West Aurora School District 129

21st Century Community Learning Centers
Grant Evaluation Report 2016-2017

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

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

21st Century Community Learning Centers
Grant Evaluation Report 2016-2017

Contents

Part I. Grant Information

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

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

Part II. Overview and History of Program

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

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

II.A. Evaluation Methods

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

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

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

Part III. Program Implementation

III.A. Students Served
Recruitment and Retention of Students

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

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

Student Enrollment by Program Site
*Data is attributed to students' home school sites.

Freeman Elementary School Enrollment

Freeman Students served in school year only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	38	71	67		
a) Number of students attending fewer than 30 days	2	14	11		
b) Number of students attending 30 days or more	36	57	56		
c) Number of students attending 30-59 days	36	17	16		
d) Number of students attending 60-89 days	0	18	23		
e) Number of students attending 90+ days	0	22	17		

Freeman* Students served in summer only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	46	27		
a) Number of students attending fewer than 30 days	0	46	27		
b) Number of students attending 30 days or more	0	0	0		
c) Number of students attending 30-59 days	0	0	0		
d) Number of students attending 60-89 days	0	0	0		
e) Number of students attending 90+ days	0	0	0		

Freeman* Students served in both school year and summer	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	20	13		
a) Number of students attending fewer than 30 days	0	1	0		
b) Number of students attending 30 days or more	0	19	13		
c) Number of students attending 30-59 days	0	2	2		
d) Number of students attending 60-89 days	0	5	2		
e) Number of students attending 90+ days	0	12	9		

Greenman Elementary School Enrollment

Greenman Students served in school year only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	65	76	86		
a) Number of students attending fewer than 30 days	17	18	12		
b) Number of students attending 30 days or more	48	58	74		
c) Number of students attending 30-59 days	48	11	16		
d) Number of students attending 60-89 days	0	34	33		
e) Number of students attending 90+ days	0	13	25		

Greenman* Students served in summer only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	50	28		
a) Number of students attending fewer than 30 days	0	50	28		
b) Number of students attending 30 days or more	0	0	0		
c) Number of students attending 30-59 days	0	0	0		
d) Number of students attending 60-89 days	0	0	0		
e) Number of students attending 90+ days	0	0	0		

Greenman* Students served in both school year and summer	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	14	12		
a) Number of students attending fewer than 30 days	0	1	0		
b) Number of students attending 30 days or more	0	13	12		
c) Number of students attending 30-59 days	0	2	0		
d) Number of students attending 60-89 days	0	1	0		
e) Number of students attending 90+ days	0	10	12		

Herget Middle School Enrollment

Herget Students served in school year only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	39	76	54		
a) Number of students attending fewer than 30 days	24	32	29		
b) Number of students attending 30 days or more	15	44	25		
c) Number of students attending 30-59 days	15	25	14		
d) Number of students attending 60-89 days	0	15	5		
e) Number of students attending 90+ days	0	4	6		

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

e) Number of students attending 90+ days	0	0	0		

Herget* Students served in both school year and summer	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	7	53		
a) Number of students attending fewer than 30 days	0	1	28		
b) Number of students attending 30 days or more	0	6	25		
c) Number of students attending 30-59 days	0	3	14		
d) Number of students attending 60-89 days	0	2	5		
e) Number of students attending 90+ days	0	1	6		

Hill Elementary School Enrollment

Hill Students served in school year only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	83	91	74		
a) Number of students attending fewer than 30 days	24	21	10		
b) Number of students attending 30 days or more	59	70	64		
c) Number of students attending 30-59 days	59	11	4		
d) Number of students attending 60-89 days	0	25	24		
e) Number of students attending 90+ days	0	34	36		

Hill* Students served in summer only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	88	19		
a) Number of students attending fewer than 30 days	0	88	19		
b) Number of students attending 30 days or more	0	0	0		
c) Number of students attending 30-59 days	0	0	0		
d) Number of students attending 60-89 days	0	0	0		
e) Number of students attending 90+ days	0	0	0		

Hill* Students served in both school year and summer	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	22	12		
a) Number of students attending fewer than 30 days	0	0	0		
b) Number of students attending 30 days or more	0	22	12		
c) Number of students attending 30-59 days	0	2	0		
d) Number of students attending 60-89 days	0	1	1		
e) Number of students attending 90+ days	0	19	11		

McCleery Elementary School Enrollment

McCleery Students served in school year only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	76	89	89		
a) Number of students attending fewer than 30 days	26	4	3		
b) Number of students attending 30 days or more	50	85	86		
c) Number of students attending 30-59 days	50	16	18		

d) Number of students attending 60-89 days	0	18	18		
e) Number of students attending 90+ days	0	51	50		

McCleery* Students served in summer only	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	86	63		
a) Number of students attending fewer than 30 days	0	86	63		
b) Number of students attending 30 days or more	0	0	0		
c) Number of students attending 30-59 days	0	0	0		
d) Number of students attending 60-89 days	0	0	0		
e) Number of students attending 90+ days	0	0	0		

McCleery* Students served in both school year and summer	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	0	38	34		
a) Number of students attending fewer than 30 days	0	0	1		
b) Number of students attending 30 days or more	0	38	33		
c) Number of students attending 30-59 days	0	4	2		
d) Number of students attending 60-89 days	0	2	6		
e) Number of students attending 90+ days	0	32	25		

Student Demographic Characteristics by Program Site

Freeman Student Demographic Characteristics

Freeman Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	2	14	11		
Male	1	9	7		
Female	1	5	4		
GRADE					
PK	0	0	0		
K	0	0	0		
1	2	2	0		
2	0	3	1		
3	0	1	5		
4	0	5	3		
5	0	3	2		
6	0	0	0		
7	0	0	0		
8	0	0	0		
9	0	0	0		
10	0	0	0		
11	0	0	0		
12	0	0	0		
Racial/Ethnic Group					

Freeman Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	0	3	0		
Black or African American	0	1	4		
Hispanic or Latino	1	9	4		
White	1	1	1		
Other/Do not Know	0	0	2		
Limited English Proficiency/ELL					
Yes	0	1	2		
Disability Status/IEP					
Yes	0	2	1		
Free or Reduced Lunch					
Yes	0	4	7		

Freeman Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	36	57	56		
Male	20	24	18		
Female	16	33	38		
GRADE					
PK	0	0	0		
K	0	0	0		
1	7	7	3		
2	8	14	13		
3	7	14	12		
4	8	11	11		
5	6	11	17		
6	0	0	0		
7	0	0	0		
8	0	0	0		
9	0	0	0		
10	0	0	0		
11	0	0	0		
12	0	0	0		
Racial/Ethnic Group					
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	0	1	1		
Black or African American	6	8	5		
Hispanic or Latino	16	40	38		
White	8	6	11		
Other	6	2	1		
Limited English Proficient/ELL					
Yes	3	2	7		
Disability Status/IEP					
Yes	4	3	11		

Freeman Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Free or Reduced-Fee Meals					
Yes	32	44	31		

Greenman Student Demographic Characteristics

Greenman Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	17	18	12		
Male	12	8	11		
Female	5	10	1		
GRADE					
PK	0	0	0		
K	0	0	0		
1	2	3	1		
2	2	2	2		
3	4	4	3		
4	3	5	3		
5	6	4	3		
6	0	0	0		
7	0	0	0		
8	0	0	0		
9	0	0	0		
10	0	0	0		
11	0	0	0		
12	0	0	0		
Racial/Ethnic Group					
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	0	2	0		
Black or African American	2	4	4		
Hispanic or Latino	14	6	6		
White	1	1	2		
Other	0	5	0		
Limited English Proficient/ELL					
Yes	4	1	2		
Disability Status/IEP					
Yes	2	0	2		
Free or Reduced Lunch					
Yes	14	16	8		

Greenman Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	48	58	74		
Male	25	29	35		
Female	23	29	39		

Greenman Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
GRADE					
PK	0	0	0		
K	0	0	2		
1	10	13	12		
2	13	12	18		
3	9	14	18		
4	11	9	17		
5	5	10	7		
6	0	0	0		
7	0	0	0		
8	0	0	0		
9	0	0	0		
10	0	0	0		
11	0	0	0		
12	0	0	0		
Racial/Ethnic Group					
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	1	5	6		
Black or African American	8	9	12		
Hispanic or Latino	29	39	51		
White	10	3	4		
Other/Do not Know	0	2	1		
Limited English Proficient/ELL					
Yes	10	22	39		
Disability Status/IEP					
Yes	3	2	7		
Free or Reduced Lunch					
Yes	48	53	47		

Herget Student Demographic Characteristics

Herget Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	24	32	29		
Male	13	15	20		
Female	11	17	9		
GRADE					
PK	0	0	0		
K	0	0	0		
1	0	0	0		
2	0	0	0		
3	0	0	0		
4	0	0	0		
5	0	0	0		
6	12	12	9		

Herget Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
7	5	3	13		
8	7	17	7		
9	0	0	0		
10	0	0	0		
11	0	0	0		
12	0	0	0		
Racial/Ethnic Group					
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	0	0	0		
Black or African American	7	5	4		
Hispanic or Latino	17	23	20		
White	0	3	5		
Other	0	1	0		
Limited English Proficient/ELL					
Yes	8	9	2		
Disability Status/IEP					
Yes	6	7	4		
Free or Reduced Lunch					
Yes	22	30	22		

Herget Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	15	44	25		
Male	6	29	19		
Female	9	15	6		
GRADE					
PK	0	0	0		
K	0	0	0		
1	0	0	0		
2	0	0	0		
3	0	0	0		
4	0	0	0		
5	0	0	0		
6	9	24	4		
7	3	13	15		
8	3	7	6		
9	0	0	0		
10	0	0	0		
11	0	0	0		
12	0	0	0		
Racial/Ethnic Group					
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	0	2	0		

Herget Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Black or African American	8	5	1		
Hispanic or Latino	7	30	20		
White	0	7	4		
Other/Do not Know	0	0	0		
Limited English Proficient/ELL					
Yes	1	5	8		
Disability Status/IEP					
Yes	6	12	10		
Free or Reduced Lunch					
Yes	15	37	17		

Hill Student Demographic Characteristics

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

Hill Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Free or Reduced Lunch					
Yes	23	21	8		

Hill Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	59	70	64		
Male	33	33	32		
Female	26	37	32		
GRADE					
PK	0	0	0		
K	0	0	0		
1	17	13	12		
2	16	16	14		
3	8	17	13		
4	3	17	14		
5	15	7	11		
6	0	0	0		
7	0	0	0		
8	0	0	0		
9	0	0	0		
10	0	0	0		
11	0	0	0		
12	0	0	0		
Racial/Ethnic Group					
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	0	2	1		
Black or African American	6	4	1		
Hispanic or Latino	52	61	61		
White	0	1	0		
Other	1	2	1		
Limited English Proficient/ELL					
Yes	42	1	32		
Disability Status/IEP					
Yes	1	4	12		
Free or Reduced-Fee Meals					
Yes	58	69	36		

McCleery Student Demographic Characteristics

McCleery Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	26	4	3		
Male	16	4	3		
Female	10	0	0		
GRADE					

McCleery Students Attending Fewer Than 30 Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
PK	0	0	0		
K	0	0	0		
1	5	1	0		
2	5	0	1		
3	2	0	0		
4	5	0	1		
5	9	3	1		
6	0	0	0		
7	0	0	0		
8	0	0	0		
9	0	0	0		
10	0	0	0		
11	0	0	0		
12	0	0	0		
Racial/Ethnic Group					
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	2	0	0		
Black or African American	5	1	2		
Hispanic or Latino	14	3	0		
White	0	0	1		
Other/Do not Know	5	0	0		
Limited English Proficiency/ELL					
Yes	4	0	1		
Disability Status/IEP					
Yes	6	2	0		
Free or Reduced Lunch					
Yes	25	4	3		

McCleery Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total Unduplicated Enrollment	50	85	86		
Male	26	46	49		
Female	24	39	37		
GRADE					
PK	0	0	0		
K	0	9	4		
1	18	13	18		
2	15	15	12		
3	10	17	16		
4	7	19	20		
5	0	12	16		
6	0	0	0		
7	0	0	0		
8	0	0	0		

McCleery Students Attending 30 or More Days	First Year	Second Year	Third Year	Fourth Year	Fifth Year
9	0	0	0		
10	0	0	0		
11	0	0	0		
12	0	0	0		
Racial/Ethnic Group					
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	8	13	17		
Black or African American	3	7	7		
Hispanic or Latino	34	49	53		
White	4	2	7		
Other/Do not Know	1	14	2		
Limited English Proficient/ELL					
Yes	29	41	42		
Disability Status/IEP					
Yes	5	18	15		
Free or Reduced-Fee Meals					
Yes	50	85	56		

Average Daily Attendance (ADA) by Program Site

Freeman ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Overall Average Daily Attendance	27.98	41.04	42.16		
a) ADA for Summer Program	N/A	N/A	21.2		
b) ADA for Afterschool Program	27.98	41.04	63.13		
c) ADA for Before School Program	N/A	N/A	N/A		
d) ADA for weekend/holiday Program	N/A	N/A	N/A		

Greenman ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Overall Average Daily Attendance	43.33	53.1	42.44		
a) ADA for Summer Program	N/A	67.12	16.15		
b) ADA for After-school Program	43.33	44.07	68.73		
c) ADA for Before School Program	N/A	N/A	N/A		
d) ADA for weekend/holiday Program	N/A	N/A	N/A		

Herget ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Overall Average Daily Attendance	17.45	27.63	34.92		
a) ADA for Summer Program	N/A	N/A	N/A		
b) ADA for After-school Program	17.45	27.63	34.92		
c) ADA for Before School Program	N/A	N/A	N/A		
d) ADA for weekend/holiday Program	N/A	N/A	N/A		

Hill ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Overall Average Daily Attendance	59.7	67.02	44.62		
a) ADA for Summer Program	N/A	74.9	12.2		
b) ADA for Afterschool Program	59.7	59.13	77.04		
c) ADA for Before School Program	N/A	N/A	N/A		
d) ADA for weekend/holiday Program	N/A	N/A	N/A		

McCleery ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Overall Average Daily Attendance	50.1	68.92	61.01		
a) ADA for Summer Program	N/A	72.25	43.25		
b) ADA for Afterschool Program	50.1	65.59	78.78		
c) ADA for Before School Program	N/A	N/A	N/A		
d) ADA for weekend/holiday Program	N/A	N/A	N/A		

Smith (Summer 2016) ADA	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Overall Average Daily Attendance	50.1	68.92	N/A		
a) ADA for Summer Program	N/A	72.25	N/A		
b) ADA for Afterschool Program	50.1	65.59	N/A		
c) ADA for Before School Program	N/A	N/A	N/A		
d) ADA for weekend/holiday Program	N/A	N/A	N/A		

Family Participation

Several programs were made available to family members of program participants throughout the year. Family participation at these events was incentivized through raffles tickets provided throughout the year's events and culminated in a prize drawing at the end of the year.

All elementary sites held a family shadowing event. At this event, families were able to visit during the program hours to learn more about offerings, meet staff, and connect with their child.

Parent University, parent education programming provided by district staff, was offered to all families on a variety of topics.

Parents and students were invited to attend the culinary completion at Herget to encourage family connectedness and healthy lifestyles.

Judge Rene Cruz presented on the topic of Internet safety at an event open to both parents and students at Herget.

Family members were invited to join their student on a field trip to the Museum of Science and Industry. One family member per student was allowed to attend. This opportunity was open to all sites.

Parent events on immigration rights presented by the Mexican Consulate of Chicago was held for all interested families at the Prisco Center. This opportunity was open to all sites.

Provider Activities

School Year Activities

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

District social workers provided social-emotional learning (SEL) instruction on a weekly basis for 10 weeks. Social workers used the Second Step or the YWCA's Peace Program curricula to build self-esteem, promote team building, broaden social and emotional skills, and prevent and manage conflict.

The Girl Scouts in conjunction with AmeriCorps provided 24 weeks of mentoring and service learning activities at the elementary level and four weeks at the middle school.

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

The Science and Technology Hands On Museum (Sci-Tech) provided workshops on various STEM topics including Geology and Space. Programming included 2 hours of instruction for two weeks in addition to a field trip to the Sci-Tech Museum for the elementary sites.

All five sites took a field trip to The Museum of Science and Industry. Families were invited to attend this science-focused activity for an opportunity for family learning and bonding.

The Friends of Aurora's After School Programs (FAAP) Reading Mentors program paired 2nd and 3rd grade students from McCleery Elementary School with a mentor to read aloud with students to build literacy skills over 24 weeks.

The Fox Valley Orchestra's El Sistema program provided 20 weeks of music lessons and instrument use to students at Greenman Elementary School.

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

Triple Threat provided the SPARQ Fitness program delivered in 1.5 hours of instruction over eight weeks. Triple Threat served the elementary students at Greenman, McCleery, Hill, Freeman, and the

students at Herget Middle School. SPARQ Fitness programming provides recreational sports, nutritional education, and mentoring.

Chess Wizards provided small group chess lessons to 30 students at the four elementary sites over six weeks to teach the game and develop critical thinking skills.

Herget Middle School hosted a culinary competition to encourage healthy eating and knowledge of nutrition.

Various college readiness activities at Herget Middle School were incorporated to encourage interest in higher education and various career opportunities. Students met with a high school ambassador as well as Waubonsee Community College staff to provide students with information about the schools and their offerings.

Summer Activities
The Summer 2016 programming was held at Greenman Elementary School and Smith Elementary School due to construction at other locations. This was approved by the 21CCLC prior to program implementation.

STEM instruction was provided by program staff 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. On two occasions, field trips were taken to the Red Oak Nature Center and Phillips Park to learn about native plants and animals and their habitats.

Literacy activities were provided by program staff twice a week to all students to encourage reading and writing fluency.
At the Greenman Elementary site, The Friends of Aurora's After School Programs (FAAP) held a reading mentorship program on a weekly basis to 1-3 grade students to encourage interest in reading and literacy skills.

Program staff held thrice weekly art activities to all students. Students were able to explore a variety of medium and techniques.

The Fox Valley Park District offered the "Let's Get Moving" program three times per week to promote healthy living and physical fitness with indoor and outdoor activities.

At the Greenman site, Triple Threat Mentoring offered physical fitness activities on three occasions to 3-5 grade students. This soccer clinic focused on developing physical fitness, teamwork, leadership and character among its participants through a competition and education.

Youth leadership and teambuilding activities were offered three times a week by program staff to develop relationships, communication skills, cooperation, and problem-solving skills.

An anti-bullying assembly was held and included student mentor groups and a speaker promoting positive behavior and treating others with kindness.

Summary

Data

During the 16-17 program year, the number of enrollees decreased by 25 students from the 15-16 school year to 370 students. The number of enrollees had increased in 15-16 (395) by 94 students from the 14-15 partial program year (301 enrollees). Freeman Elementary School and Herget Middle School had the lowest rates of enrollment in 14-15 with 38 and 39 students, respectively, which increased in 15-16 to 71 at Freeman and 76 at Herget. This year, these sites significantly decreased (67 at Freeman and 54 at Herget). There was a decrease in attendance at all sites except Greenman, which increased.

The number of students attending on a given day improved at all sites. The average number of students attending on a given day, grant-wide was 50.7, compared to 47.5 in 15-16 and 39.6 in 14-15. Greenman and McCleery had the highest average rates of daily attendance (61.01 and 42.2, respectively) while Herget Middle School had the lowest average daily attendance rate (34.92).

Family events were offered to families from all program sites in each of the spring quarters. A grant average of 12.7% of families attended a family engagement event, exceeding the 10% target. 19.5% of families at McCleery, 14.9% at Hill, 8.8% at Herget, 7.6% at Greenman, and 12.7% at Freeman attended a family engagement event.

Challenges

Although average daily attendance rates increased at all sites, Herget continued to have relatively lower rates of daily attendance (34.92) compared to the other sites. This has been consistently lower than the elementary schools for three years. One possible reason for this may be that middle school students may participate at will or may have joined other activities that prevented them from attending on certain days, or they may be staying home alone after school.

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

Program Improvement

Staff should examine reasons for non-attendance and aim to identify students that are regularly absent from the program. Students should be queried to determine reasons for non-attendance, areas in which the program may improve, and to determine strengths of the program and high-interest or engaging activities that protect against non-attendance or attrition. Students missing multiple days should be identified for mentoring, high interest activities, or other interventions.

During the school day, staff should provide activities to challenge students and give them opportunities to increase School day and program attendance could be incentivized in order to increase investment and attendance. Students that previously participated should be sought out to re-enroll in order to establish and maintain relationships with the students and families.

Barriers to attendance at family events should be minimized by providing programming aligned with community interests, offering childcare, offering multiple dates, times, and locations of events, and eliminating language barriers as much as possible. Staff should consider combining parent events with other school activities or providing incentives for attendance in order to increase motivation to attend.

Family events that provide opportunities for families to bond and spend time together may be of interest and result in better attendance.

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

Providing activities that are challenging and that increase STEM would allow more students to access hands on instruction in science, technology, engineering and math and may lead to increased levels of perceived competence, engagement, and interest in these subject areas. Increased interest can lead to improved program attendance and participation.

Part III. B. Program Operations
Program Hours
Hours of Operation
School year programming was held from 3:00-6:00 pm Monday-Thursday at each site.
Summer programming was held at Greenman, Hill, and McCleery Monday-Thursday for six weeks in summer 2015. In 2016, summer programming was held at Greenman and Smith Elementary.

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

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

Freeman School Year Staffing	First Year	Second Year	Third Year	Fourth Year	Fifth Year
School-day teachers (including former and substitute)	2	1	2		
Center administrators and coordinators	0	1	2		
Other nonteaching school-day staff (e.g. librarians, counselors, aides)	2	8	6		
Parents	0	0	0		
College students	3	2	4		
High school students	0	1	0		
Other community members (e.g. business mentors, senior citizens)	0	0	0		

Other non-school-day staff, some or no college	0	0	1		
Total	7	13	15		

Freeman Staffing Ratio

Given an estimated average daily enrollment of 63.13, the approximate staffing ratio is 1 staff member to 4 students (up from 1:3 last year).

Freeman Staff Turnover Number of Staff Who Left During the Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year
21st Leadership (Director, Coordinators, Managers)	0	0	0		
21st CCLC teachers/tutors	0	0	1		
Other staff	0	1	1		
Total	0	1	2		

Greenman School Year Staffing	First Year	Second Year	Third Year	Fourth Year	Fifth Year
School-day teachers (including former and substitute)	1	1	4		
Center administrators and coordinators	0	1	2		
Other nonteaching school-day staff (e.g. librarians, counselors, aides)	5	7	5		
Parents	0	0	0		
College students	2	3	3		
High school students	0	1	1		
Other community members (e.g. business mentors, senior citizens)	0	0	0		
Other non-school-day staff, some or no college	0	0	1		
Total	8	13	16		

Greenman Staffing Ratio

Given an estimated average daily enrollment of 68.71, the approximate staffing ratio is 1 staff member to 4 students (the same from last year).

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

Herget School Year Staffing	First Year	Second Year	Third Year	Fourth Year	Fifth Year
School-day teachers (including former and substitute)	2	0	1		
Center administrators and coordinators	0	1	2		
Other nonteaching school-day staff (e.g. librarians, counselors, aides)	6	7	3		
Parents	0	0	0		
College students	3	4	3		
High school students	0	0	0		

Other community members (e.g. business mentors, senior citizens)	0	0	0		
Other non-school-day staff, some or no college	0	0	0		
Total	11	12	9		

Herget Staffing Ratio
Given an estimated average daily enrollment of 34.92, the approximate staffing ratio is 1 staff member to 4 students (raised from 1:2 since last year).

Herget Staff Turnover Number of Staff Who Left During the Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year
21st Leadership (Director, Coordinators, Managers)	0	0	0		
21st CCLC teachers/tutors	0	0	0		
Other staff	0	3	2		
Total	0	3	2		

Hill School Year Staffing	First Year	Second Year	Third Year	Fourth Year	Fifth Year
School-day teachers (including former and substitute)	5	1	3		
Center administrators and coordinators	0	1	2		
Other nonteaching school-day staff (e.g. librarians, counselors, aides)	2	6	3		
Parents	0	0	0		
College students	2	4	4		
High school students	1	0	0		
Other community members (e.g. business mentors, senior citizens)	0	0	0		
Other non-school-day staff, some or no college	0	0	2		
Total	10	12	14		

Hill Staffing Ratio
Given an estimated average daily enrollment of 67.02, the approximate staffing ratio is 1 staff member to 5.5 students (down from 1:5.6 last year).

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

McCleery School Year Staffing	First Year	Second Year	Third Year	Fourth Year	Fifth Year
School-day teachers (including former and substitute)	2	1	1		
Center administrators and coordinators	0	1	2		
Other nonteaching school-day staff (e.g. librarians, counselors, aides)	5	6	3		
Parents	0	0	0		
College students	2	3	3		
High school students	0	1	1		

Other community members (e.g. business mentors, senior citizens)	0	0	0		
Other non-school-day staff, some or no college	0	0	1		
Total	9	12	11		

McCleery Staffing Ratio

Given an estimated average daily enrollment of 68.92, the approximate staffing ratio is 1 staff member to 7 students (up from 1:5 last year).

McCleery Staff Turnover Number of Staff Who Left During the Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year
21st Leadership (Director, Coordinators, Managers)	0	0	0		
21st CCLC teachers/tutors	0	0	2		
Other staff	0	0	0		
Total	0	0	2		

Staff Training

All adult staff attended an orientation meeting regarding programming structure and grant requirements and a mandated reporting training provided by ISBE prior to the start of the after school program. Additional professional development trainings available to staff are listed below. Site Coordinators received booster trainings regarding evaluation procedures and programmatic support at monthly Leadership Advisory Meetings, discussed in the Program Governance section below.

Professional Development Topics	Hours	# Attending	Provider
Program Orientation	5	All staff	CIS, WASD 129
Mandated Reporting	1.25	All staff	ISBE
CPR/AED Certification Training	4	9	Oswego Fire Department
SEL Peace Program Curriculum Training	8	3	YWCA
STEM Applications in Geology and Space	14	5	Aurora University
Introductory training webinar	1	6	The Walking Classroom
Teambuilding	2	32	FMSC, WASD129
Math Strategies	1	18	WASD 129

Program Governance

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

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

The Project Director has convened a Leadership Advisory Team consisting of the grant's Site Coordinators, the Project Director, and the 21CCLC Evaluation Team staff member(s) from Aurora University's School of Social Work. Other stakeholders may attend these meetings when appropriate.

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

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

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

This year, there was some staff turnover at three sites. Freeman, Herget, and McCleery all lost 2 staff persons. Greenman and Hill did not have any staff turnover.

All staff attended at least two professional development opportunities and reported an increase in satisfaction with professional development offerings. 70% of surveyed staff indicated they were satisfied or highly satisfied with professional development opportunities during the 16-17 program year. This is an increase from 65% satisfaction during the 15-16 year and 40% during the 14-15 program year.

Challenges
Scheduling common time for professional development (PD) opportunities is difficult as there is very limited time not already dedicated to program or school hours. Holding trainings during program hours presents the problem of supporting the program with fewer staff or finding temporary replacements. Many staff have commitments after program hours or are unwilling to give up time without compensation to attend trainings.

Program Improvement
Training opportunities should continue to be determined by staff interest and need. 16-17 staff surveys indicated additional interest in team building activities, social-emotional (SEL) activities, reading and parent engagement strategies for the upcoming program year.

In order to avoid conflicts with scheduled professional development, staff should be queried as to their preferred time for trainings or have trainings held during site meeting times, if possible.

Part IV. Progress towards Objectives

Objective 1

Objective	Schools will improve student achievement in core academic areas. Participants in the program will demonstrate increased academic achievement by 10% in adequate yearly progress.
Activities	Academic achievement will be supported with use of the Moby Max curricula. The curricula will support individualized learning adapted to the needs of the learner. In addition, Guided Reading will be used to support reading development. Tutoring and homework help will be provided to ensure students develop improved achievement outcomes. In addition, STEM programming will be provided by community partners including Aurora University.
Assessments, data collection, and analysis	1) Participants in the program will demonstrate increased academic achievement by 10% in adequate yearly progress. Students taking the PARCC will score a 4 or 5 for Mathematics and Reading/Language Arts/English. 2) Among lower scoring students, 10% will increase scores between 14-15 and 15-16.
Timeline	ISAT data typically was released at the end of July. PARCC data should become available in fall.
Limitations of data	1) Previous state assessment data was not immediately available for evaluation. In the past, the data provided to evaluation staff only indicated whether a child's performance was below standards, met standards, or exceeded standards, rather than the actual score. 2) PARCC will be in the first year of implementation in 2014-2015. Common Core is in initial stages of implementation.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report may also be presented at meetings with community leaders.
Final findings, challenges and recommendations	1) Grant-wide, 32.9% of after school students increased PARCC Reading scores and 19.8% increased in Math between the 15-16 and 16-17 school years, exceeding the 10% target and meeting this portion of the objective. Specifically, 33% at Freeman, 42.9% at Greenman, 15.4% at Herget, 34.6% at Hill, and 38.5% at McCleery increased scores in Reading. 20% at Freeman,7.1% at Greenman, 26.9% at Herget, 25.9% at Hill, and 19.2% at McCleery increased Math scores from the previous year. Across the five schools, 3.3% of students scored a 4 or 5 in Reading and 4.2% in scored a 4 or 5 in Math. Specifically, 8% at Freeman, 2% at Greenman, 0% at Herget, 4.8% at Hill, and 1.9% at McCleery scored a 4 or 5 in Reading. In Math, 2% at Freeman, 3.9% at Greenman, 1.9% at Herget, 9.5% at Hill, and 3.8% at McCleery scored a 4 or 5. 2) Of those students scoring a 3 or lower, 30.8% increased their Reading scores and 20.5% increased Math scores from the 15-16 school year, exceeding the 10% goal and meeting this objective. Specifically, 28.6% at Freeman, 42.9% at Greenman, 15.4% at Herget, 29.2% at Hill, and 38.5% at McCleery increased from the previous year in Reading. In Math, 21.4% at Freeman, 7.1% at Greenman, 28% at Herget, 26.9% at Hill, and 19.2% at McCleery increased scores from the previous year. This objective was met. Challenges affecting progress towards this objective include students not demonstrating proficiency in the assessed areas prior to testing and/or enrolled students considered "at-risk" that may be performing below expectations. Recommendations to improve students' academic performance include program staff helping students prepare for testing, directly teaching study and organizational skills, and

	communicating regularly with school day teachers to determine where students may require additional support. Academic tutoring should be provided in small group settings by certified staff to students struggling academically. It is suggested that staff collaborate with building level administration to identify site-specific needs and priorities. Targeted assistance, which may include the aforementioned activities, is intended to help students quickly remediate shortfalls and prevent students from experiencing educational deficits that compound as the year progresses.
Implementation and tracking	Tracking of student achievement should be measured again in the following year to determine if improvements have been made.

Objective 2

Objective	Schools will show an increase in student attendance and graduation from high school. Participants in programs will demonstrate increased involvement in school activities and will have opportunities in other subject areas such as technology, arts, music, theater, sports, and other recreation activities.
Activities	Case Managers will work with parents of students with above-average absence rates and with students themselves to promote school attendance by supporting parents in problem-solving barriers to attendance and by developing attendance incentive programming for youth. Increased engagement in reading and mathematics will result from increased achievement in these areas. Increased achievement will result from the use of the Moby Max, individualized academic development curricula as well as Guided Reading, and individualized and small group tutoring and homework help. Age-appropriate activities that foster an appreciation in subject areas such as technology, arts, music, theater, sports, and other recreation activities will be incorporated. Specifically arts programming will be provided by Fox Valley Park District and Nike SPARQ Fitness training will be provided by Triple Threat Mentoring. Site Coordinators and program staff will provide tutoring and homework assistance to ensure that students retain or improve grade-consistent performance. Case Mangers will work with parents to link them to community services to ensure that potential barriers to academic development are addressed as they are identified. Career days will be offered once a month to help raise career awareness. Presentations will be selected based on youth identification of interest at pretest.
Assessments, data collection, and analysis	1) Among students missing more than 5 days per school year, 10% or more will decrease rate of absence from quarter 1 to quarter 4. 2) Among youth scoring an average of lower than 3 on the Survey of Afterschool Youth Outcomes (Youth) Engagement in Reading or Engagement in Math scale at pretest, 10% or more will increase scores at posttest. 3) 80% or more of youth will report improved attitudes toward school and had opportunities in other subject areas such as technology, arts, music, theater, sports, and other recreation activities. 4) 100% of students will be retained and promoted between grades. 5) 80% of youth will increase number or diversity of career options identified as of interest to them between pretest and post-test.
Timeline	Report cards are collected at the end of the first and fourth quarter. Project staff members enter school and program absence data, promotions data, and program activity data. Student survey results will be analyzed upon completion and collection.

Limitations of data	1) Some grades/absences have not been filed. 2) Some students may report lower scores on the post-test survey as they have become accustomed to and no longer experience the program as novel as the year progresses. 3) In many cases, attendance is not within the control of the children in the program. They may miss school due to reasons related to illness, parents not helping them to be prepared on time, lack of transportation, or competing responsibilities at home. Thus, targeting children for improved attendance when much of the child's attendance is within the control of the parent rather than the child may not be effective.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report may also be presented at meetings with community leaders.
Final findings, challenges and recommendations	1) A grant average of 31.8% of students missing more than 5 days of school decreased their absence rate from quarter 1 to quarter 4, which met the 10% target. Specifically, 46.3% decreased their rate of absences at Freeman, 34.7% at Greenman, 29.5% at Herget, 25.5% at Hill, and 23.2% decreased their rate of absences between first and fourth quarter at McCleery. 2) Among those scoring lower than a 3 on the SAYO-Y, over 10% improved their post-test scores in the areas of Engagement in Reading or Math, meeting this objective. Grant-wide, 33.6% reported improved Engagement in Reading and 41% reported improved Engagement in Math. Specifically, 50% at Freeman, Greenman, and McCleery, 30% at Herget and 25% at Hill reported increased post-test "Engagement in Reading" scores. Specifically, 40% at Hill, 37.5% at Freeman, 33.3% at Greenman, and 28.6% at Herget and McCleery increased post-test "Engagement in Math" scores. 3) 90.6% of students reported improved attitudes towards school as a result of participating in the program, exceeding the 80% target. Specifically, 89.3% at Freeman, 85.7% at Greenman, 88.4% at Herget, 91.9% at Hill, and 97.7% at McCleery report improved attitudes towards school. 4) 100% of students were retained and promoted between grades. 5) Grant-wide, an average of 62.74% of students increased or did not need to increase the number of careers of interest between pre and post-tests, failing to meet the 80% target. Specifically, 50% of students at Freeman increased/didn't need to increase the number of careers listed, 14.3% at Greenman, 100% at Herget, 94.1% at Hill, and only 55.3% of students increased/didn't need to increase the number of careers listed at post-test. Based on available data, this objective was partially met. Recommendations are to identify students with increased absences and discipline rates for incentive programs, align students with low levels of engagement with opportunities for mentoring, SEL/Social Skills instruction, and teambuilding activities. Academic interventions, provided by a qualified staff member, should be provided to students struggling in reading and/or math in a small group setting. All sites should increase activities and/or programming related to career readiness in order to increase student knowledge of a variety of careers.
Implementation and tracking	Tracking of attendance, student engagement, and career interest assessment and learning opportunities should continue in the coming academic year.

Objective 3

Objective	Participants in the program will demonstrate social benefits and exhibit positive behavioral changes. Student participants will show improvements in measures such as increases in attendance, decrease in disciplinary actions, less violence, and decrease in other adverse behaviors.
Activities	Social-emotional benefits will be realized as a result of participation in the counseling and Triple Threat Mentoring components of the program. In addition, program Site Coordinators and staff will guide youth behavioral development during other elements of programming by developing supportive relationships with youth, providing anticipatory guidance, and providing correction with skill development when necessary. Program staff will assist children in developing social skills necessary for behavioral regulation based on children's functioning as reflected in the ISBE social-emotional descriptors and will encourage children to carry those strategies over into the day program. Staff will communicate regularly with teachers for feedback.
Assessments, data collection, and analysis	1) 50% of students who do not function in the desired range of social-emotional development (for example, B, C, or D for Grade 3) will increase at least one level from Quarter 1 to Quarter 4. 2) 80% of students experiencing more than one disciplinary event in Semester 1 will reduce or maintain the number of disciplinary events between Semester 1 and 2. 3) Drug use assessments will not be conducted for elementary school-aged children. 4) Teachers will report that 80% of students either did not need to improve behavior or improved behavior while in the program.
Timeline	Discipline reports will be collected on a quarterly basis. Social emotional surveys will be conducted twice a year to determine pre-test and post-test changes. Teacher surveys will be conducted in March and/or April.
Limitations of data	1) Disciplinary referrals are not always made in response to child behavioral concern; teachers may avoid making referrals when extensive documentation is required of them; different schools respond differently to child behavioral concern (for example, one school does not use detention and another school does); child behavioral concern tends to be lower in first and fourth quarters and to peak in second and third quarters due to circumstances other than the child's behavior alone. 2) Behavioral improvements in the after-school program may not necessarily generalize to the school day program because school day programs have a higher degree of structure; thus, behavioral change may not be reflected in teacher ratings.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at meetings with community leaders.
Final findings, challenges and recommendations	1) Grant-wide, an average of 45.4% of students not functioning in the desired social-emotional range increased one level or more from Quarter 1 to Quarter 4, not exceeding the 50% target. An average of 70.8% of students at Freeman, 31% at Hill, 23.5% at Greenman, and 56.39% at McCleery had improved their score by at least one level in Q4. There were no students who scored Below Expectation in Q1 at Herget. 2) An average of 83.4% of students experiencing more than one disciplinary event either maintained or reduced the number of disciplinary events between first and second semester, exceeding the 80% goal. 60% of students at Freeman, 100% at Greenman (no student at Greenman had more than one disciplinary event), 57.1% at Herget, 100% at Hill, and 100% of students at McCleery maintained or reduced the number of disciplinary

	events between first and second semester. 3) Drug use assessments were not conducted. 4)Teachers reported an average of 67.7% of students either did not need to improve behavior or improved behavior while in the program, not meeting the 80% target. Teachers reported 71.7% at Freeman, 45.9% at Greenman, 68.8% at Herget, 76.1% at Hill, and 76.3% at McCleery improved or didn't need to improve behavior. Based on available data, this objective was not met. Challenges in assessing students' social-emotional learning changes may be affected by the lack of sensitivity in the assessment tool used. It is recommended that other assessment tools be considered for future use in this area. Recommendations include identifying students with multiple disciplinary infractions, students with lower levels of social and/or academic engagement, and/or those that don't appear to have a strong relationship with at least one staff member for mentoring or intervention. Staff should teach and reinforce clear, positively stated expectations for behavior. Lessons and activities to enhance students' social-emotional awareness should be implemented by qualified professionals and should be expanded to reach more students. Teambuilding activities should be incorporated as a regular part of programming to support and improve peer to peer and peer to staff relationships.
Implementation and tracking	Continue to track discipline data, staff and teacher surveys, and social-emotional data in the coming program year.

Objective 4

Objective	Programs will provide opportunities for the community to be involved. Programs will increase family involvement of the participating children.
Activities	Activities offered for parents will include the Nurturing Parenting Program (parent education, abuse/neglect prevention), Adult Education opportunities, and Case Management for linkage to social services. Quarterly Family Workshops to provide programs, and family recreational activities will be offered. In addition, Parent Liaisons will reach out to parents in person and by phone to ensure parents remain/become involved in their children's education.
Assessments, data collection, and analysis	1) At least one family member of at least 10% of families of enrolled children will attend at least one activity offered during the school-year program. 2) At least one family member of at least 10% of families of enrolled children will attend a Quarterly Family Workshop.
Timeline	Activities and workshops will be provided at various points throughout the program.
Limitations of data	Childcare, transportation, scheduling and other barriers may impact the number of families able to attend events and may not reflect the number of families interested in accessing resources. Attendance at provided programs may not reflect those families connected to outside agencies or support services.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at meetings with community leaders.
Final findings, challenges and recommendations	1) A grant average of 12.7% of families attended a family engagement event, exceeding the 10% target. 19.5% of families at McCleery, 14.9% at Hill, 8.8% at Herget, 7.6% at Greenman, and 12.7% at Freeman attended a family engagement event. 2) Family events were offered in both spring quarters but not during either fall quarter; therefore, having 10% of families in attendance at a quarterly family event was not

	possible. This objective was partially met. Recommendations for the upcoming year include increasing parent programming to each quarter and incentivizing attendance to increase turn out at schools with lower rates of family engagement. Staff should continue to examine obstacles to attendance such as interest level, childcare, transportation, time and dates of events, and language barriers in order to increase parent attendance and involvement.
Implementation and tracking	Parent programming should be held on a quarterly basis throughout the academic year. Attendance of family units at parent/community events should continue to be tracked.

Objective 5

Objective	Programs will provide opportunities, with priority given to students who are lowest performing and in the greatest need of academic assistance.
Activities	Teachers will identify students with the greatest academic needs. If the demand for the program exceeds its capacity, students with the greatest needs will be admitted first. The majority of sub-grants will be awarded to schools in federal or state status in keeping with grant requirements.
Assessments, data collection, and analysis	1) The percentage of free and reduced-fee school meal eligibility of participants in the program will equal or exceed that of the school. 2) The average test scores, grades, and promotion rates of participants will be lower than those of students in the school on average. 3) Schools will initially appear on the improvement academic status list. 4) Schools will initially appear on the lowest-achieving schools list.
Timeline	Student recruitment will take place at the start of the year and efforts will be made to recruit and retain these students throughout the year.
Limitations of data	Free and reduced-fee meal eligibility is determined by an application completed by parents indicating low-income status. Parents do not always complete this application, which may affect the numbers of students qualifying as eligible.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at meetings with community leaders.
Final findings, challenges and recommendations	1) Only 2 of 5 of the sites had more enrolled students qualifying as low-income than were present in the schools as a whole. Freeman and Herget's percentage of students qualifying as low-income exceeded the number of low-income students in each school as a whole. Greenman, Hill, and McCleery's percentage of low-income students in each school did not surpass the number of low-income students within the school. • Freeman had had a school average 50% of students school-wide and 57% of participants qualify as low-income (in 2015, 56.2% of students school-wide and 67.6% of its participants qualified as low income). • Greenman had a school average of 95% and 64% of participants qualify as low-income (in 2015,88.3% of students school-wide and 90.8% participants qualified as low-income). • Herget had a school average 55% and 70% of participants qualified as low-income (in 2015, 57.9% of students school-wide and 88.2% of participants qualified). • Hill had a school average of 91% students and 61% of participants qualify as low-income (in 2015, 88.2% of students school-wide and 98.9% of participants qualified). • McCleery had a school average of 90% and 60% of participants qualify as low-income (in

	2015, 88.3% of students school-wide and 100% of participants qualified). 2) Data from 2016, as provided by the Illinois State Board of Education (ISBE) Report Card, indicated that program participants' PARCC scores were lower on average than those in the schools as a whole (21.6% met/exceeded standards in Reading and 22.4% met/exceeded in math). An average of 3.3% scored in the proficient range (4 or 5) in Reading and 4.2% grant-wide scored in the proficient range in Math. 3) and 4) Schools initially appeared on the improvement academic status/ lowest-achieving schools lists per grant requirements. This objective was partially met. Challenges in meeting this objective include recruiting a sufficient number students qualifying as low-income at every site. Students qualifying as low-income should be given priority status for enrollment in the program. Recommendations include continuing to focus recruitment procedures on identifying and supporting students in most need.
Implementation and tracking	Data regarding income status and school achievement will continue to be collected on a yearly basis, should be based off of school records, and students qualifying as low-income should be given priority for enrollment.

Objective 6

Objective	Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.
Activities	Staff will participate in a variety of training/workshops provided to improve and maintain the quality of the programs. Program Directors, CFOs, and Evaluators will attend ISBE functions. Program staff will attend program orientation, curriculum training, and/or You for Youth courses.
Assessments, data collection, and analysis	1) Staff will participate in two or more professional development opportunities yearly. A list of attendance will be maintained. 2) 90% of staff will rate their satisfaction with program opportunities as satisfied or highly satisfied.
Timeline	On an annual basis, the lists of professional development activities will be collected. Sign-in sheets are provided at each activity.
Limitations of data	The limitations are posed largely by the fact that staff members have little compensated time that is not devoted directly to program implementation. Moreover, given that many staff members work in the schools during days, finding times when all staff members are available to come together for training is challenging.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at meetings with community leaders.
Final findings, challenges and recommendations	1) All adult staff participated in two or more professional development activities, meeting this portion of the goal. 2) 70.5% indicated they were satisfied/highly satisfied with PD opportunities. While this is up from 65% 15-16 and from 40% in the 14-15 program year, this does not meet the target of 90% satisfaction. This objective was partially met. Challenges in meeting this objective include eliciting staff feedback as to how to improve professional development offerings. Staff that indicated neutral satisfaction or slight dissatisfaction in offered professional development, decline to share their concerns or

	offer suggestions for improvement when provided the opportunity on anonymous surveys. Recommendations include continuing to expand professional development opportunities based on staff feedback. Training topics requested by staff for the upcoming program year include (ranked by order of preference): team-building activities, social-emotional learning activities, math and reading strategies and activities, parent engagement strategies, and ELL support strategies. It is recommended that time continue to be provided for Site Coordinators to collaborate and receive support regarding program implementation.
Implementation and tracking	Current training practices should continue. Staff should continue to be surveyed about professional development needs and aligned programming should be implemented, as feasible.

Objective 7

Objective	Projects will create sustainability plans to continue the programs beyond the funding period.
Activities	All sub-grantees will provide detailed plans of coordination and collaboration efforts. All partners will be requested to sit on a Sustainability Advisory Committee and to attend quarterly meetings to plan for and promote long-term sustainability of the program.
Assessments, data collection, and analysis	1) Lists of coordinating/collaborating agencies and types of services, along with letters of agreement will be maintained. 2) All community partners, whether contracted or in-kind providers, will provide letters of commitment stating intent to provide services beyond the funding period as feasible.
Timeline	Written letters were collected as agreements were established, documenting roles, responsibilities, and expected contributions including grants, donations, and contributions.
Limitations of data	While the subcontractors and in-kind contributors have expressed willingness to work together with the 21st Century Community Learning Centers (21st CCLC) to sustain their involvement, real funding constraints in conjunction with burgeoning service populations limit the capacity of community agencies to provide unfunded services. Moreover, availability of federal, state, private foundation, and corporate foundation funding is limited due to limited tax revenues and investment returns, and high numbers of organizations petitioning for support.
Dissemination of data and findings	Data are disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. The report is also presented at meetings with community leaders.
Final findings and recommendations -Partnership Changes, Strengths, Challenges -Sustainability Status and Development	Partnership Contributions: See chart below. Changes in Partnership/Collaboration: There were no changes in collaborator roles or responsibilities. The grantee continued to collaborate and develop relationships with community partners to provide activities and facilitate the expansion of programming. Partnership Strengths and Challenges: The contracted partners have an established relationship with the grantee and mutually shared goals of serving the students and community. Challenges faced by the grantee include expanding existing partnerships and securing sustainable funding after the grant expires. Sustainability Status and Development Strategies: SD129 21st Century grant staff continues to collaborate within the district to educate teachers, staff, and administrators on the benefits of the afterschool enrichment program hosted in district buildings through 21st century funding and recognize the importance for this program to continue to grow and provide opportunities for future students. The Project Director continues to collaborate with other district administrators, program staff, and local community partners and

	continually seeks new opportunities and partnerships to provide new experiences and support the continuation of these programs in our school district. Quarterly meetings are held to share feedback, ideas, and seek resources to continue the program in future years with stakeholders, partners, and district staff. Strategic plans and ongoing networking with partners both in-kind and funded through grant are an important part of sustainability of this program. Community partners specified their intentions to sustain their contributions, as feasible, after the grant expires. Efforts to develop foundation, corporate, and public grants, private donations, and in-kind contributions continue.
Implementation and tracking	WASD 129 collected and retained letters of commitment with all subcontractors and in-kind partners, as were records of application for successor funding.

Partner Contributions

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

Fox Valley Park District, Subcontractor • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $1,200 • Estimated in-kind monetary value: $0 **Contributions:** Art instruction **Sites and subcontract values:** Freeman; Herget; Greenman, Hill, McCleery	**Aurora University School of Social Work,** Subcontractor • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $6,000 • Estimated in-kind monetary value: $0 **Contributions:** Evaluation Services **Sites:** Freeman, Greenman, Herget, Hill, McCleery
Aurora University, STEM Subcontractor • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner**:** $585 • Estimated in-kind monetary value: $50 • **Contributions:** STEM instruction **Sites:** Freeman, Greenman, Hill, McCleery; Herget	**Fox Valley Orchestra,** Subcontractor •Estimated monetary contributions made by partner: $0 •Estimated value of subcontract held by partner**:** $10,000 •Estimated in-kind monetary value: $0 **Contributions:** music lessons instruction **Sites:** Greenman
Chess Wizards, Subcontractor • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $1,560 • Estimated in-kind monetary value: $0 **Contributions:** critical thinking, chess instruction **Sites:** Freeman, Greenman, Hill, McCleery	**Aurora Fire Department,** In-Kind • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $0 • Estimated in-kind monetary value: $100 **Contributions:** Career readiness tour, workshop **Sites:** Herget
Triple Threat, Subcontractor • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $3,600 • Estimated in-kind monetary value: see below **Contributions:** SPARQ Fitness, sports, nutrition, mentoring **Sites:** Freeman, Herget, Greenman, Hill, McCleery	**Sci-Tech,** Subcontractor • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $900 at each elementary site; $500 at Herget • Estimated in-kind monetary value: $0 **Contributions:** STEM instruction **Sites:** Freeman, Greenman, Hill, McCleery, Herget
Girl Scouts, In-kind • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $0 • Estimated in-kind monetary value: $800 total **Contributions:** Project Opportunity leadership instruction **Sites:** Greenman, Hill, McCleery, Herget	**Friends of Aurora's After School Program**, In-kind • Estimated monetary contributions made by partner: $0 • Estimated value of subcontract held by partner: $0 • Estimated in-kind monetary value: $1000 **Contributions:** mentorships and 1:1 reading support **Sites:** McCleery

West Aurora School District 129, Subcontractor	YWCA, Subcontractor
• Estimated monetary contributions made by partner: $0	• Estimated monetary contributions made by partner: $0
• Estimated value of subcontract held by partner: $400	• Estimated value of subcontract held by partner: $0
• Estimated in-kind monetary value: $0	• Estimated in-kind monetary value: $1,724
Contributions: Social Worker led SEL instruction	**Contributions:** SEL instruction
Sites: Greenman, McCleery	**Sites:** Freeman, Herget Hill
City of Aurora, In-kind	Waubonsee Community College, In-kind
• Estimated monetary contributions made by partner: $0	• Estimated monetary contributions made by partner: $0
• Estimated value of subcontract held by partner: $0	• Estimated value of subcontract held by partner: $0
• Estimated in-kind monetary value: $100	• Estimated in-kind monetary value: $100
Contributions: Healthy Chef nutrition education	**Contributions:** campus tour with admissions department
Sites: Herget	**Sites:** Herget

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

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

Overall, the data suggests that students feel connected to the program, staff, and other participants and feel that the program has a positive impact on their performance during the school day. Areas in need of further attention may include how students get along. Specific recommendations include teaching and reinforcing pro-social behavior to support social relationships. The staff is also encouraged to incorporate STEM activities and provide additional support/activities concerning reading and math.

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

Qualitative Analysis of Youth Survey
Students were asked questions about their experiences in the program. The students made a number of positive comments about the program, indicating they are quite engaged while in the program.
- While the students were able to identify many components that they enjoyed, the most common responses were playing, computers, going outside, and homework time. These answers have been consistent for several years.
- The most common reasons for absences were being sick.

- As students offered a wide range of potential activities they would like to participate in, with the most common recommendations being gym/sports, art, and playing outside.
- Students identified what they would like to change about the program. The most common responses were "nothing," indicating that youth are happy with the program. Other responses included: more homework time, different snacks, and more gym/activity time.
- Students were able to identify a number of things that they wanted to learn most frequently listing cooking, science, gym time and sports.

Specific recommendations include:

- Staff should explicitly teach and regularly reinforce problem-solving and study skills, and incentivize homework completion in order to increase students' sense of academic competence and motivation.
- Staff should teach expected behaviors and reinforce pro-social student interaction.
- Staff should increase the frequency of hands-on academic activities offered in the areas of math, art and science.
- If possible, staff should engage the students in collaborative games and activities, preferably in the gym or outside.

Career Interest Survey

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

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

Based on career interest survey results, specific recommendations include:

- Staff should provide age appropriate organizational and study skills instruction in order to assist students in developing the skills to meet academic and career demands.
- Staff should incorporate events that expose students to a broad range of professionals and career options and communicate what is needed to pursue a career in these fields.
- Staff should help youth develop a personal definition of success and help them identify their own strengths, interests, and goals that are age appropriate, recognizing the difference in development between elementary and middle school students.

Social-Emotional Learning (SEL) Survey

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

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

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

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

Based on SEL survey results, specific recommendations include:

- Staff should expand SEL instruction across sites and grade levels.
- Staff should continue to teach, model, and reinforce demonstrated emotional awareness and conflict resolution/problem solving.
- Staff should increase opportunities for student involvement and collaboration through team building activities, while helping students to recognize the benefits of collaboration.

Teacher Survey

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

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

Based on teacher survey results, recommendations suggest:

- Staff should communicate with school day teachers regarding homework expectations and/or
- Staff should incorporate tutoring or instruction on study skills and organization.
- Staff should continue to increase students' investment in school and the after-school program by developing relationships and seeking student assistance with various responsibilities during the after-school program.
- Staff should identify opportunities for students to volunteer, and encourage a culture of volunteerism in the program and in the classroom by praising students for helping others.
- Staff should develop expand social skill instruction and reinforce or incentivize demonstrated pro-social behavior.

Parent Survey

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

Responses were overwhelmingly positive with 90% of McCleery parents, 90% of Freeman parents, 100% of Hill parents, 98% of Greenman parents and 93% of Herget parents indicating they were satisfied or highly satisfied with the program.

Qualitative Analysis of Parent Surveys

Parents were asked about their perceptions of the program. Parents most commonly stated that the best parts of the program were the academic help and the academic improvement it provided as well as the activities offered. When asked what they would change about the program, the majority of the parents surveyed stated they were satisfied with the program as it is. Suggestions that were included ranged from increasing program hours to shortening program hours or changing the snack. Responses are included in detail in the ancillary section of this report.

Based on parent survey results, specific recommendations include:

- Staff should increase communication with parents regarding programming, events, and satisfaction

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, all (7/7) of the objectives were met or partially met and 2/7 of the objectives were met in their entirety. Program strengths include increases in academic performance on the PARCC assessment, decreased school day absences, increased in student engagement in Reading and Math, student reported improved attitudes as a result of participating in the program, maintenance or decreases in discipline, family engagement, and staff training and support. Challenges include adequately assessing SEL progress and staff satisfaction with professional development.

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 as well as coordinating efforts with building administration to incentivize or provide additional support to specific target areas.

Objective Progress Summary

Objective 1: This objective was met.

- Grant-wide, 32.9% increased PARCC scores in Reading and 19.8% increased in Math between the 15-16 and the 16-17 school year. These numbers exceed the 10% target and meet this portion of the objective. Across the five schools, 3.3% of students scored a 4 or 5 in Reading and 4.2% scored a 4 or 5 in Math.
- Of those students scoring a 3 or lower on the PARCC assessment, 30.8% increased their Reading scores and 20.5% increased Math scores from the 15-16 school year, exceeding the 10% goal and meeting this objective.

Challenges affecting progress towards this objective include students not demonstrating proficiency in the assessed areas prior to testing and/or enrolled students considered "at-risk" that may be performing below expectations.

Recommendations to improve students' academic performance include staff helping students prepare for testing, directly teaching study and organizational skills, and communicating regularly with school day teachers to determine where students may require additional support. Academic tutoring should be provided in small group settings by certified staff to students that struggle academically. It is suggested that staff collaborate with building level administration to identify site-specific needs and priorities.

Objective 2: This objective was partially met.
- A grant average of 31.8% of students missing more than 5 days of school decreased their absence rate from quarter 1 to quarter 4, which met the 10% target.
- Among those scoring lower than a 3 on the SAYO-Y, 33.6% reported improved Engagement in Reading and 41% reported improved Engagement in Math, exceeding the 10% goal.
- 90.6% of students reported improved attitudes towards school as a result of participating in the program, exceeding the 80% target.
- 100% of students were promoted or retained.
- Grant-wide, an average of 62.7% of students increased or did not need to increase the number of careers of interest between pre and post-tests, failing to meet the 80% target.

Recommendations are to identify students with increased absences and discipline for incentive programs, align students with low levels of engagement with opportunities for mentoring, SEL/Social Skills instruction, and teambuilding activities. Academic interventions, ideally provided by a qualified staff member, should be provided to students struggling in reading and/or math in a small group setting. All sites should increase activities and/or programming related to career readiness in order to increase student knowledge of a variety of careers. Tracking of attendance, student engagement, and career interest assessment and learning opportunities should continue in the coming academic year.

Objective 3: This objective was partially met.
- Grant-wide, an average of 45.4% % of students not functioning in the desired social-emotional range increased one level or more from Quarter 1 to Quarter 4, not exceeding the 50% target.
- An average of 83.4% of students experiencing more than one disciplinary event maintained or reduced the number of disciplinary events between first and second semester, meeting the 80% goal.
- Drug use assessments were not conducted.
- Teachers reported an average of 67.76% of students either did not need to improve behavior or improved behavior while in the program, not meeting the 80% target.

Challenges in assessing students' social-emotional learning changes may be affected by the lack of sensitivity in the assessment tool used. It is recommended that other assessment tools be considered for future use in this area.

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

Objective 4: This objective was partially met.
- A grant average of 12.7% of families attended a family engagement event, exceeding the 10% target. 19.5% of families at McCleery, 14.9% at Hill, 8.8% at Herget, 7.6% at Greenman, and 12.7% at Freeman attended a family engagement event.
- Family events were offered in both spring quarters but not during the fall semester. Therefore, having 10% of families in attendance at a quarterly family event was not possible.

Recommendations for the upcoming year include increasing parent programming to each quarter and incentivizing attendance to increase turn out at schools with lower rates of family engagement. Staff should continue to examine obstacles to attendance such as interest level, childcare, transportation,

time and dates of events, and language barriers in order to increase parent attendance and involvement.

Objective 5: This objective was partially met.
- In the 2016-17 school year, only 2/5 sites enrolled more low-income students than were present in each school as a whole, not meeting this portion of the objective.
- Data from 2016, as provided by the Illinois State Board of Education (ISBE) Report Card, indicated that program participants' PARCC scores were lower on average than those in the schools as a whole (21.6% met/exceeded standards in Reading and 22.4% met/exceeded in math). An average of 3.3% scored in the proficient range (4 or 5) in Reading and 4.2% grant-wide scored in the proficient range in Math.
- All schools initially appeared on the improvement academic status/ lowest-achieving schools lists per grant requirements.

Challenges in meeting this objective include recruiting a sufficient number students qualifying as low-income at every site. Students qualifying as low-income should be given priority status for enrollment in the program.

Recommendations include continuing current recruitment procedures that focus on identifying and enrolling students most in need. Data regarding income status and school achievement will continue to be collected on a yearly basis, should be based off of school records, and students qualifying as low-income should be given priority for enrollment.

Objective 6: This objective was partially met.
- All adult staff participated in two or more professional development activities, meeting this portion of the goal.
- 70.6% indicated they were satisfied/highly satisfied with PD opportunities. While this is up from 65% 15-16 and from 40% in the 14-15 program year, this does not meet the target of 90% satisfaction.

Challenges in meeting this objective include eliciting staff feedback as to how to improve professional development offerings. Staff that indicated neutral satisfaction or slight dissatisfaction in offered professional development, decline to share their concerns or offer suggestions for improvement when provided the opportunity on anonymous surveys.

Recommendations include continuing to expand professional development opportunities based on staff feedback. Training topics requested by staff for the upcoming program year include (ranked by order of preference): team-building activities, social-emotional learning activities, math and reading strategies and activities, parent engagement strategies, and ELL support strategies. It is recommended that time continue to be provided for Site Coordinators to collaborate and receive support regarding program implementation.

Objective 7: This objective was met.

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

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).

- Identify at-risk students for mentoring, intervention, or activities to increase engagement and investment during program time.
  - ✓ Academic tutoring was provided during program hours to assist students in specific subject areas.
  - ✓ SEL programming was provided in the form of social skills training covering a range of topics provided by highly qualified staff.
  - ✓ Priority enrollment is given to students qualifying as low-income and/or those previously enrolled.
  - ❖ Future programming should expand existing school social worker-led SEL interventions to reach more students.
  - ❖ Future programming should expand social-emotional learning and team-building opportunities through community partnerships and program activities
  - ❖ Future programming should identify at-risk students for mentoring and/or intervention to increase engagement and investment during program time. This may include students with elevated numbers of absences or disciplinary infractions, low levels of social engagement, and/or students struggling academically.

- 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.
  - ✓ Parent attendance at events was incentivized with raffle tickets and prize drawing.
  - ❖ Future programming should seek parent feedback for programming topics.
  - ❖ Future programming should aim to offer parent education and/or family engagement activities on a quarterly basis to all sites.

- Increase the number of enrolled students.
  - ✓ Students were recruited based on income status and previous participation. Enrollment occurred during the previous school year to allow staff to enroll to capacity.
  - ❖ Future programming should maintain or increase enrollment numbers from year to year.

- 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.
  - ❖ Upcoming professional development should include training in teambuilding and SEL activities, reading strategies and parent engagement strategies as requested by staff.

❖ Future programming should include collaboration with building administration to determine and prioritize incentive program targets for focused intervention based on site need. Targeted areas may include attendance, discipline, academic performance, student improvement, effort etc.

❖ Future programing should aim to expand STEM programming to reach more students.

❖ Future programing should aim to expand activities related to college and career readiness at the middle and elementary schools.

Part VI. Dissemination of Evaluation

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

Ancillary Report
21st Century Community Learning Centers
Grant Evaluation Report 2016-2017

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

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

Youth Survey

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

Freeman Elementary School Youth Survey

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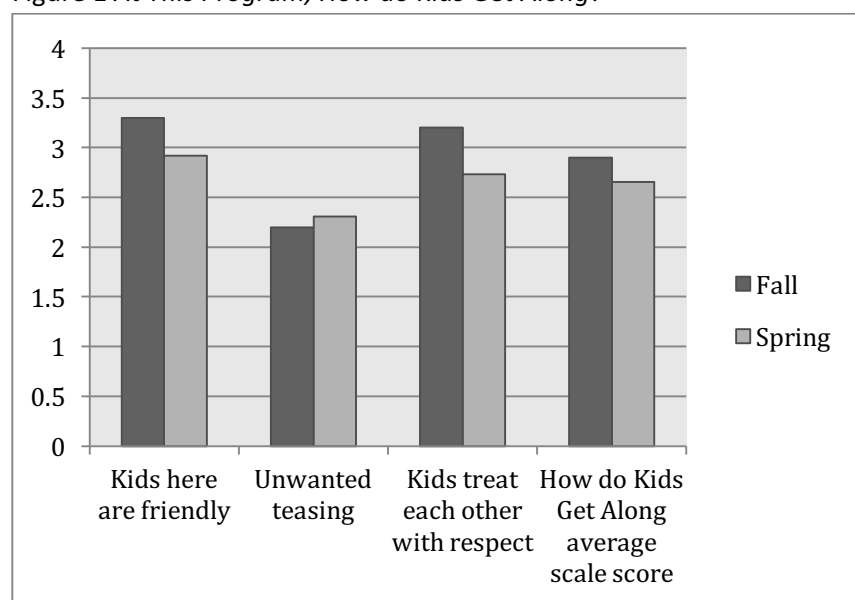
Figure 1 shows youth responses assessing how well kids get along at the after-school program on a scale from 1 to 4. The respondents reported they feel other students in the program are friendly, that participants treat each other with respect, and generally get along. Youth reported that some unwanted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

Figure 2 *What is it Like for You at This After-school Program?*
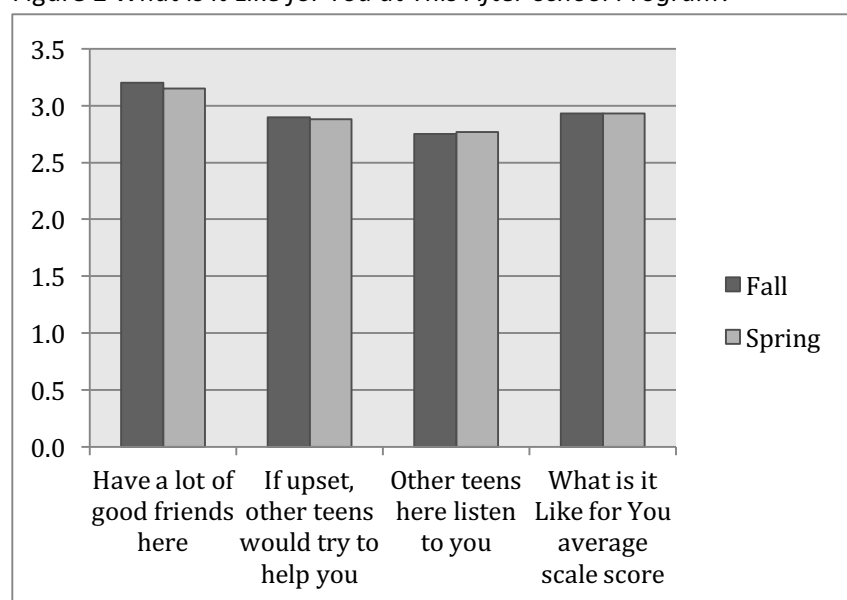
Figure 2 shows how youth perceive the after-school program. The results suggest that youth feel they have a significant number of good friends. There were not significant differences between the pre and post-test. The suggestion would be to increase positive peer interactions.

Figure 3 *At this After-school Program, How do you feel?*
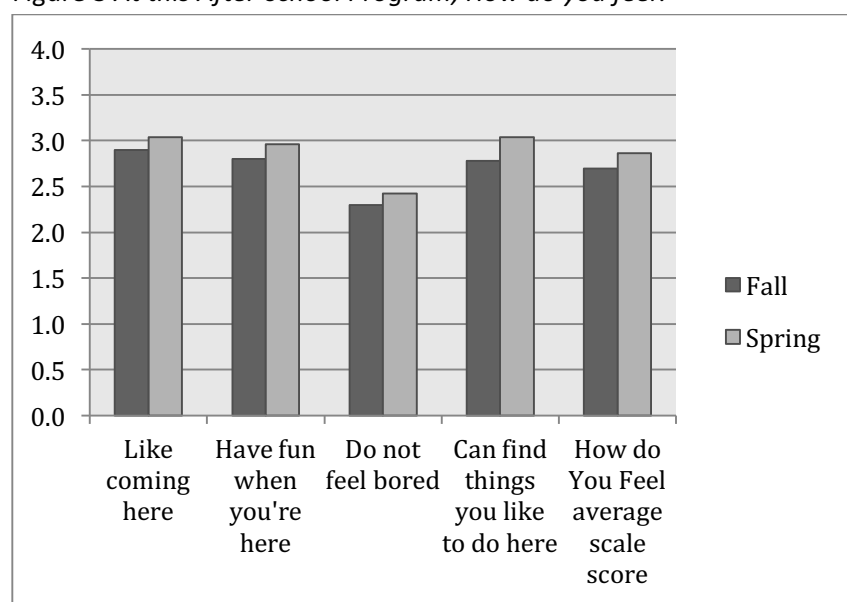
Figure 3 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program and can find things they like to do. Youth initially reported that they moderately feel bored during the program which increased between pre- and post-test. The suggestion would be to promote student activities that involve student interests and student choices.

Figure 4 *When You are at this After-School Program and Not Doing Homework…*
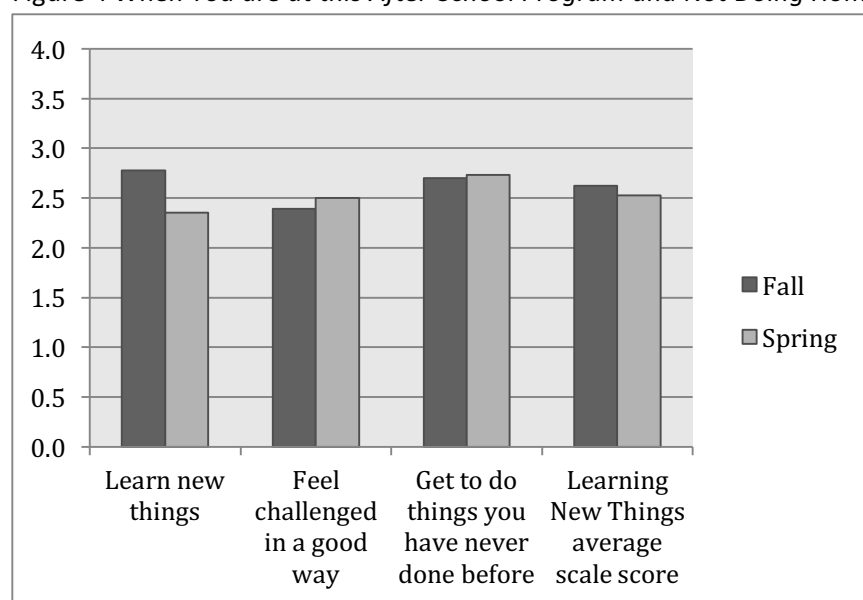
Figure 4 shows student assessment of learning new things in the after-school program. The responses show a decline in youth learning new things from pretest to posttest, however, the feeling of being challenged in a good way, and getting to do things they have never done before between pre and post-tests increased. 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…*
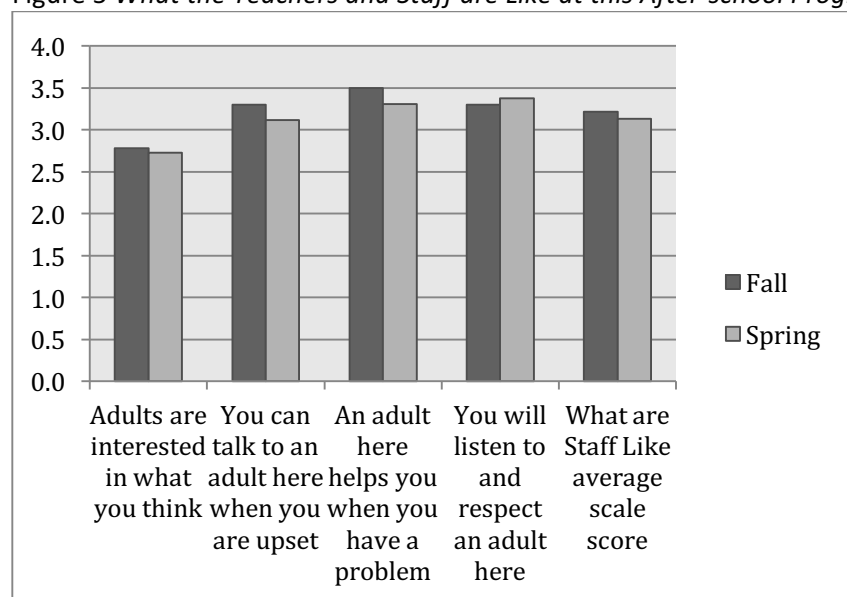
Figure 5 indicates students' perception of adults decreased from pretest to posttest in all areas except "you will listen to and respect an adult here." This may indicate that adults are not spending enough positive time interacting with students. A recommendation is for adults to spend time talking with students one-on-one, and increase the amount of interest they express about students' thoughts and ideas.
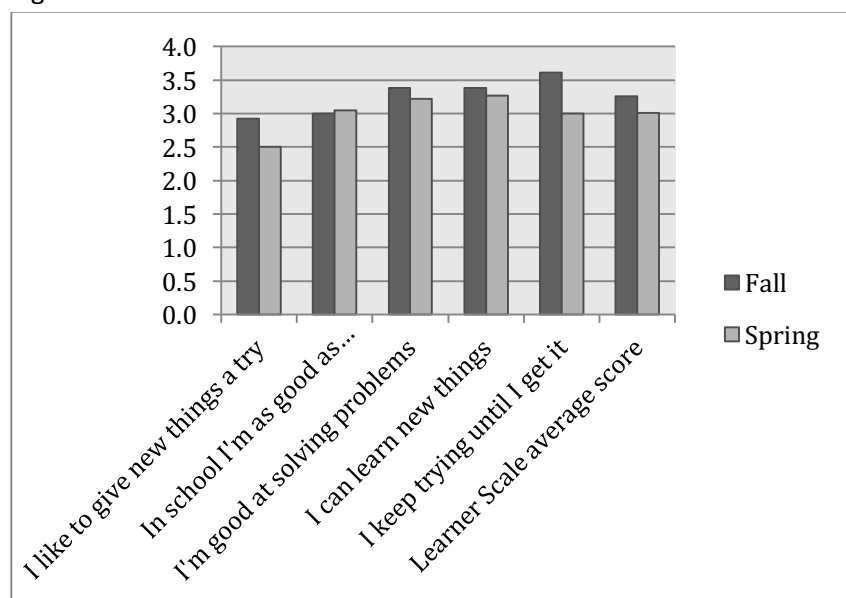
Figure 6 *What are You Like as a Learner?*
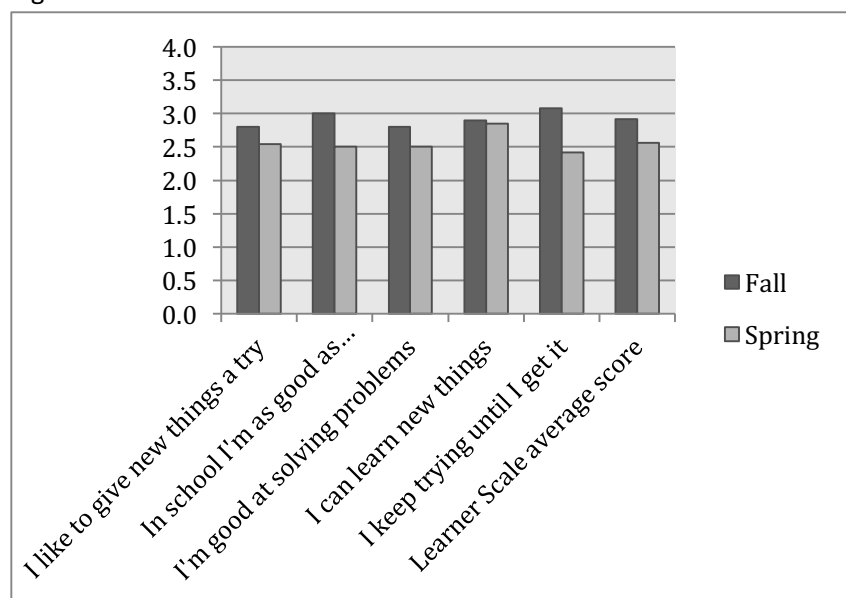
Figure 6 shows youth responses regarding their perception of themselves as learners. The results suggest that youth feel positive about themselves, with moderate self-rated scores for academic competence. In the fall, students rated themselves highest for "I keep trying until I get it" and "In school I'm as good as other kids". In the spring, overall ratings declined slightly and the highest-rated responses were "I can learn new things" and "I like to give new things a try". The recommendation would be to explicitly teach problem-solving skills, reinforce the steps students take toward solving the problem, and continue to encourage trying new things.
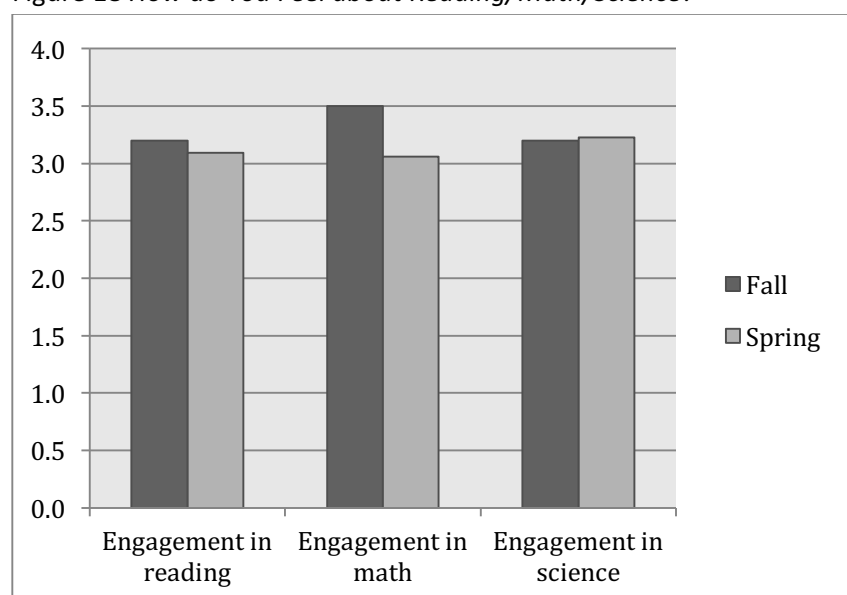
Figure 7 *How do You Feel about Reading/Math/Science?*
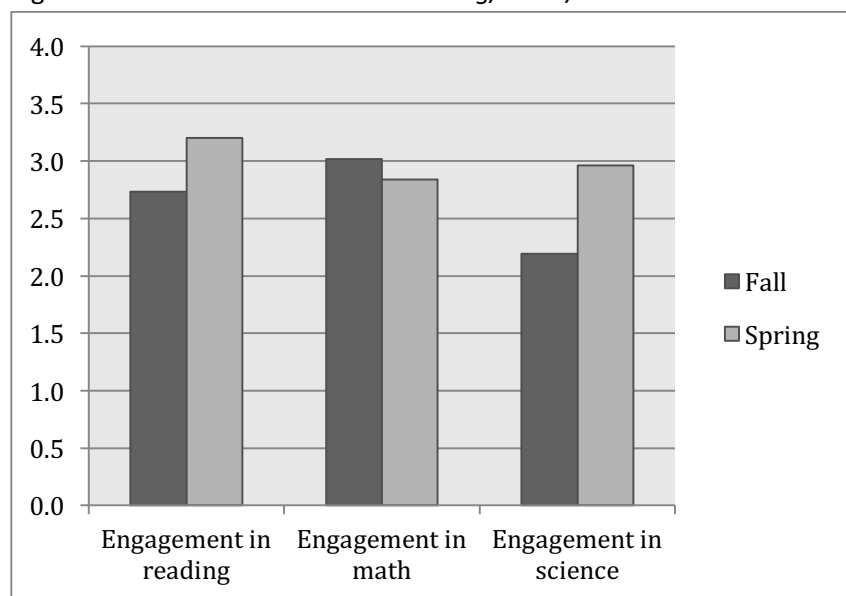
Figure 7 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes "I like to read at home during my free time; I enjoy reading when I'm at school; I enjoy reading when I'm at this after-school program; I'm good at reading; and I like to give new books a

try, even if they look hard); however, individual scale items are not reported here for the sake of brevity. Student engagement increased in both reading and science, but fell slightly in math. To increase and maintain student engagement in these areas, it is recommended that staff help students engage with these topics by increasing opportunities to apply reading, math, and science skills to program activities. More "hands-on" math application may help to increase student engagement in that area.

Figure 8 *How has This Program Helped You in Reading/Math/Science?*
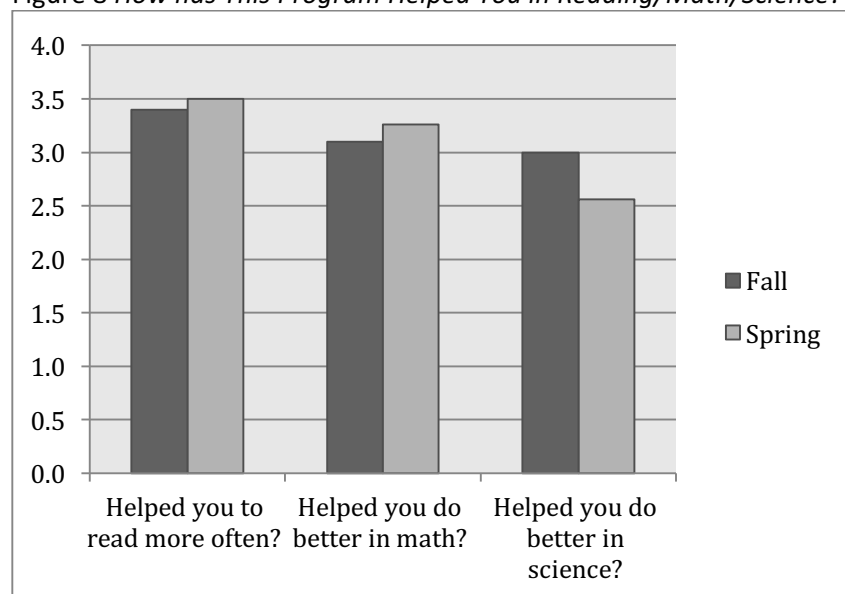
Figure 8 indicates that, overall, students felt the after-school program helped them achieve more positive outcomes. Students reported slightly less improvement in science while engagement increased in reading and math. One recommendation to increase science outcomes is to introduce more after-school program activities that integrate and apply science-related topics.

Figure 9 *How has This Program Helped You Academically?*
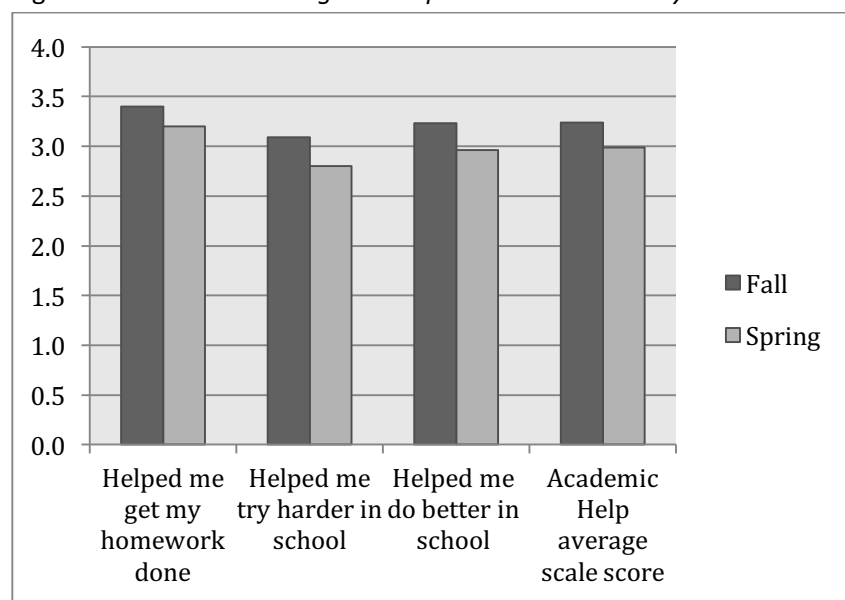
Figure 9 shows students' assessment regarding how the after-school program helped them academically. Results indicate that students felt that the program helped them in all aspects, with the highest response being "helped me get my homework done". The lowest-ranked response was "helped me try harder in school". To increase effort levels ("try harder in school"), it is recommended that staff provide additional focus on motivating and encouraging students' efforts made during the school day.
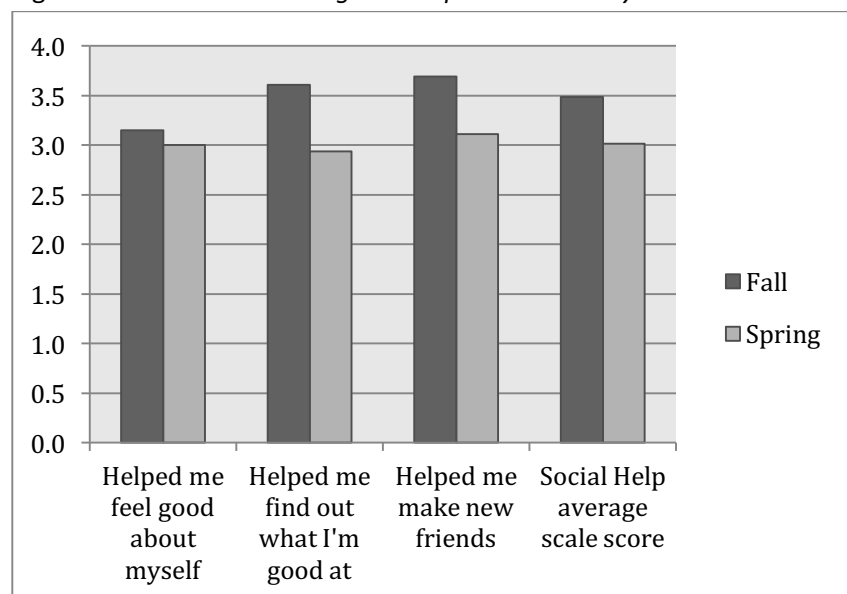
Figure 10 *How Has This Program Helped You Socially?*
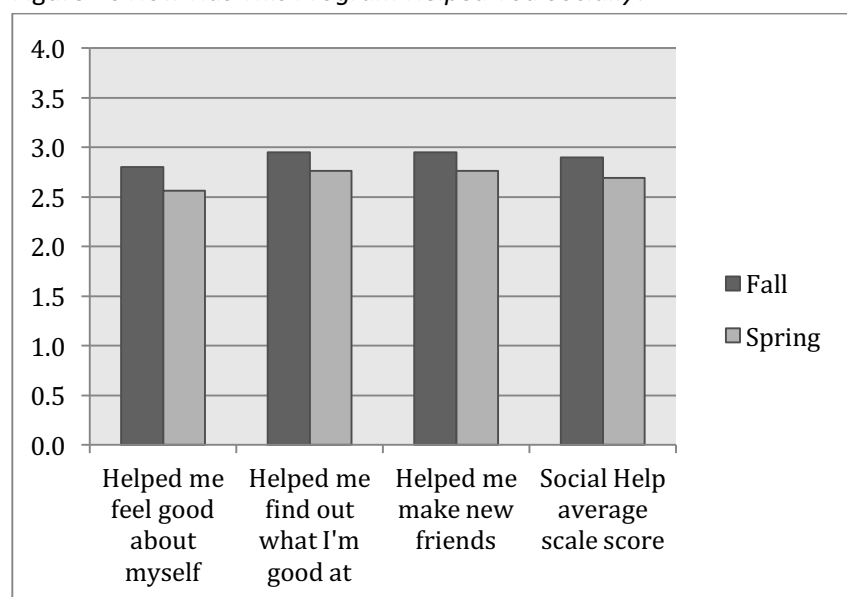
Figure 10 shows students' assessment of how the after-school program helped them socially. The graph suggests that students were slightly less likely to state that the after-school program helped them feel good about themselves, helped them find out what they were good at, and helped them to make new friends between pre and post-tests. The recommendation would be to increase positive-reinforcement of effort in pro-social behavior, or offer an incentive program to promote positive interactions between youth.

Figure 11 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*
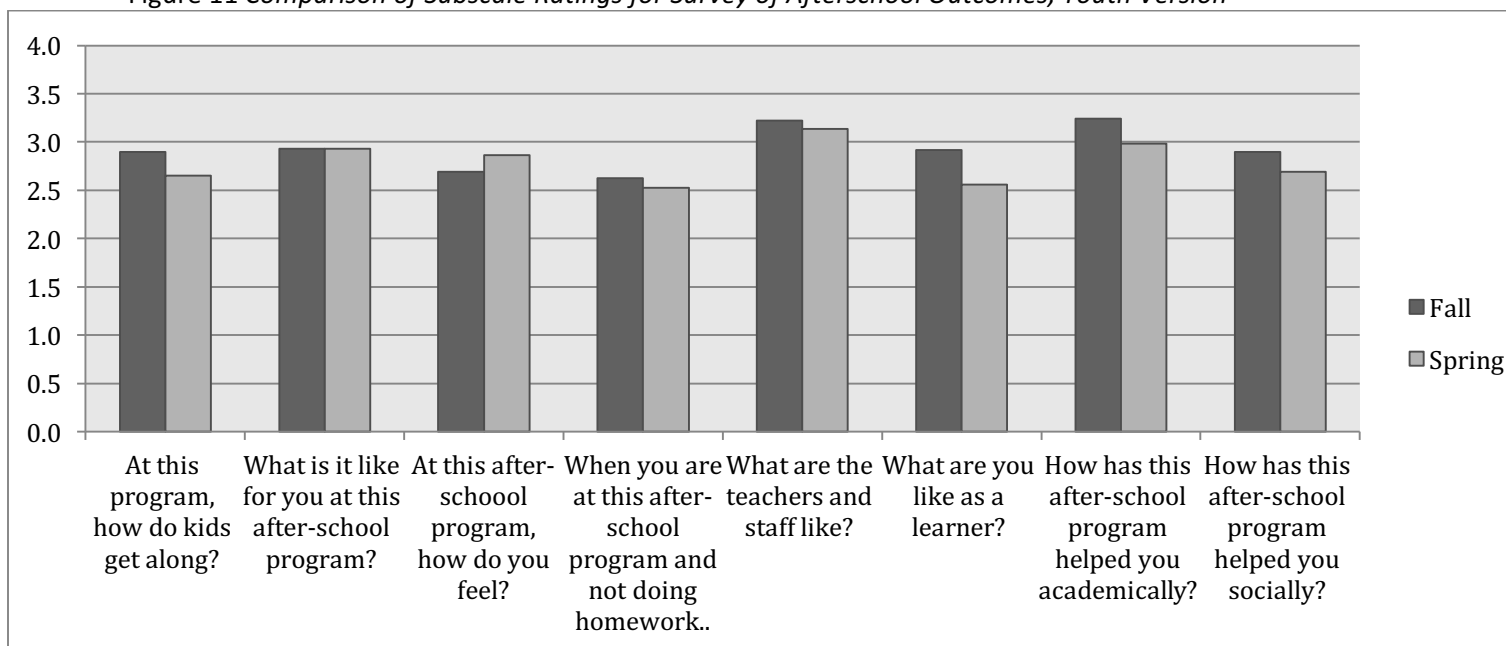
Figure 11 suggests a high level of student satisfaction with the program with many areas. The program's relative strengths include youths' perceptions regarding how the program helps them academically as well as how they perceive the staff. Areas with relative room for improvement include peer relationships and self-esteem. Specific recommendations include reinforcing respectful behavior, positive social interactions, and reinforcing problem-solving and study skills to increase students' sense of academic competence.

Greenman Elementary School Youth Survey

Figure 12 *At This Program, How do Kids Get Along?*
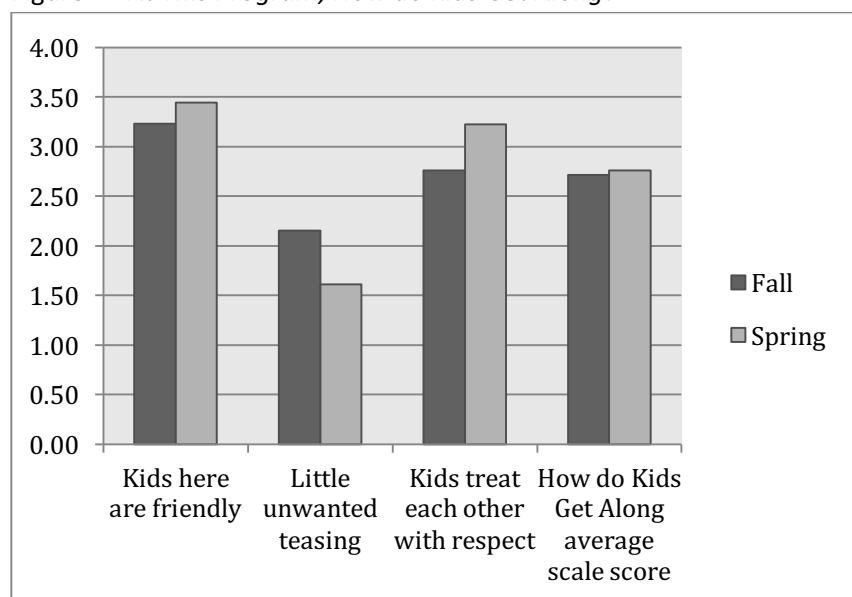
Figure 12 shows youth responses regarding the interaction between students at the after-school program. Respondents reported they feel other students in the program are friendly, that participants

treat each other with respect, and generally get along. Youth reported a decrease in unwanted teasing taking place between pre and post-tests as well as an increase in friendliness and respectful treatment. The data also suggests a slight increase in the average scale score. The recommendation would be for staff to continue to encourage and reward positive interactions between students and to continue to foster an environment of respectfulness between students.

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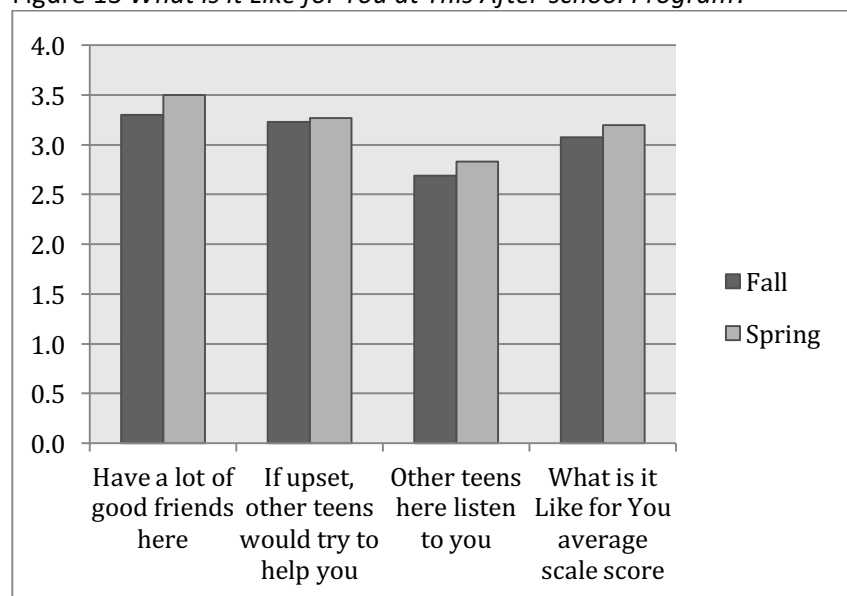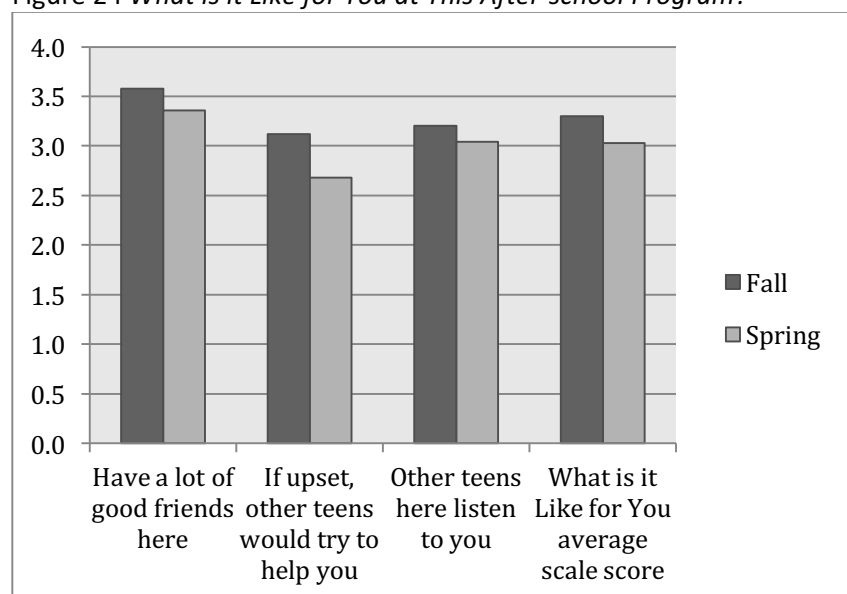

Figure 13 shows how youth perceive what it is like for them in the after-school program. The results suggest that youth feel they have a significant number of good friends in the program, that others would try to help when needed, but slightly less likely to report that peers listened to them. The average score for this scale was a 3.1 pre-test and 3.2 post-test, indicating a high level of satisfaction with the program. An overall increase between pre- and post-test indicate stronger and more positive relationships being built through the program. It is suggested to continue reinforcing positive interactions between the students.

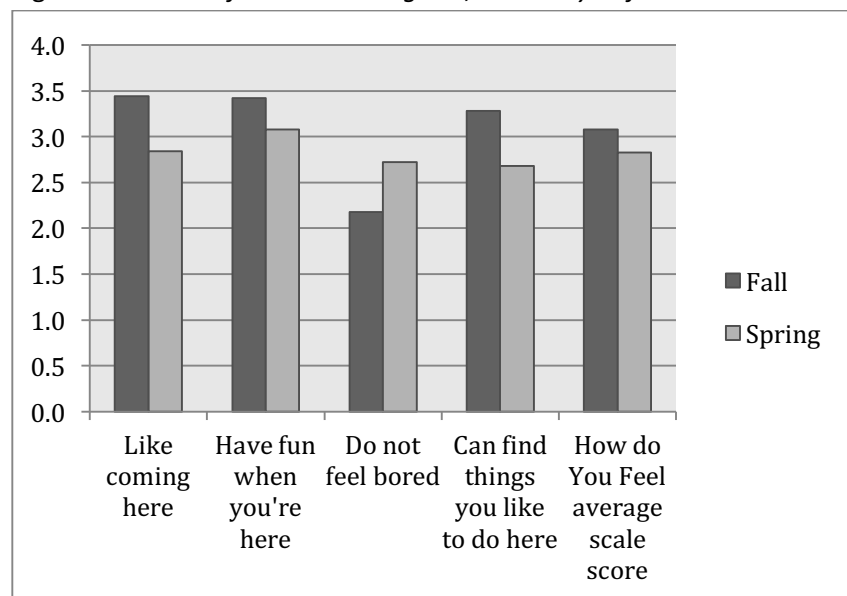Figure 14 *At this After-school Program, How do you feel?*
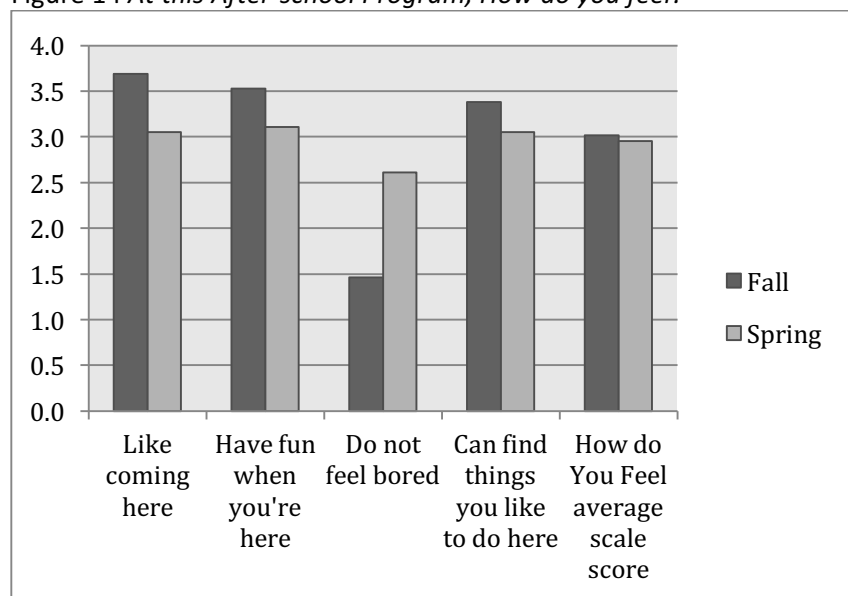
Figure 14 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, however, there is a slight decrease between pre-and post-test responses except for responses to "Do not feel bored". One suggestion is to provide a greater variety of options for the students to help alleviate lack of enthusiasm or indifference.

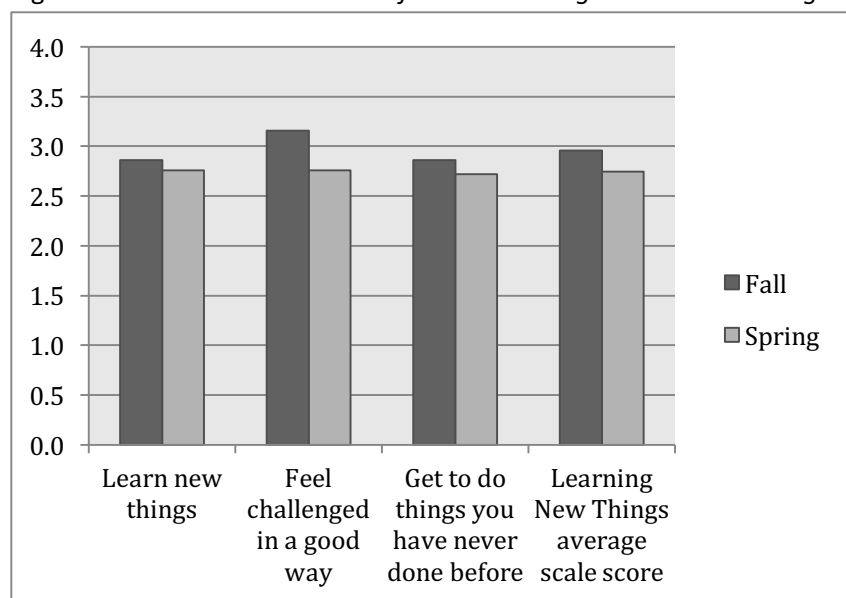Figure 15 *When You are at this After-School Program and Not Doing Homework…*
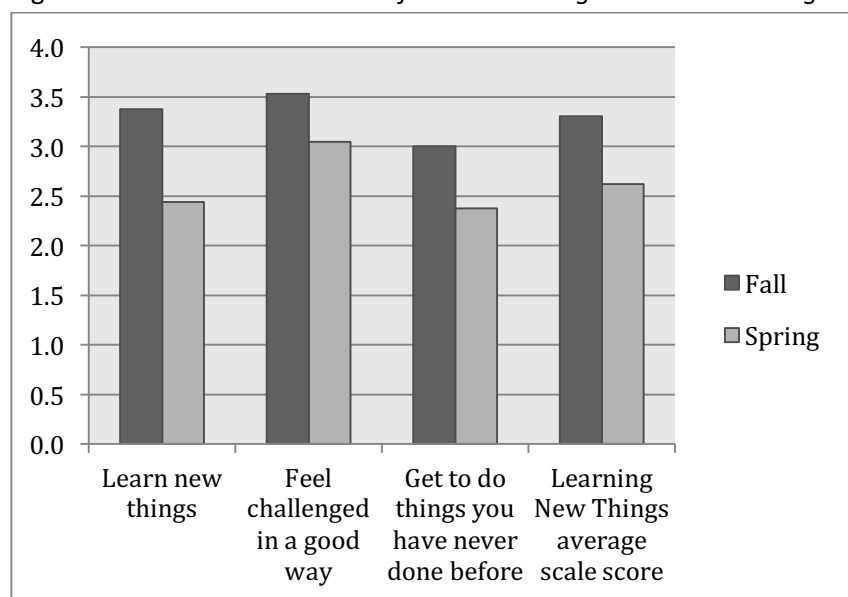
Figure 15 shows student assessment of learning new things in the after-school program. The responses showed positive responses in the fall that youth felt challenged in a good way. Results decreased in all areas for the spring evaluations. Suggestions based on these findings would be for staff to increase activities that promote opportunities for challenge and discovery and reinforce appropriate risk-taking and persistence in students, and to work to maintain this throughout the year. .

Figure 16 *What the Teachers and Staff are Like at this After-school Program…*
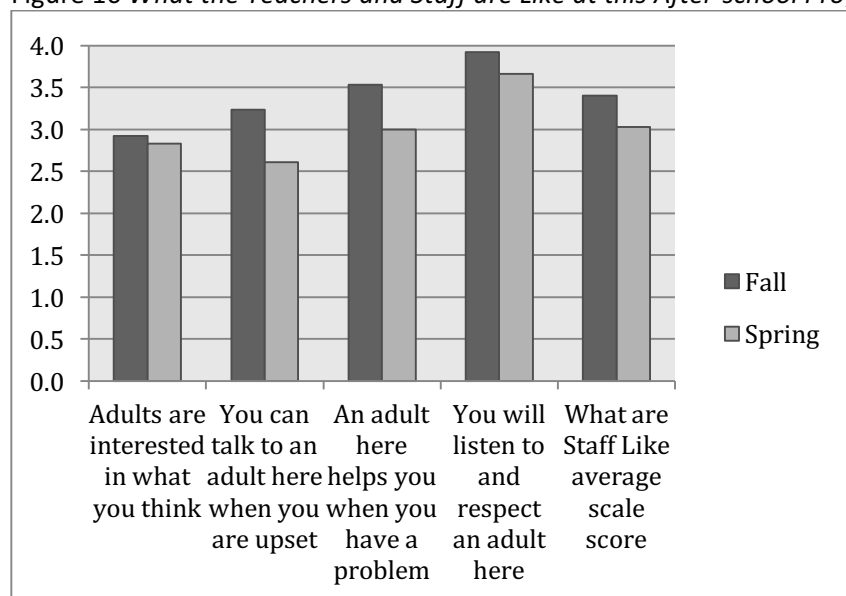
Figure 16 indicates students' perception of what staff are like at the after-school program was generally positive, but youth were slightly less likely to report that there are adults interested in what they think. There is an overall decline in responses between pre- and post-tests on each response. Students responded very favorably to the question "Is there an adult here who you will listen to and respect". To keep positive responses over both tests, one recommendation is for adults to spend more one-on-one time with students, and increase the amount of positive interaction between themselves and the students.
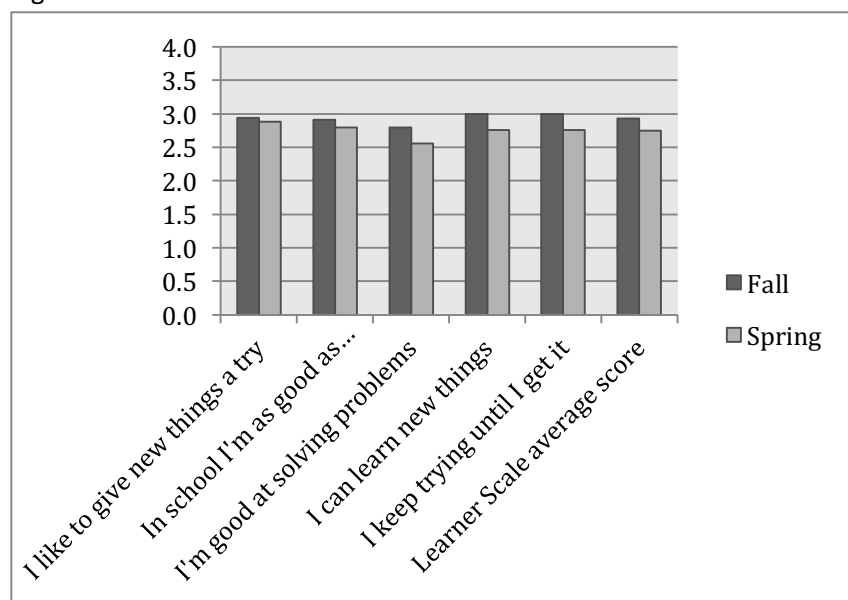
Figure 17 *What are You Like as a Learner?*

Figure 17 shows youth responses regarding their perception of themselves as learners. The results suggest that youth feel moderately positive about themselves, with the highest ratings for "Trying Until I

Get It". The recommendation would be to explicitly teach problem-solving skills and reinforce the steps students take toward solving the problem.
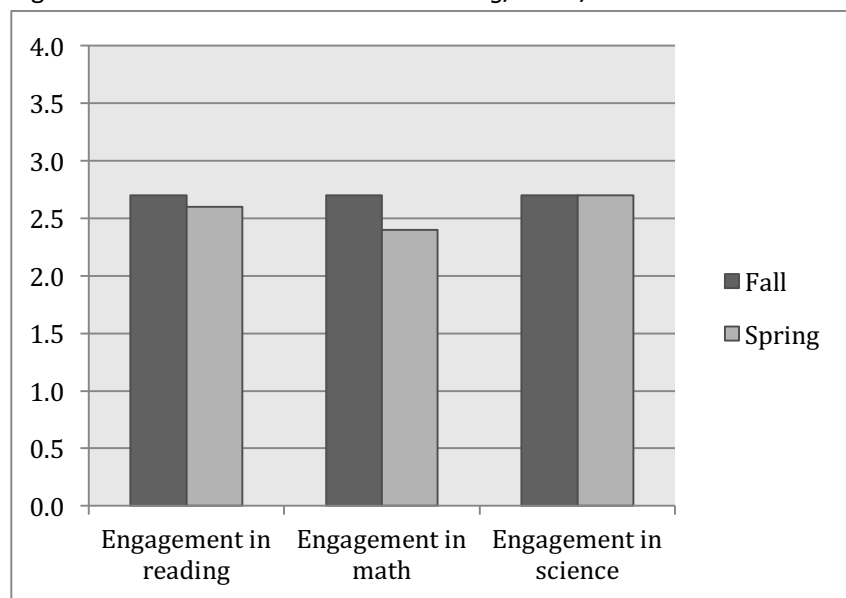
Figure 18 *How do You Feel about Reading/Math/Science?*

Figure 18 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes "I like to read at home during my free time; I enjoy reading when I'm at school; I enjoy reading when I'm at this after-school program; I'm good at reading; and I like to give new books a try, even if they look hard); however, individual scale items are not reported here for the sake of brevity. Engagement was the highest in math, followed by reading and science. To maintain student engagement in these areas, it is recommended that staff help students to engage with the topics in hands-on activities and instruction in the reading and science subjects.

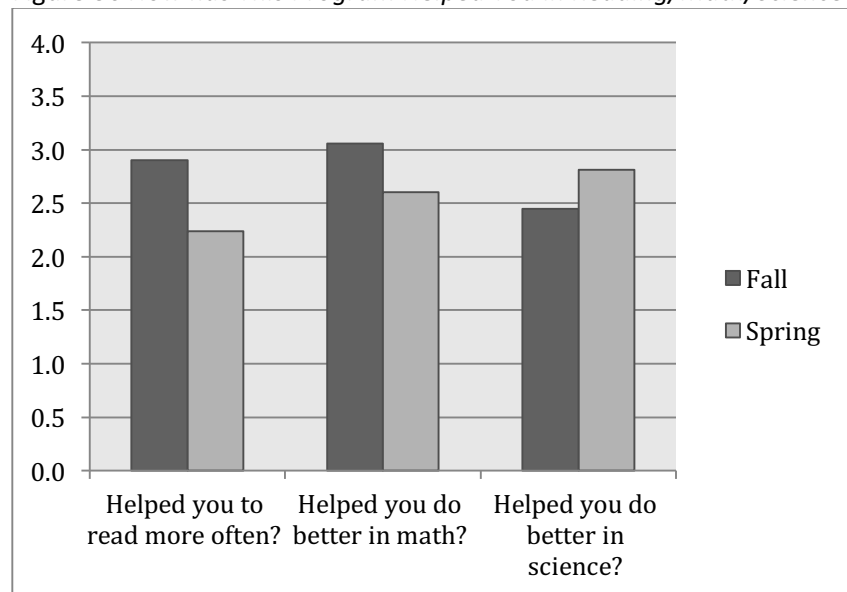Figure 19 *How has This Program Helped You in Reading/Math/Science?*
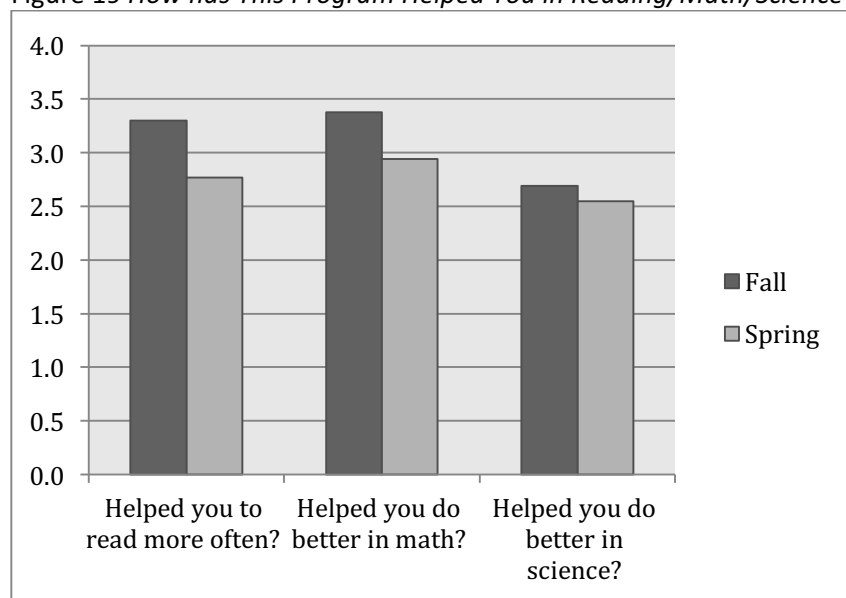
Figure 19 indicates that students felt the after-school program helped them with their subject material. They reported the program helped them less with science than with reading and math. The suggestion would be to drive increased interest in science by incorporating additional programming and hands on activities in the STEM fields. There was a decrease between pre- and post tests. It is recommended to reinforce all subject fields as the program progresses.

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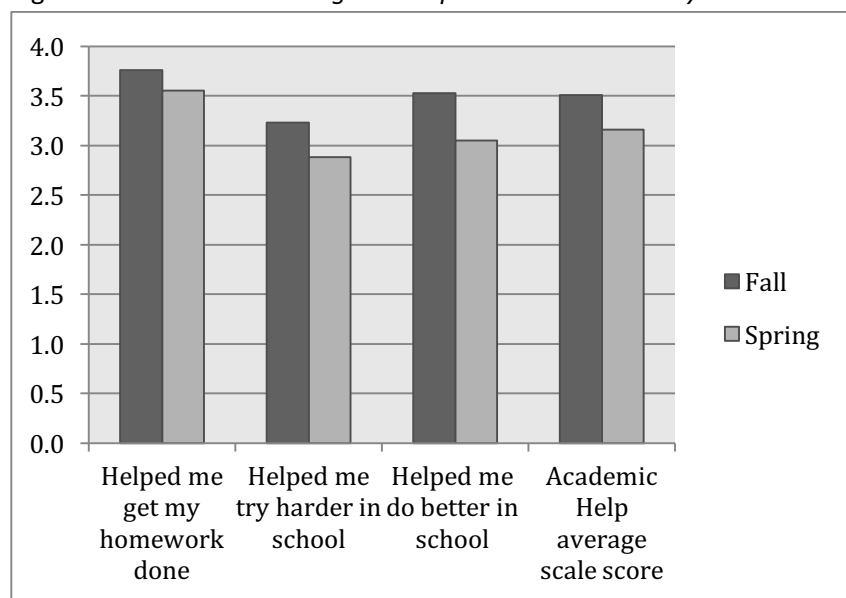
Figure 20 shows students assessment of how the after-school program helped them academically. Students were very likely to report the after-school program helped them to complete their homework, helped them to do better in school, and helped them try harder. There was a decrease between pre and post-tests.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

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

Figure 21 shows students' assessment of how the after-school program helped them socially. The graph suggests that students were likely to state that the after-school program helped them find out what they were good at and helped them to make new friends. The suggestion is to increase positive reinforcement and activities which help promote students' self-esteem.

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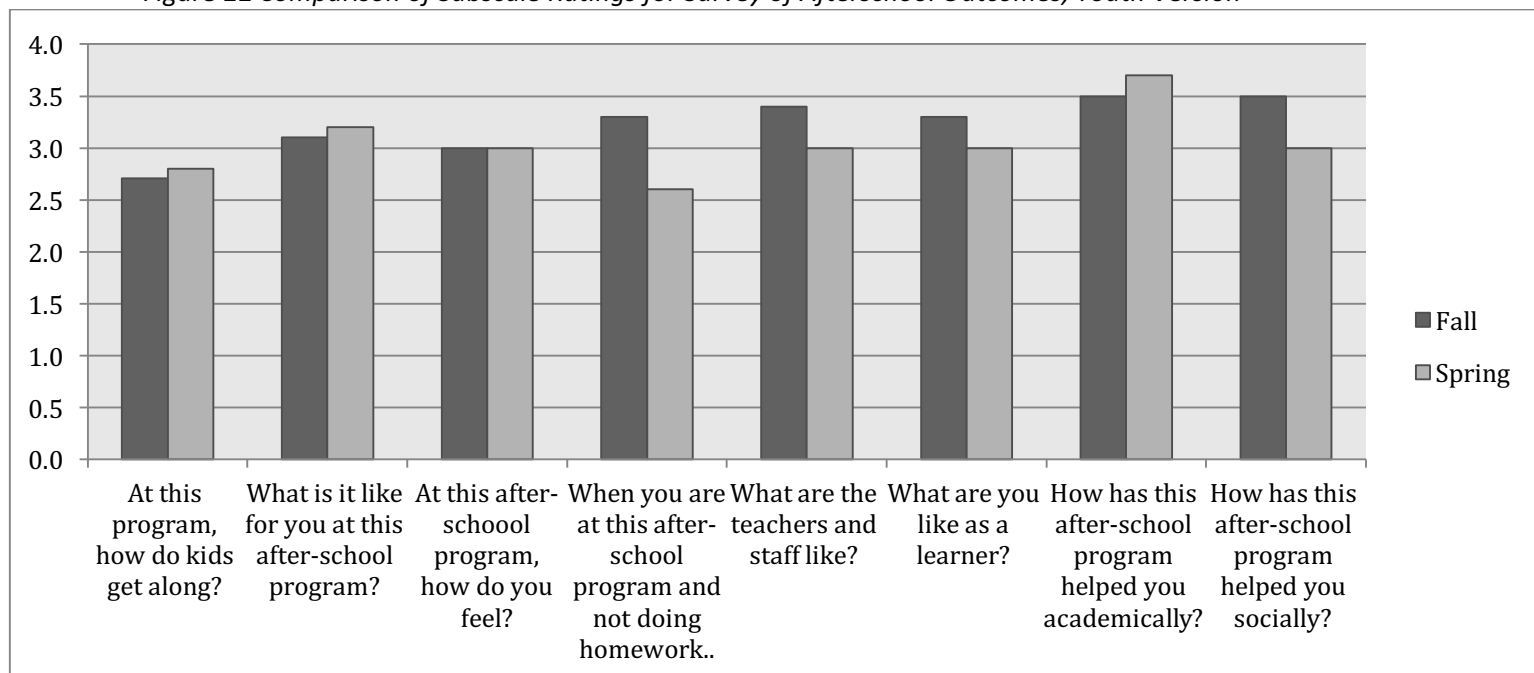
Figure 22 suggests that the program's relative strengths include students' perceptions regarding what the teachers and staff are like, and the social and academic help the program provided. This suggests that students feel connected to the program, staff, and other participants and feel that the program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

include how students get along. Specific recommendations include teaching and reinforcing pro-social behavior to support social relationships. The staff is also encouraged to incorporate STEM activities and provide additional support/activities concerning reading.

HERGET MIDDLE SCHOOL YOUTH SURVEY

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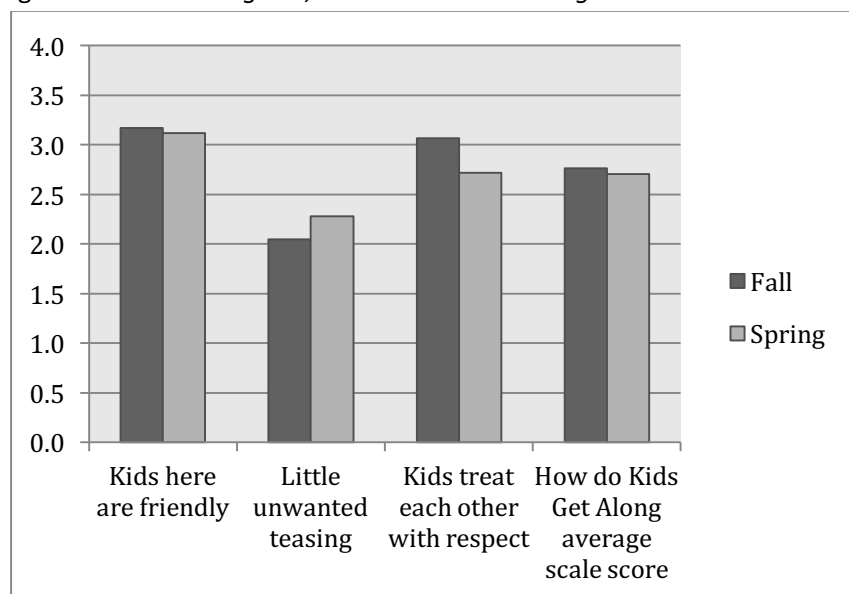
Figure 23 shows youth responses assessing how well kids get along at the after-school program on a scale from 1 to 4. The respondents reported they feel other students in the program are friendly, that participants treat each other with respect, and generally get along. Youth reported some unwanted teasing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

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

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

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

Figure 25 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, feel they have fun, and can find things they like to do. Students responded slightly less favorably towards boredom in the program on the pre-test with better responses on the post-test. (This question was originally phrased, "Do you feel bored when you're here" and was reverse coded for analysis). The suggestion would be to provide students with a variety of recreational options and, where feasible, allow them to choose to participate in activities that align with their interests.

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

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

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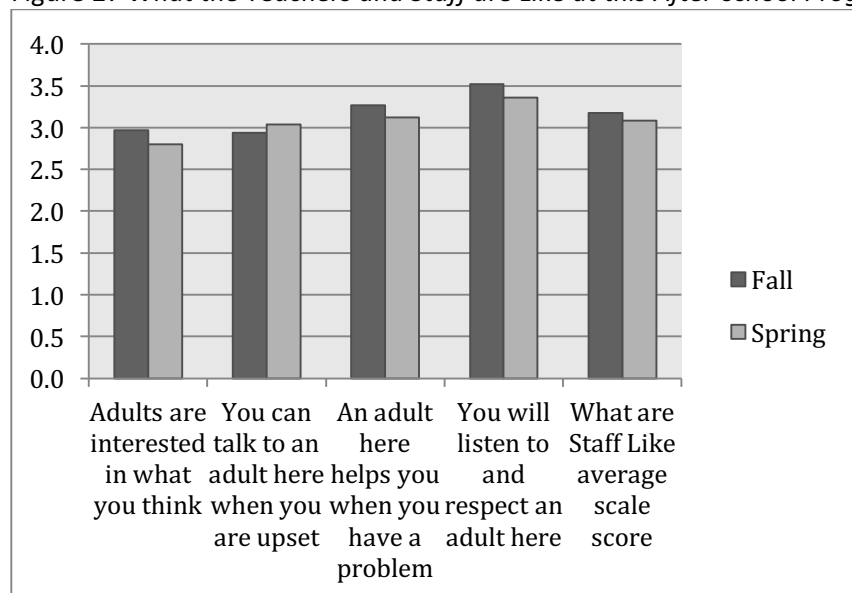
Figure 27 indicates students' perception of staff at the after-school program. There is a positive pattern overall for interactions with adults in the program and with "Is there an adult here who you will listen to and respect" rated the highest. A recommendation is for adults to spend time talking with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

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

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

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

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

exception of science engagement. It is recommended that staff help students to engage with the topics in as much of a "hands-on" way as possible and increase opportunities to learn and apply reading, math, and science skills to program activities.

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

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

Figure 31 *How has This Program Helped You Academically?*
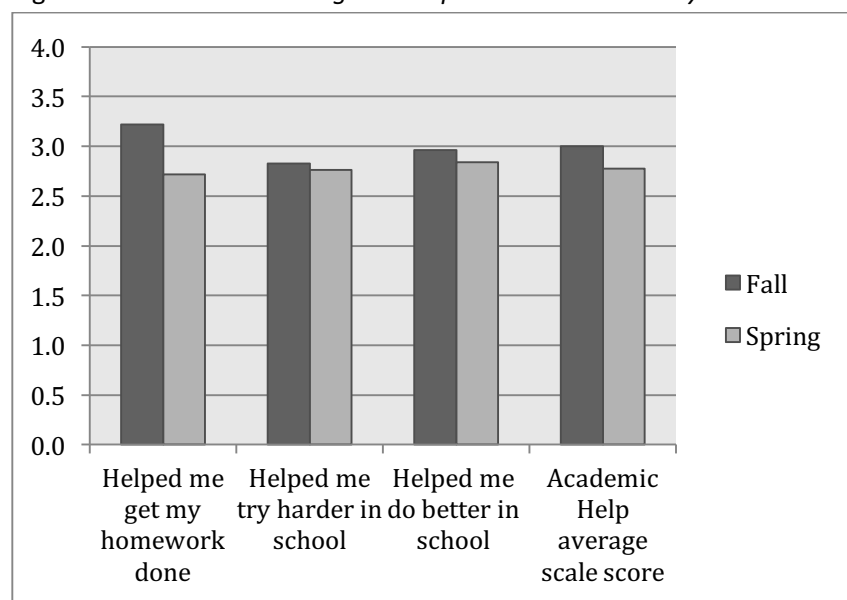
Figure 31 shows students' assessment regarding how the after-school program helped them academically. Results show students were very likely to report the after-school program had helped them to complete their homework and helped them do better in school, but was less likely to try harder in school. There were slight decreases between pre- and post-tests. The suggestion would be to make more explicit connections for youth about using the skills they developed during the after-school program, and to continue to reinforce these connections as the program year progresses.

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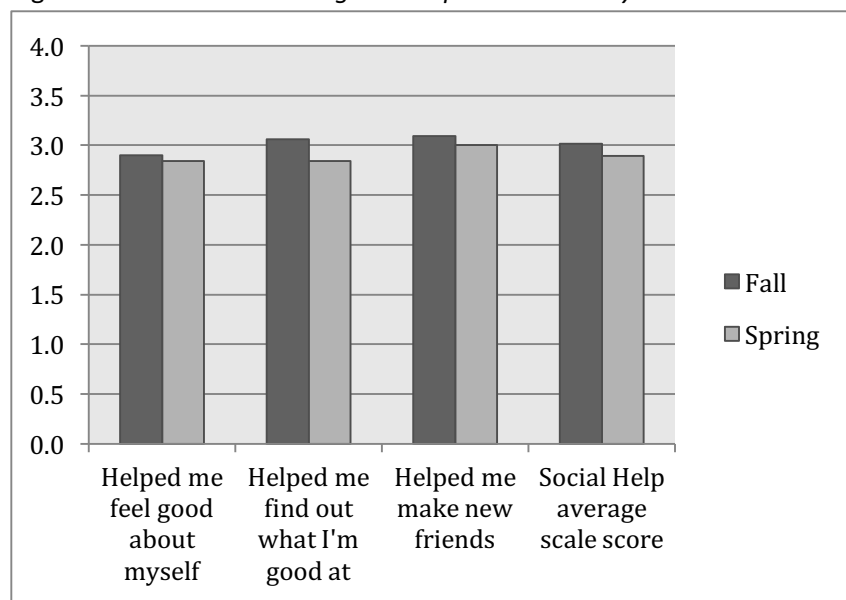
Figure 32 shows students' assessment regarding how the after-school program helped them socially. The graph suggests that students were likely to state that the after-school program helped them feel good about themselves, helped them to make new friends, and helped them find out what they were good at.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

Figure 33 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*
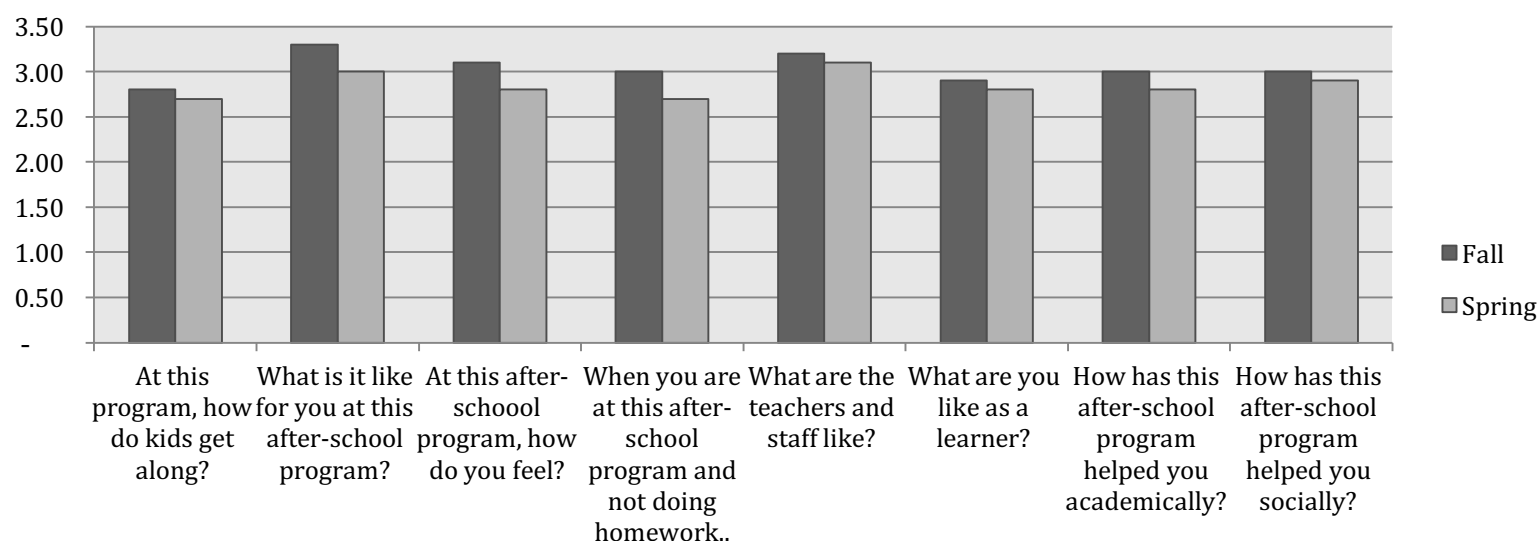
Figure 33 suggests that the program's relative strengths include youths' perceptions of the staff, indicating that students feel connected to the program, and how youth report the after-school program is like. There was an overall decrease pre-test to post test on each response. One recommendation is to reinforce respectful behavior and increase students' confidence in their academic abilities by reinforcing effort, persistence, and appropriate, academic risk-taking. Another suggestion is to reemphasize these connections throughout the program.

Hill Elementary School Youth Survey

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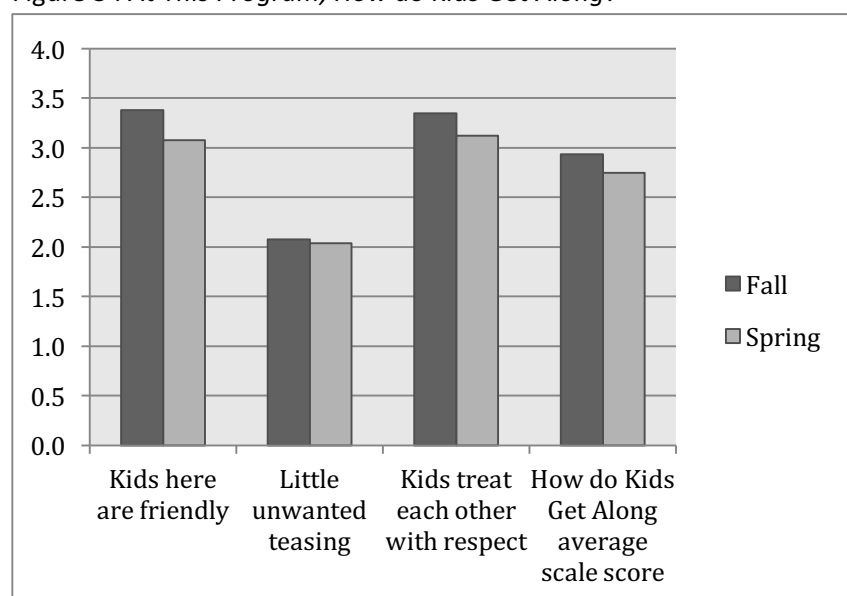
Figure 34 shows youth responses assessing how well kids get along at the after-school program on a scale from 1 to 4. The respondents reported they feel other students in the program are friendly, that participants treat each other with respect, and generally get along, however, that this decreased in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

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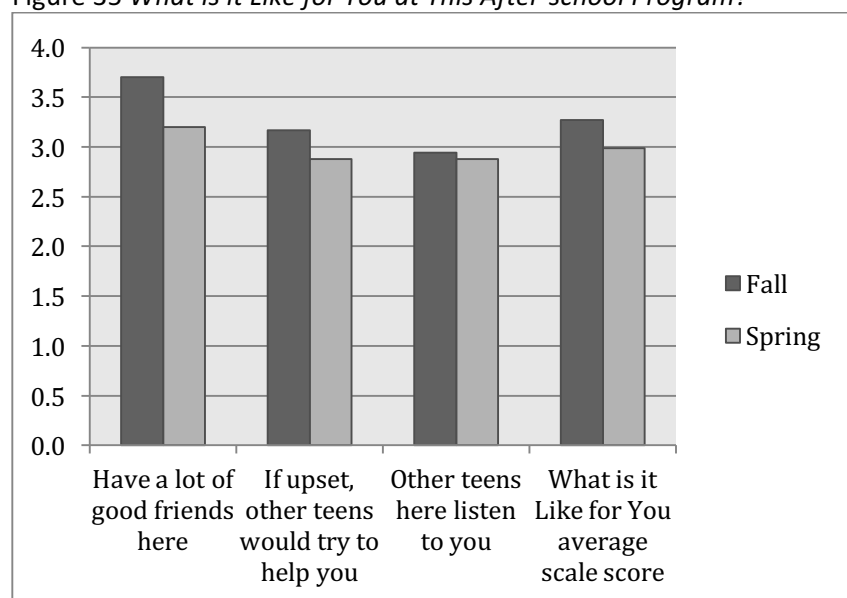
Figure 35 shows how youth perceive their experience in the after-school program. The results suggest that youth feel they have a significant number of good friends in the program, that others would help them if needed, and that other kids listen to them. However, this reduced from fall to spring. Staff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

Figure 36 *At this After-school Program, How do you feel?*
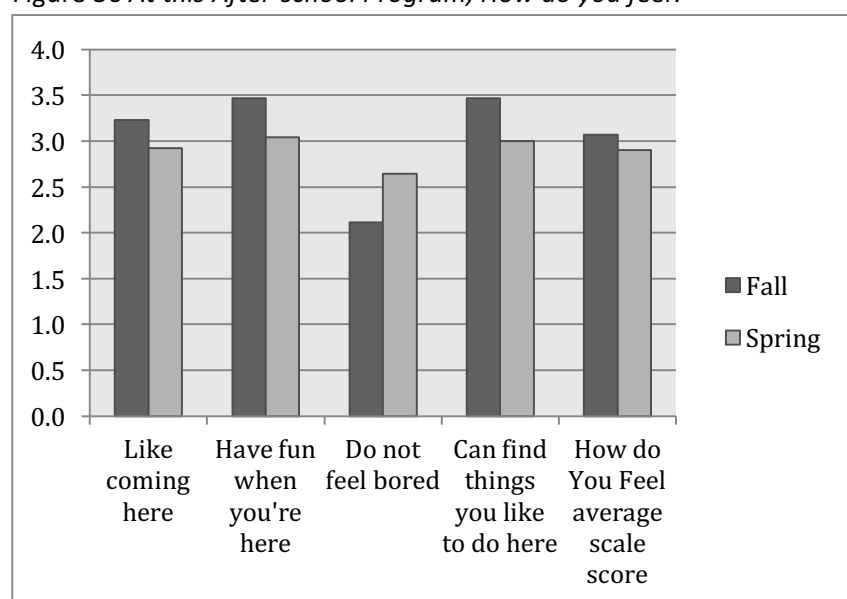
Figure 36 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, feel they have fun, and can find things they like to do. There was an increase in the feeling of being bored, and a reduction in having things that they like to do and liking to go to the program from fall to spring. The suggestion would be to continue to provide a variety of activities that align with and expand student interests.

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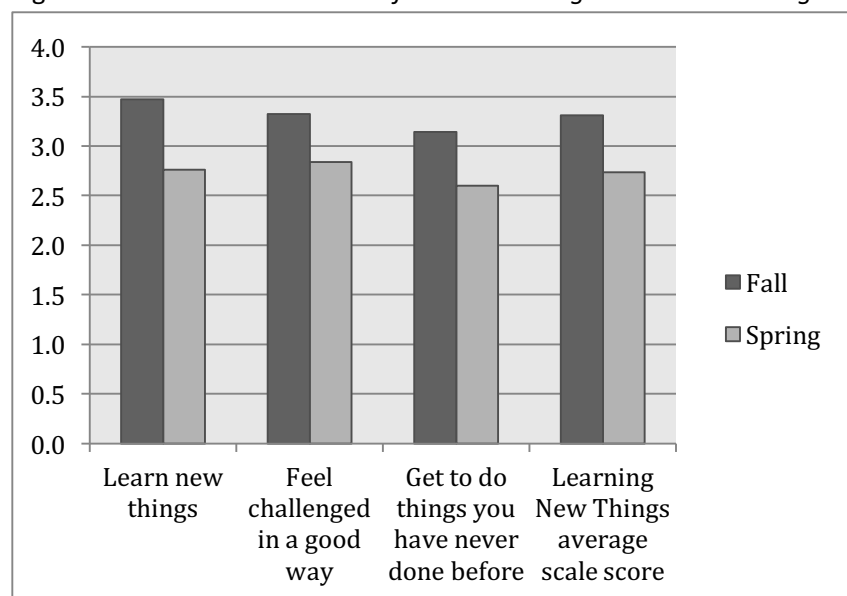
Figure 37 shows student assessment of learning new things in the after-school program. The responses show reduced results for youth learning new things, feeling challenged in a good way, and getting to do things they have never done before. Suggestions based on these findings would be for staff to involve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

Figure 38 *What the Teachers and Staff are Like at this After-school Program…*
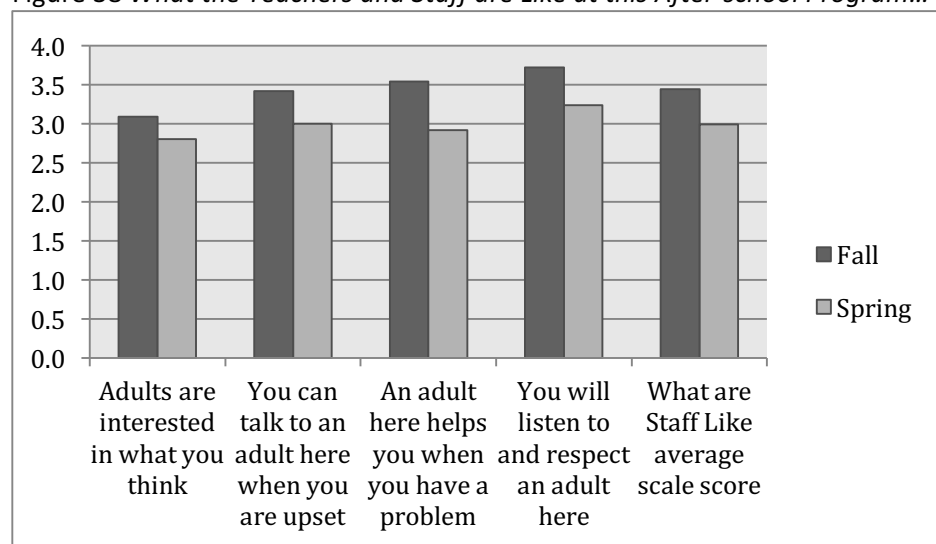
Figure 38 indicates students' perception of staff at the after-school program reduced overall for interactions with adults in the program, with an average score of 3.0 in the spring. A recommendation is for adults to spend time talking with students one-on-one, and increase the amount of interest they express about students' thoughts and ideas.

Figure 39 *What are You Like as a Learner?*
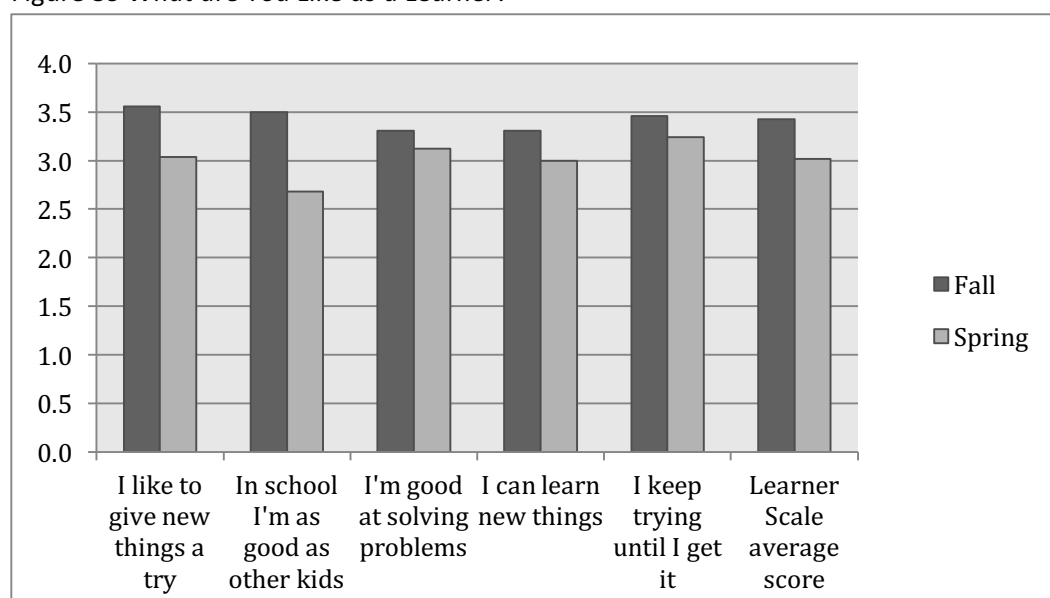
Figure 39 shows youth responses regarding their perception of what they are like as learners. The results suggest that youth felt more positively about themselves in the fall than the spring. Youth rated themselves the highest for "I like to give new things a try," but rated "In school I'm as good as other kids" lowest in the spring. The recommendation would be to explicitly encourage self esteem and reinforce the steps students take toward solving problems. As students see they can be successful with these tasks, their appraisals of self, relative to others, may increase.

Figure 40 *How do You Feel about Reading/Math/Science?*
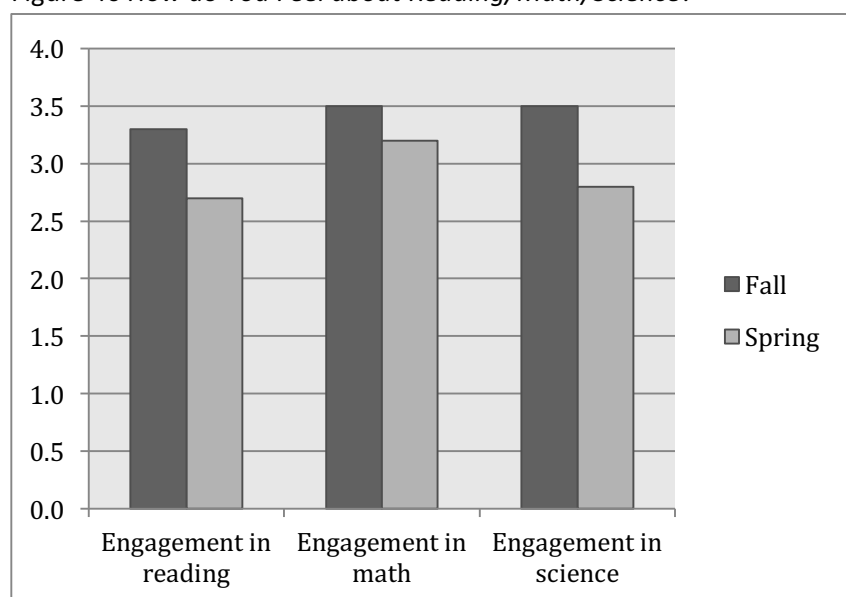
Figure 40 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes "I like to read at home during my free time; I enjoy reading when I'm at school; I enjoy reading when I'm at this after-school program; I'm good at reading; and I like to give new books a

try, even if they look hard); however, individual scale items are not reported here for the sake of brevity. Students rated the highest levels of engagement in math and science and the lowest levels of engagement in reading. In order to maintain student engagement in these areas, it is recommended that staff help students to engage with the topics in as hands-on a way as possible, and increase opportunities to learn and apply reading, math, and science skills to program activities.

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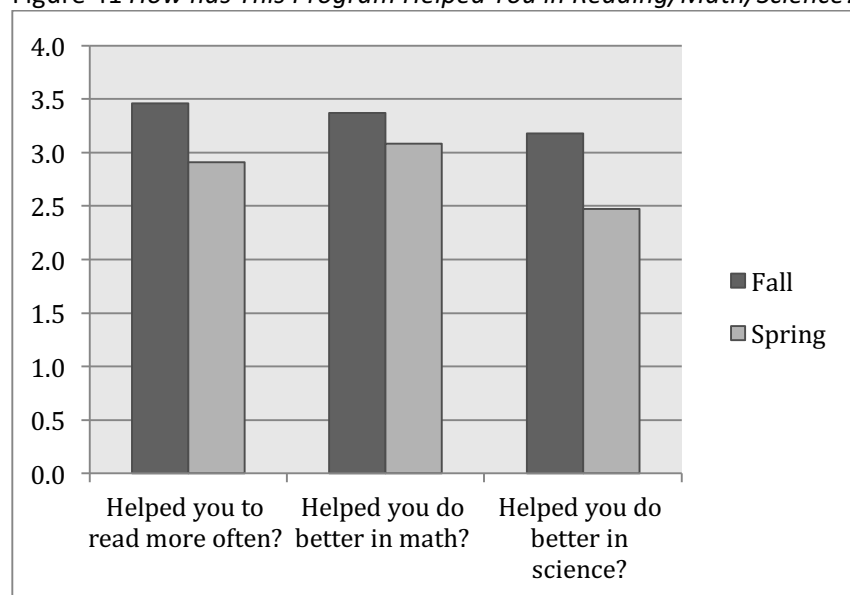
Figure 41 indicates that, overall, students felt the after-school program helped them with their subject material. They reported the program helped them slightly less with science than with reading and mathematics. The suggestion would be to drive increased interest in science by adding engaging hands-on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

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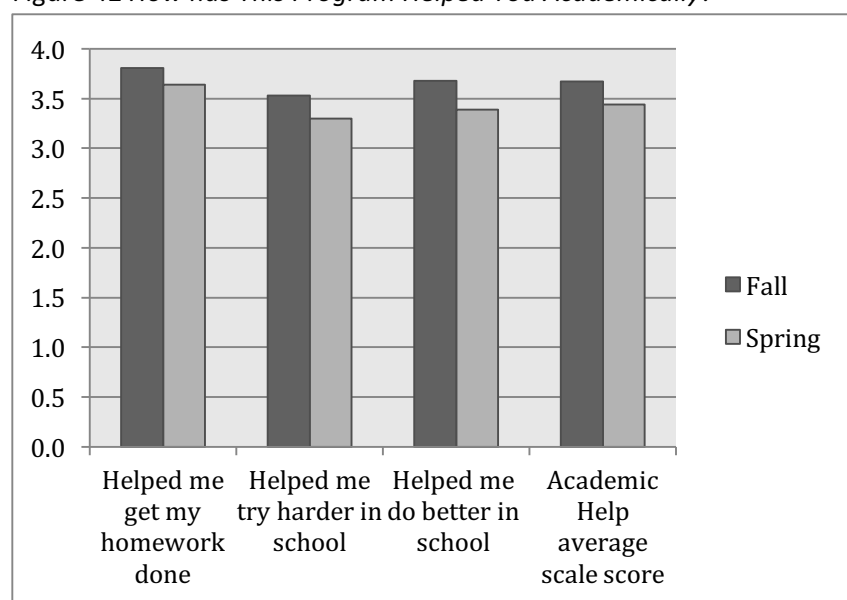
Figure 42 shows students assessment regarding how the after-school program helped them academically. Students were very likely to report the after-school program had helped them complete their homework and do better in school, but were less likely to report the program helped them try harder. The suggestion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

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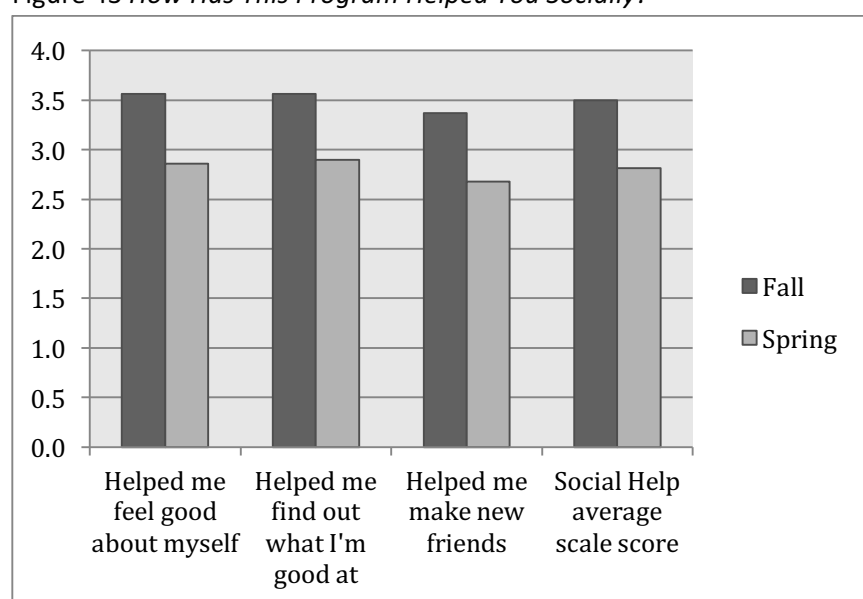
Figure 43 shows students' assessment regarding how the after-school program helped them socially. The graph suggests that students were likely to state that the after-school program helped them feel good about themselves and make new friends, but was less likely to help them figure out what they were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

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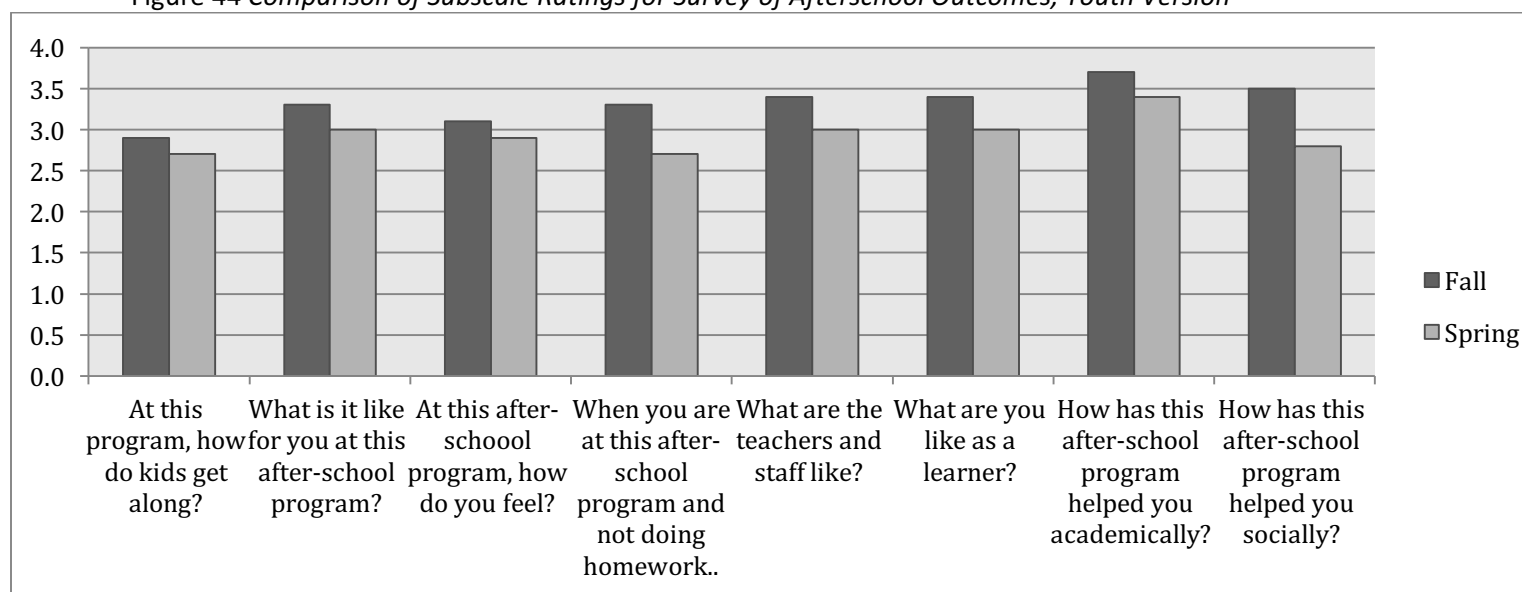
Figure 44 suggests that the program's relative strengths include students' enjoyment of the program, the staff, and the academic and social benefits. Areas in with more room for development include how students get along. Specific recommendations include teaching and reinforcing pro-social student behavior.

McCleery Elementary School Youth Survey

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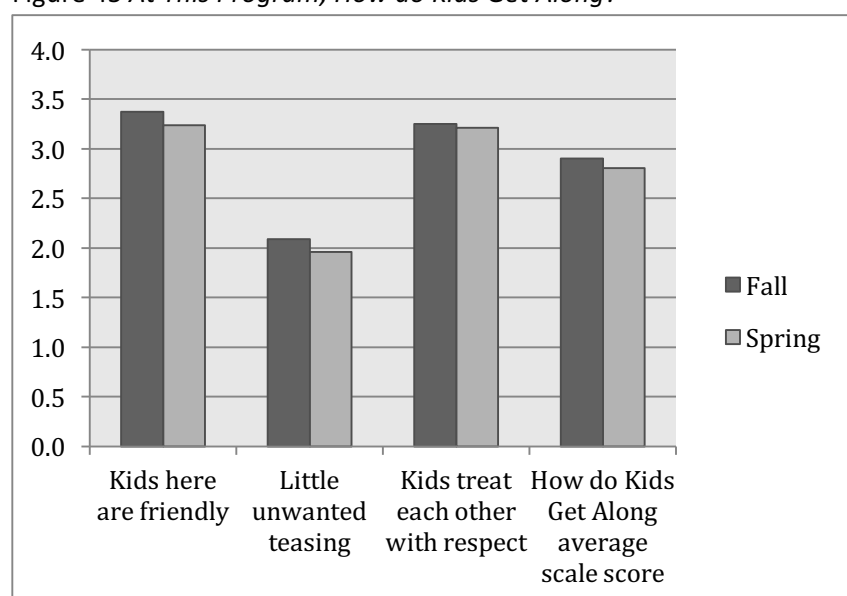
Figure 45 shows youth responses assessing how well kids get along at the after-school program on a scale from 1 to 4. The respondents reported they feel other students in the program are friendly and treat one another with respect. Youth also reported that some unwanted teasing took place. It is recommended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

Additionally, staff should increase levels of proximal supervision to minimize incidents involving teasing and consider ways to reward or incentivize appropriate social behaviors.

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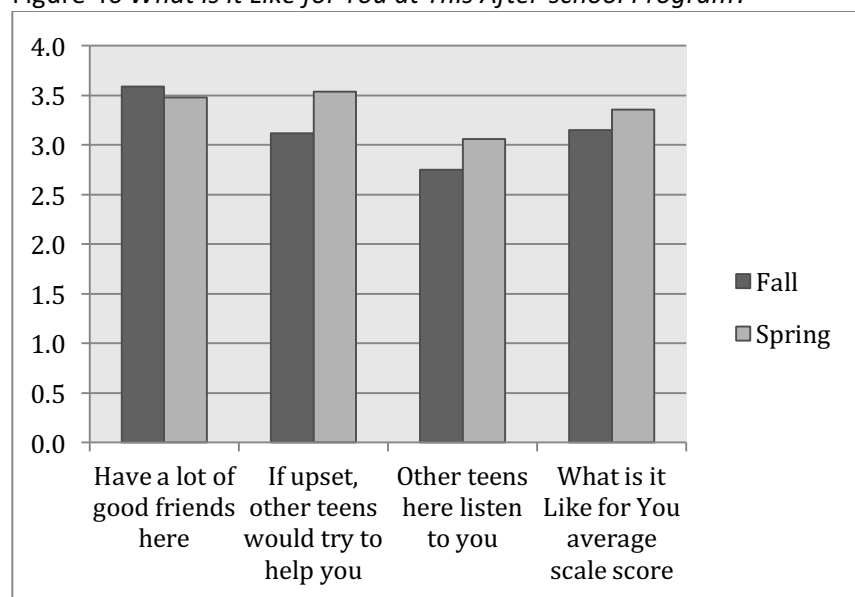
Figure 46 shows how youth perceive what it is like for them in the after-school program. The results suggest that youth feel they have a significant number of good friends in the program, that others would help if needed and that others listen to them. From fall to spring, it is evident that the youth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

Figure 47 *At this After-school Program, How do you feel?*
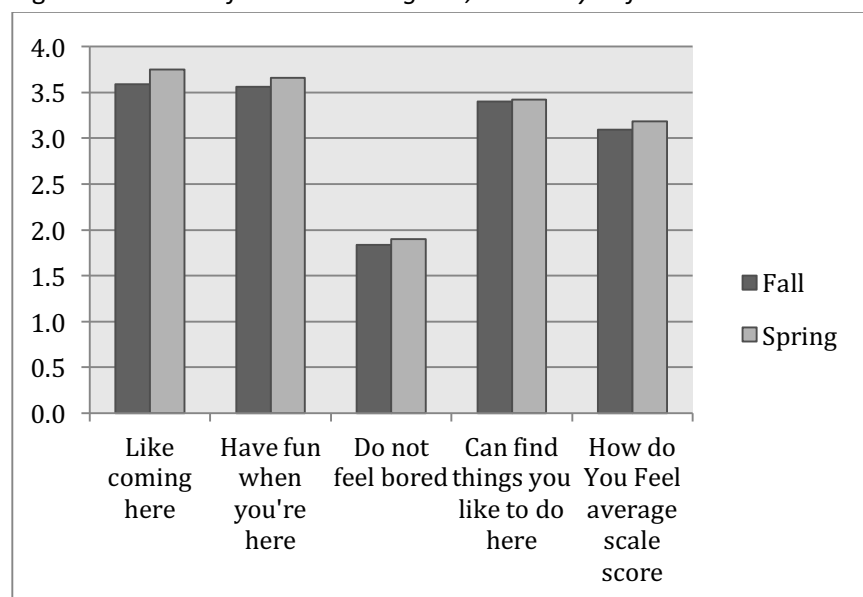
Figure 47 shows youth responses to how they feel during the after-school program. The graph suggests that youth generally like coming to the program, feel they have fun, and can find things they like to do. Youth also reported feeling bored during the after school program. From fall to spring, it appears that

the youth felt better about the program and enjoyed it more. The suggestion would be to provide a variety of activities for kids to experience throughout the course of the program.

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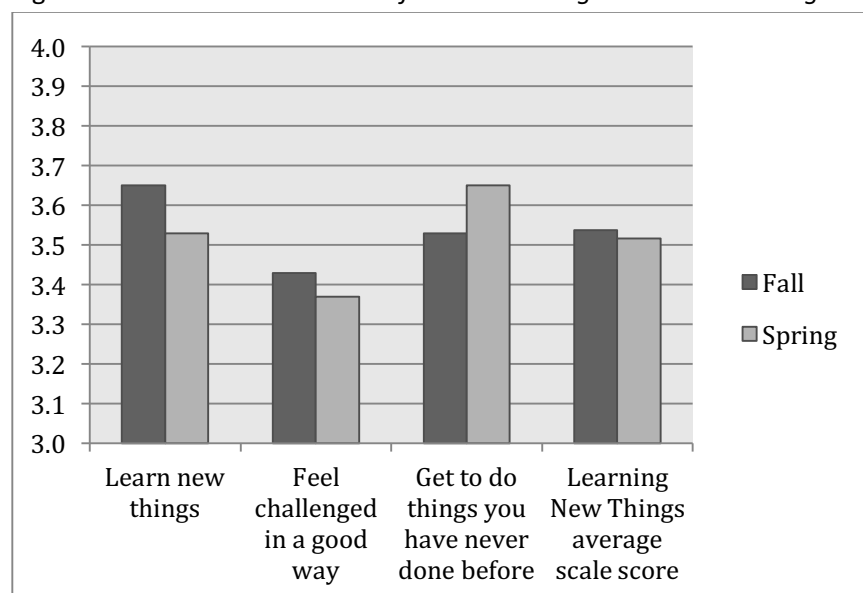
Figure 48 shows student assessment of learning new things in the after-school program. The responses show positive results for youth learning new things, feeling challenged in a good way, and getting to do things they have never done before. The program most improved from fall to spring in the area where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

Figure 49 *What the Teachers and Staff are Like at this After-school Program…*
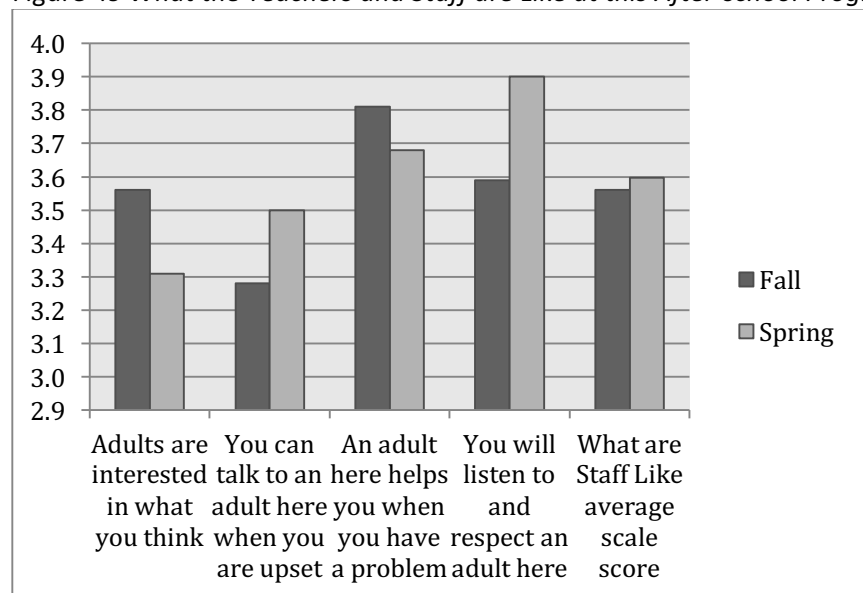
Figure 49 indicates students' perception of staff at the after-school program. Students positively rated interactions with adults in the program, with an average score of 3.6 in the spring. The student felt more

likely to listen and respect an adult. A recommendation is for adults to spend time talking with students one-on-one and increase the amount of interest they express about students' thoughts and ideas.

Figure 50 *What are You Like as a Learner?*
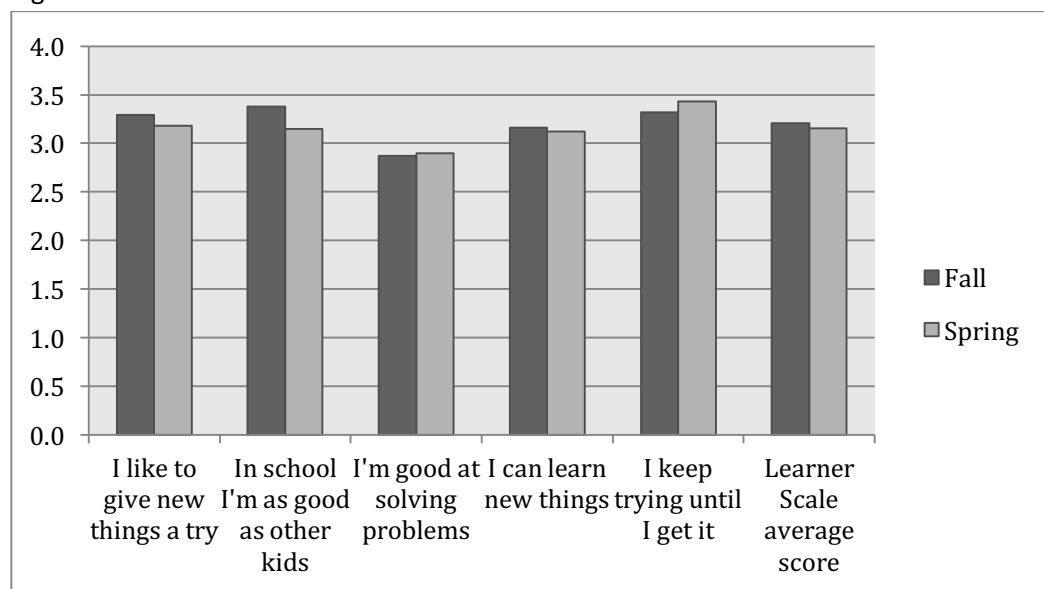
Figure 50 shows youth responses regarding their perception of what they are like as learners. The results suggest that youth feel positively about themselves regarding trying and learning new things. This decreased from fall to spring slightly.   They gave moderate scores for academic competence and problem solving. The recommendation would be to explicitly teach problem-solving skills and reinforce the steps students take toward solving the problem.

Figure 51 *How do You Feel about Reading/Math/Science?*
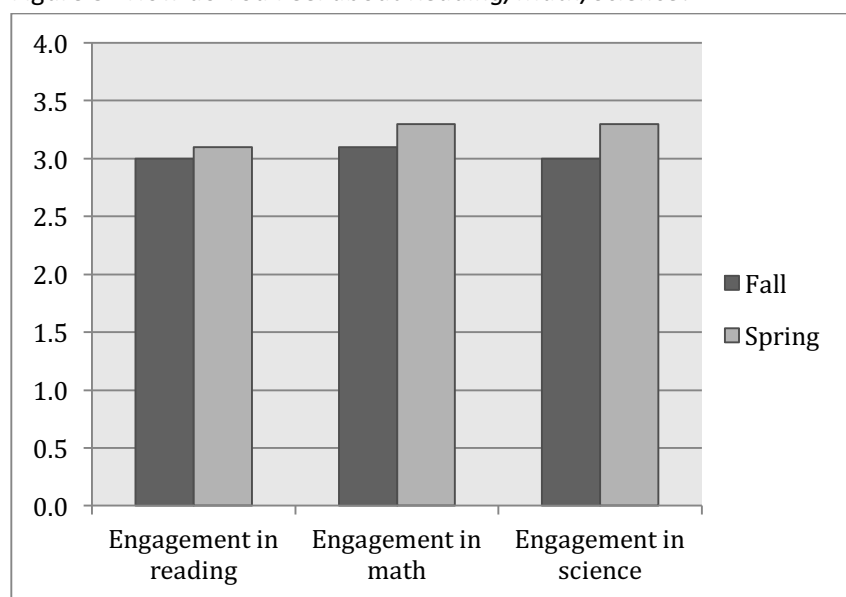
Figure 51 shows youth assessment regarding their level of engagement in reading, math, and science. Each of these scores is comprised of an average of ratings from five to six items (for example, the reading scale includes "I like to read at home during my free time; I enjoy reading when I'm at school; I

enjoy reading when I'm at this after-school program; I'm good at reading; and I like to give new books a try, even if they look hard); however, individual scale items are not reported here for the sake of brevity. Students indicated equal levels of engagement in math and science, with slightly lower scores in reading. It is recommended that staff continue to help students to engage in reading, math and science in as hands-on a way as possible.

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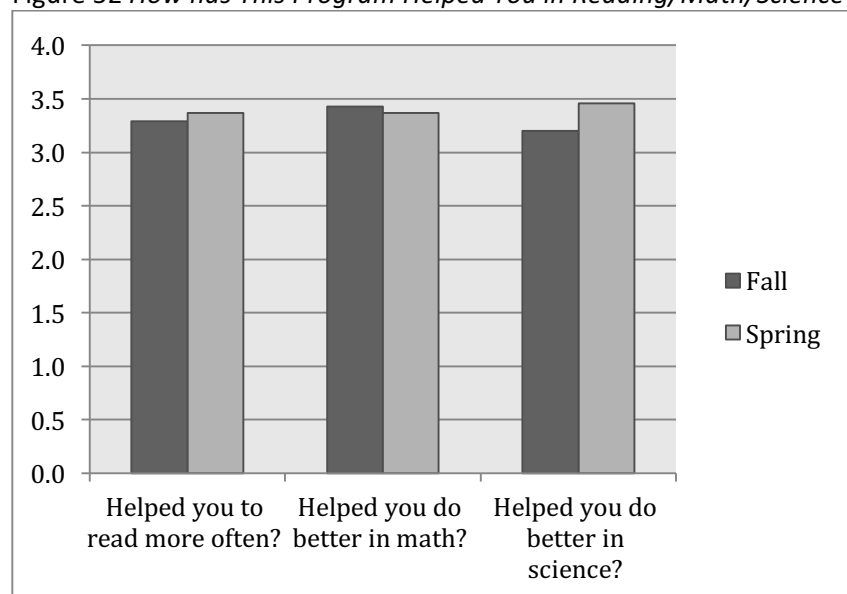
Figure 52 indicates that, overall, students felt the after-school program helped them with their subject material. They reported that they improved in reading and science from fall to spring. The scores slightly decreased in math. The suggestion would be to drive increased interest in math by adding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

Figure 53 *How has This Program Helped You Academically?*
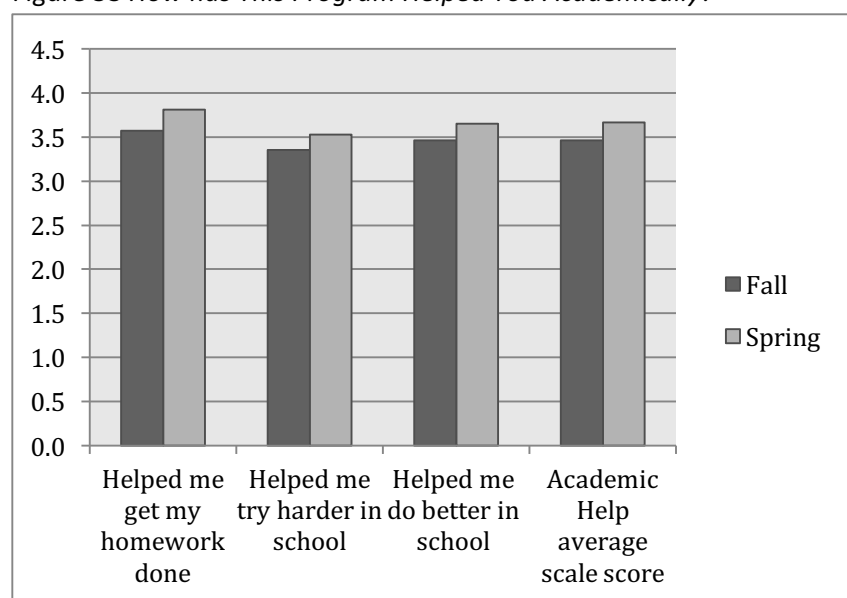
Figure 53 shows students assessment regarding how the after-school program helped them academically. Students were very likely to report the after-school program had helped them to complete their homework, try harder and do better in school. The average rating for the total subscale was 3.7 in spring, which is relatively high on a scale from 1 to 4. The suggestion would be to make more explicit connections for youth about using the skills they developed during the after-school program, and discuss their application to the school day program in order to encourage and reinforce effort made during the school day.

Figure 54 *How Has This Program Helped You Socially?*
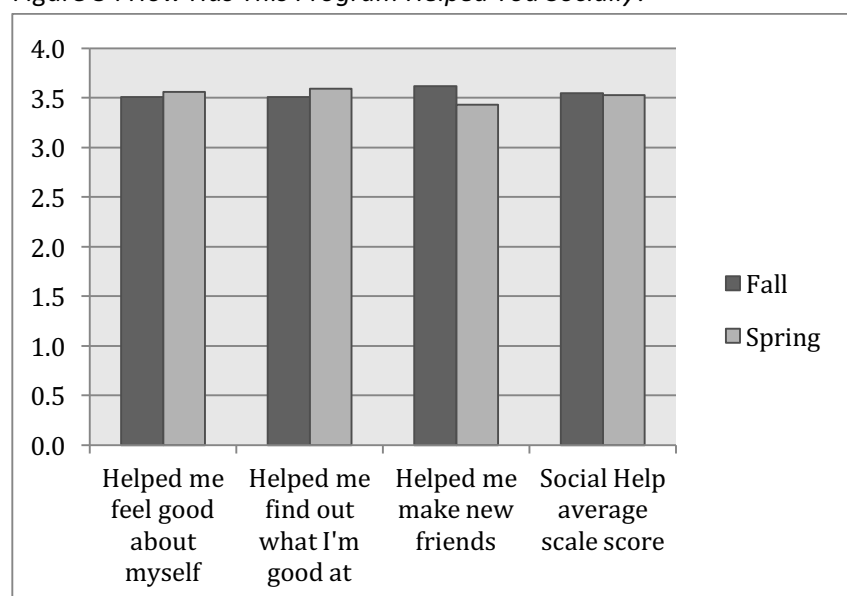
Figure 54 shows students' assessment regarding how the after-school program helped them socially. The graph suggests that students were likely to state that the after-school program helped them feel good about themselves, helped them find out what they were good at, and to help them make new friends. The average rating for the total subscale was 3.5, which remained the same for fall and spring.

This is relatively high on a scale from 1 to 4. The recommendation would be to increase positive-reinforcement of effort in both academic tasks and pro-social behavior, or offer an incentive program to promote positive interactions between youth.

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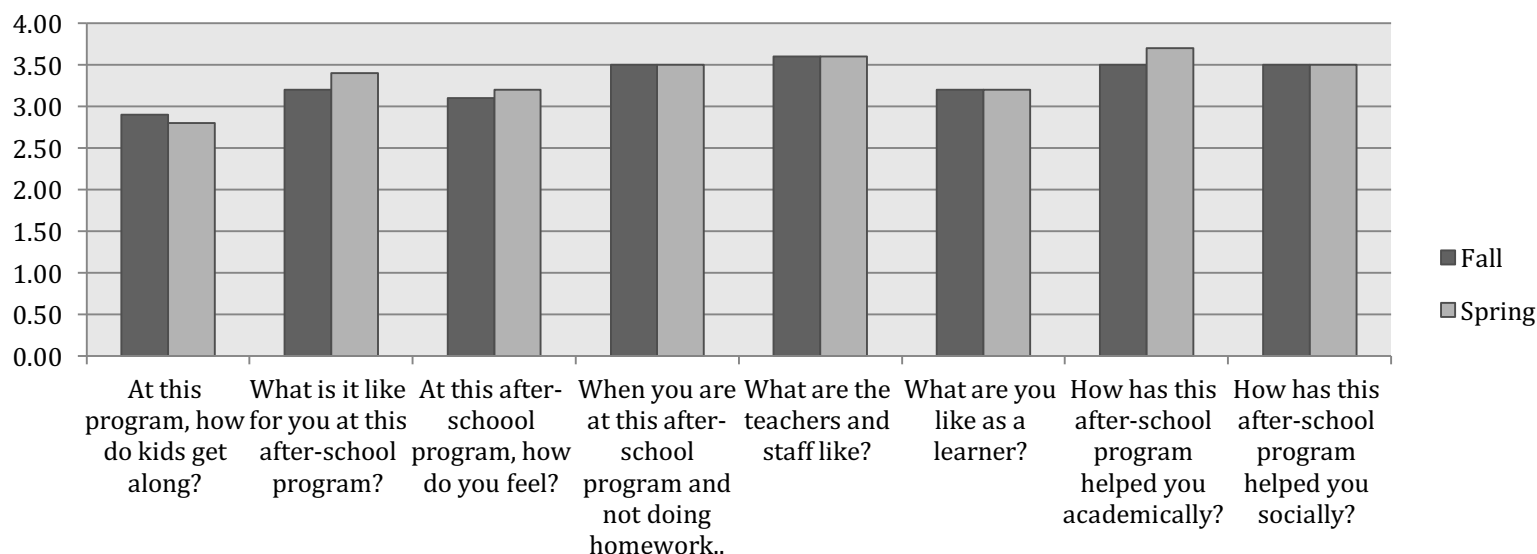
Figure 55 shows that the program's relative strengths include youths' perceptions regarding what the program is like for them, their engagement when not working on homework, and what the teachers and staff are like indicating that students feel connected to the program. Areas with a moderate rating indicating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

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

Freeman Elementary School

What is your favorite thing to do here?	
Play	2
Homework	6
Kickball/dodgeball	3
Free time	3
Play with friends	3
Triple Threat	2
Fox Valley	2
Outside	9
Art	1
I don't know	1
Social studies	1

Nothing	1

When asked about their favorite thing to do at the afterschool program, the students most frequently stated they liked playing outside (N=9). The students reported a range of other activities, including doing homework, free time, playing with friends, and kickball/dodgeball.

If you have been absent, what are the reasons that you did not come?	
Sick	12
Appointment	5
After school activities	3
People are mean	2
Not absent	1
I don't know	1
Not respond	1
Issues with teachers	1

The students reported a variety of reasons for not coming to the program. The most common responses for being absent were being sick (N=12) and appointments (N=5).

What activities would you most like to do this year at the program?	
Triple Threat	6
Outside	4
Good snacks	3
Art	2
Park district	1
Movies	1
I don't know	1
Help with homework	1
Friends	1
Kickball	3
Science	1
Math	1
Race	1
Play games if finish homework	1

When asked what activities they would most like to do this year, the students Triple Threat, playing outside, and having better snacks. The students identified a broad range of activities they are interested in, indicating it would be ideal to give the students a choice in the activities they participate in.

If you could change one thing about the program, what would you change?	
No change	6
I don't know	3
More playtime	2
Smaller class sizes	2
Less "bad times"	1
Less homework time	1
The school	1

The teachers	1
Have the after school program on Fridays	1
More free time	1
Ice cream	1
Less reading	1
No homework	1

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

What is something you want to learn this year while at this program?	
Math	6
Nothing	5
I don't know	3
Triple Threat	2
Make friends	1
Speak Spanish	1
Jump rope	1
Have a yearbook for program	1
Reading higher level	1
Social studies	1
Animals	1

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

Greenman Elementary School

What is your favorite thing to do here?	
Play	3
Art	2
Outside	2
Reading	3
Homework	1
Teacher plays/talks with us	2
Triple threat	3
Orchestra	1
Sports	1
Talk	1
Go to IMC to play on computers	1

When asked about their favorite thing to do at the afterschool program, the students most frequently stated they liked to play (N=3), reading (N=3) and Triple Threat (N=3). The students reported a range of other activities, including art, outside, and when teachers talk and play with students.

If you have been absent, what are the reasons that you did not come?	
Sick	10
Doctor appointment	5

Family emergency	1
Picked up early from school	2
Have not been absent	1
Did not want to come/bored	3
Nervous kids will make fun of me	1

The students reported a variety of reasons for not coming to the program. The most common responses were being sick (N=10) and doctor appointments (N=5).

What activities would you most like to do this year at the program?	
Go outside	4
Triple threat	3
Gymnastics	1
Art	3
Read	1
Sports	1
Orchestra	2
Cooking	1
Girl scouts	1
Computers	3

When asked what activities they would most like to do this year, the students mentioned going outside (N=4), Triple Threat (N=3), and art (N=3). The students identified a broad range of activities in which they are interested, indicating it would be ideal to give the students a choice in the activities they participate in.

If you could change one thing about the program, what would you change?	
Change orchestra to different activity	8
Have art	1
No homework	1
I don't know	1
The food	1
More field trips	1
Too much homework	1
Nothing	1
Strictness of teachers	1
Do whatever you want	1

The students gave a variety of suggestions for the program to be improved, with eight students suggesting changing orchestra to a different activity.

What is something you want to learn this year while at this program?	
Math	3
Violin	1
Reading	1
More science	2
I don't know	1
Nothing	3
Dancing	1

Cooking	1
History	2
Soccer	1
How to change the world	1
Acrobats	1

When asked about what they would like to learn, many students had a variety of answers such as learning math, science, and history.

Herget Middle School

What is your favorite thing to do here?	
Hang out with friends	6
Doing fun activities	1
Triple threat	1
Play on computers	2
Sports	5
Read	1
Homework	4
Math	1
CTE	1

When asked about their favorite thing to do at the afterschool program, the students most frequently stated they liked hanging out with friends (N=6), playing sports (N=5), homework (N=4) The students reported a range of other activities, including going outside, science, and field trips.

If you have been absent, what are the reasons that you did not come?	
Sick	9
Transportation issues	1
Not absent	3
Did not want to go	4
Doctor appointment	3
Issues with teachers	3
Vacation	1
Too much homework to go	1
I was in trouble	1

The students reported a variety of reasons for not coming to the program; the most common response was being sick (N=9).

What activities would you most like to do this year at the program?	
Go on a trip	1
After homework go to gym, soccer, or other activities	1
Cook	1
Sports	7
Having fun with friends	1
Less time for STEM	1
ART	1

Math	1
I don't know	1
Gym time	2
Girl scouts	1
Engineering	1

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

If you could change one thing about the program, what would you change?	
Nothing	3
Less homework time	2
How many teachers are allowed in a classroom at a time	1
More games	1
More time for play	3
Use electronics after you finish your work	2
How late we stay	1
To have harder math	1
Listen to music	1
Sports	1
Go outside	2

The students gave a variety of suggestions for the program to be improved, including more time for play, go outside, and less homework time. Three students indicated they were content with the program and did not feel anything needs to be changed.

What is something you want to learn this year while at this program?	
Nothing	8
Teamwork and helping others	1
Sports	1
Social activities	1
Math	7
Science	1
Studying	1
I want to get more support from my teachers	1

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

Hill Elementary School

What is your favorite thing to do here?	
Go outside	2
Sports	2
Field trips	2
Finish homework	3
Gym	5
Reading	3

Computers	5
Art	2
Recess	1
Games	2
Math	1

When asked about their favorite thing to do at the afterschool program, the students most frequently stated they gym (N=5) and computers (N=5) The students reported a range of other activities, including finishing homework and reading.

If you have been absent, what are the reasons that you did not come?	
Not absent	3
Other after school activities	1
Sick	15
Appointment	7
Moved	1

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

What activities would you most like to do this year at the program?	
Play games	1
Practice	1
Sports	3
Math	1
Recess	1
Triple threat	2
Gym	4
Outside	1
Science	1
Computers	4
Art	2
Go on trips	1
I don't know	1
Games	2

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

If you could change one thing about the program, what would you change?	
More exercise	1
Less learning	1
More snacks	1
More field trips	1
Go to triple threat	1
Nothing	1
More time to play in gym	2
Do homework at home	2

Teachers	3
There would be a art program	1
No gym just computers	1
Park district	1
More computer time	2
Read for 30 minutes	1
Make everyone stop talking	1

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

What is something you want to learn this year while at this program?	
More triple threat	1
Math	4
More sports	1
Nothing	2
Science	3
Making slime	1
Spelling	1
I don't know	1
Games	2
Art	1
Gym	1

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

McCleery Elementary School

What is your favorite thing to do here?	
Triple Threat	6
Math	3
Homework	5
Outside	5
Art	5
Kickball	2
Play with friends	2
Read	2
Science	2
Gym	2
Play	2
Walking classroom	2
Girl scouts	1
Snacks	1
Recess	1
STEM	1
Music	1
Play games	1

When asked about their favorite thing to do at the afterschool program, the students most frequently stated they liked Triple Threat (N=6), homework (N=5), and art (N=5) The students reported a range of other activities, including basketball, helping kids with their homework, and computers.

If you have been absent, what are the reasons that you did not come?	
Sick	18
Appointment	8
After school activities	7
Family issues	3
Transportation issues	2
Not absent	2
Forgot program started	1
Kids are mean	1
Out of town	1

When asked reasons for being absent, the most common answer was being sick (N=18) and appointments (N=8).

What activities would you most like to do this year at the program?	
Triple Threat	7
More projects/activities	3
Art	3
Field trips	3
Science	2
STEM	2
Challenges like one minute to win it	1
Girl scouts	1
Free time	1
Board games	1
Make slime	1
Nothing	1
Dodgeball	1
Go outside	1
Play	1
Math	1
Reading	1
Walking classroom	1

When asked what activities they would most like to do this year, the students mentioned Triple Threat (N=7). 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?	
Math	1
More time for homework	1
Art	2
Playtime	1
More outside time	2

Field trips every week	1
Better snacks	1
More Girl scouts	1
More free time	1
More triple threat	3
No girl scouts	2
Less homework time	2
Computer lab	2
End earlier	2
Dodgeball	1
Nothing	3
Snacks outside	1
More games	1
More gym	1

When asked what was one thing students would want to change about the program, there was a variety of answers with the most common answers being more Triple Threat (N=3) and students reporting they wouldn't change anything (N=3). Other answers include ending earlier, art, and more outside time.

What is something you want to learn this year while at this program?	
Making slime	3
Math	5
Science	7
Don't know	3
How to be nice	1
Math	2
Reading	3
Movies	1
New exercises	1
Art	2
Animals	2
Sports	1
Writing	1
Social studies	1
Games	1

In response to the question what students would like to learn this year at this program, students reported a variety of topics in subject areas such as academics (math, science, writing, social studies), arts (movies, art, making slime), and athletics (sports). The most common suggestion for what students want to learn is science.

Career Interest Survey

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

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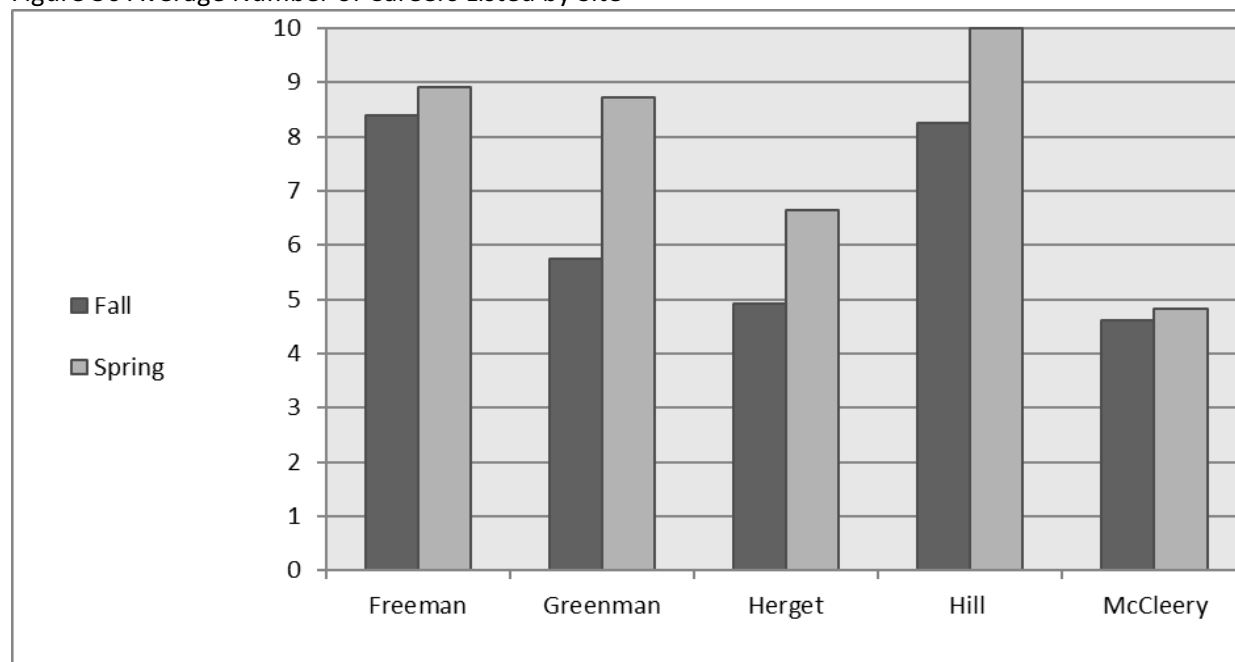
Figure 56 depicts the average number of career options students were able to list at each site. As a whole, students listed an average of 6.3 careers in the fall and 7.8 in the spring indicating students were aware of or better able to recall a larger number of career options at post-test. Students at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

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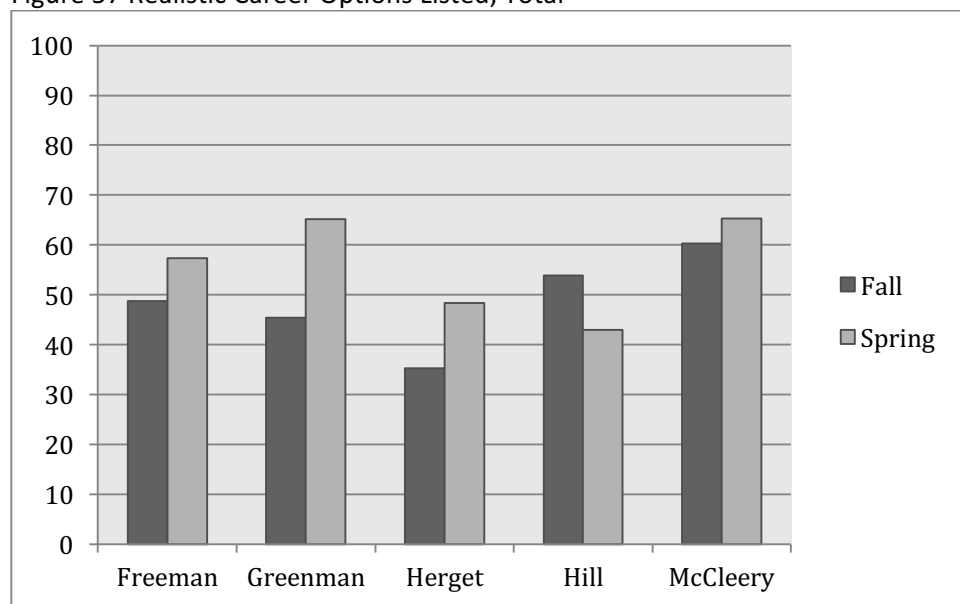
Figure 57 depicts to what extent all the career options listed by students are realistic. On average, students were more likely to list realistic career aspiration. It is recommended that staff organizational/study skills instruction in order to assist students in understanding what is expected at the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

Figure 58 Realistic Career Options Listed, Preferred Career Choices
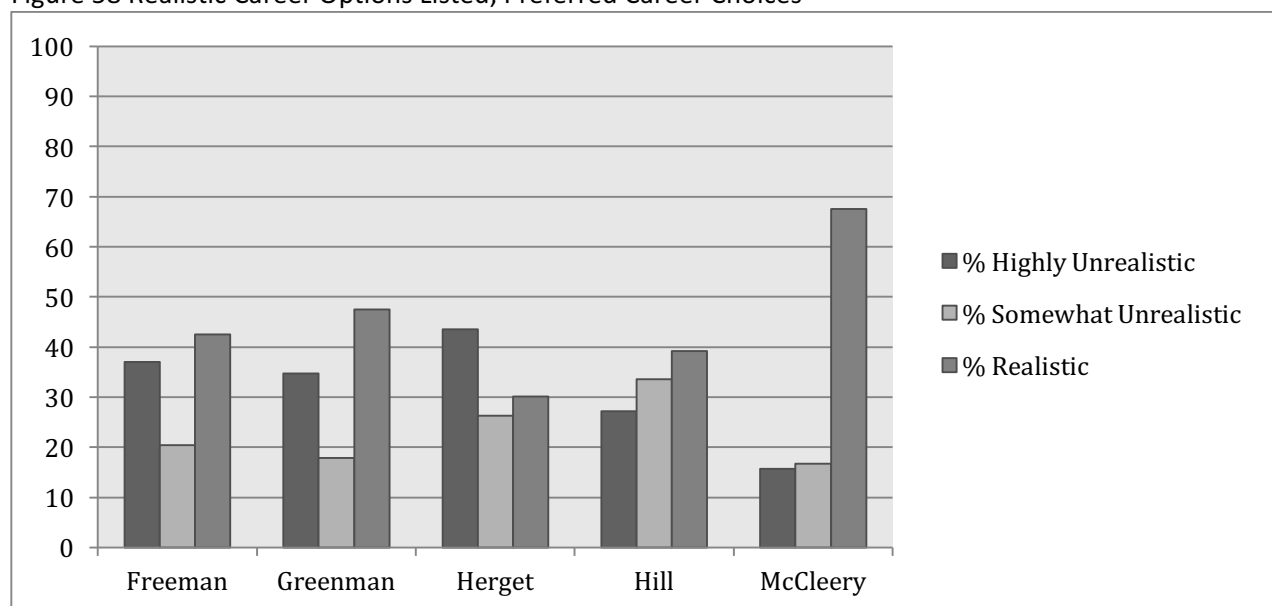
Figure 58 illustrates to what extent the most preferred career options listed are realistic. Students generally preferred career options that were most realistic (an average of 48.72% rated as realistic in spring, 55.804 during fall). Students' knowledge of various career options and pathways may be limited. A suggestion is to expand career awareness in this age group would be to expose students to a broad range of professionals as well as to help youth assess develop a personal definition of success and to determine their own strengths, interests, goals.

Social-Emotional Learning (SEL) Survey

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

Figure 59 Freeman SEL Survey Results
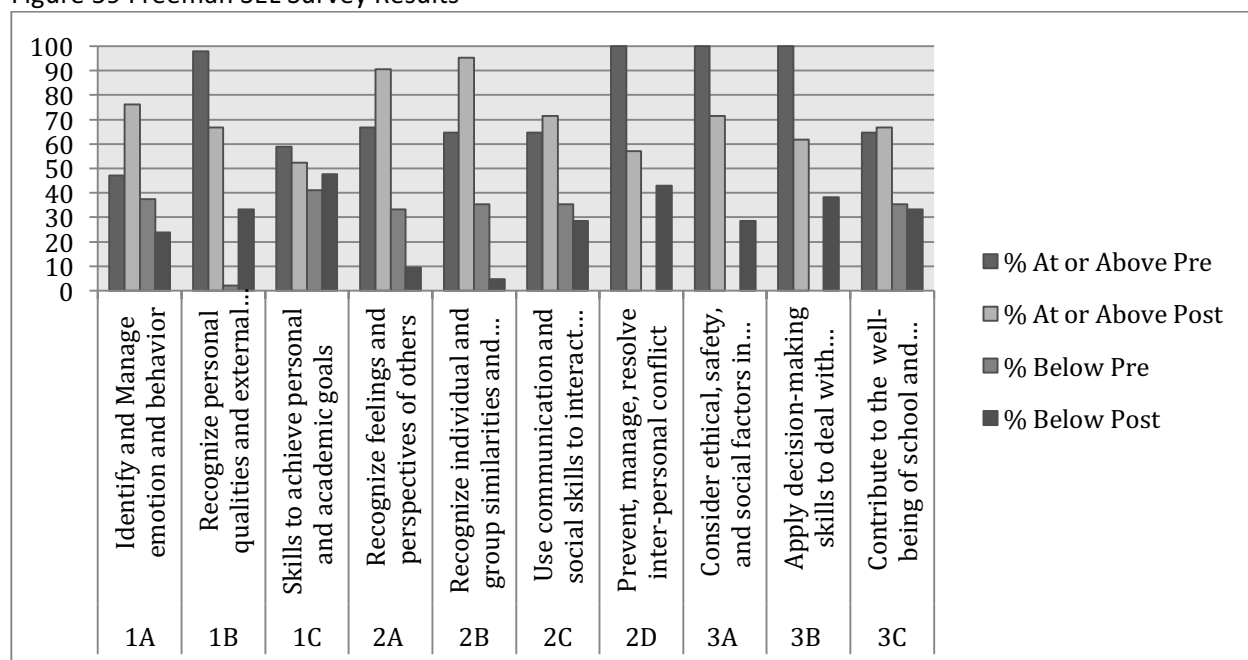
Figure 59 shows that the more than the majority of Freeman students demonstrated high levels of social-emotional skills. More than 50% were able to demonstrate age-appropriate social-emotional skills in all assessed areas during the post-test. Students demonstrated the weakest skills in the area of Prevent, manage, resolve inter-personal conflict. Staff may want to consider increasing opportunities for student involvement and collaboration through team building activities, clubs, or team sports, and encouraging group work.

Figure 60 Greenman SEL Survey Results
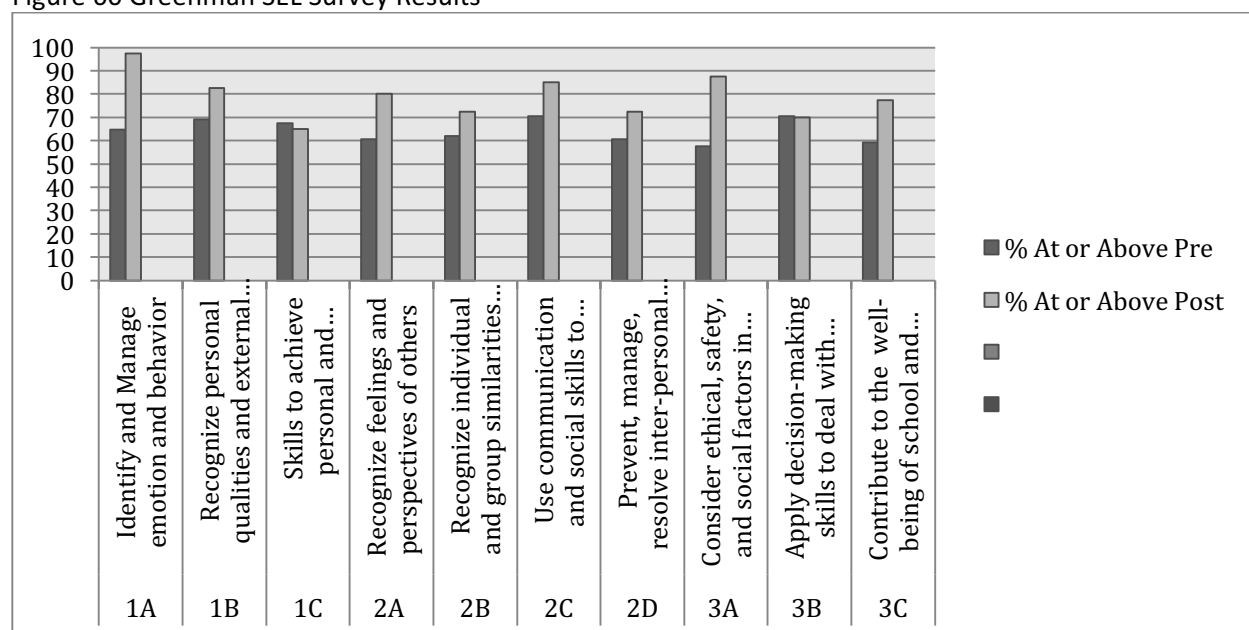
Figure 60 shows that the majority of Greenman students scored in the at/above level range and the number of students scoring below level decreased at post-test. Recommendations include to teach and reinforce pro-social behavior between students, and to integrate additional education and coaching in decision making, group participation, and working together to increase student's ability to communicate with each other.

Figure 61 Herget SEL Survey Results
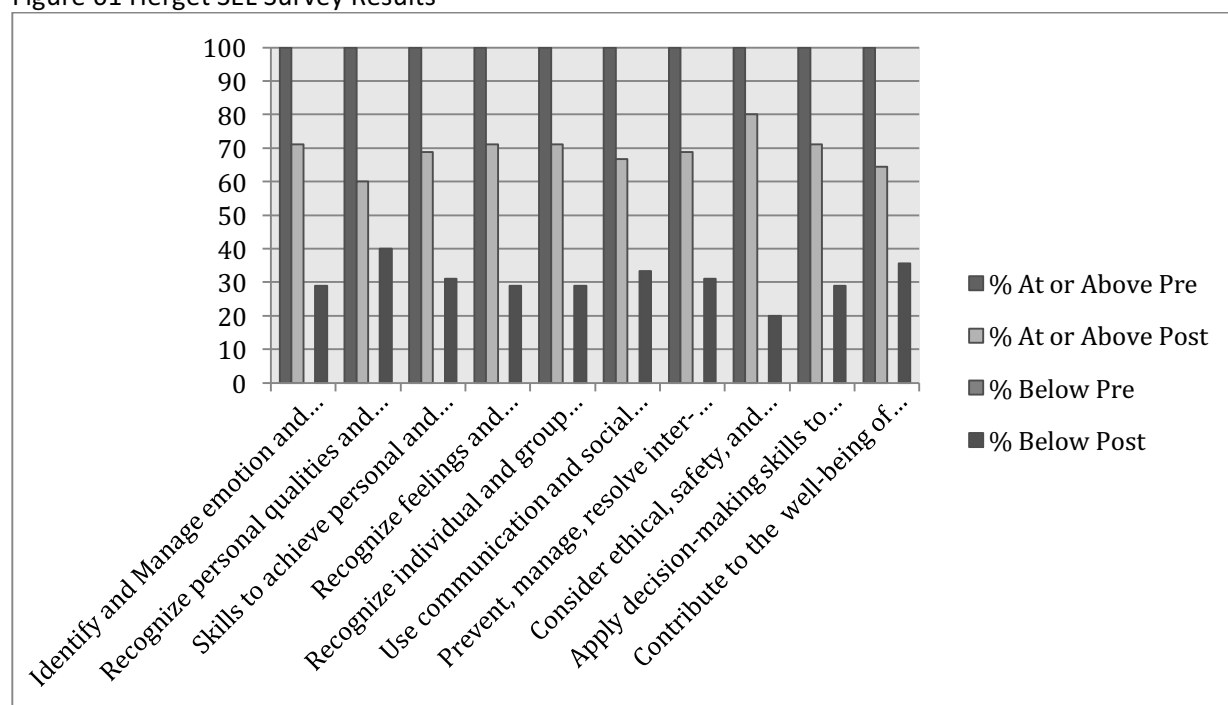
Figure 61 indicates that the majority of Herget Middle School students were at or above the expected performance level in the pre and post-test, across all assessed areas. The pre-test may not have been accurate, as 100% of students scored above the expected performance level. Students scored at a

relatively "normal" level, as compared to other schools, during post-test.   Recommendations include providing instruction in decision-making, group participation, and working together to increase the achievement of academic and personal goals.

Figure 62 Hill SEL Survey Results
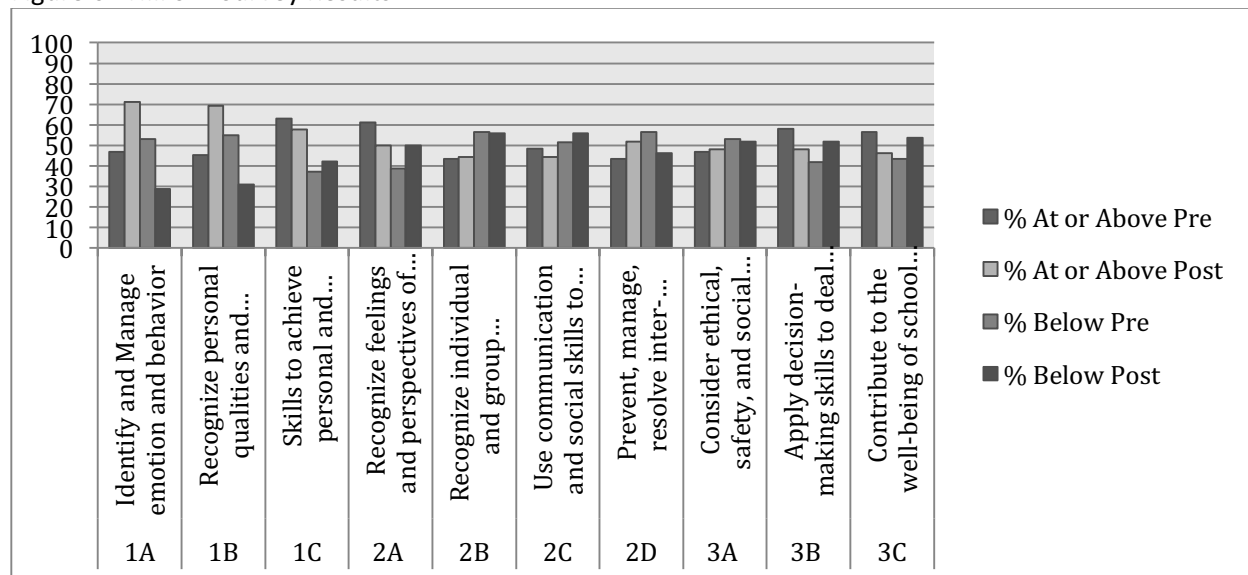
Figure 62 indicates that Hill Elementary School students were at or above the expected performance level in the pre and post-test for the majority of all assessed areas. However, there was a slight increase in the post test in most areas. Recognizing individual and group similarities and differences, and Using communication and social skills to interact effectively were the lowest areas at post-test. Recommendations include integrating additional education in emotion management and communication between students, and to provide students with opportunities to use these skills in groups.

Figure 63 McCleery SEL Survey Results
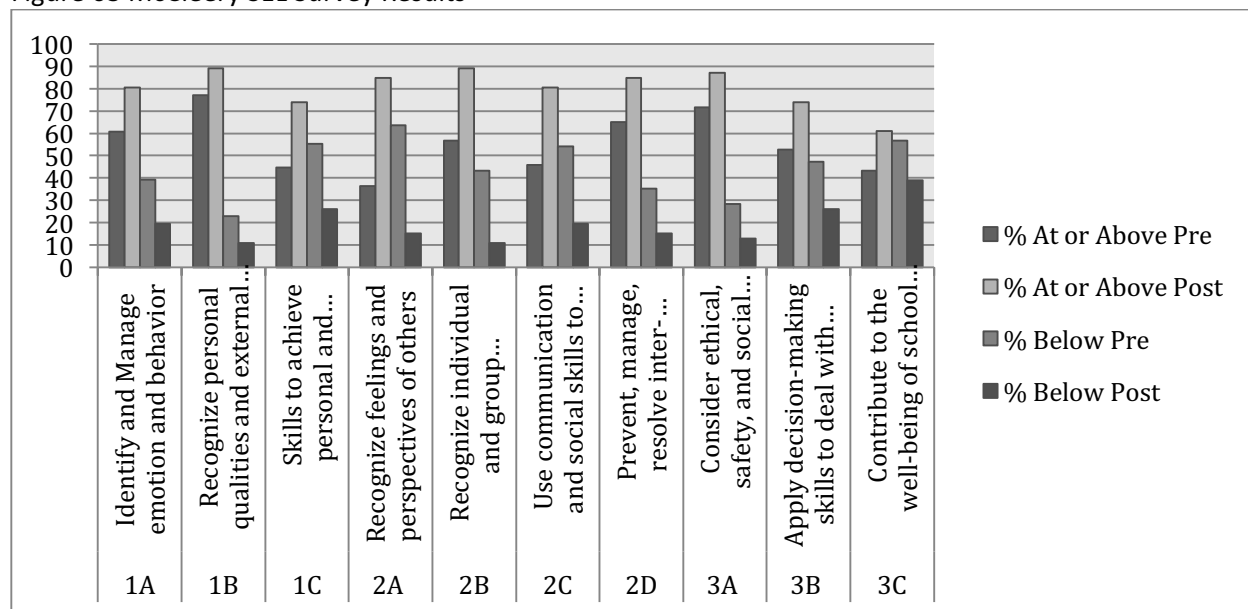
Figure 63 McCleery staff rated students highly in all assessed social-emotional areas. The areas with the most room for growth were Apply decision making skills to deal with academic and social situations, and Skills to achieve personal and academic goals, with over 73.9% of students at or above the expected performance level. Staff should consider increasing opportunities for student problem solving in social and academic situations, and in activities that encourage goal setting.

Teacher Survey

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

Freeman Elementary School Teacher Survey
Figure 64 Teacher Responses Regarding Degree of Improvement Among Teens Who Needed Improvement
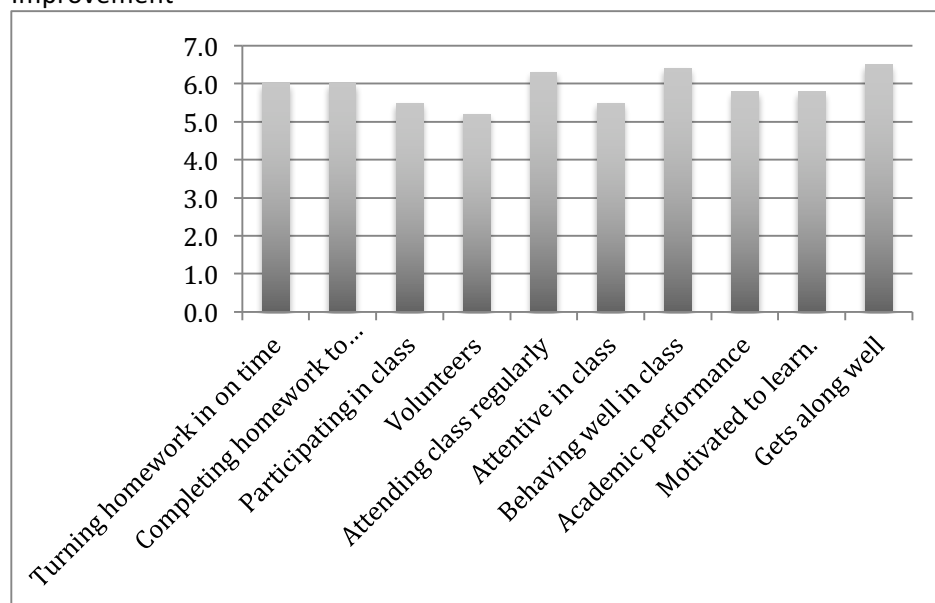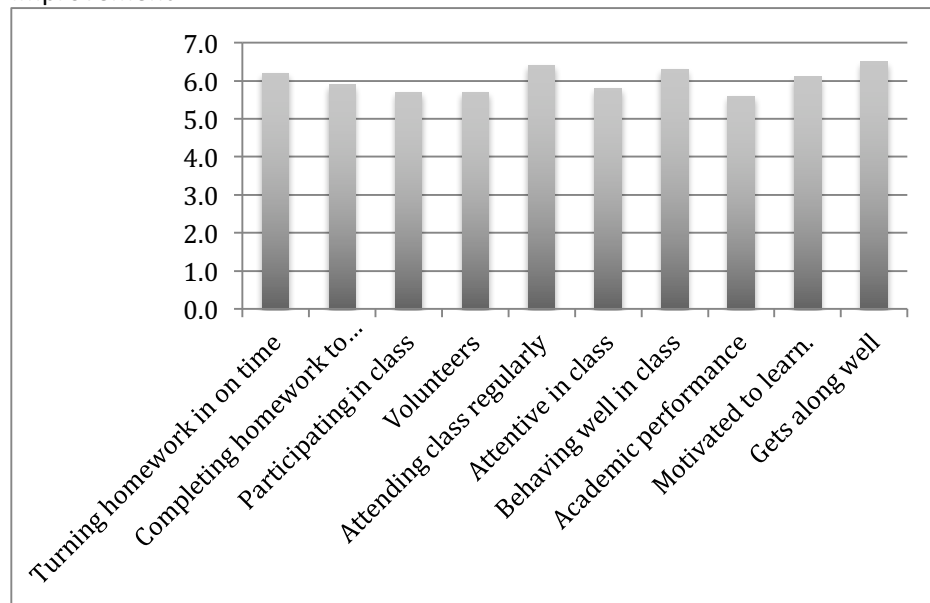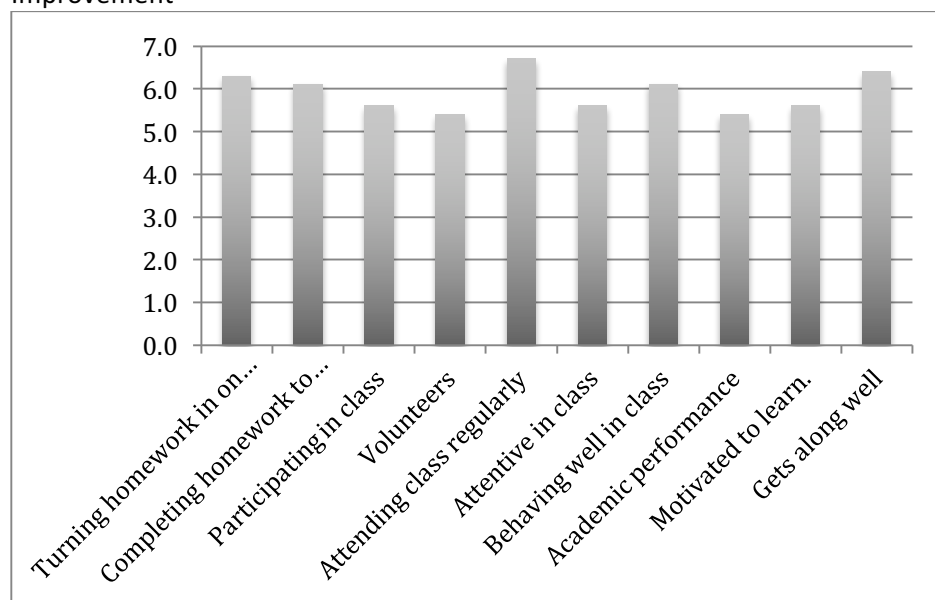

Figure 64 According to teachers, Freeman students showed the most improvement in the Behaving Well in Class and Getting Along Well with Others. Students showed the least improvement in Volunteers. It should be noted that all areas were rated as a 5 or above, indicating improvement in all categories. It is recommended that teachers and staff increase student investment by encouraging volunteerism and providing students with opportunities to help others.

Greenman Elementary School Teacher Survey

Figure 65 Teacher Responses Regarding Degree of Improvement Among Teens Who Needed Improvement
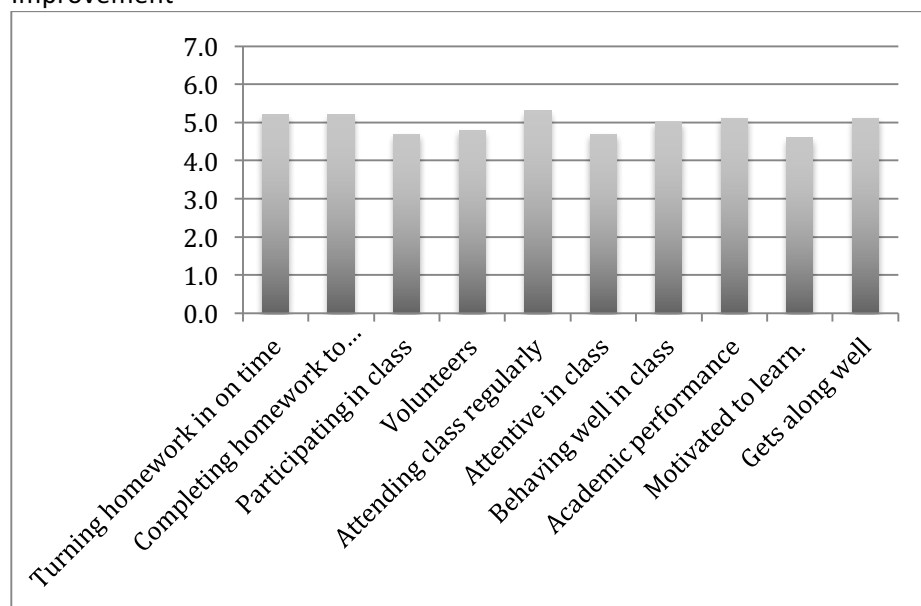
Figure 65 According to Greenman teachers, students showed the most improvement in the Attending Class Regularly and Turning in Homework on Time and Completing Homework to Satisfaction categories. The area of least improvement was in Motivated to Learn, which was a 4.6. It is recommended that teachers work to engage students in lessons and learning.

Herget Middle School Teacher Survey Responses

Figure 66 Teacher Responses Regarding Degree of Improvement Among Teens Who Needed Improvement
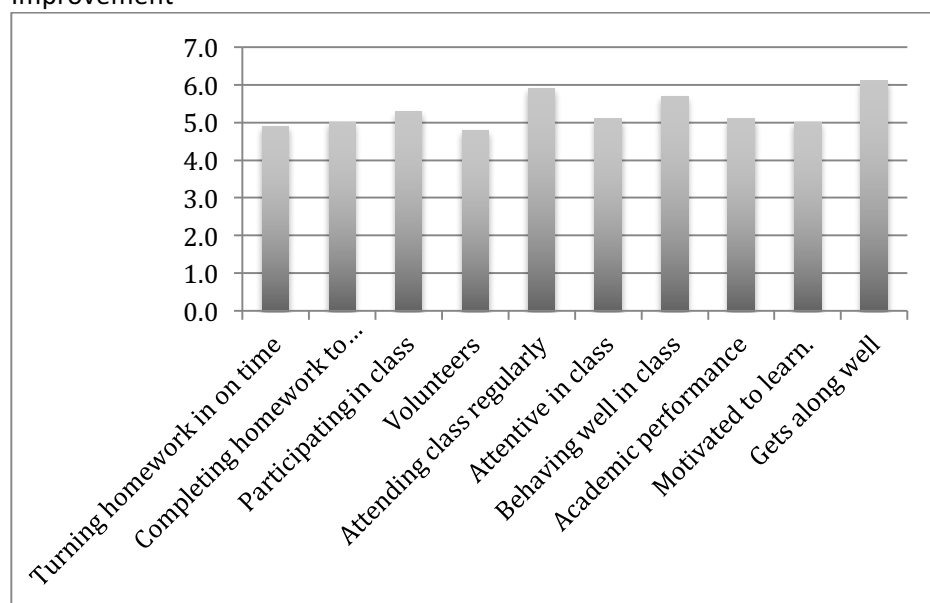
Figure 66 According to teachers, Herget students showed the most improvement in Getting Along Well with Others, Behaving Well in Class and the least improvement in the areas of Volunteering and Turning Homework in on Time. It should be noted that all areas were rated above a 4.8, indicating improvement in all categories. It is recommended that staff increase student investment by establishing jobs and relationships with students, teaching and rewarding expected behaviors and offering opportunities to volunteer and help one another.

Hill Elementary School Teacher Survey Responses
Figure 67 Teacher Responses Regarding Degree of Improvement Among Teens Who Needed Improvement

Figure 67 According to teachers, Hill students showed the most improvement in turning in Behaving Well in Class and Getting along Well with Others. Students showed less improvement in Academic Performance. It should be noted that all areas were rated above a 5.6, indicating improvement in all categories.

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

Figure 68 According to teachers, McCleery students showed the most improvement in Attending Class Regularly, Turning Homework in on Time and the least improvement in the areas of Volunteering and Academic Performance. It should be noted that all areas were rated above a 5, indicating improvement in all categories. It is recommended that staff increase student investment by establishing opportunities to help others and creating a culture of supporting others through developing relationships with students, teaching and rewarding expected behaviors and effort over outcome to increase confidence and willingness to participate.

Parent Survey

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

Freeman Elementary School
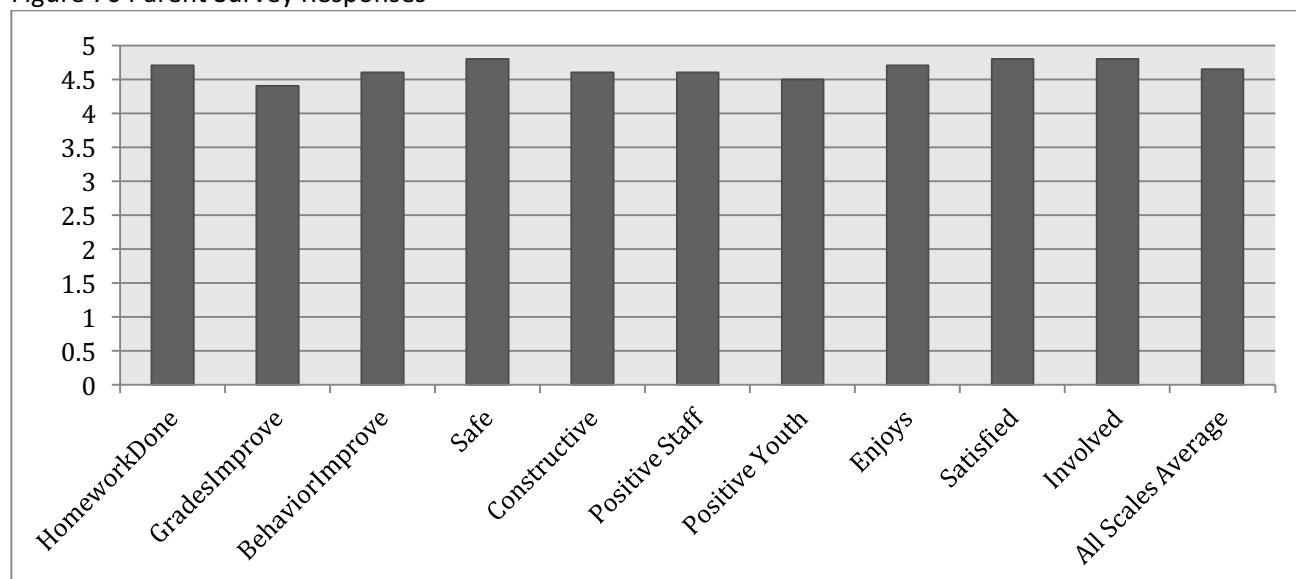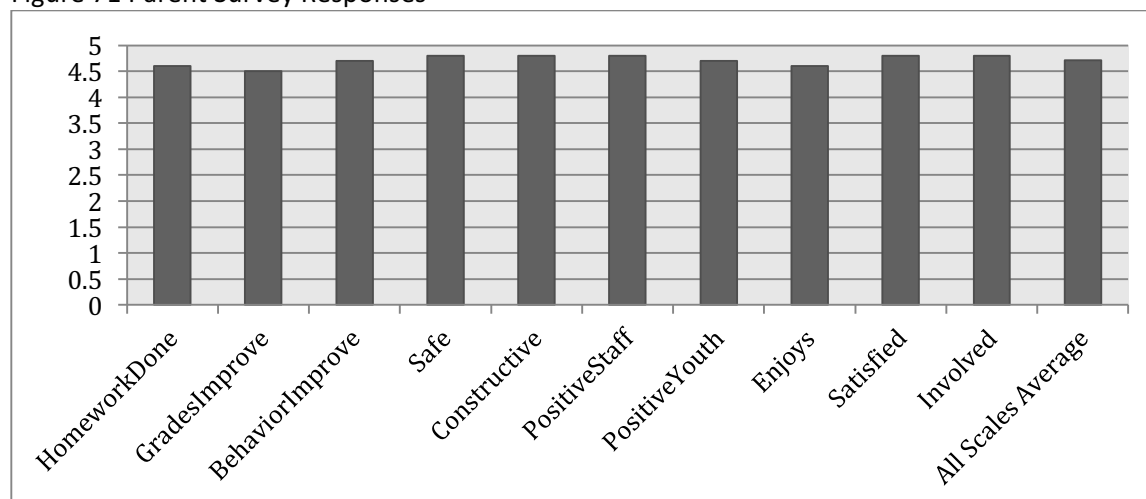Figure 69 Parent Survey Responses
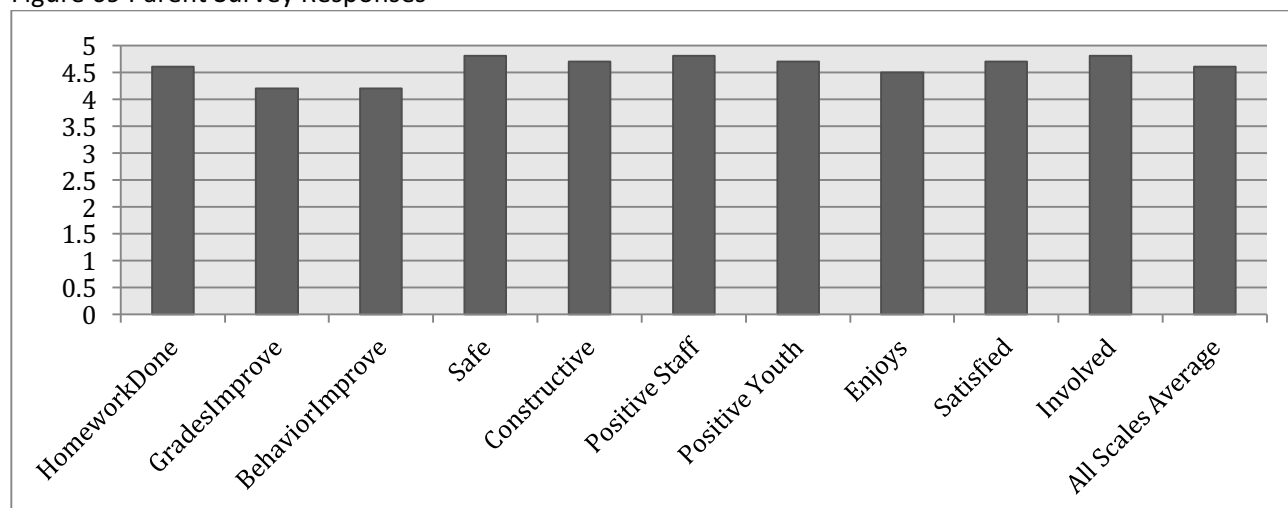
Figure 69 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. The highest rated items were the Safe Environment (4.8), Positive Staff (4.8) and parents' reported Involvement in their Child's Education (4.8). The program's ability to affect student behavior and graders were rated lowest, both at 4.2, indicating a moderate level of satisfaction in this area

Analysis of Qualitative Data Reflected in Freeman Parent Surveys

What do you like best about the after-school program?	20 Responses
Homework help/academic improvement	N=12
Everything	N=3
The attention that my daughter has at the after-school program	N=1
The attitude she brings home	N=1
[He] enjoys the extra school time	N=1
I like all of the help that my children receive and the positive learning that the program provides. The teachers also provide me with the daily activities my children participate in.	N=1
The staff	N=1

If you could change one thing about the after-school program, what would you change? 17 Responses	
Nothing/can't think of anything	N=11
I wish they could afford more help to give children more homework help or activities	N=1
"The ending time"	N=1
More adults to student ratio	N=1
Longer hours	N=1
Reading	N=1
I don't think any changes need to be made, the program ran well and the staff do a great job	N=1

Greenman Elementary School
Figure 70 Parent Survey Responses

Figure 70 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. The highest rated items were the Safe Environment (4.8), Parent Satisfaction with the program (4.8) and parents' reported Involvement in their Child's Education (4.8). The program's ability to affect student grades was rated lowest (4.4), however; this item was still rated above a 4, indicating a moderately high level satisfaction in this area.

Analysis of Qualitative Data Reflected in Greenman Parent Surveys

What do you like best about the after-school program? 22 Responses	
Homework help/completion	N=12
Improvement/learning new things	N=4
Everything	N=2
Socialization opportunities	N=2
"5pm release and it helps my kids"	N=1
"A safe place to stay and helpful staff"	N=1

| *If you could change one thing about the after-school program, what would you change?* 20 Responses	
Nothing	N=16
"More support for the kids who may need extra help or tutoring"	N=1
Time	N=1
The activities	N=1
I would like more field trips	N=1

Herget Middle School
Figure 71 Parent Survey Responses

Figure 71 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. Herget parents gave the highest rating in the areas of Safe Environment, Constructive Environment, Positive Staff, Parent Satisfaction, and Parent Involvement (4.8) . The program's ability to help students improve their grades and the level to which their child Enjoys the Program were rated relatively lower (4.6), however; this item was still rated above a 4, indicating a moderately high level satisfaction in this area.

Analysis of Qualitative Data Reflected in Herget Parent Surveys

What do you like best about the after-school program?	14 Responses
Academic Help/Improvement	N=8
Active after school/activities 4	N=4
Location/time of program	N=1
After-school care	N=1

| *If you could change one thing about the after-school program, what would you change?*	14 Responses
nothing/everything is good	N=10
I would love for them to invite the parents at least once a month so the parents can be there involved as well.	N=1
It would be nice to have it on Saturday mornings as well.	N=1
Make sure they finish their homework, invite parents to observe the program	N=1
Sometimes she does not understand something; they should make sure. Also, there is a kid on the bus that is aggressive, and she doesn't feel comfortable with him. They took him off the bus, but then they let him back on.	N=1

Hill Elementary School
Figure 72 Parent Survey Responses
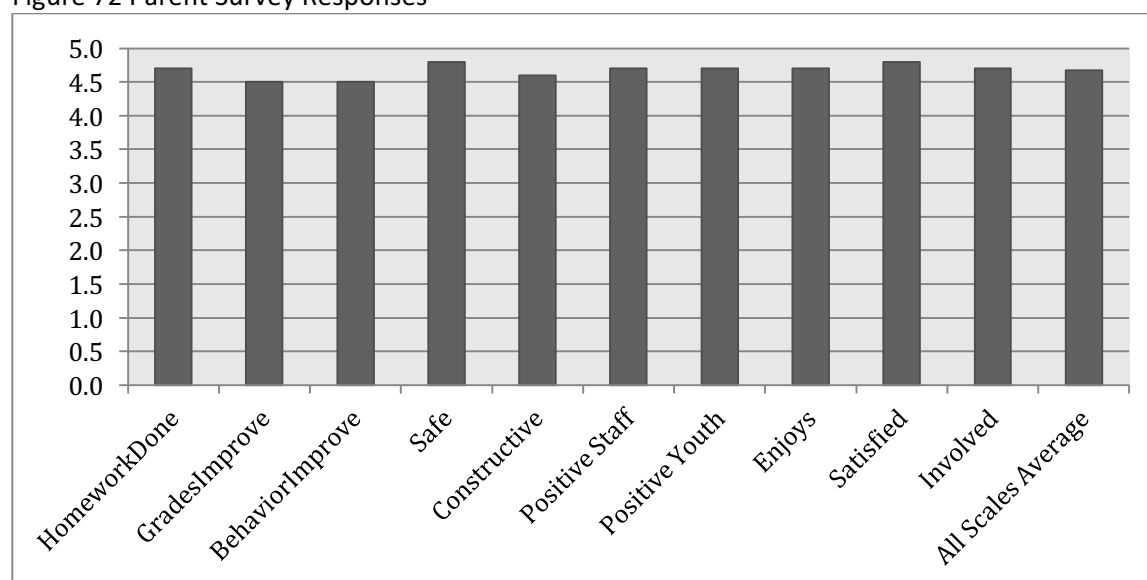
Figure 72 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. The parent survey was rated on a scale ranging from one to five. On this scale parents rated every item above a 4, indicating a high level of parent satisfaction. The highest rated items were the Safe Environment and Parent Satisfaction (4.8). The program's ability to affect student behavior and grades were rated lowest at 4.5.

Analysis of Qualitative Data Reflected in Hill Parent Surveys

What do you like best about the after-school program?	19 Responses
Homework help/academic improvement	N=10
Everything is good	N=3
Socialization opportunities	N=2
The exposure/participation in various activities	N=2
It helps my child to stay active with other children that attend her same school.	N=1
My daughter is happy and her homework is finished	N=1

If you could change one thing about the after-school program, what would you change? 16 Responses	
Nothing	N=10
"I think many kids don't each much since the morning for one reason or another and it would be a good idea to give them something to eat before they do homework. I believe they should give them a snack, but I don't know when. Maybe they could give them fruit salad, pizza, something, I don't know. "	N=1
I would like more communication with the school day teachers and know what the students are doing and need to study	N=1
I feel my child is learning and I am with things are they are than you very much for helping my child.	N=1
"Everything is good for me. 'Thank you to all the teachers of My Time'"	N=1
Maybe have a few more field trips available to the kids	N=1

Would like an itinerary or schedule to know what they do daily	N=1

McCleery Elementary School

Figure 73 Parent Survey Responses
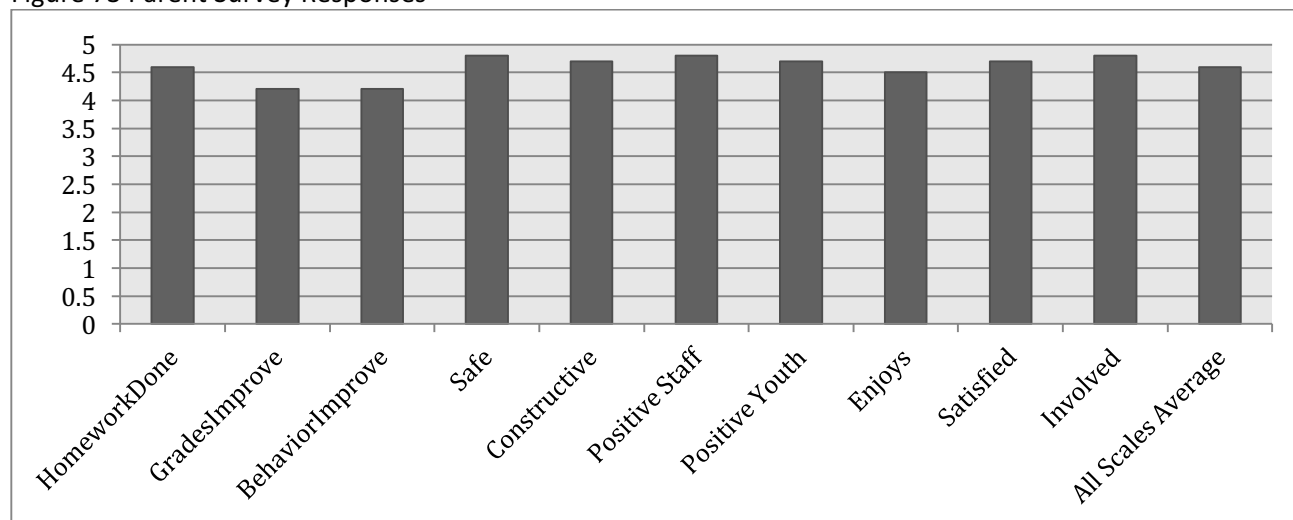
Figure 73 shows parent ratings regarding their level of satisfaction and involvement in the after-school program. The highest rated items were Safe Environment, Positive Staff, and Parent Involvement (4.8). The lowest rated area were the program's ability to affect children's behavior and grades.

Analysis of Qualitative Data Reflected in McCleery Parent Surveys

What do you like best about the after-school program?	22 Responses
Homework help/improvement	N=9
The variety of activities	N=3
The kids enjoy it/helpful	N=3
Safe environment for kids	N=2
"The changes in my son had been amazing"	N=1
The staff	N=1
I really like that my daughter tells me what she does with teachers and friends	N=1
There is a lot of important information at the meetings for parents	N=1
Parents attending this program more often gives us an idea of how kids are at school and around others	N=1

If you could change one thing about the after-school program, what would you change? 21 Responses	
Nothing	N=16
More homework time	N=1
More involvement with parents and kids	N=1
More activities about math and science	N=1
Let my kids go to field trips	N=1
Send us some kind of note saying how we can help at home	N=1

Appendix
Appendix A: Social Emotional Learning (SEL) Survey

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

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

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

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

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

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

2A: Recognize the feelings and perspectives of others.

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

2B: Recognize individual and group similarities and differences.

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

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

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

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

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

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

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

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

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

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

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

Appendix B: Career Interest Inventory

Career Interest Survey

School:_____ Name:_____ Grade: _____

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

What I want to be:

A veterinarian   _____1_____

Now write your own choices down!

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

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

_____

_____

_____

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

_____

_____

_____

Thank you for taking our survey!

Appendix C: Parent Survey

Parent Involvement and Satisfaction Survey

Parent's First and Last Name: _____

Full Name of Child/children at this School:

Please circle the number that best represents your answer.

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

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

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

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

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

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

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

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

1. I agree to take this survey.

○ Yes

○ No

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

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

○ I will take the survey.

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

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

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

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

1. What is your STATE ID number?

[   ]

2. What is your school?

○ Hermes

○ Beaupre

○ Brady

○ Freeman

○ Gates

○ Greenman Elementary

○ Herget

○ Hill Elementary

○ Hall Elementary

○ McCleery Elementary

○ Nicholson Elementary

○ Oak Park

○ O'Donnell

○ Johnson Elementary

○ Krug Elementary

○ Smith Elementary

○ Allen Elementary

○ Cowherd Middle

○ Simmons Middle

○ Jefferson Middle

○ Waldo Middle

3. How many different schools have you attended?

[   ]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. What is your favorite thing to do here?

[ ]

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

[ ]

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

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

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

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

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

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

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

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

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

This is NOT a TEST!
This survey is private.

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

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

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

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

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

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

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

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

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

Please say what you really think!

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

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

```
┌─────────────────────────────┐
│                             │
│                             │
│                             │
└─────────────────────────────┘
```

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

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

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

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

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

○ No

○ Mostly No

○ Mostly Yes

○ Yes

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

This is NOT a TEST!
This survey is private.

Please say what you really think!

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

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

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

○ No

○ Mostly No

○ Mostly Yes

○ Yes

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

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

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

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

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

○ No

○ Mostly No

○ Mostly Yes

○ Yes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

And, now a few questions about you...

1. Are you a:

○ Girl

○ Boy

2. What grade are you in?

○ 4th

○ 5th

○ 6th

○ 7th

○ 8th

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

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