Youth Enrichment Program (YEP) Evaluation

Hayward Unified School District

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Executive Summary

HUSD conducted a retrospective three-year (2021 to 2024) evaluation of the Youth Enrichment Programs (YEP) in the Hayward Unified School District. Using a mixed methods approach, the evaluation drew from both qualitative and quantitative data sources including: stakeholder surveys, district academic outcome data and district and program attendance reports. The evaluation focused on four primary areas: program participation (attendance and waitlists), students' academic success (CAASPP scores, report card grades, graduation, credits/units earned), students' school day attendance and program quality. We found the following key findings in our analysis.

Program Participation

In 2023-24, YEP served 8389 unique students in its core and supplemental programming, making up 44% of HUSD's student population. In addition, YEP served 4375 middle and high school students in expanded learning opportunities that enhance their 21st Century Skills and allow students to explore post-secondary educational opportunities. The demographics of YEP students are largely representative of HUSD students with exception of an over-representation of African American students and an under-representation of English Language Learners and Special Education students.

Academic Impact

When comparing YEP students' and their non-YEP peers' academic success, YEP students continue to match or outperform their peers academically, as measured by CAASPP scores and graduation rates. Almost a third (31%) of YEP students met or exceeded ELA standards and nearly a fifth (19%) met or exceeded Math standards on the CAASPP in 2023-24.

- A similar percentage of YEP students in the targeted priority groups (African Americans, ELL and SPED students) met or exceeded CAASPP ELA standards in 2023-24.
- A similar percentage of YEP students in the targeted priority groups (African Americans, ELL and SPED students) met or exceeded CAASPP ELA standards in 2023-24.
- YEP students have significantly higher graduation rates than their peers.
- ELL and SPED YEP students have significantly higher graduation rates than their peers.
- 87.5% of students who participate in Credit Recovery graduate from high school on time.
- 76% of students who enroll in Bridge to College pass their class and earn college credit.

School Engagement

YEP students continue to attend significantly more days of school than their peers. African American, ELL and SPED YEP students had significantly higher school day attendance rates and lower rates of chronic absenteeism than their peers. However, all groups of YEP students have higher percentages of suspension than their peers.

Overview

Introduction

Hayward Unified School District (HUSD) helps to support students and families in the district during out-of-school-time through the Youth Empowerment Program (YEP). In 2023-24, YEP operated at 21 elementary schools, five middle schools and three high schools in the district. The following YEP programs are included in this report:

- YEP Elementary School Program (K-6th grade)
- YEP Middle School Program (7th-8th grade)
- Bridge to College
- Credit Recovery

This report outlines the key findings of a three-year retrospective evaluation (2021-2024) to describe YEP participants' progress in academic achievement, behavior, and engagement over the past three years. Additionally, stakeholder perspectives and input are reported to help guide future programmatic improvements.

Guiding Evaluation Questions

HTA identified two overarching areas of YEP programs to evaluate and report: 1) program attendance, retention, interest and quality and 2) program impact (i.e. school day attendance, academic outcomes).

1. Program Attendance, Retention, Interest and Quality
    a. Who participates in YEP? (i.e., race, ELL, SpED, etc.)
    b. What do stakeholders think about the YEP program?
        i. How can the YEP program evolve to better serve the community?
2. Program Impact
    a. How do YEP programs help support students in meeting or exceeding their annual proficiency standards in ELA and math?
    b. What is the impact of YEP on graduation rates?
    c. What is the impact of YEP participation on school day attendance?

Evaluation Methods

Using a mixed-method approach, the evaluation draws from a number of quantitative and qualitative data sources. Data sources for this report include:

- YEP Elementary/Secondary Rosters (2021-24)
- School day attendance (2021-24)
- Graduation rates (2021-24)
- CAASPP-ELA and -Math scores (2021-24)
- Report card grades (2021-24)
- YEP Stakeholder Surveys (2021-24)
- YEP program attendance data derived from 21st CCLC and ASSETS annual performance reports
- Credit Recovery data (2021-24)
- Driver's Education data (2021-24)
- Bridge to College data (2021-24)

In this report, any mention of "peers" refers to students who were not specifically in YEP Elementary/Secondary in 2023-24. To measure academic performance of students, the California Assessment of Student Performance and Progress (CAASPP), which is better aligned with state standards, is used. However, for this report to be comparable to previous years when the CAASPP was not administered (2019-20 and 2020-21), report card grades were also analyzed to measure academic performance.

Statistical analyses for district data included the calculation of a p-value. Calculating the p-value is used to ensure, as much as possible, that any difference seen when comparing two groups is not due to chance, but in fact represents a significant difference. In this study, a p-value of .05 or less was considered to represent a statistically significant difference. Standard notations of significance levels are utilized throughout the summary of analyses, whereby ***=P<.001; **=P<.01; *=P<.05. These are also noted below each statistical table.

Results: Program Participation

Summary of Results

- YEP serves 44% of HUSD students in core and supplemental programming.

- YEP offers expanded learning opportunities for middle and high school students where they are able to acquire new skills and can earn high school and/or college credits and served approximately 4375 students during the 2023-24 school year.

- The demographics of YEP students are largely representative of HUSD students, with three exceptions:
    - *Over*-representation of African American students
    - *Under*-representation of English language learners
    - *Under*-representation of Special Education students

Student Attendance by Program

HUSD's YEP programs served 7,900 unique students in its core and supplemental programming. This accounts for 39% of students enrolled in HUSD's schools (Table 1).

Table 1: YEP Core and Supplement Programming Attendance Statistics

Program Type	Grades	# of unduplicated students	Mean Days Attended	Maximum Days Attended
School Year Core Programming				
Before / After School	K-8th	2,731	71	180
High School	9-12th	1,810	27	145
Intersession Supplemental Programming				
Before School	K-8th	1,440	9	27
After School	K-8th	1,577	10	28
High school	9-12th	342	8	17

Source: Annual Outcome-Based Data Report for Evaluation and Continuous Quality Improvement (ASES, 21st CCLC & ASSETs Programs, 2023-24)

In addition to YEP before and after school programming at the elementary and middle schools, YEP also operates expanded learning programs at the five middle schools and three high schools. These programs offer students opportunities enhance their 21st Century Skills, explore post-secondary educational opportunities and broaden their life experiences. During the 2023-24 school year, YEP served students in skill- and credit-based after school programs, including Drivers Education, Bridge to College, and Credit Recovery (See Table 2).

Table 2: SPSP Skill- and Credit-Based Middle & High School Program Statistics

Program Type	Grades Served	# of enrollments	# passing or earning credit
Credit-Based Programming			
Bridge to College	7-12th	131	99
Credit Recovery	9-12th	724	688

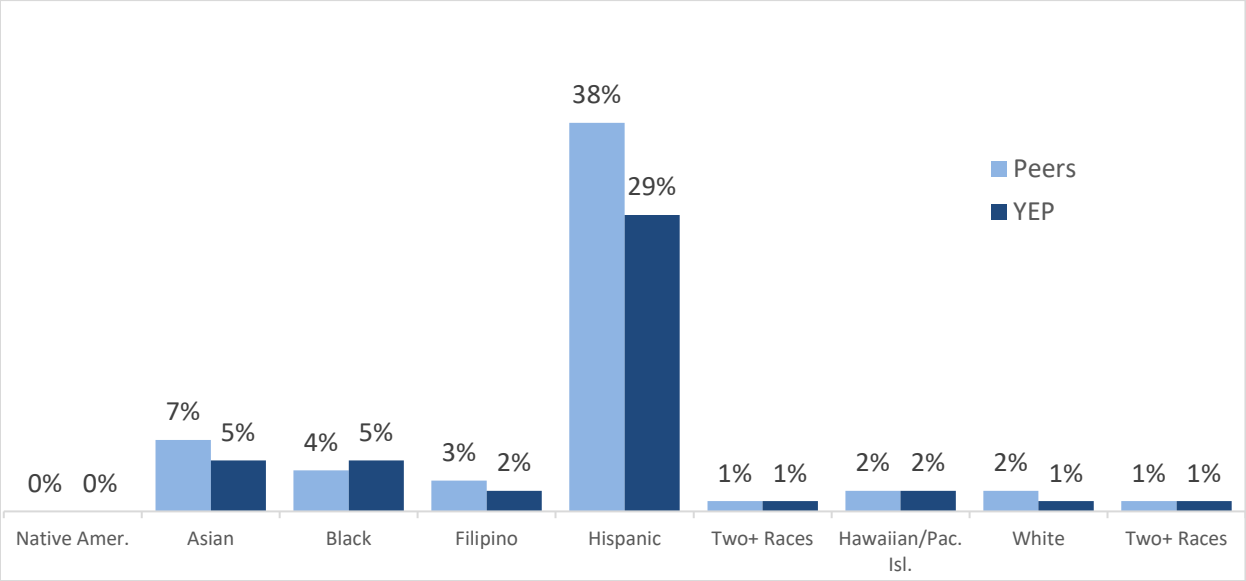
Source: YEP Secondary Program Records, 2023-24

Student Demographics

Students who enrolled in YEP core and supplemental programs were largely similar to other HUSD students district-wide in key demographics with a few exceptions. (See Figures 1 and 2.) YEP had a slightly higher percentage of African American students a

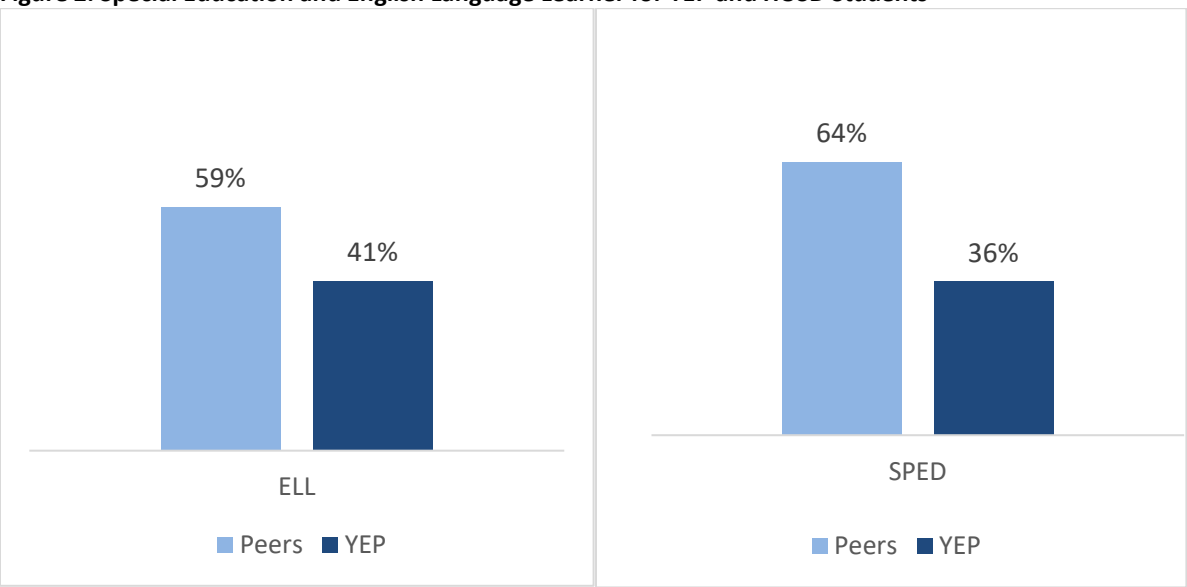
lower percentage of Hispanic students, SPED (Special Education) and ELL (English language learners) compared to students district-wide.

Figure 1: Race/Ethnicity of YEP and HUSD Students



Source: HUSD student data, 2023-24

Figure 2: Special Education and English Language Learner for YEP and HUSD Students



Source: HUSD student data, 2023-24

Results: Academic Success

Summary of Results:

Elementary End-of-Year Report Card Grades

- Overall, YEP students outperformed their peers on their ELA report card grades.
    - More YEP students received 50% of more pluses on their end-of-year ELA report card grades compared to their peers. This difference was statistically significant for all three of the years reported.
    - Of the three targeted priority groups, African American YEP students were more likely to receive 50% or more pluses on their end-of-year ELA report card grades compared to their African American peers (statistically significant in 2021-22 and 2023-24)
- Overall, YEP students performed slightly better than their peers on their Math report card grades. The proportion of YEP students who received 50% or more pluses on their end-of-year Math report card grades was statistically equivalent to non-YEP peers. There were no statistical differences by sub-group (African American, ELL, and SPED).

- Overall, YEP students performed equally as well as their peers on their Respect report card grades. The proportion of YEP students who received 50% or more pluses on their end-of-year Math report card grades was statistically equivalent to non-YEP peers. There were no statistical differences by sub-group for (African American, ELL, and SPED) for most years, except for African Americans in 2022-23. In this year, the proportion of African American YEP students who received 50% or more pluses was significantly less than their peers.

- Overall, YEP students performed equally as well as their peers on their Academic report card grades. The proportion of YEP students who received 50% or more pluses on their end-of-year Math report card grades was statistically equivalent to non-YEP peers. There were no statistical differences by sub-group (African American, ELL, and SPED).

Meeting Annual Proficiency Standards

- Over 30% of YEP students met or exceeded standards for their grade level on the CAASPP English Language Arts (ELA) compared to their peers for all three of the years analyzed (36%, 34.8%, and 31.2%, respectively). These percentages were greater than their peers and statistically significant for 2021-22 and 2022-23. Results for YEP students in 2023-24 were the same as their peers.
    - A higher proportion of African American YEP students met or exceeded standards on CAASPP ELA than their African American peers (statistically significant in 2021-22).
    - Except for 2021-22 where the proportion was smaller and statistically significant, ELL YEP students had larger proportions that met or exceeded standards on CAASPP ELA than their ELL peers. However, these larger proportions were not statistically significant.

- There were no statistical differences in the proportion of YEP students who met or exceeded standards on CAASPP Math their peers.
    - However, fewer ELL YEP students met or exceeded standards on CAASPP Math than their ELL peers (statistically significant in 2018-19 and 2021-22)

- For ELL and SPED students (both in YEP and not in YEP), the proportion of students who met or exceeded standards on both CAASPP ELA and Math increased from single digits in 2021-22 to 34% (SPED) and 41% (ELL) in 2023-24.

High School Graduation Rates

- YEP students continue to have higher graduation rates than their peers (statistically significant in 2021-22, 2022-23, and 2023-24).
    - All three of the targeted priority groups had higher graduation rates than their peers. These rates were statistically significant for African American YEP students in 2021-22 and 2022-23. ELL YEP students had statistically higher rates in 2022-23 and 2024. SPED YEP students had rates that were statistically significant in 2021-22 and 2023-24.

Earning Credits to Graduate from High School

- Most students who earned credits through Cyber High were in the 11th and 12th grades with each making up 39% of the total enrollments.

- Of 197 seniors who earned credits in the Credit Recovery program, 87.5% graduated in June 2024.

Earning College Credits

- 76% of 7th-12th grade students who complete Bridge to College earn Chabot College credits.

Report Card Grades and GPAs

Elementary End-of-Year Report Card Grades

In previous years, the CASSPP ELA and Mathematic Assessments have been leveraged to measure English literacy/language arts and mathematic proficiency. COVID-19 halted the administration of the CAASPP in 2019-20 and 2020-21, resulting in the use of end-of-year report cards grades for mathematics and ELA in lieu of missing CAASPP data for those two school years and for 2021-22. In order to properly compare results for 2022 through 2024 with the previous report, we have continued to include the analysis of end-of-year report card grades for mathematics and ELA. In addition, for this report, we have included two additional end-of-year measures: Respect and Academic. We compare the proportion of students with 50% or more pluses on their elementary school report card. Report card grades measure proficiency on state standards and 50% or more pluses indicate satisfactory proficiency for students moving into the next school year.

Since 2021-22, HUSD students have experienced a slight decrease in the percentage of students with 50% or more pluses (+) in the various domains under ELA. **Slightly more YEP students received 50% or more pluses on their ELA report card grades** than their peers, and this difference was statistically significant in 2022-23 and 2023-24.

Table 3: End of Year ELA Report Card Grade (% of students with 50% or more pluses)

	21-22	22-23	23-24
YEP	**93%****	**89.8%***	**88%***
Peers	81%	88.1%	86.2%

Source: HUSD student data, 2022-24
Note: ***p<.001; **p<.01; *p<.05

Among the 2023-24 **targeted priority students**, a smaller proportion of ELL and SPED YEP students received 50% or more pluses on their End-of-Year ELA report card compared to their non-YEP peers. There were no significant differences between the two groups for ELL and SPED students. In the case of African American students, however, these students received a greater proportion of 50% or more plus on their end-of-year ELA report card compared to their non-YEP peers. The difference for this group in 2023-24 was statistically significant.

Table 4: End of Year ELA Report Card Grade (% of targeted students with 50% or more pluses)

	2021-22		2022-23		2023-24	
	YEP	**Peers**	**YEP**	**Peers**	**YEP**	**Peers**
African American	**93%***	90%	92.6%	88.7%	**90.7%***	84.1%
ELL	88%	86%	83.3%	84%	81.8%	81.4%
SPED	83%	82%	77.2%	78.8%	73.1%	74.9%

Source: HUSD student data, 2022-24
Note: ***p<.001; **p<.01; *p<.05

There continues to be a trend where YEP students are slightly more likely to have 50% or more

pluses (+) on their end-of-year mathematics report card grades. However, these differences were not statistically significant for each of the years examined.

Table 5: End of Year Math Report Card Grade (% of students with 50% or more pluses)

	21-22	22-23	23-24
YEP	93%	90.8%	89.4%
Peers	91%	89.9%	88.9%

Source: HUSD student data, 2019-22
Note: ***p<.001; **p<.01; *p<.05

When analyzing math report card grades among the various **targeted priority sub-groups,** African American and English Learner YEP students were slightly more likely than their peers to have 50% or more pluses (+) on their end-of-year math report card grades than their peers. However, these results are not statistically significant for any of the school years analyzed.

Table 6: End of Year Math Report Card Grade (% of targeted students with 50% or more pluses)

	2021-22		2022-23		2023-24	
	YEP	**Peers**	**YEP**	**Peers**	**YEP**	**Peers**
African American	87%	87%	88.8%	87.5%	85.6%	85%
ELL	89%	90%	88.2%	88.5%	88.1%	87.7%
SPED	83%	84%	77.8%	78.6%	75.1%	75.6%

Source: HUSD student data, 2021-24
Note: ***p<.001; **p<.01; *p<.05

Two new categories were added to the assessment of end-of-year report cards to measure student success: Respect and Academic. In the case of Respect there continues to be a trend where YEP students were slightly less likely to have 50% or more pluses (+) on their end-of-year student success: Respect report card grades. However, these differences were not statistically significant for each of the years examined.

Table 7: End of Year Student Success: Respect Report Card Grade (% of students with 50% or more pluses)

	21-22	22-23	23-24
YEP	93%	95.8%	95.2%
Peers	91%	95.9%	95.1%

Source: HUSD student data, 2019-22
Note: ***p<.001; **p<.01; *p<.05

When analyzing math report card grades among the various **targeted priority sub-groups,** all three sub-groups of students were slightly more likely than their peers to have 50% or more pluses (+) on their end-of-year student success: Respect report card grades than their peers and were statistically significant for African Americans in 2022-23.

Table 8: Trimester 3 Student Success: Respect Report Card Grade (% of targeted students with 50% or more pluses)

	2021-22		2022-23		2023-24	
	YEP	**Peers**	**YEP**	**Peers**	**YEP**	**Peers**

African American	87%	87%	**93.7%***	87.4%	92.5%	89%
ELL	89%	90%	94.6%	97%	96%	95.8%
SPED	83%	84%	92%	90.9%	91.9%	89.8%

Source: HUSD student data, 2021-24
Note: ***p<.001; **p<.01; *p<.05

In the case of the dimension Academic of student success the trend where YEP students were slightly less likely to have 50% or more pluses (+) on their end-of-year student success: Academic report card grades continue. However, these differences were not statistically significant for each of the years examined.

Table 9: Trimester 3 Student Success: Academic Report Card Grade (% of students with 50% or more pluses)

	21-22	22-23	23-24
YEP	93%	95.7%	94.6%
Peers	91%	95.8%	94.7%

Source: HUSD student data, 2019-22
Note: ***p<.001; **p<.01; *p<.05

When analyzing student success in the area of Academic card grades among the various **targeted priority sub-groups,** African American and SPED YEP students were slightly more likely than their peers to have 50% or more pluses (+) on their end-of-year student success: Academic report card grades than their peers. However, these results are not statistically significant for any of the school years analyzed.

Table 10: Trimester 3 Student Success: Academic Report Card Grade (% of targeted students with 50% or more pluses)

	2021-22		2022-23		2023-24	
	YEP	**Peers**	**YEP**	**Peers**	**YEP**	**Peers**
African American	87%	87%	92.4%	90.8%	92.1%	89.5%
ELL	89%	90%	95.1%	96.6%	94.9%	95.1%
SPED	83%	84%	91.7%	89.1%	95.2%	91.5%

Source: HUSD student data, 2021-24
Note: ***p<.001; **p<.01; *p<.05

Meeting CAASPP Proficiency Standards

Since 2014, the CDE has leveraged the California Assessment of Students Performance and Progress (CAASPP) to measure student academic achievement related to the Common Core Standards. All students in grades three through eight and grade eleven are administered the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. HUSD administered the CAASPP for all three school years (2021-22; 2022-23; and 2023-24) included in this report.

CAASPP ELA/Literacy Assessment

In 2021-22 and 2022-23, a higher proportion of YEP students met or exceeded ELA standards compared to their peers, and this difference was statistically significant. This trend did not continue in 2023-24, with percentages of those who met or exceeded ELA standards almost the same between YEP and their peers.

Table 11: CAASPP ELA Results: Percent of Students Meeting or Exceeding Standard

	21-22	22-23	23-24
YEP	**36%***	**34.8%****	31.2%
Peers	34%	31.4%	31.3%

Source: HUSD student data, 2021-24
Note: ***p<.001; **p<.01; *p<.05

When analyzing the **targeted priority subgroups,** the data shows a trend where a higher proportion of African American YEP students met or exceeded ELA state standards compared to their peers. In 2021-22, **African American YEP students were statistically more likely** to have met or exceeded CAASPP ELA standards than their peers. Also in 2021-22, ELL and SPED YEP students were less likely to meet or exceed ELA standards when compared to their peers, with this difference statistically significant for ELL students. In the subsequent school years of 2022-23 and 2023-24 this trend reverses, and ELL and SPED YEP students were more likely to meet or exceed ELA standards when compared to their peers. However, this difference was only significant for SPED YEP students in 2022-23.

Table 12: CAASPP ELA Results: Percent of Targeted Priority Sub-Groups Meeting or Exceeding Standard

	2021-22		2022-23		2023-24	
	YEP	**Peers**	**YEP**	**Peers**	**YEP**	**Peers**
African American	**31%***	28%	31%	28%	30.8%	25%
ELL	**6%*****	10%	46%	43.9%	41.3%	40.4%
SPED	10%	12%	**38.1%***	35.5%	34.2%	34.7%

Source: HUSD student data, 2018-22
Note: ***p<.001; **p<.01; *p<.05

CAASPP Mathematics Assessment

There continues to be **little difference in mathematic proficiency**, as assessed on the CASSPP Mathematics, between YEP students and their peers. Nearly one-fifth of YEP students and their peers met or exceeded standards on the CAASPP Mathematics assessment during the school years analyzed.

Table 13: CAASPP Mathematics Results: Percent of Students Meeting or Exceeding Standard

	21-22	22-23	23-24
YEP	18%	19.6%	19.1%
Peers	19%	18.9%	19.1%

Source: HUSD student data, 2021-24
Note: ***p<.001; **p<.01; *p<.05

Among the 2021-22 YEP **targeted priority sub-groups**, a smaller proportion of ELL and African American YEP students met or exceeded math standards on the CAASPP assessment compared to their non-YEP peers. There were no statistically significant differences between the two groups for African American students; however, the difference between ELL students in YEP and their peers

was statistically significant. For the other two years reported, there is little difference between the percentage of YEP students who met or exceeded math standards and their peers.

Table 14: CAASPP Mathematics Results: Percent of Targeted Priority Sub-Groups Meeting or Exceeding Standard

	2021-22		2022-23		2023-24	
	YEP	Peers	YEP	Peers	YEP	Peers
African American	11%	12%	15.1%	14.7%	14.6%	14.7%
ELL	**2%*** **	6%	26.8%	26.6%	25.9%	25.3%
SPED	7%	7%	21.1%	20.8%	20.8%	20.7%

Source: HUSD student data, 2021-24
Note: ***p<.001; **p<.01; *p<.05

Earning Credits to Graduate

In an effort to reduce HUSD's drop-out rate and increase on time graduation rates, Tennyson, Mt. Eden and Hayward High School offer the Cyber High Credit Recovery Program for students who are at risk of not graduating on time. In 2023-24, 724 students were referred to the credit recovery program. Of those 724 students, 688 students (or 95%) successfully earned credits. Most students who earned credits through Cyber High were in the 11th and 12th grade, with each grade making up 39%. Overall, the most popular academic subject was English (28%). Pre-/Algebra was the second most popular subject taken. Most students earned B's (50%) or C's (27%) in the courses they took.

Graduating from High School

YEP 12th grade students had **significantly higher graduation rates** than their 12th grade peers for the past three years. The difference in graduation rates was statistically significant across all three school years analyzed in this report.

Table 15: Graduation Rates

	21-22	22-23	23-24
YEP	**86%*** **	**78.2%*** **	**89.3%*** **
Peers	77%	69.7%	83.4%

Source: HUSD student data, 2021-24
Note: ***p<.001; **p<.01; *p<.05

Among the 2021-24 YEP **targeted priority groups**, a higher proportion of African American YEP, ELL YEP and SPED YEP 12st grade students graduated compared to their non-YEP 12th grade peers. This difference was statistically significant for African American YEP in 2021-22 and 2022-23, for ELL YEP in 2022-23 and 2023-24, and for SPED YEP in 2021-22 and 2023-24.

Table 16: Targeted Priority Sub-Groups Graduation Rates

	2021-22		2022-23		2023-24	
	YEP	Peers	YEP	Peers	YEP	Peers
African American	**93%***	80%	**90%***	71%	92.3%	82.5%
ELL	63%	55%	**92%*****	79.8%	**94.6%****	90.3%
SPED	**90%****	54%	77.3%	72.9%	**89.6%*****	83.1%

Source: HUSD student data, 21-24
Note: ***p<.001; **p<.01; *p<.05

Graduation Rates for Credit Recovery Students

As described above, YEP's Credit Recovery Program is targeted toward seniors at risk of not graduating on time. In 2023-24, 279 seniors earned credits through the Cyber High program, and subsequently, **87.5% of these seniors graduated in June 2024**.

Earning College Credits

Since 2014, HUSD has partnered with Chabot Community College to offer the Bridge to College Program for middle and high school students. Bridge to College provides students with opportunities to enroll in college-level courses offered directly at their school in the YEP after school program. Courses are offered in the Fall, Spring and Summer and can be taken in person or remotely. Students are taught by Chabot Community College instructors and can receive college credit if they pass with a grade of D or higher. Most courses offer 3 college credits, with the exception of The College Experience which offers only 2 college credits. Courses offered in 2023-24 included: Introduction to Business, Introduction to Anthropology, Intro To College Experience, Introduction to Theater, Sociology, Humanity and World Methodology.

In 2023-24, 76% of students who enrolled in Bridge to College passed their class and earned college credit (Table 16). (Note: Students who are at risk of failing the class are identified early, counseled by YEP staff and if the student does not improve, are encouraged to drop the class so that they do not receive a failing grade on their transcript.)

Table 17: Bridge to College Student Enrollments and Earned College Credits

	2021-22	2022-23	2023-24
# Enrolled	126	111	131
# Students earning credits	113	83	99
Pass rate (%)	90%	75%	76%

Source: HUSD student data, 21-24

Results: School Engagement

Summary of Results:

- Overall, attendance rates increased during the 2023-24 school year compared to the prior two years.
    - YEP students attended significantly more days of school than their peers.

- The following sub-groups attended significantly more days of school than their peers during the 2023-24 school year:
    - African American YEP students;
    - English Language Learner YEP students; and
    - Special Education YEP students

- Chronic absenteeism decreased for all students in the 2023-24 school year. with YEP students having significantly lower rates of chronic absenteeism than their peers.

- The following sub-groups had significantly lower chronic absenteeism than their peers during the 2023-24 school year:
    - African American YEP students;
    - English Language Learner YEP students; and
    - Special Education YEP students

- Overall, the percentage of students suspended during the school year **increased** during the 2023-24 school year.
    - YEP students had significantly higher percentages of suspension than their peers.

- The following sub-groups attended significantly higher percentages of suspension than their peers during the 2023-24 school year:
    - English Language Learner YEP students (this difference was also present for the 2021-22 school year); and
    - Special Education YEP students (this difference was present for all years reported)

- African American YEP students also had higher percentages of suspension than their peers for all the reported years, but these were only statistically significant for the 2022-23 school year.

Average Daily Attendance

Attendance rates increased during the 2023-24 school year compared to the prior two years. For all school years analyzed, students in YEP attended significantly more days of school than their non-YEP peers. The average daily attendance (ADA) of YEP students for 2023-24 was 93%, which **is statistically greater than that of their peers** who had an average daily attendance rate of 90.7%.

Table 18: Average Daily Attendance

	21-22	22-23	23-24
YEP	**88%*** **	**91.6%*** **	**93%*** **
Peers	85%	88.3%	90.7%

Source: HUSD student data, 2021-24
Note: ***p<.001; **p<.01; *p<.05

Among the 2023-24 YEP **targeted priority sub-groups**, African American, ELL and SPED YEP participants had significantly higher average daily attendance compared to their non-YEP peers. This difference was also present in the other two years reported.

Table 19: Targeted Priority Sub-Groups School Day Attendance Rates

	2021-22		2022-23		2023-24	
	YEP	**Peers**	**YEP**	**Peers**	**YEP**	**Peers**
African American	**87%****	82%	**90.9%*** **	85.9%	**91.8%*** **	88%
ELL	**87%****	84%	**90.8%*** **	88%	**92.8%*** **	90.1%
SPED	**87%****	82%	**90.5%*** **	84.9%	**91.5%*** **	87%

Source: HUSD student data, 2021-24
Note: ***p<.001; **p<.01; *p<.05

Chronic Absenteeism

In 2023-24, students in YEP had **significantly lower rates of chronic absenteeism** when compared to their non-YEP peers. When compared to the previous two school years, in all years, students in YEP also had **significantly lower rates of chronic absenteeism** than their non-YEP peers. Additionally, the overall rates of absenteeism for both YEP and non-YEP students fell compared to 2021-22, with the rate for 2023-24 being **27.8% less** than in 2021-22.

Table 20: Chronic Absenteeism

	21-22	22-23	23-24
YEP	**49%*** **	**26.7%*** **	**21.2%*** **
Peers	58%	38.7%	31.1%

Source: HUSD student data, 2021-24
Note: ***p<.001; **p<.01; *p<.05

When analyzing the chronic absenteeism rates for the YEP **targeted priority sub-groups**, African American, ELL and SPED YEP students had significantly lower rates of chronic absenteeism than their peers for all the years reported. For all groups, the chronic absenteeism declined from 20121-22 to 2023-24, although SPED YEP and no-YEP students experienced a small increase in chronic absenteeism from 2022-23 to 2023-24.

Table 21: Targeted Priority Sub-Groups Chronic Absenteeism

	2021-22		2022-23		2023-24	
	YEP	Peers	YEP	Peers	YEP	Peers
African American	**56%****	67%	**29.9%*****	41.9%	**28.6%*****	45%
ELL	**45%*****	64%	**24.9%*****	36.4%	**20.7%*****	30.1%
SPED	**54%*****	69%	**25.6%*****	36%	**26.8%*****	41.8%

Source: HUSD student data, 2021-24
Note: ***p<.001; **p<.01; *p<.05

Discipline

Discipline measures whether a student was suspended during the school year. In 2023-24, a **statistically significantly higher percentage** of students in YEP were suspended when compared to their non-YEP peers. This trend is also present in the other school years reported, with a higher percentage of YEP being suspended than their non-YEP peers. These percentages were statistically significant.

Table 22: Discipline/Suspension

	21-22	22-23	23-24
YEP	**5%*****	**6.1%*****	**6.1%*****
Peers	3.1%	4.2%	3.8%

Source: HUSD student data, 2021-24
Note: ***p<.001; **p<.01; *p<.05

When analyzing the percentage of students suspended during the school year for the YEP **targeted priority sub-groups**, ELL and SPED YEP students had significantly higher percentages of suspension than their peers for the 2023-24 school year. SPED YEP students had significantly higher percentages of suspension than their peers for all the years reported, whereas ELL YEP students had percentages of suspension that were statistically significantly higher than their peers in 2021-22 and 2023-24. In contrast, while African American YEP students also had higher percentages of suspension than their peers for all the reported years, these were only statistically significant for the 2022-23 school year.

Table 23: Targeted Priority Sub-Groups Discipline/Suspension

	2021-22		2022-23		2023-24	
	YEP	Peers	YEP	Peers	YEP	Peers

African American	7.8%	5.8%	**13.7%***	8.4%	11.1%	9.1%
ELL	**6.1%*** **	2.6%	5.3%	4.6%	**5.7%*** **	2.8%
SPED	**4.8%*** **	2.7%	**11,3%*** **	6%	**9.7%*** **	6.2%

Source: HUSD student data, 2021-24

Note: ***p<.001; **p<.01; *p<.05

Results: Stakeholder Feedback

Summary of Results:

- Safe and Supportive Environment
    1. Families were less likely to agree that positive climate and culture strategies are clearly communicated, when compared to district staff.
    2. Site Leaders have the tools and knowledge to support Program Leaders build a positive culture and climate and Program Leaders effectively implement and reinforce those strategies.
    3. Students and families generally report that YEP is a space place for them/their children.
    4. The overall perception of youth-staff interaction is positive, with site staff observing positive interactions between YEP staff and parents reporting their child has a good relationship with YEP staff
- Active and Engaged Learning
    1. Overall, program staff feel well equipped with the proper tools and resources to deliver activities well.
    2. While families agree that YEP offers a wide range of activities for their child to choose from, nearly 30% of students do not feel that there are enough activities offered at YEP.
    3. Program staff and site administrators agree that YEP activities are designed to promote thought-provoking discussion and collaboration.
- Skill Building
    1. The activities that are offered at YEP promote thought provoking discussion and collaboration.
    2. Over 80% of program and school staff agree that YEP supports long-term activities where students work towards a final product or presentation.
    3. Staff feel equipped to facilitate and support group work, however students were less likely to agree that they are provided with opportunities to work in groups while participating in activities at YEP.
- Youth Voice and Leadership
    1. While a majority of program staff indicate that their program promotes students' development of leadership skills, perception varied across other stakeholder groups, with students being the least likely to report they are provided opportunities to develop their leadership skills at YEP.
    2. Nearly half (45%) of students report that they do not feel their voice is used to inform the design of activities at YEP.

YEP Stakeholder Feedback Overview

Each year, Hayward Unified School District's (HUSD) Student and Parent Support Programs (SPSP) Department engages in a data-driven continuous quality improvement process by administering a survey based on the Quality Standards for Expanded Learning in California to key stakeholders including YEP students, families and staff. In the Spring of 2024, HUSD partnered with HTA Consulting to re-design the YEP survey to focus on four of the twelve standards that most align with the district's current vision for the future of expanded learning.

Quality Standards for Expanded Learning in California

In 2014, the California Department of Education After School Division (CDE-ASD) published the Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality to provide a roadmap for improving expanded learning in California. The Quality Standards were informed by over 100 expanded learning stakeholders and practitioners and produced in collaboration with the CDE-ASD and the California AfterSchool Network. The Quality Standards describe high levels of quality at the programmatic, staff and student levels and are designed to serve as a framework for clear expectations for all stakeholders, inform decision making and reinforce/advance district priorities. The Quality Standards fall under two categories:

- Point of Service Quality Standards:
    1. Safe and Supportive Environment
    2. Active and Engaged Learning
    3. Skill Building
    4. Youth Voice and Leadership
    5. Health Choices and Behaviors
    6. Diversity, Access and Equity
- Programmatic Quality Standards:
    7. Quality Staff
    8. Clear Vision, Mission and Purpose
    9. Collaborative Partnerships
    10. Continuous Quality Improvement
    11. Program Management
    12. Sustainability

In 2021, HUSD received Expanded Learning Opportunities Program (ELO-P) funding to expand before/after school and summer/intersession learning programs that focus on the academic, social, emotional and physical needs and interests of students through hands-on engaging learning experiences. HUSD's ELO-P Plan prioritized increasing access to safe and supportive expanded learning opportunities that support 21st Century Skill building through engaging enrichment activities that are informed by program stakeholders. As such, the 2023-24 YEP Stakeholder Surveys focused on the following Quality Standards to assess program implementation:

1. Safe and Supportive Environment
2. Active and Engaged Learning
3. Skill Building
4. Youth Voice and Leadership

Safe & Supportive Environment

"The program provides a safe and nurturing environment that supports the developmental, social-emotional, and physical needs of all students."

Safe & Supportive Environment in Action

Programmatic Level

- Program directors work closely with school administrators to create health and safety procedures that are aligned with the school day
- Policies and procedures are developed to:
    - Communicate health, safety and behavior procedures clearly to staff, students and families
    - Identify health and medical needs of students
    - Ensure staff are easily identifiable
    - Train staff in safety and first aid
- The program connects students and families to additional services, organizations and resources beyond the program (i.e. food security, health and mental health services, parent education, etc.)

Staff Level

- Staff respectfully welcome and release students
- Staff build and maintain trusting, nurturing and supportive relationships with students
- Staff hold students to high expectations for behavior and achievement by:
    - Acknowledging positive behavior and accomplishments
    - Calmly intervening in cases of physically and/or emotionally unsafe behavior
- Staff participate in ongoing health and safety procedures, training and practice drills

Student Level

- Students and staff share responsibility for building a sense of community and belonging
- Students actively co-create behavioral agreements with program staff

Safe & Supportive Environment Results

Table 1 summarizes the survey results by stakeholder across four domains:

1. <u>Adoption and Implementation of Strategies for Positive Climate and Culture</u>
    a. District staff agree that YEP strategies for a positive climate and culture are consistent with the school-day.
    b. Families were less likely to agree that positive climate and culture strategies are clearly communicated, when compared to district staff.
    c. Site Leaders have the tools and knowledge to support Program Leaders build a positive culture and climate and Program Leaders effectively implement and reinforce those strategies.
2. <u>Safety</u>
    a. Overall, stakeholder perception of program safety is positive:
        i. Students and families generally report that YEP is a space place for them/their children.

ii. District staff agree that YEP facilities ensure the safety of students by providing adequate lighting at night, a secure campus during programming, etc.

3. Youth-Staff Interactions
    a. The overall perception of youth-staff interaction is positive, with site staff observing positive interactions between YEP staff and parents reporting their child has a good relationship with YEP staff.
        i. However, students indicate lower rates of experiencing positive and supportive relationships with YEP staff.
4. Additional Supports:
    a. YEP staff are equipped with the tools and resources needed to tailor activities to students' unique needs.
    b. Two areas of improvement were identified:
        i. Site administrators and YEP staff report a need for adequate space to conduct activities.
        ii. YEP staff and site administrators could be more proactive with sharing resources and services available to students and families outside of the program.

Table 24: Safe & Supportive Environment Results (% Agree/Strongly Agree by Stakeholder)

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Adoption and Implementation of Strategies for Positive Climate and Culture:						
Strategies for a positive climate and culture are consistent with school day	--	--	94%	97%	100%	87%
Strategies for a positive climate and culture are clearly communicated with staff, participants and families	--	88%	92%	97%	--	--
Staff implement strategies for a positive climate and culture	--	--	98%	97%	93%	--
Safety						
YEP is a safe place for students	83%	99%	93%	90%	93%	89%
Youth-Staff Interactions						
YEP is a happy place to be	80%	96%	98%	97%	97%	92%
Staff encourage students to succeed/have high expectations for student success	81%	93%	--	--	90%	--
Staff tell students when they are doing a good job	82%	--	--	--	--	--
Staff care about students / have good relationships with students	83%	97%	--	--	--	--
Have observed positive interactions with staff	--	--	--	--	100%	96%
Additional Supports						
Staff share resources and information with families	--	83%	70%	97%	86%	72%
Staff are responsive to students' unique needs (ELL, special needs, etc.)	--	92%	91%	97%	97%	79%
There is adequate space for activities (classroom space, access to fields/yards)	83%	--	75%	84%	93%	83%

Source: 2023-24 YEP Stakeholder Surveys

Active & Engaged Learning

"Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons."

Active & Engaged Learning in Action

Programmatic Level

- The program offers a diverse range of activities that are hands-on and project-based, encourage active participation from students and culminate in a final product
- The program regularly uses feedback from students, along with assessments and evaluations, to inform the development of training, curricula, and projects in order to meet the needs and interests of students

Staff Level

- Staff provide learning experiences that engage multiple sense, helping to reinforce understanding and retention of information
- Staff facilitate opportunities for students to work in groups with a clear purpose, promoting teamwork and collaboration
- Staff design activities that raise awareness, encourage thought-provoking dialogue, and support collaborative interactions with others
- Staff create opportunities for students to think critically about issues and opportunities that are important to them
- Staff integrate modern technology into learning activities to support and enhance learning experiences

Student Level

- Students are encouraged to gather evidence to support their ideas and understand other perspectives, promoting critical thinking and analytical skills
- Students use modern technology to aid their learning, making the experience more relevant and engaging
- Students are actively engaged in group work, cooperate in achieving the group's goals, and hold each other accountable

Active & Engaged Learning Results

Table 2 summarizes the survey results by stakeholder across three domains:

1. Access to Resources:
    a. Overall, program staff feel well equipped with the proper tools and resources to deliver activities well.
    b. While program staff overwhelmingly agree that their site has adequate access to technology and electronics to facilitate activities, students were less likely to agree that they use electronics such as tablets or laptops/computers while participating in activities at YEP.
2. Variety of Meaningful Youth Activities:

a. While families agree that YEP offers a wide range of activities for their child to choose from, nearly 30% of students do not feel that there are enough activities offered at YEP.
b. Similarly, staff and families strongly agree (90-100%) that YEP offers activities that relate to students' interest; however, students were less likely to agree with the statement (81%).
c. Families report that students come home excited about what they learned at YEP (96%).
    i. However, teachers were less likely to agree that their students come back to class excited about what they learned at YEP (76%).

3. Engaging Activities:
    a. Program staff and site administrators agree that YEP activities are designed to promote thought-provoking discussion and collaboration.
    b. Program staff feel equipped with the necessary tools and resources to facilitate group work that is meaningful to students.
        i. Students were less likely to agree that they work in groups when participating in activities at YEP.

Table 25 Active & Engaged Learning Results (% Agree/Strongly Agree by Stakeholder)

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Access to Resources						
Staff are equipped with the resources and materials needed to deliver activities	--	--	92%	97%	--	--
Students have access to technology and electronics (tablets, laptop, computer, etc.)	73%	--	96%	90%	--	--
Variety of Meaningful Youth Activities						
YEP offers many different activities	71%	92%	--	--	--	--
YEP offers activities that relate to students' interest	81%	97%	93%	97%	100%	90%
Students are excited about what they learn/do at YEP	--	96%	94%	--	--	76%
Engaging Activities						
Students participate in hands-on activities	80%	--	--	--	--	--
YEP activities promote thought-provoking discussion and collaboration	--	--	93%	90%	90%	--
YEP activities facilitate group work	78%	--	90%	90%	--	--

Source: 2023-24 YEP Stakeholder Surveys

Skill Building

"*The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.*"

Skill Building in Action

Programmatic Level

- The program encourages projects and activities where participants demonstrate mastery through a final product or presentation
- The program supports activities that encourage participants to develop and demonstrate 21st Century Skills

Staff Level

- Staff design or choose projects that are relevant to young people's lives
- Staff establish learning goals for each activity and clearly communicate these goals to students
- Staff lead activities and discussions that enhance students' 21st-century skills, personal and social responsibility, and understanding of career and life options
- Staff employ practices that support mastery such as:
    - Providing opportunities for students to practice skills
    - Structuring activities to build on previously learned skills
    - Facilitating youth reflections and providing constructive feedback to help youth learn from their successes, mistakes, and failures
    - Helping youth connect the activities to their lives outside the program

Student Level

- Students engage in group work to practice team-building, collaboration, and effective communication
- Students participate in projects, activities, and events that enhance their understanding and use of 21st-century skills, such as creativity, critical thinking, and information and communication technology

Skill Building Results

Table 3 summarizes the survey results by stakeholder across three domains:

1. 21st-Century Learning & Innovation Skills:
    a. Nearly 80% of students agree that the activities offered at YEP encourage them to be creative.
    b. Students were the least likely stakeholder group to agree that they learn new things while at YEP.
    c. The activities that are offered at YEP promote thought provoking discussion and collaboration.
    d. Both families and program staff agree that YEP helps students do well in school.
2. 21st-Century Information, Media & Technology Skills:
    a. Program staff report they have access to efficient technology and electronic equipment (ex. stable Wi-Fi connection, fully functioning tablets/laptops/etc.).

i. However, over a quater (27%) of students report that the activities offered at YEP do not support the use of electronics.

3. 21st-Century Life & Career Skills:
    a. Most students and families do not feel that YEP staff encourage students to explore college and career opportunities.
    b. Over 80% of program and school staff agree that YEP supports long-term activities where students work towards a final product or presentation.
    c. Staff feel equipped to facilitate and support group work, however students were less likely to agree that they are provided with opportunities to work in groups while participating in activities at YEP.

Table 26: Skill Building Results (% Agree/Strongly Agree by Stakeholder)

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
21st-Century Learning & Innovation Skills						
YEP activities encourage students to be creative	78%	--	--	--	--	--
Students learn new things at YEP	74%	94%	98%	100%	100%	91%
YEP activities promote thought-provoking discussion and collaboration	--	--	93%	90%	90%	--
YEP helps students do well in school	74%	92%	--	97%	--	--
21st-Century Information, Media & Technology Skills						
Students have access to technology and electronics (tablets, laptop, computer, etc.)	73%	--	96%	90%	--	--
21st-Century Life & Career Skills						
YEP staff talk about college and career opportunities	39%	62%	--	--	--	--
YEP activities facilitate group work	78%	--	90%	90%	--	--
YEP supports long term activities where students work toward a final product or presentation	--	--	86%	81%	87%	--

Source: 2023-24 YEP Stakeholder Surveys

Youth Voice & Leadership

"The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles."

Youth Voice & Leadership in Action

Programmatic Level

- The program offers students opportunities and space to share their viewpoints, concerns, or interests to impact program practices or policies, including youth-led initiatives
- The program provides opportunities for students to actively practice their leadership skills and address real-world problems they identify in their communities, involving critical thinking, debate, and action planning
- The program trains staff to facilitate youth voice and leadership in ways that foster positive relationships within the program and empower students to positively impact others and institutions

Staff Level

- Staff encourage students to share their perspectives on program design, their learning interests, and the quality of their program experience.
- Staff recognize the leadership potential in all students, regardless of age, and provide opportunities for them to develop their leadership skills through authentic leadership roles within the after-school program

Student Level

- Students engage in authentic and meaningful leadership roles
- Students share ownership in designing program activities
- Students take responsibility for completing projects
- Students express their opinions and feedback in surveys or group discussions about what they want to learn, their interests, and the development of program offerings
- Students reflect on learning experiences and provide input on future learning opportunities

Youth Voice & Leadership Results

Table 4 summarizes the survey results by stakeholder across two domains:

1. Leadership Opportunities:
    a. While a majority of program staff indicate that their program promotes students' development of leadership skills, perception varied across other stakeholder groups, with students being the least likely to report they are provided opportunities to develop their leadership skills at YEP.
2. Youth-Voice Opportunities:
    a. Overall, staff perception of youth-voice opportunities is high. However, there is a disconnect between site/program staffs' perception of youth voice opportunities and the experience of YEP students:
        i. Nearly half (45%) of students report that they do not feel their voice is used to inform the design of activities at YEP.

ii. 32% of students do not feel YEP staff are interested in what they think.

Table 27: Youth Voice & Leadership Results (% Agree/Strongly Agree by Stakeholder)

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Leadership Opportunities						
YEP provides students with opportunities to develop leadership skills	65%	88%	94%	90%	83%	81%
Youth-Voice Opportunities						
YEP staff are interested in what students think	68%	--	--	--	--	--
YEP staff ask students what they think/feel	74%	--	99%	--	--	--
YEP uses student voice to inform the design of activities	55%	--	92%	94%	--	--
Students can choose what they do at YEP	72%	82%	--	--	--	--

Source: 2023-24 YEP Stakeholder Surveys

Additional Stakeholder Feedback

Importance/Value of YEP to Students and Families

Students and families were asked what they like best about the YEP program at their school. Over half (58%) of the students reported the one of the best things about participating in YEP is that it provides them with an opportunity to hang out with their friends. Additionally, over a third of students appreciate that YEP provides them with a safe place to go after school and an opportunity to complete their homework and receive homework help if needed. The top two reasons why families enroll their child in YEP is because it gives them a safe place to go after school (64%), followed by the fact that it provides their child the opportunity to do schoolwork/receive homework help (53%).

Table 28: Importance/Value of YEP to Students and Families

	Students *"What do you like best about YEP?'*	**Families** *"Why do you enroll your child in YEP?"*
Safe place to go after school	36%	**64%**
Opportunity to do homework/receive homework help	35%	53%
Place to be with friends/socialize with peers	**58%**	17%
Opportunity to try new activities/learn new skills	26%	25%
Provides positive relationships with caring adults	16%	5%

Source: 2023-24 YEP Stakeholder Surveys

Interest in Additional Programming

Stakeholders were asked what kinds of activities they would like to see offered at their YEP program. The following table outlines the top 5 activities indicated across each stakeholder group. Shared interest among stakeholders include: 1) Sports/Physical Activities, 2) Homework help/Tutoring, 3) Art. Additionally, Program Leaders, Site Leaders and Site Admin/Staff reported a need for emotional support groups and classes.

Table 29: Top 5 Activities of Interest Among Stakeholders

Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Sports **51%**	**Homework help** **60%**	**Art, dance or theater** **65%**	**Art, dance or theater** **61%**	**Tutoring in Math or English** **70%**	**Tutoring in Math or English** **56%**
Art (drawing, painting, etc.) **45%**	**Tutoring in Math or English** **52%**	Outdoor education 52%	Transition activities to prepare students for next grade level 55%	**Art, dance or theater** **60%**	**Art, dance, or theater** **53%**
Video gaming club/competition 41%	**Art, dance or theater** **51%**	Emotional support groups/classes 52%	**Sports/Physical Activities** **52%**	**Sports/Physical Activities** **53%**	**Homework help** **49%**
Cooking or nutrition 34%	**Sports/Physical Activities** **50%**	**Sports/Physical Activity** **51%**	Computers/ Technology 42%	**Homework help** **50%**	Emotional support groups/classes 49%
Homework or Tutoring Time **28%** Computers/ technology 28%	Enrichment activities to learn new skills 43%	Enrichment activities to learn new skills 50%	Enrichment activities to learn new skills 39%	Emotional support groups/classes 50% Opportunities to practice English language skills 50%	Enrichment activities to learn new skills 44% **Sports/Physical Activities** **44%**

Source: 2023-24 YEP Stakeholder Surveys

Additional Professional Development Requested

Site and Program Leaders were asked what areas of professional development they believed would help them improve their sites' YEP the most. The top 5 areas of professional development that were indicated by each stakeholder are listed in the Table 7. Professional development around emotional regulation, meeting the needs of Special Ed students and 21st Century Life Skills (flexibility, initiative, social skills, productivity, leadership, etc.) were indicated by both Site and Program Leaders.

Table 30: Professional Development Interest

Program Leaders	Site Leaders
Emotional regulation **55%**	**Meeting the needs of Special Ed students** **58%**
Meeting the needs of Special Ed students **43%**	Meeting the needs of multilingual learners 55%
Peer relationship building 41%	**Emotional regulation** **52%**
21st Century Life Skills (Flexibility, initiative, social skills, productivity, leadership) **40%**	Lesson planning 48%
Responding to different learning styles 39%	**21st Century Life Skills (Flexibility, initiative, social skills, productivity, leadership)** **48%**

Source: 2023-24 YEP Stakeholder Surveys

Appendix A: Participation Frequencies

Table 31: Survey Participation Frequencies

School	Students	Families	Program Staff	Site Leaders	Site Admin	Site Staff	Total
Achoa Middle	60	7	3	1	0	10	81
Bret Harte Middle	40	9	3	1	1	2	56
Burbank Elementary	61	26	4	1	0	17	109
Cesar Chavez Middle	26	7	4	2	1	13	53
Cherryland Elementary	101	39	4	1	2	14	161
East Ave Elementary	35	8	3	2	0	4	52
Eden Gardens Elementary	57	6	5	2	1	6	77
Eldridge Elementary	49	12	5	1	2	7	76
Fairview Elementary	47	28	2	1	1	17	96
Faith Ringgold Elementary	3	1	0	1	0	5	10
Glassbrook Elementary	17	26	0	0	0	0	43
Harder Elementary	80	50	5	1	1	9	146
Longwood Elementary	51	11	5	1	1	11	80
Lorin Eden Elementary	31	15	4	1	4	6	61
MLK Middle	59	19	3	1	1	10	93
Palma Ceia Elementary	54	29	3	1	1	5	93
Park Elementary	59	18	4	1	0	10	92
Ruus Elementary	52	19	7	2	1	16	97
Schafer Park Elementary	72	43	5	2	2	3	127
Southgate Elementary	52	33	4	2	2	9	102
Stonebrae Elementary	93	58	3	1	2	25	182
Treeview Elementary	11	12	4	1	2	13	43
Tyrrell Elementary	44	48	2	1	0	5	100
Winton Middle	37	1	3	2	0	11	54
Missing	88	94	9	0	3	31	225
Total	1279	619	94	30	28	259	2309

Source: 2023-24 YEP Stakeholder Survey

Appendix B: Survey Results by School Level

Elementary School

Quality Standards

Table 32: Safe & Supportive Environment Elementary School Results (% Agree/Strongly Agree by Stakeholder)

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Adoption and Implementation of Strategies for Positive Climate and Culture:						
Strategies for a positive climate and culture are consistent with school day	--	--	93%	100%	100%	89%
Strategies for a positive climate and culture are clearly communicated with staff, participants and families	--	87%	93%	100%	--	--
Staff implement strategies for a positive climate and culture	--	--	97%	96%	91%	--
Safety						
YEP is a safe place for students	84%	99%	91%	86%	91%	89%
Youth-Staff Interactions						
YEP is a happy place to be	83%	97%	97%	96%	100%	92%
Staff encourage students to succeed/have high expectations for student success	81%	93%	--	--	91%	--
Staff tell students when they are doing a good job	82%	--	--	--	--	--
Staff care about students / have good relationships with students	85%	97%	--	--	--	--
Have observed positive interactions with staff	--	--	--	--	100%	95%
Additional Supports						
Staff share resources and information with families	--	94%	68%	100%	86%	69%

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Staff are responsive to students' unique needs (ELL, special needs, etc.)	--	92%	93%	96%	95%	79%
There is adequate space for activities (classroom space, access to fields/yards)	85%	--	72%	83%	91%	80%

Table 33: Active & Engaged Learning Elementary School Results (% Agree/Strongly Agree by Stakeholder)

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Access to Resources						
Staff are equipped with the resources and materials needed to deliver activities	--	--	90%	96%	--	--
Students have access to technology and electronics (tablets, laptop, computer, etc.)	71%	--	97%	87%	--	--
Variety of Meaningful Youth Activities						
YEP offers many different activities	70%	92%	--	--	--	--
YEP offers activities that relate to students' interest	81%	96%	91%	100%	100%	89%
Students are excited about what they learn/do at YEP	--	95%	97%	--	--	79%
Engaging Activities						
Students participate in hands-on activities	80%	--	--	--	--	--
YEP activities promote thought-provoking discussion and collaboration	--	--	92%	96%	86%	--
YEP activities facilitate group work	79%	--	90%	86%	--	--

Table 34: Skill Building Elementary School Results (% Agree/Strongly Agree by Stakeholder)

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
21st-Century Learning & Innovation Skills						

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
YEP activities encourage students to be creative	80%	--	--	--	--	--
Students learn new things at YEP	76%	94%	97%	100%	100%	90%
YEP activities promote thought-provoking discussion and collaboration	--	--	92%	96%	86%	--
YEP helps students do well in school	76%	93%	--	100%	--	--
21st-Century Information, Media & Technology Skills						
Students have access to technology and electronics (tablets, laptop, computer, etc.)	71%	--	97%	87%	--	--
21st-Century Life & Career Skills						
YEP staff talk about college and career opportunities	34%	60%	--	--	--	--
YEP activities facilitate group work	79%	--	90%	86%	--	--
YEP supports long term activities where students work toward a final product or presentation	--	--	86%	91%	86%	--

Table 35: Youth Voice & Leadership Elementary School Results (% Agree/Strongly Agree by Stakeholder)

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Leadership Opportunities						
YEP provides students with opportunities to develop leadership skills	66%	87%	93%	96%	77%	83%
Youth-Voice Opportunities						
YEP staff are interested in what students think	69%	--	--	--	--	--
YEP staff ask students what they think/feel	75%	--	100%	--	--	--

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
YEP uses student voice to inform the design of activities	54%	--	90%	96%	--	--
Students can choose what they do at YEP	71%	81%	--	--	--	--

Important/Value of YEP to Elementary School Students & Families

Table 36: Importance/Value of YEP to Elementary School Students and Families

	Students *"What do you like best about YEP?"*	Families *"Why do you enroll your child in YEP?"*
Safe place to go after school	35%	**63%**
Opportunity to do homework/receive homework help	34%	54%
Place to be with friends/socialize with peers	**58%**	17%
Opportunity to try new activities/learn new skills	28%	26%
Provides positive relationships with caring adults	17%	4%

Source: 2023-24 YEP Stakeholder Surveys

Interest in Additional Programming for Elementary School Stakeholders

Table 37: Top 5 Activities of Interest Among Elementary School Stakeholders

Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Sports/ Physical Activities 53%	Homework help 60%	Art, dance or theater 74%	Art, dance or theater 70%	Tutoring in Math or English 77%	Art, dance or theater 58%
Art (drawing, painting, etc.) 49%	Art, dance, or theater 54%	Outdoor education 54%	Sports/ Physical Activities 57%	Art, dance or theater 64%	Tutoring in Math or English 56%
Video gaming club/ competition 43%	Sports/ Physical Activities 52%	Emotional support groups/ classes 54%	Emotional support groups/classes 48%	Sports/ Physical Activities 59%	Emotional support groups/ classes 54%
Cooking or nutrition 36%	Tutoring in Math or English 52%	Sports/Physical Activity 54%	Youth leadership opportunities 44%	Homework help 59%	Homework help 51%
Computers/ Technology 30%	Enrichment activities to learn new skills 44%	Enrichment activities to learn new skills 49%	Computers/ Technology 39% Community service/ service-learning projects 39%	Opportunities to practice English language skills 55%	Sports/ Physical Activity 48%

Source: 2023-24 YEP Stakeholder Surveys

Professional Development Interest of Elementary School Staff

Table 38: Professional Development Interest of Elementary School Staff

Program Leaders	Site Leaders
Emotional regulation 64%	Meeting the needs of Special Ed students 70%
Peer relationship building 49%	Meeting the needs of multilingual learners 61%
Meeting the needs of Special Ed students 48%	Emotional regulation 57%
Responding to different learning styles 45%	Lesson planning 48%
21st Century Life Skills (Flexibility, initiative, social skills, productivity, leadership) 41%	21st Century Life Skills (Flexibility, initiative, social skills, productivity, leadership) 44% Responding to different learning styles 44%

Source: 2023-24 YEP Stakeholder Surveys

Middle School Results

Quality Standards

Table 39: Safe & Supportive Environment Middle School Results (% Agree/Strongly Agree by Stakeholder)

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Adoption and Implementation of Strategies for Positive Climate and Culture:						
Strategies for a positive climate and culture are consistent with school day	--	--	100%	100%	100%	89%
Strategies for a positive climate and culture are clearly communicated with staff, participants and families	--	86%	94%	86%	--	--
Staff implement strategies for a positive climate and culture	--	--	100%	100%	100%	--
Safety						
YEP is a safe place for students	82%	97%	100%	100%	100%	94%
Youth-Staff Interactions						
YEP is a happy place to be	69%	89%	100%	100%	67%	94%
Staff encourage students to succeed/have high expectations for student success	79%	89%	--	--	67%	--
Staff tell students when they are doing a good job	79%	--	--	--	--	--
Staff care about students / have good relationships with students	80%	94%	--	--	--	--
Have observed positive interactions with staff	--	--	--	--	100%	98%
Additional Supports						
Staff share resources and information with families	--	64%	69%	100%	67%	78%
Staff are responsive to students' unique needs (ELL, special needs, etc.)	--	92%	88%	100%	100%	78%

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
There is adequate space for activities (classroom space, access to fields/yards)	80%	--	81%	100%	100%	94%

Table 40: Active & Engaged Learning Middle School Results (% Agree/Strongly Agree by Stakeholder)

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Access to Resources						
Staff are equipped with the resources and materials needed to deliver activities	--	--	94%	100%	--	--
Students have access to technology and electronics (tablets, laptop, computer, etc.)	78%	--	94%	100%	--	--
Variety of Meaningful Youth Activities						
YEP offers many different activities	76%	94%	--	--	--	--
YEP offers activities that relate to students' interest	83%	97%	94%	86%	100%	93%
Students are excited about what they learn/do at YEP	--	100%	81%	--	--	65%
Engaging Activities						
Students participate in hands-on activities	85%	--	--	--	--	--
YEP activities promote thought-provoking discussion and collaboration	--	--	94%	71%	100%	--
YEP activities facilitate group work	73%	--	88%	100%	--	--

Table 41: Skill Building Middle School Results (% Agree/Strongly Agree by Stakeholder)

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
21st-Century Learning & Innovation Skills						
YEP activities encourage students to be creative	71%	--	--	--	--	--

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Students learn new things at YEP	63%	86%	100%	100%	100%	91%
YEP activities promote thought-provoking discussion and collaboration	--	--	94%	71%	100%	--
YEP helps students do well in school	68%	81%	--	96%	--	--
21st-Century Information, Media & Technology Skills						
Students have access to technology and electronics (tablets, laptop, computer, etc.)	78%	--	94%	100%	--	--
21st-Century Life & Career Skills						
YEP staff talk about college and career opportunities	59%	70%	--	--	--	--
YEP activities facilitate group work	73%	--	88%	100%	--	--
YEP supports long term activities where students work toward a final product or presentation	--	--	93%	43%	67%	--

Table 42: Youth Voice & Leadership Middle School Results (% Agree/Strongly Agree by Stakeholder)

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Leadership Opportunities						
YEP provides students with opportunities to develop leadership skills	58%	89%	100%	71%	100%	83%
Youth-Voice Opportunities						
YEP staff are interested in what students think	68%	--	--	--	--	--
YEP staff ask students what they think/feel	64%	--	94%	--	--	--
YEP uses student voice to inform the design of activities	56%	--	94%	86%	--	--

	Students	Families	Program Leader	Site Leader	Site Admin	Site Staff
Students can choose what they do at YEP	74%	89%	--	--	--	--

Important/Value of YEP to Middle School Students & Families

Table 43: Importance/Value of YEP to Middle School Students and Families

	Students *"What do you like best about YEP?"*	Families *"Why do you enroll your child in YEP?"*
Safe place to go after school	39%	**78%**
Opportunity to do homework/receive homework help	36%	53%
Place to be with friends/socialize with peers	**56%**	14%
Opportunity to try new activities/learn new skills	17%	22%
Provides positive relationships with caring adults	10%	8%

Source: 2023-24 YEP Stakeholder Surveys

Interest in Additional Programming for Middle School Stakeholders

Table 44: Top 5 Activities of Interest Among Middle School Stakeholders

Students	Families	Program Leader	Site Leader	Site Admin	Site Staff

Sports / Physical Activity 38%	Homework help 50%	Enrichment activities to learn new skills 56%	Emotional support groups/ classes 86%	Tutoring in Math or English 100%	Tutoring in Math or English 61%
Art (drawing, painting, etc.) 28%	Sports/ Physical Activities 50%	Emotional support groups/ classes 54%	Enrichment activities to learn new skills 57%	Art, dance, or theater 100%	Emotional support groups/classes 54%
Cooking or nutrition 28%	Tutoring in Math or English 50%	Outdoor education 50%	Transition activities to prepare students for next grade level 57%	Emotional support groups/classes 100%	Homework help 48%
Homework or Tutoring Time 27%	Computers/ Technology 42%	Tutoring in Math or English 38%	Computers/ Technology 43%	Youth leadership opportunities 100%	Opportunities to practice English language skills 46%
Video gaming club/ competition 27%	Enrichment activities to learn new skills 39%	Credit Recovery classes 38%	Tutoring in Math or English 43%	Opportunities to practice English language skills 67% Community service/ service-learning projects 67% Mentorship programs 67%	Mentorship programs 44%

Source: 2023-24 YEP Stakeholder Surveys

Professional Development Interest of Middle School Staff

Table 45: Professional Development Interest of Middle School Staff

Program Leaders	Site Leaders
21st Century Life Skills (Flexibility, initiative, social skills, productivity, leadership) 44%	How to offer effective help with homework 71%
Emotional regulation 38%	Lesson planning 57%
Engaging students 38%	21st Century Life Skills (Flexibility, initiative, social skills, productivity, leadership) 57%
How to offer effective help with homework 38%	Peer relationship building 57%
21st Century Learning Skills (critical thinking, communication, collaboration and creativity) 38% 21st Century Literacy Skills (Information literacy, media literacy, technology literacy) 38%	21st Century Learning Skills (critical thinking, communication, collaboration and creativity) 57%

Source: 2023-24 YEP Stakeholder Survey