

21st Century Community Learning Centers Fox Valley Park District FY23 Evaluation Report 2023-2024

Hall Elementary School
Jefferson Middle School
Nicholson Elementary School
Schneider Elementary School
Smith 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 second 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 in person. Copies of surveys unique to this program are included in the appendix.

Part III. A. Program Implementation

The four elementary sites served first 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.

2024 Grant Demographics	
Student Demographics	<p>319 Students Served</p> <ul style="list-style-type: none"> • 53% Male students • 47% Female students • 72% Hispanic students • 11% Black or African American students • 7% White students • 7% Asian or Pacific Islander students • 2% Multiracial students • 1% Unknown ethnicity/race • 65% students qualifying for Free/Reduced Lunch • 50% Students with limited English proficiency (LEP) • 16% 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

Hall Elementary School School Year Enrollment	Fall-Spring 22-23	Fall-Spring 23-24
Total Unduplicated Enrollment	49	63
a) Number of students attending less than 15 hours	0	0
b) Number of students attending 16-45 hours	1	7
c) Number of students attending 46-90 hours	6	6
d) Number of students attending 91 – 180 hours	14	17
e) Number of students attending 181-270 hours	24	21
e) Number of students attending 271+ hours	4	12

Jefferson Middle School School Year Enrollment	Fall-Spring 22-23	Fall-Spring 23-24
Total Unduplicated Enrollment	41	69
a) Number of students attending less than 15 hours	5	12
b) Number of students attending 16-45 hours	7	12
c) Number of students attending 46-90 hours	4	11
d) Number of students attending 91 – 180 hours	12	18
e) Number of students attending 181-270 hours	13	11
e) Number of students attending 271+ hours	0	5

Nicholson Elementary School School Year Enrollment	Fall-Spring 22-23	Fall-Spring 23-24
Total Unduplicated Enrollment	63	60
a) Number of students attending less than 15 hours	0	0
b) Number of students attending 16-45 hours	1	1
c) Number of students attending 46-90 hours	9	0
d) Number of students attending 91 – 180 hours	9	9
e) Number of students attending 181-270 hours	36	22
e) Number of students attending 271+ hours	8	28

Schneider Elementary School School Year Enrollment	Fall-Spring 22-23	Fall-Spring 23-24
Total Unduplicated Enrollment	60	44
a) Number of students attending less than 15 hours	3	2
b) Number of students attending 16-45 hours	11	1
c) Number of students attending 46-90 hours	11	4
d) Number of students attending 91 – 180 hours	15	9
e) Number of students attending 181-270 hours	18	19
e) Number of students attending 271+ hours	2	9

Smith Elementary School School Year Enrollment	Fall-Spring 22-23	Fall-Spring 23-24
Total Unduplicated Enrollment	77	83
a) Number of students attending less than 15 hours	0	0
b) Number of students attending 16-45 hours	6	2
c) Number of students attending 46-90 hours	3	9
d) Number of students attending 91 – 180 hours	7	15
e) Number of students attending 181-270 hours	47	17
e) Number of students attending 271+ hours	14	40

Summer Program Elementary Enrollment By Host Site	Hall Summer 2023	Prisco Center Summer 2024
Total Unduplicated Enrollment	121	80
a) Number of students attending less than 15 hours	5	2
b) Number of students attending 16-45 hours	18	10
c) Number of students attending 46-90 hours	97	68
d) Number of students attending 91 – 180 hours	0	0
e) Number of students attending 181-270 hours	0	0
e) Number of students attending 271+ hours	0	0



Fine Arts Activities

Demographic Characteristics of Students by Program Site

Hall Elementary School	2023	2024
Total Unduplicated Enrollment	49	63
Male	25	30
Female	24	33
Not reported/Other	0	0
PK	0	0
K	0	0
1	10	10
2	9	14
3	14	16
4	8	16
5	8	7
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
American Indian/Alaska Native	0	0
Asian/Pacific Islander	1	2
Black or African American	8	11
Hispanic or Latino	35	43
White	4	6
Multiracial	1	1
Do Not Know	0	0
Limited English Proficient Students	19	23
Students with Disability (Not LEP)	7	8
Students Receiving Free or Reduced Lunch	32	44



Fine Arts Activities

Jefferson Middle School	2023	2024
Total Unduplicated Enrollment	41	69
Male	28	43
Female	13	26
Not reported/Other	0	0
PK	0	0
K	0	0
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	3	22
7	25	15
8	13	32
9	0	0
10	0	0
11	0	0
12	0	0
American Indian/Alaska Native	0	0
Asian/Pacific Islander	2	10
Black or African American	7	8
Hispanic or Latino	31	45
White	1	6
Multiracial	0	0
Do Not Know	0	0
Limited English Proficient Students	22	39
Students with Disability (Not LEP)	9	18
Students Receiving Free or Reduced Lunch	24	47



Middle School STEM Activities

Nicholson Elementary School	2023	2024
Total Unduplicated Enrollment	63	60
Male	36	25
Female	27	35
Not reported/Other	0	0
PK	0	0
K	3	0
1	6	7
2	21	11
3	12	20
4	12	14
5	9	8
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
Not reported	0	0
American Indian/Alaska Native	0	0
Asian/Pacific Islander	1	0
Black or African American	4	5
Hispanic or Latino	55	50
White	3	5
Multiracial	0	0
Do Not Know/Not reported	0	0
Limited English Proficient Students	36	23
Students with Disability (Not LEP)	8	10
Students Receiving Free or Reduced Lunch	29	36



Robotics

Schneider Elementary School	2023	2024
Total Unduplicated Enrollment	60	44
Male	32	26
Female	28	18
Not reported/Other	0	0
PK	0	0
K	0	0
1	13	7
2	16	8
3	16	13
4	10	7
5	5	9
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
American Indian/Alaska Native	0	0
Asian/Pacific Islander	2	3
Black or African American	5	2
Hispanic or Latino	43	31
White	6	3
Multiracial	4	5
Do Not Know	0	0
Limited English Proficient Students	29	28
Students with Disability (Not LEP)	10	4
Students Receiving Free or Reduced Lunch	37	28



Fine Arts Third Grade Foxes

Smith Elementary School	2023	2024
Total Unduplicated Enrollment	77	83
Male	37	45
Female	40	38
Not reported/Other	0	0
PK	0	0
K	2	0
1	6	14
2	20	16
3	22	21
4	14	15
5	13	17
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
American Indian/Alaska Native	0	0
Asian/Pacific Islander	5	6
Black or African American	18	9
Hispanic or Latino	49	62
White	5	3
Multiracial	0	0
Do Not Know	0	3
Limited English Proficient Students	35	46
Students with Disability (Not LEP)	9	10
Students Receiving Free or Reduced Lunch	39	51



Winter STEM Fun

Average Daily Attendance (ADA) by Program Site

Hall ADA	2023	2024
Overall Average Daily Attendance (ADA)	28.4	25.8
a) ADA for Summer Program	24.3	16.1
b) ADA for Afterschool Program	32.5	35.5
c) ADA for Before School Program	N/A	N/A
d) ADA for weekend/holiday Program	N/A	N/A

Jefferson ADA	FY23	2024
Overall Average Daily Attendance (ADA)	19.5	23.4
a) ADA for Summer Program	N/A	N/A
b) ADA for Afterschool Program	19.5	23.4
c) ADA for Before School Program	N/A	N/A
d) ADA for weekend/holiday Program	N/A	N/A

Nicholson ADA	FY23	2024
Overall Average Daily Attendance (ADA)	44.1	32.4
a) ADA for Summer Program	N/A	19.6
b) ADA for Afterschool Program	44.1	45.1
c) ADA for Before School Program	N/A	N/A
d) ADA for weekend/holiday Program	N/A	N/A

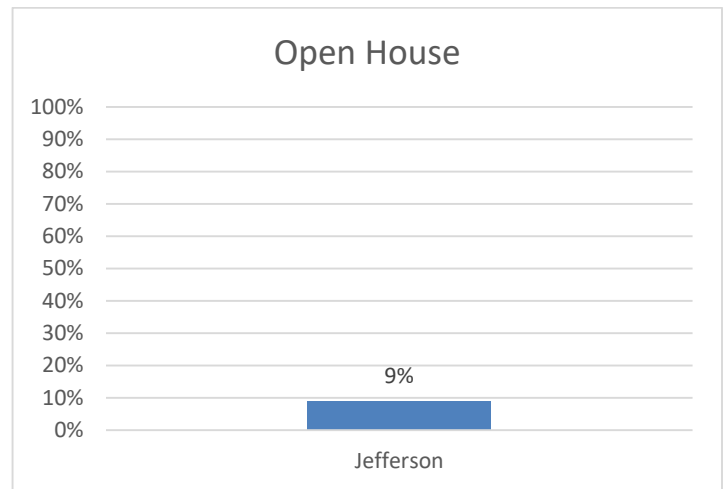
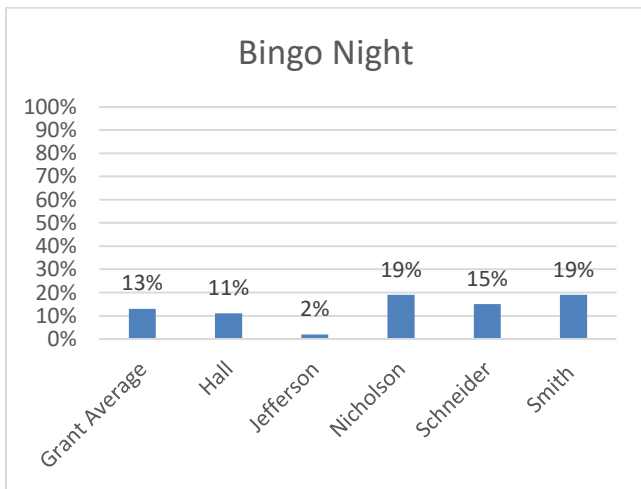
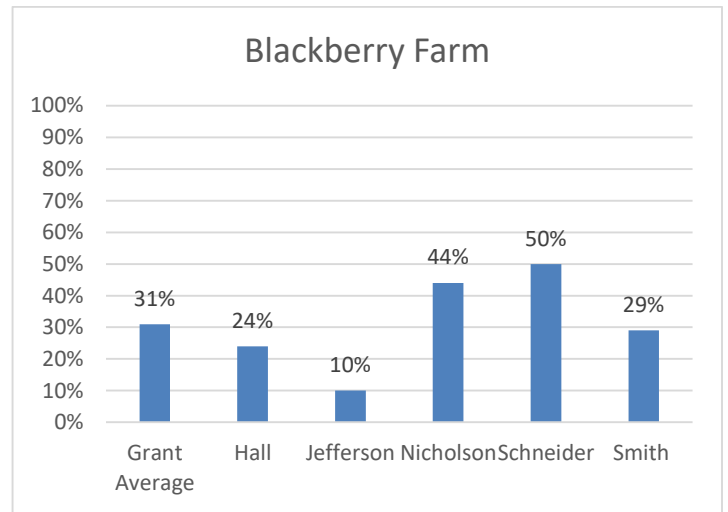
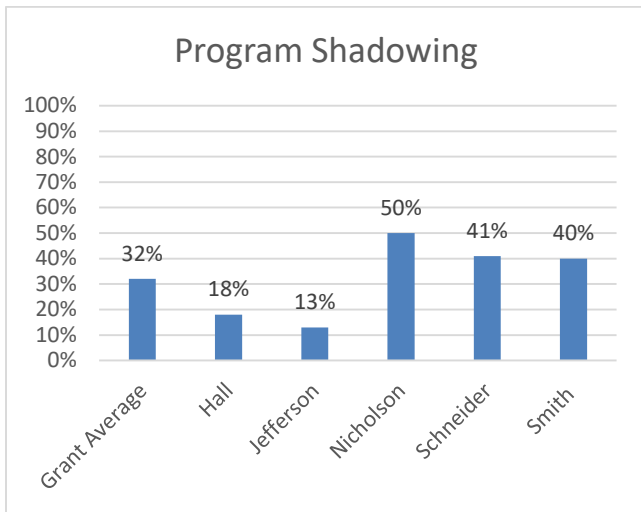
Schneider ADA	FY23	2024
Overall Average Daily Attendance (ADA)	27.8	16.3
a) ADA for Summer Program	N/A	7.4
b) ADA for Afterschool Program	27.8	25.2
c) ADA for Before School Program	N/A	N/A
d) ADA for weekend/holiday Program	N/A	N/A

Smith ADA	FY23	2024
Overall Average Daily Attendance (ADA)	57.2	39.1
a) ADA for Summer Program	N/A	20.4
b) ADA for Afterschool Program	57.2	57.8
c) ADA for Before School Program	N/A	N/A
d) ADA for weekend/holiday Program	N/A	N/A

Family Participation

Parent shadowing events were held at all sites this program year during both semesters the program was held. Overall, 32% of families attended at least one family engagement event. Families had the opportunity to shadow their student during the program, attend a family event at Blackberry Farm, attend a Family Bingo Night at the Prisco Center or attend an open house dinner event at Jefferson.

The program shadowing events had the highest average attendance (32% of enrolled families attended), followed by the Blackberry Farm event (31%) and the Bingo Night (13%). Jefferson's open house had 9% of families attend.



Part III. B. Program Operations

Program Hours

Hall, Jefferson, Nicholson, Schneider, Smith Hours of Operation – School Year	2023	2024
Total Number of Weeks Site is Open	28	31
Typical Number of Days per Week	4	4
Typical Number of Hours per Week	12	12

Hall, Nicholson, Schneider, Smith, Hours of Operation – Summer	FY23	2024
Total Number of Weeks Site is Open	4	4
Typical Number of Days per Week	4	4
Typical Number of Hours per Week	22	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 Designation	2023	2024
School-day teachers	0	0
Center administrators and coordinators	1	1
Non-teaching school staff	5	6
Parents	0	0
College students	0	2
High school students	0	0
Community members	0	0
Other staff	1	0
Total	7	9

Hall Staffing Ratio Given an estimated school year average daily enrollment of 35.5 (Average Daily Attendance), the after-school school year student-staff ratio is 1 staff member to 3.9 students.

Hall Turnover Number of Staff Who Left During the Year	FY23	2024
Leadership (Director, Coordinators, Managers)	0	0
21 st CCLC teachers/tutors	0	0
Other staff	1	0
Total	1	0

Jefferson School Year Staffing Designation	FY23	2024
School-day teachers	0	0
Center administrators and coordinators	1	1
Non-teaching school staff	3	3
Parents	0	0
College students	0	1
High school students	0	0
Community members	0	0
Other staff	1	0
Total	5	5

Jefferson Staffing Ratio Given an estimated school year average daily after school enrollment of 23.4 (Average Daily Attendance) the school year student: staff ratio is 1 staff member to 4.7 students.

Jefferson Turnover Number of Staff Who Left During the Year	FY23	2024
Leadership (Director, Coordinators, Managers)	0	0
21 st CCLC teachers/tutors	0	0
Other staff	0	0
Total	0	0

Nicholson School Year Staffing Designation	FY23	2024
School-day teachers	3	4
Center administrators and coordinators	1	1
Non-teaching school staff	4	5
Parents	0	0
College students	0	0
High school students	0	0
Community members	0	0
Other staff	2	0
Total	10	10

Nicholson Staffing Ratio Given an estimated school year average daily after school enrollment of 45.1 (Average Daily Attendance), the staffing ratio is 1 staff member to 4.5 students.

Nicholson Turnover Number of Staff Who Left During the Year	FY23	2024
Leadership (Director, Coordinators, Managers)	0	0
21 st CCLC teachers/tutors	0	0
Other staff	1	0
Total	1	0

Smith School Year Staffing Designation	FY23	2024
School-day teachers	0	1
Center administrators and coordinators	1	1
Non-teaching school staff	4	7
Parents	0	0
College students	0	0
High school students	0	0
Community members	0	0
Other staff	3	0
Total	10	9

Smith Staffing Ratio Given an estimated school year average daily after school enrollment of 57.8 (Average Daily Attendance), the staffing ratio is 1 staff member to 6.4 students.

Smith Turnover Number of Staff Who Left During the Year	FY23	2024
Leadership (Director, Coordinators, Managers)	0	0
21 st CCLC teachers/tutors	0	0
Other staff	0	0
Total	0	0

Schneider School Year Staffing Designation	FY23	2024
School-day teachers	3	3
Center administrators and coordinators	1	1
Non-teaching school staff	2	4
Parents	0	0
College students	0	0
High school students	0	0
Community members	0	0
Other staff	2	0
Total	8	8

Schneider Staffing Ratio Given an estimated school year average daily after school enrollment of 25.2 (Average Daily Attendance), the staffing ratio is 1 staff member to 3.2 students.

Smith Turnover Number of Staff Who Left During the Year	2023	2024
Leadership (Director, Coordinators, Managers)	0	0
21 st CCLC teachers/tutors	0	0
Other staff	0	0
Total	0	0

Staff Training

Staff training included a program orientation regarding 21st CCLC programming and grant requirements, CPR and a Mandated Reporter Training. Other opportunities for professional development included Site Coordinator meetings, SEL, STEM, sustainability and program development trainings.

Staff Attending PD	PD/Training Topic	Provider	Duration (Hours)	Attending
All Program Staff	Program Orientation	CIS, FVPD, WASD 129	1.5	37
Program Staff, Program Manager, Parent Liaison, Program Director	Illinois Mandated Reporter Training	IL DCFS	1	45
Site Coordinators, Program Manager, Program Director, Parent Liaison, Evaluator	Site Coordinator Meeting	CISA/AU	1	9
Site Coordinators, Program Manager, Program Director, Parent Liaison, Evaluator	Site Coordinator Meeting	CISA/AU	1	6
Program Staff	Wonder Clubs	DuPage Children's Museum	4	11
Program Staff	Behavioral De-escalation	WASD 129	1	9
Program Staff	Wonder Clubs	DuPage Children's Museum	4	10
Program Staff	CPR	FVPD	3	8

Staff Attending PD, continued	PD/Training Topic	Provider	Duration (Hours)	Attending
Site Coordinators, Program Manager, Program Director, Parent Liaison, Evaluator	Site Coordinator Meeting	CISA/AU	2	10
Site Coordinators, Program Manager, Program Director, Parent Liaison, Evaluator	Site Coordinator Meeting	CISA/AU	2	7
Site Coordinators, Program Manager, Program Director, Parent Liaison, Evaluator	Site Coordinator Meeting	CISA/AU	1.5	10
Program Staff, Program Manager, Evaluator	21st CCLC FY24 Continuation Application Webinar	ISBE	1	3
Program Manager, Project Director	21st CCC Town Hall	ActNow	1	2

Staff Attending PD, continued	PD/Training Topic	Provider	Duration (Hours)	Attending
Program Manager	Town Hall Meeting	ActNow	1	1
Program Manager	NBA Math Hoops	ActNow	1	1
Program Manager	Meeting Folks Where They're At: Part 1 & 2	Illinois Afterschool Network	4	1
Program Manager	Scale Up Your SEL	ActNow	1	1
Program Manager	Behavior Management and Staff Morale: A Candid Conversation	ActNow	1	1
Program Manager	OST After ESSER: Partnership Sustainability	ActNow	1	1
Program Manager	Town Hall Meeting	ActNow	1	1
Program Manager	Capacity Building and Team Retention	ActNow	1	1
Program Manager	Scale Up Your SEL: Develop It	ActNow	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. 2) Program staff will provide structure for youth to complete homework. 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. 4) Additional mathematics skill development will include: Savvas Investigations 3 Common Core, local curriculum developed by district curriculum coordinators aligned with ISBE standards.	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 An average of 47% of regular attendees (attending 45 hours or more) met/exceeded or improved by 10% or more in ELA and 41% met/exceeded or improved by 10% or more in Math. The 70% goal was not met.
	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) Grant-wide, an average of 73% of students attending 45 hours or more demonstrated academic improvement based on teacher report, exceeding meeting the 70% goal. Of students attending at least 45 hours, teacher rated academic improvement or maintenance (or the highest grade possible) was reported in 54% of students at Hall, 69% at Jefferson, 77% at Smith, 79% at Nicholson and 88% of students at Schneider. Jefferson teachers should continue to complete the Teacher Survey to help assess changes in academic performance based on teacher perception.
	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) 84% of students at the elementary sites maintained or improved homework completion as reported by teachers, exceeding the 70% goal. Of students attending at least 45 hours, teachers reported improvements in homework completion in 95% of students at Smith, 87% at Schneider, 85% of Hall students and 77% of students at Nicholson and Jefferson.

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 in 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: Partially Met

Strategy, Activity	Assessment Data	Analysis
<p>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.</p> <p>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.</p> <p>3) Social Work interns will engage with children and families to provide support in addressing barriers to attendance.</p>	<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>1) 53% of students attending 45 hours or more and missing more than one day in quarter 1 improved attendance by 5% from 2023-2024, not meeting the 70% goal.</p> <p>Hall had 100%, Jefferson had 37%, Nicholson had 44%, Schneider had 33% and Smith had 50% of students attending 45 hours or more improve attendance by 5% between 2023 and 2024.</p>
	<p>2) 100% of participants attending 45 hours or more will be promoted to the next grade.</p>	<p>2) 100% of participants attending 45 hours or more were promoted to the next grade.</p>

<p>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.</p> <p>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.</p>		
<p align="center">Progress: Partially Met</p>		
<p>Strategy, Activity</p>	<p>Assessment Data</p>	<p>Analysis</p>
<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) A grant average of 51% of students attending at least 45 hours and performing below grade level on SEL indicators, improved SEL scores by 10% or more from Fall 2022, not meeting this portion of the goal.</p> <p>100% at Jefferson, 63% at Hall, 50% at Nicholson, 42% at Smith and 0% at Schneider improved SEL scores by 10% from Fall 2022.</p> <p>Of note, between Fall 2022 and Spring 2023, 77% of students improved their rating on the Social-Emotional performance descriptors by at least 5%.</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 22% 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 between quarter 1 and quarter 4. This portion of the goal was not met. This data set was small and should not be used to generalize about the program.</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) 70% of students attending 45 hours more and having more than one disciplinary event, maintained or decreased disciplinary events, meeting the 70% goal.</p> <p>Jefferson and Nicholson and Hall had 100% of qualifying students reduce their disciplinary events by quarter 4, while Schneider had 50% improve and Smith had 0% (of one qualifying student).</p> <p>This data set was small and should not be used to generalize about the program.</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
<p>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).</p> <p>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.</p>	<p>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.</p>	<p>1) The program contracted with five community-based service partners: APS STEAM, Aurora University, Chasewood Learning, Cities in Schools Chess Club and The Frog Lady.</p> <p>Community based service providers, including Fox Valley Park District staff led programming (MVP sports, Zumba, Artistic Adventures and Nature STEAM) was offered to students on an average of 26% of program days, meeting the 25% target.</p>
	<p>2) Students will participate in community-based field trips at least one time per semester.</p>	<p>2) Jefferson Middle School students attended several field trips per semester.</p>

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
1) Teachers will recommend the program to families of students qualifying in the low-income demographic and who demonstrate academic need.	1) The percentage of program participants eligible for free and reduced-fee school meals will exceed that of the school OR	1) 65% of enrolled students qualified for free and reduced-fee school meals (FRL), exceeding the whole-school average of 54%, meeting this goal.
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.	2) The average test scores of participants will be lower than those of students in the school on average.	2) The average test scores of participants are lower than those of students in the school on average, meeting this goal. The district average of students meeting or exceeding 2024 IAR standards was 14.4% in ELA and 11.4% in Math in 2023. Among enrolled students, 12.8% met/exceeded standards in ELA and 8% met/exceeded in Math.

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
1) Examples of training opportunities include: Yale Center for Emotional Intelligence, “Managing Emotions in Times of Uncertainty and Stress” through Coursera. 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. 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.	1) 100% of program personnel will participate in one or more training opportunities prior to the end of the grant award period.	1) 100% of program personnel participated in one or more training opportunities, meeting this goal.

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: Met

Strategy, Activity	Assessment Data	Analysis
<p>FVPD's 21st CCLC program has implemented 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

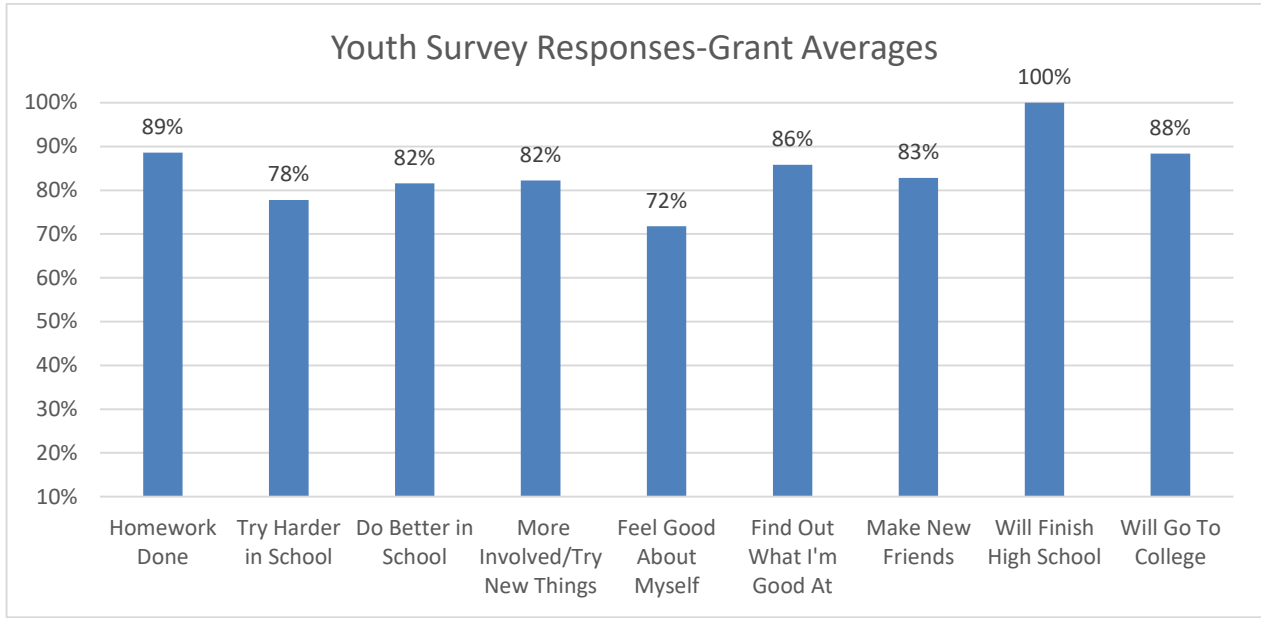
<p>Cities In Schools Aurora, In Kind, Subcontractor Estimated monetary contributions from partner: \$0 Estimated monetary value of subcontract: \$444,000 Estimated in-kind monetary value: \$20,000 Contributions: Grant management, Parent Liaison, Chess Club at Jefferson Sites: Hall, Jefferson, Nicholson, Smith, Schneider</p>	<p>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</p>
<p>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</p>	<p>The Frog Lady, Subcontractor Estimated monetary contributions from partner: \$0 Estimated monetary value of subcontract: \$1,500 Estimated in-kind monetary value: \$0 Contributions: STEM Sites: Hall, Jefferson, Nicholson, Smith, Schneider</p>
<p>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</p>	<p>WASD 129, In-kind Estimated monetary contributions from partner: \$0 Estimated monetary value of subcontract: \$0 Estimated in-kind monetary value: \$39,000 per site for building use and maintenance, \$15,000 for transportation Contributions: Facilities, transportation Sites: Hall, Jefferson, Nicholson, Smith, Schneider</p>

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.

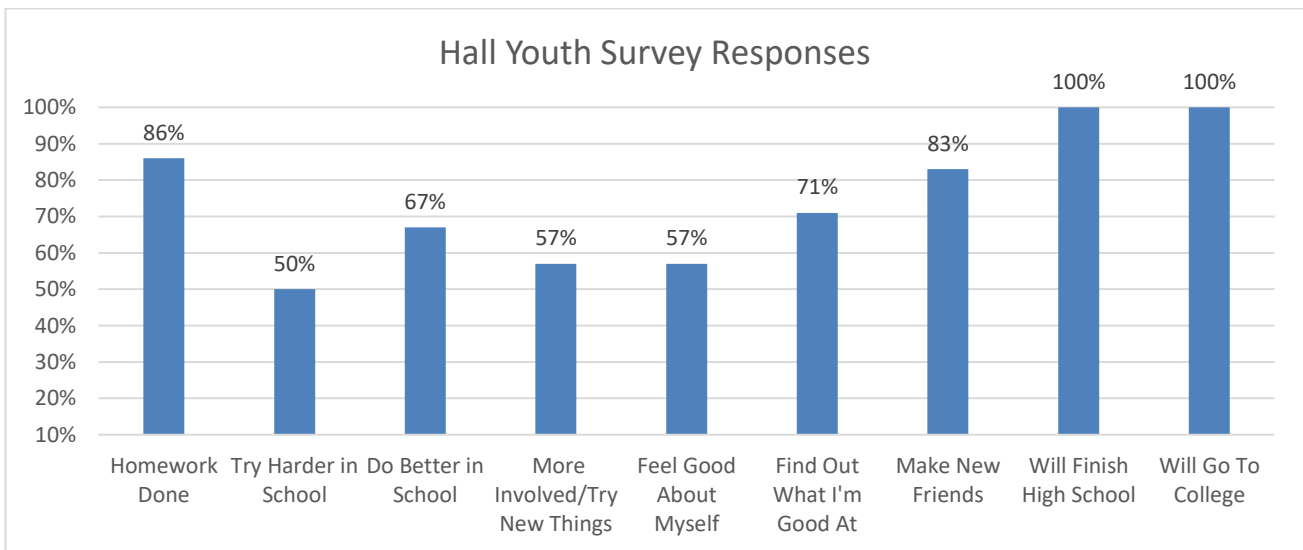
Youth Survey

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.

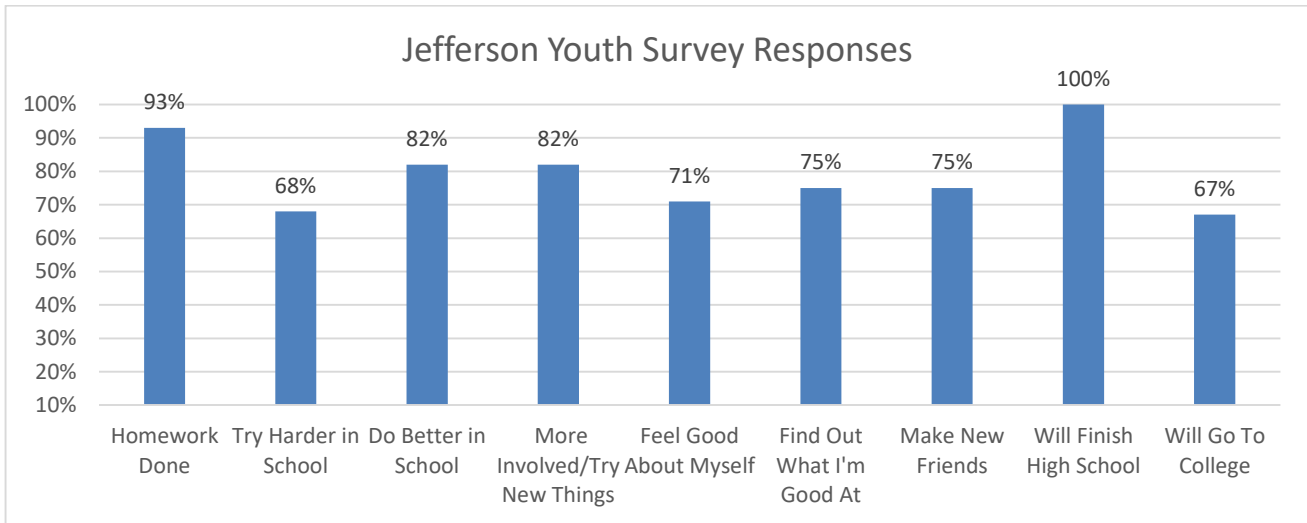


Surveyed students reported positive experiences at the program across the grant. Commonly reported strengths of the program were the social and academic benefits of the program.

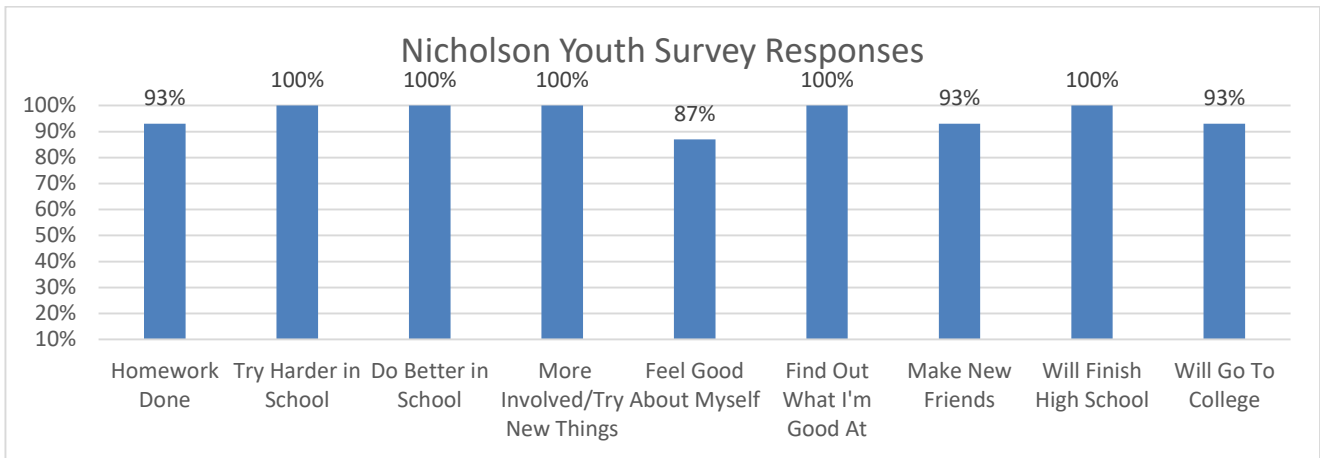
- 89% reported the program helped them “Get Homework Done”.
- 86% of surveyed youth reported the program helped them find what they are “Good At.”
- 83% reported the program helped them “Make New Friends” and 82% reported the program helped them become “More Involved” and “Do Better in School”.
- 78% reported the program helped them “Try Harder” in school and 72% reported the program helped them “Feel Good” about themselves.
- 100% of surveyed students reported they expect to graduate high school and 88% anticipate they will go on to college.



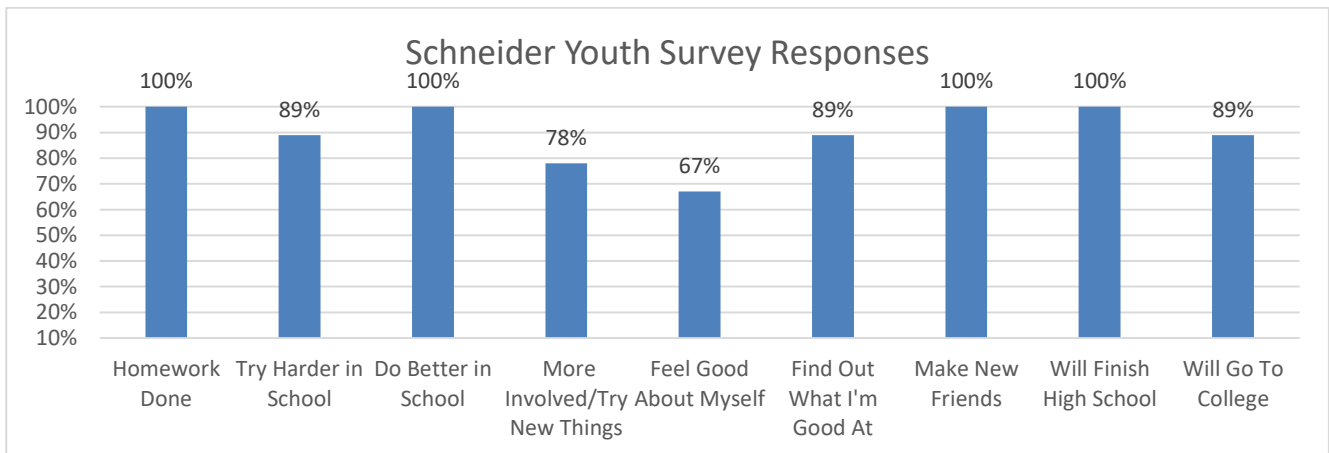
At Hall, surveyed students gave the highest ratings to the program helping them “Get Homework Done” (86%), and finding what they are “Good At” (83%). Lower scores were given to the program’s impact on helping them “Try Harder” in school (50%).



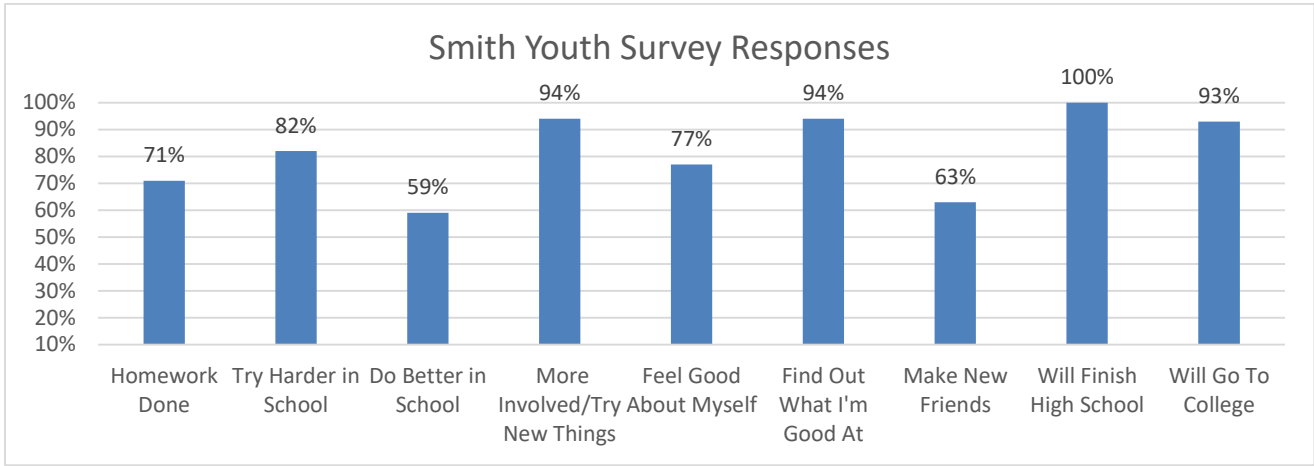
At Jefferson, surveyed students reported the program helped them “Get Homework Done” (93%), “Do Better” and “Become More Involved” (82%). 68% reported the program helped them “Try Harder in School”.



100% of surveyed Nicholson students reported the program helped them “Try Harder” and “Do Better” in school, become “More Involved/Try New Things”, find out what they are “Good At” and 93% reported the program helped them get “Homework Done”. 87% reported the program helped them “Feel Good.”.



100% of surveyed students at Schneider reported the program helped them “Get Homework Done,” “Do Better” in school, and “Make New Friends”. 89% reported the program helped them “Try Harder,” and find out what they are “Good At”. 67% reported the program helped them “Feel Good” about themselves.



94% of surveyed Smith students reported the program helped them become “More Involved/Try New Things” and find what they are “Good At.” 82% reported the program helped them “Try Harder” in school. 63% reported the program helped them “Made New Friends.” And 59% reported the program helped them “Do Better” in school.

Qualitative Analysis of Youth Survey

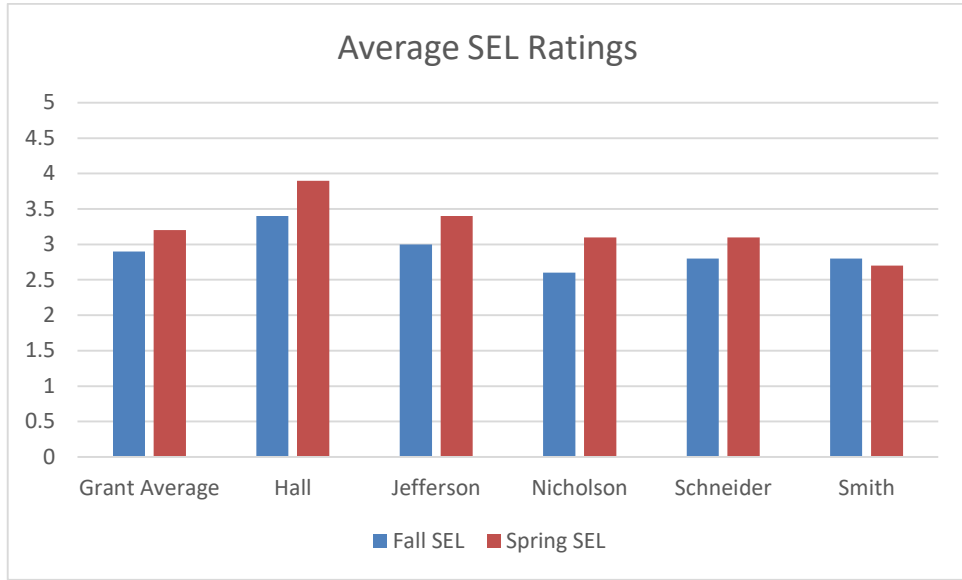
Students were asked about their experiences in the program. The students identified many aspects of the program that they enjoyed, most commonly identifying going outside, socializing, and playing with peers.

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 Smith, several students indicated they had experienced issues with peers being “mean.”

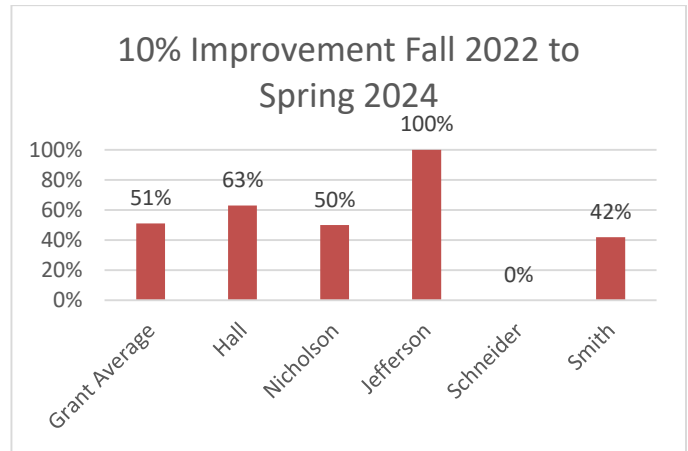
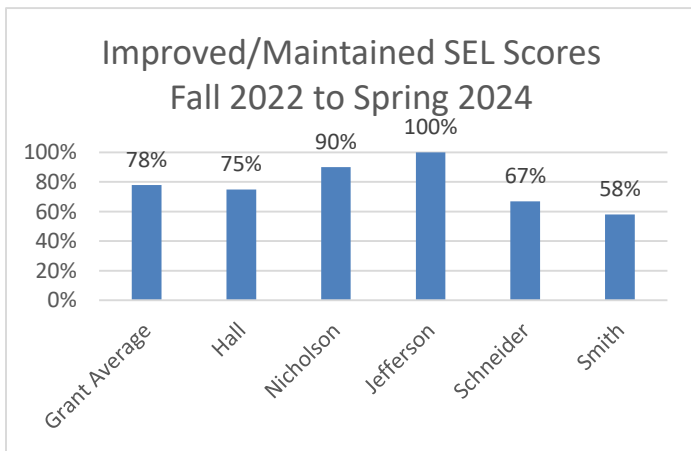
Social Emotional Learning (SEL) Survey

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 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.

Staff responses indicated students’ SEL performance was at or near the expectations for their age. Based on average ratings, sites approached expectations for their age groups (3) in fall and met or exceeded expectations in spring.

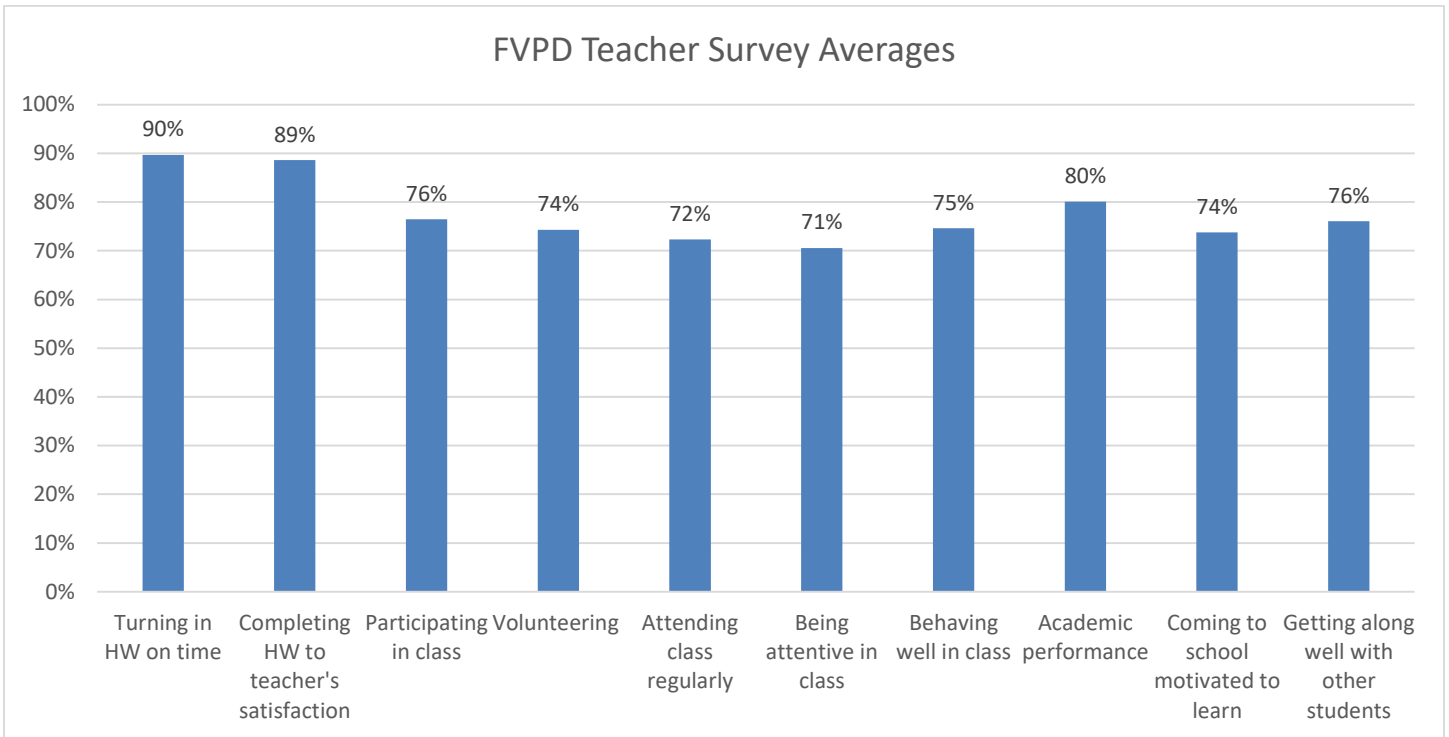


Among students attending 45 hours or more and whose Fall 2022 SEL average of Below Average, 78% of students improved by 5% or more at post-test in Spring 2023 and 51% improved 10% or more from Fall 2022 to Spring 2024.



Teacher Survey

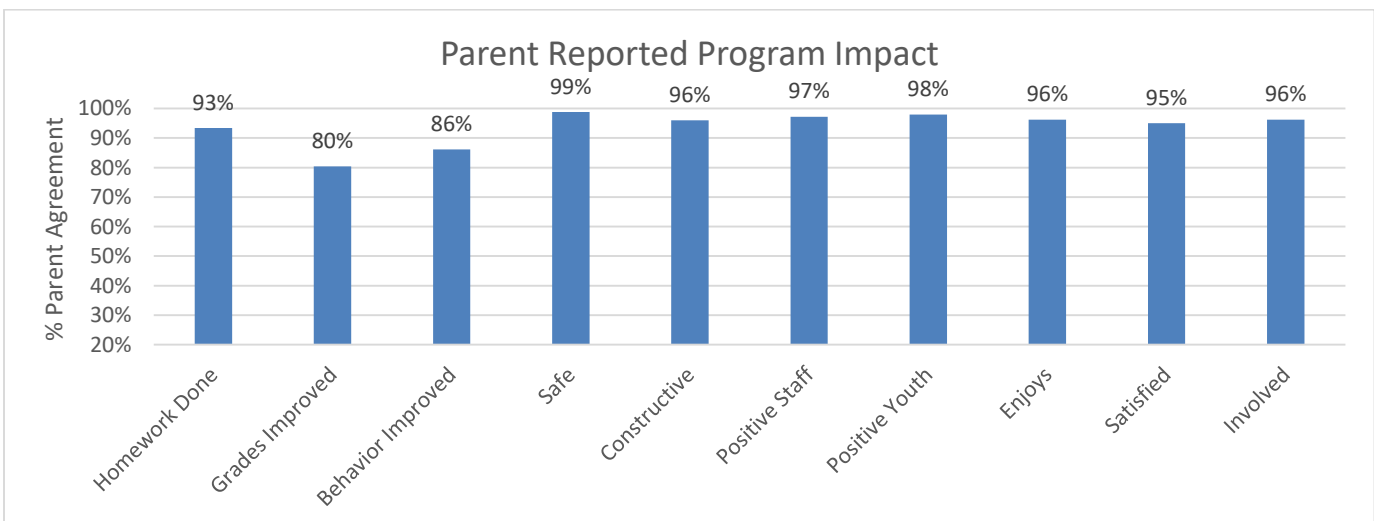
Teachers of participating students completed a survey assessing student improvement in several areas. Teachers were surveyed in the spring and were able to complete the assessment online or using a paper format. Teacher surveys were rated on a scale ranging from 0 to 7, with 0 indicating a significant 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 but were completed at the middle school level. See the ancillary report for site specific details.



Grant wide, Teacher Surveys reported students improved in a variety of assessed areas. The areas teachers reported most students improved or had no need to improve were Turning in Homework (90%), Completing Homework (89%), and Academic Performance (80%).

Parent Survey

Parent surveys were completed using a paper format with Spanish and English options during site parent events. 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 survey responses were positive with over 80% satisfaction reported in all assessed areas.

- 99% of parents reported the program was Safe, 98% reported Positive Youth Interactions and 97% reported Positive Staff Interactions.
- 96% agreed the program was Constructive, their student Enjoyed the program and that they were Involved in their students' education.
- 95% reported they were Satisfied with the program.

- 93% reported the program helped students get Homework Done.
- 86% reported the program helped their student’s Behavior Improve and 80% reported the program helped students’ Grades Improve.

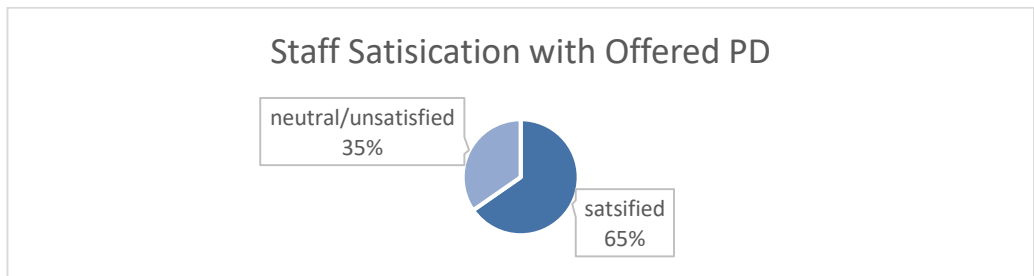
Qualitative Analysis of Parent Surveys

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.

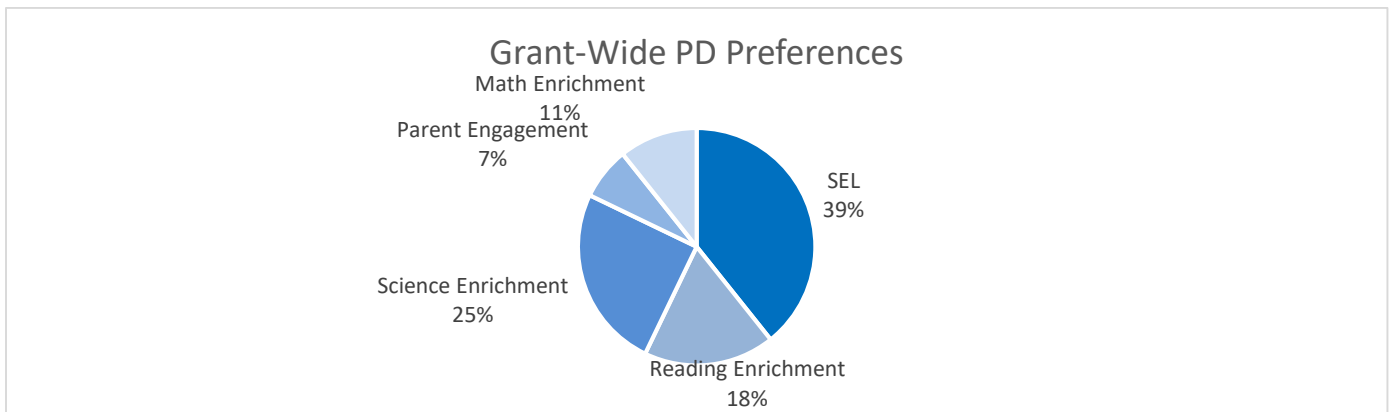
Professional Development Survey

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

Staff were positive about professional development opportunities provided during the year. 65% of staff completing the survey reported satisfaction with offered PD opportunities.



All sites requested additional training in social-emotional learning (SEL) strategies and activities. Additional training was also requested in science, reading and math enrichment as well as in parent engagement strategies.



PD Survey Comments:

- Would love to have more Zumba, karate or fun field trip
- I liked the training at the Children’s museum
- Having as many programs come in for my time gets the kids so excited for guests!
- Provide more homework/academic resources please!

- I focused more on SEL this year. It was something I felt my students needed and it helped them.
- Thank you for all the support this year
- Having to find a way to get the kids to manage cellphone use
- Thank you for providing this needed after school activity for our middle schoolers.
- It has been a wonderful year. Having so many available activities and local field trips was wonderful.
-



Fox Valley Park District Greenhouse Hands on STEM

V. Summary of Progress, Recommendations and Action Plans

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

57% (4/7) of the grant objectives were met and 43% (3/7) were partially met.

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) An average of 47% of regular attendees (attending 45 hours or more) met/exceeded or improved by 10% or more in ELA and 41% met/exceeded or improved by 10% or more in Math. The 70% goal was not met.</p> <p>2) Grant-wide, an average of 73% of students attending 45 hours or more demonstrated academic improvement based on teacher report, exceeding meeting the 70% goal.</p> <p>3) 84% 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	Partially Met
Outcomes	<p>1) 53% of students attending 45 hours or more and missing more than one day in quarter 1 improved attendance, not 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) 51% 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 by 10% or more at June 2024, not meeting the 70% target.</p> <p>2) 22% 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) 70% of students attending 45 hours more reduced disciplinary events, 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 partner-provided services on 26% of program service days during the 23-24 year, exceeding the 25% target.</p> <p>2) Jefferson Middle School students attended several community field trips during both semesters, 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) 65% of enrolled students qualified for free and reduced-fee school meals (FRL), exceeding the whole-school average of 54%, meeting this goal.</p> <p>2) The average test scores of participants are lower than those of students in the school on average, meeting this goal. The district average of students meeting or exceeding 2024 IAR standards was 14.4% in ELA and 11.4% in Math in 2023. Among enrolled students, 12.8% met/exceeded standards in ELA and 8% met/exceeded 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 maintains 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"> • 124 Days (31 weeks) of programming during the school year • 32% of families attended a family engagement event • 5 Community partners served the program • Provider-led programming was held on an average of 26% of program days • 100% of program personnel participated one or more professional development opportunities.
Youth Survey Highlights	<ul style="list-style-type: none"> • 89% of students reported the program improved homework completion • 85% reported the program helped them find what they are good at • 85% reported the program helped them get homework done • 83% said the program helped them make friends • 82% said the program helped them and try new things/become more involved
Teacher Survey Highlights	<ul style="list-style-type: none"> • 90% reported the program helped students turn in Homework on Time • 89% said it helped students Complete Homework to Teacher’s Satisfaction • 80% reported the program helped improve students’ Academic Performance
Parent Survey Highlights	<ul style="list-style-type: none"> • 99% of parents reported the program was Safe • 98% reported Positive Youth Interactions • 97% reported Positive Staff Interactions. • 96% agreed the program was Constructive, their student Enjoyed the program and that they were Involved in their students’ education. • 95% reported they were Satisfied with the program. • 93% reported the program helped students get Homework Done. • 86% reported the program helped their student’s Behavior Improve and • 80% reported the program helped students’ Grades Improve.



Recommendations and Action Plans

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

Grant Wide Findings, Recommendations and Action Plan

The grantee held family engagement events during both semesters the program was operational.

The grantee contracted with 5 community service providers and had partner-provided programming on 26% of program days.

Several field trips per semester were offered to middle school students.

The grantee promotes events and activities to enrolled families monthly through the parent liaison and newsletters.

Grant-Wide Recommendations

- Grant management should continue or expand field trip opportunities for sites.
- The grantee should continue to 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.

Grant Wide Action Plan

Recommendation	Action Needed	Completion Dates	Responsible Parties
Continue and/or expand field trip opportunities at all sites	Research, providers or locations, schedule events Complete Field Trips	09/24 Each Semester	Project Manager Site Coordinator, staff
The grantee will contract with 5 different community-based partners.	Identify, contract with providers	9/24	Project Manager
The grantee should provide partner-led enrichment activities on 25% or more of the program days.	Schedule partner activities throughout program year	9/24-5/25	
Program services, events and benefits should be promoted to stakeholders and within the community.	Identify three sources and publicize the 21cclc program information	9/24-5/25	Project Manager, Parent Liaison

Hall Elementary School

While 85% of the Youth Survey respondents attending 45 hours or more reported the program helped them “Get Homework Done” and 83% said the program helped them “Make New Friends” lower scores were reported in other areas.

- 50% of the Youth Survey respondents indicated the program helped them “Try Harder in School”, 57% reported the program helped them become “More Involved/Try New Things” and “Feel Good About Myself”.

Hall Teachers reported the program helped students “Turn in Homework on Time” (88%) and “Complete Homework to the Teachers’ Satisfaction” (85%).

- Teachers rated lower levels of improvement in student Participation (46%) and “Being Attentive in Class” (49%).

Surveyed parents reported 100% satisfaction in most areas however,

- 86% felt the program helped homework completion and grade improvement.

Most staff requested professional development opportunities in science enrichment (38%) and SEL (25%).

Hall Recommendations

- Homework or enrichment support will be provided daily and communication with school day teacher to align extension with school day instruction will occur regularly.
- Homework or extension activity completion, participation, and effort/persistence should be incentivized.
- Field Trips and more provider-led activities should be scheduled to increase student’s opportunities to participate in novel experiences.
- SEL and team building to help students improve their self-concept, willingness to try and experience new things, improve interpersonal relationships, and increase investment in the program.
- Executive Functioning skills should be incorporated to support students’ ability to self-regulate and focus.
- Professional development topics should include science enrichment and SEL strategies.

Hall Action Plan

Recommendation	Action Needed	Completion Dates	Responsible Parties
Program staff will regularly communicate with school day teachers regarding academic support and work completion	<p>Select a schedule (daily, weekly, monthly) and format (email, paper log) for communication with school day teachers.</p> <p>Implement and document communication</p>	<p>9/24</p> <p>9/24-5/25</p>	<p>Project Manager and Site Coordinator</p> <p>Site Coordinator, Staff</p>
Homework or extension activity completion, student participation, effort and/or persistence should be incentivized.	<p>Select target and goal, schedule incentive/reward on monthly or quarterly basis, communicate plan with staff, students</p> <p>Implement, review on a pre-scheduled basis</p>	<p>9/24</p> <p>9/24-5/25</p>	<p>Site Coordinator and Project Manager</p> <p>Site Coordinator, Staff</p>
Incorporate SEL and team building to help students improve their self-concept, willingness to try new things, improve relationships, and increase investment in the program.	<p>Schedule SEL and teambuilding instruction and activities for the program year.</p> <p>Implement instruction and activities.</p>	<p>9/24</p> <p>9/24-5/25</p>	<p>Project Manager</p> <p>Site Coordinator, Staff</p>
Incorporate Executive Functioning lessons to support students' ability to self-regulate and focus.	<p>Identify Executive Functioning lessons and activities, build into program schedule for the year.</p> <p>Implement instruction and activities.</p>	<p>9/24</p> <p>9/24-5/25</p>	<p>Project Manager</p> <p>Site Coordinator, Staff</p>
Professional development topics should include science enrichment, SEL and executive functioning.	<p>Identify, schedule professional development opportunities</p> <p>Two or more online or in-person PD trainings completed</p>	<p>9/24</p> <p>9/24-5/25</p>	<p>Project Manager</p> <p>Site Coordinator, Staff</p>

Jefferson Middle School Findings

Of students attending at least 45 hours, 47% improved school day attendance by 5% or more at year end.

While 93% of the Youth Survey respondents attending 45 hours or more reported the program helped them “Get Homework Done” and 82% said the program helped them “Do Better in School” and “Become More Involved/Try New Things”, lower scores were reported in other areas.

- 68% of the Youth Survey respondents indicated the program helped them “Try Harder in School”, 71% reported the program helped them “Feel Good About Myself”.

Jefferson teachers reported the most students improved in “Behaving Well in Class”, “Getting Along” (85%), and “Coming to School Motivated to Learn” (82%).

- Teachers rated lower rates of improvement in student “Volunteering” (45%) and “Participation” (58%).

Surveyed parents at Jefferson reported 100% satisfaction in most areas however,

- 80% felt the program helped Behavior Improve and 60% reported it helped Grades Improve.

At Jefferson, the most requested professional development topics were SEL (75%) and reading enrichment (25%).

Jefferson Recommendations
<ul style="list-style-type: none"> • Homework or enrichment support will be provided daily and communication with school day teacher to align extension with school day instruction will occur regularly. • Student effort, persistence, volunteering or participation should be incentivized. • Provide SEL and team building throughout the program duration to help students improve their self-concept, persistence, and increase investment in the program. • Professional development topics should focus on SEL and reading enrichment.

Jefferson Middle School Action Plan			
Recommendation	Action Needed	Completion Dates	Responsible Parties
Program staff will regularly communicate with school day teachers regarding academic support and work completion	Select a schedule (daily, weekly, monthly) and format (email, paper log) for communication with school day teachers.	9/24	Project Manager and Site Coordinator
	Implement and document communication	9/24-5/25	Site Coordinator, Staff
Incentivize student effort, persistence, volunteering and/or participation.	Select target and goal, schedule incentive/reward on monthly or quarterly basis, communicate plan and schedules with staff, students	9/24	Site Coordinator and Project Manager
	Implement, review on a pre-scheduled basis	9/24-5/25	Site Coordinator, Staff
Incorporate SEL and teambuilding throughout the program to develop students' self-concept, persistence and increase investment.	Schedule SEL and teambuilding instruction and activities for the program year.	9/24	Project Manager
	Implement instruction and activities.	9/24-5/25	Site Coordinator, Staff
Provide professional development training in SEL and reading enrichment	Identify professional development opportunities	9/24	Project Manager
	Schedule two or more online or in-person PD trainings	9/24-5/25	Site Coordinator, Staff

Nicholson Elementary School

Of students attending at least 45 hours, 44% improved school day attendance by 5% or more at the end of the year.

Nicholson teachers reported program helped students improve in “Getting Along” (84%) and “Attending Class Regularly”, “Academic Performance”, “Behaving Well in Class” (79%).

- Teachers rated lower rates of improvement in student “Being Attentive” (70%), “Turning in Homework on Time” and “Volunteering” (72%).

Of Nicholson students attending at least 45 days and having a fall 2022 SEL score that was below average, 50% improved SEL scores by 10% or more by Spring 2024.

Surveyed parents at Nicholson reported 94% satisfaction in most areas however,

- 83% felt the program helped Behavior Improve and Grades Improve.
- 89% felt they were Involved in their students’ education.

At Nicholson, the most requested professional development topics were SEL, reading enrichment, science enrichment and parent engagement strategies.

Nicholson Recommendations

- Homework or enrichment support will be provided daily and communication with school day teachers will occur on a routine basis to align extension with school day instruction and to ensure completed work is being returned in a timely manner.
- Homework or extension activity completion, student participation and prosocial behavior should be incentivized.
- Provide SEL instruction throughout the program to support student engagement, confidence, and self-management and behavior.
- Executive Functioning skills should be incorporated to support students’ ability to self-regulate and focus.
- Professional development topics should include SEL, executive functioning, academic enrichment, and parent engagement strategies.

Nicholson Elementary Action Plan			
Recommendation	Action Needed	Completion Dates	Responsible Parties
Program staff will regularly communicate with school day teachers regarding academic support and work completion	Select a schedule (daily, weekly, monthly) and format (email, paper log) for communication with school day teachers.	9/24	Project Manager and Site Coordinator
	Implement and document communication	9/24-5/25	Site Coordinator, Staff
Incentivize work completion, student effort/persistence, and/or pro-social behavior.	Select target and goal, schedule incentive/reward on monthly or quarterly basis, communicate plan and schedules with staff, students	9/24	Site Coordinator and Project Manager
	Implement, review on a pre-scheduled basis	9/24-5/25	Site Coordinator, Staff
Incorporate SEL instruction throughout the program to support student engagement, confidence, and self-management and behavior.	Schedule SEL and teambuilding instruction and activities for the program year.	9/24	Project Manager
	Implement instruction and activities.	9/24-5/25	Site Coordinator, Staff
Incorporate Executive Functioning lessons to support students' ability to self-regulate and focus.	Identify Executive Functioning lessons and activities, build into program schedule for the year.	9/24	Project Manager
	Implement instruction and activities.	9/24-5/25	Site Coordinator, Staff
Professional development topics should include SEL, executive functioning, academic enrichment, and parent engagement strategies.	Identify professional development opportunities	9/24	Project Manager
	Schedule two or more online or in-person PD trainings	9/24-5/25	Site Coordinator, Staff

Schneider Elementary School Findings

Of students attending at least 45 hours, 33% improved school day attendance by 5% or more at the end of the year.

100% of the Schneider Youth Survey respondents attending 45 hours or more reported the program helped them “Get Homework Done”, “Do Better in School”, and “Make New Friends”, lower scores were reported in other areas.

- 67% of the Youth Survey respondents indicated the program helped them “Feel Good About Myself”
- 78% reported the program helped them become “More Involved/Try New Things”.

Schneider teachers reported the program helped the most students improve in “Academic Performance (90%), and “Turning in Homework On Time”, Completing Homework to the Teachers’ Satisfaction” (87%).

- Teachers rated lower rates of improvement in student “Attending Class Regularly” (69%), “Behaving Well, and “Getting Along” (72%).

Of Schneider students attending at least 45 days and having a fall 2022 SEL score that was below average, 0% improved SEL scores by 10% or more by Spring 2024.

Surveyed Schneider parents reported between 88% and 100% satisfaction in most areas however,

- 81% felt the program helped Behavior Improve.
- 94% felt they were Involved in their students’ education.

At Schneider, the most requested professional development topics were SEL (60%), science enrichment and parent engagement strategies (each 20%).

Schneider Recommendations

- Homework or enrichment support will be provided daily and communication with school day teacher to align extension with school day instruction will occur regularly.
- Field Trips and more provider-led activities should be scheduled to increase student’s opportunities to participate in novel experiences.
- Student participation, attendance and prosocial behavior should be incentivized.
- Provide SEL and team building should be included throughout the program to support students’ self-concept, interpersonal and relationships skills.
- Professional development topics should include SEL, science enrichment and parent engagement strategies.

Schneider Elementary Action Plan			
Recommendation	Action Needed	Completion Dates	Responsible Parties
Program staff will regularly communicate with school day teachers regarding academic support and work completion	Select a schedule (daily, weekly, monthly) and format (email, paper log) for communication with school day teachers.	9/24	Project Manager and Site Coordinator
	Implement and document communication	9/24-5/25	Site Coordinator, Staff
Incentivize student participation, attendance and prosocial behavior.	Select target and goal, schedule incentive/reward on monthly or quarterly basis, communicate plan and schedules with staff, students	9/24	Site Coordinator and Project Manager
	Implement, review on a pre-scheduled basis	9/24-5/25	Site Coordinator, Staff
Incorporate SEL and team building throughout the program to support students' self-concept, interpersonal and relationships skills.	Schedule SEL and teambuilding instruction and activities for the program year.	9/24	Project Manager
	Implement instruction and activities.	9/24-5/25	Site Coordinator, Staff
Professional development topics should include SEL, science enrichment and parent engagement strategies.	Identify professional development opportunities	9/24	Project Manager
	Schedule two or more online or in-person PD trainings	9/24-5/25	Site Coordinator, Staff

Smith Elementary School

Of Smith students attending at least 45 hours, 50% improved school day attendance by 5% or more at the end of the year.

94% of the Smith Youth Survey respondents attending 45 hours or more reported the program helped them become “More Involved/Try New Things” and “Find Out What I’m Good At”, 82% reported the program helped them “Try Harder in School” and 77% reported it helped them “Feel Good About Myself”. Lower scores were reported in other areas.

- 59% reported the program helped them “Do Better in School”, 63% reported it helped them “Make New Friends” and 71% reported the program helped them “Get Homework Done”.

Smith teachers reported the program helped the most students improve in “Turning in Homework On Time” (97%), “Completing Homework to the Teachers’ Satisfaction” (95%). Lower rates of improvement were given to others areas.

- Teachers reported lower rates of improvement in “Coming to School Motivated to Learn” (68%) and “Being Attentive” (71%).

Of Smith students attending at least 45 days and having a fall 2022 SEL score that was below average, 42% improved SEL scores by 10% or more by Spring 2024.

Surveyed Smith parents reported between 93% and 100% satisfaction in most areas.

- 85% felt the program helped Grades Improve and 87% felt the program helped Behavior Improve.

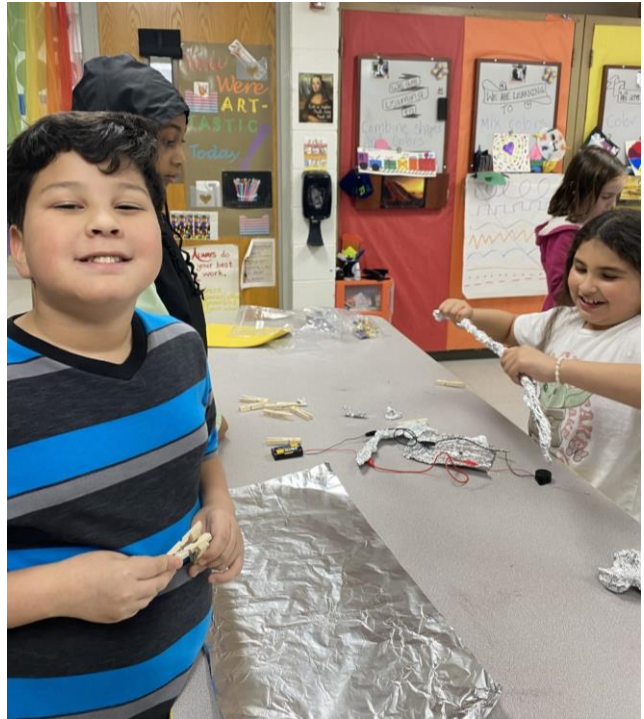
At Smith, the most requested professional development topics were SEL, science and reading enrichment (each 29%) and math enrichment (14%).

Smith Recommendations
<ul style="list-style-type: none"> • Homework or enrichment support will be provided daily and communication with school day teacher to align extension with school day instruction will occur regularly. • Homework or extension activity completion, student engagement and participation should be incentivized. • Provide SEL and teambuilding should be incorporated throughout the program to help students make friends and support student behavior. • Executive Functioning skills should be incorporated to support students’ ability to self-regulate and focus. • Professional development topics should include SEL, executive functioning, science and reading enrichment.

Smith Elementary Action Plan			
Recommendation	Action Needed	Completion Dates	Responsible Parties
Program staff will regularly communicate with school day teachers regarding academic support and work completion	Select a schedule (daily, weekly, monthly) and format (email, paper log) for communication with school day teachers.	9/24	Project Manager and Site Coordinator
	Implement and document communication	9/24-5/25	Site Coordinator, Staff
Homework or extension activity completion, student engagement and participation should be incentivized.	Select target and goal, schedule incentive/reward on monthly or quarterly basis, communicate plan and schedules with staff, students	9/24	Site Coordinator and Project Manager
	Implement, review on a pre-scheduled basis	9/24-5/25	Site Coordinator, Staff
Incorporate SEL and teambuilding throughout the program to help students make friends and support student behavior.	Schedule SEL and teambuilding instruction and activities for the program year.	9/24	Project Manager
	Implement instruction and activities.	9/24-5/25	Site Coordinator, Staff
Incorporate Executive Functioning lessons to support students' ability to self-regulate and focus.	Identify Executive Functioning lessons and activities, build into program schedule for the year.	9/24	Project Manager
	Implement instruction and activities.	9/24-5/25	Site Coordinator, Staff
Provide professional development training in SEL, executive functioning, science and reading enrichment.	Identify professional development opportunities	9/24	Project Manager
	Schedule two or more online or in-person PD trainings	9/24-5/25	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 *Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version*

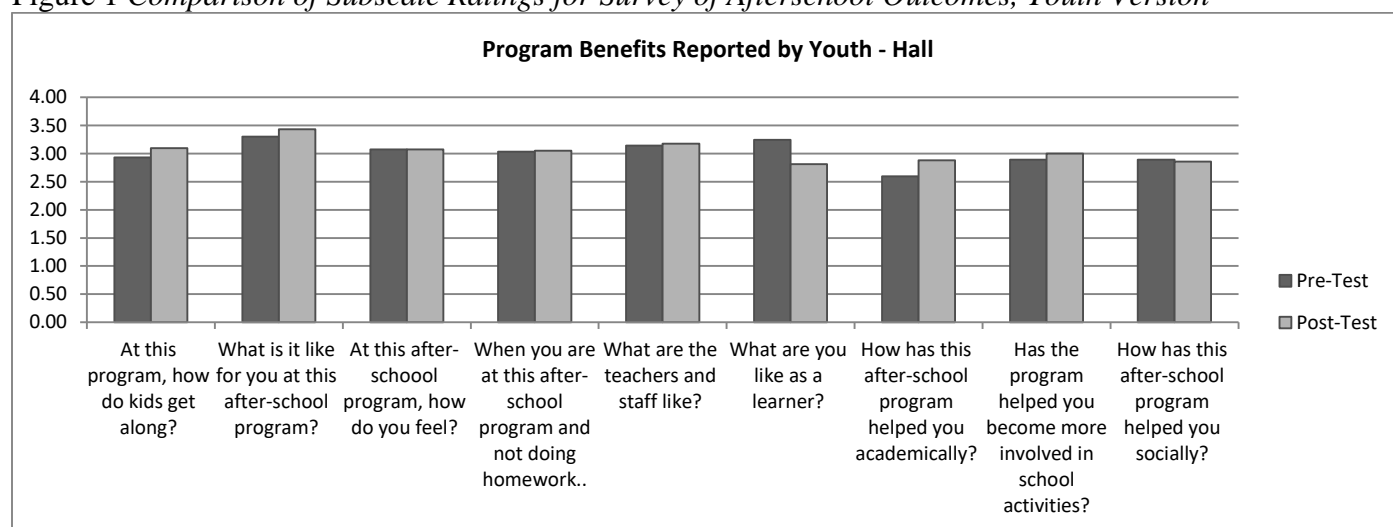


Figure 1 shows Hall student ratings of the academic and social benefits of the program. Students positively rated many aspects of the program with the highest average ratings for their experience in the program. The lowest relative rating was for how they perceived the program helped them academically. Staff should continue to build social and academic programming and maintain relationships with students throughout the school year.

Jefferson Elementary School Youth Survey

Figure 2 Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version

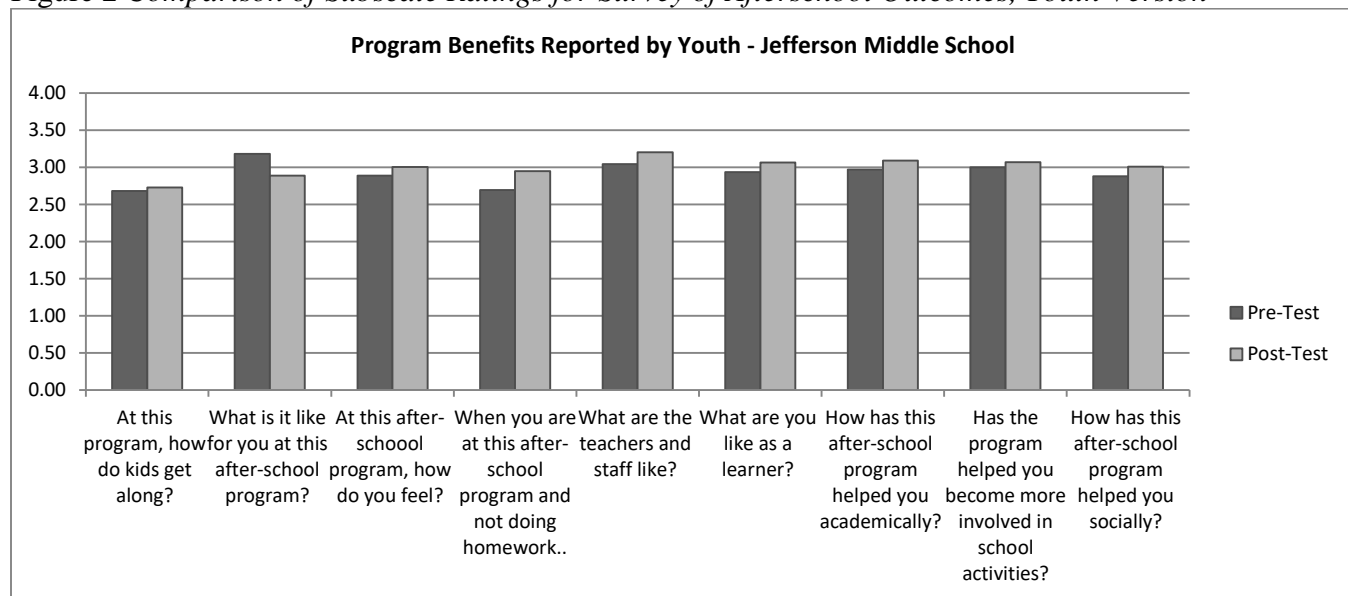


Figure 2 shows Jefferson student ratings of the academic and social benefits of the program. Students positively rated many aspects of the program with increases in all areas except “what the program is like for you”. Staff should continue to build social and academic programming and maintain positive staff-student relationships throughout the school year.

Nicholson Elementary School Youth Survey

Figure 3 Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version

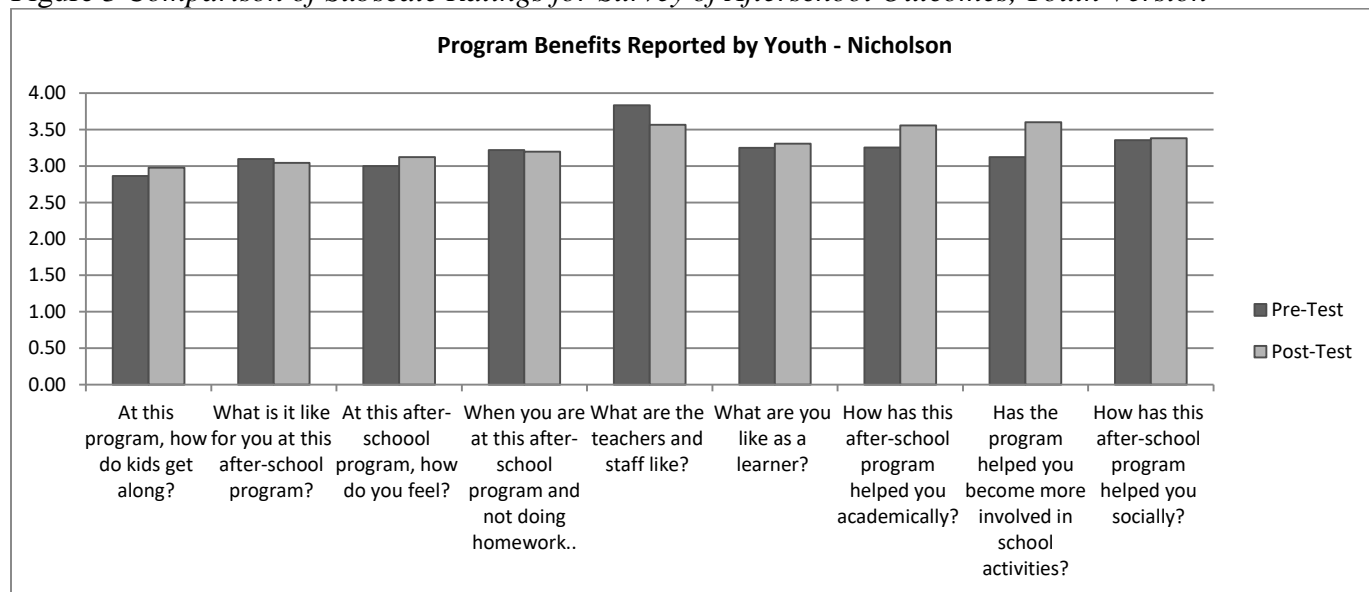


Figure 3 shows Nicholson student ratings of the academic and social benefits of the program. Students positively rated many aspects of the program with the highest rating for their perception of staff. Staff should continue to build social and academic programming and maintain staff-student relationships throughout the year.

Schneider Elementary School Youth Survey

Figure 4 Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version

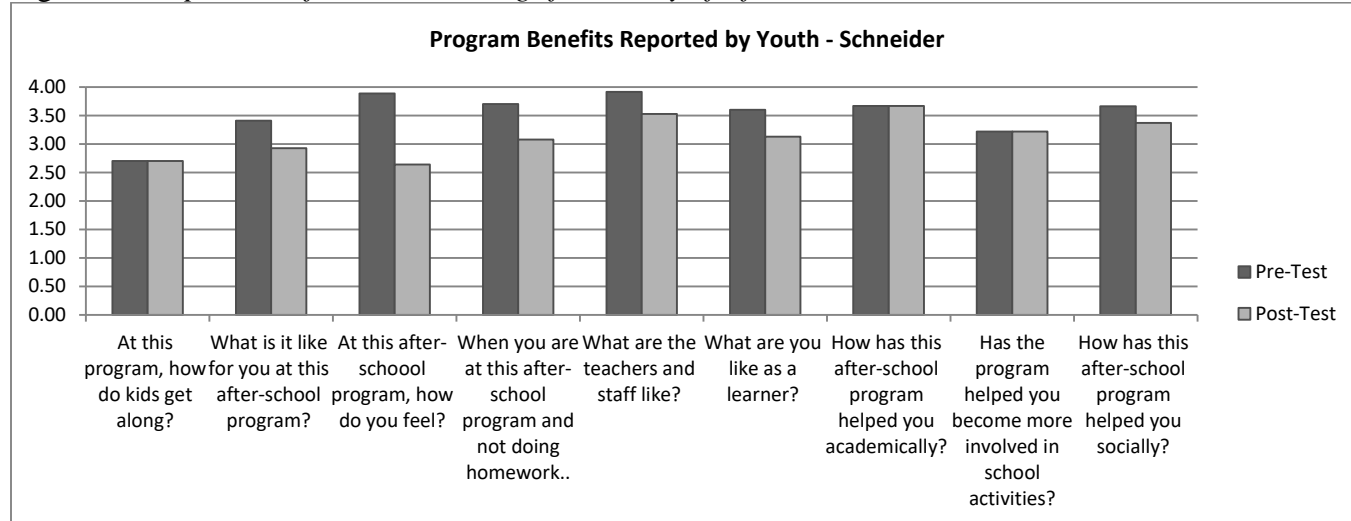


Figure 4 shows Schneider student ratings of the academic and social benefits of the program. Students positively rated many aspects of the program. The highest rating was given to student perceptions of staff and how the program helped them academically. Slightly lower ratings were given to “How do kids get along”. Staff should continue to build social and academic programming and maintain meaningful staff-student relationships throughout the school year.

Smith Elementary School Youth Survey

Figure 5 Comparison of Subscale Ratings for Survey of Afterschool Outcomes, Youth Version

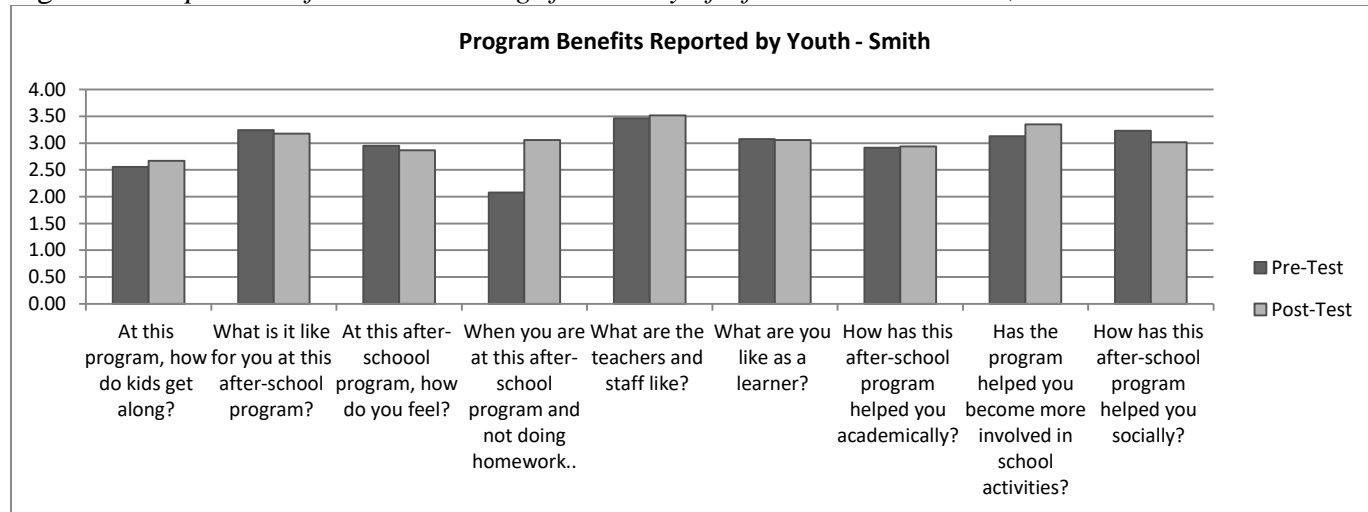


Figure 5 shows Smith student ratings of the academic and social benefits of the program. Students positively rated many aspects of the program. The highest rating was given to student perceptions of staff and their experience of the after-school program. Slightly lower ratings were given to “How do kids get along”. Staff should continue to build social and academic programming and maintain meaningful staff-student relationships throughout the school 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?	Post-Test
Play outside, play with friends	4
Crafts	1
Read	1

What would you like to learn/what did you learn?	Post-Test
I don't know	2
"Teachers are good at word searches"	2
Reading	1
Math	1
Tell Time	1

Reasons for Absences	Post-Test
Sick/Appointment	6

What would you change about the program?	Post-Test
Nothing	2
More Time	2
"For the teachers to be nice to each other"	1
More Crafts	1
Be nicer	1

What else would you like us to know?	Post-Test
More Time	1
Nothing/ I don't know	1
Too much Time	1
"For the teacher to be nice to each other and us"	1
It is cool	1

Jefferson Middle School

What is your favorite thing to do here?	Post-Test
Play games	4
Snack	2
Make new friends	2
Field Trips	1
Homework	3
Gym/physical activity	4
Chess	1
Socialize/talk with friends/play	11
Draw or listen to music	1

What would you like to learn/what did you learn?	Post-Test
Nothing/I don't know	12
Field Trips/Community	3
Academic/Homework, Math/Language arts skills	5
Resilience	3
Cooking	1
SEL/social skills	4
Sports skills	3

Reasons for Absences	Post-Test
Sick/appointment	24
Sports/competitions	3
Didn't want to	2

What would you change about the program?	Post-Test
Nothing	1
Increase playground/outside/play time	1
Food	2
More field trips/activities	4
More free time	5
Use phones	1
Mean students/behavior	3
Move 8 th graders to a different room	2
The noise level	1
No read aloud	1

What else would you like us to know?	Post-Test
It's fun/good/would recommend to others	8
Nothing/ I don't know	13
Gained new skills	5
Science experiments	1
I don't feel respected here	1
More field trips	1
Don't like read aloud	1

Jefferson Quotes:

- its very fun especially on thursdays when we go on field trips
- its a good program and to always try ur best and turn in ur work
- it helps me with my grades
- It is fun and helps me with my work and lets me get new friends.

Nicholson Elementary School

What is your favorite thing to do here?	Post-Test
Play games	4
Math/STEM	5
Make new friends	1
Crafts	1
Reading	2
Sports	1
Frog Lady	1
Socialize/talk with friends/play	1

What would you like to learn/what did you learn?	Post-Test
Math skills	7
Language arts skills	1
Science skills	3

Reasons for Absences	Post-Test
Sick/Ill	13

What would you change about the program?	Post-Test
Nothing	3
Do more math/less math	2/1
Less reading	4
More time/less time	1/1

What else would you like us to know?	Post-Test
It's fun/good/would recommend to others	5
Nothing/ I don't know	5
Gained new skills	1
It helps kids make friends	1

Schneider Elementary School

What is your favorite thing to do here?	Post-Test
Language Arts/Reading	1
Math	1
Gym/physical activity	3
Socialize/talk with friends/play	1

What would you like to learn/what did you learn?	Post-Test
Math skills	2
History	1
Language arts skills	2
Science skills	1
nothing	1

Reasons for Absences	Post-Test
Sick/Appointment	5
Sports/competitions	1
Family obligations	1

What would you change about the program?	Post-Test
Nothing	1
Increase playground/outside/play time	2
Tech	1
No reading/homework	2

What else would you like us to know?	Post-Test
It's fun/good/would recommend to others	3
Nothing/ I don't know	1
Boring	1
I can do co-writer	1

Smith Elementary School

What is your favorite thing to do here?	Post-Test
academics	3
Play outside	3
snack	1
Gym/physical activity	1
Art/sketch	4
Socialize/talk with friends/play	5

What would you like to learn/what did you learn?	Post-Test
Math skills	5
Social studies	2
Language arts skills	2
Science skills	2
Inter-personal relationships/social skills	5
Sports skills	1

Reasons for Absences	Post-Test
Sick/appointment	12
Because I will be sad there/because others are mean	2
Family obligations	2

What would you change about the program?	Post-Test
Increase playground/outside/play time	6
Food	3
Others attitudes/behavior	3
Less time	1
Art	2

What else would you like us to know?	Post-Test
It's fun/good/would recommend to others	7
Nothing/ I don't know	5

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 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.

Figure 6 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	4.6	4.6	4.8	4.8	4.6	4.7	4.8	4.8	4.9	4.9
Nicholson	2.9	3.0	3.0	3.0	3.0	2.9	2.9	2.8	3.0	3.0
Smith	2.7	2.8	2.7	2.7	2.7	2.7	2.7	2.6	2.8	2.8
Schneider	3.0	3.2	3.1	2.9	2.9	3.1	2.9	3.1	2.9	3.1

Figure 7 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	4.8	4.7	4.8	4.8	4.9	4.8	4.7	4.7	4.7	4.8
Nicholson	3.0	3.0	3.0	3.0	3.1	3.0	3.0	2.9	3.0	3.0
Smith	2.7	2.7	2.7	2.7	2.8	2.7	2.7	2.7	2.7	2.7
Schneider	3.5	3.5	3.0	3.2	3.3	3.0	2.9	3.5	3.1	3.0

Figure 8 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	3.4	3.3	3.2	3.2	3.0	2.9	3.1	3.1	3.1	3.2
Nicholson Elementary	3.2	3.2	3.4	3.3	3.3	3.3	3.2	3.1	3.2	3.3
Smith Elementary	2.7	2.8	2.8	2.8	2.8	2.8	2.8	2.7	2.7	2.7
Schneider Elementary	3.2	3.1	3.1	3.1	3.0	3.0	3.2	3.1	3.0	3.1

Figure 9 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	3.1	3.0	3.0	2.9	3.2	3.0	2.9	3.0	2.9	3.1
Nicholson Elementary	3.5	3.4	3.4	3.2	3.3	3.1	3.2	3.1	3.2	3.2
Smith Elementary	2.8	2.8	2.7	2.8	2.8	2.8	2.8	2.7	2.7	2.8
Schneider Elementary	3.2	3.1	3.1	3.1	3.0	3.0	2.9	2.9	3.2	3.1

Figure 10 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 School	3.3	3.3	3.4	3.6	3.4	3.3	3.2	3.2	3.4	3.4

Figure 11 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 School	3.5	3.7	3.1	3.3	3.4	3.5	3.2	3.4	3.5	3.5

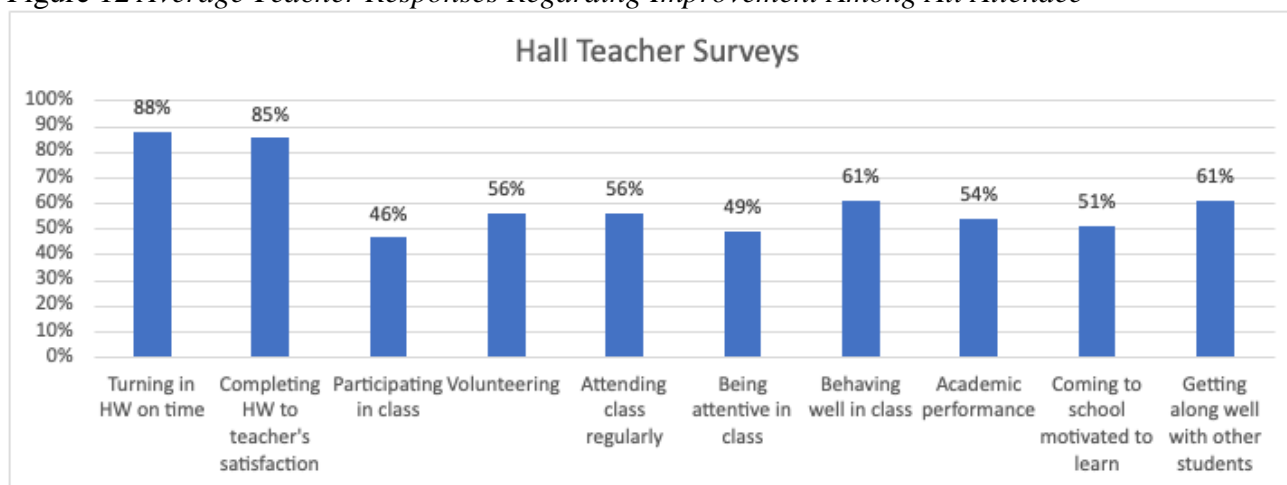
Teacher Survey

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. As Teacher Surveys are not required at the middle school, the data from Jefferson Middle School are not included in the evaluation report, but are included below.

Hall Elementary School Teacher Survey

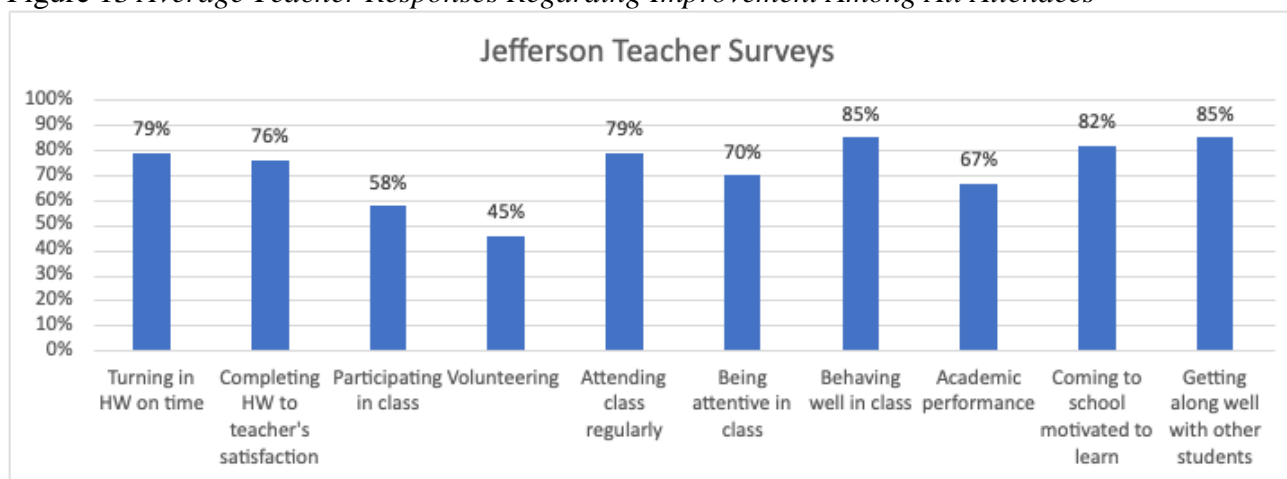
Figure 12 Average Teacher Responses Regarding Improvement Among All Attendees



According to Hall teachers, most students improved in Turning in Homework On Time (88%) and fewest improved in Participating (46%).

Jefferson Middle School Teacher Survey Responses

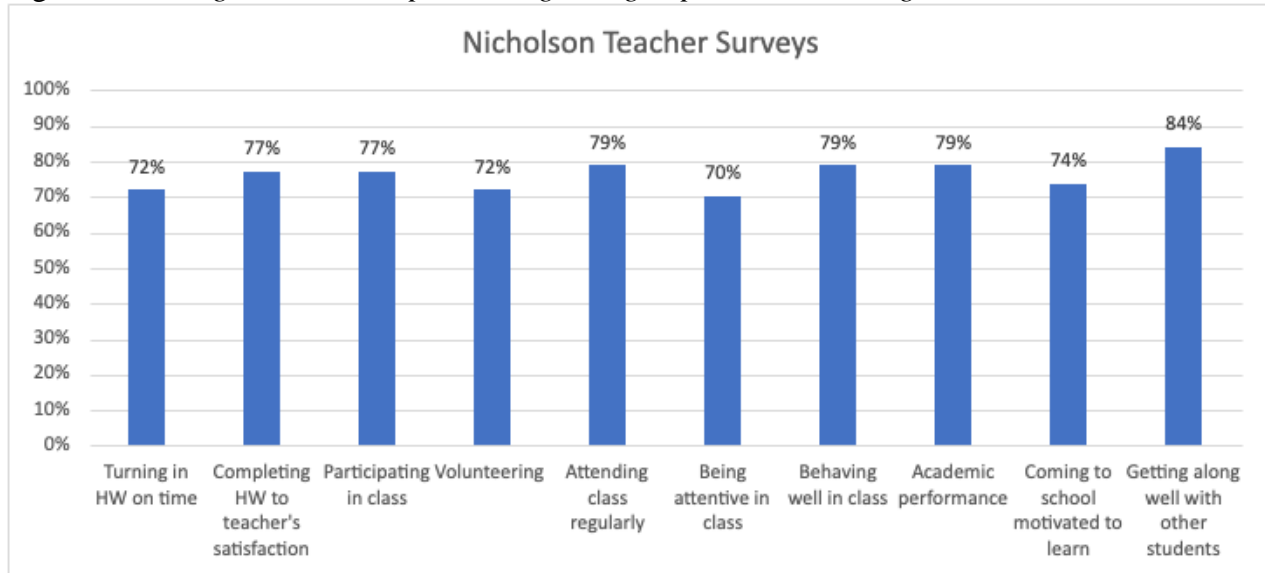
Figure 13 Average Teacher Responses Regarding Improvement Among All Attendees



According to Jefferson teachers, students improving ranged between 70% (Being Attentive) and 85% (Getting Along).

Nicholson Elementary School Teacher Survey Responses

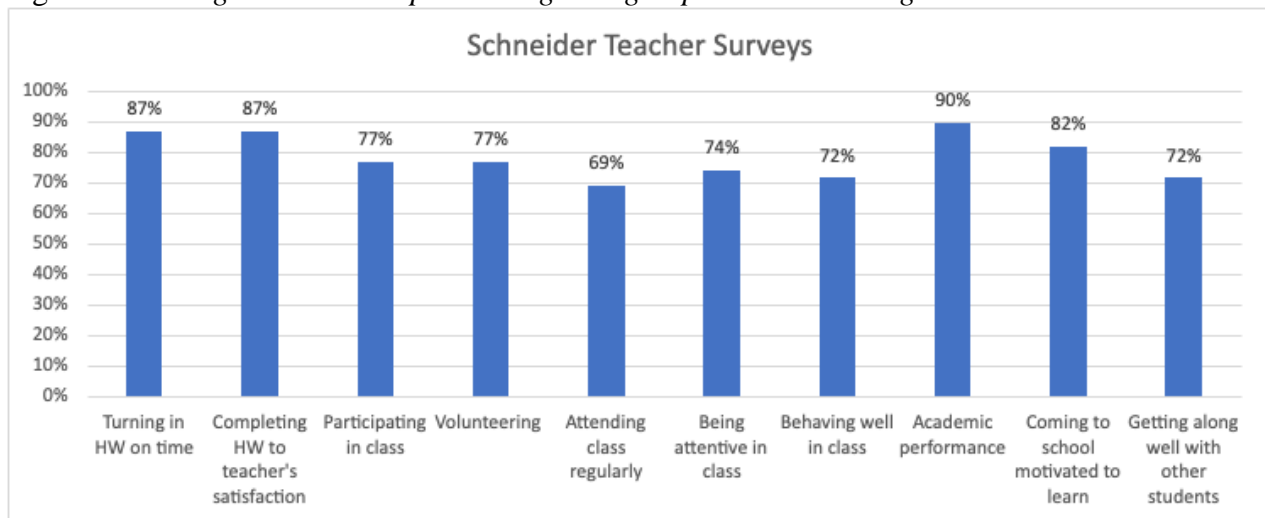
Figure 14 Average Teacher Responses Regarding Improvement Among All Attendees



According to Nicholson teachers, students improving ranged between 70% (Being Attentive) and 84% (Getting Along).

Schneider Elementary School Teacher Survey Responses

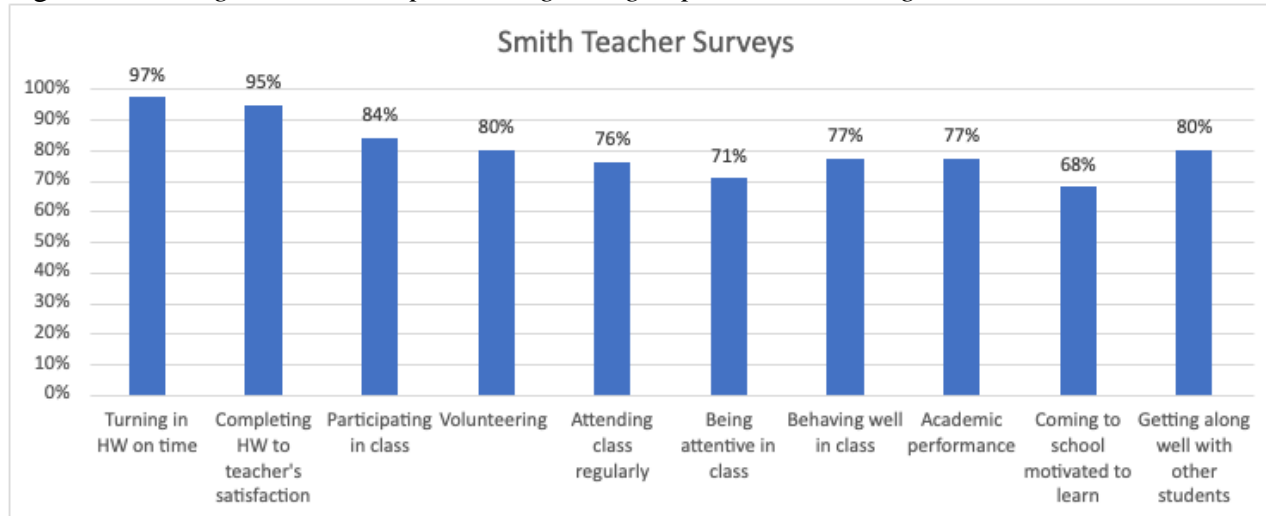
Figure 15 Average Teacher Responses Regarding Improvement Among All Attendees



Schneider teachers reported most students improved in Academic Performance (90%), Turning in Homework on Time and Completing Homework to Teachers' Satisfaction (87%). The fewest number of students improved in Attending Class Regularly (69%).

Smith Elementary School Teacher Survey Responses

Figure 16 Average Teacher Responses Regarding Improvement Among All Attendees



Smith teachers reported the most students improved in Turning in Homework on Time (97%) and Completing Homework to Teachers' Satisfaction (95%) and the fewest improved in Coming to School Motivated to Learn (68%).

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 17 Parent Survey Responses

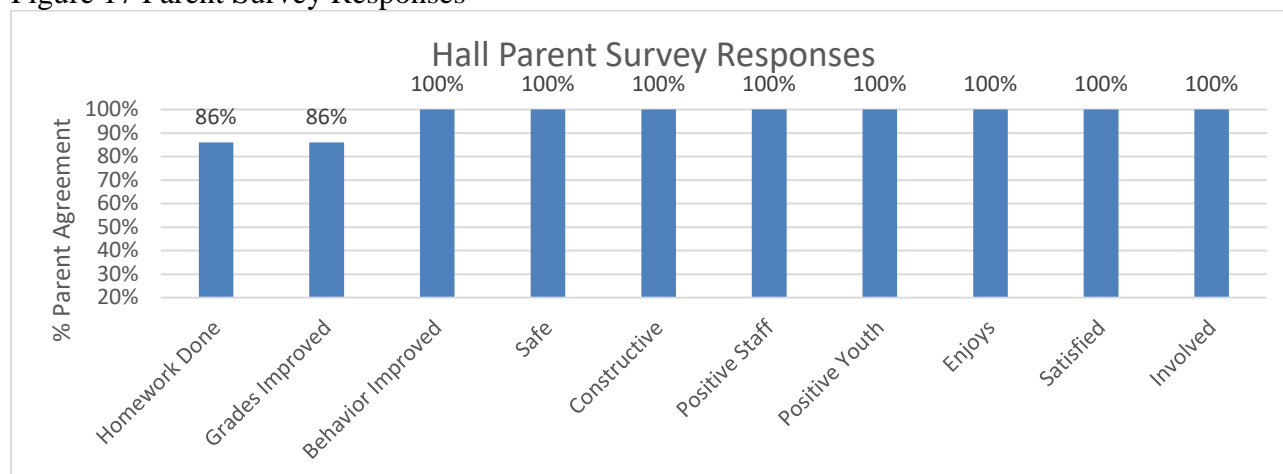


Figure 17 shows parent agreement or satisfaction with various aspects of the after-school program. Parents reported 100% agreement or satisfaction in all areas surveyed except for the program's impacting on getting Homework Done and improving grades, where 86% of surveyed parents said the program helped in these areas (two were neutral).

Hall Parent Survey Qualitative Data

What do you like best about the after-school program?	
Academic/Homework help	2
Socialization	1
Student enjoys it	3

If you could change one thing about the after-school program, what would you change?	
Communication about completed homework	1
Nothing/Liked program as is	3
Program held 5 days per week	1
Healthier snack/option to send snack from home	1

Hall Parent Survey Comments:

- “Nothing at the moment. It works great to me. Thank you all for what you do with the future leaders of tomorrow.”
- “When it comes to completing work for school, some communication about what was done/completed throughout the week especially if there is not “homework” from the classroom.”
- “My daughter loves it, she likes the staff and I am satisfied with her behavior”
- “I like that my kids look forward to going to My Time after school. They love being able to finish their school work and then do fun activities with some of their friends”
- “It gives them an opportunity to learn/try new things after school in a safe environment. Gives her an opportunity to meet new adults/students in the school.”

Jefferson Middle School

Figure 18 Parent Survey Responses

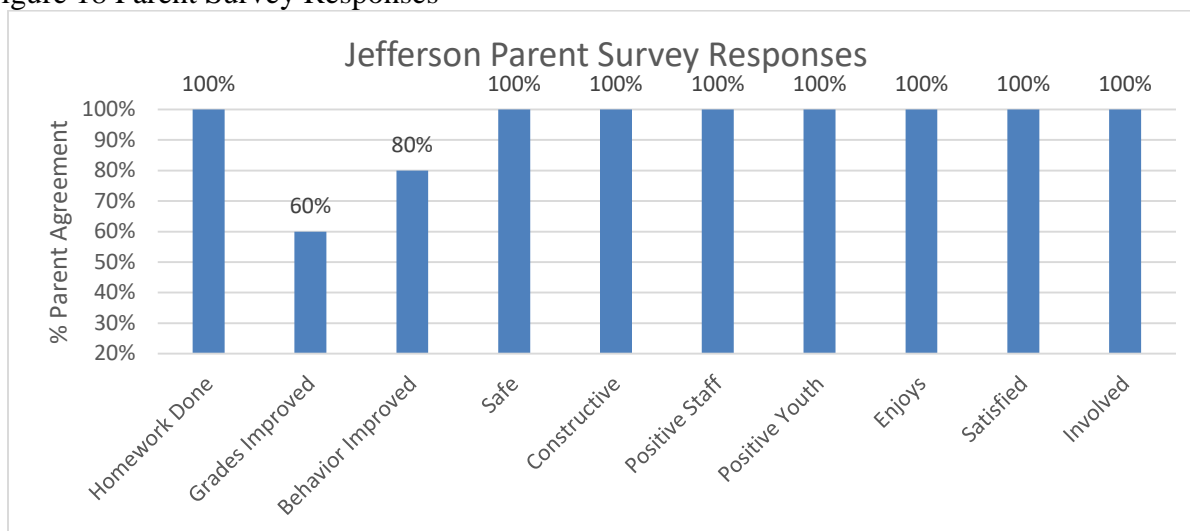


Figure 18 shows parent agreement or satisfaction with various aspects of the after-school program. Parents rated most areas with 100% agreement including: homework, positivity, satisfaction, enjoyment, involvement, and a safe/constructive environment. 60% of surveyed parents reported the program helped their child's Grades Improve, while 80% of parents reported the program helped their student's Behavior Improve.

Jefferson Parent Survey Qualitative Data

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

If you could change one thing about the after-school program, what would you change?	
Less hours/time	1
Food	2
Nothing- Liked the program as is	2

Jefferson Parent Survey Comments:

- My son loves going to MyTime. It helps with his homework and keeps him active. He is even thinking about joining volleyball.
- It helps with homework.
- That it gives my daughter an opportunity to do her homework.
- The time 6:30 is late.
- That my daughter has changed her way of expressing herself and is no longer afraid to speak
- That what they eat there should be a change that would allow them to eat different things
It helps my son have something to keep him busy and learn different things.

Nicholson Elementary School

Figure 19 Parent Survey Responses

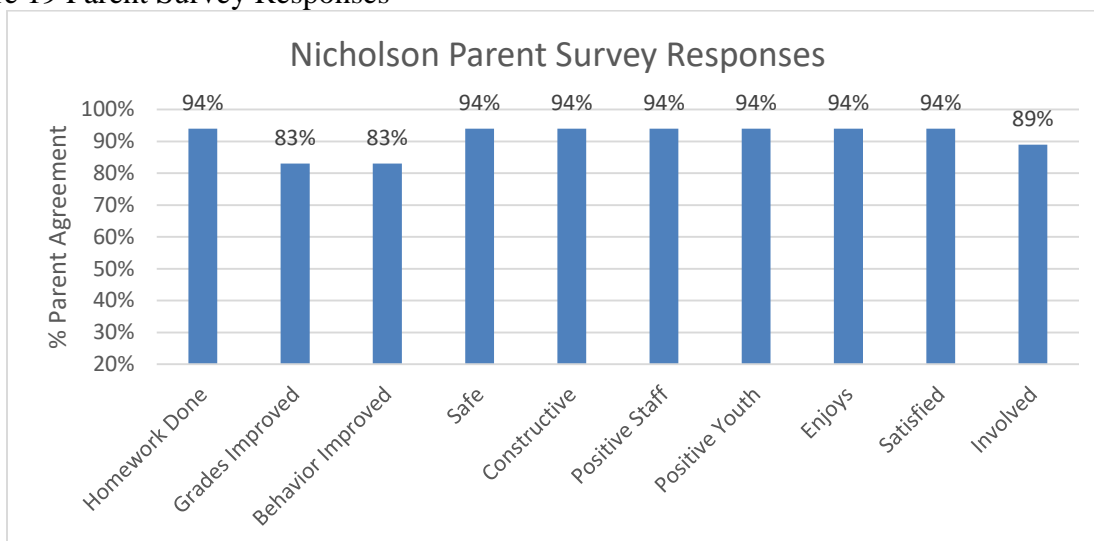


Figure 19 shows parent agreement or satisfaction with various aspects of the after-school program. 94% of parents reported they were satisfied, the program helped their child get homework done, was safe, constructive, positive, and enjoyable. 89% reported involvement in their child's education and 83% reported the program helped their child's grades and behavior improve.

What do you like best about the after-school program?	
Homework Help	6
Different Activities	5
Socialization	4

If you could change one thing about the after-school program, what would you change?	
Time/schedule	2
Nothing- Liked program as is	10
No response provided	6

Nicholson Parent Survey Comments:

- I really appreciate the opportunity the kids get to do additional activities after school.
- My girls have fun and get the help they need.
- Keeps her off her electronics.
- They talk and participate positively.
- The opportunity for my child to spend with her classmates and learn new things.
- I love all the aspects of the program keep up the amazing work!
- Teachers are helpful with students.
- That he has a place to be and enjoy activities and have fun instead of just being with a babysitter watching tv all day. He really does enjoy it and it's helpful for me.
- [I wish] the program offered Fridays as well.
- Keeps my daughter involved with students and does more activities.

- The time staff takes out with the youth keeping them positive and on track.
- It is a safe place for my child to be after school where she can do homework, exercise, and meet kids from other grades.
- Some of the things I like about the after-school program is that it helps develop children's self-care skills, promotes physical health, supports social, provides a safe and supportive environment for children.

Schneider Elementary School

Figure 20 Parent Survey Responses

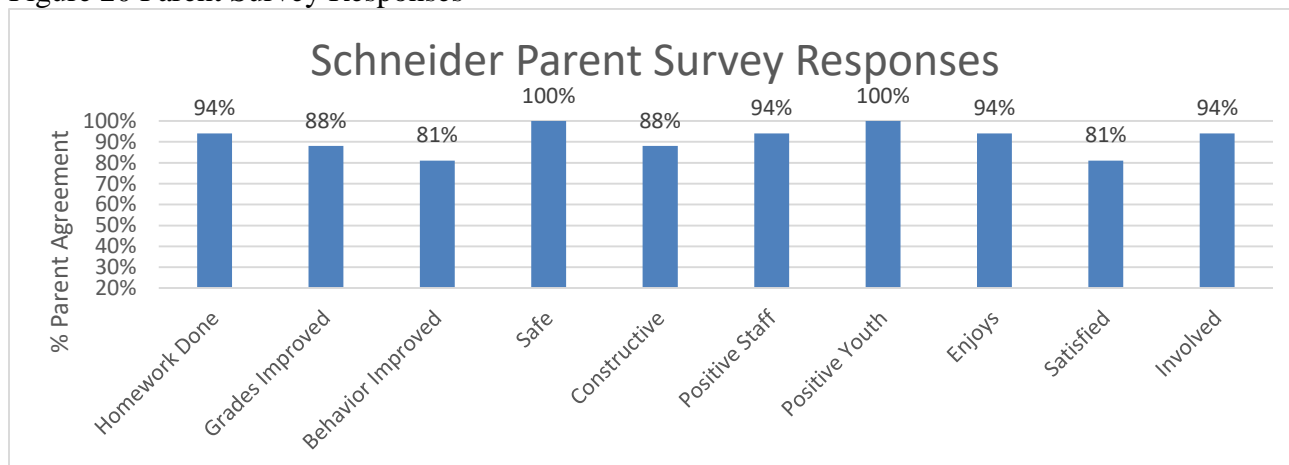


Figure 20 shows parent agreement or satisfaction with various aspects of the after-school program. Parents reported the program was safe and youth were positive. 94% of surveyed parents reported being involved in their child's education, enjoyment, positive staff, and the program helped their child get their homework done. 88% said the program was constructive and helped their child's grades improve. 81% of parents reported satisfaction and stated the program helped their child's behavior improve.

Schneider Parent Survey Qualitative Data

What do you like best about the after-school program?	
Homework help	5
Socialization	5
Activities	6

If you could change one thing about the after-school program, what would you change?	
Finish a little earlier	2
Finish a little later	0
Homework/academic help	2
Increase staff number/communication	2
Nothing- liked program as is	7
No response provided	3
Total Surveys Completed	15

Schneider Parent Survey Comments:

- I like the activities that the kids get to do at the after-school Program. I feel like it gives them the opportunity to interact with other kids.
- My daughters love the activities that My Time offers and as a parent I'm very satisfied with this wonderful program. It's a safe environment and this is the important for us. We're happy to be a part of this amazing program and positive program, thank you.
- The extra help is helping her build confidence.
- My son gets home and tells us how much he likes My Time including all of the activities.
- My son is a very active boy and after school helps him in a positive, challenging way.
- Interaction with other kids not sharing same age/school grade. He feels more confident, builds friendships, improves his communication skills and ability to work with others.
- It would be helpful to have feedback from the instructors or teachers on my child's progress or if there are things we could be doing at home to aid in her progress. Program seems great though and my daughter is really enjoying her time at the program.
- It would be nice to have an extra teacher assistant to help control the children specially on the hands on activities.

Smith Elementary School

Figure 21 Parent Survey Responses

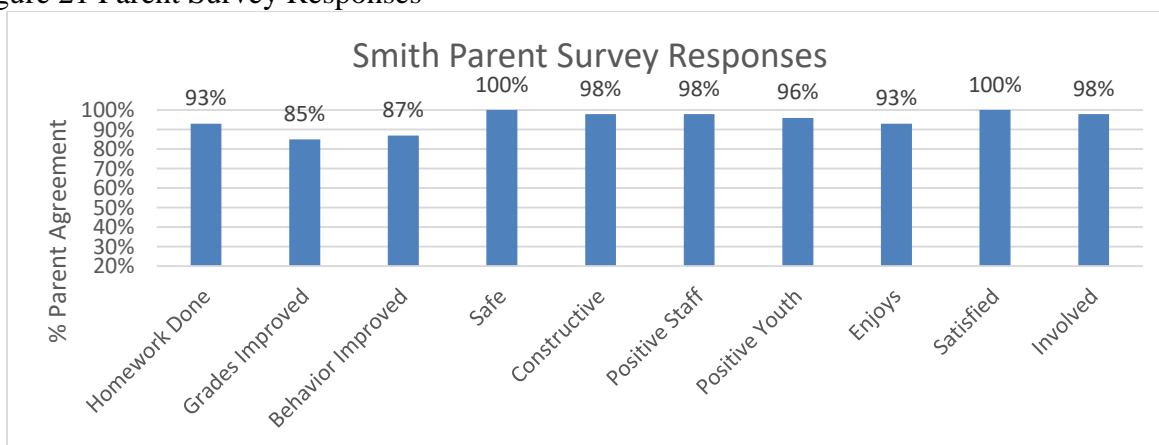


Figure 21 shows parent agreement or satisfaction with various aspects of the after-school program. Parents reported the program was safe and they were satisfied with the program. 98% reported the program was constructive, staff were positive, and they were involved in their child's education. 93% reported it helped their child get homework done. 87% of parents reported the program helped their child's behavior improve, while 85% reported and improvement in their child's grades.

Smith Parent Survey Qualitative Data

What do you like best about the after-school program?	
Homework Help	10
Socialization	13
Activities	9

If you could change one thing about the after-school program, what would you change?	
More activities/field trips	6
time	2
snack	2
Nothing- Liked the program as is	16
No response provided	19
Total Surveys Completed	45

Smith Parent Survey Comments:

- Everything is excellent! congratulations for making a good learning program!
- My daughter feels comfortable and happy because they are taught more things and help with homework.
- That I know they are at a safe place while I finish work.
- The amount of recognition the My Time teachers are getting – just seems like they may go unnoticed. Thank you for all you do!
- The communication and response to my emails and concerns are very quick. Problems solved same day. The hours are also great.

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

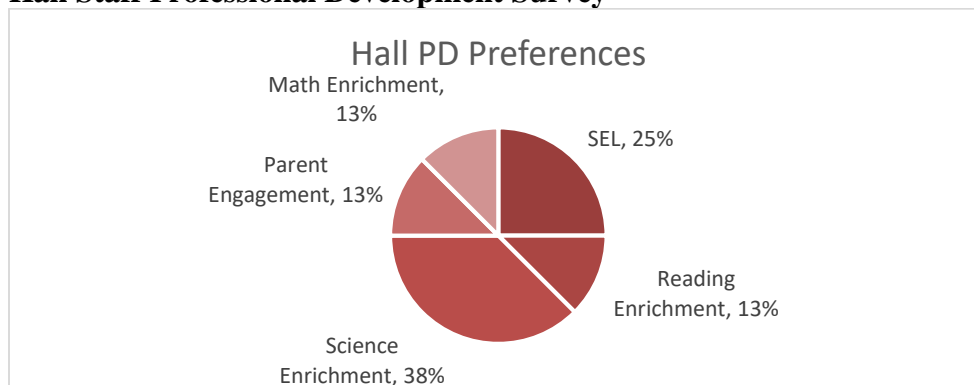


Figure 22 shows the most requested PD topics for the upcoming program year were Science Enrichment (team-building activities (38%), SEL (25%), Reading, Math, and Parent Engagement (13% each).

Jefferson Staff Professional Development Survey

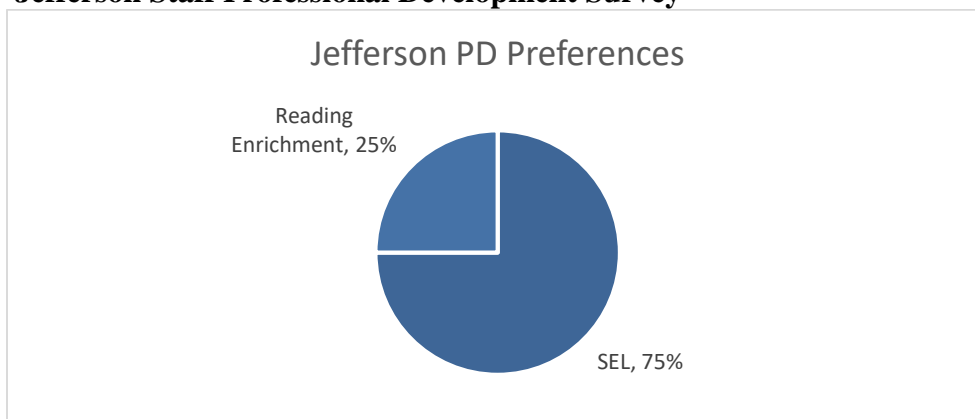


Figure 23 shows the most requested PD topics for the upcoming program year were SEL (75%) and Reading enrichment (25%).

Select Jefferson PD Survey Comments:

- Having to find a way to get the kids to manage cellphone use.
- Thank you for providing this needed after school activity for our middle schoolers.
- It has been a wonderful year. Having so many available activities and local field trips was wonderful

Nicholson Staff Professional Development Survey

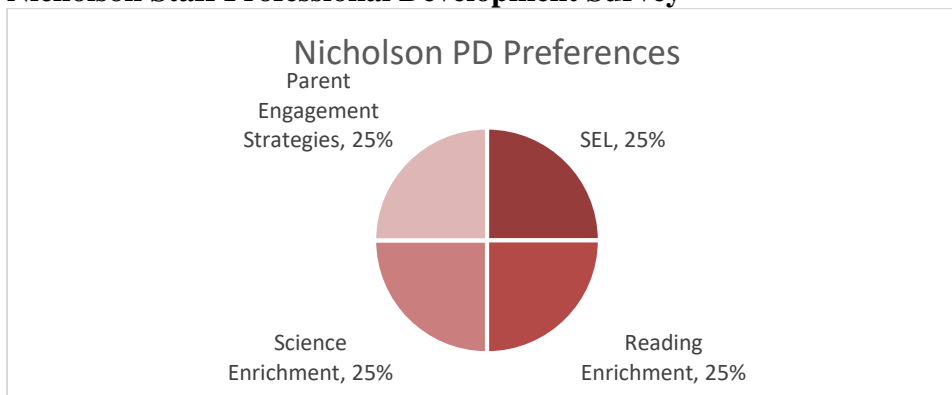


Figure 24 shows the most requested PD trainings for the upcoming program year were Parent Engagement, SEL, Science and Reading Enrichment (each 25%).

Schneider Staff Professional Development Survey

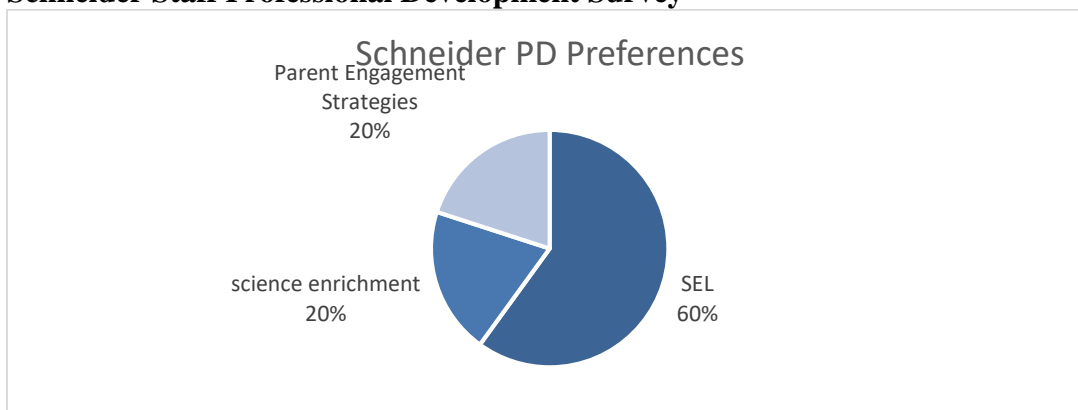


Figure 25 shows the most requested PD trainings for the upcoming program year were SEL (60%) and Parent Engagement (20%), and Science Enrichment (20%).

Select Schneider PD Survey Comments:

- I focused more on SEL this year. It was something I felt my students needed and it helped them.
- Thank you for all the support this year
- I think this program has been extremely beneficial to the students who participated. It was mentioned that EPIC was possibly going to be available after school hours. This would have been another wonderful experience.
- As a first year participant, I am SO thankful for the support I get with the staff I work with at Schneider. They are awesome! But, being a first year teacher, I would have examples, copies, of what the previous teacher of my grade level did.

Smith Staff Professional Development Survey

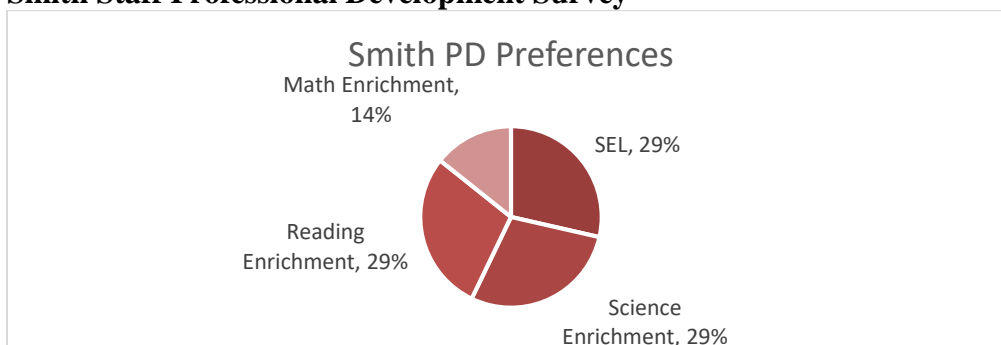


Figure 26 shows the most requested PD trainings for the upcoming program year were SEL, Reading and Science Enrichment (29% each) and Math Enrichment (14%).

Select Smith PD Survey Comments:

- Would love to have more Zumba, karate or fun field trip
- I liked the training at the Children's museum
- Having as many programs come in for my time gets the kids so excited for guests!
- Provide more homework/academic resources please!

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

<p>subject areas such as technology, arts, music, theater, sports, and other recreational activities provided by staff and community partners</p>	<p>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.</p>	<p>promote students' school engagement, career awareness, and cultural enrichment</p>	<p>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.</p>	<p>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</p>	<p>can drive motivation for college and career planning in post-secondary environment.</p>
<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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</p>
<p>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;</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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 /</p>

<p>collaboration with school-day instructors</p>	<p>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.</p>	<p>emotional learning opportunities. Furthermore, collaboration with school-day teachers is necessary to promote coordination of approaches across school-day and after-school environments</p>	<p>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.</p>	<p>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</p>	<p>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</p>
<p>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</p>	<p>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'</p>	<p>Objective 6: Carried out with program staff working outside of typical program hours; parents; students enrolled in the program; and siblings of students</p>	<p>Objective 6: The grantee will provide a list of enrichment and other support services offered to families of participants.</p>	<p>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.</p>	<p>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.</p>

	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

<p>Objective 9: Community partners, willingness to engage with the program and to remain engaged with the program once the grant expires</p>	<p>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.</p>	<p>Objective 9: Carried out by program leaders and community partner leaders</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
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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)

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)
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 experiences 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)

Describe positive qualities in others (10)

Identify ways to work and play well with others (11)

Demonstrate appropriate social and classroom behavior (12)

Identify problems and conflicts commonly experienced by peers (13)

Identify approaches to resolving conflicts constructively (14)

Explain why unprovoked acts that hurt others are wrong (15)

Identify social norms and safety considerations that guide behavior (16)

Identify a range of decisions that students make at school (17)

Make positive choices when interacting with classmates (18)

Identify and perform roles that contribute to one's classroom (19)

Identify and perform roles that contribute to one's family (20)

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)

Describe and demonstrate ways to express emotions in a socially acceptable manner (2)

Describe personal skills and interest that one wants to develop (3)

Explain how family members, peers, school personnel, and community members can support schools success and responsible behavior (4)

Describe the steps in setting and working toward goal achievement (5)

Monitor progress on achieving a short-term personal goal (6)

Identify verbal, physical, and situational cues that indicate how others may feel (7)

Describe the expressed feelings and perspectives of others (8)

Identify differences among and contributions of various social and cultural groups (9)

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.