What is something you want to learn this year at the program

Responses	Pre-test	Post-test
I don't know	4	0
Art	2	2
Fun stuff	2	0
Nothing	2	5
How to get along with others	2	0
New songs in el Sistema	2	0
Sports	0	5
Everything	0	2

When asked about what they would like to learn, students discussed wanting to learn about sports, art, music, and relationship building skills. Staff should examine student interest areas and provide opportunities for students to participate in activities of interest.

Staff Survey

The Surveys of Afterschool Youth Outcomes, Staff version were also used to evaluate staff views of student success within the after-school program. The survey was customized to the specific program

goals evaluated in three main areas of focus: Relationships with Peers, Relationships with Adults, and Behavior. In most cases, scale scores are reported here. Pre and post-test survey results for each site were analyzed using a Wilcoxon sign-ranked paired-samples test. Hall and Nicholson had a statistically significant decrease in Peer Relationships from Fall to Spring, and Jefferson and Hall had a statistically significant decrease in Behavior. Smith showed a statistically significant increase in Adult Relationships from pre-test to post-test.

Figure 45 Hall Elementary School Staff Survey Results

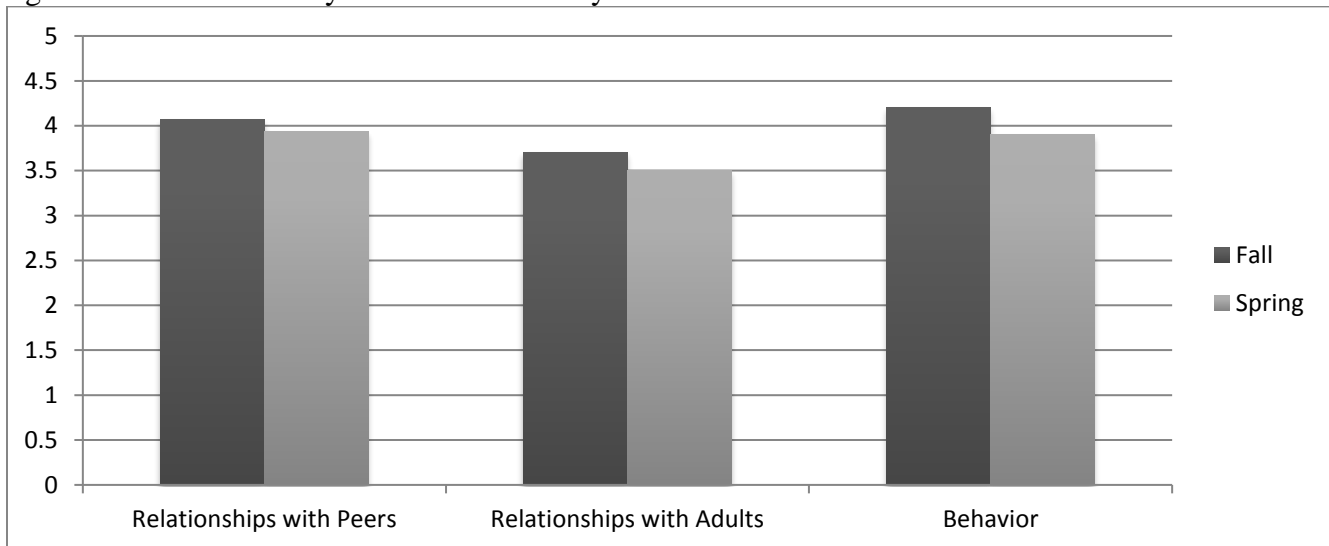


Figure 45 represents the average of the staff responses given on a scale of 1 to 5. There was a decrease in ratings between pre- and post-test assessment for all scales. All areas were rated above average. Recommendations include that the school should continue to maintain the rapport building strategy between teachers and students, and students and peers.

Figure 46 Jefferson Middle School Staff Survey Results

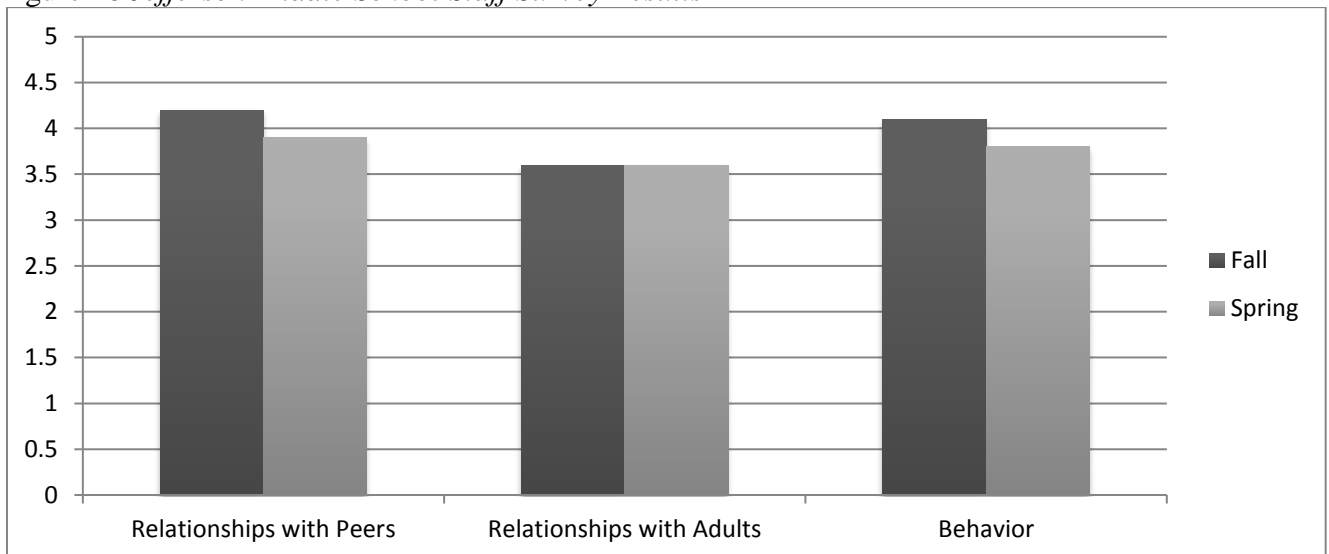


Figure 46 represents the average of the staff responses given on a scale of 1 to 5. Ratings for relationships with peers and behavior decreased from pre-test to post-test, and ratings for relationships

with adults ratings were maintained. Recommendations include encouraging small group time, teambuilding exercises, and encouraging positive peer interactions to help increase peers relations with one another.

Figure 47 *Nicholson Elementary School Staff Survey*

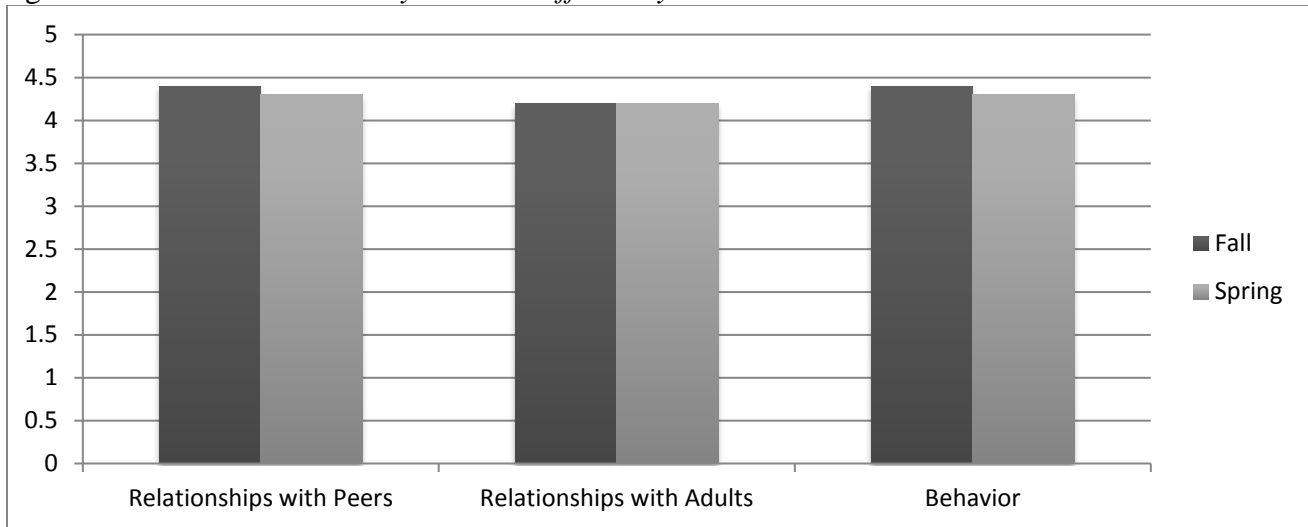


Figure 47 represents the average of the staff responses given on a scale of 1 to 5. Relationships with Peers and Behavior decreased slightly from pre-test to post-test, while Relationships with Adults remained the same. It should also be noted that all areas were rated above average. Recommendations include that the school should continue to maintain the rapport building strategy between students and peers, and reinforce positive behaviors.

Figure 48 *Smith Elementary School Staff Survey*

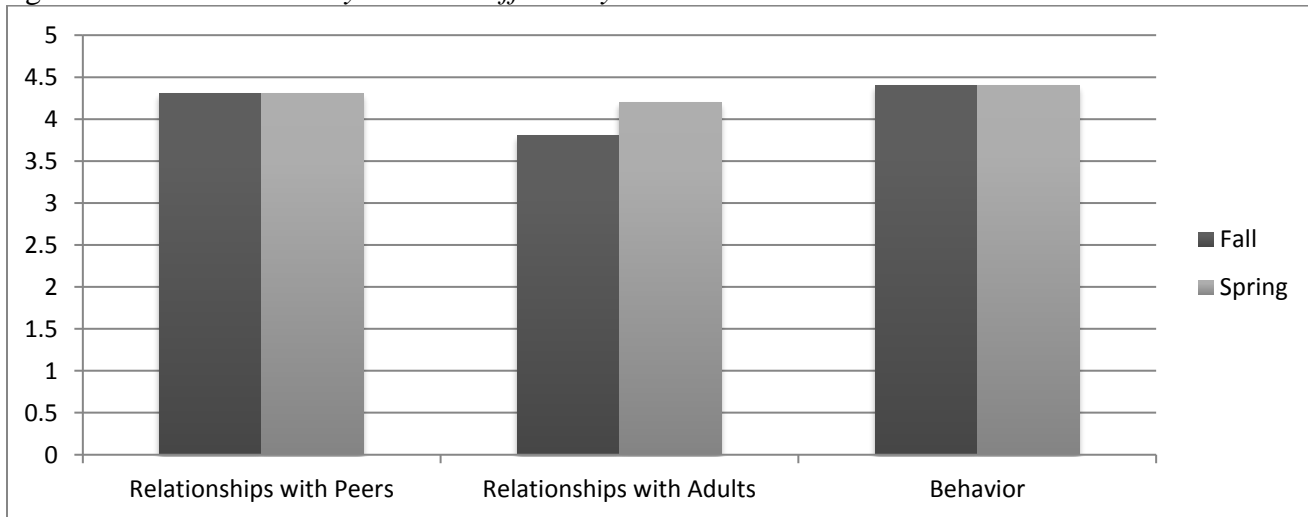


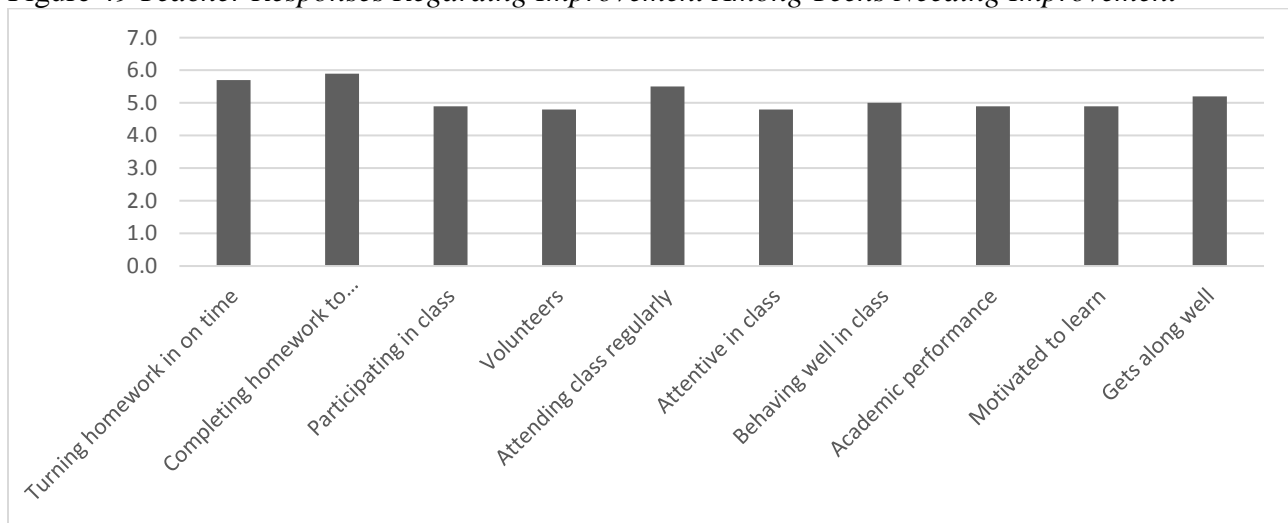
Figure 48 represents the average of the staff responses given on a scale of 1 to 5. There were increases in ratings between pre- and post-test assessment in Relationships with Adults. Ratings for Relationships with Peers and Behavior remained the same. It should be noted all scales were rated above average. Recommendations include that the school should continue to maintain the rapport building strategy between teachers and students, and students and peers.

Teacher Survey

Teachers completed a survey assessing students in several 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 0 indicating significant decline, 7 indicating significant improvement, and 4 indicating no change. A score of 8 indicates no need for improvement. Originally the scales was scored in reverse—the scores were recoded to allow for analysis comparable with other scales measured. Teacher responses are summarized by school.

Hall Elementary School Teacher Survey

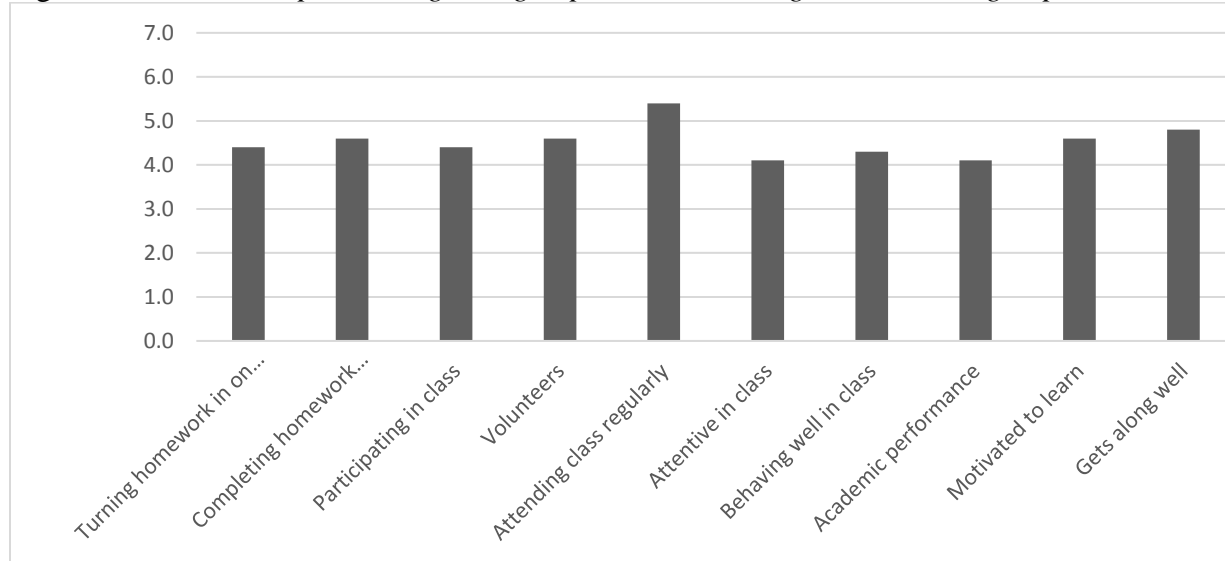
Figure 49 *Teacher Responses Regarding Improvement Among Teens Needing Improvement*



There were five areas that averaged above 5.0, indicating improvement in these categories. According to teachers, Hall students showed the most improvement in Turning Homework in on Time, Completing homework to Teachers Satisfaction, Attending Class Regularly, Behaving Well in Class, and Getting Along Well. Students showed the least improvement in being attentive in class. It is recommended that teachers and staff increase student investment by teaching and rewarding expected behavior and participation.

Jefferson Elementary School Teacher Survey

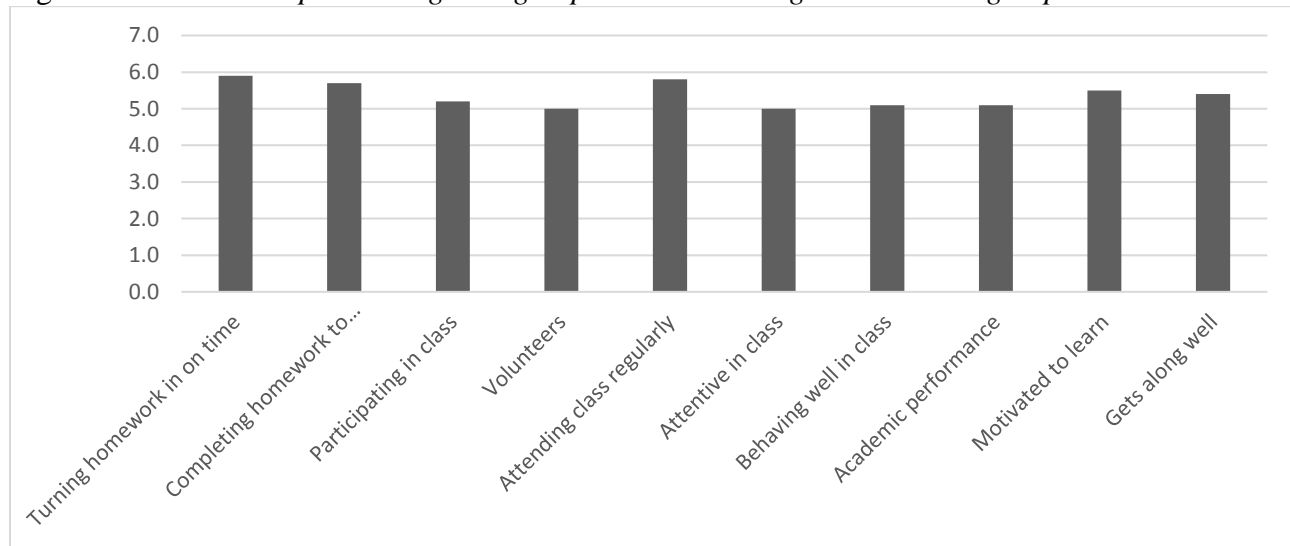
Figure 50 *Teacher Responses Regarding Improvement Among Teens Needing Improvement*



According to Jefferson teachers, students showed the most improvement in Attending Class Regularly and Getting Along Well. The area of least improvement was in Attentive in Class. It is recommended that teachers and staff increase student investment by teaching and rewarding expected behavior and participation.

Smith Elementary School Teacher Survey Responses

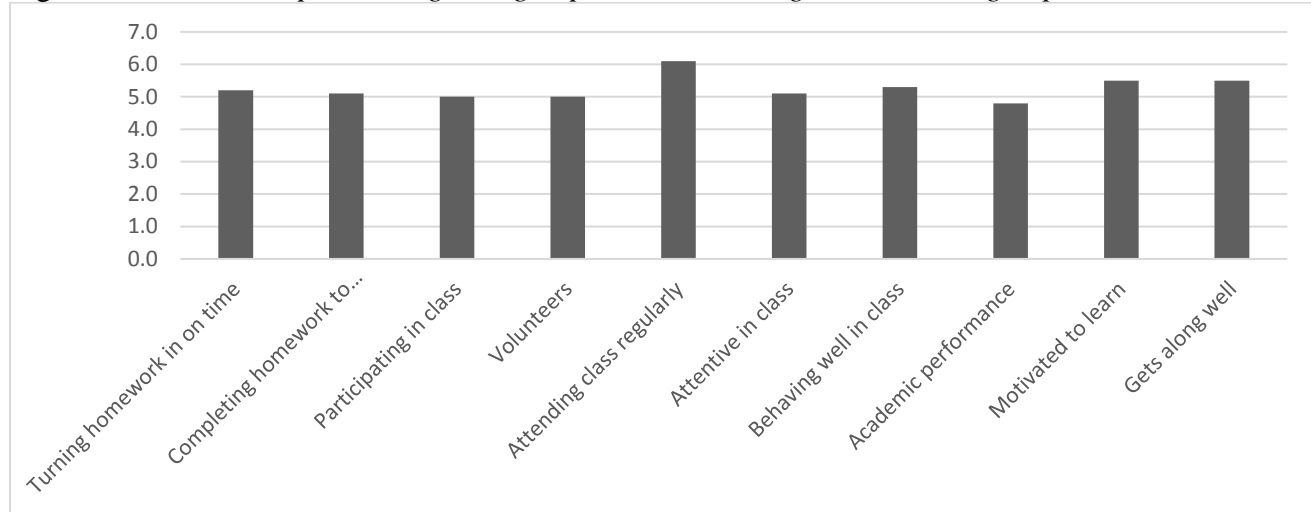
Figure 51 *Teacher Responses Regarding Improvement Among Teens Needing Improvement*



According to teachers, Smith students showed the most improvement in Turning Homework in on Time and Attending Class Regularly. Students improved the least in Volunteering and being Attentive in Class. It should be noted that nearly all scores were above 5.0 (except for two), indicating improvement in areas. It is recommended that teachers and staff increase student investment by teaching and rewarding expected behavior and participation.

Nicholson Elementary School Teacher Survey Responses

Figure 52 Teacher Responses Regarding Improvement Among Teens Needing Improvement



According to teachers, Nicholson students showed the most improvement in Attending Class Regularly, being Motivated to Learn, and Getting Along Well. Students showed less improvement in Academic Performance. It is recommended that teachers and staff increase student investment by teaching and rewarding expected behavior and participation.

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 survey is rated on a scale ranging from one to five, with five indicating the highest level of agreement or satisfaction. 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.

Hall Elementary School

Figure 52 Parent Survey Responses

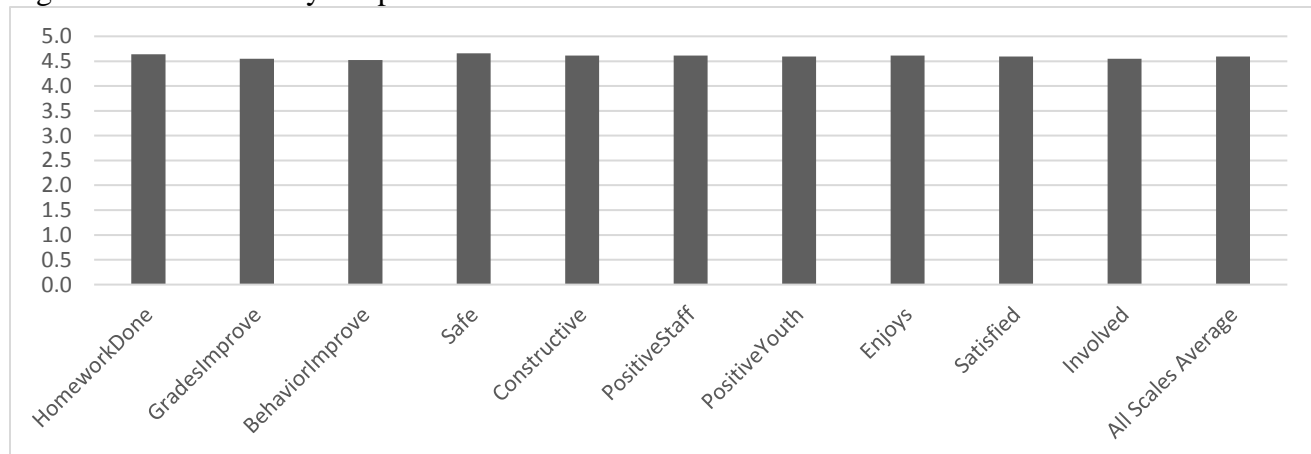


Figure 52 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. Parents felt the program did the least to Improve Grades, Behavior, and Involvement at Hall (4.5). The highest rated items was the program provided a Safe Environment with the program (4.7).

<i>What do you like best about the after-school program?</i>	<i>17 Responses</i>
Academic help	N=7
Helps students	N=1
Helps with behavior management	N=1
Different Activities	N=1
My children love it	N=1
My child gets to spend time with others	N=2
Safe place for my son to go after-school	N=1
Gym	N=1
It's fine	N=1
Staff keep us informed	N=1

<i>If you could change one thing about the after-school program, what would you change?</i>	<i>7 Responses</i>
Nothing (I wouldn't change anything, I like everything)	N=9
Good snacks available to take	N=1
More art	N=1
More parent communication	N=1
More STEM activities	N=1
More homework time	N=1

Jefferson Elementary School

Figure 53 Parent Survey Responses

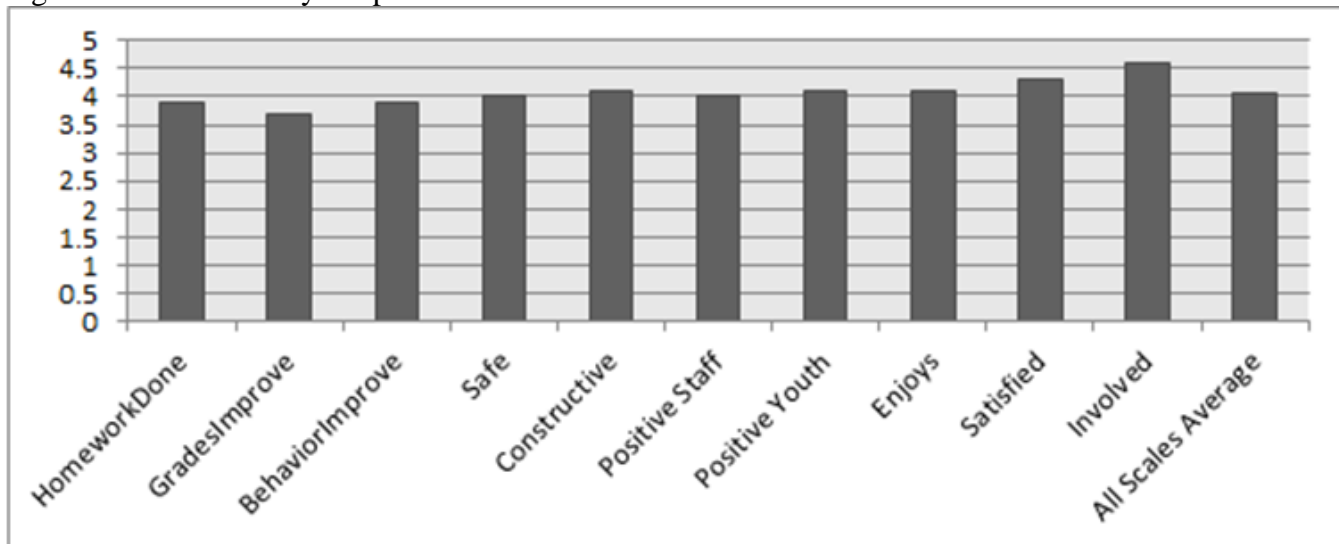


Figure 53 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. The highest rated item was Involvement (4.6). The lowest rated items were Homework done and Behavior improvement (3.9).

Analysis of Qualitative Data Reflected in Parent Surveys

<i>What do you like best about the after-school program?</i>	36 Responses
Academic help	N=30
Socialization opportunities	N=2
Activities	N= 2
The time of the program	N=1
The program is great; it has really changed my son's attitude towards school.	N=1

<i>If you could change one thing about the after-school program, what would you change?</i>	36 Responses
Nothing (I wouldn't change anything, I like everything)	N=35
Increase physical activity	N=1

Smith Elementary School

Figure 54 Parent Survey Responses

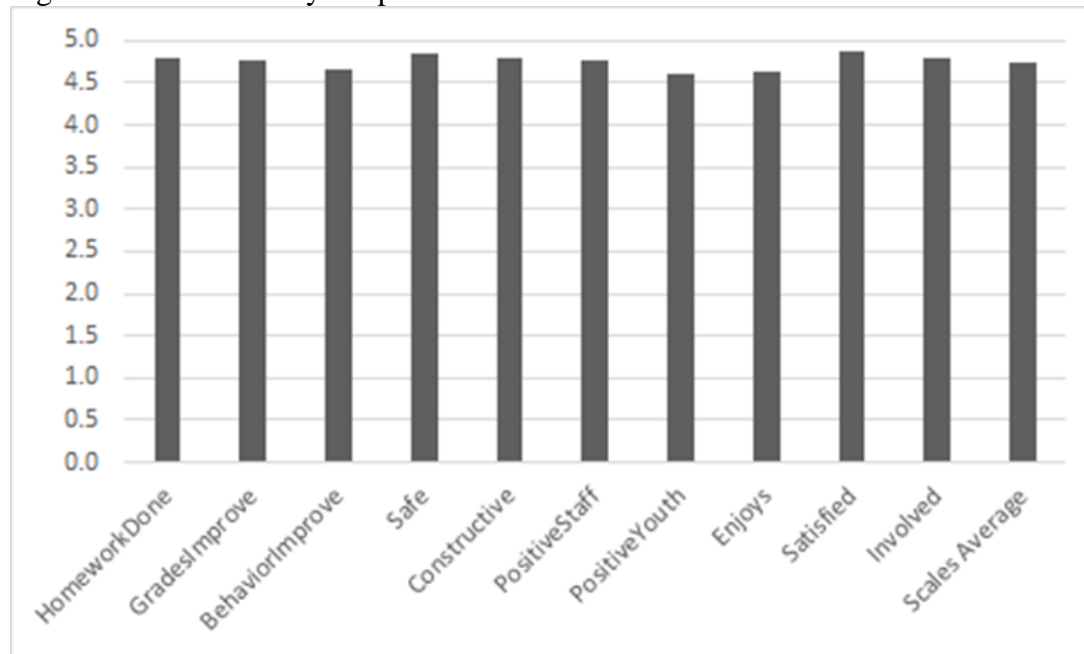


Figure 54 All items were rated above 4.5, indicating high satisfaction in the program. Parent Satisfaction was rated the highest (4.9).

Analysis of Qualitative Data Reflected in Parent Surveys

<i>What do you like best about the after-school program?</i>	47 Responses
Homework help	N=16
Various Activities	N=3
Children enjoy it	N=3
Improvement in grades	N=2

Free time activities	N=1
Music	N=1
Provides extra help	N=1
Safe environment	N=1
Keeps my child active	N=1
Everything	N=1
Children learn to interact with one another	N=1
Friendly helpful staff	N=1
Gives me more free time	N=1
Interaction with teachers and friends	N=1
Many opportunities and encouragement	N=1

<i>If you could change one thing about the after-school program, what would you change?</i>	
7 Responses	
Nothing (I wouldn't change anything, I like everything)	N=28
The hours	N=1
Let it go till six	N=1

Nicholson Elementary School

Figure 55 Parent Survey Responses

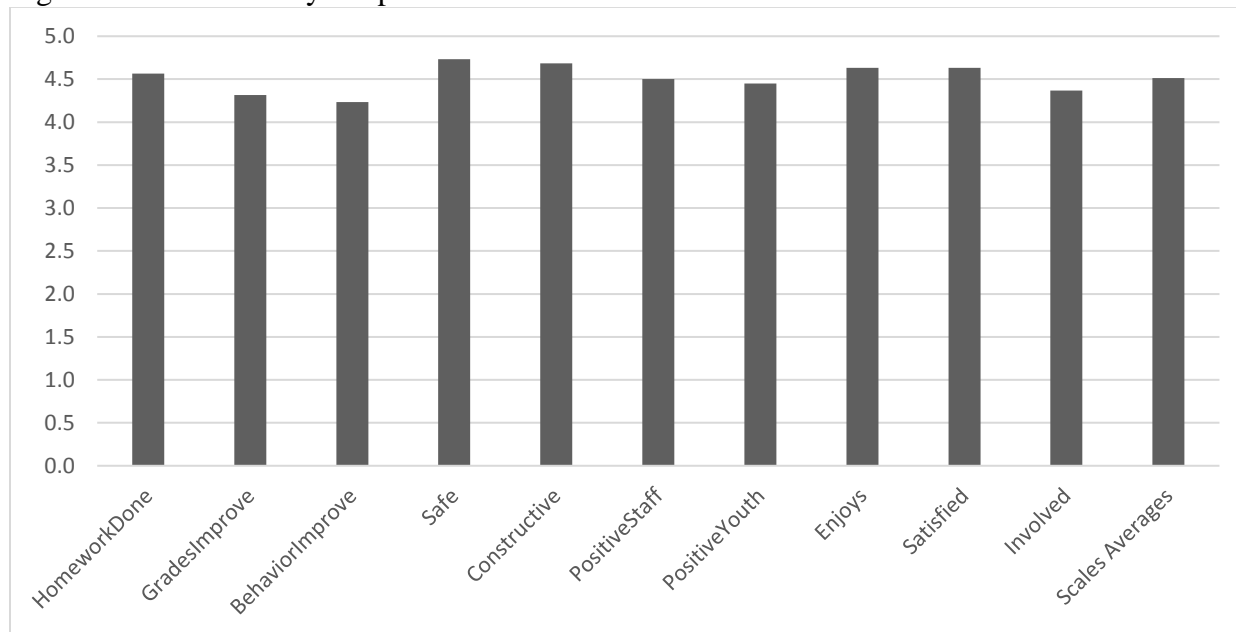


Figure 55 Parents felt the biggest strengths of the program was the Safe Environment and Constructive Activities (4.7). Parents felt the program did the least to help students improve behavior (4.2).

Analysis of Qualitative Data Reflected in Parent Surveys

<i>What do you like best about the after-school program?</i>	47 Responses
Academic and personal development	N=3

My child loves it and keeps them busy	N=2
Various Activities	N=16
Safe place for my child	N=4
Interactions with other children	N=3
Complete and help with homework	N=11
Learn new things	N=1
Boosts child's confidence	N=1
Grades and behavior improved	N=3
Helpful for families	N=1
Sport activities	N=1
Allows for family time when children get home	N=1

<i>If you could change one thing about the after-school program, what would you change?</i>	
7 Responses	
Nothing (I wouldn't change anything, I like everything)	N=21
Start earlier in the school year	N=1
Shorter program	N=1
Kids sometimes complain about teachers	N=1
More communication on how parents can help	N=1
More help with homework	N=1

Appendix A: Parent Survey

Parent Involvement and Satisfaction Survey

Parent's First and Last Name: _____

Full Name(s) of Children at this School: _____

Please circle the number that best represents your answer.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
.The after school program is helping my child to get his/her homework done.	1	2	3	4	5
.The after school program is helping my child's grades improve in school.	1	2	3	4	5
.The after school program is helping my child's behavior improve in school.	1	2	3	4	5
.The after school program provides a safe environment for my child after school.	1	2	3	4	5
.The after school program provides constructive activities for my child once his/her homework is done.	1	2	3	4	5
.My child's interactions with the staff members at the after school program are positive.	1	2	3	4	5
.My child's interactions with the other youth at the after school program are positive.	1	2	3	4	5
. My child enjoys the after school program .	1	2	3	4	5
.I am satisfied with the after school program at my child's school.	1	2	3	4	5
0. 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 B: Staff Survey

School Name:

Student Name:

Please check the box that best describes how often this youth:

Peer Relationships	Never	Rarely	Sometimes	Usually	Always
Works well on cooperative tasks					
Forms friendships with peers					
Shows respect and consideration for peers					
Is able to disagree with or question peers in a respectful manner					
Is able to compromise with peers during conflict or disagreement					
Is able to listen to peers' point of view during a disagreement					

Relationships with Adults	Never	Rarely	Sometimes	Usually	Always
Seeks recognition and/or approval from adults					
Discusses interests or ideas with adults					
Initiates interactions with adults					
Seeks appropriate assistance and support from staff in resolving problems					
Appears comfortable spending relaxed time 1:1 with an adult					
Is able to disagree with or question adults in a respectful manner					

Behavior in the program	Never	Rarely	Sometimes	Usually	Always
Follows rules/procedures for program					
Is able to accept responsibility for own actions					
Behaves appropriately during structured group activities and/or discussions					
Behaves appropriately during informal program times and/or transitions					
Is able to accept a situation when things don't go his/her way					
Maintains or regains control of his/her own behavior-without staff reminders					
Remains calm during disagreements or conflicts					

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Does a lot of unwanted teasing go on here?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do kids here treat each other with respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. If you were upset, would other kids here try to help you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Do the other kids here listen to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Do you have fun when you're here?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do you feel bored when you're here?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Can you always find things that you like to do here?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

This is NOT a TEST!

This survey is private.

Please say what you really think!

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

1. What is your favorite thing to do here?

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

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

This is NOT a TEST!

This survey is private.

Please say what you really think!

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

	No	Mostly No	Mostly Yes	Yes
a. Is there an adult here who is interested in what you think about things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Is there an adult here you can talk to when you are upset?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Is there an adult here who helps you when you have a problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Is there an adult here who <u>you</u> will listen to and respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. In school, I'm as good as other kids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I'm good at solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I'm as good as other kids my age at learning new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. When I can't learn something right away, I keep trying until I get it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Do you feel challenged in a good way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do you get to do things here that you have never done before?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

This is NOT a TEST!

This survey is private.

Please say what you really think!

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

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

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

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

This is NOT a TEST!

This survey is private.

Please say what you really think!

1. Are you a:

☐ Girl

☐ Boy

2. What grade are you in?

☐ 4th

☐ 5th

☐ 6th

☐ 7th

☐ 8th

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

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

Please say what you really think!

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

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

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

This is NOT a TEST!

This survey is private.

Please say what you really think!

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

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

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

- ☐ No
- ☐ Mostly No
- ☐ Mostly Yes
- ☐ Yes

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

This is NOT a TEST!

This survey is private.

Please say what you really think!

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

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

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

- ☐ No
- ☐ Mostly No
- ☐ Mostly Yes
- ☐ Yes

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

This is NOT a TEST!

This survey is private.

Please say what you really think!

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

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

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

- ☐ No
☐ Mostly No
☐ Mostly Yes
☐ Yes

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

This is NOT a test!

This survey is private.

Please say what you really think!

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

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
a. Coming here has helped me to get my homework done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Coming here has helped me to try harder in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Coming here has helped me to do better in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

This is NOT a TEST!

This survey is private.

Please say what you really think!

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

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
a. Coming here has helped me feel good about myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Coming here has helped me find out what I'm good at doing and what I like to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Coming here has helped me to make new friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

This is NOT a test!

This survey is private.

Please say what you really think!

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

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

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

This is NOT a TEST!

This survey is private.

Please say what you really think!

And, now a few questions about you...

Appendix D: 21APR System Rules of Behavior

21APR System Rules of Behavior

Responsibilities

The 21st Century Community Learning Centers (CCLC) Collection System is a US Depart. of ED information system and is to be used for official use only. Users must read, understand, and comply with these Rules of Behavior. Failure to comply with the 21APR System Rules of Behavior may result in revocation of your 21APR System account privileges, job action, or criminal prosecution.

21APR System users must complete a basic security awareness training course prior to being granted access to the system. The security topics addressed in this document provide the required security awareness content, so it is important that you read through this entire text. 21APR System will prompt you to reread the Rules of Behavior annually (or more often due to changes in the system or regulations) to meet this requirement.

21APR System users are responsible for notifying their 21APR SEA Coordinator when they no longer require access to 21APR System. This may occur when a user gets new responsibilities that do not include a need to access 21APR System or when the user gets another job or position.

Monitoring

This is a US Depart. of ED system. System usage may be monitored, recorded, and subject to audit by authorized personnel. THERE IS NO RIGHT OF PRIVACY IN THIS SYSTEM.

Unauthorized use of this system is prohibited and subject to criminal and civil penalties. System personnel may provide to law enforcement officials any potential evidence of crime found on US Depart. of ED computer systems. USE OF THIS SYSTEM BY ANY USER, AUTHORIZED OR UNAUTHORIZED, CONSTITUTES CONSENT TO THIS MONITORING, RECORDING, and AUDIT.

21APR System Security Controls

21APR System security controls have been implemented to protect the information processed and stored within the system. 21APR System users are an integral part of ensuring the 21APR System security controls provide the intended level of protection. It is important to understand these security controls, especially those with which you directly interface. The sections below provide detail on some of those controls and the expectations for 21APR System users.

21APR System security controls are designed to:

- Ensure only authorized users have access to the system;
- Ensure users are uniquely identified when using the system;
- Tie actions taken within the system to a specific user;
- Ensure users only have access to perform the actions required by their position;
- Ensure 21APR System information is not inappropriately released; and
- Ensure 21APR System is available to users when needed.

Examples of security controls deployed within 21APR System include:

- **Automated Session Timeout** – Users are automatically logged out of 21APR System after fifteen minutes of inactivity. This helps ensure unauthorized users do not gain access to the system.

- **Role-Based Access Control** – User IDs are assigned a specific role within 21APR System. This role corresponds to the user's job function and restricts access to certain 21APR System capabilities.
- **Audit Logging** – Actions taken within 21APR System are captured in log files to help identify unauthorized access and enforce accountability within the system.
- **Communication Protection** – Traffic between a user's web browser and the 21APR System servers is encrypted to protect it during transmission.

The sections below describe several other security controls in place within 21APR System. It is important that you understand and comply with these controls to ensure the 21APR System security is maintained.

User Credentials

User credentials are the mechanism by which 21APR System identifies and verifies users. These are your user ID and password. User IDs uniquely identify each 21APR System user and allow the 21APR System Administrators to attribute actions taken within the system to a specific user. This tracking is important in enforcing accountability within the system. Passwords are used by 21APR System to verify a user's identity. It is important for you to comply with the following rules governing user credentials:

- Protect your logon credentials at all times.
- Never share your user ID and/or password with anyone else. You are responsible for all actions taken with your user credentials.

Password requires a minimum complexity of:

- at least 12 characters in length
- case sensitive
- at least one each of
 - upper-case letters (A-Z)
 - lower-case letters (a-z)
 - numbers (0-9) and
 - special characters (for example: \$#!*&).
- Must not contain any part of the user's account name in any form (login name, first name, or last name).
- Must not match or resemble the word "password" in any form (as-in, capitalized or adding a number, etc.).
- Passwords expire every 60 days.
- If your account is inactive for 60 days, you must reset your password.
- Do not write your password down or keep it in an area where it can be easily discovered.
- Avoid using the "remember password" feature.
- User accounts are locked after three (3) consecutive invalid attempts within a fifteen-minute period.
- Reinstatement of a locked user account can only be reinstated by a Help Desk technician or a system administrator.

Protection of 21APR System Information

You are required to protect 21APR System information in any form. This includes information contained on printed reports, data downloaded onto computers and computer media (e.g. diskettes, tapes, compact discs, thumb drives, etc.), or any other format. In order to ensure protection of 21APR System information, you should observe the following rules:

- Log out of 21APR System or lock your computer before you leave it unattended by using the <Ctrl> <Alt> <Delete> key sequence when leaving your seat.
- Media (including reports) containing 21APR System information should be removed from your desktops during non-business hours.
- Store media containing 21APR System information in a locked container (e.g. desk drawer) during non-business hours.
- Store digital information in an encrypted format where technically possible.
- Media containing 21APR System information should be properly cleansed or destroyed.
 - Shred paper media and compact discs prior to disposal.
 - Diskettes and other magnetic media should be cleansed using appropriate software or a magnetic field with sufficient strength so as to make the information unreadable.
 - Note that simply deleting files from magnetic media does not remove the information from the media.
 - Media containing encrypted information can be excluded from the cleansing process, although it is recommended.
- If the access which you have been granted within 21APR System is more than required to fulfill your job duties, it should be reported to appropriate personnel.
- Do not disclose 21APR System information to any individual without a "need-to-know" for the information in the course of their business.

Other Security Considerations

This section describes some additional security items of which you should be aware.

Incident Response - If you suspect or detect a security violation in 21APR System, contact the 21APR System Help Desk immediately. For example, if you suspect someone may have used your user ID to log in to 21APR System, you should contact the 21APR System Help Desk. Other warning signs that 21APR System may have been compromised include, but are not limited to: inappropriate images or text on the web pages, data formats that are not what is expected, missing data, or 21APR System is not available. While these may not be attributed to a compromise, it is better to have it checked out and be sure than to take no action.

Shoulder Surfing - Shoulder surfing is using direct observation techniques, such as looking over someone's shoulder, to get information. An example of shoulder surfing is when a person looks over someone else's shoulder while they are entering a password for a system to covertly acquire that password. To protect against this type of attack, slouch over your keyboard slightly when keying in your password to block the view of a possible onlooker.

Social Engineering - Social engineering is a collection of techniques used to manipulate people into performing actions or divulging confidential information. For example, a typical social engineering attack scenario is a hacker posing as an authorized user calling a system help desk

posing as that user. The hacker, through trickery, coercion, or simply being nice coaxes the help desk technician into providing the login credentials for the user he is claiming to be. The hacker then gains unauthorized access to the system using an authorized user's credentials.

The example above is one example of a social engineering technique. Another is when a hacker calls a user at random and pretends to be a help desk technician. Under the guise of purportedly fixing a problem, the hacker requests the user's login credentials. If provided, the user has unwittingly provided system access to an unauthorized person.

To defeat social engineering simply question anything that doesn't make sense to you. For example, a help desk technician should never ask a user for their login credentials to resolve a problem. If you receive a call from someone and you are not sure who they are, ask for a callback number. Hang up the phone and call back to the number provided.

Hackers will typically provide a bogus number. Ask questions. If the answers you receive do not make sense, end the call and report the incident to your local security organization. Faxing - When faxing 21APR System information, call the recipient of the fax and let them know it is coming. Ask them to go to the fax machine so they can pull it off right away so any sensitive information is not left lying around the office.

Virus Scanning - Scan documents or files downloaded to your computer from the Internet for viruses and other malicious code. Virus scanning software should also be used on email attachments.