

**21st Century Community Learning Centers
Fox Valley Park District FY23
Evaluation Report 2022-2023**

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

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21st Century Community Learning Center Grant Evaluation Report

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Part I. Grant Information

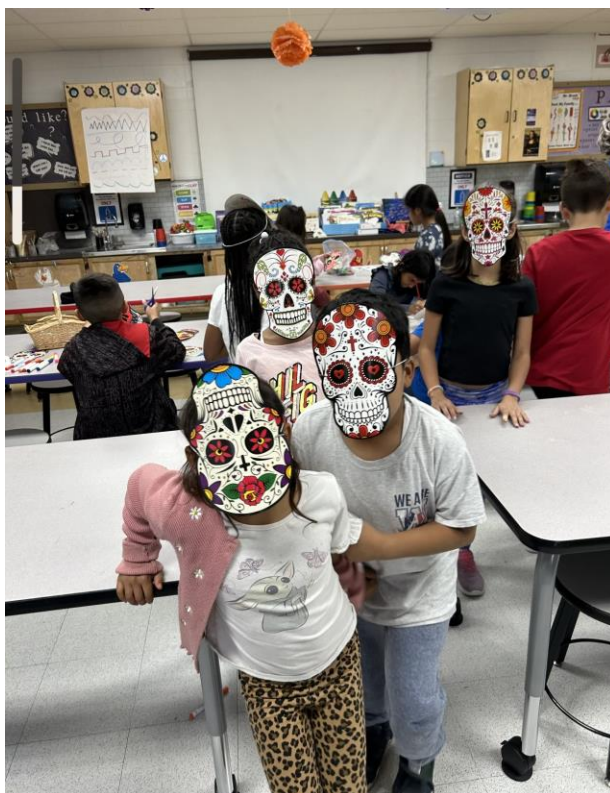
The 21 Century Community Learning Center (21CCLC) fiscal year 2023 grant recipient, the Fox Valley Park District, is a local agency that provides recreational activities and services to Aurora, Montgomery, and North Aurora residents. The Fox Valley Park District 21CCLC grant program provides after-school academic and support services to five schools in the West Aurora School District #129.

The five schools evaluated within this report are Hall Elementary School, Jefferson Middle School, Nicholson Elementary School, Schneider Elementary School, and Smith Elementary School. This report will outline program objectives, discuss resulting data, and provide recommendations and plans for areas where there is room for improvement.

Part II. Overview and History of the Program

The Fox Valley Park District (FVPD) has completed the first year of the 21st Century Community Learning Centers (21st CCLC) grant. This three-year grant is funded by the Illinois State Board of Education. The FVPD 21CCLC after school program is operated in partnership with West Aurora School District 129 and community partners.

This 21CCLC grant program is an after-school academic and support program with the goal of providing West Aurora students and families services, including tutoring, homework help, snacks, family engagement programming, mentoring, and recreational activities. Program services and activities were offered as intended.



II.A. Evaluation Methods

Overall questions that guide this evaluation include whether increases were demonstrated in student academic achievement, student involvement in school and recreational activities, positive social and behavioral changes, and family involvement. Both qualitative and quantitative data are collected from several sources to assess changes throughout the program.

External evaluation services are provided by Aurora University's School of Social Work and are overseen by Dr. Christina Bruhn, cbruhn@aurora.edu and Jessica Ortiz, jortiz@aurora.edu. As part of the Aurora University (AU) evaluation subcontract, the evaluation team manages the collection and analysis of data. The Lead Evaluator enters data into the required data collection systems and synthesizes data into this local evaluation report under supervision from the grantees' Program Director.

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

Data is collected from a variety of sources, including student grade reports; school day and program attendance; disciplinary reports; student enrollment forms; standardized state assessments; and student, parent, teacher, and SEL surveys completed by staff. Data not collected directly from surveys are provided by the school district staff and/or grant managers.

Grades, discipline, and school day attendance records were collected from the school district at the middle and end of the academic year. After-school program attendance and demographic data were collected during and at the end of the program year. State assessment data was collected as they became available, typically in the fall. Data regarding programming and trainings are collected at the end of the school year and include descriptions of events and records of attendance, when applicable. Finally, letters and other documents-regarding collaboration, services, and partnerships are collected on an annual basis.

Instruments used to collect data include parent surveys, teacher surveys, student surveys, and staff surveys. Except for the parent and teacher surveys, all surveys are administered twice a year on a pre and post-test basis. The program staff and Site Coordinators assist in the distribution and collection of surveys. All surveys were completed electronically except the parent surveys which were completed by phone interview. Copies of surveys unique to this program are included in the appendix.

Part III. A. Program Implementation

The four elementary sites served kindergarten through fifth grade students and the middle school provided services to students in sixth, seventh and eighth grades. All programs were held after the end of the school day on the school grounds.

Grant Demographics	
Student Demographics	290 Students Served <ul style="list-style-type: none"> • 54% Male students • 46% Female students • 73% Hispanic students • 15% Black or African American students • 7% White students • 3% Asian or Pacific Islander students • 2% Multiracial students • 56% students qualifying as low-income • 49% Students with limited English proficiency (LEP) • 15% Students with disabilities (not LEP)

III.A. Students Served

Recruitment and Retention of Students

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

The primary student retention strategy is for staff members to build investment in the program through relationships 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

*Summer programming for elementary is reported by host site

Hall Elementary School	Fall-Spring 22-23	Summer 2023
Total Unduplicated Enrollment	49	121
a) Number of students attending less than 15 hours	0	5
b) Number of students attending 16-45 hours	1	18
c) Number of students attending 46-90 hours	6	97
d) Number of students attending 91 – 180 hours	14	0
e) Number of students attending 181-270 hours	24	0
e) Number of students attending 271+ hours	4	0

Jefferson Middle School	Fall-Spring 22-23	Summer 2023
Total Unduplicated Enrollment	41	N/A
a) Number of students attending less than 15 hours	5	N/A
b) Number of students attending 16-45 hours	7	N/A
c) Number of students attending 46-90 hours	4	N/A
d) Number of students attending 91 – 180 hours	12	N/A
e) Number of students attending 181-270 hours	13	N/A
e) Number of students attending 271+ hours	0	N/A

Nicholson Elementary School	Fall-Spring 22-23	Summer 2023
Total Unduplicated Enrollment	63	N/A
a) Number of students attending less than 15 hours	0	N/A
b) Number of students attending 16-45 hours	1	N/A
c) Number of students attending 46-90 hours	9	N/A
d) Number of students attending 91 – 180 hours	9	N/A
e) Number of students attending 181-270 hours	36	N/A
e) Number of students attending 271+ hours	8	N/A

Schneider Elementary School	Fall-Spring 22-23	Summer 2023
Total Unduplicated Enrollment	60	N/A
a) Number of students attending less than 15 hours	3	N/A
b) Number of students attending 16-45 hours	11	N/A
c) Number of students attending 46-90 hours	11	N/A
d) Number of students attending 91 – 180 hours	15	N/A
e) Number of students attending 181-270 hours	18	N/A
e) Number of students attending 271+ hours	2	N/A

Smith Elementary School	Fall-Spring 22-23	Summer 2023
Total Unduplicated Enrollment	77	N/A
a) Number of students attending less than 15 hours	0	N/A
b) Number of students attending 16-45 hours	6	N/A
c) Number of students attending 46-90 hours	3	N/A
d) Number of students attending 91 – 180 hours	7	N/A
e) Number of students attending 181-270 hours	47	N/A
e) Number of students attending 271+ hours	14	N/A

Demographic Characteristics of Students by Program Site

Hall Elementary School	FY23
Total Unduplicated Enrollment	49
Male	25
Female	24
Not reported/Other	0
PK	0
K	0
1	10
2	9
3	14
4	8
5	8
6	0
7	0
8	0
9	0
10	0
11	0
12	0
American Indian/Alaska Native	0
Asian/Pacific Islander	1
Black or African American	8
Hispanic or Latino	35
White	4
Multiracial	1
Do Not Know	0
Limited English Proficient Students	19
Students with Disability (Not LEP)	7
Students Receiving Free or Reduced Lunch	32

Jefferson Middle School	FY23
Total Unduplicated Enrollment	41
Male	28
Female	13
Not reported/Other	0
PK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	3
7	25
8	13
9	0
10	0
11	0
12	0
American Indian/Alaska Native	0
Asian/Pacific Islander	2
Black or African American	7
Hispanic or Latino	31
White	1
Multiracial	0
Do Not Know	0
Limited English Proficient Students	22
Students with Disability (Not LEP)	9
Students Receiving Free or Reduced Lunch	24

Nicholson Elementary School	FY23
Total Unduplicated Enrollment	63
Male	36
Female	27
Not reported/Other	0
PK	0
K	3
1	6
2	21
3	12

4	12
5	9
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Not reported	0
American Indian/Alaska Native	0
Asian/Pacific Islander	1
Black or African American	4
Hispanic or Latino	55
White	3
Multiracial	0
Do Not Know/Not reported	0
Limited English Proficient Students	36
Students with Disability (Not LEP)	8
Students Receiving Free or Reduced Lunch	29

Schneider Elementary School	FY23
Total Unduplicated Enrollment	60
Male	32
Female	28
Not reported/Other	0
PK	0
K	0
1	13
2	16
3	16
4	10
5	5
6	0
7	0
8	0
9	0
10	0
11	0
12	0
American Indian/Alaska Native	0

Asian/Pacific Islander	2
Black or African American	5
Hispanic or Latino	43
White	6
Multiracial	4
Do Not Know	0
Limited English Proficient Students	29
Students with Disability (Not LEP)	10
Students Receiving Free or Reduced Lunch	37

Smith Elementary School	FY23
Total Unduplicated Enrollment	77
Male	37
Female	40
Not reported/Other	0
PK	0
K	2
1	6
2	20
3	22
4	14
5	13
6	0
7	0
8	0
9	0
10	0
11	0
12	0
American Indian/Alaska Native	0
Asian/Pacific Islander	5
Black or African American	18
Hispanic or Latino	49
White	5
Multiracial	0
Do Not Know	0
Limited English Proficient Students	35
Students with Disability (Not LEP)	9
Students Receiving Free or Reduced Lunch	39

Average Daily Attendance (ADA) by Program Site

Hall ADA	FY23
Overall Average Daily Attendance (ADA)	28.4
a) ADA for Summer Program	24.3
b) ADA for Afterschool Program	32.5
c) ADA for Before School Program	N/A
d) ADA for weekend/holiday Program	N/A

Jefferson ADA	FY23
Overall Average Daily Attendance (ADA)	19.5
a) ADA for Summer Program	N/A
b) ADA for Afterschool Program	19.5
c) ADA for Before School Program	N/A
d) ADA for weekend/holiday Program	N/A

Nicholson ADA	FY23
Overall Average Daily Attendance (ADA)	44.1
a) ADA for Summer Program	N/A
b) ADA for Afterschool Program	44.1
c) ADA for Before School Program	N/A
d) ADA for weekend/holiday Program	N/A

Schneider ADA	FY23
Overall Average Daily Attendance (ADA)	27.8
a) ADA for Summer Program	N/A
b) ADA for Afterschool Program	27.8
c) ADA for Before School Program	N/A
d) ADA for weekend/holiday Program	N/A

Smith ADA	FY23
Overall Average Daily Attendance (ADA)	57.2
a) ADA for Summer Program	N/A
b) ADA for Afterschool Program	57.2
c) ADA for Before School Program	N/A
d) ADA for weekend/holiday Program	N/A

Family Participation

Parent shadowing events were held at all sites during the semester the program was funded. At these events, families had the opportunity to shadow their student during the program and participate in homework, recreation, interact with program staff, attend a presentation from Frog Lady and her reptile and amphibian friends, and enjoy dinner with other program families. Grant-wide, there was an average of 31.4% family attendance at parent shadowing events. Thirty-one families (40% of enrollees) from Smith attended, 11 families (22%) from Hall, 24 families (38%) from Nicholson, 14 families (34%) from Jefferson, and 14 families (23%) from Schneider.



Part III. B. Program Operations

Program Hours

Hall, Jefferson, Nicholson, Schneider, Smith Hours of Operation – School Year	FY23
Total Number of Weeks Site is Open	28
Typical Number of Days per Week	4
Typical Number of Hours per Week	12

Hall, Nicholson, Schneider, Smith, Hours of Operation – Summer	FY23
Total Number of Weeks Site is Open	4
Typical Number of Days per Week	4
Typical Number of Hours per Week	22

Staffing

Fox Valley Park District (FVPD) grant employs a Program Director who is responsible for overall program management. Cities In Schools (CIS) employs a Program Manager to oversee the day-to-day management of the grant and provide supervision to staff. CIS employs a site coordinator at each site 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, direct supervision of staff members and students, ensuring policies and procedures are adhered to, responding to data requests, and providing intervention when needed. Part-time staff members may include school-day teachers, school-day non-teaching staff, college student workers, or high school student workers.

Hall School Year Staffing	FY23
Designation	
School-day teachers	0
Center administrators and coordinators	1
Non-teaching school staff	5
Parents	0
College students	0
High school students	0
Community members	0
Other staff	1
Total	7

Hall Staffing Ratio Given an estimated school year average daily enrollment of 32.5 (Average Daily Attendance), the after-school school year student-staff ratio is 1 staff member to 4.6 students.

Hall Turnover	FY23
Number of Staff Who Left During the Year	
Leadership (Director, Coordinators, Managers)	0
21 st CCLC teachers/tutors	0
Other staff	1
Total	1

Jefferson School Year Staffing	FY23
Designation	
School-day teachers	0
Center administrators and coordinators	1
Non-teaching school staff	3
Parents	0
College students	0
High school students	0
Community members	0

Other staff	1
Total	5

Jefferson Staffing Ratio Given an estimated school year average daily after school enrollment of 19.5 (Average Daily Attendance) the school year student: staff ratio is 1 staff member to 3.9 students.

Jefferson Turnover Number of Staff Who Left During the Year	FY23
Leadership (Director, Coordinators, Managers)	0
21 st CCLC teachers/tutors	0
Other staff	0
Total	0

Nicholson School Year Staffing Designation	FY23
School-day teachers	3
Center administrators and coordinators	1
Non-teaching school staff	4
Parents	0
College students	0
High school students	0
Community members	0
Other staff	2
Total	10

Nicholson Staffing Ratio Given an estimated school year average daily after school enrollment of 44.1 (Average Daily Attendance), the staffing ratio is 1 staff member to 4.4 students.

Nicholson Turnover Number of Staff Who Left During the Year	FY23
Leadership (Director, Coordinators, Managers)	0
21 st CCLC teachers/tutors	0
Other staff	1
Total	1

Smith School Year Staffing Designation	FY23
School-day teachers	0
Center administrators and coordinators	1
Non-teaching school staff	4
Parents	0

College students	0
High school students	0
Community members	0
Other staff	3
Total	10

Smith Staffing Ratio Given an estimated school year average daily after school enrollment of 57.2 (Average Daily Attendance), the staffing ratio is 1 staff member to 5.7 students.

Smith Turnover Number of Staff Who Left During the Year	FY23
Leadership (Director, Coordinators, Managers)	0
21 st CCLC teachers/tutors	0
Other staff	0
Total	0

Schneider School Year Staffing Designation	FY23
School-day teachers	3
Center administrators and coordinators	1
Non-teaching school staff	2
Parents	0
College students	0
High school students	0
Community members	0
Other staff	2
Total	8

Schneider Staffing Ratio Given an estimated school year average daily after school enrollment of 2.8 (Average Daily Attendance), the staffing ratio is 1 staff member to 3.4 students.

Smith Turnover Number of Staff Who Left During the Year	FY23
Leadership (Director, Coordinators, Managers)	0
21 st CCLC teachers/tutors	0
Other staff	0
Total	0

Staff Training

Staff training included a program orientation regarding 21st CCLC programming and grant requirements. Other opportunities for professional development included mandated reporter training, SEL, STEM, restorative practices, and training on aligning STEM and the school day curricula.

Site	Staff	PD/Training Topic	Provider	Duration (Hours)	Attending
Hall JMS Smith Schneider Nicholson	Adult, College Staff, Program Manager, Parent Liaison	Program Orientation	CIS, FVPD, WASD 129	2	25
	Program Staff, Program Manager, Parent Liaison, Program Director	Illinois Mandated Reporter Training	IL DCFS	1	37
	Program Staff, Program Manager	Restorative Practices 1	WASD 129	1	13
		Restorative Practices 2		1	16
	Program Staff	Wonder Clubs	DuPage Children's Museum	4	9
Hall, Smith, Schneider, Nicholson	Program Staff, Program Manager	You and Youth: SEL webinar	ActNow	1	7
Schneider	Program Staff	CPR/AED/First-Aid	Waubonsee Community College	4	1
FVPD/ CISA	Program Manager, Program Director	Town Hall Meeting	ActNow	2	1
	Program Manager	Benchmarking	ISBE	1	1
	Program Manager	A Seat at the Table: How Can We Maximize Student Learning?	ActNow	1	1
	Program Manager	STEM: How to Choose	ActNow	1	1
	Program Manager	STEM Resource Fair	ActNow	2	1
	Program Manager	School Partnerships Series: Curricula and Activities	ActNow	1	1
	Program Manager	New Stem Curricula	ActNow	2	1
	Program Manager	Town Hall Meeting 1	ActNow	1	1
		Town Hall Meeting 2		1	1
		Town Hall Meeting 3		1	1

Program Governance

The Fox Valley Park District (FVPD) employs a Program Director who is responsible for overall program management. Cities In Schools employs a Program Manager responsible for supervising all site staff and day to day management. The Program Manager reports on program data at CISA Board of Directors meetings.

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

The Program Manager has convened a Student Advisory Board and Leadership Advisory Team to support the Site Coordinators and program implementation.

A Leadership Advisory Team was created by the Program Manager consisting of the Site Coordinators from each program, the Parent Liaison, the Program Manager, the Program Director, a member of the evaluation team from Aurora University's School of Social Work, and participating interns. This team provides support and guidance to Site Coordinators on various topics related to programming implementation and evaluation.

Student advisory boards conduct informal surveys to determine student interests regarding programming and activities. This group, including the Program Manager and Site Coordinator, meets several times during the program at each of the five program sites.

Evaluation services are provided by Aurora University's School of Social Work.



Part IV. Progress towards Objectives

Program Objective 1: Schools will improve student achievement in core academic areas. Students will demonstrate increased achievement on the ELA and mathematics segments of the IAR.

21st CCLC Goal #1: 70% of students who attend 45 hours or more will increase achievement in core academic areas by 10% by the end of the grant award period.

Progress: Partially Met

Strategy, Activity	Assessment Data	Analysis
1) The Site Coordinator will communicate with school-day teachers weekly to learn about curricular progress and opportunities to support development.	1) 70% of students attending 45 hours or more will maintain “meets” or “exceeds” or will demonstrate growth over personal, previous-year scores on the IAR (if available) or over school previous year average score by at least 5% by 6/30/23 and 10% by 6/30/24.	1) Based on available data, 49% of students attending 45 hours or more, improved 5% or more in Math and 68% improved 5% or more in ELA on the IAR assessment, not meeting this goal.
2) Program staff will provide structure for youth to complete homework.	2) 70% of students attending 45 hours or more will maintain or improve achievement in core academic subjects at the level of a 10% improvement or more based on teacher-rated achievement between the first and second semesters. Teacher numeric ratings for each core academic area will be obtained in lieu of grades in cases where grades are not issued (if a grade is noted as “meets expectations” etc., as is done at the elementary level).	2) Overall, 77% of students attending 45 hours or more demonstrated academic improvement, meeting the 70% goal. At the elementary level, academic improvement was reported by teacher-rated surveys, and reported 90% of students improved academic performance at Smith, 88% improved at Schneider, 86% at Nicholson, and 81% improved at Hall. Based on report card grades, Jefferson students had an average of 40% academic improvement (31% reading, 48% math). Given the differences between grades and teacher reports, it is recommended that Jefferson teachers complete the Teacher Survey to help assess changes in academic performance based on teacher perception.
3) Additional literacy skills development will include: Heggerty phonemic awareness, Sandlier School from phonics to reading; local curriculum developed by district curriculum coordinators aligned with ISBE standards.	3) 70% of students attending 45 hours or more will maintain or improve homework completion between the first and second semesters (q2 and q4) by at least 5% by 6/30/23 and 10% by 6/30/24.	3) 87% of students at the elementary sites maintained or improved homework completion as reported by teachers, exceeding the 70% goal. Teachers reported 92% of students at Smith, 88% at Schneider, 86% at Nicholson, and 83% of Hall students improved in homework completion.
4) Additional mathematics skill development will include: Savvas Investigations 3 Common Core, local curriculum developed by district curriculum coordinators aligned with ISBE standards.		

Program Objective 2: Schools will show an increase in student attendance and graduation from high school. Participants will demonstrate an increased involvement in school activities and will have opportunities in other subject areas such as technology, arts, music, theater, and sports and other recreation activities. Students will show an increase in school attendance and graduation from high school.

21st CCLC Goal #2: 70% of students will increase attendance rates by 10% by the end of the grant award period.

Progress: Met

Strategy, Activity	Assessment Data	Analysis
1) Students will be involved in a range of arts, STEM, youth development, and fitness/sports/well-being activities to engage them in the program and motivate them to continue to attend school.	1) 70% of students attending 45 hours or more and who miss more than one day per quarter will increase attendance from quarter 1 to quarter 4 by at least 5% by 6/30/23 and 10% by 6/30/24.	1) 71% of students attending 45 hours or more and missing more than one day in quarter 1 improved attendance, meeting the 70% goal.
2) Students' families will be involved in family dinners and special educational workshops and programs to engage families in the student's education including, nutrition and wellness, family literacy, and STEM (robotics), among others.	2) 100% of participants attending 45 hours or more will be promoted to the next grade.	2) 100% of participants attending 45 hours or more were promoted to the next grade.
3) Social Work interns will engage with children and families to provide support in addressing barriers to attendance.		

Program Objective 3: Schools will show an increase in the social-emotional skills of their students. Participants in the program will demonstrate social benefits and exhibit positive behavioral changes. Students will demonstrate improvement in social-emotional skills.

21st CCLC Goal #3: 70% of students will demonstrate an increase in social-emotional skills/reduction in disciplinary events of 10% by the end of the grant award period.

Progress: Partially Met		
Strategy, Activity	Assessment Data	Analysis
<p>1) Program staff will employ the Comprehensive System of Learning Supports in small-group activities with program attendees.</p> <p>2) Staff will implement a program-specific curriculum designed to address the specific Illinois Social-Emotional Learning Standards designed jointly by the Aurora University School of Education and School of Social Work. The curriculum in an in-kind contribution that will be made available to other grantees.</p> <p>3) A Social Work intern from the Aurora University School of Social Work will provide services to children identified using a standardized instrument as having social-emotional needs.</p> <p>4) A Social Work intern from the Aurora University School of Social Work will provide services to children using the Child and Adolescent Needs and Strengths tool as having service needs.</p>	<p>1) 70% of students not performing at grade level on the Illinois Social-Emotional Learning Standards and that attend the program for 45 hours or more, will improve their rating on the Social Emotional performance descriptors by at least 5% by 6/30/23 and 10% by 6/30/24.</p>	<p>1) 77% of students not performing at grade level on the Illinois Social-Emotional Learning Standards and that attend the program for 45 hours or more will improve their rating on the Social-Emotional performance descriptors by at least 5%. 87% at Jefferson, 83% at Smith, 80% at Nicholson, 76% at Hall, and 58% at Schneider improved their SEL score by 5% or more.</p>
	<p>2) 70% of students attending 45 hours or more will demonstrate improvement in attitudes towards school and leaning outcomes scales: Sense of Self as a Learner; Sense of Competence as a Reader; Sense of Competence as a Writer; Sense of Competence in Math; and Sense of Competence Socially between quarter 1 and quarter 4 by at least 5% by 6/30/23 and 10% by 6/30/24.</p>	<p>2) An average of 43% of students attending 45 hours or more will demonstrate improvement in attitudes toward school and learning outcomes scales as assessed by the Youth Survey scales: Sense of Self as a Learner; Sense of Competence as a Reader; Sense of Competence as a Writer; Sense of Competence in Math; and Sense of Competence Socially between quarter 1 and quarter 4. This portion of the goal was not met.</p>
	<p>3) 70% of students attending 45 hours or more who experience disciplinary events will demonstrate a reduction in disciplinary frequency/severity between quarter 1 and quarter 4 by 5% by 6/30/23 and 10% by 6/30/24.</p>	<p>3) 53% of students attending 45 hours more maintained or decreased disciplinary events, not meeting the 70% goal. 71% of students at Jefferson and Schneider, 60% at Smith, 50% at Nicholson, and 14% at Hall reduced or maintained disciplinary events between quarters.</p>

Program Objective #4: Programs will collaborate with the community. The 21st CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children. Programs will collaborate with the community to ensure that students are integrated with the community and communities are invested in education.

21st CCLC Goal #4: Programs will ensure that community partners are involved in service provision 25% of program service days throughout the grant award period.

Progress: Met

Strategy or Activity	Assessment Data	Analysis
1) Community-based service providers include: CISA (SEL/Chess), Chasewood Learning (STEM), APS Training Academy (STEM), The Frog Lady (STEM), Aurora University (evaluation and SEL).	1) The program will contract with at least four community-based service providers and community-based service services will be provided on at least 25% of program service days throughout the grant period.	1) The program contracted with five community-based service providers and had partner-provided services on 34% (34 of the 99 days) of program service days during the 22-23 year, exceeding the 25% target.
2) Field trips to help students engage with the community will be provided at least once per semester and may include those oriented toward college and career readiness and environmentally oriented opportunities.	2) Students will participate in community-based field trips at least one time per semester.	2) Elementary students participated in a field trip to the Kiwanis Children's Center at the Aurora Public Library during the second semester the program was funded, and Jefferson Middle School students attended four community field trips, meeting this goal.

Program Objective #5: Programs will coordinate with schools to determine the students and families with the greatest need. Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance. Programs will serve the students and families with the greatest degree of need.

21st CCLC Goal #5: Programs will ensure that the percentage of students experiencing poverty or academic need exceeds the average rate of such students served by the school throughout the program.

Progress: Met

Strategy or Activity	Assessment Data	Analysis
<p>1) Teachers will recommend the program to families of students qualifying in the low-income demographic and who demonstrate academic need.</p> <p>2) Teachers will provide families with information and contacts to facilitate enrollment. If demand for the program exceeds capacity, students with the greatest need will be prioritized.</p>	<p>1) The percentage of program participants eligible for free and reduced-fee school meals will exceed that of the school OR</p>	<p>1) 57% of enrolled students qualified for free and reduced-fee school meals (FRL), exceeding the whole-school average of 42.5%, meeting this goal.</p> <p>65% of enrolled students (41% school-wide) at Hall qualified for FRL, 59% of enrollees (57% school-wide) at Jefferson, 46% of enrollees (38% school-wide) at Nicholson, 62% of enrollees (36% school-wide) at Schneider, and 51% of enrolled students at Smith (41% school-wide) qualified for FRL.</p>
	<p>2) The average test scores of participants will be lower than those of students in the school on average.</p>	<p>2) The average test scores of participants will be lower than those of students in the school on average, meeting this goal. The district average of students meeting or exceeding IAR standards was 19% in ELA and 15% in Math. The enrolled students had an average 6.8% meet/exceed in ELA, and 2.5% meet/exceed in Math.</p>

Program Objective #6: Programs will provide ongoing professional development to program personnel. Programs will ensure that the program personnel providing services to children are well-prepared to address the wide and evolving range of needs children present.

21st CCLC Goal #6: Programs will provide ongoing professional development to 100% or greater of program personnel by the end of the grant award period.

Progress: Met

Strategy, Activity	Assessment Data	Analysis
<p>1) Examples of training opportunities include: Yale Center for Emotional Intelligence, “Managing Emotions in Times of Uncertainty and Stress” through Coursera.</p> <p>2) Bespoke training was developed and delivered by the Aurora University School of Social Work in recognizing, managing and responding to trauma in school settings.</p> <p>3) Afterschool Alliance webinars: Click2Science PD, PBS Zoom Science Training, SEDL Instructors’ Guide, and Training on opportunities will be selected primarily based on the expressed needs of program staff.</p>	<p>1) 100% of program personnel will participate in one or more training opportunities prior to the end of the grant award period.</p>	<p>1) 100% of program personnel participated in one or more training opportunities, meeting this goal.</p>

Program Objective #7: Programs will collaborate with schools and community-based organizations to provide sustainable programs. Programs will collaborate with schools and community-based organizations to promote sustainable programs.

21st CCLC Goal #7: The program will demonstrate collaboration with schools and community-based organizations to provide sustainable programs as demonstrated by 100% documentation compliance regarding the coordinating/collaborating agencies' services and of activities undertaken to deliver resources to promote program sustainability.

Progress: Partially Met

Strategy, Activity	Assessment Data	Analysis
<p>FVPD's 21st CCLC program has implemented a number of strategies to create and maintain effective partnerships between local and educational agencies and public and private community organizations to create achieve shared outcomes for students, secure program sustainability and financial stability.</p> <p>The grantee has created an Advisory board, collaborates with the WASD 129 school district for in-kind support and other local community agencies or organizations for in-kind and subcontracted program support.</p> <p>See the chart below for funding contributions.</p>	<p>1) Programs will demonstrate 100% documentation compliance regarding coordinating/collaborating agencies' services and activities undertaken to promote program sustainability.</p>	<p>1) The grantee maintains written records including letters of agreement for all collaborating organizations.</p> <p>The grantee has created an Advisory Board that meets regularly and has found success in generating program income, such as grant writing, fundraising, partners contributing toward program costs, and use of school district, state, and other federal funds.</p> <p>Funding has been applied for through the FY23 21st CCLC RFP.</p> <p>FVPD's 21st CCLC program maintains an effective partnership with WASD 129 which provides resources to meet evaluation requirements, space that extends learning opportunities in areas such as science, technology, arts, fitness, and literacy beyond the school day, and opportunities such as Littera, an online academic tutoring program.</p> <p>Nutritious snacks are provided through the USDA After-School Snack Program for the five sites.</p> <p>The afterschool program will be sustained at a lower level at the end of the 21st CCLC grant. The grantee and stakeholders work with the school district to obtain funding from the education foundation and school funding (e.g., Title I). The focus will be on finding innovative and creative ideas to implement in the future. For example, the following strategies may be considered: Developing an annual drive for individual donors; Developing an afterschool program component during which children create and run a self-supporting business; Developing a fee-based program in a higher income school to offset program costs in another school; Working with CISA as a 501(c)3 organization that can apply for grants for which a school district is not eligible or does not wish to administer.</p> <p>Continued and regular communication between partners has helped nurture partnerships. Challenges are to continue to develop and expand existing partnerships and funding sources.</p>

Partner Contributions as provided by CISA

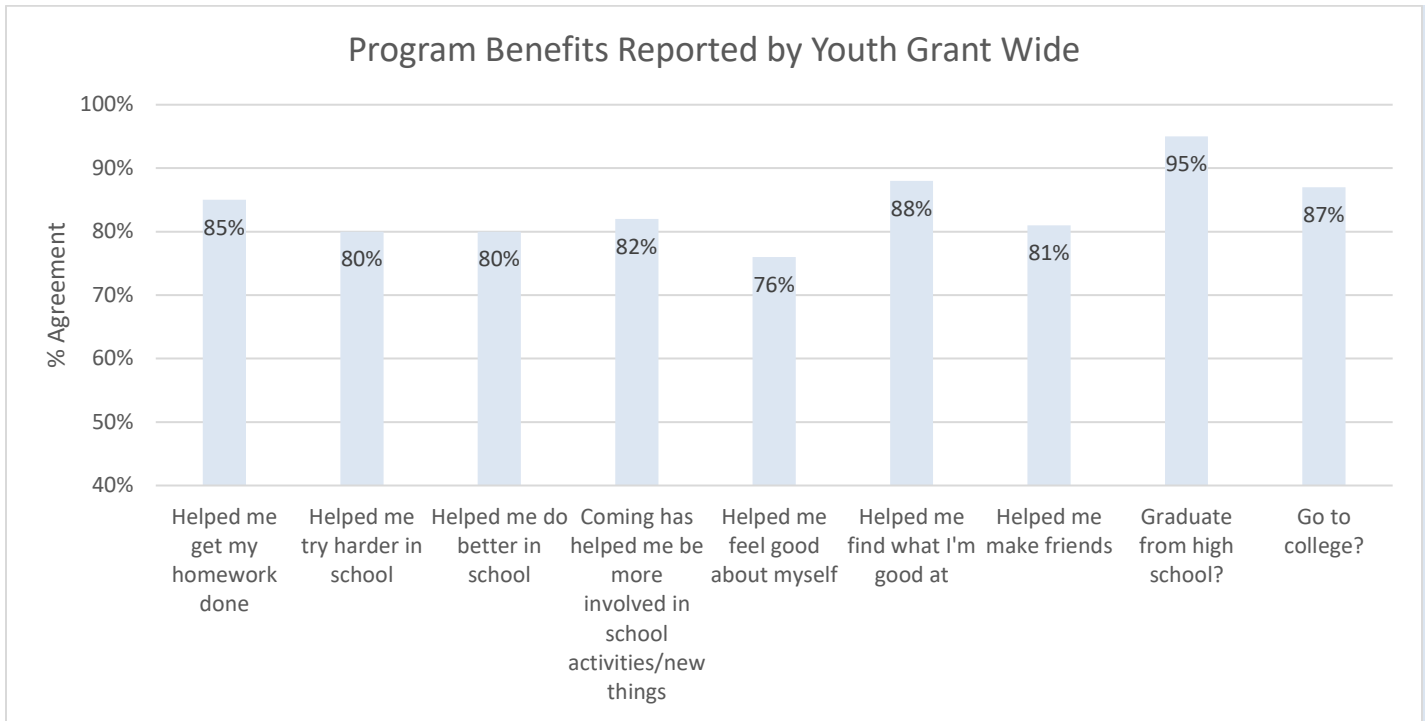
Cities In Schools Aurora , In Kind, Subcontractor Estimated monetary contributions from partner: \$0 Estimated monetary value of subcontract: \$327,551 Grant management and staff; \$286,751 Parent Liaison; SEL \$3,600, Chess \$4,800) Estimated in-kind monetary value: \$20,000 Contributions: grant management, parent liaison, program staff, chess, SEL Sites: Hall, Jefferson, Nicholson, Smith, Schneider	AU School of Social Work , Subcontractor Estimated monetary contributions from partner: \$0 Estimated monetary value of subcontract: \$27,500 Estimated in-kind monetary value: \$0 Contributions: Evaluation Services Sites: Hall, Jefferson, Nicholson, Smith, Schneider
Chasewood Learning , Subcontractor Estimated monetary contributions from partner: \$0 Estimated monetary value of subcontract: \$3,200 Estimated in-kind monetary value: \$0 Contributions: STEM Sites: Jefferson	The Frog Lady , Subcontractor Estimated monetary contributions from partner: \$0 Estimated monetary value of subcontract: \$3,000 Estimated in-kind monetary value: \$0 Contributions: STEM Sites: Hall, Jefferson, Nicholson, Smith, Schneider
APS Training Academy , Subcontractor Estimated monetary contributions from partner: \$0 Estimated monetary value of subcontract: \$10,200 Estimated in-kind monetary value: \$0 Contributions: Interactive STEAM course Sites: Hall, Nicholson, Smith, Schneider	Littera , In Kind by West Aurora School District Estimated monetary contributions from partner: \$0 Estimated monetary value of subcontract: \$0 Estimated in-kind monetary value: \$5,000 Contributions: Online academic tutoring Sites: Jefferson
City of Aurora Youth Services , In Kind Estimated monetary contributions from partner: \$0 Estimated monetary value of subcontract: \$0 Estimated in-kind monetary value: \$1,250 Contributions: Transportation for field trips Sites: Jefferson	

Additional Findings:

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

Youth Survey

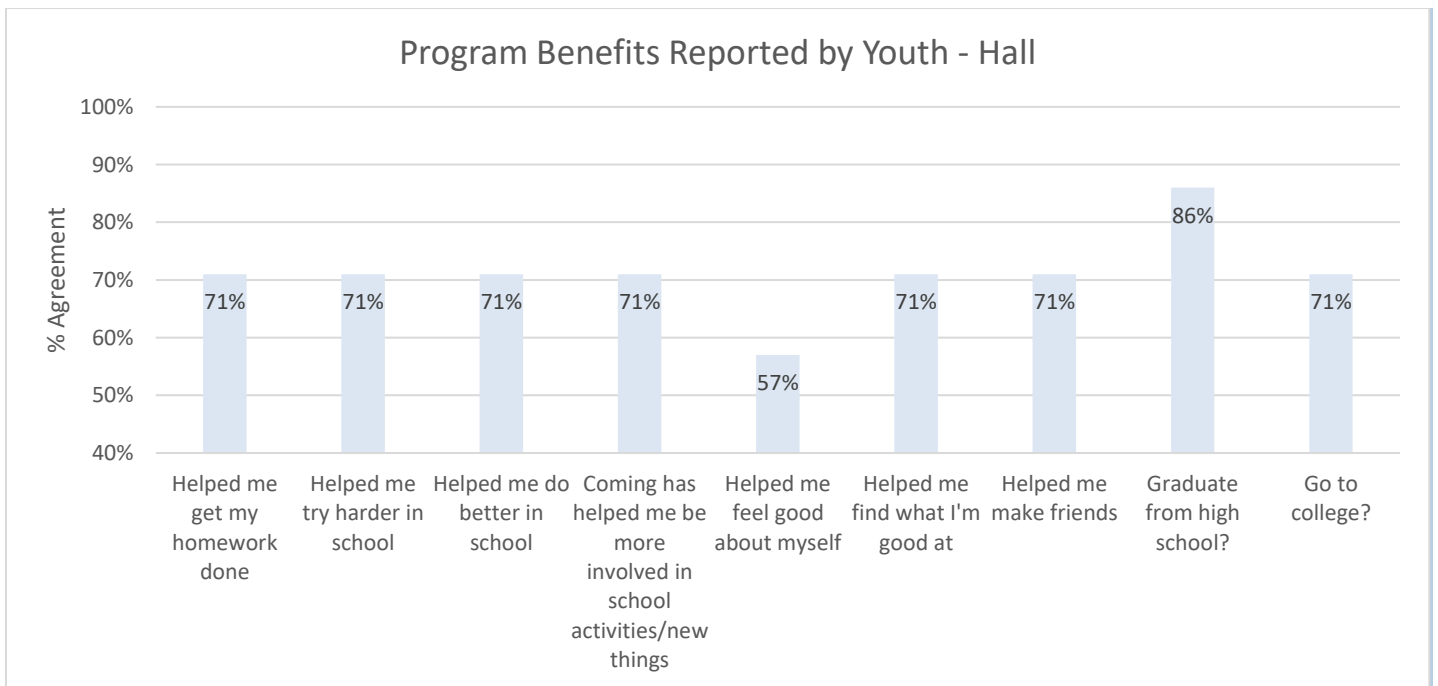
The Surveys of Afterschool Youth Outcomes, developed by the National Institute on Out of School Time at Wellesley Center for Women, are research-based surveys used across the nation to evaluate outcomes associated with after-school program delivery. The youth surveys are suited for grades 4 through 8. The surveys, delivered online and available in Spanish, were relatively brief as they were customized to the specific program goals evaluated in this report. Scores were given on a scale from 1 to 4, with four being the most improvement in a rating and one indicating decline or disagreement. All percentages reported are based on the number of completed surveys. See the ancillary report for additional details and means reported by site.



Surveyed students reported positive experiences at the program across the grant. Commonly reported strengths of the program were the social and academic benefits of the program.

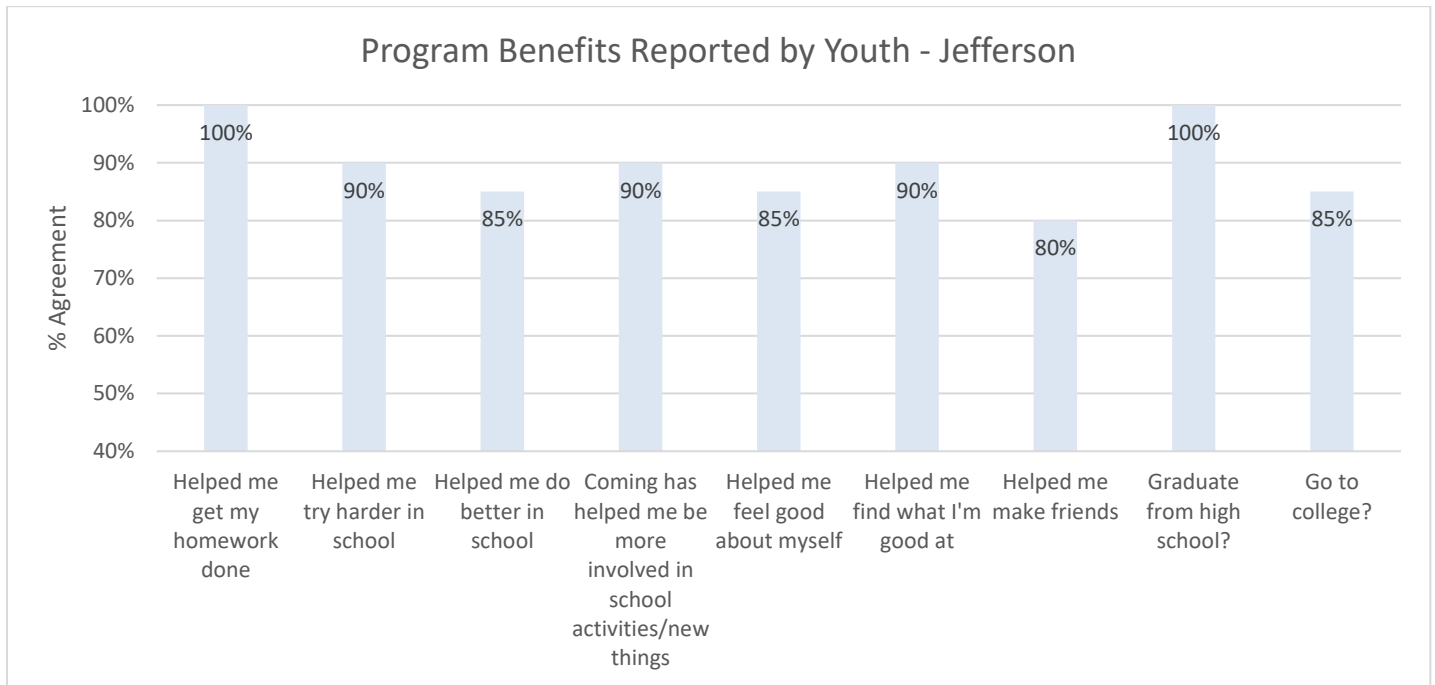
88% of surveyed youth reported the program helped them find what they are “Good At.” 85% reported the program helped them “Get Homework Done.” 82% become “More Involved.” 81% “Made Friends.” 80% reported the program helped them “Try Harder” and “Do Better” in school and 76% reported they “Felt Good” about themselves.

95% of students expect to graduate high school and 87% will go on to college.

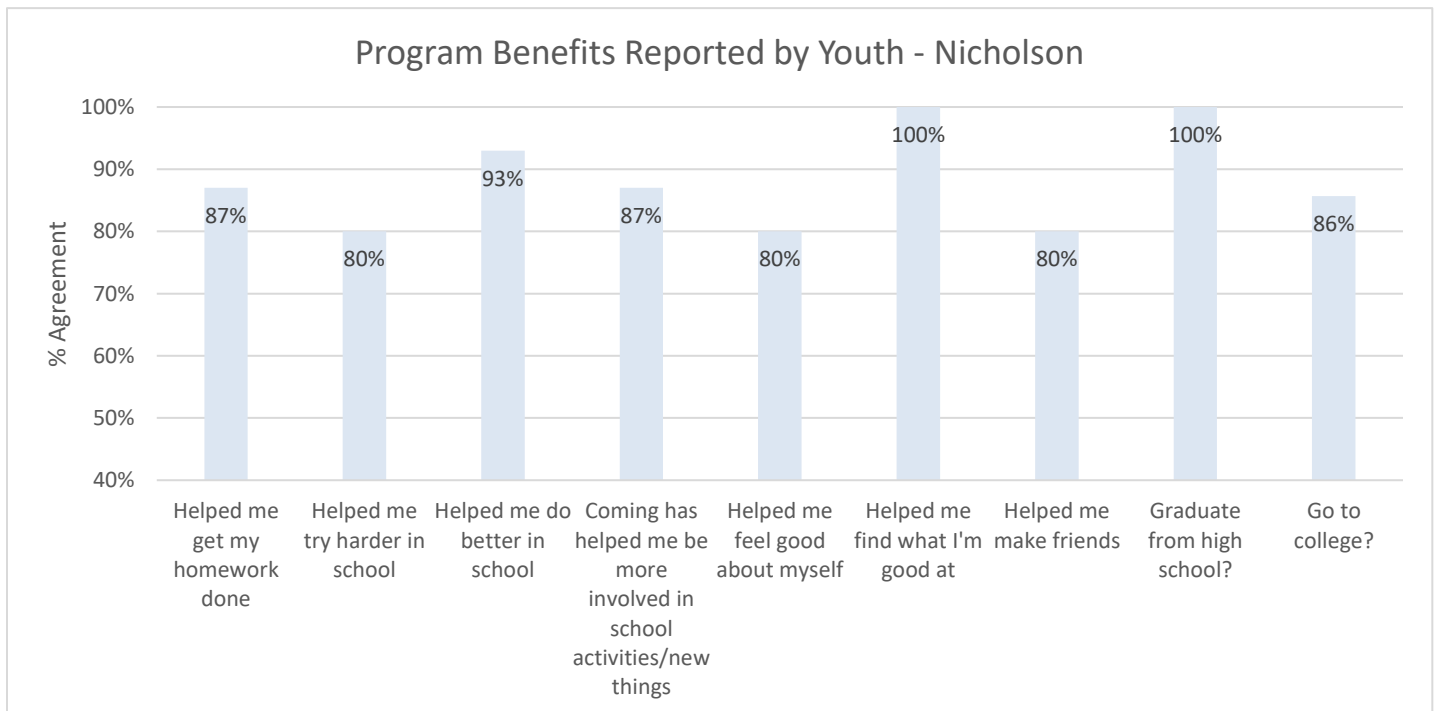


At Hall, surveyed students rated the academic and social benefits of the program. 71% of students reported the program helped them “Get Homework Done,” “Try Harder,” “Do Better,” “Be Involved,” find what they are

“Good At,” and “Make New Friends.” 57% reported the program helped them “Feel Good.” 86% of students expect to graduate high school and 71% will go on to college.

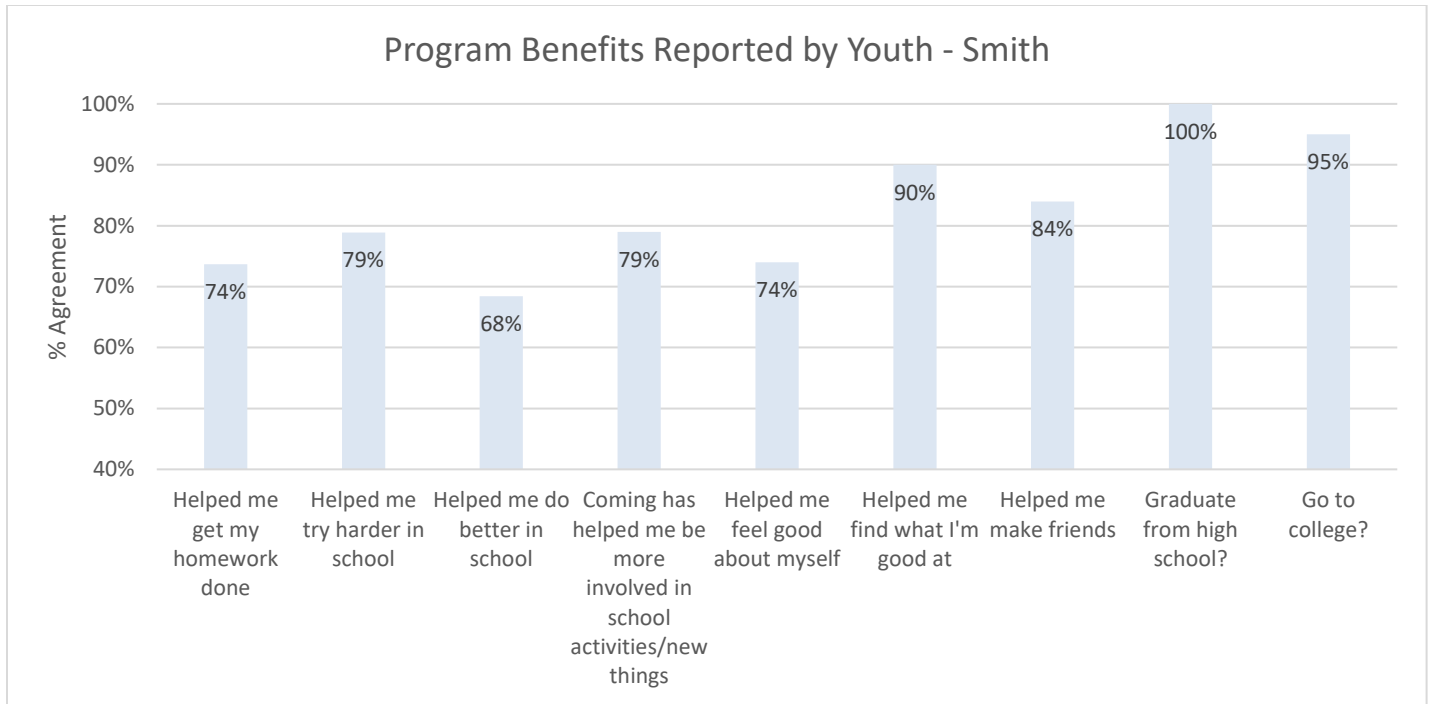


At Jefferson, surveyed students rated the academic and social benefits of the program. 100% reported the program helped them “Get Homework Done.” 90% reported the program helped them “Try Harder,” “Become More Involved,” and find what they are “Good At.” 85% reported the program helped them “Do Better” and “Feel Good.” 80% reported “Making New Friends.” 100% of students expect to graduate high school and 85% will go on to college.

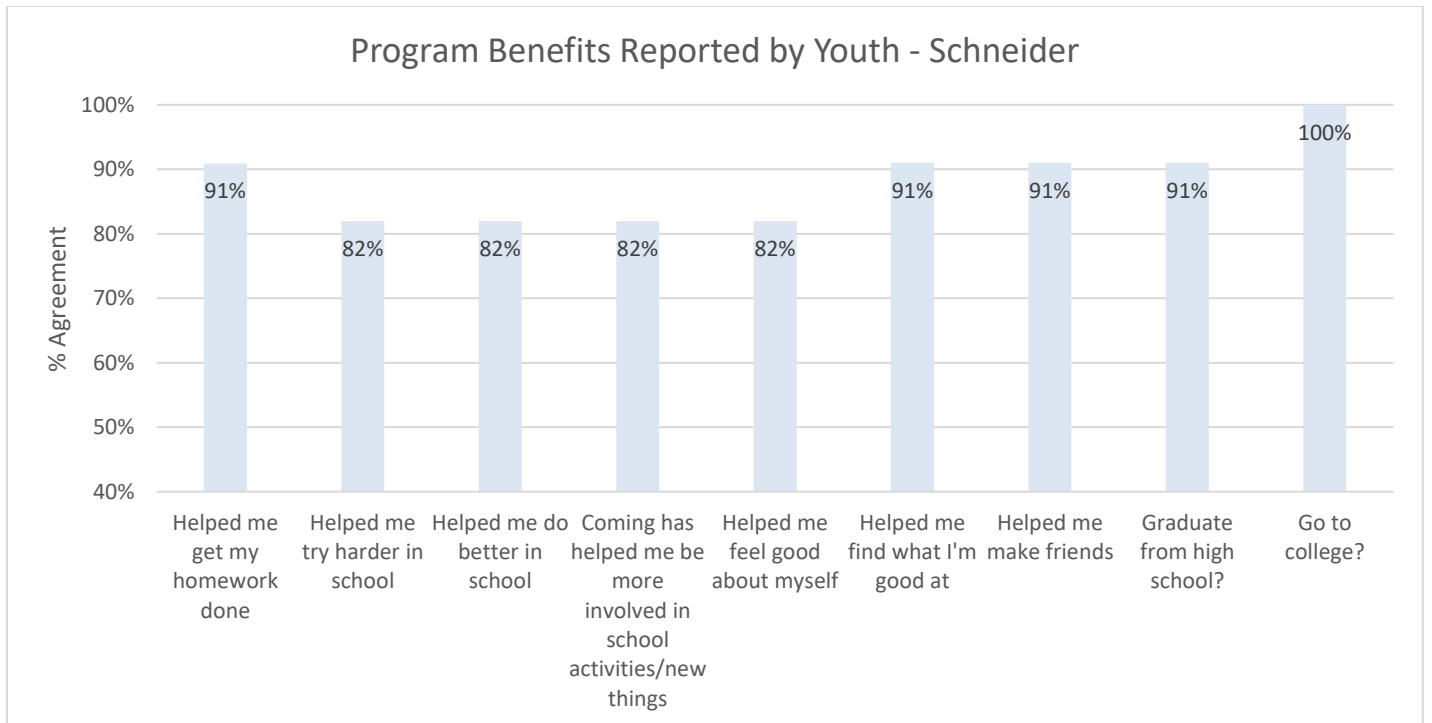


Nicholson students rated the social and academic benefits of the program. 100% of students reported finding what they are “Good At.” 93% reported “Doing Better” in school. 87% agreed the program helped them “Get

Homework Done.” 80% reported the program helped them “Try Harder,” “Feel Good,” and “Make Friends.” 100% of students expect to graduate from high school and 86% will go on to college.



Smith students rated the social and academic benefits of the program. 90% reported the program helped them find what they are “Good At.” 84% “Made New Friends.” 79% reported “Becoming More Involved” and “Trying Harder.” 74% said the program helped them “Get Homework Done” and “Feel Good.” 68% reported “Doing Better” in school. 100% of students expect to graduate high school and 95% will go on to college.



Schneider students rated the social and academic benefits of the program. 91% reported the program helped them “Get Homework Done,” find what they are “Good At,” and “Make New Friends.” 82% reported the

program helped them “Try Harder,” “Do Better,” “Become More Involved,” and “Feel Good.” 91% of students expect to graduate from high school and 100% will go on to college.

Qualitative Analysis of Youth Survey

Students were asked about their experiences in the program. The students were able to identify many aspects of the program that they enjoyed, most commonly identifying going outside, socializing, and playing with peers.

The students were asked to identify aspects of the program that they would like to change. The most common response was that no changes should be made to the program. Other common suggestions for program changes were to have more outside time and have more play time or time to socialize. At Hall, several students indicated they had experienced issues with peers being “mean.” Some students and Smith and Nicholson reported not liking staff at their sites.

Social Emotional Learning (SEL) Survey

The social-emotional learning survey (SEL) survey was created to evaluate staff perception of students’ social, emotional, and behavioral needs within the after-school program. The survey was based off of the Illinois Social Emotional Learning descriptors for each age group. This survey is given twice during the program to assess change over time.

The surveys asked adult program staff to rate students’ demonstration of various skills relative to the expectations for their age. The scale ranged from 1 to 5, with 1 indicating a significantly below same-age children, 3 indicating performance is the same as other same-age children, and 5 indicating performance was significantly above other same-age children. The response averages for each item are summarized by age-group and by school in the ancillary section of this report due to size.

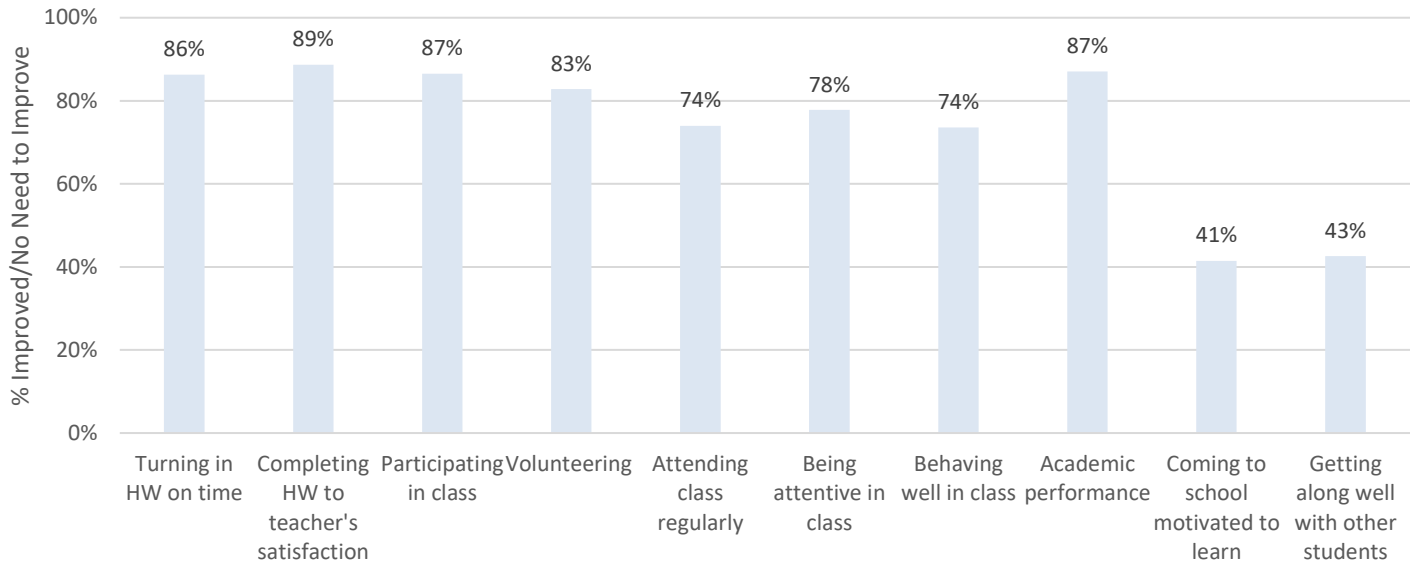
Responses indicated students’ performance was at or near the expectations for their age.

Among students attending 45 hours or more and having a fall SEL average of less than 3 (below average), 77% of students improved by 5% or more at post-test. Of those attending 45 hours or more, 88% of students at Jefferson, 83% at Smith, 80% at Nicholson, 76% at Hall and 58% Schneider improved 5% or more.

Teacher Survey

Teachers of participating students completed a survey assessing student improvement in several areas. Teachers were surveyed in the spring and were able to complete the assessment online or using a paper format. Teacher surveys were rated on a scale ranging from 0 to 7, with 0 indicating a significant decline, 6 indicating a significant improvement, and 4 indicating no change. Scores of 7 indicated no need to improve. All percentages reported are based on the number of completed surveys. Teacher surveys were not required at the middle school level.

FVPD Teacher Survey Results

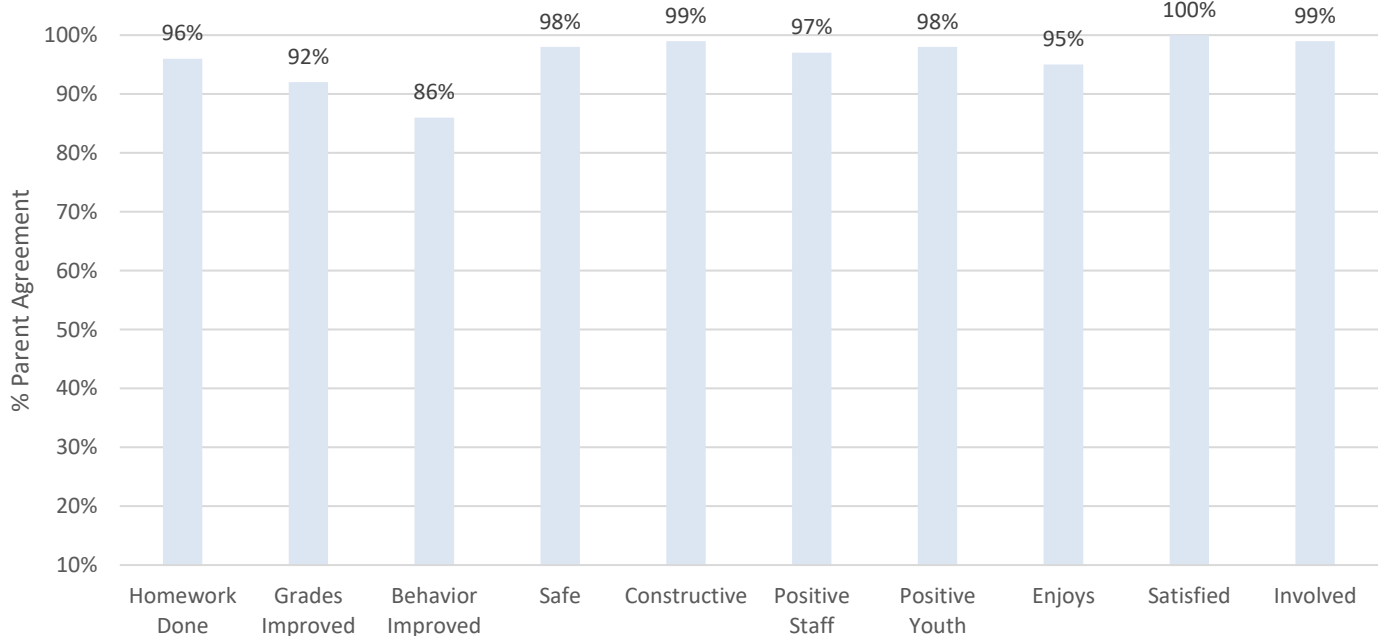


Grant wide, most areas surveys showed significant improvement by students after attending the program. The areas with the highest reported improvement were Turning in Homework (86%), Completing Homework (89%), Participating (87%), Attending Class Regularly (74%), Being Attentive (78%), Behaving Well (74%), and Academic Performance (87%). The areas with the lowest rated improvement were Coming to School Motivated (41%) and Getting Along with Others (43%).

Parent Survey

Parent surveys were completed using a paper format with Spanish and English options for elementary sites during a parent event. Middle school parent surveys were completed by a telephone interview with a bilingual interviewer. This survey was rated on a scale ranging from 1 to 5, with 5 indicating the highest level of agreement or satisfaction possible. All percentages reported are based on the number of completed surveys.

Grant Wide Parent Reported Program Impact



Grant-wide, parent survey responses were positive in all assessed areas. 100% of parents reported satisfaction with the program. 99% of parents reported the program was constructive and helped keep their student involved. 98% reported positive youth interactions and a safe environment. 97% reported positive staff interactions. 96% agreed the program helped their student get their homework done. 95% reported student enjoyment and 92% had their students' grades improve. 86% reported the program helped their student's behavior improve.

Qualitative Analysis of Parent Surveys

Parents were asked about their perceptions of the program. Parents commonly stated that the best part of the program was the assistance with homework, opportunities for socialization and that it engaged their student and gave them something to do. When asked what they would change about the program, most of the parents reported being satisfied as is with the program. Many parents commented on how their student enjoyed the program and how it helped. Specific comments are included in the ancillary section of this report.

Professional Development Survey

Adult program staff were asked to complete a brief electronic survey regarding their professional development experiences and needs. Staff were also prompted to share feedback for program improvement and needs.

Overall, staff were positive about professional development opportunities provided during the year. 75% of staff completing the survey reported satisfaction with PD opportunities. All elementary sites requested additional training in teambuilding activities. The middle school requested more training in ELL and science enrichment.

Several staff commented that online PD was convenient and requested more online PD opportunities. One staff member suggested holding in-person PD on days there was no after-school program. Some staff made general comments regarding program improvement:

- “We need supplies at the beginning of the year.”
- “After eating their snack and before rotations start, I feel that the students need 15-20 minutes of unstructured free time (physical activity). They need a down time after their school day to play with friends, to run around and release extra energy before staring rotations.”
- “I would like the program coordinator of the entire after-school program to come show us how the system should run and what activities we can do with students. I would also like more support at our site. We do not have enough adult supervisors and we have no high school or college helpers.”



V. Summary of Progress, Recommendations and Action Plans

An overall summary of progress, discussion of strengths and challenges is included in the following section.

83% (5/9) of the objectives were met, 22% (2/9) were partially met. See objective summaries below for details.

Progress Towards Goals	Met	Partially Met	Not Met
Objective 1		X	
Objective 2	X		
Objective 3		X	
Objective 4	X		
Objective 5	X		
Objective 6	X		
Objective 7	X		

Objective 1	<p>1) 70% of students attending 45 hours or more will maintain “meets” or “exceeds” or will demonstrate growth over personal, previous-year scores on the IAR (if available) or over school previous year average score by at least 5% by 6/30/23 and 10% by 6/30/24.</p> <p>2) 70% of students attending 45 hours or more will maintain or improve achievement in core academic subjects at the level of a 10% improvement or more based on teacher-rated achievement between first and second semesters. Teacher numeric ratings for each core academic area will be obtained in lieu of grades in cases where grades are not issued (if a grade is noted as “meets expectations” etc).</p> <p>3) 70% of students attending 45 hours or more will maintain or improve homework completion between first and second semesters (q2 and q4) by at least 5% by 6/30/23 and 10% by 6/30/24.</p>
Progress	Partially Met
Outcomes	<p>1) Based on available data, 49% of students attending 45 hours or more, improved 5% or more in Math and 68% improved 5% or more in ELA on the IAR assessment, not meeting this goal.</p> <p>2) 77% of students attending 45 hours or more demonstrated academic improvement, meeting this goal. Given the differences between grades and teacher reports it is recommended that Jefferson teachers complete the Teacher Survey to help assess changes in academic performance based on teacher perception.</p> <p>3) 87% of students at the elementary sites maintained or improved homework completion as reported by teachers, exceeding the 70% goal.</p>

Objective 2	<p>1) 70% of students attending 45 hours or more and who miss more than one day per quarter will increase attendance from quarter 1 to quarter 4 by at least 5% by 6/30/23 and 10% by 6/30/24.</p> <p>2) 100% of participants attending 45 hours or more will be promoted to the next grade.</p>
Progress	Met
Outcomes	<p>1) 71% of students attending 45 hours or more and missing more than one day in quarter 1 improved attendance, meeting the 70% goal.</p> <p>2) 100% of participants attending 45 hours or more were promoted to the next grade.</p>

Objective 3	<p>1) 70% of students not performing at grade level on the Illinois Social-Emotional Learning Standards and that attend the program for 45 hours or more, will improve their rating on the Social Emotional performance descriptors by at least 5% by 6/30/23 and 10% by 6/30/24.</p> <p>2) 70% of students attending 45 hours or more will demonstrate improvement in attitudes towards school and leaning outcomes scales: Sense of Self as a Learner; Sense of Competence as a Reader; Sense of Competence as a Writer; Sense of Competence in Math; and Sense of Competence Socially between quarter 1 and quarter 4 by at least 5% by 6/30/23 and 10% by 6/30/24.</p> <p>3) 70% of students attending 45 hours or more and who experience disciplinary events will demonstrate a reduction in disciplinary frequency/severity between quarter 1 and quarter 4 by 5% by 6/30/23 and 10% by 6/30/24.</p>
Progress	Partially Met
Outcomes	<p>1) 77% of students not performing at grade level on the Illinois Social-Emotional Learning Standards and that attend the program for 45 hours or more improved their rating, exceeding the 70% target.</p> <p>2) 43% of students attending 45 hours or more will demonstrate improvement in attitudes towards school and leaning outcomes scales, not meeting this goal.</p> <p>3) 53% of students attending 45 hours more maintained or decreased disciplinary events, not meeting the 70% goal.</p>

Objective 4	<p>1) The program will contract with at least 4 community-based service providers and community-based service services will be provided on at least 25% of program service days throughout the grant period.</p> <p>2) Students will participate in community-based field trips at least one time per semester.</p>
Progress	Met
Outcomes	<p>1) The program contracted with 5 community-based service providers and had partner-provided services on 34% (34 of the 99 days) of program service days during the 22-23 year, exceeding the 25% target.</p> <p>2) Elementary students participated in a field trip to the Kiwanis Childrens' Center at the Aurora Public Library during the one second semester the program was funded, and Jefferson Middle School students attended four community field trips, meeting this goal.</p>

Objective 5	<p>1) The percentage of program participants eligible for free and reduced-fee school meals will exceed that of the school, OR</p> <p>2) The average test scores of participants will be lower than those of students in the school on average.</p>
Progress	Met
Outcomes	<p>1) 57% of enrolled students qualified for free and reduced-fee school meals (FRL), exceeding the whole-school average of 42.5%, meeting this goal.</p> <p>2) The average test scores of participants will be lower than those of students in the school on average, meeting this goal. The district average of students meeting or exceeding IAR standards was 19% in ELA and 15% in Math. The enrolled students had an average 6.8% meet/exceeds in ELA and 2.5% meet/exceeds in Math.</p>

Objective 6	1) 100% of program personnel will participate in one or more training opportunities prior to the end of the grant award period.
Progress	Met
Outcomes	1) 100% of program personnel participated one or more training opportunities, meeting this goal.

Objective 7	1) Programs will demonstrate 100% documentation compliance regarding coordinating/collaborating agencies' services and activities undertaken to promote program sustainability.
Progress	Met
Outcomes	1) The grantee maintained documentation records regarding collaboration with coordinating agencies, meetings and other activities undertaken to promote program participation.

Program Strengths

Grant Snapshot	
Program Highlights	<ul style="list-style-type: none"> • 99 Days (28 weeks) of programming during the school year • 94 Families attended a family event • 7 Community partners served the program • 100% of program staff attended professional development opportunities

On the Youth Survey, students reported the program helped them find what they are good at (88%), get homework done (85%), become more involved (82%), make friends (81%), and “try harder” and “do better” in school (80%). 76% of students grant wide reported they “felt good” about themselves. 87% of surveyed students reported they expect to go on to college.

Teacher Surveys reported the enrolled students’ greatest areas of improvement (or no need to improve) were completing homework to their teacher’s satisfaction (89%), participating (87%), turning in homework (86%), academic performance (87%), being attentive (78%), attending class regularly (74%), and behaving well (74%).

Of students attending at least 45 program hours and having a fall SEL average of less than 3 (below average), 77% of students improved 5% or more at post-test, exceeding the 70% target. Of those attending 45 hours or more, 88% of students at Jefferson, 83% at Smith, 80% at Nicholson, and 76% at Hall improved 5% or more.

Parent Survey responses were very positive. 100% of parents reported satisfaction with the program. They also reported the program was constructive and helped keep their student involved (99%), their students had positive youth interactions and a safe environment (98%), their student had positive staff interactions (97%), the program helped their student get their homework done (96%), their student reported enjoyment (94%), and their students’ grades improve (92%).

100% of program personnel participated one or more professional development opportunities. Staff reported enjoying online PD opportunities and the flexibility provided by Zoom meetings.

Recommendations

A summary of recommendations for the grant, followed by site specific recommendations are provided. An action plan is included below.

Grant Wide Findings and Recommendations

The grantee held family engagement events during the semester the program was funded.

The grantee contracted with 5 community service providers and had partner-provided programming on 34% of program days.

The grantee promotes events and activities to enrolled families monthly.

Grant-Wide Recommendations

- Parent engagement events should be held either in person or virtually for families at all sites on a quarterly basis. District administration and grant management should support sites in determining the nature of engagement events and assist in scheduling in advance for the program year.
- The grantee should incorporate partner-provider enrichment activities (25% or more) to increase student engagement and provide students with well-rounded educational and non-educational experiences.
- To develop stakeholder relationships and sustainable funding sources, it is recommended that the grantee publicize the program activities and events within the local community.

Site Specific Findings and Recommendations

Hall Elementary School Findings

On the Youth Survey, only 57% of Hall students reported the program helped them to “Feel Good.” 71% of students reported the program helped them “Get Homework Done,” “Do Better,” “Become Involved,” find what they are “Good At,” and “Make New Friends.”

Only 86% of Hall students expected to graduate high school and 71% plan to attend college.

On the SEL Survey, Hall staff gave the lowest average ratings to K-2 students’ ability to describe positive qualities in others (2.79)

Hall teachers reported the lowest levels of improvement in students attending class regularly (62%) followed by behaving well in class and coming to school motivated to learn (63%)

Of the Hall students attending 45 hours or more, 14% reduced disciplinary events between quarters.

At Hall, the most requested professional development opportunities were team building (31%), SEL strategies (15%), and parent engagement (15%).

Hall Recommendations

- Communication with school day teacher to align extension with school day instruction.
- Homework or enrichment support will be provided daily. Homework or extension activity completion, student participation and prosocial behavior should be incentivized.
- Career awareness activities or instruction should be incorporated to help students develop career readiness skills, awareness of jobs and understand the skills needed for various jobs after high school and to increase student investment in their education.
- SEL and team building to help students improve their self-concept, make friends, improve interpersonal relationships, and increase investment in the program.
- Professional development topics should include team building, SEL support, and parent engagement.

Jefferson Middle School Findings

Grade reports showed 31% of students improved (or maintained the highest grade possible) in reading and 48% improved/maintained in math. Teachers did not complete a teacher survey assessing student performance.

22/41 students (54%) qualified as English Language Learners.

On the Youth Survey, students reported high ratings to all areas surveyed. Of them, the lowest was given to helping make friends (80%).

Jefferson parents reported a relatively lower rating of the programs impact on student behavior (80%). Despite giving lower ratings, no parent provided feedback about why.

At Jefferson, the most requested professional development topics were science enrichment and ELL support (both 50%).

Jefferson Recommendations

- Communication with school day teacher align extension with school day instruction.
- Homework or enrichment support will be provided daily. Homework or extension activity completion, student effort, persistence, or participation should be incentivized.
- Teachers at the middle school level should complete the Teacher Survey to assess changes in students' academic performance and needs.
- Provide SEL instruction throughout the program to support relationship development and student behavior.
- Professional development topics should include science enrichment and ELL support.

Nicholson Elementary School

Nicholson teachers reported the lowest levels of improvement in students behaving well in class (72%).

Nicholson parents reported lower ratings of agreement towards the programs impact on student behavior improvement (79%).

Of those students attending 45 hours or more, 50% of Nicholson students reduced disciplinary events between quarters.

At Nicholson, the most requested professional development topics were team building (25%) and reading enrichment (25%).

Nicholson Recommendations

- Communication with school day teacher to align extension with school day instruction.
- Homework or enrichment support will be provided daily. Homework or extension activity completion, student participation and prosocial behavior should be incentivized.
- Provide SEL instruction throughout the program to support student behavior, conflict resolution, peer interactions, and self-management skills.
- Professional development topics should include team building and reading enrichment.

Schneider Elementary School

Only 91% of students completing the Youth Survey expected to graduate high school.

On the SEL Survey, Schneider staff gave the lowest ratings to K-2 students' ability to demonstrate appropriate social and classroom behavior (2.7). Of students attending at least 45 program hours and having a fall SEL average of less than 3 (below average), 58% of Schneider students improved 5% or more.

Schneider teachers reported the lowest levels of student improvement in being attentive in class (74%).

Schneider parents gave the lowest ratings of agreement towards the programs impact on getting homework done and student enjoyment (86%). Parents commented they would like to see staff "making sure homework gets done." One parent stated, staff should be "ensuring they get help with the days or current homework needs as the program runs until 5:15pm. It leaves minimal evening family time as she still does her weekly homework sheets."

At Schneider, the most requested professional development topics were team building and parent engagement strategies (30%).

Schneider Recommendations

- Communication with school day teacher to align extension with school day instruction.
- Homework or enrichment support will be provided daily. Homework or extension activity completion, student effort, persistence, or participation should be incentivized.
- Career awareness activities or instruction should be incorporated to help students develop career readiness skills, awareness of jobs and understand the skills needed for various jobs after high school.
- Provide SEL instruction throughout the program to support student behavior, conflict resolution, peer interactions, and self-management skills.
- Professional development topics should include team building and parent engagement strategies.

Smith Elementary School

On the Youth Survey, Smith students gave the lowest ratings to the program helping them "Do Better" in school (68%) followed by getting their homework done and feeling good (74%).

On the SEL Survey, Smith staff gave slightly below average ratings (2.7-2.8) in the assessed areas to K-2 students.

Smith teachers reported the lowest levels of improvement in students attending class regularly (74%).

Smith parents gave the lowest ratings of agreement towards the programs impact on student behavior (77%). Of the Smith students attending 45 hours or more, 60% reduced disciplinary events between quarters.

At Smith, the most requested professional development topics were team building (22%) followed by math, science, and reading enrichment (16%).

Smith Recommendations

- Communication with school day teacher to align extension with school day instruction.
- Homework or enrichment support will be provided daily. Homework or extension activity completion, student participation and prosocial behavior should be incentivized.
- Provide SEL instruction throughout the program to support student behavior, conflict resolution, peer interactions, and self-management skills with a focus on primary (K-2) students.
- Provide executive functioning instruction to develop students' self-regulation (coping, self-awareness and self-management skills) and academic readiness skills (planning, goal setting, organization and study skills) to promote academic competence, achievement and investment.
- Professional development topics should include team building, and enrichment in math, science, and reading.



Grant Wide Action Plan

Site	Recommendation	Action Needed	Completion Dates	Responsible Parties
Grant-wide	Parent engagement events should be held either in person or virtually for families at all sites on a quarterly basis.	Research topics, schedule events Host events	09/23 Quarterly	Project Manager Site Coordinator, staff
	The grantee should provide partner-led enrichment activities on 25% or more of the program days. The grantee will contract with 5 different community-based partners.	Identify, contract with providers Schedule partner activities throughout program year	9/23 9/23-5/24	Project Manager
	Program services, events and benefits should be promoted to stakeholders and within the community.	Identify three sources and publicize the 21cclc program information	5/24	Project Manager

Hall Elementary Action Plan

Site	Recommendation	Action Needed	Completion Dates	Responsible Parties
Hall	Program staff will regularly communicate with school day teachers regarding academic support and work completion	Select a schedule incentive/reward on monthly or quarterly basis, share with staff, students	9/23	Site Coordinator and Project Manager
		Implement and review on a monthly, quarterly basis	9/23-5/24	Site Coordinator, Staff
	Homework or extension activity completion, student participation and prosocial behavior should be incentivized.	Select target and goal, schedule incentive/reward on monthly or quarterly basis, share with staff, students	9/23	Site Coordinator and Project Manager
		Implement and review on a monthly, quarterly basis	9/23-5/24	Site Coordinator, Staff
	Career awareness activities or instruction should be incorporated to help students develop career readiness skills, awareness of jobs and understand the skills needed for various jobs after high school and to increase student investment in their education.	Identify, schedule career readiness curricula, providers and activities	9/23	Project Manager and Site Coordinator
		Implement and review	9/23-5/24	Site Coordinator, Staff
	SEL and team building to help students improve their self-concept, make friends, improve interpersonal relationships, and increase investment in the program.	Schedule SEL instruction and activities for the program year.	9/23	Project Manager
		Implement instruction and activities.	9/23-5/24	Site Coordinator, staff
	Professional development topics should include team building, SEL support, and parent engagement.	Identify professional development opportunities	9/23	Project Manager
		Two or more online or in-person PD trainings completed by all staff	9/23-5/24	Site Coordinator, staff

Jefferson Middle School Action Plan

Site	Recommendation	Action Needed	Completion Dates	Responsible Parties
Jefferson	Program staff will regularly communicate with school day teachers regarding academic support and work completion	Select a schedule incentive/reward on monthly or quarterly basis, share with staff, students Implement and review on a monthly, quarterly basis	9/23 9/23-5/24	Site Coordinator and Project Manager Site Coordinator, Staff
	Homework or extension activity completion, student effort, persistence, or participation should be incentivized.	Select target and goal, schedule incentive/reward on monthly or quarterly basis, share with staff, students Implement and review on a monthly, quarterly basis	9/23 9/23-5/24	Site Coordinator and Project Manager Site Coordinator, Staff
	Provide SEL instruction throughout the program to support relationship development and student behavior.	Schedule SEL instruction and activities for the program year. Implement instruction and activities.	9/23 9/23-5/24	Project Manager Site Coordinator, Staff
	Classroom teachers will complete a Teacher Survey to assess enrollee's needs and performance.	Disseminate and collect Teacher Survey via online or paper surveys	2/24-4/24	Site Coordinator, Staff
	Professional development topics should include science enrichment and ELL support.	Identify professional development opportunities Two or more online or in-person PD trainings completed by all staff	9/23 9/23-5/24	Project Manager Site Coordinator, staff

Nicholson Elementary Action Plan

Site	Recommendation	Action Needed	Completion Dates	Responsible Parties
Nicholson	Program staff will regularly communicate with school day teachers regarding academic support and work completion	Select a schedule incentive/reward on monthly or quarterly basis, share with staff, students	9/23	Site Coordinator and Project Manager
		Implement and review on a monthly, quarterly basis	9/23-5/24	Site Coordinator, Staff
	Homework or extension activity completion, student participation and prosocial behavior should be incentivized.	Select target and goal, schedule incentive/reward on monthly or quarterly basis, share with staff, students	9/23	Site Coordinator and Project Manager
		Implement and review on a monthly, quarterly basis	9/23-5/24	Site Coordinator, Staff
	SEL instruction to support student behavior, conflict resolution, peer interactions, and self-management skills.	Schedule SEL instruction and activities for the program year.	9/23	Project Manager
		Implement instruction and activities.	9/23-5/24	Site Coordinator, Staff
	Professional development topics should include team building and reading enrichment.	Identify professional development opportunities	9/23	Project Manager
		Two or more online or in-person PD trainings completed by all staff	9/23-5/24	Site Coordinator, Staff

Schneider Elementary Action Plan

Site	Recommendation	Action Needed	Completion Dates	Responsible Parties
Schneider	Program staff will regularly communicate with school day teachers regarding academic support and work completion	Select a schedule incentive/reward on monthly or quarterly basis, share with staff, students Implement and review on a monthly, quarterly basis	9/23 9/23-5/24	Site Coordinator and Project Manager Site Coordinator, Staff
	Homework or extension activity completion, student effort, persistence, or participation should be incentivized.	Select target and goal, schedule incentive/reward on monthly or quarterly basis, share with staff, students Implement and review on a monthly, quarterly basis	9/23 9/23-5/24	Site Coordinator and Project Manager Site Coordinator, Staff
	Career awareness activities or instruction should be incorporated to help students develop career readiness skills, awareness of jobs and understand the skills needed for various jobs after high school and to increase student investment in their education.	Identify, schedule career readiness curricula, providers and activities Implement and review	9/23 9/23-5/24	Project Manager and Site Coordinator Site Coordinator, staff
	SEL instruction to support student behavior, conflict resolution, peer interactions, and self-management skills.	Schedule SEL instruction and activities for the program year. Implement instruction and activities.	9/23 9/23-5/24	Project Manager Site Coordinator, staff
	Professional development topics should include team building and parent engagement.	Identify professional development opportunities Two or more online or in-person PD trainings completed by all staff	9/23 9/23-5/24	Project Manager Site Coordinator, staff

Smith Elementary Action Plan

Site	Recommendation	Action Needed	Completion Dates	Responsible Parties
Smith	Program staff will regularly communicate with school day teachers regarding academic support and work completion	Select a schedule incentive/reward on monthly or quarterly basis, share with staff, students	9/23	Site Coordinator and Project Manager
		Implement and review on a monthly, quarterly basis	9/23-5/24	Site Coordinator, Staff
	Homework or extension activity completion, student participation and prosocial behavior should be incentivized.	Select target and goal, schedule incentive/reward on monthly or quarterly basis, share with staff, students	9/23	Site Coordinator and Project Manager
		Implement and review on a monthly, quarterly basis	9/23-5/24	Site Coordinator, Staff
	SEL instruction to support student behavior, conflict resolution, peer interactions, and self-management skills with a focus on primary (K-2) students.	Schedule SEL instruction and activities for the program year.	9/23	Project Manager
		Implement instruction and activities.	9/23-5/24	Site Coordinator, staff
	Provide executive functioning instruction to develop students' self-regulation (coping, self-awareness and self-management skills) and academic readiness skills (planning, goal setting, organization and study skills) to promote academic competence, achievement and investment.	Identify curricula for self-regulation and academic readiness/executive functioning, schedule instruction	9/23	Project Manager
		Implement executive functioning, self-regulation instruction and booster activities throughout program year	9/23-5/24	Site Coordinator, staff
	Professional development topics should include team building, and enrichment in math, science, and reading.	Identify professional development opportunities	9/23	Project Manager
		Two or more online or in-person PD trainings completed by all staff	9/23-5/24	Site Coordinator, staff

Part VI. Dissemination of Evaluation

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



Ancillary Report

**21st Century Community Learning Centers
Grant Evaluation Report**

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

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

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

Youth Survey

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

Hall Elementary School Youth Survey

Figure 1 How Do Kids Get Along at this After-school Program?

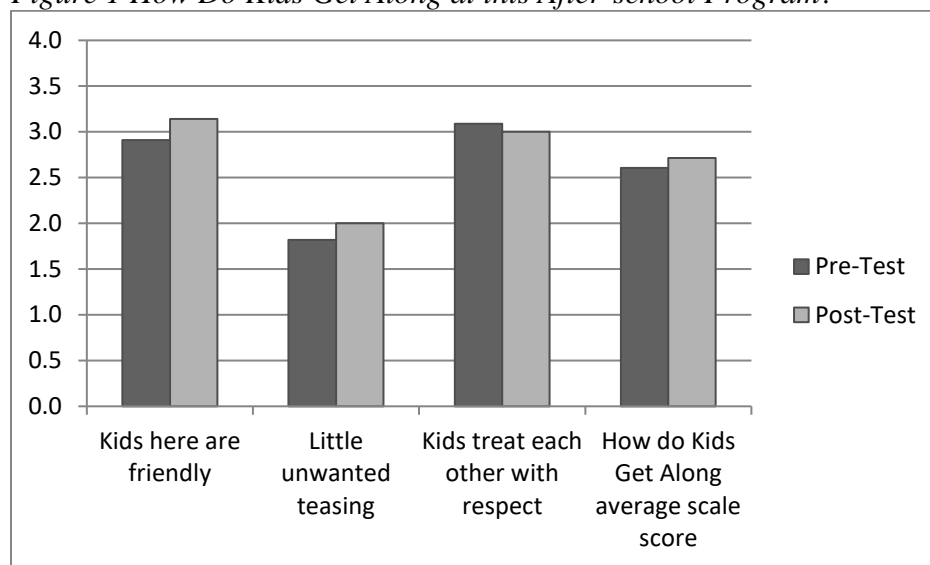


Figure 1 shows youth responses assessing how well kids get along at the after-school program. In both fall and spring, students reported that kids in the program were friendly, and they treat each other with respect. Students reported lower ratings towards “Little Unwanted Teasing.” It is recommended staff monitor student interactions closely to ensure students are not being teased while at the program.

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

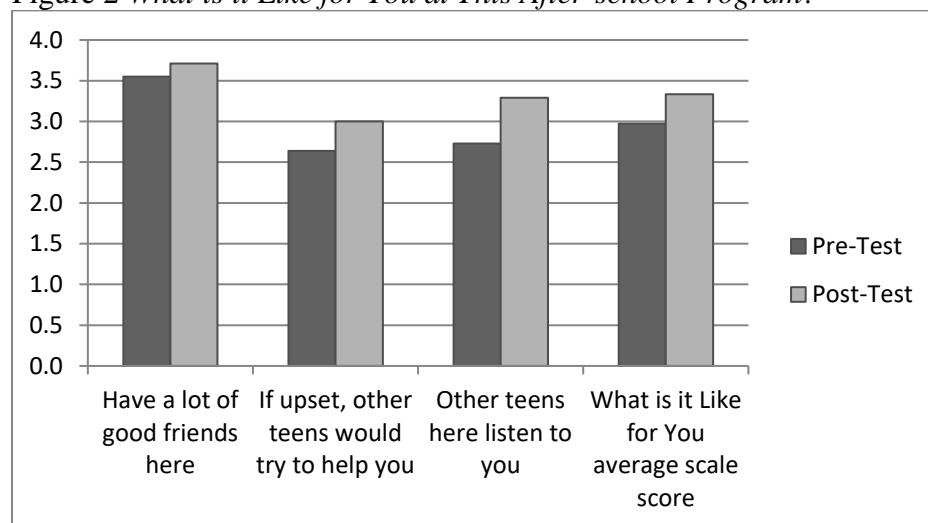


Figure 2 shows how youth perceive what the after-school program is like for them. All areas surveyed increased from fall to spring showing improvement in student perceptions of the program. Staff should continue to encourage students to respect and support each other where appropriate and encourage positive peer interactions.

Figure 3 *At this After-school Program, How Do You Feel?*

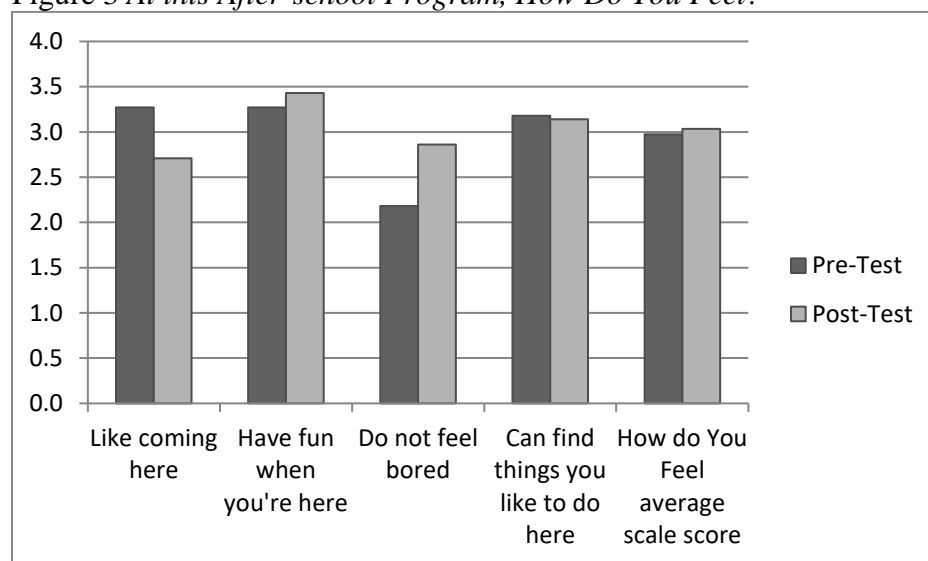


Figure 3 shows youth responses to how they feel during the after-school program. Areas most highly rated by students include having fun at the program and being able to find things they enjoy doing. Slightly lower ratings were given to students liking coming to the program and not feeling bored. Staff should continue to incorporate fun and engaging activities for students to promote overall student enjoyment.

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

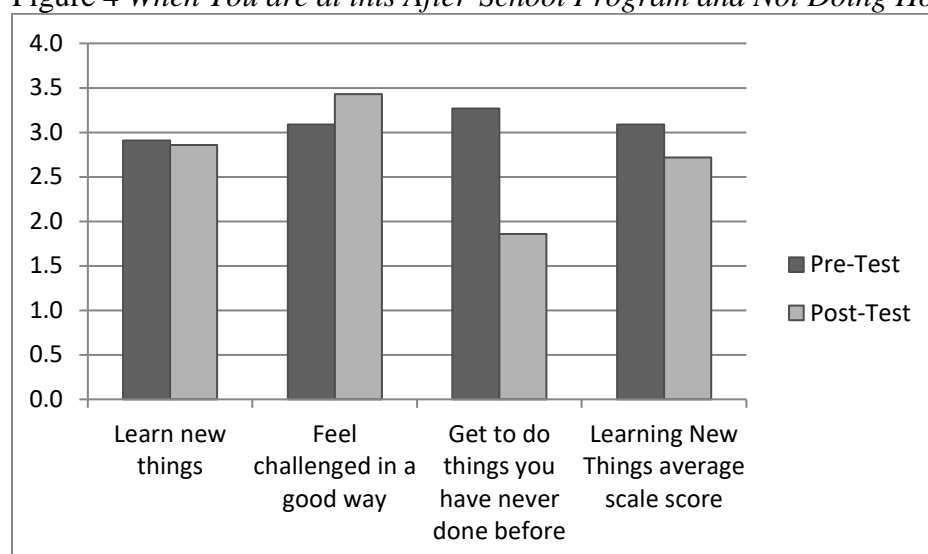


Figure 4 shows student assessment of learning new things in the after-school program through activities other than homework. Students most highly rated feeling challenged in a good way and learning new things at the program. There was a decrease in student agreement to being able to do things they have never done before from fall to spring. It is recommended for staff to involve students in discussions regarding what activities they have and have not done before and ask their opinions on what activities they would like to engage in for future programming.

Figure 5 *What the Teachers and Staff are Like at this After-school Program.*

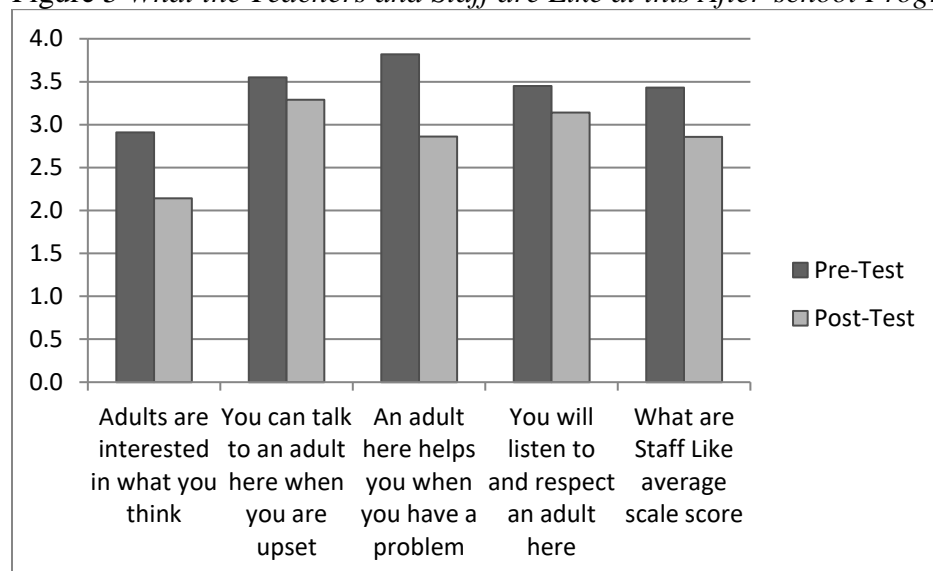


Figure 5 indicates students' perception of what staff are like at the after-school program. From fall to spring, all scales decreased. However, areas such as being able to talk to an adult and having an adult they will listen to and respect was still highly rated by students. It is recommended for staff to continue to develop and maintain rapport with students and provide support where needed.

Figure 6 *What are You Like as a Learner?*

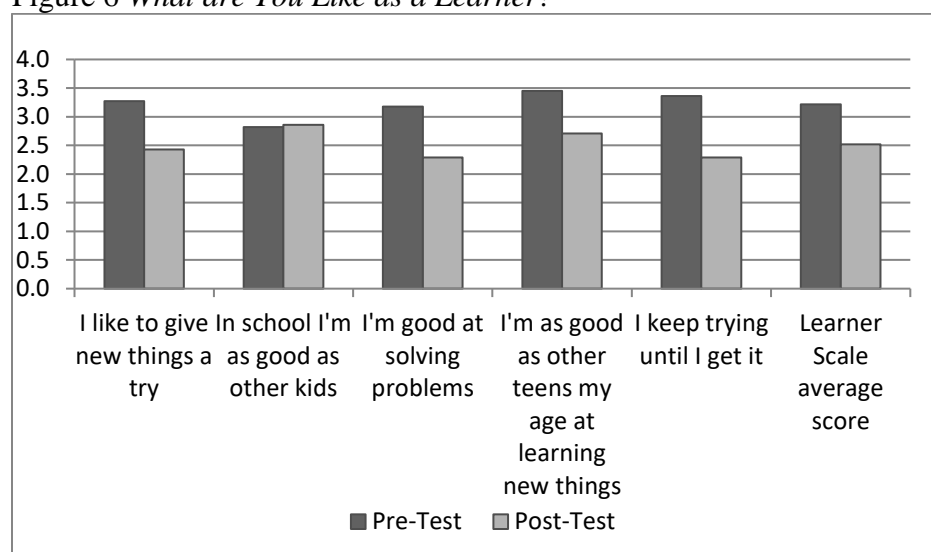


Figure 6 shows youth responses regarding their perception of what they are like as learners. Most scales decreased from fall to spring. However, feeling as good as other kids in school remained the same. Staff should continue to encourage students to try new things and follow up with praise when a student demonstrates efforts to seek new challenges.

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

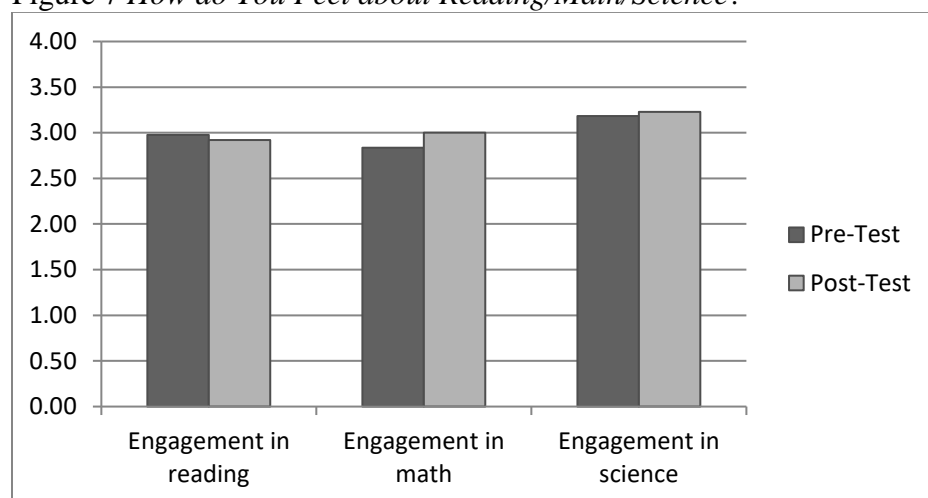


Figure 7 shows youth responses in assessing their level of engagement in reading, math, and science from an average of ratings from five questions regarding each subject. Engagement in math and science increased from fall to spring, while engagement in reading slightly decreased. Staff should introduce new activities to better engage with students in reading in addition to the math and science activities that are already in place.

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

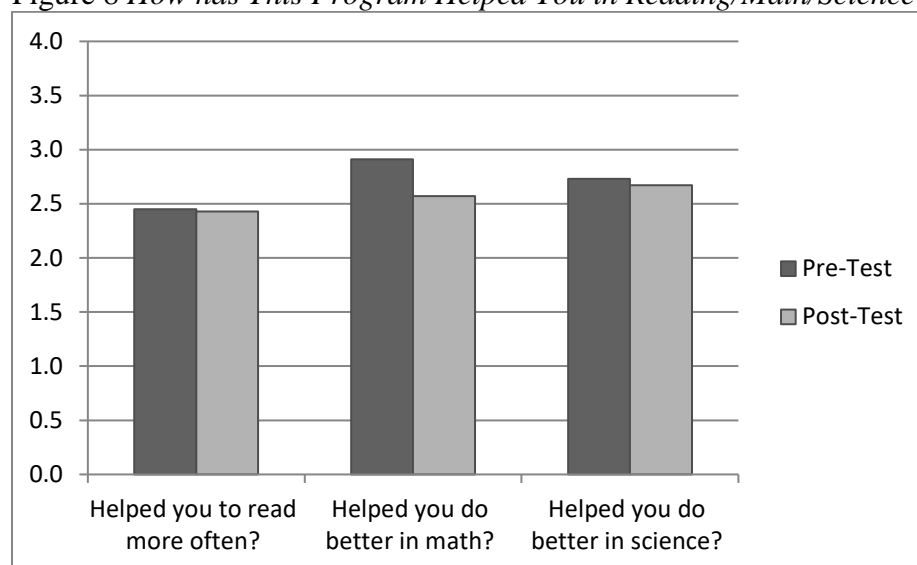


Figure 8 shows students' perception of the program helping them read more often and do better in math and science. Students reported a decrease in the program's help in improvement in reading, math, and science from fall to spring. It is recommended that staff should provide additional support in specific academic areas for those in need and encourage student efforts towards learning.

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

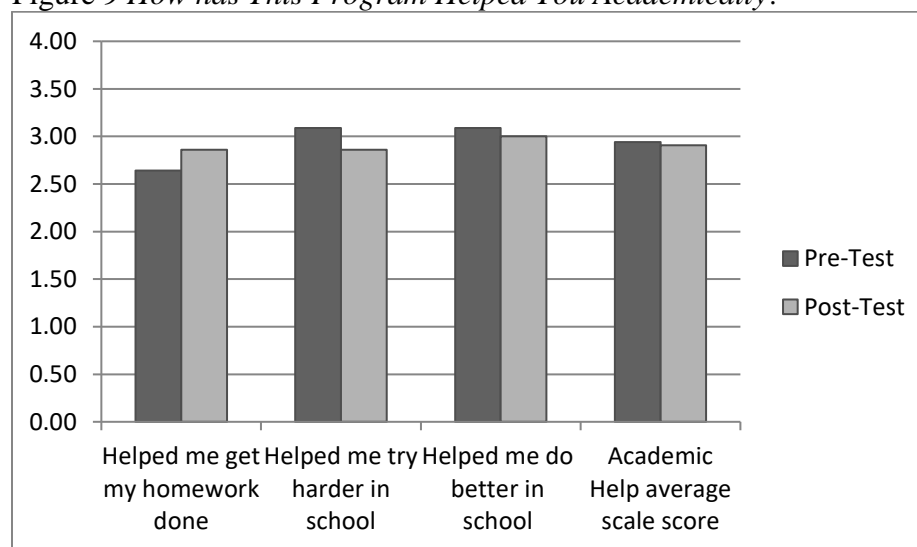


Figure 9 shows students' assessment regarding how the program helped them academically. Students most highly rated the program helped them to do better in school. Slightly lower ratings were given towards the program helping them try harder and getting their homework done. Staff should designate time during the program to completing homework and providing support in areas of struggle for students.

Figure 10 *How Has This Program Helped You Socially?*

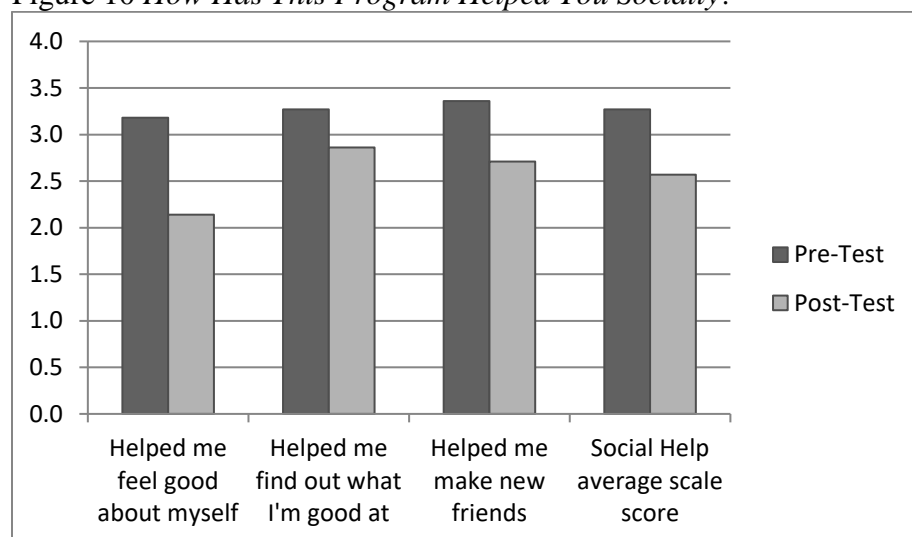


Figure 10 shows students' assessment regarding how the program helped them socially. From fall to spring, all surveyed areas decreased. It is recommended for staff to encourage positive student interactions and provide students with new opportunities and activities to work together and find what they like to do.

Figure 11 *Try New Things?*

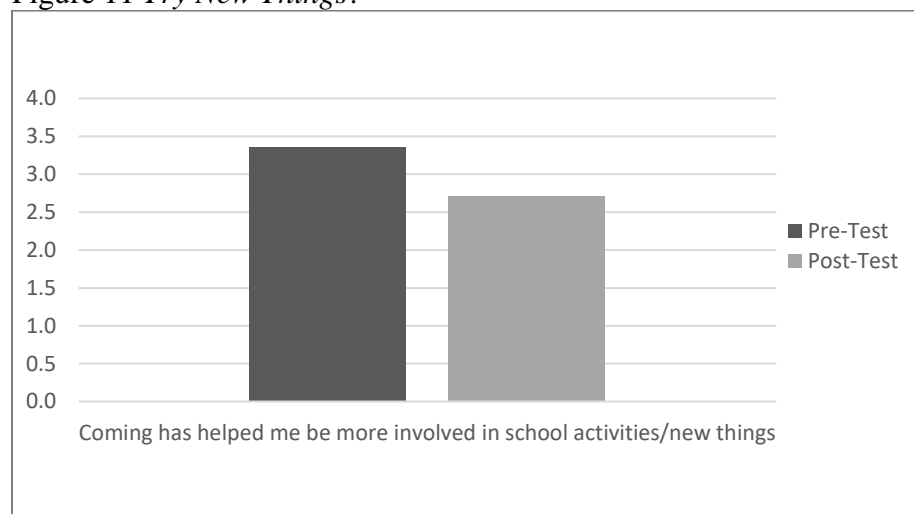


Figure 11 shows student involvement in school activities and trying new things. Student involvement decreased from fall to spring. Staff should encourage students to get involved in school activities by providing them with the resources needed to get involved.

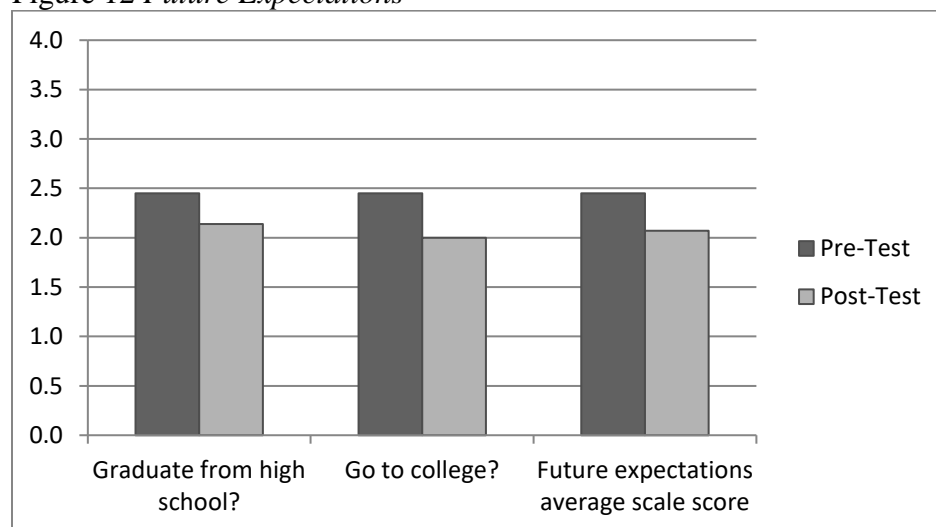
Figure 12 *Future Expectations*

Figure 12 shows students' future expectations. Students reported a decrease in their expectations to graduate from high school and go on to college. Staff should engage in conversations with students about their future academic and career expectations.

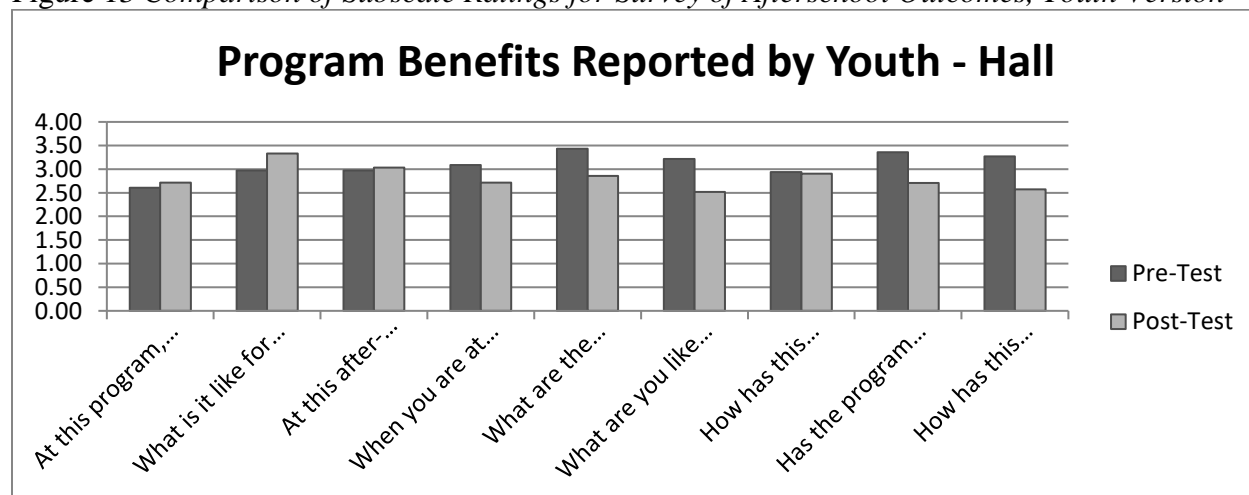
Figure 13 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*

Figure 13 shows Hall student ratings of the academic and social benefits of the program. Students positively rated many aspects of the program. However, students did report a decrease in ratings from fall to spring in many areas. Staff should continue to build social and academic programming and maintain relationships with students throughout the school year.

Jefferson Elementary School Youth Survey

Figure 14 At This Program, How Do Kids Get Along?

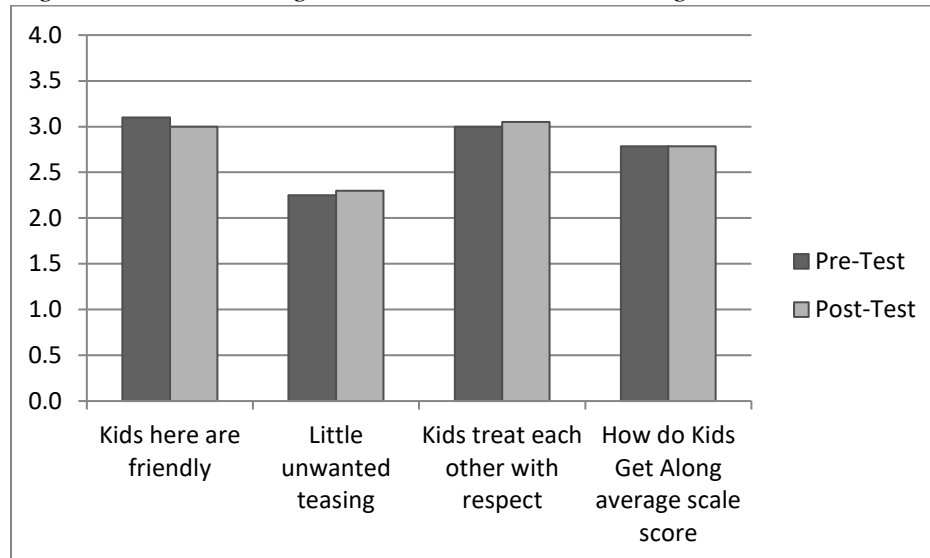


Figure 14 shows youth responses assessing how well kids get along at the after-school program. Most scores stayed the same or slightly increased from fall to spring. However, there was a slight decrease in student ratings of students being friendly. It is recommended that staff continue to monitor and encourage positive student interactions.

Figure 15 What is it Like for You at This After-school Program?

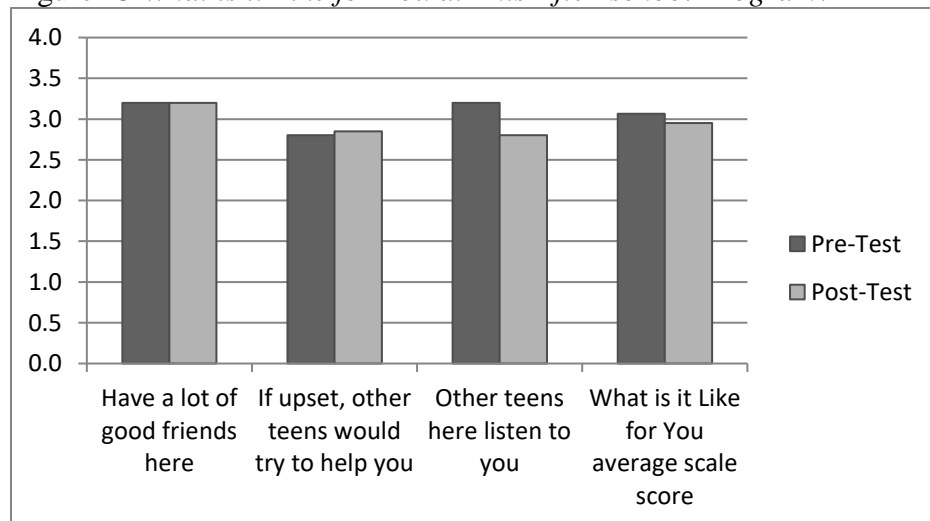


Figure 15 shows how youth perceive what the after-school program is like for them. Students most highly rated having a lot of good friends at the program. Slightly lower ratings were given to students trying to help each other and listening. It is recommended that staff use team-building activities and encourage students to support each other where appropriate.

Figure 16 *At this After-school Program, How Do You Feel?*

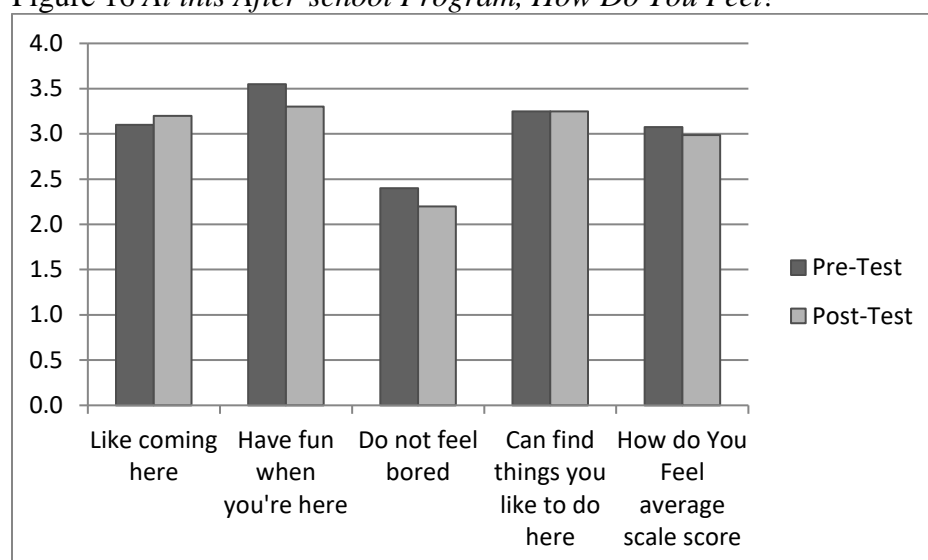


Figure 16 shows youth responses to how they feel during the after-school program. Students reported that they like coming to the program, have fun, and can find things they like to do. Lower ratings were given to students not feeling bored. Staff should align programming with activities / topics that are interesting to students to improve overall student enjoyment.

Figure 17 *When You are at this After-School Program and Not Doing Homework...*

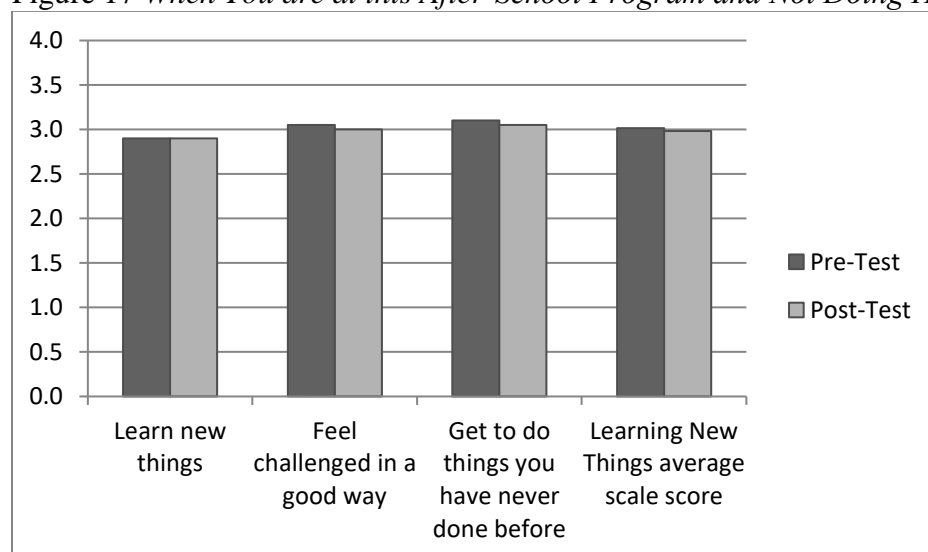


Figure 17 shows student assessment of what they gain from the program outside of help with homework. Students highly rated all surveyed areas of the program. However, there was a slight decrease in ratings from fall to spring. It is recommended that staff introduce new activities from fall to spring to increase student engagement and provide them with new experiences.

Figure 18 *What the Teachers and Staff are Like at this After-school Program...*

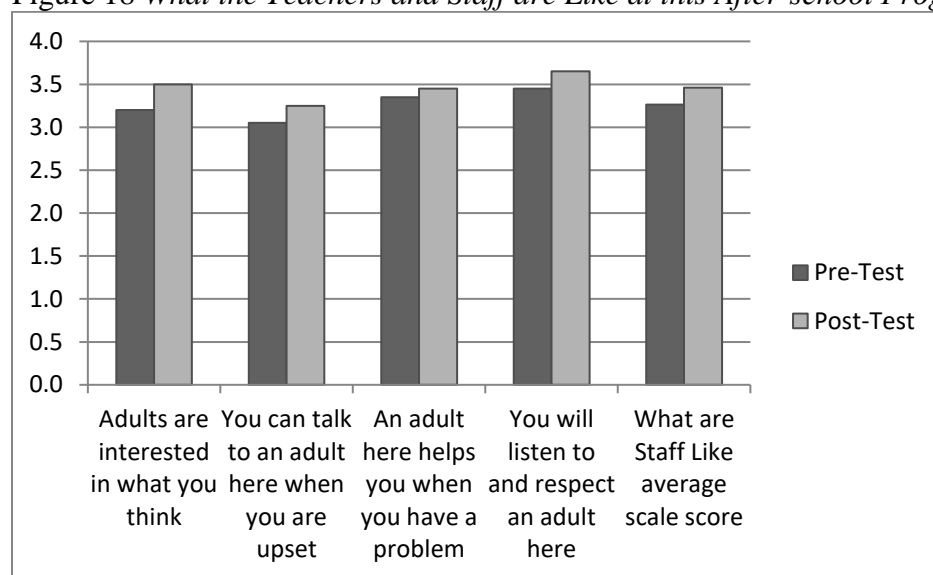


Figure 18 indicates students' perception of what staff are like at the after-school program. Students rated all areas highly in both fall and spring. All areas surveyed increased from fall to spring. Staff should continue to build and maintain rapport with students and provide support where needed.

Figure 19 *What are You Like as a Learner?*

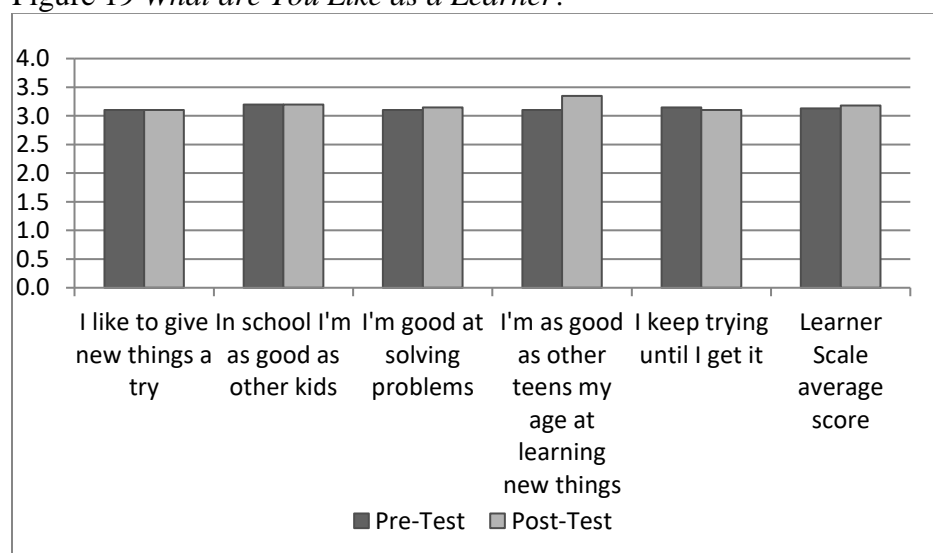


Figure 19 shows youth perception of what they are like as learners. Most student ratings stayed the same or increased from fall to spring. However, there was a slight decrease in student willingness to keep trying something until they get it. It is recommended that staff provide new opportunities for students and encourage them to seek new challenges.

Figure 20 *How do You Feel about Reading/Math/Science?*

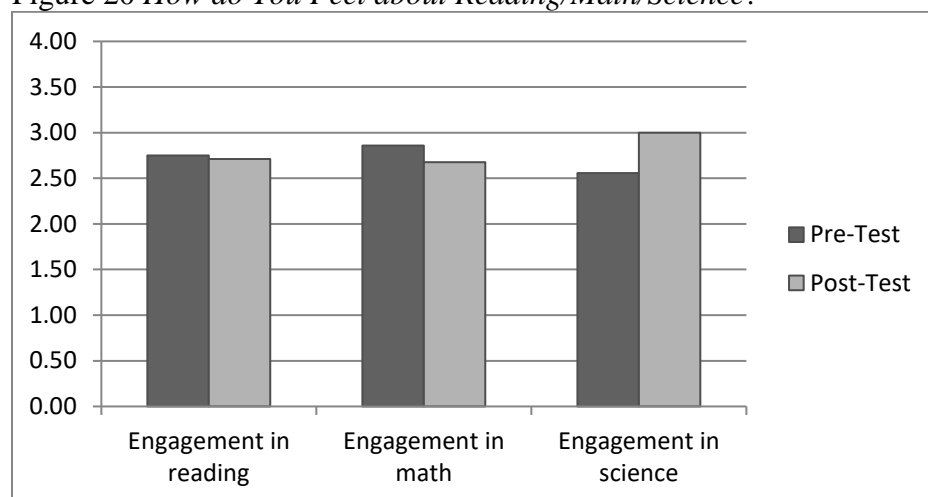


Figure 20 shows youth responses assessing their level of engagement in reading, math, and science from an average of ratings from five questions regarding each subject. Students reported an increase in engagement in science and a slight decrease in engagement in reading and math from fall to spring. Staff should use new, creative activities to promote engagement and learning in these subjects.

Figure 21 *How has This Program Helped You in Reading/Math/Science?*

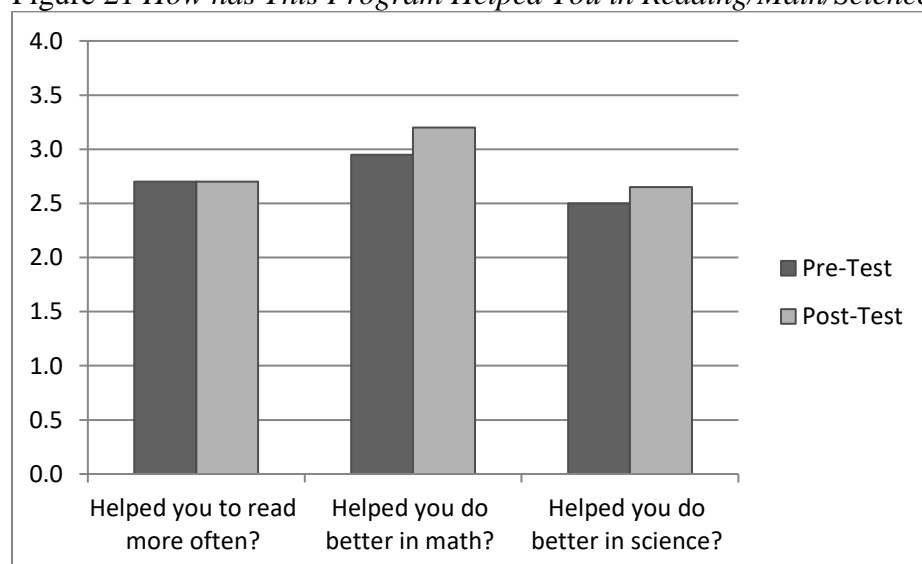


Figure 21 indicates how the program has enabled the students to read more often and do better in math and science. Student ratings increased from fall to spring in math and science, while reading stayed the same. It is suggested that staff continue to provide support in specific academic areas of struggle for those in need.

Figure 22 *How has This Program Helped You Academically?*

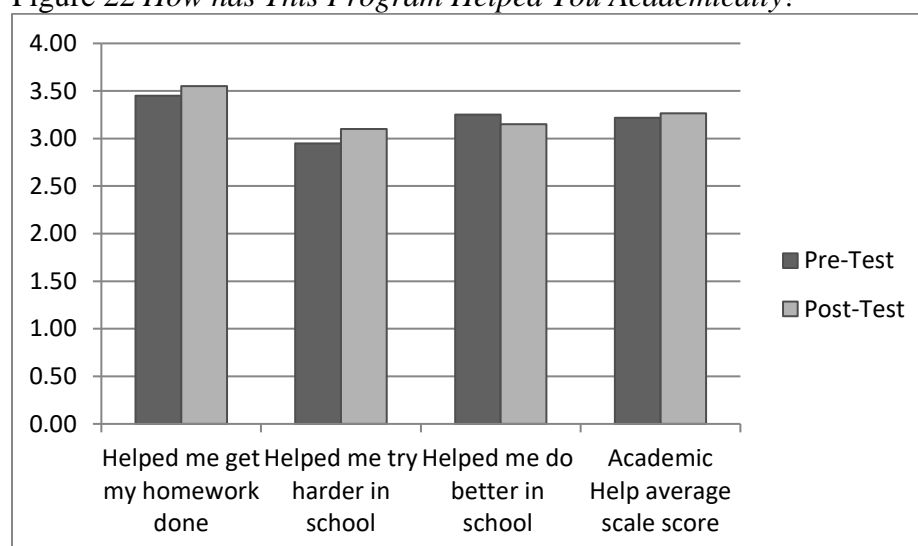


Figure 22 shows students' assessment regarding how the after-school program helped them academically.

Students reported an increase from fall to spring in the programs help in getting homework done and trying harder in school. There was a slight decrease in student reports of the program helping them to do better in school. The recommendation is to give designated time for students to get assistance in academic areas of struggle.

Figure 23 *How Has This Program Helped You Socially?*

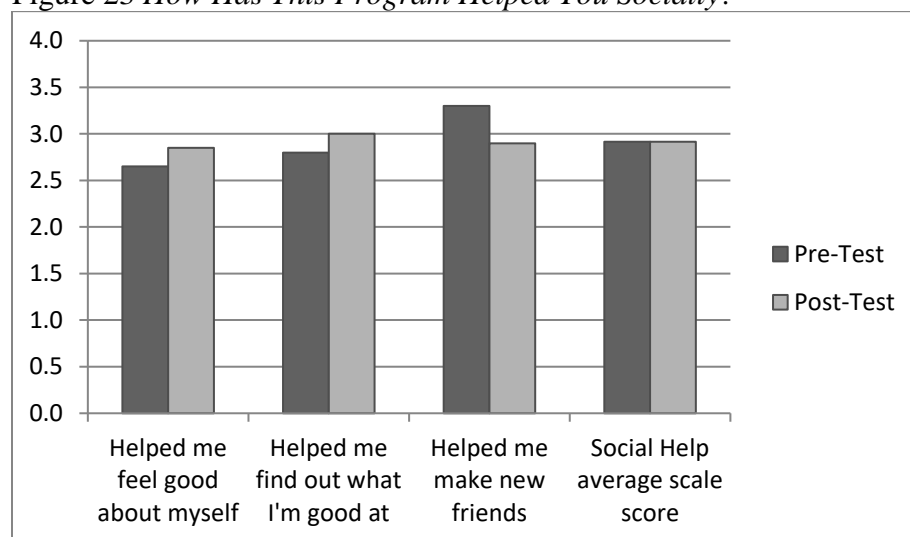


Figure 23 shows students' assessment regarding how the after-school program helped them socially. From fall to spring, students reported an increase in the programs ability to make them feel good about themselves and find what they are good at. There was a slight decrease in students making new friends. Staff should continue to provide support for students academically and socially while providing opportunities for students to work together and make connections.

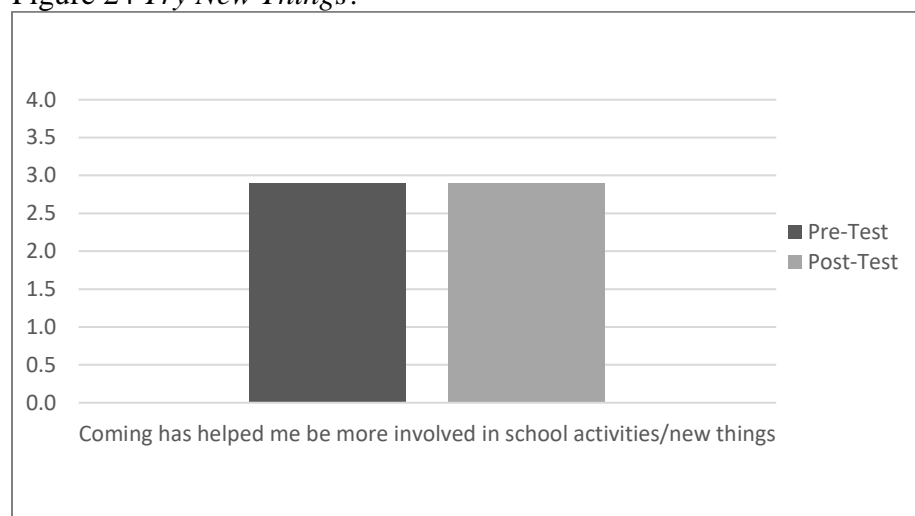
Figure 24 *Try New Things?*

Figure 24 shows student involvement in school activities and trying new things. Student involvement stayed the same from fall to spring. Staff should encourage students to get involved in school activities by providing them with the resources needed to get involved in order to see an increase in involvement.

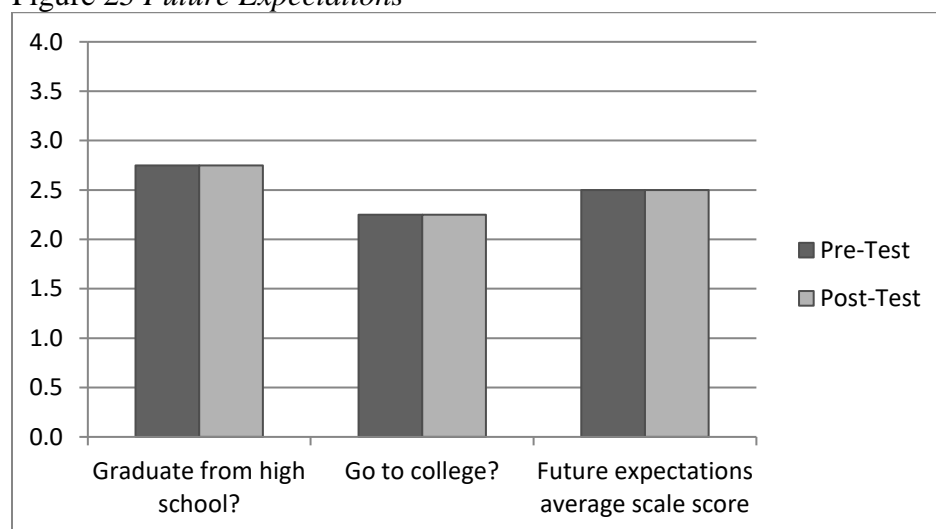
Figure 25 *Future Expectations*

Figure 25 shows students' future expectations. Student expectations from fall to spring remained the same. Staff should continue to engage students in conversations about their future academic and career expectations.

Figure 26 Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version

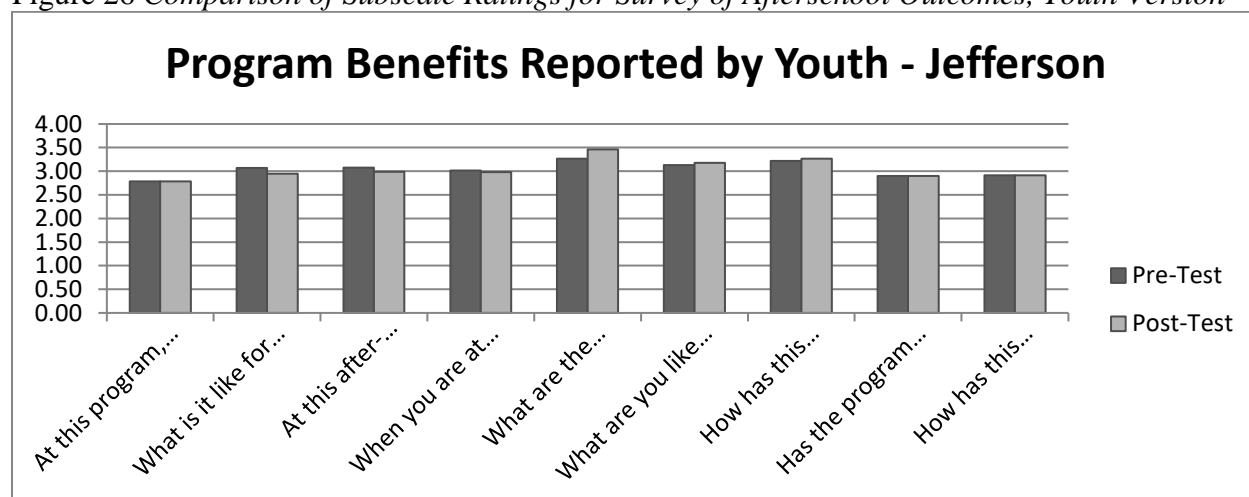


Figure 26 shows Jefferson student ratings of the academic and social benefits of the program. Students positively rated many aspects of the program in both fall and spring. Staff should continue to build social and academic programming and maintain positive staff-student relationships throughout the school year.

Smith Elementary School Youth Survey

Figure 27 At This Program, How Do Kids Get Along?

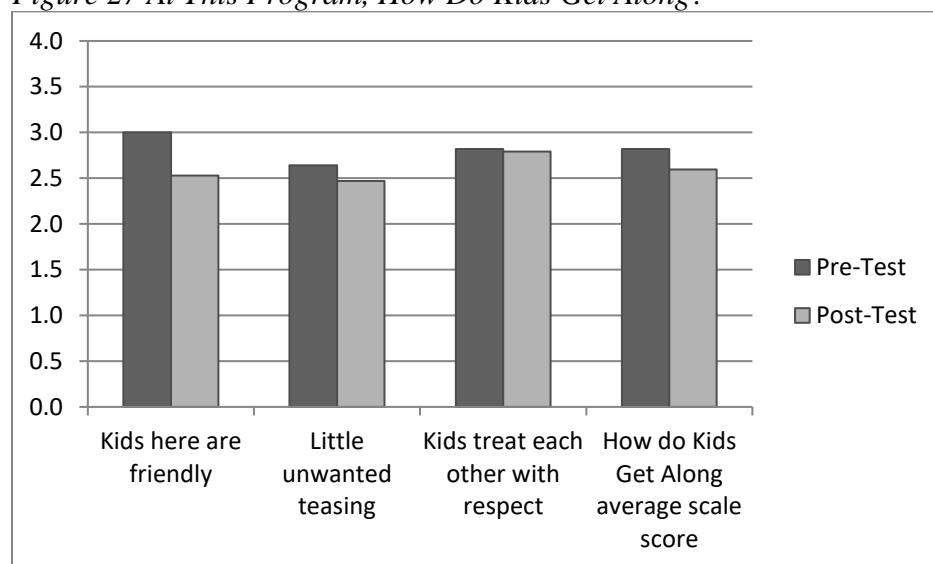


Figure 27 shows youth responses assessing how well kids get along at the after-school program. Students reported a decrease in all areas surveyed from fall to spring. The highest rating was given to kids treating each other with respect. It is recommended that staff monitor and encourage positive peer interactions.

Figure 28 *What is it Like for You at This After-school Program?*

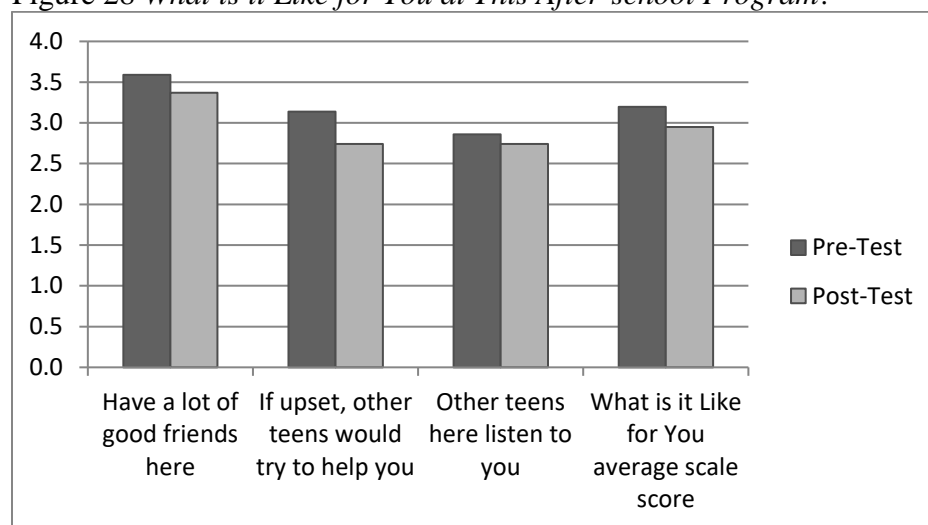


Figure 28 shows how youth perceive what the after-school program is like for them. Students reported decreases in the spring with the highest rating given to having a lot of good friends in the program. Staff should encourage positive peer interactions and incorporate social skills development.

Figure 29 *At this After-school Program, How Do You Feel?*

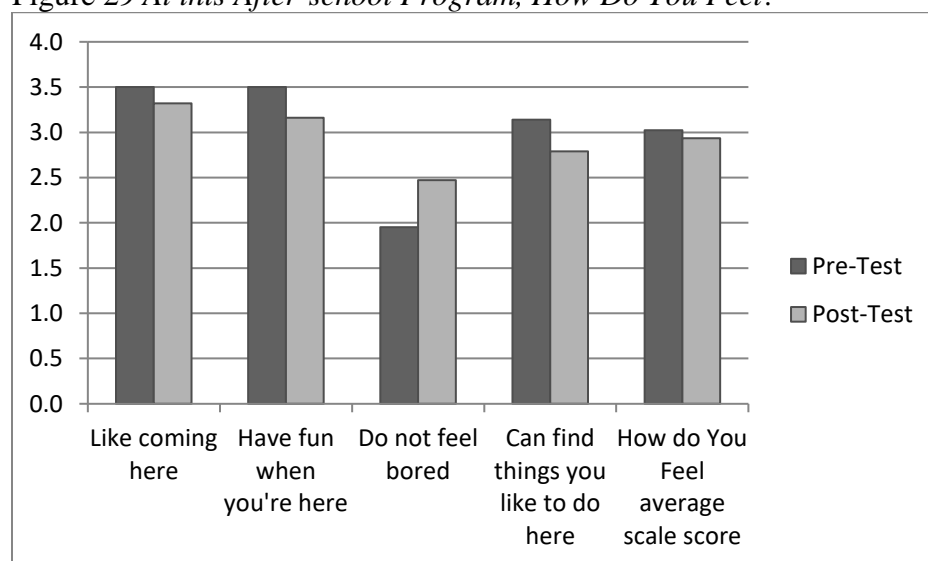


Figure 29 shows youth responses to how they feel during the after-school program. Students reported a slight decrease in most areas from fall to spring. However, students reported an increase in not feeling bored in the spring. Staff should engage students in conversations around their interests and incorporate programming that aligns with student interests.

Figure 30 *When You are at this After-School Program and Not Doing Homework...*

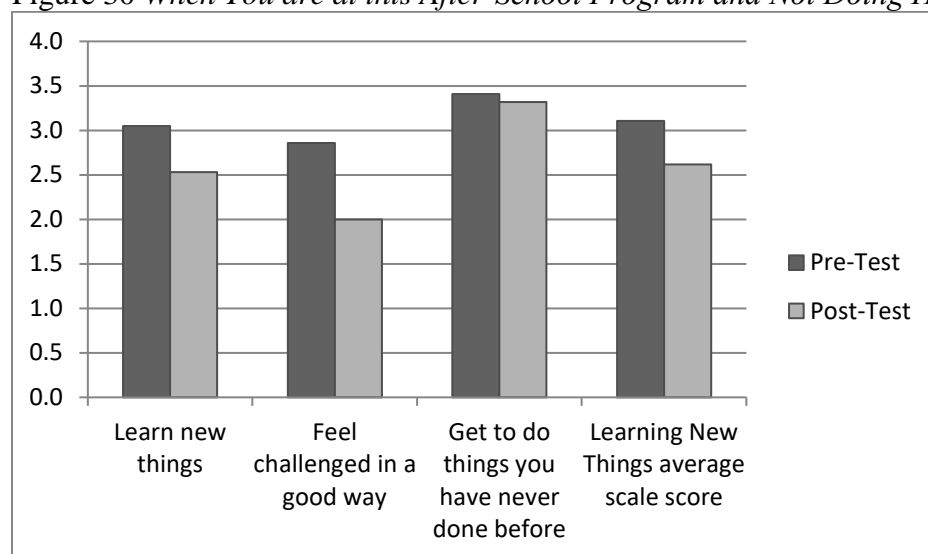


Figure 30 shows student assessment of their experience with the program outside of completing homework. Students reported a decrease in all surveyed areas from fall to spring. However, students highly rated being able to do things they have never done before in both fall and spring. It is suggested that staff continue to offer new activities and encourage students to challenge themselves by trying new things.

Figure 31 *What the Teachers and Staff are Like at this After-school Program...*

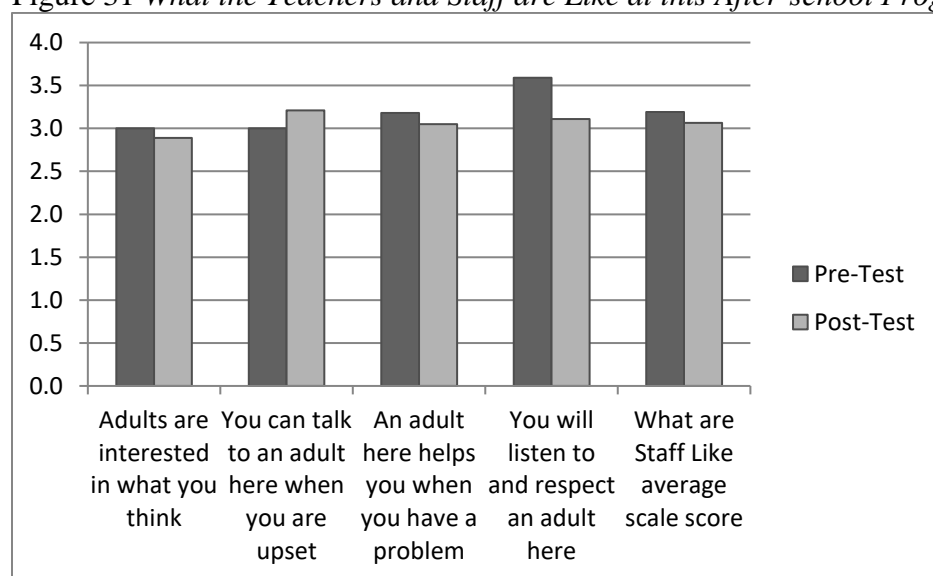


Figure 31 indicates students' perception of what staff are like at the after-school program. Student ratings shifted slightly from fall to spring. Students most highly rated having an adult they respect, while lower ratings were given to adults being interested in what they think. Staff should continue to build rapport with students through active listening and meaningful conversations to better understand their interests.

Figure 32 *What are You Like as a Learner?*

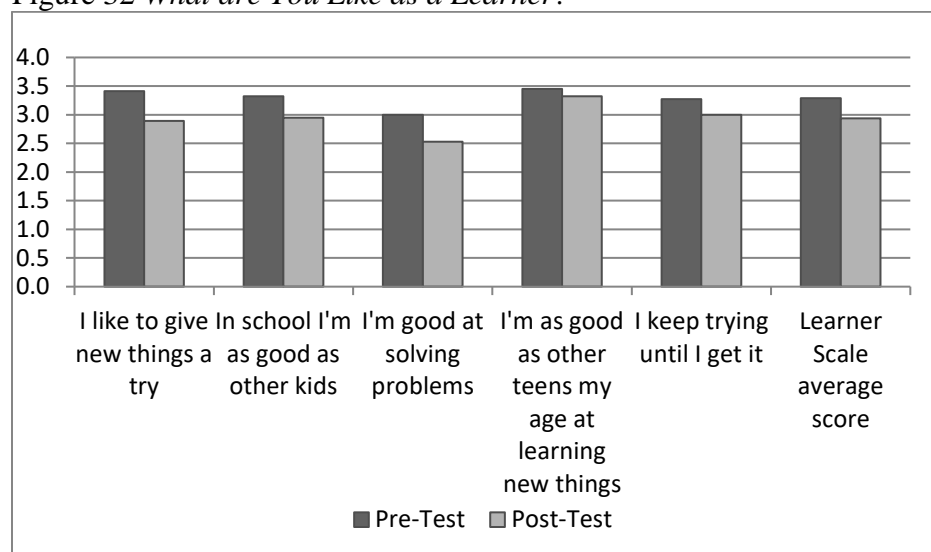


Figure 32 shows youth responses regarding their perception what they are like as learners. Scores decreased from fall to spring. The recommendation is for staff to encourage students to try new things while presenting them with various opportunities to do so.

Figure 33 *How do You Feel about Reading/Math/Science?*

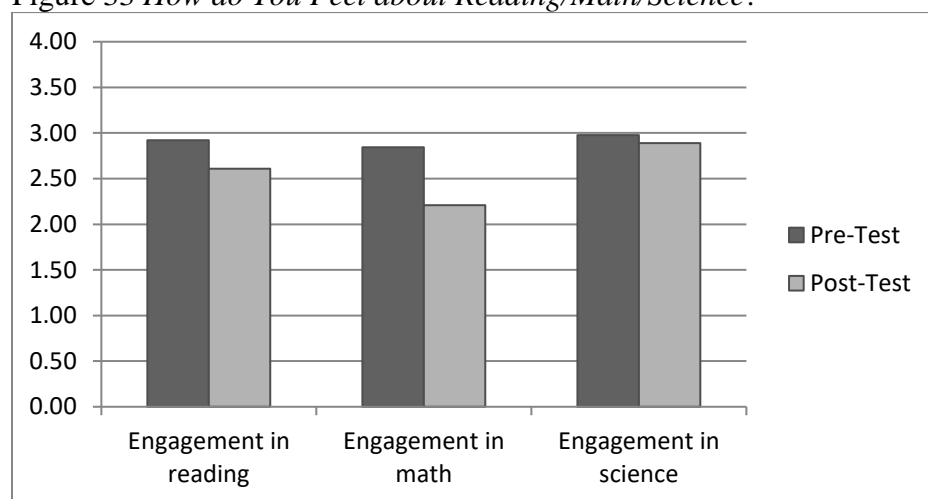


Figure 33 shows youth responses assessing their level of engagement in reading, math, and science from an average of ratings from five questions regarding each subject. Students reported less engagement in reading, math, and science from fall to spring. Staff should incorporate new activities and learning opportunities to increase student interest and engagement in all subjects.

Figure 34 *How has This Program Helped You in Reading/Math/Science?*

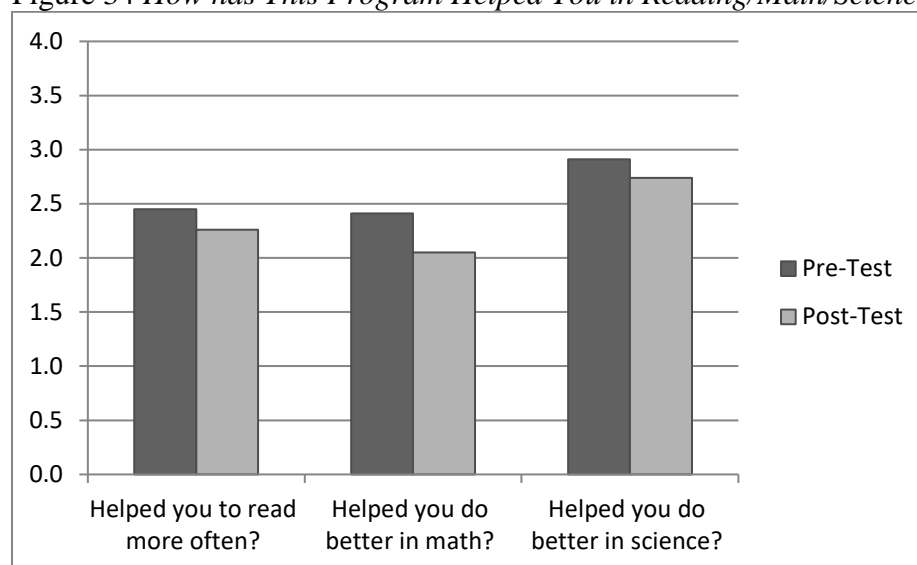


Figure 34 indicates how the program has enabled the students to read more often and do better in math and science. Scores decreased from fall to spring for reading, math, and science. The suggestion is to encourage students to seek out assistance in specific academic areas for those in need.

Figure 35 *How has This Program Helped You Academically?*

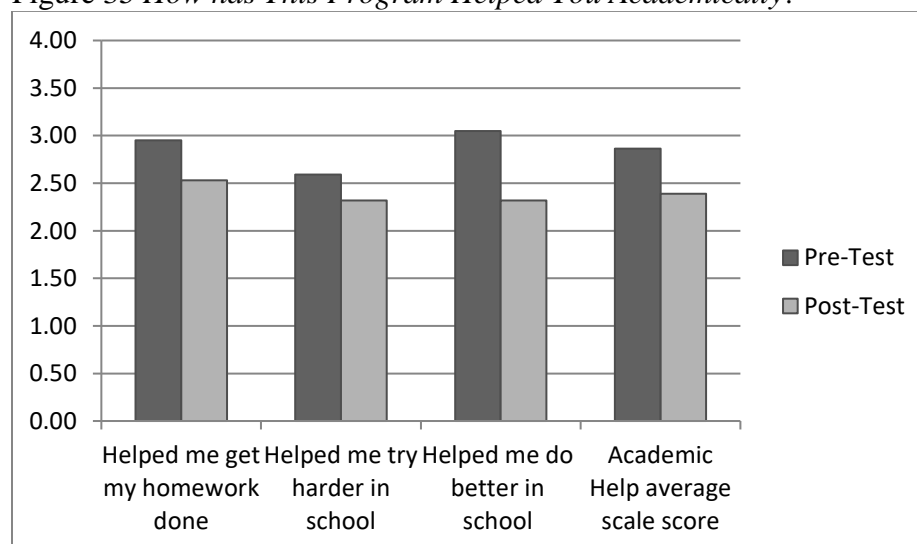


Figure 35 shows students' assessment regarding how the after-school program helped them academically. Student ratings decreased from fall to spring in all areas surveyed. Staff should allow specific time for students to get their homework done and ask for help in areas of need.

Figure 36 *How Has This Program Helped You Socially?*

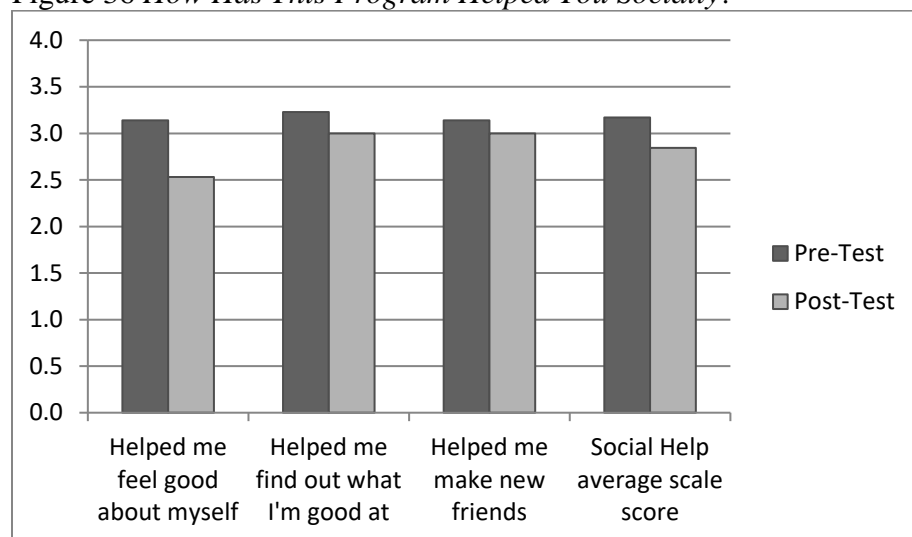


Figure 36 shows students' assessment regarding how the after-school program helped them socially. Students reported higher scores in the fall than in the spring for the social benefits of the program. The recommendation is for staff to encourage positive peer interactions and provide students with opportunities to collaborate with each other and try new things.

Figure 37 *Try New Things?*

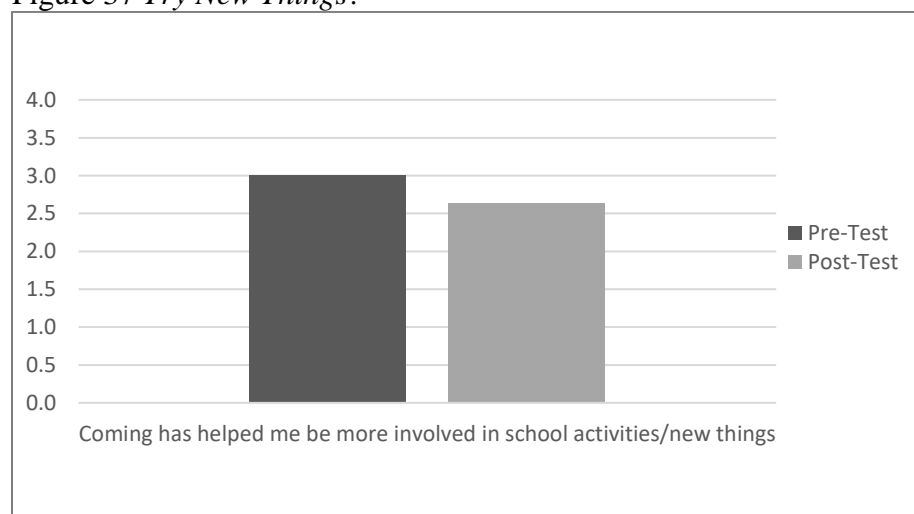


Figure 37 shows student involvement in school activities and trying new things. Student involvement slightly decreased from fall to spring. Staff should encourage students to get involved in school activities by providing them with new opportunities and resources needed to get involved.

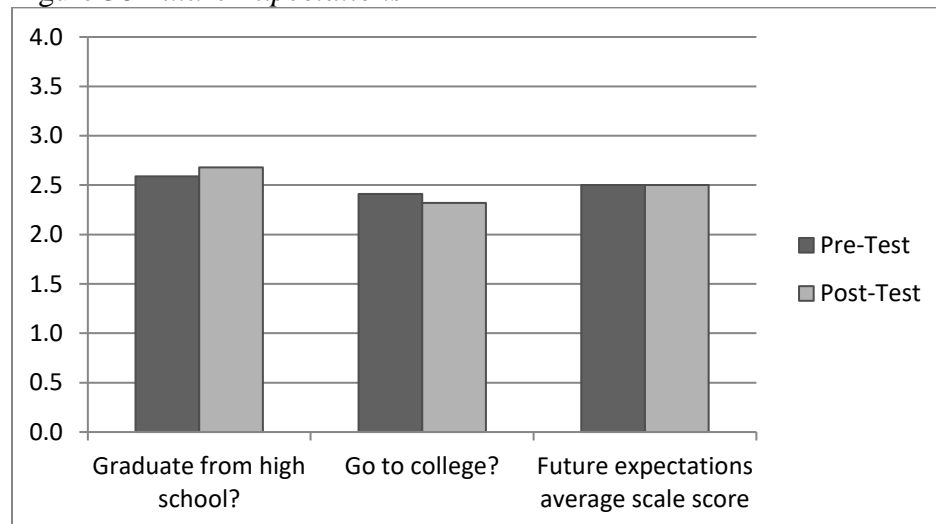
Figure 38 *Future Expectations*

Figure 38 shows students' future expectations. Students reported an increase in their expectations to graduate high school but reported a slight decrease in attending college. Staff should continue to engage students in conversations about their future academic and career expectations.

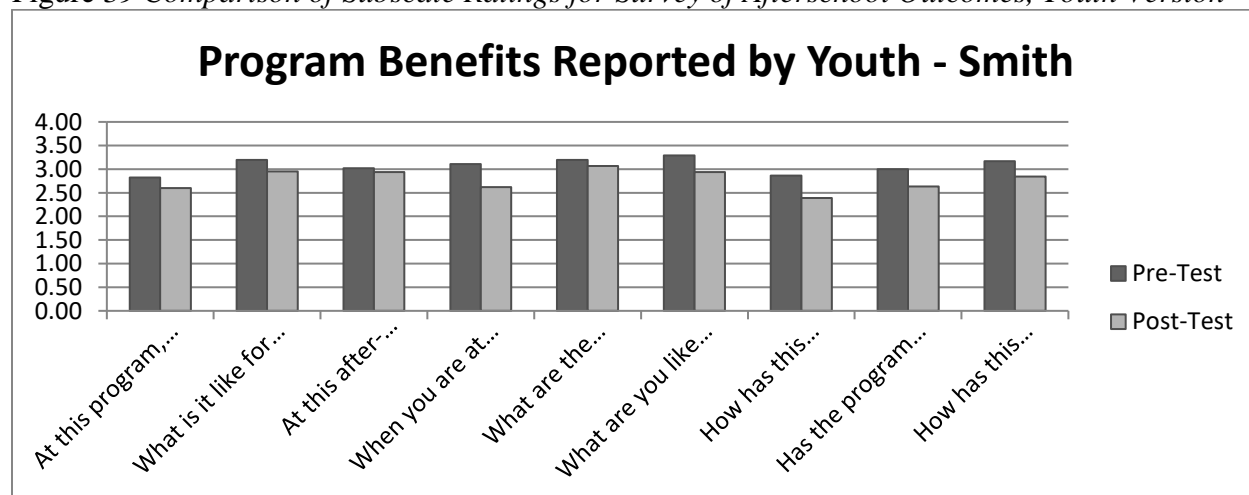
Figure 39 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*

Figure 39 shows Smith student ratings of the academic and social benefits of the program. Students positively rated many aspects of the program. The highest rating was given to student perceptions of staff. While lower ratings were given to academic help. Staff should continue to build social and academic programming and maintain meaningful staff-student relationships throughout the school year.

Nicholson Elementary School Youth

Survey

Figure 40 *At This Program, How do Kids Get Along?*

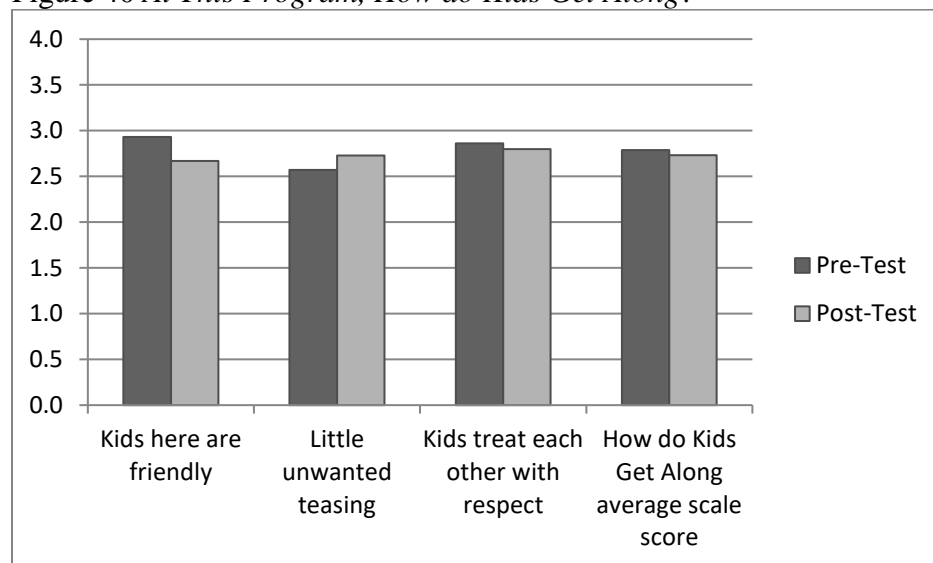


Figure 40 shows youth responses assessing how well kids get along at the after-school program. Students reported an increase in “Little Unwanted Teasing” from fall to spring. However, students reported a slight decrease in kids being friendly and treating each other with respect. Staff should monitor and encourage positive peer interactions.

Figure 41 *What is it Like for You at This After-school Program?*

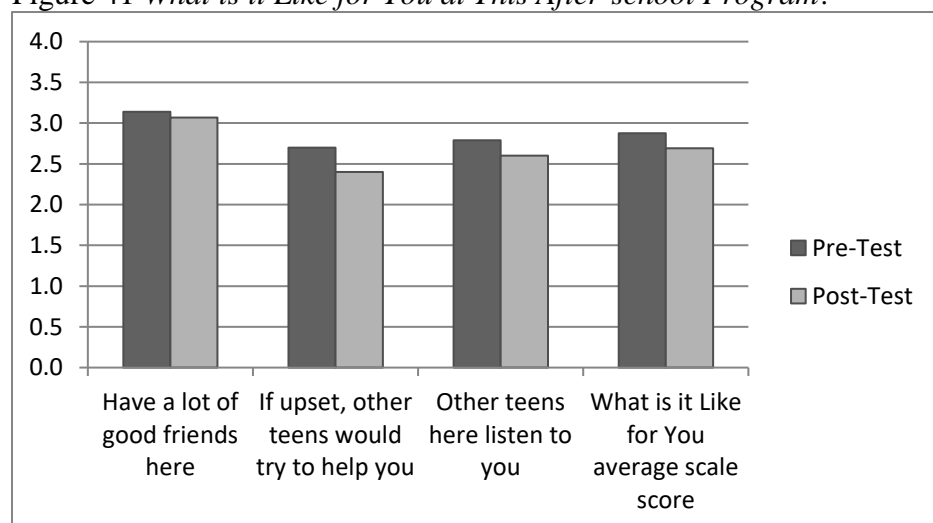


Figure 41 shows how youth perceive what the after-school program is like for them. Students reported declines from the fall to spring in their ratings of what the program is like for them. It is suggested that staff utilize social skill instruction and encourage positive peer interactions to improve peer relationships.

Figure 42 *At this After-school Program, How do you feel?*

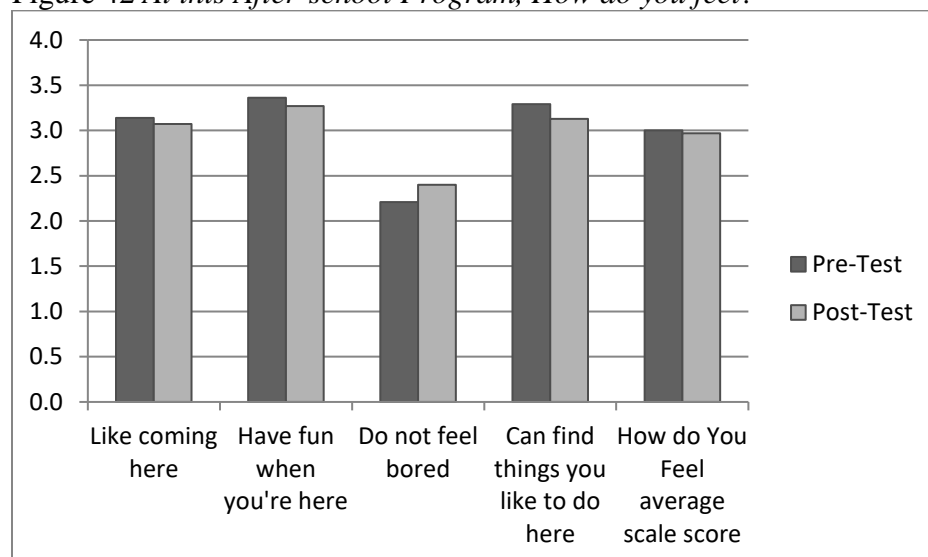


Figure 42 shows youth responses to how they feel during the after-school program. Students reported improvements in not feeling bored, however ratings in all other areas slightly decreased from fall to spring. It is recommended that staff continue to provide new activities and learning opportunities to promote student engagement in the program.

Figure 43 *When You are at this After-School Program and Not Doing Homework...*

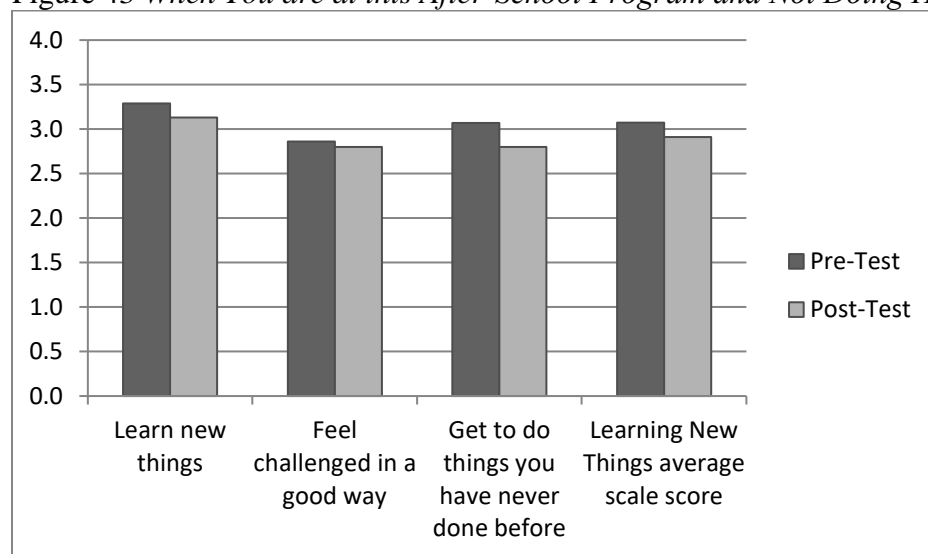


Figure 43 shows student assessment of the program outside of completing their homework. Students reported slight decreases in all areas surveyed. However, students most highly rated being able to learn new things. Staff should continue to provide students with opportunities to try new things and challenge themselves while providing positive reinforcement towards their efforts.

Figure 44 What the Teachers and Staff are Like at this After-school Program...

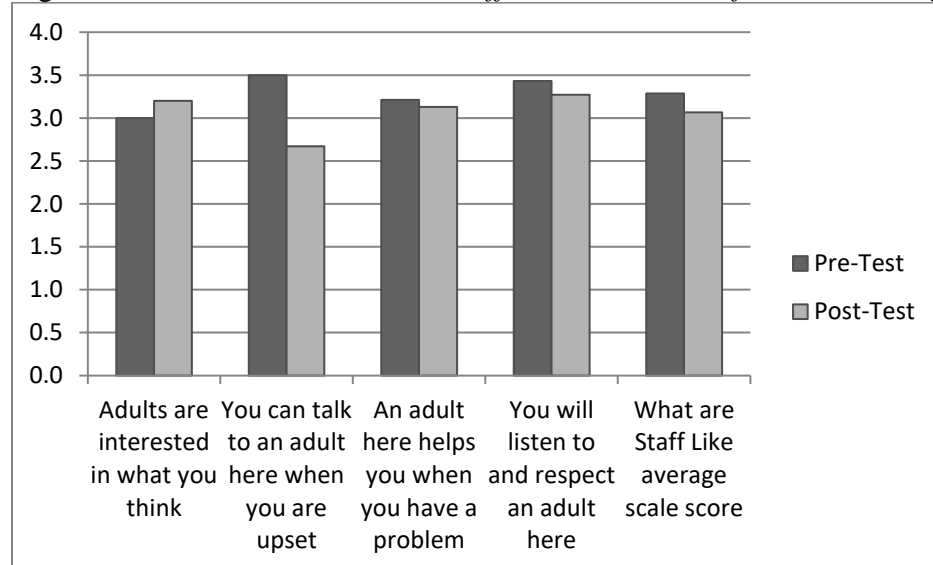


Figure 44 indicates students' perception of what staff are like at the after-school program. Student ratings of interactions with staff decreased from fall to spring in all areas except for adults showing interest in what they think, which increased. It is recommended that staff continue to build rapport with students throughout the entire school year through meaningful conversations and active listening.

Figure 45 What are You Like as a Learner?

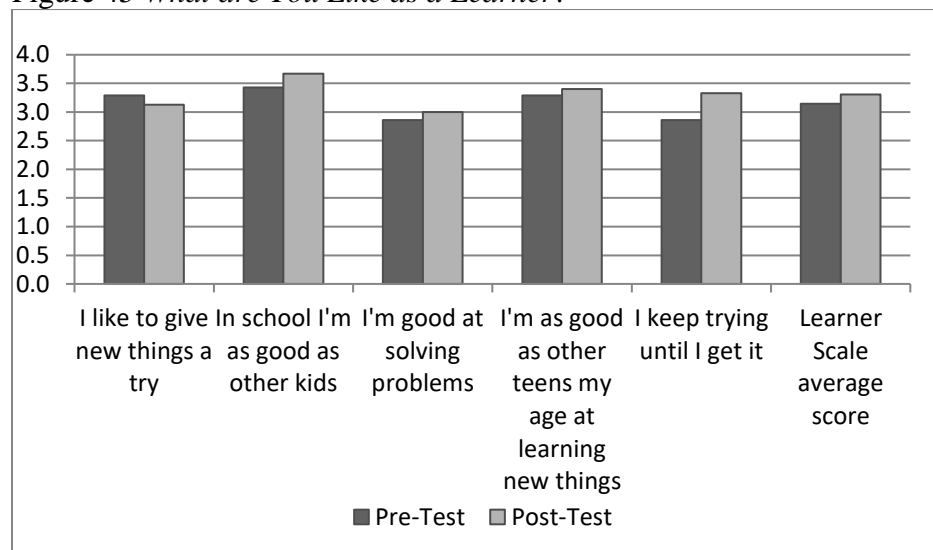


Figure 45 shows youth responses regarding their perception of what they are like as learners. Scores increased from fall to spring in all areas surveyed except for giving new things a try. Staff should encourage students to try new things and provide them with positive reinforcement towards their efforts to do so.

Figure 46 *How do You Feel about Reading/Math/Science?*

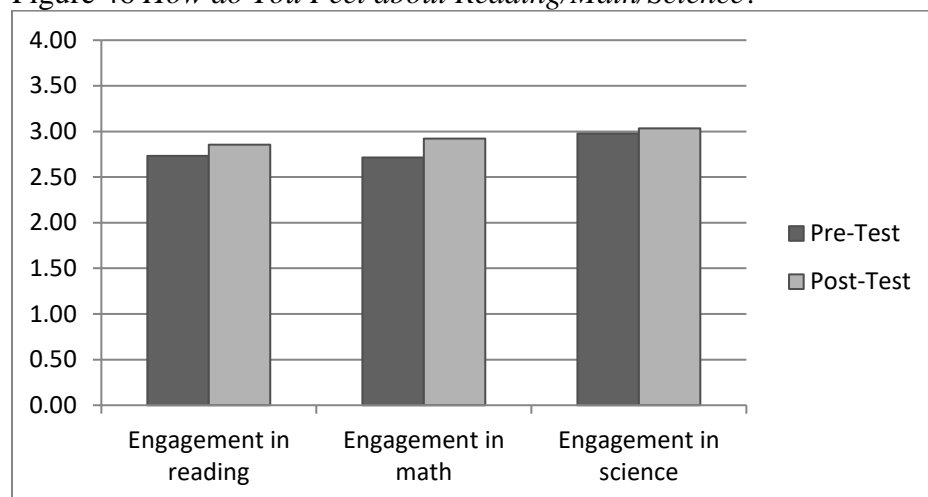


Figure 46 shows youth responses assessing their level of engagement in reading, math, and science from an average of ratings from five questions regarding each subject. Students reported their levels of engagement increased in all areas from fall to spring. Staff should continue to provide students with new and interactive academic programming.

Figure 47 *How has This Program Helped You in Reading/Math/Science?*

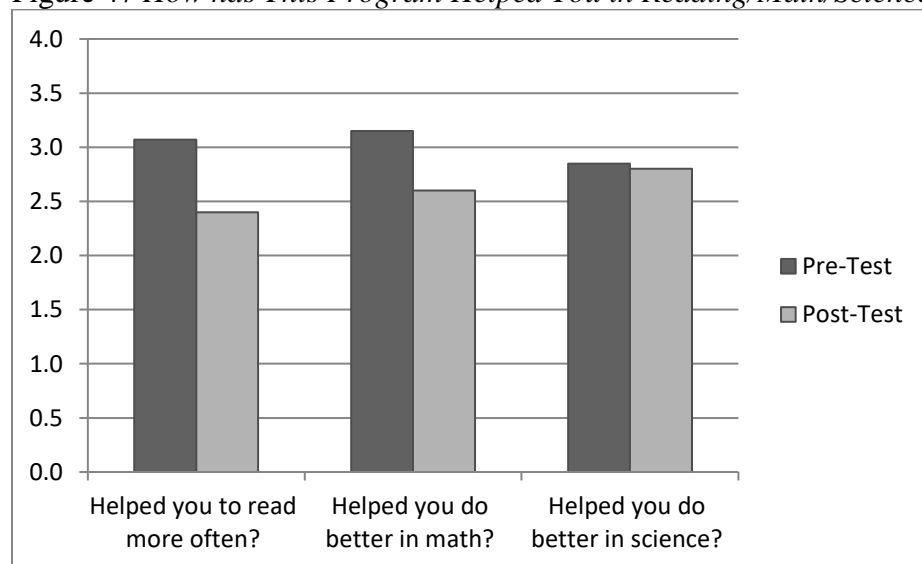


Figure 47 indicates how the program has enabled the students to read more often and to do better in math and science. Students reported a decrease in the program helping them do better academically in all areas surveyed from fall to spring. It is suggested that staff provide additional assistance in specific academic areas of struggle for students in need.

Figure 48 *How has This Program Helped You Academically?*

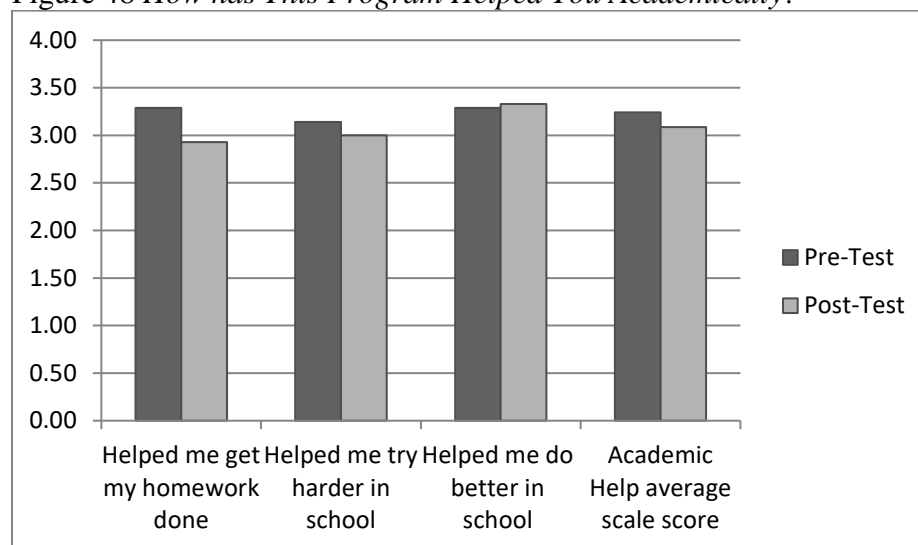


Figure 48 shows students' assessment regarding how the after-school program helped them academically. Students highly rated all areas of academic help in both fall and spring. Students reported an increase in the program helping them do better in school. However, there was a slight decrease in the program helping students get homework done and try harder in school. Staff should assist students in areas of struggle and designate time for students to work on homework and ask questions.

Figure 49 *How Has This Program Helped You Socially?*

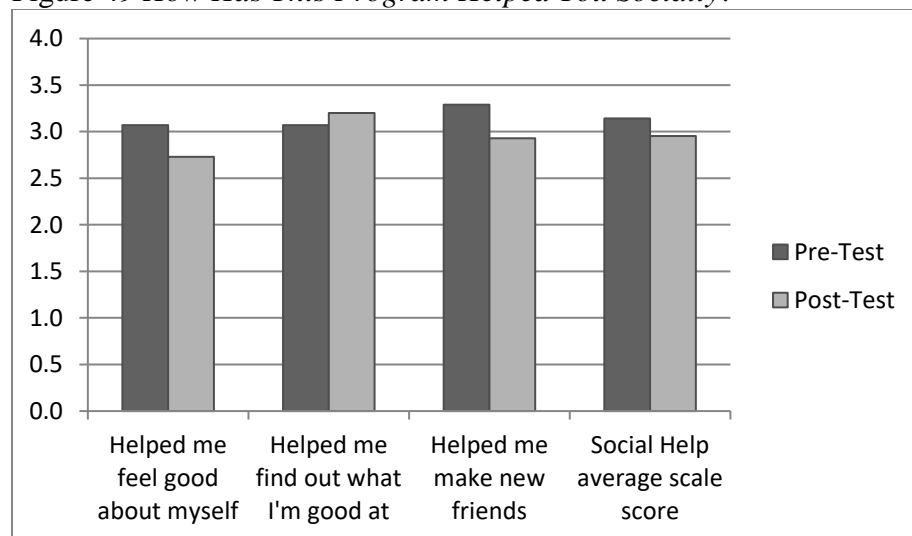


Figure 49 shows students' assessment regarding how the after-school program helped them socially. Students reported an increase in the program helping them find what they are good at. However, there were slight decreases in students feeling good about themselves and making new friends. Staff should continue to use positive reinforcement of efforts in both academic and social activities to help students build confidence and make new friends.

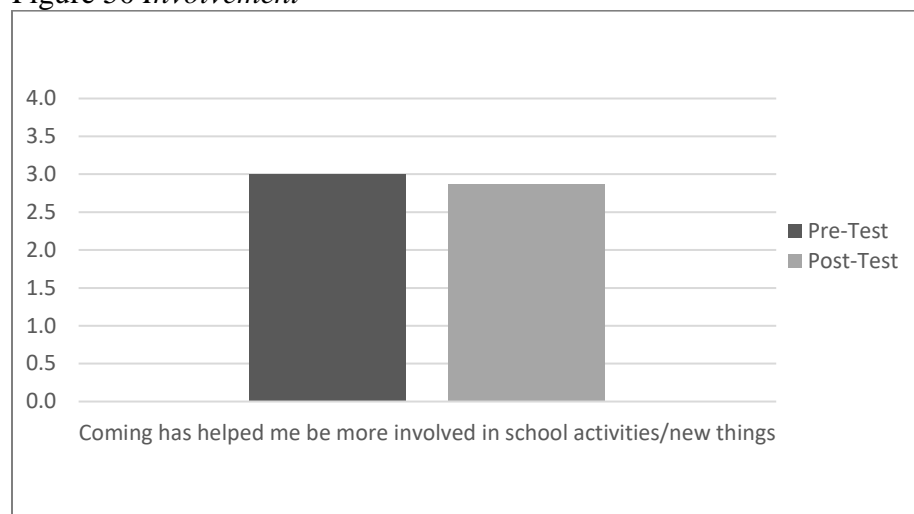
Figure 50 *Involvement*

Figure 50 shows student involvement in school activities and trying new things. Student involvement slightly decreased from fall to spring. Staff should encourage students to get involved in school activities by providing them with the information needed to get involved.

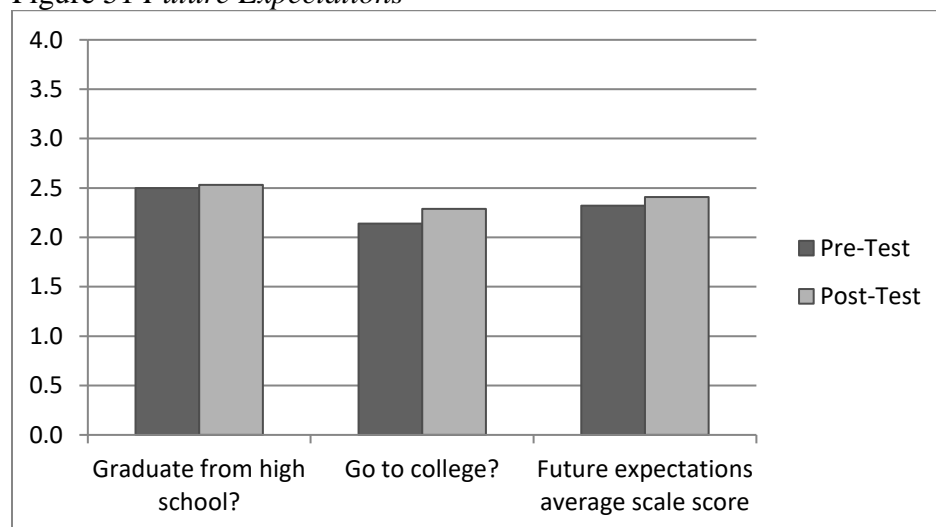
Figure 51 *Future Expectations*

Figure 51 shows students' future expectations. Students reported an increase in their expectations to graduate from high school and go on to college. Staff should continue to engage students in conversations about their future academic and career expectations.

Figure 52 Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version

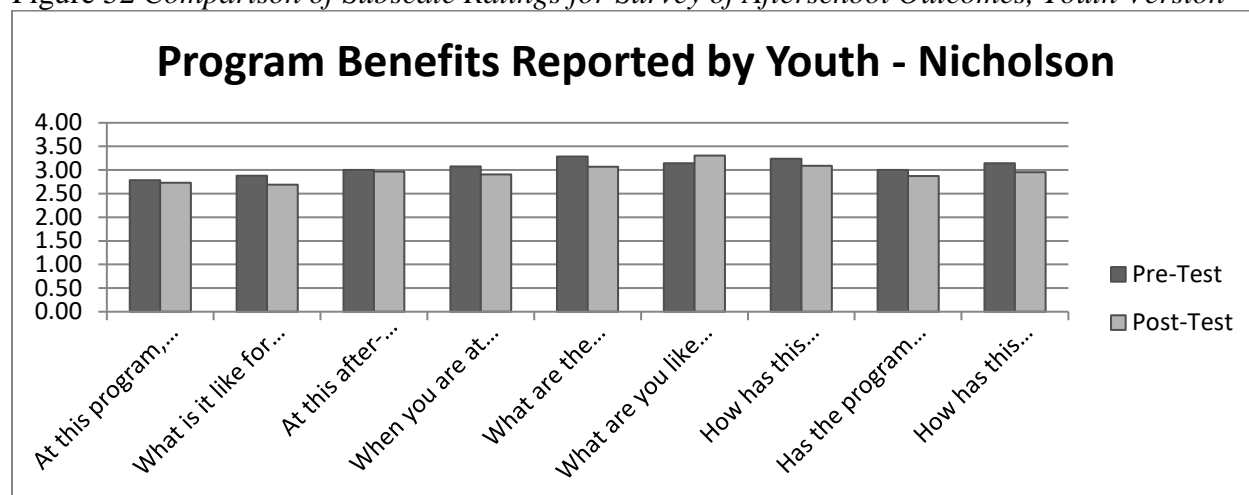


Figure 52 shows Nicholson student ratings of the academic and social benefits of the program. Students positively rated many aspects of the program. Students most highly rated what they are like as a learner and the programs academic benefits. Students gave lower ratings to how kids get along. Staff should continue to build social and academic programming and maintain staff-student relationships throughout the year.

Analysis of Qualitative Data Reflected in Student Surveys

Students were given opportunities to give feedback on their experiences in the after-school program at the beginning of the program and toward the end of the program year. Some students may have given more than one answer for each question and in some cases the student did not answer the question or did not give a comprehensible response. The responses to the open-ended questions are provided below.

Hall Elementary School

What is your favorite thing to do here?	Pre-Test 2022	Post-Test 2023
Play games	3	2
Math	1	1
Make new friends	1	0
Play outside	0	2
Homework	2	0
Gym/physical activity	1	1
Art/sketch	1	2
Socialize/talk with friends/play	4	0

What would you like to learn/what did you learn?	Pre-Test 2022	Post-Test 2023
Math skills	4	1
Art skills	0	0
Language arts skills	0	0
Science skills	1	0

Fun games/activities	1	1
Interrelational/social skills	0	2
Sports skills	1	1

Reasons for Absences	Pre-Test 2022	Post-Test 2023
Sick/Ill	7	4
Sports/competitions	1	1
Family obligations	2	0

What would you change about the program?	Pre-Test 2022	Post-Test 2023
Nothing	4	0
Increase playground/outside/play time	0	2
Food	0	1
Homework/ learning	1	2
Staff	1	0
Increase art	1	3
Socialize/talk with friends	3	0

What else would you like us to know?	Pre-Test 2022	Post-Test 2023
It's fun/good/would recommend to others	2	1
Nothing/ I don't know	6	3
Gained new skills	0	1

Jefferson Middle School

What is your favorite thing to do here?	Pre-Test 2022	Post-Test 2023
Play games	7	5
Math	2	2
Make new friends	0	0
Play outside	0	2
Homework	2	0
Gym/physical activity	4	0
Art/sketch	2	4
Socialize/talk with friends/play	12	4

What would you like to learn/what did you learn?	Pre-Test 2022	Post-Test 2023
Math skills	6	5
Art skills	2	0
Language arts skills	1	0
Science skills	1	2
Fun games/activities	4	3

Interrelational/social skills	5	4
Sports skills	1	0

Reasons for Absences	Pre-Test 2022	Post-Test 2023
Sick/Ill	16	11
Sports/competitions	1	1
Family obligations	11	5

What would you change about the program?	Pre-Test 2022	Post-Test 2023
Nothing	3	5
Increase playground/outside/play time	8	1
Food	6	6
Homework/ learning	3	4
Staff	1	1
Increase art	0	0
Socialize/talk with friends	1	0

What else would you like us to know?	Pre-Test 2022	Post-Test 2023
It's fun/good/would recommend to others	7	5
Nothing/ I don't know	14	12
Gained new skills	2	2

Quotes:

“I get more motivated to finish my missing work.”

“I got my grades up by a lot.”

Nicholson Elementary School

What is your favorite thing to do here?	Pre-Test 2022	Post-Test 2023
Play games	1	2
Math	1	1
Make new friends	0	0
Play outside	2	1
Homework	1	0
Gym/physical activity	1	3
Art/sketch	1	4
Socialize/talk with friends/play	2	2

What would you like to learn/what did you learn?	Pre-Test 2022	Post-Test 2023
Math skills	3	2
Art skills	0	0
Language arts skills	1	0
Science skills	2	1

Fun games/activities	0	0
Interrelational/social skills	0	1
Sports skills	1	0

Reasons for Absences	Pre-Test 2022	Post-Test 2023
Sick/Ill	5	4
Sports/competitions	0	0
Family obligations	3	2

What would you change about the program?	Pre-Test 2022	Post-Test 2023
Nothing	1	0
Increase playground/outside/play time	9	2
Food	1	0
Homework/ learning	0	0
Staff	0	1
Increase art	0	2
Socialize/talk with friends	2	3

What else would you like us to know?	Pre-Test 2022	Post-Test 2023
It's fun/good/would recommend to others	6	3
Nothing/ I don't know	3	1
Gained new skills	1	1

Schneider Elementary School

What is your favorite thing to do here?	Pre-Test 2022	Post-Test 2023
Play games	3	2
Math	2	4
Make new friends	0	0
Play outside	0	1
Homework	2	2
Gym/physical activity	0	0
Art/sketch	1	2
Socialize/talk with friends/play	1	1

What would you like to learn/what did you learn?	Pre-Test 2022	Post-Test 2023
Math skills	4	3
Art skills	1	0
Language arts skills	0	0
Science skills	0	3
Fun games/activities	3	2

Interrelational/social skills	1	0
Sports skills	1	0

Reasons for Absences	Pre-Test 2022	Post-Test 2023
Sick/Ill	4	3
Sports/competitions	0	0
Family obligations	2	2

What would you change about the program?	Pre-Test 2022	Post-Test 2023
Nothing	2	1
Increase playground/outside/play time	4	5
Food	0	0
Homework/ learning	1	2
Staff	0	1
Increase art	1	1
Socialize/talk with friends	1	1

What else would you like us to know?	Pre-Test 2022	Post-Test 2023
It's fun/good/would recommend to others	4	4
Nothing/ I don't know	5	1
Gained new skills	2	1

Quotes:

“That it helped me with a bunch of stuff and I got to learn a bunch of new stuff and I really like it here and I do not want the my time program to end.”

Smith Elementary School

What is your favorite thing to do here?	Pre-Test 2022	Post-Test 2023
Play games	3	4
Math	0	0
Make new friends	0	0
Play outside	6	2
Homework	2	3
Gym/physical activity	3	4
Art/sketch	5	3
Socialize/talk with friends/play	4	4

What would you like to learn/what did you learn?	Pre-Test 2022	Post-Test 2023
Math skills	4	0
Art skills	0	1

Language arts skills	1	0
Science skills	5	4
Fun games/activities	4	2
Inter-personal relationships/social skills	0	6
Sports skills	2	1

Reasons for Absences	Pre-Test 2022	Post-Test 2023
Sick/Ill	14	12
Sports/competitions	0	3
Family obligations	5	3

What would you change about the program?	Pre-Test 2022	Post-Test 2023
Nothing	4	1
Increase playground/outside/play time	7	11
Food	3	1
Homework/ learning	5	0
Staff	1	4
Increase art	0	0
Socialize/talk with friends	3	1

What else would you like us to know?	Pre-Test 2022	Post-Test 2023
It's fun/good/would recommend to others	6	4
Nothing/ I don't know	6	8
Gained new skills	3	2

Quotes:

“It’s really fun and you should keep doing the program.”

Social Emotional Learning (SEL) Survey

The social-emotional learning survey (SEL) survey was created to evaluate staff perception of students’ social, emotional, and behavioral needs within the after-school program. The survey was based off of the Illinois Social Emotional Learning descriptors for each age group. This survey is given twice during the program to assess change over time.

The surveys asked adult program staff to rate students’ demonstration of various skills relative to the expectations for their age. The scale ranged from 1 to 5, with 1 indicating a significantly below same-age children, 3 indicating performance is the same as other same-age children, and 5 indicating performance was significantly above other same-age children. The response averages for each item are summarized by age-group and by school.

Responses indicated students’ performance was at or near the expectations for their age.

Figure 53 Average Elementary SEL Ratings, Grades K-2

Grades K-2	Recognize and accurately label emotions and how they are linked to behavior	Demonstrate control of impulsive behavior	Identify their likes and dislikes, needs and wants, strengths and challenges	Identify family, peer, school, and community strengths	Describe why school is important in helping students achieve personal goals	Identify goals for academic success and classroom behavior	Recognize that others may experiences situations differently from oneself	Use listening skills to identify the feelings and perspectives of others	Describe the ways that people are similar and different	Describe positive qualities in others
Hall	3.00	3.21	2.89	2.95	3.00	3.00	2.89	2.89	3.00	2.79
Nicholson	3.19	3.00	3.46	3.19	3.27	3.08	3.27	3.19	3.31	3.35
Smith	2.84	2.84	2.84	2.84	2.76	2.76	2.76	2.76	2.80	2.80
Schneider	2.90	2.85	2.90	2.80	2.95	2.85	2.85	2.95	2.90	2.90

Figure 54 Average Elementary SEL Ratings, Grades K-2, continued

Grades K-2	Identify ways to work and play well with others	Demonstrate appropriate social and classroom behavior	identify problems and conflicts commonly experienced by peers	Identify approaches to resolving conflicts constructively	Explain why unprovoked acts that hurt others are wrong	Identify social norms and safety considerations that guide behavior	Identify a range of decisions that students make at school	Make positive choices when interacting with classmates	Identify and perform roles that contribute to one's classroom	Identify and perform roles that contribute to one's family
Hall	3.00	3.00	2.89	2.89	3.26	3.11	3.11	2.89	3.00	3.26
Nicholson	3.31	3.23	3.23	3.12	3.24	3.08	3.23	3.19	3.19	3.23
Smith	2.76	2.76	2.76	2.76	2.76	2.76	2.76	2.76	2.76	2.76
Schneider	2.90	2.70	2.75	2.80	2.95	2.90	2.90	2.75	2.80	2.95

Figure 55 Average Elementary SEL Ratings, Grades 3-5

Grades 3-5	Describe a range of emotions and the situations that cause them	Describe and demonstrate ways to express emotions in a socially acceptable manner	Describe personal skills and interest that one wants to develop	Explain how family members, peers, school personnel, and community members can support schools success and responsible behavior	Describe the steps in setting and working toward goal achievement	Monitor progress on achieving a short-term personal goal	Identify verbal, physical, and situational cues that indicate how others may feel	Describe the expressed feelings and perspectives of others	Identify differences among and contributions of various social and cultural groups	Demonstrate how to work effectively with those who are different from oneself
Hall Elementary	3.07	2.93	3.00	3.18	3.00	3.04	3.07	3.11	3.29	2.93
Nicholson Elementary	4.22	4.04	4.13	4.09	4.17	4.00	4.17	4.09	4.39	4.39
Smith Elementary	3.08	3.08	3.08	3.08	3.08	3.10	3.08	3.08	3.06	3.04
Schneider Elementary	3.20	3.20	3.10	3.05	2.95	2.90	3.20	3.20	2.95	3.00

Figure 56 Average Elementary SEL Ratings, Grades 3-5, continued

Grades 3-5	Describe approaches for making and keeping friends	Analyze ways to work effectively in groups	Describe causes and consequences of conflicts	Apply constructive approaches in resolving conflicts	Demonstrate the ability to respect the rights of self and others	Demonstrate knowledge of how social norms affect decision making and behavior	Identify and apply the steps of systematic decision making	Generate alternative solutions and evaluate their consequences for a range of academic and social situations	Identify and perform roles that contribute to the school community	Identify and perform roles that contribute to one's local community
Hall Elementary	2.96	3.00	3.07	2.93	2.89	2.96	2.93	2.93	3.14	3.11
Nicholson Elementary	4.39	4.26	4.13	4.04	4.22	4.04	4.14	4.04	4.13	4.13
Smith Elementary	3.04	3.04	3.08	3.06	3.06	3.06	3.06	3.06	3.06	3.06
Schneider Elementary	3.20	3.00	3.10	3.05	3.05	2.95	2.95	3.00	2.95	2.95

Figure 57 Average Middle School SEL Ratings, Grades 6-8

Grades 6, 7, 8	Analyze factors that create stress or motivate successful performance	Apply strategies to manage stress and motivate successful performance	Analyze how personal qualities influence choices and success	Analyze how making use of school and community supports and opportunities can contribute to school and life success	Set a short-term goal and make a plan for achieving it	Analyze why one achieved or did not achieve a goal	Predict others' feelings and perspectives in a variety of situations	Analyze how one's behavior may affect others	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it	Analyze the effects of taking action to oppose bullying based on individual and group differences
Jefferson Middle	3.75	3.78	3.90	3.95	3.80	3.80	3.65	3.73	3.73	3.75

Figure 58 Average Middle School SEL Ratings, Grades 6-8, continued

Grades 6, 7, 8	Analyze ways to establish positive relationships with others	Demonstrate cooperation and teamwork to promote group effectiveness	Evaluate strategies for preventing and resolving interpersonal problems	Define unhealthy peer pressure and evaluate strategies for resisting it	Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions	Analyze the reasons for school and societal rules	Analyze how decision-making skills improve study habits and academic performance	Evaluate strategies for resisting pressures to engage in unsafe or unethical activities	Evaluate one's participation in efforts to address an identified school need	Evaluate one's participation in efforts to address an identified need in one's local community
Jefferson Middle	4.03	4.13	3.85	3.80	3.80	3.85	3.83	3.83	3.90	3.90

Teacher Survey

Teachers of participating students completed a survey assessing student improvement in several areas. Teachers were surveyed in the spring and were able to complete the assessment online or using a paper format. Teacher surveys were rated on a scale ranging from 0 to 7, with 0 indicating a significant decline, 6 indicating a significant improvement, and 4 indicating no change. Scores of 7 indicated no need to improve. Teacher responses are summarized by school.

Hall Elementary School Teacher Survey

Figure 59 Average Teacher Responses Regarding Improvement Among All Attendee

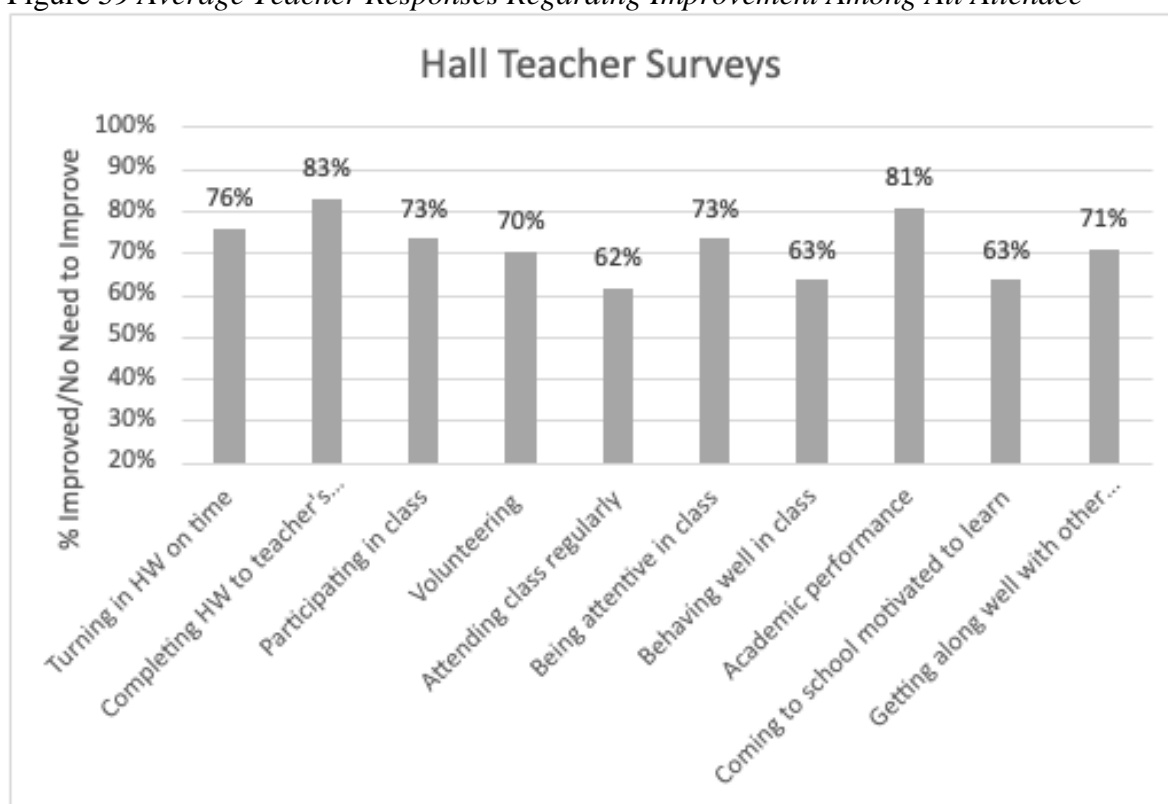


Figure 59 According to Hall teachers, most students showed improvement in all surveyed areas with an average of 72% improvement across categories.

Figure 60 Teacher Responses Regarding Student Improvement

Hall Teacher Survey Results for All Attendees	No need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in HW on time	24	1	3	3	10	0	0	0
Completing HW to teacher's satisfaction	21	2	6	5	7	0	0	0
Participating in class	9	2	5	14	11	0	0	0
Volunteering	11	1	3	14	12	0	0	0
Attending class regularly	22	0	0	2	14	1	0	0
Being attentive in class	5	2	7	16	11	0	0	0

Behaving well in class	14	0	5	7	15	0	0	0
Academic performance	4	2	5	22	8	0	0	0
Coming to school motivated to learn	12	0	3	11	15	0	0	0
Getting along well with other students	15	0	3	11	11	1	0	0

Figure 60 shows the breakdown of teacher responses for all categories.

Nicholson Elementary School Teacher Survey Responses

Figure 61 Average Teacher Responses Regarding Improvement Among All Attendees

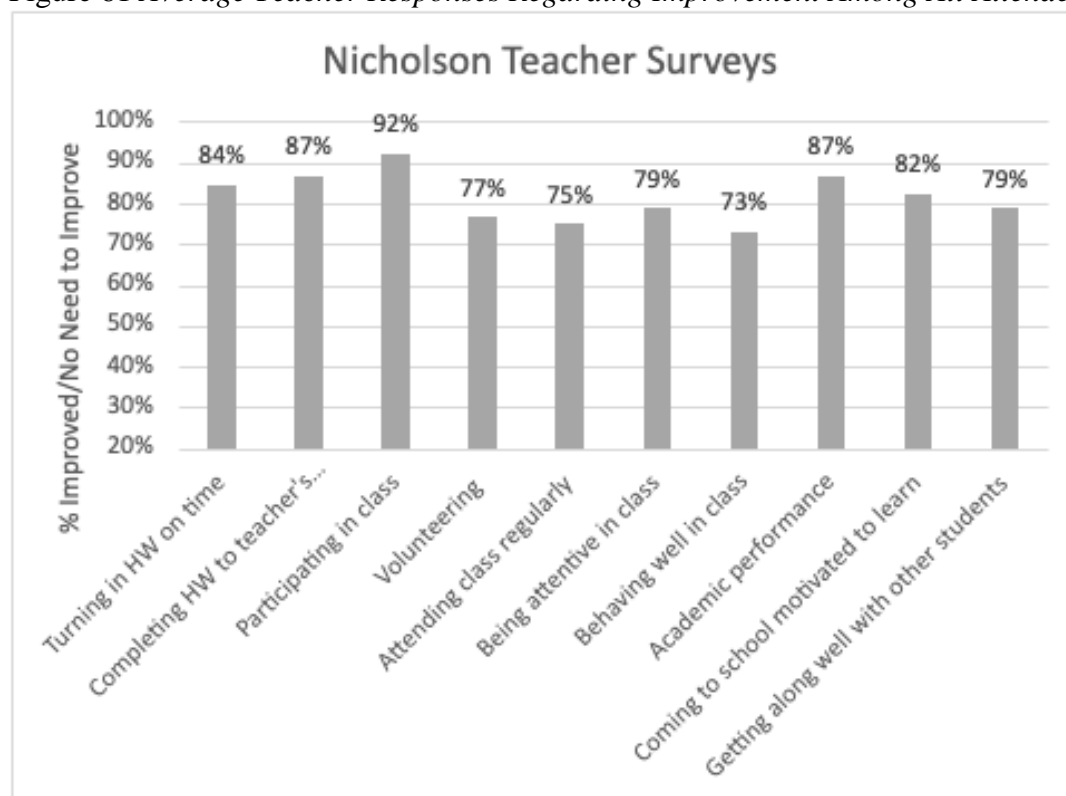


Figure 61 According to Nicholson teachers, most students showed improvement in all surveyed areas with an average of 82% improvement across categories.

Figure 62 Teacher Responses Regarding Student Improvement

Nicholson Teacher Survey Results for All Attendees	No need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in HW on time	21	5	6	6	7	0	0	0
Completing HW to teacher's satisfaction	17	5	8	9	6	0	0	0
Participating in class	11	7	14	16	3	1	0	0
Volunteering	15	6	6	12	12	0	0	0
Attending class regularly	28	4	1	6	13	0	0	0
Being attentive in class	12	7	3	19	9	2	0	0

Behaving well in class	20	5	4	9	10	4	0	0
Academic performance	9	7	9	20	6	1	0	0
Coming to school motivated to learn	16	5	9	12	7	1	1	0
Getting along well with other students	20	7	6	8	8	1	2	0

Figure 62 shows the breakdown of teacher responses for all categories.

Smith Elementary School Teacher Survey Responses

Figure 63 Average Teacher Responses Regarding Improvement Among All Attendees

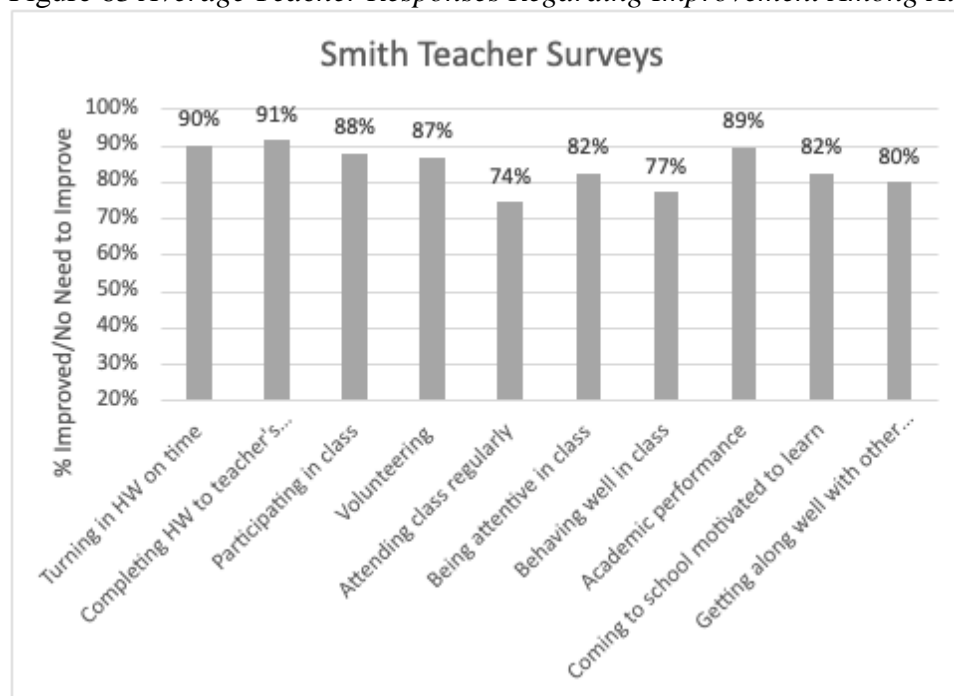


Figure 63 According to Smith teachers, most students showed improvement in all surveyed areas with an average of 84% improvement across categories.

Figure 64 Teacher Responses Regarding Student Improvement

Smith Teacher Survey Results for ALL Attendees	No need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in HW on time	22	22	11	7	5	2	0	0
Completing HW to teacher's satisfaction	21	23	11	7	4	2	0	0
Participating in class	15	23	14	12	7	0	2	0
Volunteering	23	20	11	10	8	0	2	0
Attending class regularly	30	14	6	5	18	1	0	0
Being attentive in class	17	19	11	14	9	4	0	0
Behaving well in class	23	18	8	8	11	6	0	0
Academic performance	11	25	12	18	6	2	0	0
Coming to school motivated to learn	19	20	8	13	11	2	0	0

Getting along well with other students	24	18	7	10	8	4	2	1
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Figure 64 shows the breakdown of teacher responses for all categories.

Schneider Elementary School Teacher Survey Responses

Figure 65 Average Teacher Responses Regarding Improvement Among All Attendees

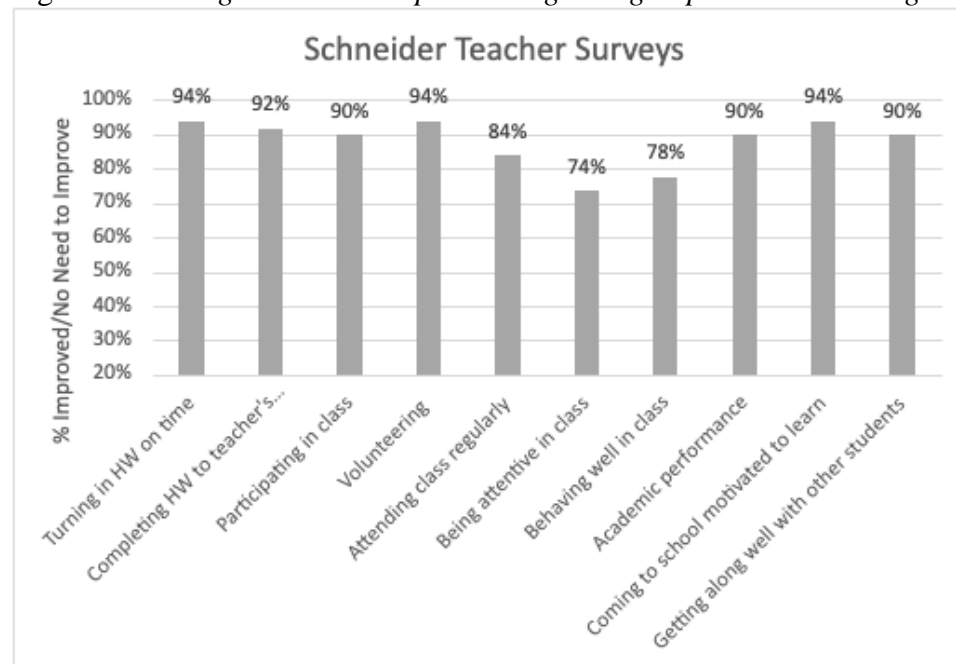


Figure 65 According to Schneider teachers, most students showed improvement in all surveyed areas with an average of 88% improvement across categories.

Figure 66 Teacher Responses Regarding Student Improvement

Smith Teacher Survey Results for ALL Attendees	No need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in HW on time	20	11	7	7	2	1	0	0
Completing HW to teacher's satisfaction	20	13	9	3	2	2	0	0
Participating in class	10	10	12	12	4	1	0	0
Volunteering	14	11	10	11	2	1	0	0
Attending class regularly	24	6	5	6	7	1	0	1
Being attentive in class	10	6	11	9	7	6	1	0
Behaving well in class	23	4	4	7	5	5	0	0
Academic performance	6	13	14	11	4	1	0	0
Coming to school motivated to learn	17	11	10	8	3	0	0	0
Getting along well with other students	20	5	9	10	3	2	0	0

Figure 66 shows the breakdown of teacher responses for all categories.

Parent Survey

Parents of students participating in the afterschool program were queried as to their levels of satisfaction with the program and their level of involvement in their child's education. The survey is rated on a scale ranging from one to five, with five indicating the highest level of agreement or satisfaction, 4 indicating agreement or satisfaction, 3 being neutral, 2 disagreement/dissatisfaction, and 1 being very dissatisfied or strong disagreement. Parents were also prompted to provide extended responses regarding the strengths of the program and areas for improvement. Qualitative data from the open-ended responses are provided below.

Hall Elementary School

Figure 67 Parent Survey Responses

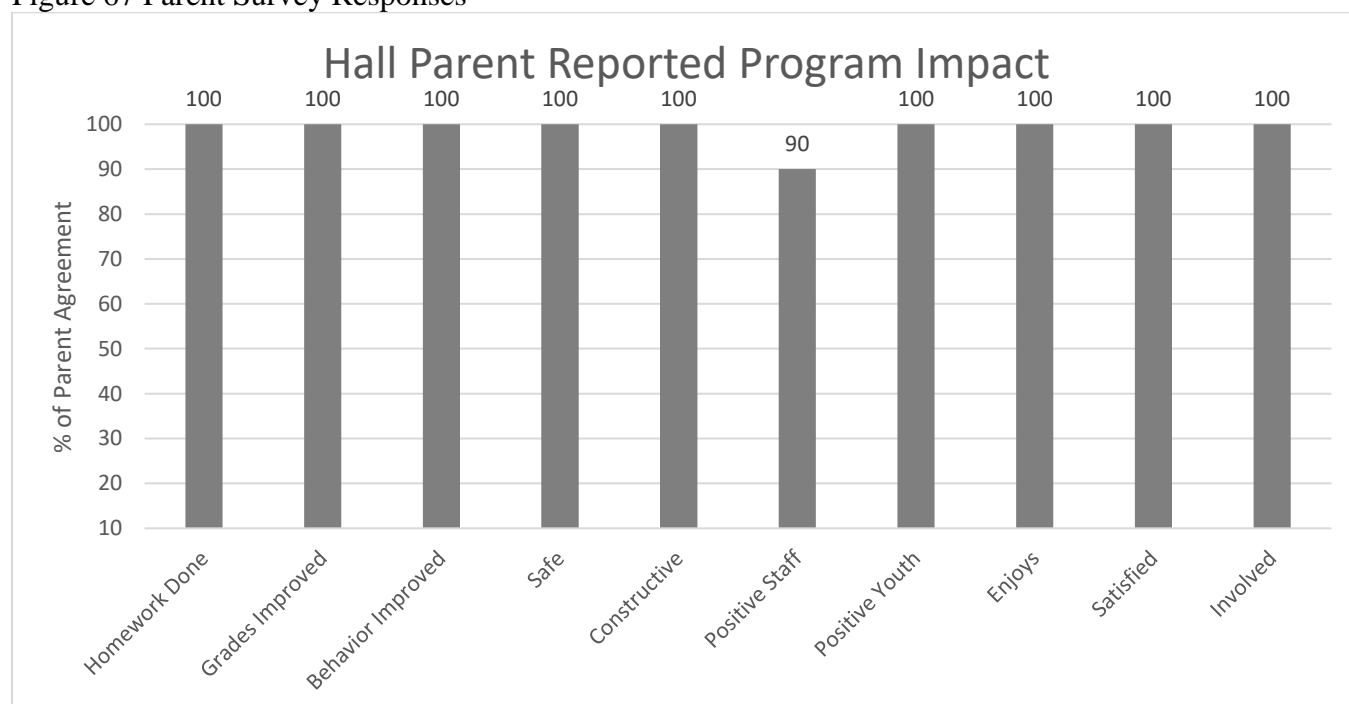


Figure 67 shows parent agreement or satisfaction with various aspects of the after-school program. Parents reported 100% agreement in all areas surveyed except for positive staff interactions. 90% parents of reported the program had positive staff.

Hall Parent Survey Qualitative Data

What do you like best about the after-school program?	
Academic/Homework help	3
Improvement in student behavior	1
Staff attention to students	1
Student enjoys being involved	3
Student doesn't have to leave the school	1

If you could change one thing about the after-school program, what would you change?	
No change	7
More learning activities	1

Hall Parent Survey Comments

- My son is always reading more and has improved in math very well.
- I think that it helps my child improve his behavior and learning.
- The staff puts a lot of attention and dedication to the students.
- I love that they don't have to leave the school.
- My daughter always comes home saying this was the best day ever!

Jefferson Middle School

Figure 68 Parent Survey Responses

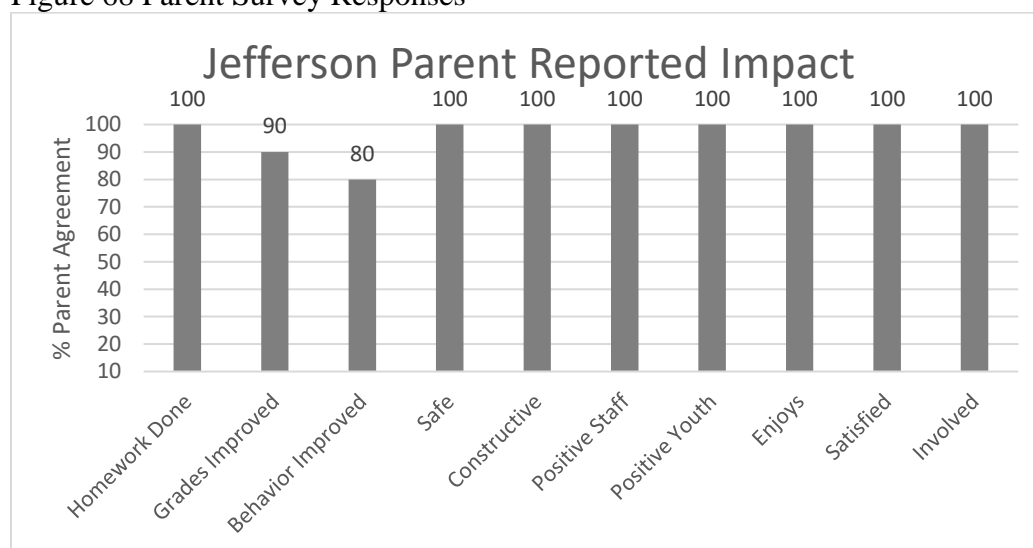


Figure 68 shows parent agreement or satisfaction with various aspects of the after-school program. Parents rated most areas with 100% agreement including: homework, positivity, satisfaction, involvement, and a safe/constructive environment. 90% of parents reported the program helped their child's grades and behavior improve. 80% of parents reported the program helps their student's behavior improve.

Jefferson Parent Survey Qualitative Data

What do you like best about the after-school program?	
Homework Help	3
Socialization	2
Staff interaction	1

If you could change one thing about the after-school program, what would you change?	
More activities	1
Less hours	1
No change	1

Nicholson Elementary School

Figure 69 Parent Survey Responses

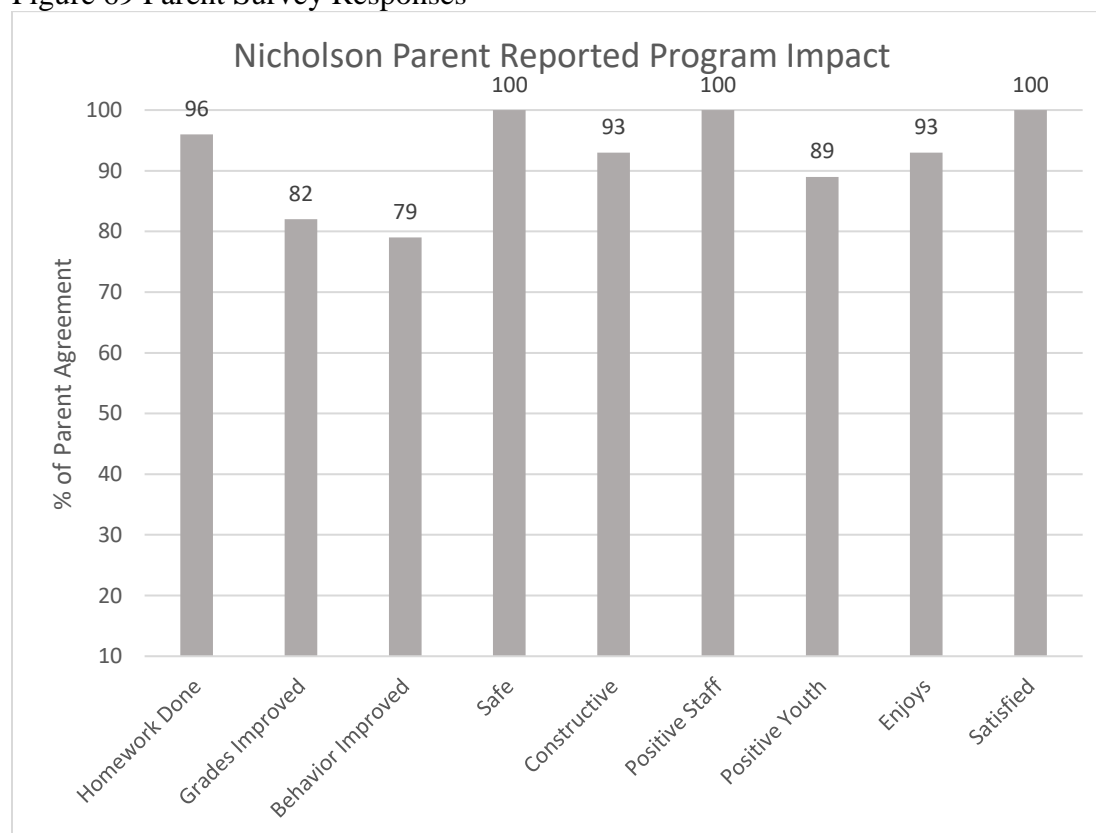


Figure 69 shows parent agreement or satisfaction with various aspects of the after-school program. 100% of parents reported the program was safe, had positive staff, they were involved in their child's education and were satisfied overall with the program. 96% agreed the program helped their child with homework. 93% of parents found the program to be constructive and their child enjoyed it. 89% reported positive peer interaction. 82% reported the program helped their child's grades improved. 79% reported the program helped their child's behavior improve.

Nicholson Parent Survey Qualitative Data

What do you like best about the after-school program?	
Homework Help	2
Different Activities	7
Student Involvement	7
Staff Interaction	2
Safe place	3

If you could change one thing about the after-school program, what would you change?	
Socialization	2
Snacks	2
More Educational Activities	1
No older kids with younger kids	1
No Change	6

Nicholson Parent Survey Comments:

- Very active with the children and patient
- Keeps the door of leaning open even more (extra hours). Keeps the kids involved with cool projects and keeps their minds busy with educational items. Especially in this era where it is all about electronics when being at home.
- The many activities that they get to do educationally and physically
- I love the opportunities this program has brought to my children and our family. Through various programs, swimming lessons, summer camp, events.
- That my child has a safe place outside of school to further his socialization skills

Smith Elementary School

Figure 70 Parent Survey Responses

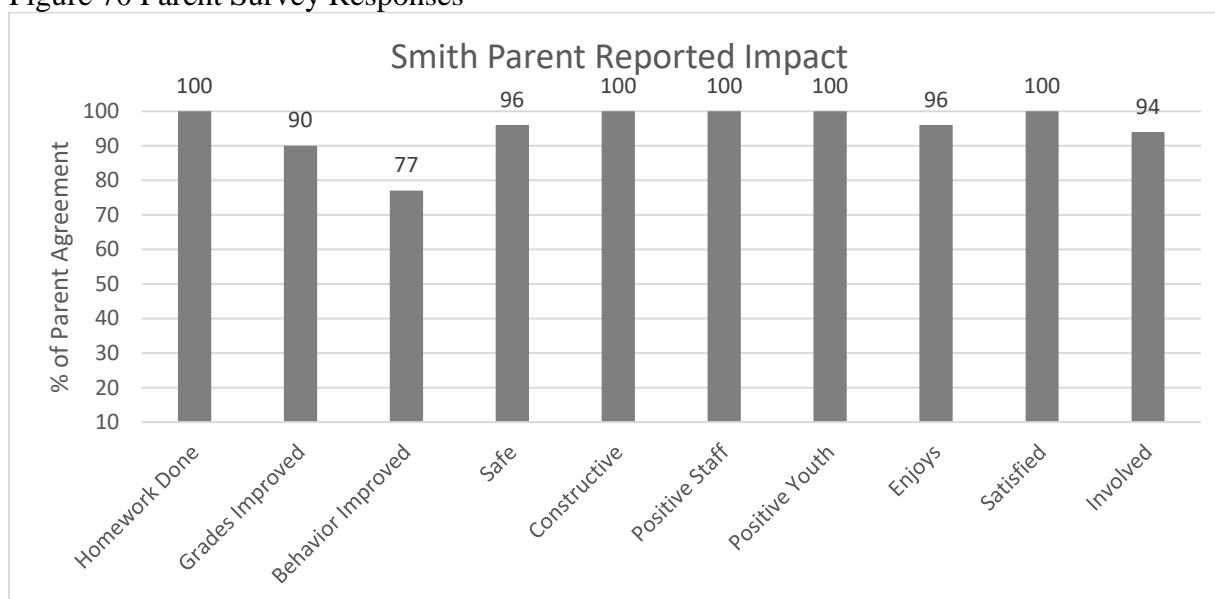


Figure 70 shows parent agreement or satisfaction with various aspects of the after-school program. Parents reported the program helped students complete homework, was a constructive and positive environment, and were satisfaction with the program. 96% reported the program was safe and that their child enjoyed coming. 94% reported they were involved in their child's education. 77% of parents reported the program helped their child's behavior improve.

Smith Parent Survey Qualitative Data

What do you like best about the after-school program?	
Homework Help	6
Socialization/Activities	12
Academics/Learning	2
Student is happier	1

If you could change one thing about the after-school program, what would you change?	
More activities	3
Provide food	1
Additional teacher supervision	1
More spots for students	1
Make it easier to get in touch with staff	1
No change	2

Smith Parent Survey Comments:

- My daughter has done a lot better in school since she started the program.
- My daughter has positive activities to do after school.
- Kept him busy with a lot of activities that were fun for him.

Schneider Elementary School

Figure 71 Parent Survey Responses

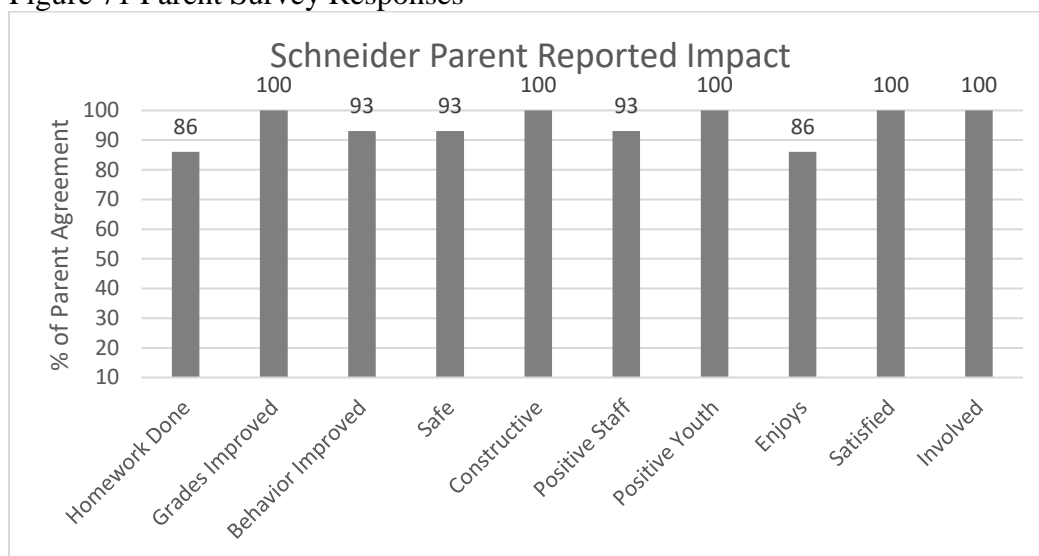


Figure 71 shows parent agreement or satisfaction with various aspects of the after-school program. Parents reported the program helped students' grades improve, was a constructive and positive environment, positive were youth. They reported being involved in their child's education and being satisfied with the program. 93% said the program helped their child's behavior improve, that the program was safe, and there were positive staff interactions. 86% of parents reported the program helped homework completion and that their child enjoyed coming to the program.

Schneider Parent Survey Qualitative Data

What do you like best about the after-school program?	
Homework Help	5
Socialization	5
Improve Attitude	1
Activities	1

If you could change one thing about the after-school program, what would you change?	
Make sure homework is done	2
Finish at 5:30pm	1
Teacher feedback	1
Finish sooner	1
No change	4

Schneider Parent Survey Comments:

- She loves it. Her grades have improved
- I really like that they get a chance to complete their homework and all the other activities they have. I know he really liked Zumba.
- Help she gets with the weekly high frequency phonics and sight words, she enjoys doing projects

Professional Development Survey

Adult program staff completed an electronic survey regarding their professional development experiences and needs. Staff were asked if and what types of professional development trainings they attended and what areas they would like additional training in. Staff were also prompted to provide additional feedback or suggestions in open-ended responses.

Hall Staff Professional Development Survey

Figure 72

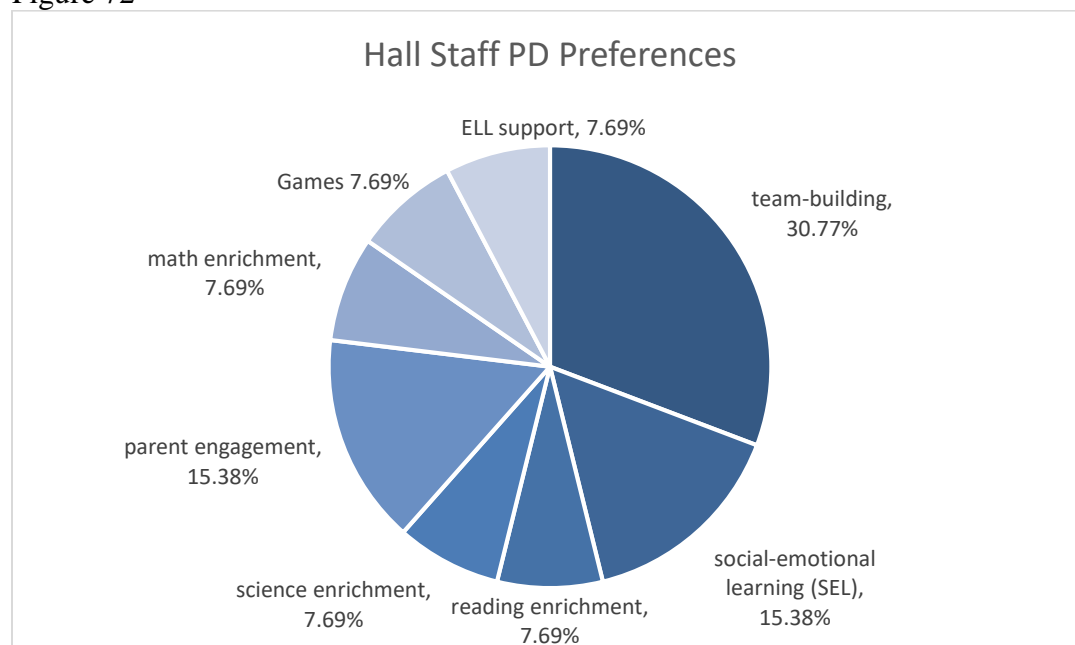


Figure 72 shows the most requested PD topics for the upcoming program year were team-building activities (30.7%) followed by SEL strategies (15%) and parent engagement (15%).

Hall PD Survey Comments:

- “Some pd's were on a day that I did not work, but were in the evening. If there is no my time that day, but we have school its easier to do pd's then and not at 5 at night.”

Jefferson Staff Professional Development Survey

Figure 73

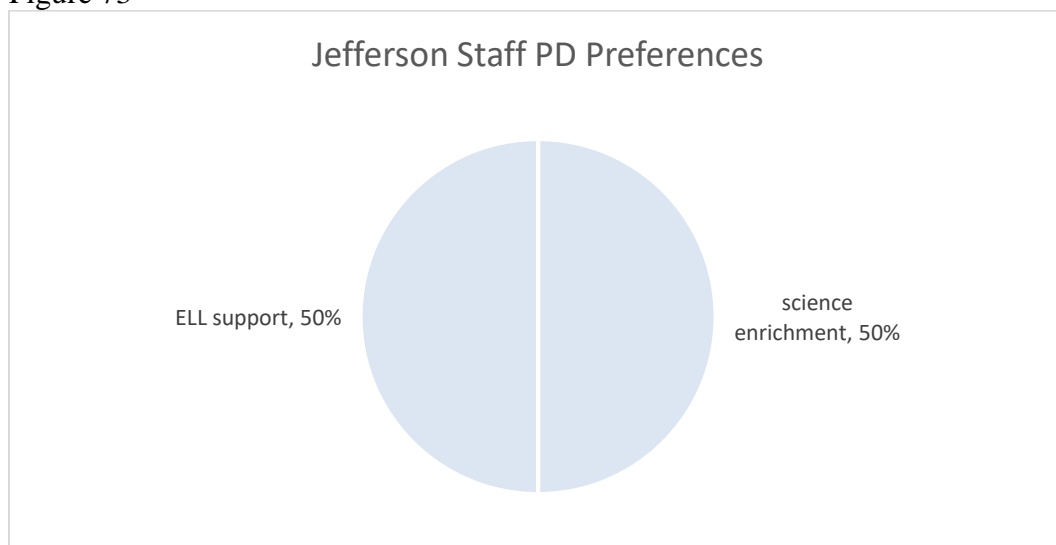


Figure 73 shows the most requested PD topics for the upcoming program year were ELL strategies (50%) and science enrichment (50%).

Jefferson PD Survey Comments:

- “Offer more online PD opportunities”

Nicholson Staff Professional Development Survey

Figure 74

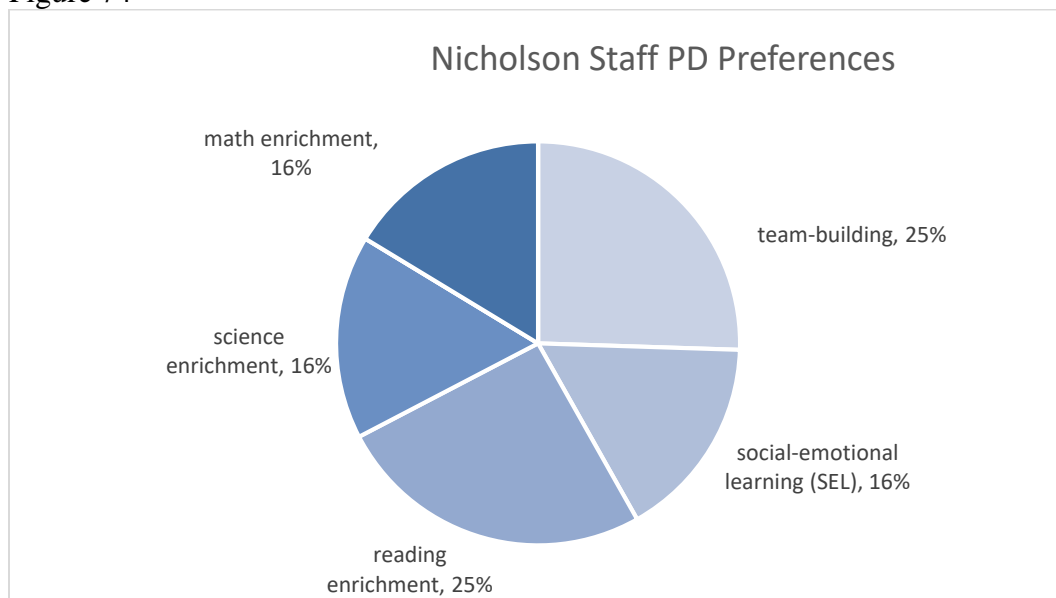


Figure 74 shows the most requested PD trainings for the upcoming program year were teambuilding (25%) and reading enrichment (25%).

Nicholson PD Survey Comments:

- “Offer more teambuilding activities”

Schneider Staff Professional Development Survey

Figure 75

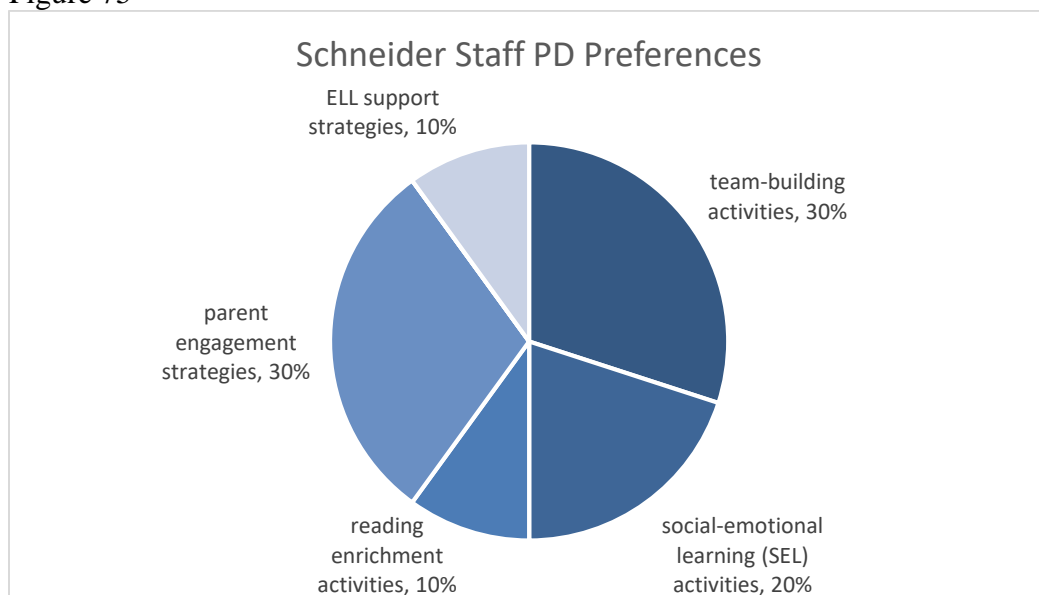


Figure 75 shows the most requested PD trainings for the upcoming program year were teambuilding (30%) and parent engagement (30%).

Schneider PD Survey Comments:

- “Offer more online PD options”
- “Having a parent night at the beginning of the program would be beneficial”

Smith Staff Professional Development Survey

Figure 76

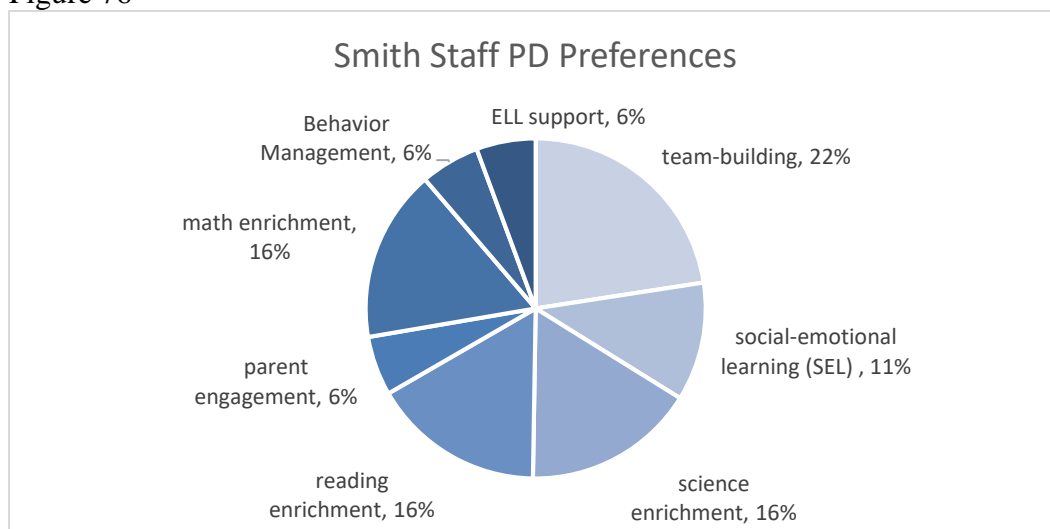


Figure 76 shows the most requested PD trainings for the upcoming program year was teambuilding (22%), followed by math, science and reading enrichment (16%). Behavior management was suggested as another area for additional training.

Smith PD Survey Comments:

- “Really liked the training at the DuPage Museum”
- “Liked the PDs”
- “We need supplies at the beginning of the year”
- “After eating their snack and before rotations start, I feel that the students need 15-20 minutes of unstructured free time (physical activity). They need a down time after their school day to play with friends, to run around and release extra energy before staring rotations.”
- “I would like the program coordinator of the entire after-school program to come show us how the system should run and what activities we can do with students. I would also like more support at our site. We do not have enough adult supervisors and we have no high school or college helpers”

Appendix A: Logic Model

21st Century Community Learning Centers Logic Model Fox Valley Park District

Inputs	Outputs		Outcomes-Impact		
	Activities	Participation	Short	Medium	Long
Inputs for all objectives: Funding, administrative support, alliance with school district and schools, staff members, students and parents willing to participate, access to school facilities, software, material supports (e.g. snacks, books/games/puzzles, art and craft supplies), community partners					
Objective 1: iReady Diagnostic Assessment and Instruction in Math and Reading; My Sidewalkerson Scott Foreman Reading Street; VMath Live	Objective 1: Provide remedial assistance to students to identify learning gaps and to implement activities designed to promote academic development	Objective 1: Carried out with staff working with students individually to support their engagement with project resources	Objective 1: 25% or more of participants will demonstrate test scores that meet or exceed standards in reading and mathematics.	Enhanced test scores will benefit districts by demonstrating student progress; scores will benefit students in that students themselves, parents, and teachers will regard them as capable learners and will challenge their learning. Teachers will provide opportunities for continued development, and students will continue to make progress aligned with developmental expectations	Enhanced test scores will increase students' opportunities to attend college and to develop knowledge, skills, and credentials to support their engagement with professional careers
Objective 2: Staff with expertise in reading and mathematics	Objective 2: Provide either homework assistance or enrichment opportunities to ensure that students engage successfully with course material in order to master knowledge and skills necessary to perform well	Objective 2: Carried out with staff or other program support personnel to support students' continued engagement with course material	Objective 2: 30% or more of participants will show improvement of one-half of one letter grade or greater in GPA for reading and mathematics between the first and fourth quarters.	Improvement in grades will benefit students in that students themselves as well as teachers and parents will regard them as capable learners. Students will develop confidence necessary to remain engaged with course material and classroom communities, will take advantage of opportunities for continued development and will progress to subsequent grades well-prepare to learn	Improvement in grades will increase students' opportunities to attend college and to develop knowledge, skills, and credentials to support their engagement with professional careers
Objective 3: Opportunities to engagement in school activities; opportunities to engage in other	Objective 3: Provide access to technology as well as services in fitness /	Objective 3: Carried out with staff and with community partners to	Objective 3: 1) At least 80% of attendees will maintain	Increased engagement in co-curricular activity will promote student interest development as	Having defined interests and career ambitious helps students develop a sense of purpose that

subject areas such as technology, arts, music, theater, sports, and other recreational activities provided by staff and community partners	sports, recreation, arts and cooking (cooking in middle school only). Provide career awareness opportunities Provide service-learning opportunities for students participating in summer programming. Utilize inquiry-based STEM curricula in summer programs. Provide opportunities to participate in the Youth Leadership Program to students participating in summer programs.	promote students' school engagement, career awareness, and cultural enrichment	or improve school day attendance, if more than one day per quarter is missed, from the first to the fourth quarter based on attendance records. 2) 99% of students will be promoted to the next grade. 3) 100% of students will participate in career readiness activities. 4) 100% of students will participate in subject areas such as technology, art, sports, and recreation. 5) 70% will report increased involvement in at least one activity.	well as a sense of agency and mastery. These improvements will promote enhanced school engagement. In addition, both career awareness and new interests will help students to develop career goals. Having defined goals is expected to promote student engagement in, retention in, and progression through educational programs	can drive motivation for college and career planning in post-secondary environment.
Objective 4: Information concerning student family income; collaboration with school-day instructors; willingness of students and families to learn about and engage with the program	Objective 4: Program staff will engage with school-day teaching staff to plan and execute outreach activities to ensure that low-income students at risk are invited to join the program, feel welcomed, and have easy access opportunities to join the program	Objective 4: Carried out with school districts that provide information about student family income and with school-day teachers who help to identify students at risk as well as with staff to conduct outreach and students and families to join the program	Objective 4: 50% or more of the program enrollees will be from low-income families, as evidenced by eligibility for free or reduced-fee school meals.	Engaging low-income students in ancillary programming is expected to enhance school engagement, school performance, readiness to progress to higher grades, retention / promotion and persistence to graduation, improved outcomes in terms of knowledge and skills, and increased likelihood of engaging in higher education or career preparation programs	High school graduation is expected to produce higher annual and lifetime earnings than a less-than-high school education would, and engagement in postsecondary education is expected to enhance earnings opportunities. Thus, long-term goals include enhanced earnings, reduced likelihood of multigenerational poverty, and reduction in societal poverty overall
Objective 5: willingness of students and after-school program staff to engage in relationship-building to promote improved self-regulation of children; SEL program resources; community linkage resources; fitness and nutrition activity resources;	Objective 5: Second Step will be delivered to help students recognize and manage aggressive behaviors. Case managers will link families with necessary community services and will link	Objective 5: Carried out with program staff, Second Step providers, case managers, counselors, and community resources as well as with students willing to engage in social	Objective 5: 1) At least 80% of attendees will maintain or improve attendance from first to fourth quarter, if no more than one day per quarter is	Improved senses of self-regulation, self-esteem, connectedness / belonging and agency are expected to promote engagement with the after-school program and therefore with school-day programs. This engagement is expected to promote attendance, resulting in continued	Improved attendance that results from skill building and relationships is expected to promote academic achievement. This achievement is expected to promote continued school engagement, retention / persistence /

collaboration with school-day instructors	students with counseling resources where necessary. Program activities including fitness and nutrition activities, leadership development activities, and other activities to promote sense of agency and self-esteem will be offered. Staff will work to develop meaningful relationships with youth to promote sense of connectedness and belonging. Staff will help students to develop self-regulation and social skills and will promote interconnectedness among students.	emotional learning opportunities. Furthermore, collaboration with school-day teachers is necessary to promote coordination of approaches across school-day and after-school environments	missed, based on attendance records. 2) Disciplinary referrals will decrease among enrolled students by 10% or more from first to fourth quarters. Disciplinary reports include in-school suspension, out-of-school suspensions, detentions, and referrals. Referrals varied and could include a parent-teacher phone call or conference. 3) Teachers will report improvement in behavior and getting along with other children for 50% or more of enrolled children. 4) Staff will report a statistically significant improvement in behavior, relationships with peers, and relationships with adults from pre-test to post-test for enrolled youth.	opportunities for social-emotional learning as well as for academic growth. Promotion of development of self-regulatory and social skills is expected to result in reduction in disciplinary infractions. This is expected to result in enhanced relationships with teachers and staff as well as with other children. The enhanced relationships are expected to further amplify a sense of belonging / being accepted and to thereby promote a sense of comfort and a desire to be within the school environment	promotion and school completion. School completion is expected to enhance likelihood of post-secondary education and career building and to promote improved quality of adult life
Objective 6: Space for parent night activities; parents willing to attend and participate; staff willing to support parent activities; adequate outreach / liaison work; ability to accommodate non-English speakers	Objective 6: Activities to involve parents in programming may include Parent Night at which parents meet staff and students demonstrate their work; family game nights; parent education / health clinics; and others at parent request. Information about parents'	Objective 6: Carried out with program staff working outside of typical program hours; parents; students enrolled in the program; and siblings of students	Objective 6: The grantee will provide a list of enrichment and other support services offered to families of participants.	Parent involvement in children's after-school programming is meant to promote parental engagement in school and school-day activities as well. Furthermore, parental involvement in after-school programming activities is expected to benefit parents directly in terms of education and services related to parenting and health.	Literature suggests that parental engagement in school promotes youth engagement in school and thus contributes to long-term positive outcomes with regard to retention and promotion, persistence, and graduation and thus positive post-graduation outcomes.

	desires will be sought yearly via the Parent Survey				
Objective 7: Resources for communicating with parents (such as newsletter); outreach to parents (e.g. Parent Liaison); Parent Survey to gather information; activities designed to promote parent involvement	Objective 7: Involvement in children's education is promoted through parents' involvement in the program. This is promoted through parent attendance at 21 st Century events. Development of activities to parents as determined by the Parent Survey and other information-gathering resources as well as Liaison outreach to parents is necessary to promote engagement. Furthermore, parent satisfaction is promoted by addressing parent needs as expressed in Parent Survey and through other means	Objective 7: Carried out by research staff who gather information about parent interests; program staff in developing activities responsive to parents' needs; and Parent Liaisons who conduct outreach to parents to promote attendance. Also conducted by program staff who work after hours to implement activities. Parent satisfaction is promoted by program staff who work to make program improvements in response to data collected via the Parent Survey and through other means	Objective 7: 1) At least 90% of parents completing the survey will report being somewhat or very involved in their children's education. 2) At least 80% of parents completing the survey will report being somewhat or very satisfied with the program.	See previous objective regarding parent engagement. Furthermore, parent satisfaction with the program is expected to result in higher rates of enrollment and higher rates of program attendance as well as in enrollment of siblings. Parents' sense that their needs are heard and that their perspectives are important is expected to lead to engagement with and loyalty to the program. Positive regard for the program by parents is expected to influence children's perspectives of the program as well	See previous objective regarding parent engagement. Parent satisfaction is also expected to lead to enhanced levels of program engagement by both parents and students. This engagement is expected to promote benefits of the program, which are expected to lead to improved school-day performance resulting in improved retention, promotion, progression, and completion of school, which is expected to produce positive benefits for attendees in terms of preparation for post-secondary education or career development
Objective 8: Availability of professional development opportunities; staff willingness to attend; funding	Objective 8: Staff will be surveyed to determine their interests in professional development and perceived needs; professional development opportunities will be selected and made available to staff members	Objective 8: Carried out by program leadership members who select professional development opportunities and make them available and by staff who Attend	Objective 8: 100% attendance at required training and/or professional development events, documented by sign-in sheet.	Professional development opportunities are expected to enhance the capabilities of staff members to implement a well-organized program that meets its stated goals	Enhanced professionalization of staff members is expected to improve the experience of youth in the program. Improved youth experience is expected to promote their engagement, which is expected to lead to positive program outcomes

Objective 9: Community partners, willingness to engage with the program and to remain engaged with the program once the grant expires	Objective 9: Program leadership will seek and develop relationships with community partners. Program leadership will establish agreements with community partners to engage with / promote operations of the after-school program. Program leadership and community partners will jointly strategize concerning avenues for continued community partner engagement in the absence of program funding.	Objective 9: Carried out by program leaders and community partner leaders	Objective 9: Written letters of agreement should be collected from each community partner, sufficiently detailing the roles and responsibilities of partners and intentions to sustain contributions after the grant expires.	Community partnerships are expected to expand the resources and expertise available to the program. These are expected to diversify the program and contribute to program quality.	The engagement of the community partners in the program is expected to create commitment to the program's goals and loyalty to the program. This sense of shared values and objectives is expected to lead to a willingness of partners to collaborate with the program leadership to identify ways to perpetuate the program and its deep engagement with the community after the point at which program funding expires
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Appendix B: Parent Survey

Parent Involvement and Satisfaction Survey

Full Name(s) of Child(ren) at this School:

Please circle the number that best represents your answer.

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

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

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

Encuesta de Satisfacción y Participación de los Padres

Nombre(s) Completo (s) de niño(s) en esta Escuela:

Marque con un círculo el número que mejor representa su respuesta.

	Totalmente en Desacuerdo	Desacuerdo	Ni en Desacuerdo ni de Acuerdo	De Acuerdo	Totalmente de Acuerdo
1. 1. El programa después de clases está ayudando a mi hijo/a a hacer su tarea.	1	2	3	4	5
2. El programa después de clases está ayudando a mejorar las calificaciones de mi hijo/a en la escuela.	1	2	3	4	5
3. El programa después de clases está ayudando a mejorar el comportamiento de mi hijo/a en la escuela.	1	2	3	4	5
4. El programa después de clases proporciona un lugar seguro para mi hijo/a después de la escuela.	1	2	3	4	5
5. El programa después de clases ofrece actividades constructivas para mi hijo/a una vez que haya terminado sus tareas.	1	2	3	4	5
6. Las interacciones de mi hijo/a con los empleados en el programa después de escuela son positivas.	1	2	3	4	5
7. Las interacciones de mi hijo/a con los otros jóvenes en el programa después de escuela son positivas.	1	2	3	4	5
8. Mi hijo disfruta el programa después de escuela .	1	2	3	4	5
9. Estoy satisfecho(a) con el programa después de clases en la escuela de mi hijo/a.	1	2	3	4	5
10. Me considero ser involucrado en la educación de mi hijo/a .	1	2	3	4	5

11. ¿Qué es lo que más le gusta del programa después de la escuela?

12. Si pudiera cambiar una cosa sobre el programa después de la escuela, ¿qué cambiaría?

Appendix C: Social Emotional Learning Survey

SEL Survey Spring 2023

Q1 Please enter the name of the child you are providing information for:

Q2 Please enter the child's id or email address:

Q3 Which school does the child attend?

- ☐ Hall Elementary (1)
- ☐ Nicholson Elementary (2)
- ☐ Smith Elementary (3)
- ☐ Schneider Elementary (4)
- ☐ Jefferson Middle (5)

Q4 What grade is the child in?

- ☐ Kindergarten (1)
 - ☐ 1st (2)
 - ☐ 2nd (3)
 - ☐ 3rd (4)
 - ☐ 4th (5)
 - ☐ 5th (6)
 - ☐ 6th (7)
 - ☐ 7th (8)
 - ☐ 8th (9)
-

Display This Question:

If What grade is the child in? = Kindergarten

Or What grade is the child in? = 1st

Or What grade is the child in? = 2nd

Q5 How well does this child demonstrate the following skills relative to expectations for their age?

	Significantly below other same- age children (1)	Below other same- age children (2)	The same as other same-age children (3)	Above other same- age children (4)	Significantly above other same-age children (5)
Recognize and accurately label emotions and how they are linked to behavior (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate control of impulsive behavior (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify their likes and dislikes, needs and wants, strengths and challenges (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify family, peer, school, and community strengths (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe why school is important in helping students achieve personal goals (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify goals for academic success and classroom behavior (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize that others may experience situations differently from oneself (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use listening skills to identify the feelings and perspectives of others (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the ways that people are similar and different (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe positive qualities in others (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify ways to work and play well with others (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate appropriate social and classroom behavior (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify problems and conflicts commonly experienced by peers (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify approaches to resolving conflicts constructively (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explain why unprovoked acts that hurt others are wrong (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify social norms and safety considerations that guide behavior (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify a range of decisions that students make at school (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make positive choices when interacting with classmates (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and perform roles that contribute to one's classroom (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and perform roles that contribute to one's family (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If What grade is the child in? = 3rd

Or What grade is the child in? = 4th

Or What grade is the child in? = 5th

Q6 How well does this child demonstrate the following skills relative to expectations for their age?

	Significantly below other same-age children (1)	Below other same- age children (2)	The same as other same-age children (3)	Above other same- age children (4)	Significantly above other same-age children (5)
Describe a range of emotions and the situations that cause them (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe and demonstrate ways to express emotions in a socially acceptable manner (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe personal skills and interest that one wants to develop (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain how family members, peers, school personnel, and community members can support schools success and responsible behavior (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the steps in setting and working toward goal achievement (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor progress on achieving a short-term personal goal (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify verbal, physical, and situational cues that indicate how others may feel (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the expressed feelings and perspectives of others (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify differences among and contributions of various social and cultural groups (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate how to work effectively with those who are different from oneself (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe approaches for making and keeping friends (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze ways to work effectively in groups (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe causes and consequences of conflicts (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply constructive approaches in resolving conflicts (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate the ability to respect the rights of self and others (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate knowledge of how social norms affect decision making and behavior (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and apply the steps of systematic decision making (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generate alternative solutions and evaluate their consequences for a range of academic and social situations (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and perform roles that contribute to the school community (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and perform roles that contribute to one's local community (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If What grade is the child in? = 6th

Or What grade is the child in? = 7th

Or What grade is the child in? = 8th

Q7 How well does this child demonstrate the following skills relative to expectations for their age?

	Significantly below other same-age children (1)	Below other same- age children (2)	The same as other same-age children (3)	Above other same- age children (4)	Significantly above other same-age children (5)
Analyze factors that create stress or motivate successful performance (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply strategies to manage stress and motivate successful performance (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze how personal qualities influence choices and success (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze how making use of school and community supports and opportunities can contribute to school and life success (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set a short-term goal and make a plan for achieving it (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze why one achieved or did not achieve a goal (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Predict others' feelings and perspectives in a variety of situations (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze how one's behavior may affect others (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze the effects of taking action to oppose bullying based on individual and group differences (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze ways to establish positive relationships with others (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demonstrate cooperation and teamwork to promote group effectiveness (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate strategies for preventing and resolving interpersonal problems (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define unhealthy peer pressure and evaluate strategies for resisting it (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze the reasons for school and societal rules (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze how decision-making skills improve study habits and academic performance (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate strategies for resisting pressures to engage in unsafe or unethical activities (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate one's participation in efforts to address an identified school need (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate one's participation in efforts to address an identified need in one's local community (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix D: Youth 4-8 Survey

Youth 4 - 8 Survey Spring 2022

Q1 At this program, how do kids get along?

	No (1)	Mostly No (2)	Mostly Yes (3)	Yes (4)
Are kids here friendly with each other? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does a lot of unwanted teasing go on here? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do kids here treat each other with respect? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 What is it like for you at this after-school program?

	No (1)	Mostly No (2)	Mostly Yes (3)	Yes (4)
Do you have a lot of good friends here? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you were upset, would other kids here try to help you? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do the other kids here listen to you? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 At this after-school program, how do you feel?

	No (1)	Mostly No (2)	Mostly Yes (3)	Yes (4)
Do you like coming here? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you have fun when you're here? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you feel bored when you're here? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can you always find things that you like to do here? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 When you are at this after-school program and *not* doing homework...

	No (1)	Mostly No (2)	Mostly Yes (3)	Yes (4)
Do you learn new things? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you feel challenged <i>in a good way</i> ? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you get to do things here that you have never done before? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 What are the teachers and staff members like at this after-school program?

	No (1)	Mostly No (2)	Mostly Yes (3)	Yes (4)
Is there an adult here who is interested in what you think about things? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there an adult here you can talk to when you are upset? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there an adult here who helps you when you have a problem? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there an adult here who you will listen to and respect? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 What are you like as a learner? Read each sentence. Do you agree?

	No (1)	Mostly No (2)	Mostly Yes (3)	Yes (4)
I like to give new things a try, even if they look hard. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In school, I'm as good as other kids. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm good at solving problems. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm as good as other kids my age at learning new things. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I can't learn something right away, I keep trying until I get it. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 How do you feel about reading? Read each sentence. Do you agree?

	No (1)	Mostly No (2)	Mostly Yes (3)	Yes (4)
I like to read at home during my free time. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy reading when I'm at school. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy reading when I'm at this after-school program. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm good at reading. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to give new books a try, even if they look hard. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Has coming to this after-school program helped you to read more often?

- ☐ No (1)
- ☐ Mostly No (2)
- ☐ Mostly Yes (3)
- ☐ Yes (4)

Q9 How do you feel about math? Read each sentence. Do you agree?

	No (1)	Mostly No (2)	Mostly Yes (3)	Yes (4)
I like to learn new things in math. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to do math when I'm at school. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to do math when I'm at this after-school program. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math is something I'm good at. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm interested in math. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to give new math problems a try, even when they look hard. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Has coming to this after-school program helped you to do better in math?

- ☐ No (1)
- ☐ Mostly No (2)
- ☐ Mostly Yes (3)
- ☐ Yes (4)

Q11 How do you feel about science? Read each sentence. Do you agree?

	No (1)	Mostly No (2)	Mostly Yes (3)	Yes (4)
I like to learn about new things in science. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like doing science at school. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like doing science when I'm at this after-school program. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science is something I'm good at. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm interested in science. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to try new things in science, even when they look hard. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Has coming to this after-school program helped you to do better in science?

- ☐ No (1)
- ☐ Mostly No (2)
- ☐ Mostly Yes (3)
- ☐ Yes (4)

Q13 How else has this after-school program helped you?

	Don't Agree (1)	Agree a little (2)	Mostly Agree (3)	Agree a lot (4)
Coming here has helped me to get my homework done. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coming here has helped me try harder in school. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coming here has helped me do better in school. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Has the program helped you become more involved in school activities?

	Don't Agree (1)	Agree a little (2)	Mostly Agree (3)	Agree a lot (4)
Coming here has helped me become involved in more school activities or try new things. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 How else has this after-school program helped you?

	Don't Agree (1)	Agree a little (2)	Mostly Agree (3)	Agree a lot (4)
Coming here has helped me feel good about myself. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coming here has helped me find out what I'm good at doing and what I like to do. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coming here has helped me to make new friends. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 Will you ...	Probably Won't (1)	Probably Will (2)	Definitely Will (3)
finish high school? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
go to college? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 What is your favorite thing to do here?

Q18 What activities would you most like to do this year at the program?

Q19 What is something you want to learn this year while at this after-school program?

Q20 If you were absent, what were the reasons you did not come?

Q21 If you could change one thing about the program, what would you change?

Q22 What else would you like us to know about your experience in the after-school program?

Appendix E: Professional Development Survey

Professional Development Survey

Q1 At which after-school program site do you work?

Q2 What is your position in the after-school program?

- Site Coordinator
- Tutor
- Adult Academic Leader
- College Student Worker
- High School Student Worker
- Substitute

Q3 Did you attend professional development (PD) offerings this program year?

- Yes
- No

Q4 Overall, how satisfied are you with the professional development opportunities that have been available to you in relation to this program?

- Highly Unsatisfied
- Unsatisfied
- Neutral
- Satisfied
- Highly Satisfied

Q5 If you indicated you are unsatisfied or highly unsatisfied with PD opportunities, please tell us how we can improve in this area. _____

Q6 What did you change about your work with students based off what you learned in professional development? _____

Q7 Please select the after-school program professional development topic(s) you would like future training in.

- team-building activities
- social-emotional learning (SEL) activities
- parent engagement strategies
- science enrichment activities
- math enrichment activities
- reading enrichment activities
- ELL support strategies
- Other (please specify):

Q8 We know there were many changes this year to all areas of programming. Of all the changes made this year, which did you find to be most effective? _____

Q9 Of all the changes made to programming this year, which did you find to be least effective or most difficult? _____

Q10 Is there anything else you would like us to know? _____

Please share your feedback.

Appendix F: 21APR System Rules of Behavior

21APR System Rules of Behavior

Responsibilities

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

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

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

Monitoring

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

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

21APR System Security Controls

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

21APR System security controls are designed to:

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

Examples of security controls deployed within 21APR System include:

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

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

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

User Credentials

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

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

Password requires a minimum complexity of:

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

Protection of 21APR System Information

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

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

Other Security Considerations

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

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

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

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

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

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

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

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

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