

After-School Program Evaluation

After School Education and Safety (ASES) Program Evaluation for Rio School District

Prepared for

Boys and Girls Clubs of Greater Oxnard and Port Hueneme



Year 2009-2010

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ACKNOWLEDGMENTS

I am grateful to Mr. Tim Blaylock, Chief Professional Officer, for his trust and support throughout the work of this project. My sincere gratitude goes to Ms. Erin Antrim, Director of Program Services, for her time and effort to help this evaluation whenever her assistance was sought. I thank Ms. Myranda Huck, School Based Program Specialist for her most valuable assistance. I would also like to thank the staff of the Boys and Girls Clubs of the Greater Oxnard and Port Huemene for giving me their utmost cooperation and assistance during the process of this annual evaluation.

I would like to acknowledge and thank for the cooperation given to me by the staff of the Rio School District, particularly by Ms. Veronica Rauschenberger; Administrator of Special Programs from the Office of Student and family Services of Rio School District for collecting and sending us the needed academic performance and day school attendance data for this annual evaluation.

I am indebted to all the teachers who accepted our invitation and filled out our annual survey in the midst of their heavy daily duties and to the school administrators and staff in Rio School District for helping us to administer our surveys in their respective locations.

I am grateful for support of the students and their parents who participated in our annual surveys. Their participation and support is a pivotal piece of our annual evaluation.

I would like to thank my co-researcher Alidad Damooei for his special contribution to preparation of this report and express my appreciation for the help of my research assistants Himanshu Sharma for his valuable and hard work in processing the gathered data and preparing them for analyses. This was a huge task and without their help completion of my work would have been much harder, if not impossible.

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Table of Contents

ACKNOWLEDGMENTS	2
TABLE OF CONTENTS.....	3
EXECUTIVE SUMMARY	6
PROGRAM BACKGROUND AND ITS FOCUS	6
EVALUATION CRITERIA AND PROCEDURES	6
SUMMARY OF FINDINGS AND POLICY IMPLICATION OF VARIOUS COMPONENTS OF ANNUAL EVALUATIONS:.....	7
<i>I) Academic Performance Based on Test Scores and Teachers' Evaluation of Their Students</i>	<i>7</i>
<i>II) Student Survey Summary</i>	<i>9</i>
<i>(III) Administrator Survey Summary.....</i>	<i>11</i>
<i>IV) Parent Survey Summary.....</i>	<i>12</i>
1) INTRODUCTION	16
2) EVALUATION STRUCTURE AND IMPLEMENTATION	17
2.1) STATEWIDE EVALUATION	17
2.2) LOCAL EVALUATION	19
2.2.1) <i>Themes of the Questionnaire:</i>	<i>19</i>
3) SUMMARY OF THE PROCEDURES AND FINDINGS FOR ACADEMIC YEAR 2009-2010 ...	21
3.1) SUMMARY OF THE PROCEDURES AND FINDINGS OF ANALYSES OF ACADEMIC PERFORMANCE FROM STANDARDIZED TEST SCORES AND TEACHERS' EVALUATION	21
3.1.1) <i>Data collection.....</i>	<i>21</i>
3.1.2) <i>Statistical procedures and reporting format of test scores</i>	<i>21</i>
3.1.3) <i>Summary of the findings for academic performance.....</i>	<i>23</i>
3.1.3.1) Annual Change in Academic Performance of individual Students within the District.....	23
3.1.3.2) Change in After-School Program Attendance	26
3.1.4) <i>Summary of the findings for academic performance, attendance, behavior and attitude of students from teachers' survey</i>	<i>27</i>
Behavior and Friendliness.....	28
Academic Performance.....	29

3.2) SUMMARY OF THE PROCEDURES AND FINDINGS FROM LOCAL EVALUATION	35
3.2.1) Coding	35
3.2.2) Processing	35
3.2.3) Data Cleaning	35
3.2.4) Statistical procedures and reporting format	35
3.2.5) Summary of the findings for students	36
Information on Student Background	37
Student Feelings about the After-School Program	40
Programming, Activities, and Food.....	41
Safety.....	42
Student Relationships with the Staff and with Each Other	43
Performance and Feelings about School.....	44
Influence of After-School Program	44
General Feelings about School	46
Homework Assistance Program.....	47
Role of Mentors in Child’s Life.....	49
Program Activities	51
3.2.6) Summary of the findings from Administrators’ survey.....	54
Administrator Profile	54
Administrator Evaluation of Program Areas.....	56
Areas of Strength.....	57
Areas in Need of Improvement	60
Additional Areas of assessment	62
3.2.7) Summary of the findings for Parents	64
Socio-Economic Profile of Parents.....	64
Information Regarding Respondent’s Child (ren)	67
Child Safety	69
Changes in Child Behavior.....	70

Parent Involvement and Relationship with Program	76
Parents' Interest in Events and Activities.....	78
Parents' Constraints, Opportunities, Needs and Preferences	83
4) A HISTORIC REVIEW OF FINDINGS SINCE SCHOOL YEAR 2004-2005.....	91
4.1 ACADEMIC PERFORMANCE IN ELA AND MATHEMATICS	91
4.2 SUMMARY OF THE VIEWS AND OPINION OF TEACHERS ABOUT THEIR AFTERSCHOOL PROGRAM STUDENTS.....	93
4.3 SUMMARY OF THE FINDING OF KEY QUESTIONS FROM STUDENTS SINCE THE START OF THE PROGRAM	95
4.4 SUMMARY OF THE FINDING OF KEY QUESTIONS FROM PARENTS' SURVEYS SINCE THE START OF THE PROGRAM (YEAR 2004-2005 TO YEAR 2009-2010)	104
OPEN ENDED COMMENTS OF STUDENTS FROM RIO DISTRICT FOR ACADEMIC YEAR 2009-2010	114
OPEN ENDED COMMENTS OF ADMINISTRATORS FROM RIO DISTRICT FOR ACADEMIC YEAR 2008-2009	122
OPEN ENDED COMMENTS OF PARENTS FROM RIO DISTRICT FOR ACADEMIC YEAR 2008-2009	124
APPENDIX I: STUDENTS SURVEY FOR 2009-2010	129
APPENDIX II: PARENTS SURVEY FOR 2009-2010	135
APPENDIX III: TEACHERS' SURVEY FOR 2009-2010	143
APPENDIX IV: ADMINISTRATORS AND STAFF SURVEY FOR 2009-2010	145

EXECUTIVE SUMMARY

Program Background and Its Focus

The Boys and Girls Clubs of Greater Oxnard and Port Hueneme have developed, managed and run the after-school program for the Rio School District for a number of years and the results of the program performance and outcomes have been produced and presented every single year since 2004-2005. **The current report for the school year of 2009-2010 has an added component which is the presentation of the program performance in a number of key areas over the last six years.**

The **After School Education and Safety (ASES) Program** is a vital effort in bringing schools, cities, counties, community-based organizations, and business partners together to provide academic support and a safe environment before and after school for students in kindergarten and grades one through nine. This program serves hundreds of families from the most economically underserved group of people within the school district. Some 86% of the students who benefit from this program use free or reduced lunch and 3.5% of them have been homeless during the school year of 2009-2010. The program aims at providing the following services:

- Improved academic achievement.
- Enrichment services that complement the academic program and help the students to acquire social skills, avoid risky behavior and learn to become better citizens and successful and happier adults as they grow up.
- Family literacy and related educational development services.

The interesting part of this and other annual evaluation reports is that they present the results of the program as it was intended, but at the same time, we come across other outcomes that were not intended segments of the program. However, they occur and as such add to the overall positive impacts of the program for the students and their families.

Evaluation Criteria and Procedures

The program evaluation consists of two principal components. They are:

- Local evaluations that aim to discover how the existing program is progressing towards improving and strengthening its services to the students and their families. The local evaluation for year 2009-2010 included the following three surveys:
 - Parents' survey
 - Students' survey
 - Administrator/staff survey

- The state-mandated evaluation, which presents and analyzes the annual outcome-based data. It includes measures of academic performance and attendance throughout the 2009-2010 academic year such as:
 - Academic performance using the statewide evaluation requirement
 - Teachers' survey and analysis.

As pointed out in the past annual reports, we start with a list of all participating students in the Rio After-School program provided by the program coordinator; then, we proceed to collect the pertinent information for their baseline and current academic year from the school district. Unfortunately, the movement of students during the year always creates a data gap in our database. During 2009-2010 we only gathered information for performance levels of the students in English Language Arts and Mathematics for the baseline of 2008-2009 and the current year of 2009-2010.

Local evaluation is driven by collaboration. It aims at serving the needs of the program's neighborhood community. It helps the overall management of the program. It is dynamic and can be improved based on the experience of each year. Collaborative partners have an important role in identifying the areas of evaluation. Our work in 2009-2010 began by holding a meeting which included key management and operating after-school staff and coordinators of the program as well as the Rio School District. The group reviewed the plan of the annual evaluation and approved its contents.

Summary of Findings and Policy Implication of Various Components of Annual Evaluations:

We set out to gather the following data items for the Rio School District:

- The results of the California Standards Tests in English.
- The results of the California Standards Tests in Mathematics.
- Data regarding students who are English Language Learners (Limited English Proficient).
- Days enrolled in the regular school during the year.
- Days absent during the school year from day school.
- Days participated in the after-school program.

I) Academic Performance Based on Test Scores and Teachers' Evaluation of Their Students

Using the information provided by the Rio School District, we looked at the complete set of data concerning the academic performance of students. To gain a better understanding of year-over-

year trends, we have included comparisons of performance in the 2009-2010 academic years with a baseline from the 2008-2009 academic years for several key indicators. The method for such analysis was as follows:

- We calculated score differentials for the common sets for each area of academic performance.
- We then collapsed the percentage of improved and no change and compared it with the percentage of those who experienced a decline in their grades and reported the findings.
- For the purpose of this year's evaluation, we made a comparison between the performance levels of the last five years and tabulated the results in the report.
- We interpreted our findings and made some conclusions regarding any change in academic performance in each area of evaluation from one year to the next year.

The findings show that:

- **For English-Language Arts, our comparison of the last five years shows that the total percentages of improvement and no change in each year was much higher than the percentage of decline. In most years the total percentage of no change and improvement appeared more than three times of the percentages of those showing a decline.**
- **We compiled the data in a similar way for the performance levels of students in Mathematics. The outcome showed consistent aggregates of improvement and no change in each of the last five years compared with percentages of those students who had a decline in their math scores.**
- In future years, a longer-term study of students' academic performance in relation to their after-school attendance will be possible as data becomes available for a longer time period.
- In order to establish the link between after-school attendance and the positive changes in academic performance, there is a need to collect more data to account for other influential (explanatory) variables.
- Teachers also provided excellent insight into the social and personal behavior of their students that speaks much louder than mere standardized test scores. We need to take the differences in the test outcome and the in-class experience of students and find ways to address some of the existing problems.
- As for the reporting year using the English Language Arts scores to calculate declines and improvements in ELA test results, the plurality of students (49.5%) demonstrated

“no change” in their scores between the 2008-2009 and 2009-2010 academic school years. Among the remaining students whose scores have changed year-over-year, more students have had their scores improve than decline by a margin of 5.1%.

- Similar to the results for the ELA scores, the plurality of students (56.7%) exhibited “no change” in their math level score. However, unlike the results for ELA, the proportion of students whose score declined was greater than the proportion of students whose score improved by a margin of 7.3%
- Over half of the students (55.6%) whose scores have been analyzed attended the after-school program at least 101 days during the school year. A significant proportion of students (36.9%) has attended the after school program 151 days or more. Of the remaining students, 25.7% attended the after-school program 1 to 50 days while another 18.7% attended the program 51 to 100 days. This data indicates that many of the students whose test scores were reported are regular attendees of the after-school program.
- The students whose test scores are reported in this section have generally strong attendance. The vast majority of students (75.5%) have missed less than 10 days of school during 2009-2010. An additional 20.2% have had moderate levels of attendance missing 10 to 20 days. Only 4.3% of students have had troubling attendance records of missing 21 or more days of school.

II) Student Survey Summary

The ASES program is about the students. It is important to consider the feedback of the children that are ultimately the ones most directly impacted by the program. The results of the student survey were generally positive and indicate that the children appreciate the opportunity to attend the program. Students have a clear understanding of the ways in which they benefit from the program. In general, they enjoy most of the activities offered, ranging from the more serious tutoring services to the more leisurely athletic activities.

- A substantial percentage, specifically 81.3%, of these students attend the after-school program almost every day during the week. 7.9% attend at least three times a week, and only 3.5% attend less than three days a week. This after-school program is clearly a large part of the everyday lives of these students, who are undoubtedly affected by the program, staff, and other students.
- An overwhelming percentage of students, 92.3%, like going to the after school program to some extent, with 41.3% always enjoying the program. Although 7.6% reported that they never like going to the program, this is a small percentage compared to the rest who are generally happy with the program.
- It is reassuring to know that 80.2% of students enjoy the tutoring program. However, compared to the 7.6% of students who reported that they did not like the after-school

program in general, a considerable 19.8% reported that they did not like the tutoring program. This could be a result of the preferences of most students who enjoy other activities besides school work.

- Food offered at the after-school program is important in giving students sustenance between lunch and dinner , especially during activities. In addition, many students see food as an important quality when evaluating the program. A few students even noted that they wanted better snacks in the comment section, which we will see later in this report. In the aggregate, 82.7% of students enjoy the food while 17.3% never enjoy the food.
- The staff also seems to be willing to go out of their way to help students, as 90.9% of students reported. This is a success on the staff's part; students feel more at ease when they know that the staff is willing to go out of their way to help students.
- Students also seem to feel that the after-school program has helped them socially. 82.4% of students feel that they can now handle problems with their peers in a better way, which is a true success.
- A very large percentage of students (93.2%) feel good when they are in school. These positive feelings about school are encouraging, and it could be a result of the after-school program. A small percentage of 6.8% of students never feel good when in school.
- Mentors are generally major influences on students, and the results of this survey demonstrate that this influence has been positive for most students. 85.0% of these students feel that they work hard in school because of the inspiration they receive from their mentors. This inspiration is very important and can make large differences in the academic lives of these students.

This report provides a detailed breakdown of students' opinion on fifteen important survey questions during the last several years. Here are some of the findings:

- **Safety of students and their sense of being safe when they are in the after-school program is a major concern of the program. The comparative data of the past years show that an overwhelming majority of students have felt safe in all the previous years. In each year, there has been a small percentage of students who have expressed not feeling safe when they are in the programs.**
- **The ability to find friends is indicative of growth in social behavior of a young person. The results of the last six years show a remarkable growth in the social development of the students who attend Rio District's After-school Program. In all the years since 2004-2005, about 90% or more of the respondents said that they always and most of the time have friends when they are in the after-school program. This is a remarkable achievement for the program.**

- **Aspiring for a better life has many elements. Valuing good education at a young age is one of the most important qualities of such aspiration. The pattern of responses of the after-school students to the question of “whether it is important to get a good education” since 2004-2005 is very important. In most years, the percentages of those who said they agree with this statement always or most of the time exceeded 90% of all respondents. Less than 4% of respondents every year disagreed with this statement and that is a remarkable figure.**
- **Students were asked to make an assessment of their ability to handle problems with other students since they have been attending the afterschool program. The record of the students’ responses to this question shows a positive outcome. In every year, the majority of respondents said that their ability to handle problems with their peers improved.**

(III) Administrator Survey Summary

Program administrators can make daily observations about the effectiveness of the after-school program since they work so closely with the children. This contact allows them to observe what areas are successful and what areas can receive greater attention from program management.

To gauge areas of strength and weakness in the program, administrators were given a comprehensive list of seventeen distinct after-school program areas for evaluation. Each administrator then selected areas of greatest strength and areas in need of improvement.

- The administrator survey was distributed to 74 employees across nine different after-school program locations.
- Some 72%+of the respondents have been with the after-school program for more than one year. This consistency is important as it shows that the administrators believe in the ideals of the program. At the same time, there are enough relatively new employees to give the program a fresh perspective. 27.3% reported that they have been with the program for less than one year.
- Some 27.9% of administrators felt that program administration effectiveness is excellent, with another 48.5% saying that it is good. The remaining administrators thought that the effectiveness was fair (14.7%) or did not have sufficient observation to form an opinion (8.8%).
- Some 56.2% of administrators viewed the outdoor space of the after-school program to be one of the program’s five strongest characteristics. About 33.3% of administrators were also confident that the tutoring and homework assistance program was one of the five strongest characteristics of the program. Another of the top five strongest characteristics of the program according to administrators is the potential for future growth. 23.2% of administrators saw that this is the case. It should also be mentioned

that 25.4% of administrators felt that the quality of the indoor space is one of the strongest characteristics along with the outdoor space.

- The staff-to-child ratio is important in gauging how much attention each individual student can receive. It is generally positive to have a larger staff-to-child ratio with students receiving more attention and not feeling neglected by staff and administrators. At the same time, it is useful to have a good ratio so that the staff does not feel overwhelmed by the number of students needing their attention. 21.9% of administrators felt that the current ratio is excellent, and another 43.1% of administrators felt that the ratio is good. 15.6% believe that the ratio is fair, and the remaining 9.4% could not form an opinion based on insufficient observation.

IV) Parent Survey Summary

A glance at the findings of the parents' survey demonstrates the vital role of the program in improving the daily life of parents. It helps them manage their lives, balance work and childcare, and be assured that their children are getting high quality care. In general, the assessment of the parents about different kinds of improvements that have occurred is strongly positive. Parents' assessment in every question ranging from improvement in behavior to academic achievement, self worth, ability to find friends, solve conflicts, and every aspect of behavior is outstandingly supportive of the program in achieving its stated objectives. This program is having an undeniably positive impact on these parents' ability to work and support their household.

- The marital status of parents often determines many characteristics of children and can reveal the situation that these children face at home. More than half of the parents polled, 57.4%, are married while in comparison, only 23.8% are single and 17.9% are divorced. The latter two ratios show that a significant proportion of the families who have their children in the afterschool program are headed by single parent (43.6%).
- The majority of parents represented in this survey work at least one job (93.2%); therefore, students are most likely in a household with less direct supervision, which means that after-school programs such as this are essential to provide attentive care. The value of this service cannot be underestimated considering this demographic reality.
- For 94.3% of children, parents reported that they depend on the program every day. Clearly the after-school program is part of the daily lives of most of the families, and the absence of such a program would have dramatic effects.
- Some 95.8% of parents, a considerable majority, feel that their children are safe in the after-school program. Only 1.9% of parents felt that their students are not safe, and 2.2% of parents feel that they cannot know for certain if their students are safe.

- According to the 95.1% of parents who either agreed or strongly agreed, parents saw that the greatest improvement was in their child's enjoyment of going to school. This improvement signifies that students are more willing to learn and appreciate their current day schools, which is essential for academic growth. 94.5% of parents also saw an improvement in the academic performance in their children.
- Besides academic skills, students have improved their social skills noticeably. 88.5% of parents reported that their children had an improved ability to make friends. Such improved social skills are vital for students to bring with them in school and the outside world.
- Students have also seemed to benefit in terms of emotional growth through this after-school program. 94.0% of parents saw that their children have more self-confidence since they started attending the after-school program.
- 93.8% of parents either agreed or strongly agreed that their child has found new friends at school since coming to the after-school program.
- Among the positive results is data that shows that 68.8% of parents believe that their child has become less impulsive through this program, 22.8% could not form an opinion, and the remaining 8.4% of parents disagree with this.
- By understanding the challenges that face parents in caring for their children, the after-school program can evaluate how it can best serve parents. Cost of care, with 62.6% of parents in agreement, is the greatest challenge with school-age childcare. The close second is the quality of care at 8.7%. Fortunately, the after-school program has exemplary quality care and cost-effective care for children in this age group.
- 91.2% of parents reported that this after-school program is the only program to which they could send their child. The reason this program is the only option for parents could be due to various factors, one of which is the cost. 66.2% of parents reported that they could not afford to send their child to any other after-school program.
- The after-school program also serves parents who have chosen to pursue further education in order to better the socio-economic position of themselves and their families. 67.1% of parents agree to some extent that it has been easier for them to go to school by sending their children to the after-school program.
- Beyond the opportunity of pursuing education, the after-school program also allows working parents to remain committed to their professional lives. Over 73% of respondents said that it was "very true" that the program has made it easier for them to keep their jobs. This is a very significant finding since it shows that such a large proportion of parents are allowed to be more productive as a result of the program.

Our review of the findings from the last six years confirms that the positive impact of the program has been consistent over time. This should be considered as a clear evidence of the quality and the vital importance of the Rio After-school program. Here are a few selected results of our long term observation of the impacts as stated by parents:

- **About 90% or more of parents over the six years of our observations agreed or strongly agreed that their children developed greater abilities to make friends since going to the after school program. This testimony is in line with the opinion of the students over the same period of time.**
- **The results of the past six years show that every year, between 85% and 95% of parents agreed or strongly agreed that their children’s school performance improved since going to the afterschool program.**
- **Since 2004-2005, between 83% and 93% of parents said that their child talks more about what they learned in school since going to the after-school program. This clearly shows that attending the after-school program has always been a positive factor to convince children to pay more attention to their school life and share it with their parents.**
- **Between 82% and 95% of parents either agreed or strongly agreed with the statement that their children seem to be enjoying their school more since going to the after-school program.**
- **An overwhelming majority of parents agreed or strongly agreed that their children’s grades improved since going to the after-school program. In some years, the percentage of agreed or strongly agree reached almost 95% of all respondents and in every year, at least eight out of ten parents agreed or strongly agreed with this statement.**
- **Children with better self-image are less likely to yield to peer-pressure and follow negative examples in their life. The review of the findings over the last six years has shown that often, nine out ten parents agreed or strongly agreed that since going to the after-school program, their children attained a better self-image. In every year, some 2% or less disagreed with this statement.**
- **Parents’ surveys since 2004-2005 have shown that more than three quarters of parents surveyed said that since going to the after-school program, their children have shown greater conflict resolution skills. Those who disagreed during this period of time were between 2-6%, a very small minority.**

- **One of the most economically positive effects of having an after-school program is that it allows parents to keep their jobs, and at times, maintain being able to work at all. This becomes a principal factor when it allows single parents to work and keep their jobs. The result presents a remarkable historic trend. An overwhelming majority of parents stated that the statement is very true (between 70% and 93%). This clearly shows that having afterschool programs is a key factor to allow at least one parent to work and contribute to the economic betterment of their families.**

1) Introduction

The **After School Education and Safety (ASES) Program** is designed to be a local collaborative effort bringing schools, cities, counties, community-based organizations, and business partners together to provide academic support and a safe environment before and after school for students in kindergarten and grades one through nine. The After School Education and Safety (ASES) program was created in 2002 after voters approved Proposition 49, which renamed and expanded what was known formerly as the “Before and After-School Learning and Safe Neighborhood Partnerships Program.” The ASES program provides funds for before and after school programs to school districts or local government entities. These before and after school programs offer literacy, academic enrichment, computer training, homework assistance, fine arts, youth development, physical fitness or other types of constructive alternatives for students in kindergarten through 9th grade. The funding level for the ASES program in 2003-04 was \$122 million, so only a fraction of the communities that applied for funds received a grant; however, with funds guaranteed by Proposition 49 rolling out in the coming 2006-2007 budget year, the funding level will increase by \$428 million. The hope is that funding for this program expands over the years and provides the much-needed services that make it possible for a greater number of schools in the State of California.

The Rio School District ASES program aims at providing the following to the lives of children it serves:

- Improved academic achievement.
- Enrichment services that complement the academic program.
- Family literacy and related educational development services.

The guiding principles are to ensure that all students are engaged in positive after-school learning opportunities in a safe, nurturing environment thereby enabling them to become responsible, productive, concerned, and involved citizens who are empowered to make a difference in society.

The official aim of the program is to expand learning beyond the classroom doors by building on the daily curriculum. The program encourages creativity and imagination. Students participate in a variety of individual activities combined with small and larger group activities. The goals of the program include:

- Offering effective learning opportunities for the students after school and during the summer.
- Improving the academic achievement of students who participate in the program by providing educational supports in the non-school setting.

- Offering enrichment opportunities for personal development for Rio schoolchildren to participate in the program as an alternative to non-productive or destructive activities.
- Improving the health of students participating in the program through daily physical activity and health/nutrition education.
- Increasing the proactive factors of students participating in the program to improve their attitude towards school, interactions with others, self-confidence, and self-respect.
- Enabling parents to better support their child (ren)'s educational progress by improving connections with existing parent support services.

Students are provided daily with time to complete homework, specific tutoring in math and/or reading, physical education, and social recreation. The current report (2009-2010) provides a comparative presentation of data gathered from parents and members over the last six year for a number of questions that remained unchanged over this period of time. This will provide a rare view of the program performance over a period of time, which can provide a better quality assessment of the program and its effectiveness since 2004-2005 and for the whole duration of the ASES program implementation since its starting year in 2005-2006.

2) Evaluation Structure and Implementation

Our ASES program evaluation consists of two principal components. They are:

- Local evaluations that aim to find how the existing program is progressing towards improving and strengthening its services to the students and their families. The local Evaluation for year 2009-2010 included the following three survey:
 - Parents' survey.
 - Students' survey
 - Administrator/staff survey
- The State-mandated evaluation, which presents and analyzes the annual outcome-based data. It includes measures of academic performance and attendance throughout the year 2008-2009 included the following:
 - Academic performance using Statewide evaluation requirement
 - Teachers' survey and analysis.

2.1) Statewide Evaluation

Statewide evaluation is required by the State of California as a necessary component of the program operation. The theory behind this requirement is that by combining all the

program data a single statewide profile can be created. The exact structure of this component of the evaluation is provided by the state and it is to be followed without modification. We set out to gather the following data items for the Rio School District:

- The results of the California Standards Tests in English.
- The results of the California Standards Tests in Mathematics.
- Data regarding students who are English Language Learners (Limited English Proficient).
- Days attended the regular school days during the year.
- Days absent during the school year.
- Days participated in the after-school program.
- Days absent from the after-school program.
- Demographic and socio-economic data.

School performance, attendance, and behavior need to be collected for the baseline and the year in progress. With the help of the district a comprehensive set of information was gathered for several data items for the baseline year, 2008-2009, and the year of the evaluation, 2009-2010.

Unfortunately, the movement of students during the year created a considerable data gap in our database. The gap did not prevent us from conducting our analyses for the participants for whom we managed to collect the needed information in some of the required fields. Our hope is that by implementing better data collection procedures we will be able to build a much better and more comprehensive database for the year to come.

We received complete information for the following academic indicators for the Rio School District.

- CST Eng/Lang Arts Performance Level (ELA)
- CST Math Performance Level
- Proportion of English Learners

Unfortunately there was no scaled score data for either the ELA or math sections of the standardized exams. We had no baseline data for attendance indicators for either the day school or after-school program; only data from the most recent 2008-2009 year is available for these variables.

The state also provides standard questionnaire for surveying teachers who teach students attending after-school programs. We used this questionnaire and conducted a comprehensive survey of teachers who have children participating in the after-school program in their classrooms.

2.2) Local Evaluation

Local evaluation is collaboratively driven. It aims at serving the need of the program's neighborhood community. It helps the overall management of the program. It is dynamic and can be improved based on experiences each year. Collaborative partners have an important role in identifying the areas of evaluation.

In 2009-2010 we made a few changes in our survey questions from the previous year to help gather the needed information for the current year. These questions are formulated based on a series of pertinent thematic areas of inquiry that can be found in the existing after-school education literature. Answers to the questions posed can help the management make the necessary changes in the program content and day-to-day running of the program. This will help improve the efficiency and effectiveness of the program in the years ahead.

2.2.1) Themes of the Questionnaire:

With regard to the student survey we used the following themes and topics to develop various sets of questions:

- **The after-school environment:** A measure of psychological climate which relates to emotional support, autonomy/privacy, and peer affiliation.
- **Students' sense of belonging:** A measure of a student's sense of belonging to their after-school program and a measure of their own sense of worth in the program.
- **Education plans:** A measure of the success of the program in assisting students with their academic work at school.
- **Neighborhood and home safety:** A measure of students' feeling of being safe whether alone or with others in their own home, neighborhood, school and after-school environments.
- **Pro-social with peers:** A measure of interaction with other students, problem solving skills, and their level of cooperation with others.

With regards to the parent survey we investigated the opinions and attitudes of parents on the following:

- **Social and economic needs** for having the after-school program.
- **Interests in the current curriculum** of the program.

- **Existing constraints** in making regular use of the program.
- **Assessment of positive change** in the behavior of their children as a result of attending the after-school program (assessing the efficacy of the program).
- **Assessment of the success of the program in meeting** the academic needs of their children.
- **Assessment of the success of the program in meeting** their own needs for being economically active.
- **Assessment of the Success of the program in meeting** their own need for continuing education and upgrading of their skill for a more productive position in the labor market.
- **Important demographic information** that allows us to cross-tabulate information for various policy implications.

With regards to the administrators and staff survey we investigated the opinions and attitudes of administrators and staff on the following:

- Assessment of the **efficacy of the organizational structure of the program** and how it can best serve the interests of students and their family.
- Assessment of the adequacy of the **physical structure of the program**.
- Assessment of **efficacy of the educational and other enrichment** programs.
- **Ideas for what may work** and what may not work within the existing setting.
- **Ideas for changes** that may help to overcome problems and obstacles.

The teacher survey was designed by the Department of Education and we use it without any modification.

It is also important to note that these questionnaires were taken anonymously so the data can reflect the true feelings of the groups surveyed.

3) Summary of the Procedures and Findings for Academic Year 2009-2010

We used the information gathered for each component of our evaluation and analyzed the findings. A summary of the findings are presented in this section of the report. As mentioned earlier we also gathered information since 2004-2005 and presented a historic picture of the program performance in a number of key areas for the last six years. They will be presented in their own specific areas in this report. It should also be mentioned that our existing database has the potential of producing more information (particularly with regard to cross-tabulation of responses across different categories of respondents) depending on the needs of the management, collaborative partners, and the state educational authority in the future months and the academic year.

3.1) Summary of the procedures and findings of analyses of academic performance from standardized test scores and teachers' evaluation

3.1.1) Data collection

The Rio School District provided all the required data for the State of California areas of academic performance and attendance for both the regular school and after-school program for the most recent academic year, 2009-2010. Baseline data from the 2008-2009 academic years was provided for academic performance levels in California Standardized tests and statistics regarding English Learner status. There is, however, a lack of data for the baseline year regarding day school and after-school attendance.

We also used the state standardized evaluation survey instrument to inquire about the opinion of teachers concerning academic and overall behavior and performance of those students who attend the after-school program. This survey was carried out for all the schools under the program. This finding provides an alternative evaluation of students' performance based on the judgment of their teachers who work with them on a daily basis and are in a good position to evaluate these students throughout the year.

Rio School District provided baseline data for some of the State of California required areas of academic performance. We received data for the baseline and the follow-up/current year (year 2009-2010) for only two areas of academic performance. We used the data provided and made an assessment of the change in performance of those students for whom we have had information.

3.1.2) Statistical procedures and reporting format of test scores

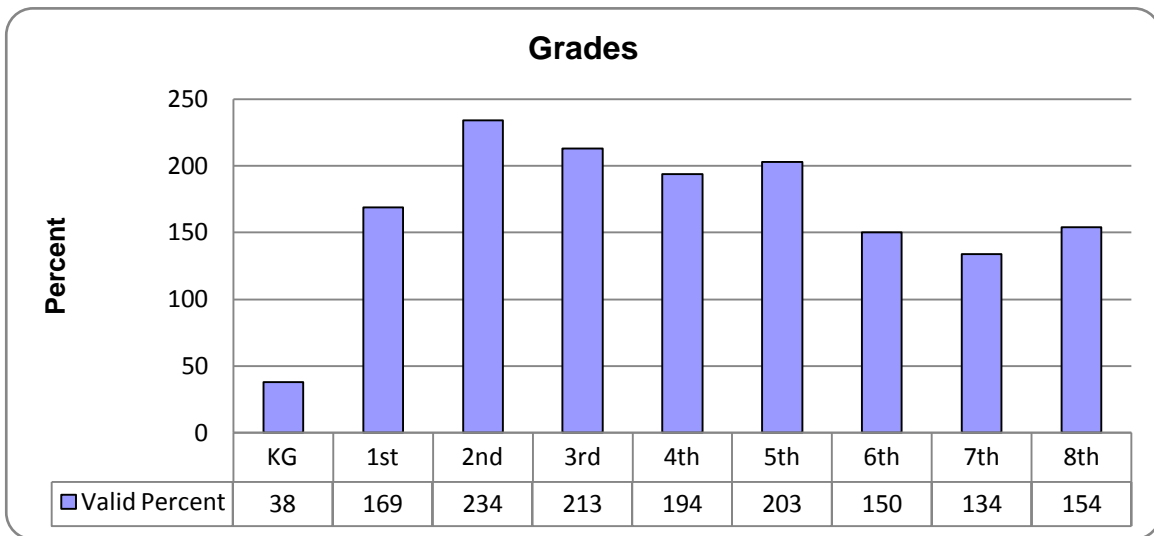
The available data on performance and attendance were analyzed in the following manner:

- Based on the availability of data collected and explained in the previous section we looked at the following four set of data concerning the academic performance and the differentials between each set of two subsequent years.
 - California Standardized Tests English/Language Arts Performance Level
 - California Standardized Tests Math Performance Level
- We looked at each set separately and calculated a number of their data descriptions.
- We calculated score differentials for the common sets for each four areas of academic performance from the baseline to the follow-up year.
- We interpreted our findings and made some conclusion regarding any change in academic performance in each area of evaluation from one year to the next year.
- We explained any deduction that can be made and policy implication that can be proposed.

3.1.3) Summary of the findings for academic performance

Academic performance data was available for many students who participated in the after-school program during the 2008-2009 and 2009-2010 academic school years. Students' attendance record in both their day school and the after-school program are additional statistics that must be considered when assessing students' academic performance and potential. Strong attendance is an important ingredient of academic success.

Before continuing to this data, it is useful to develop an understanding of the student population. To this end, the following chart presents a breakdown of the grade level of all the students in the data set.



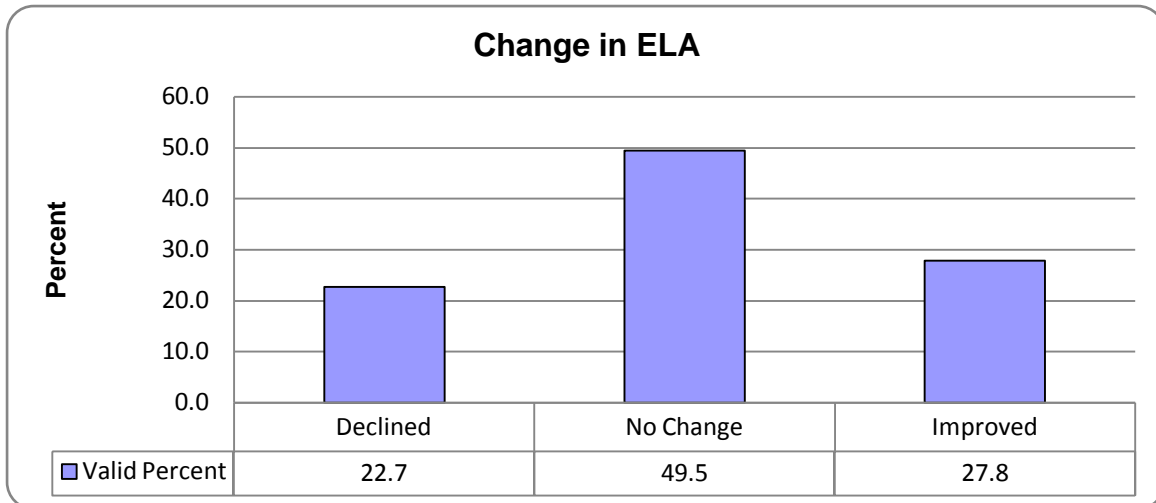
Elementary school students in the first through fifth grade make up nearly 70.6% of students in the sample. The remaining students in the 6th through 8th grade are equally represented while KG aged students are the least represented at 2.6% of the sample.

3.1.3.1) Annual Change in Academic Performance of individual Students within the District

Comparing the performance of students between the 2008-2009 and 2009-2010 academic school years provides a way to understand how the academic performance of those attending the after-school program has changed over time. For each measure of academic performance, students are placed in one of three categories based on year-over-year changes in their test scores: increase, no change, and decrease. The noteworthy aspect of this data is that they are based on individual students' test scores. This provides an empirical measure of student performance.

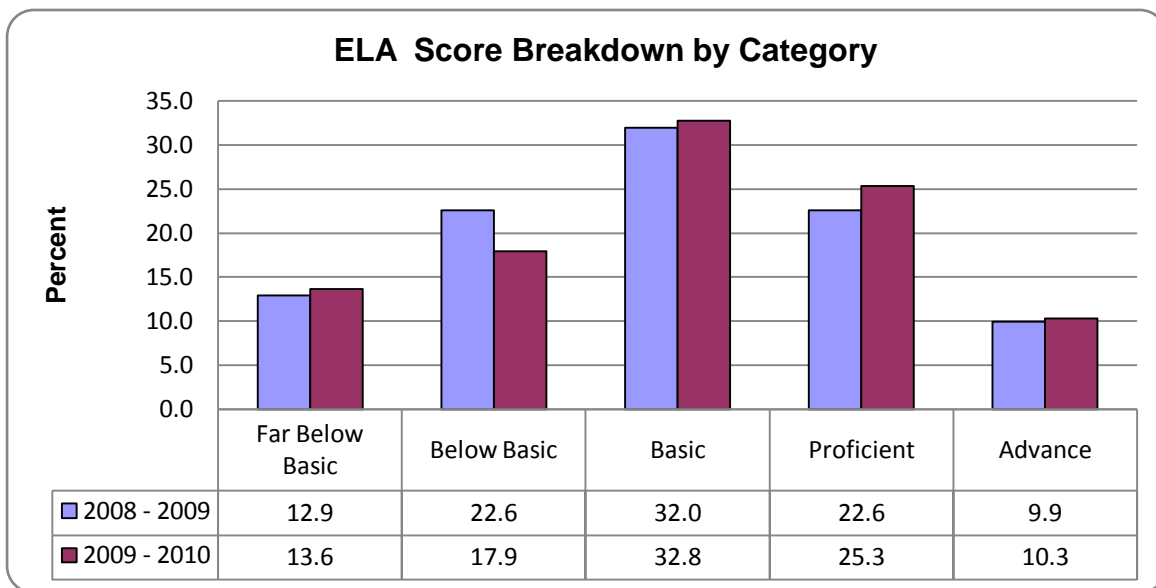
Performance Level in English/Language Arts

This section reports the changes in the performance of students in the English/Language Arts section of the California Standardized Tests between 2008-2009 and 2009-2010. We present this data both in scaled and non-scaled formats.



Using the English Language Arts scores to calculate declines and improvements in ELA test results, the plurality of students (49.5%) demonstrated “no change” in their scores between the 2008-2009 and 2009-2010 academic school years. Among the remaining students whose scores have changed year-over-year, more students have had their scores improve than decline by a margin of 5.1%.

These results are promising and indicate that ELA scores have tended to improve or stay constant for club participants. Although this is not sufficient to prove causation, it is a noteworthy pattern.



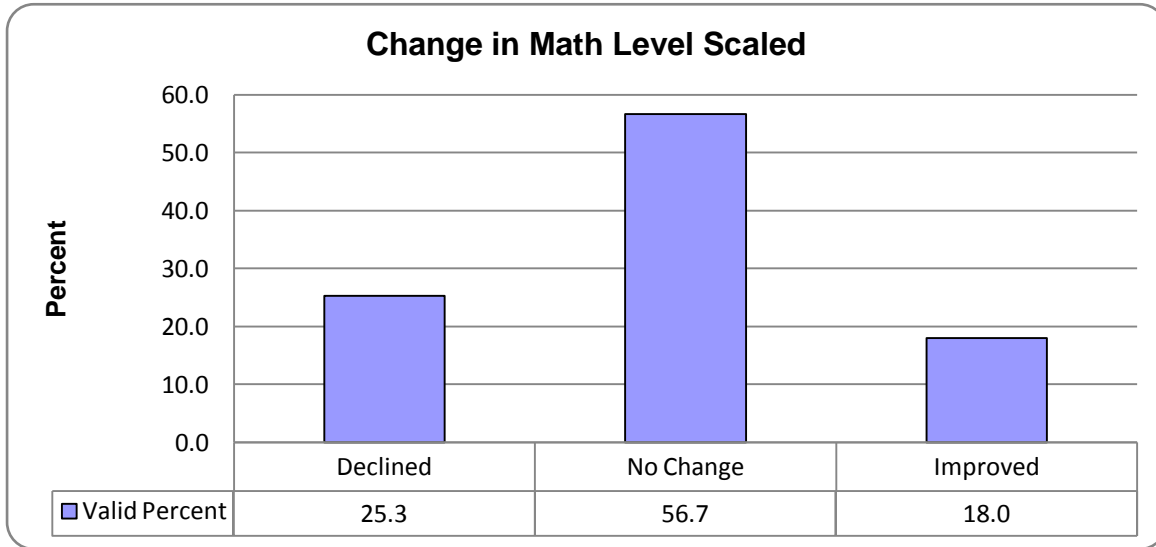
The above chart provides additional insight into where students tend to stand within the scaled system developed for this analysis. The particular patterns of improvement are very promising.

Between 2008-2009 and 2009-2010, the number of students who scored below basic have decreased. This only decrease have been accompanied by all increases in the number of

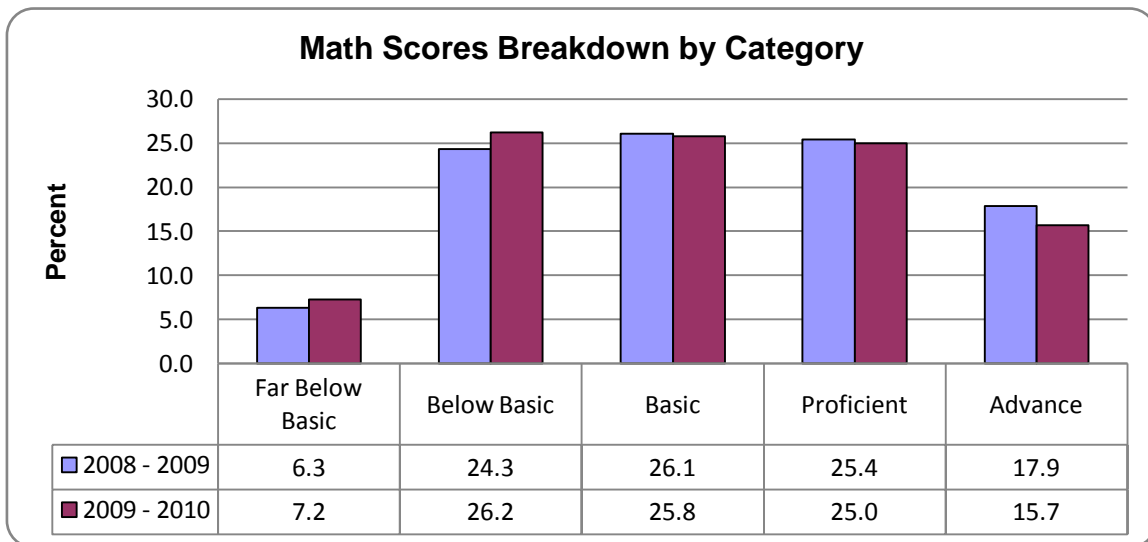
students whose scores indicate they are proficient, advanced, far below basic or basic. Most notably, the number of students reporting advanced ELA skills has increased.

Performance Level in Math

The performance level of students in the Math Section of the California Standardized Tests is more mixed than the results for the ELA section of the exam. The data indicates that there is both noteworthy improvement and decline in performance between 2008-2009 and 2009-2010.



Similar to the results for the ELA scores, the plurality of students (56.7%) exhibited “no change” in their math level score. However, unlike the results for ELA, the proportion of students whose score declined was greater than the proportion of students whose score improved by a margin of 7.3%.

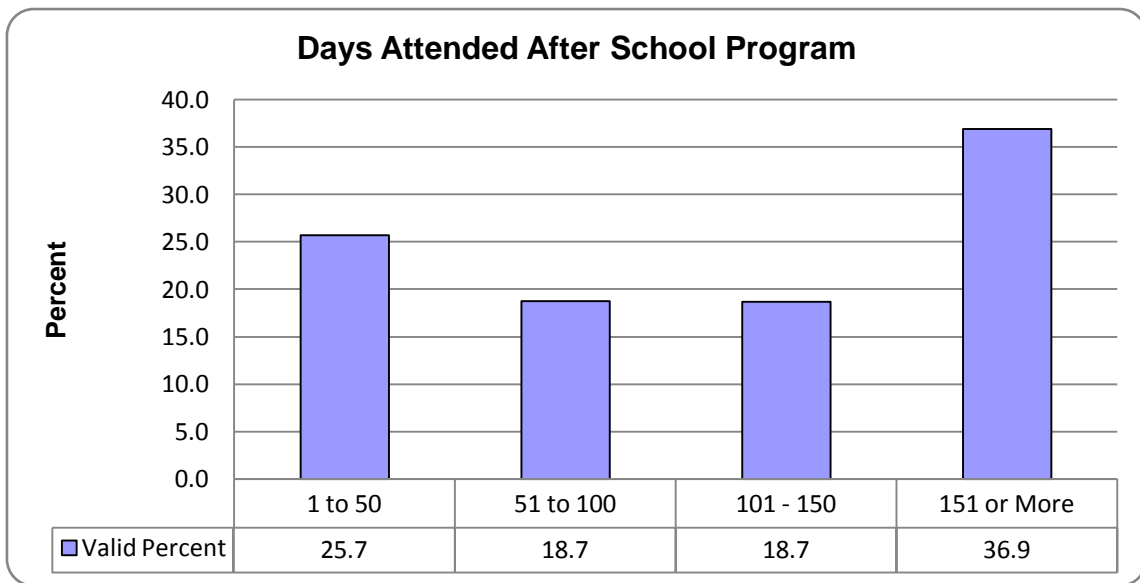


The above chart is used to better illustrate the results for the math scores just as it was used above in the ELA score section. The results better illustrate the problem of declining math scores among the student population. Between 2008-2009 and 2009-2010, the proportion of students who scored far below basic and below basic increased. On the other hand, the proportion of students who scored either at basic, proficient, or advanced levels declined.

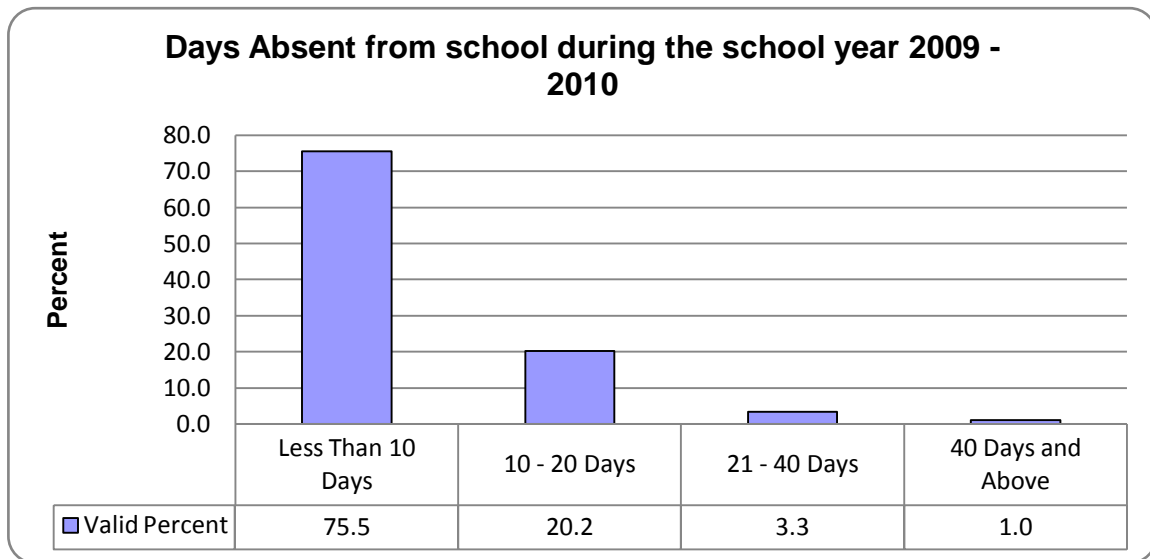
3.1.3.2) Change in After-School Program Attendance

Attending day school and after-school programs are expected to help students perform better. Many studies show that falling behind and missing school is among some of the most important factors related to students dropping out.

It is widely perceived that attending after-school programs may help students to like their day school better and become more enthusiastic to study and participate in extra-curricular activities. As such, it is important to measure the frequency of days that students utilize the after-school program and to measure their day school attendance. These measures are all based on results from the current academic year, 2009-2010.



Over half of the students (55.6%) whose scores have been analyzed attended the after-school program at least 101 days during the school year. A significant proportion of students (36.9%) has attended the after school program 151 days or more. Of the remaining students, 25.7% attended the after-school program 1 to 50 days while another 18.7% attended the program 51 to 100 days. This data indicates that many of the students whose test scores were reported are regular attendees of the after-school program.



The students whose test scores are reported in this section have generally strong attendance. The vast majority of students (75.5%) have missed less than 10 days of school during 2009-2010. An additional 20.2% have had moderate levels of attendance missing 10 to 20 days. Only 4.3% of students have had troubling attendance records of missing 21 or more days of school.

3.1.4) Summary of the findings for academic performance, attendance, behavior and attitude of students from teachers' survey

The goal of the teachers' survey was to see the impact the after-school program has on students and whether this impact was positive or negative. The questions on this survey were specifically designed to use the views the teachers had on the program and its relationship to their students. The context of the assessment was to determine if a particular students' behavior or performance has changed since the beginning of the school year. The options for each of the ten questions asked are given below:

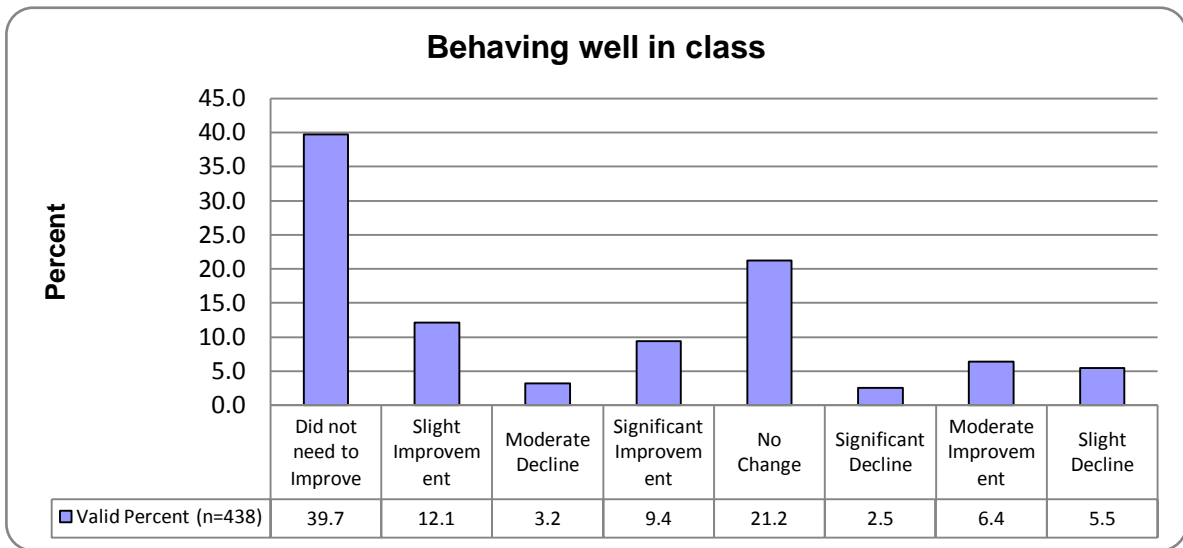
- Did not need to improve
- Significant improvement
- Moderate improvement
- Slight improvement
- No change
- Slight decline
- Moderate decline
- Significant decline

The questionnaire was completed for teachers in several centers of the after-school program. The outcome of the survey is presented in the following charts with relevant summaries and analyses. It is important to mention that the surveys were completed for 474 students by their teachers and this provides a comprehensive review of the after-school program by their teachers in 2009-2010.

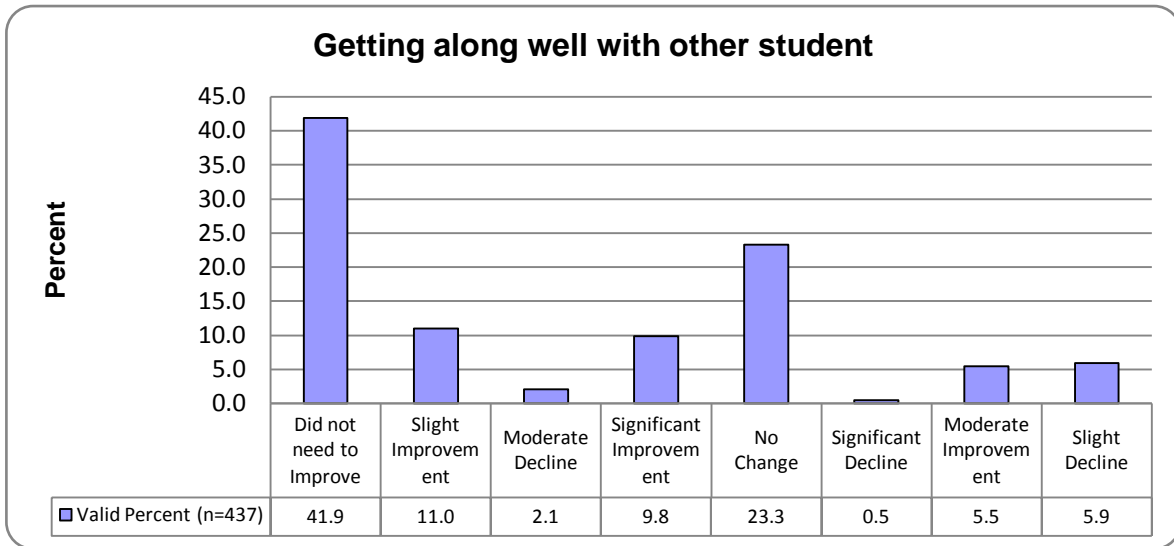
Like the previous section we also made a comparison for the summary of teacher’s opinion concerning their students in the Rio District After-School program during the previous years of the program and for all years that we gathered teachers’ inputs.

Behavior and Friendliness

There are a variety of areas in which the after-school program focuses its attention. One area of interest is whether students develop better behavioral habits by participating in the program. To measure this, we surveyed teachers about the behavior of students in the classroom and their ability to get along with other students.



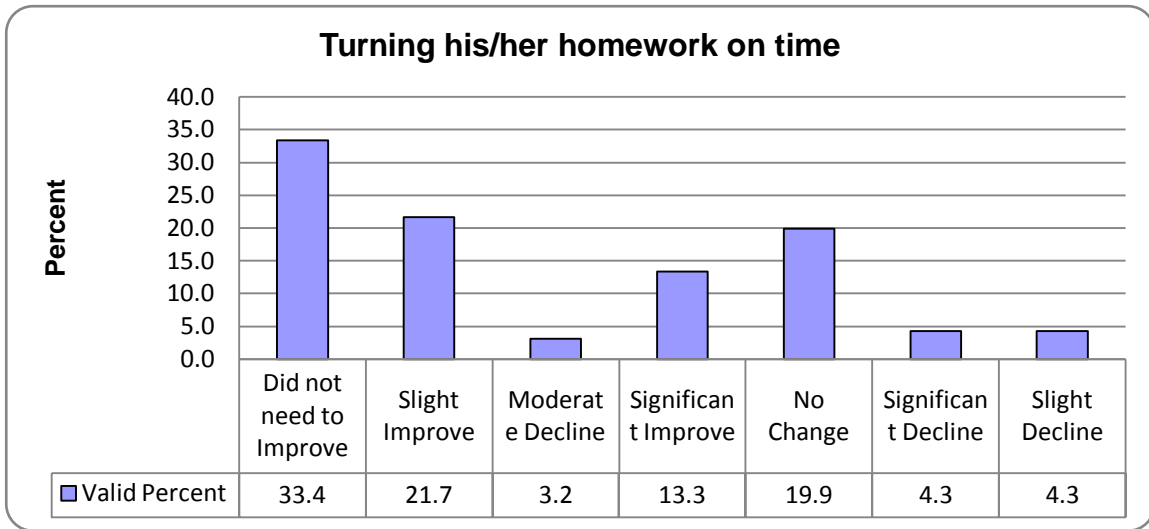
According to the surveys, a large percentage (29.8%) of students showed some degree of improvement in their behavior in the classroom, while only 2.5% of students showed a slight decline. Fortunately, teachers felt that 39.7% of their students did not even need to improve their behavior, and 21.2% of students showed no change. It is clear that overall student behavior has improved as a result of the after-school program.



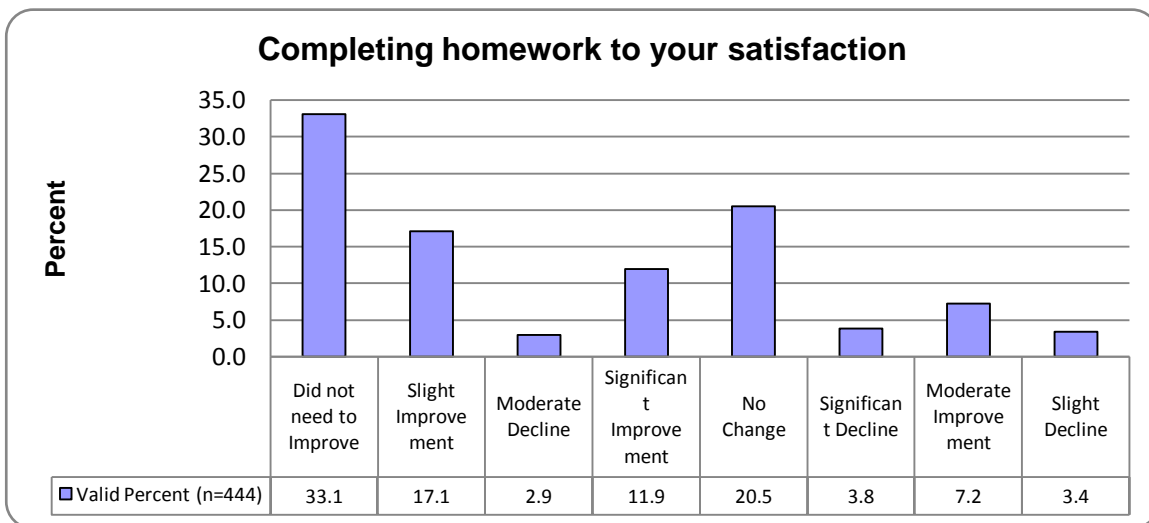
In addition to an overall improvement in student behavior in the classroom, there also seems to be an improvement in student behavior towards other students. Although 41.9% of students showed no need to improve their interactions with one another, teachers felt that 26.3% of students showed improvement in getting along with other students. On the other hand, only 5.9% showed a slight decline, while 23.3% did not show any change. The improvement in student-to-student interactions can most likely be attributed to the friendships made and the socializing promoted in the after-school program, which teaches students through experience how to get along.

Academic Performance

In addition to the social behavioral changes measured, academic performance was studied. The students' academic abilities can be measured by a variety of indicators, including student attentiveness in class and ability to complete homework. A teacher can serve as a barometer for any changes in these areas through his/her close contact with students. In the following section, we present our findings about student performance from teacher surveys.

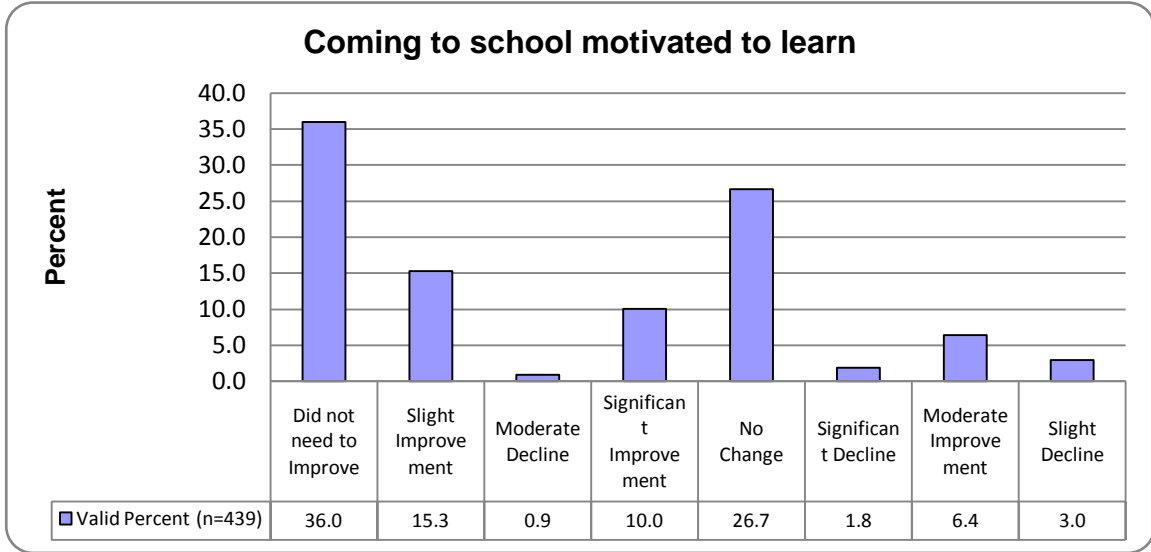


While teachers felt that 33.4% of their students did not need to improve, a much larger proportion of students, 39.3%, showed some degree of improvement in terms of turning in their homework on time. Additionally 19.9% showed no change, and only 8.6% of students showed some decline in this area. This above data demonstrates that the after-school program has had a positive effect on most students' ability and willingness to turn in their homework on time.

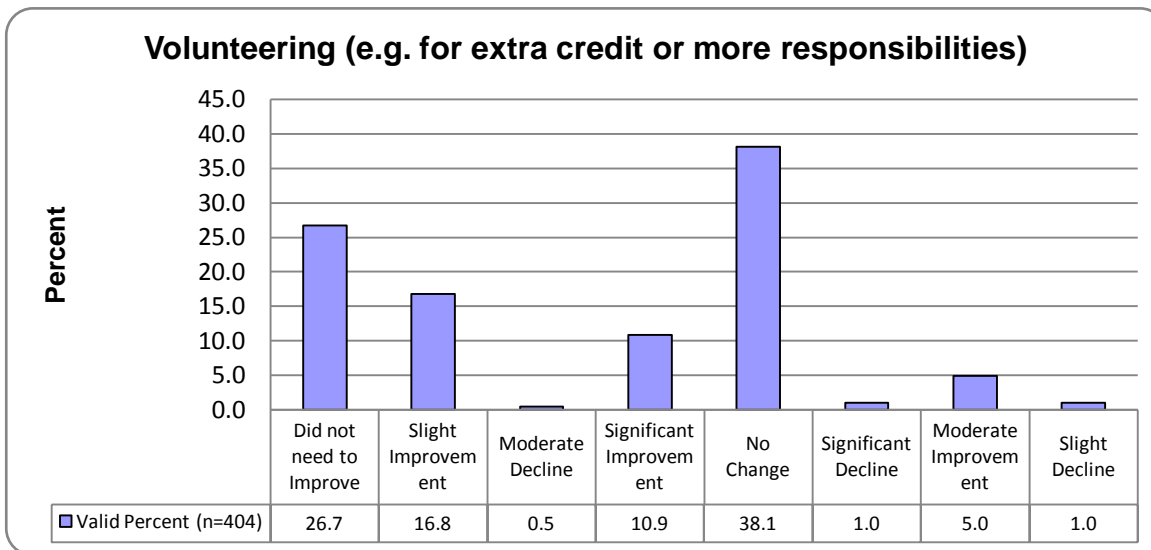


Although an increase in the propensity of students to turn homework in on time is important, it is also necessary to assess the quality of the homework received. Teachers were asked to determine their satisfaction with the homework, and the data suggests that similarly encouraging results have been observed. The majority of students, 36.2%, displayed some degree of improvement in terms of turning in homework to the teacher's satisfaction. In comparison, the 10.6% that showed some degree of decline seems very small. Teachers felt that 33.1% of their students did not need to improve, and 20.5% showed no measurable change.

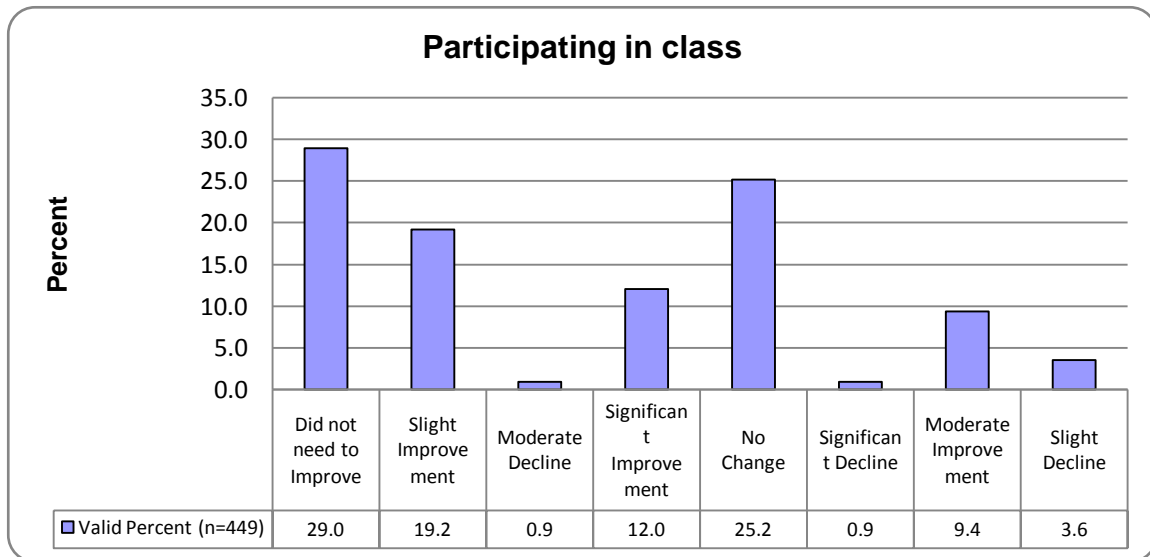
Taking the positive changes indicated by the above two charts into account, it is clear that the tutoring and homework assistance resources at the after-school program have helped students become more responsible. This responsibility at such an early age is an important foundation that will help prepare students for long-term academic success.



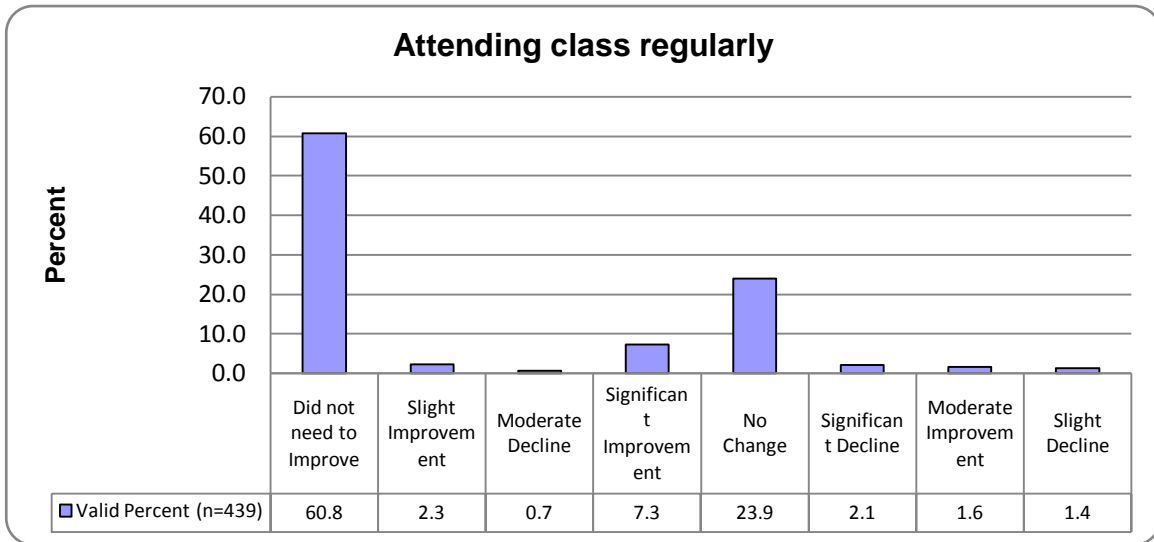
In addition to homework improvement, academic success can also be demonstrated by a student's attitude towards school. Teacher surveys show that they felt that a majority of students demonstrated an improvement in regards to their motivation to learn at school. 31.7% of students showed some degree in coming to school motivated to learn. The remainder of students either did not need to improve (36.0%) or showed no change (26.7%). None of the students showed any decline, which indicates that the after-school program is benefiting the students in attendance.



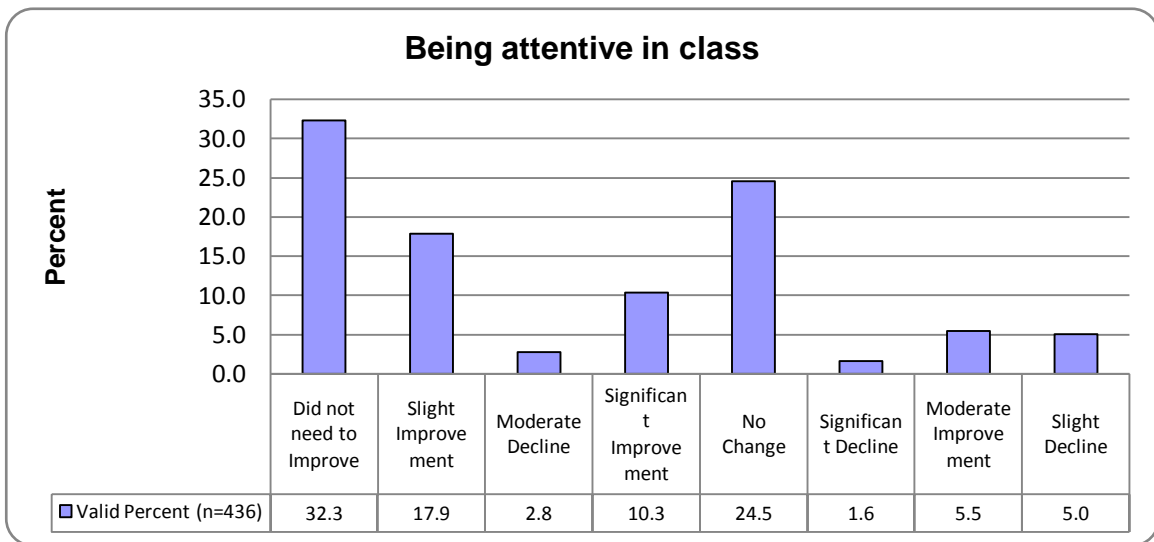
Additionally, student academic performance and motivation can extend out of the classroom. Students who are willing to volunteer for responsibility are demonstrating not only a great deal of motivation but also a keen work ethic, among other positive character traits that can be indicators of future success. The above data suggests that 26.7% of students were thought to not need to improve in terms of volunteering, while 38.1% showed no change. The remainder of students, 32.7%, showed some level of improvement in this area. The percentage of students who improved in volunteering may be smaller than those of the other two categories, but no students showed any decline, which is another positive sign.



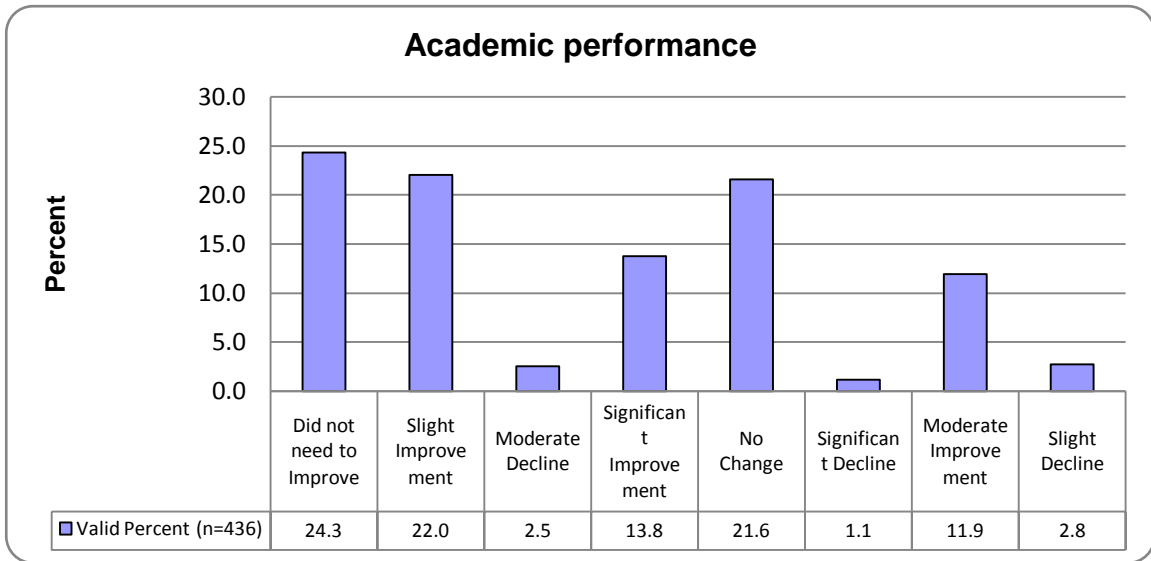
Class participation is another important area of academic performance, and it too seems to have been positively affected by the after-school program, with 40.6% of students showing an improvement in their class participation. The remainder of 25.2% demonstrated no change, and 29.0% did not need to improve, according to teachers. An improvement in class participation is a good indication that students are now coming to class more prepared and confident. This can be attributed to the homework assistance and tutoring services provided at the after-school program.



Like class participation, student attendance has also been impacted by the after-school program. A small percentage of 12.2% of students showed some degree of improvement in attendance while only 1.4% of students showed a slight decline. Of the remaining students, 60.8% did not need to improve, and 23.9% showed no change. The motivation to come to class more regularly is also helping prepare students for their future.



Students have also seemed to become more attentive in class after this program. It appears that the after-school program has had a positive effect in this area of academic performance as demonstrated by the 33.7% of students who have shown improvement in their attentiveness in class.



Although homework, class participation, attendance, and other factors are all important variables of studying academic performance, it is important to also look at how teachers perceived overall academic performance to have been affected by the after-school program. The results of this survey show that 47.7% of students improved in their academic performance throughout the year, while 24.3% did not need to improve, and 21.6% showed no change. These results follow the results of the previous measures of academic performance. The after-school program thus proves to have a positive impact on not only behavioral habits but also the academic performance of students.

3.2) Summary of the procedures and findings from local evaluation

3.2.1) Coding

Once all of the questionnaires for the three surveys (students, parents and administrators/staff) were completed and prior to entering the responses into the computer, the data was appropriately coded for analysis.

3.2.2) Processing

When the coding was completed, the next step was to process the data. We used an electronic scanning system to enter our survey data that improved the quality of data entry and eliminate the possible human error of data processing staff. We then used the reported data and converted them into a SPSS format. SPSS program was written where variable names were assigned to each question and response in the questionnaire. Value labels were then created for the variables. Once we completed the program, we ran a frequency procedure for every question.

3.2.3) Data Cleaning

A thorough data cleaning process was used to insure the accuracy of the data entries. If an error had occurred, it was quickly cleaned by referring to the original questionnaire. Each and every field was checked to make sure the appropriate code was entered.

3.2.4) Statistical procedures and reporting format

We used the following procedures to develop the statistical analysis for each of the surveys conducted:

- Frequency distribution tables were prepared for all the questions and each numeric variable (numeric variables are variables that assume pre-determined, multiple-choice answers in the questionnaires) for every one of the three surveys. This resulted in several thousand responses.
- Full reports of the following statistics are available and can be provided upon request together with their respective graphs:
 - Frequency
 - Relative frequency
 - Valid percent
 - Cumulative relative frequency
 - Valid cases
 - Missing cases

- We calculated both percentages of responses and cases where multiple responses to a question were allowed.
- The existing data gives us the ability of producing a series of contingency table (cross-tabulation), if and when needed. Such analyses are extremely useful when used to see the differences in responses of different respondents based on their own experience, position, demographic characteristics or other important features that can help develop better policy. This procedure determined if selected variables were dependent upon other variables. A contingency table can provide joint frequency distributions of cases and column percent. It should be mentioned that when there is a small sample of respondents and a variety of variables across which one would like to cross-tab, we may run the risk of statistically insignificant results. Based on our current study, we can certainly run a number of statistically significant cross-tabs for students and parents survey. We also believe that there is a good potential for conducting such procedure for all the questions with binominal answers in all surveys. We have not made any attempt to report any cross-tabs of our findings, but will be able to run them for a number of variables if so desired by the management or any of the collaborating partners throughout the year ahead and beyond.

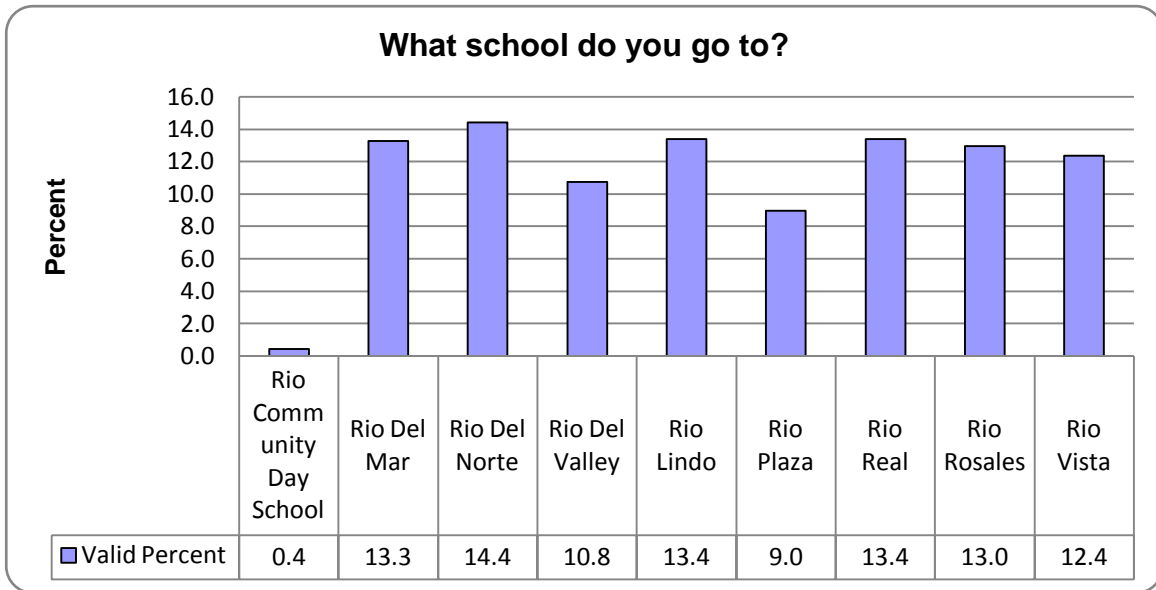
3.2.5) Summary of the findings for students

Rio Afterschool Program provides vital services to hundreds of families that are most certainly among the highest economically underserved group of people in the area. Some 86% of students who benefit from this program use free or reduced lunch and 3.5% of them have been homeless during the school year of 2009-2010.

The students are a good source of information about the effectiveness of the after-school program since they are the direct beneficiaries. We surveyed students to learn about their thoughts on a variety of questions to see how they felt about the after-school program, their day schools, and their own academic and personal abilities as the result of attending after-school program.

We also used a number of questions that were asked over the last several years to make a comparison between the patterns of responses of the students over time. It is true that such comparison take different groups of students over time, but it also true that they have all been attending the same program over years and therefore a change in the pattern of responses can certainly be attributed to some possible change in the impact of the program over time.

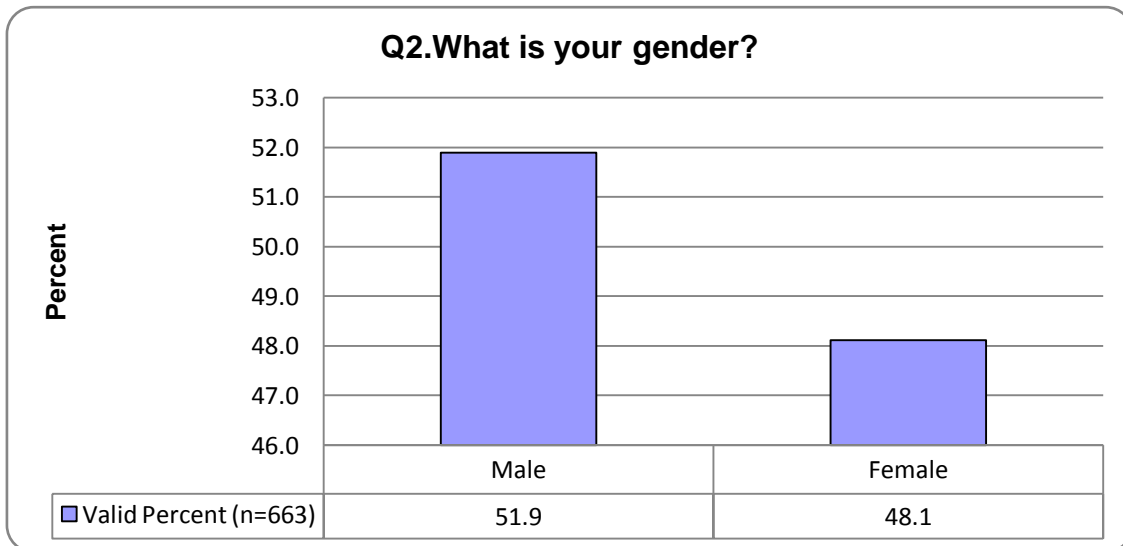
The student survey was administered to a total of 560 students across nine different after-school program locations. The below illustrates the distribution of surveys across those locations:



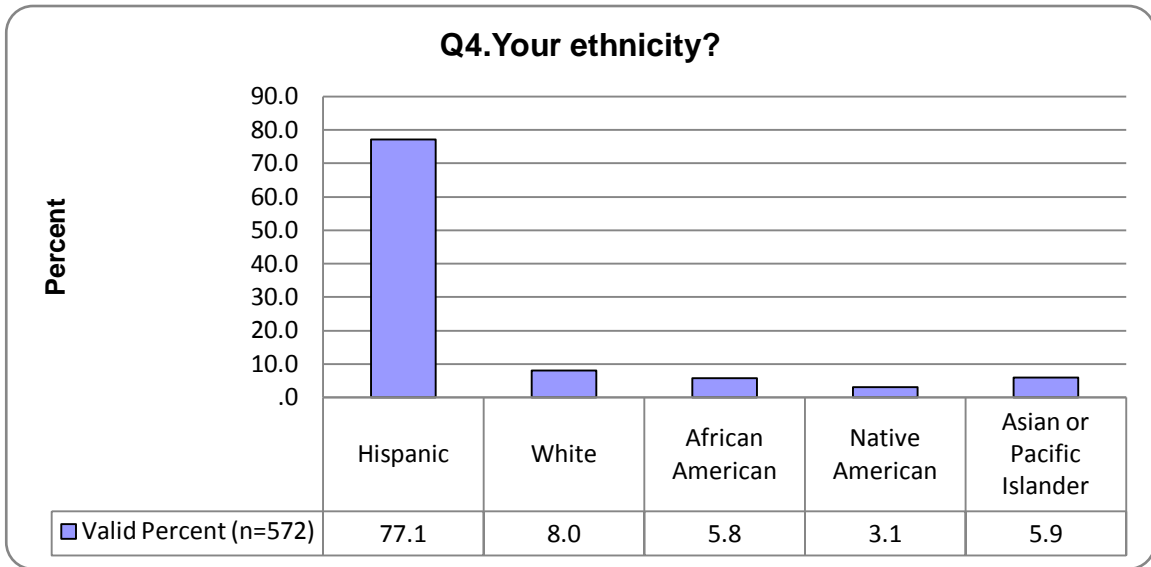
Of these schools, Rio del Norte, Rio Lindo and Rio Real are the most represented schools, with 14.4%, 13.4% and 13.4% of the students attending respectively. The least represented center by far is Community Day School with only 0.4%. The change in the pattern of responses from various schools is also a function of the number of students who attend after-school programs from the pertinent schools.

Information on Student Background

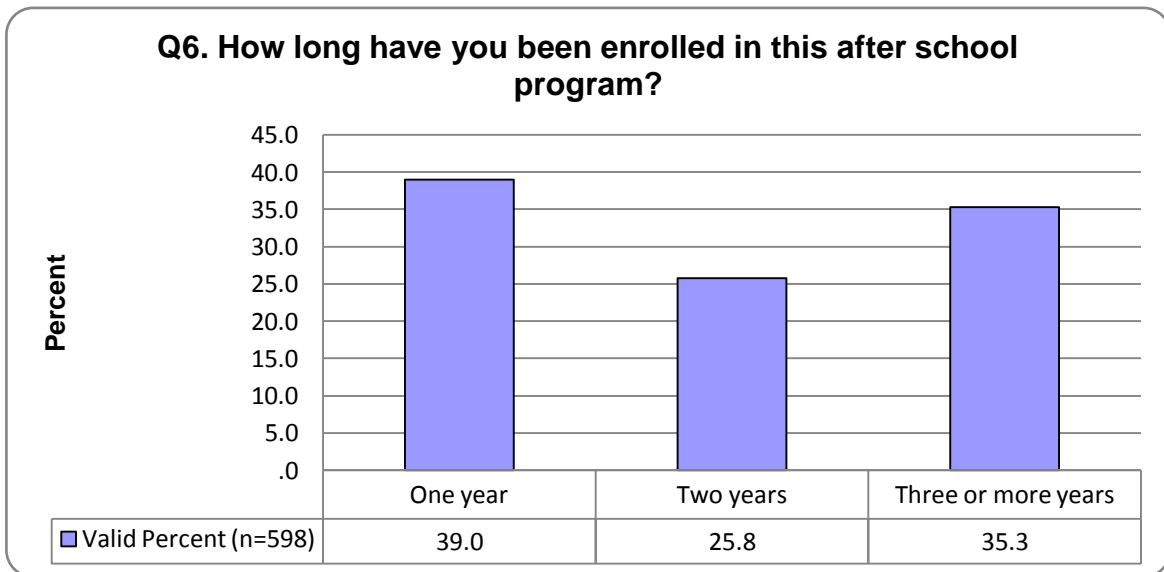
In this following section, we outline the general information of the students who filled out this survey. In addition to some basic demographic information, this section intends to communicate the need students have for the after-school program and the impact the program has on their daily life, which seems to be great.



The ratio of female to male respondents is nearly one, with 51.9% males and 48.1% females represented. This indicates that the sample pooled represents the student population evenly and effectively.



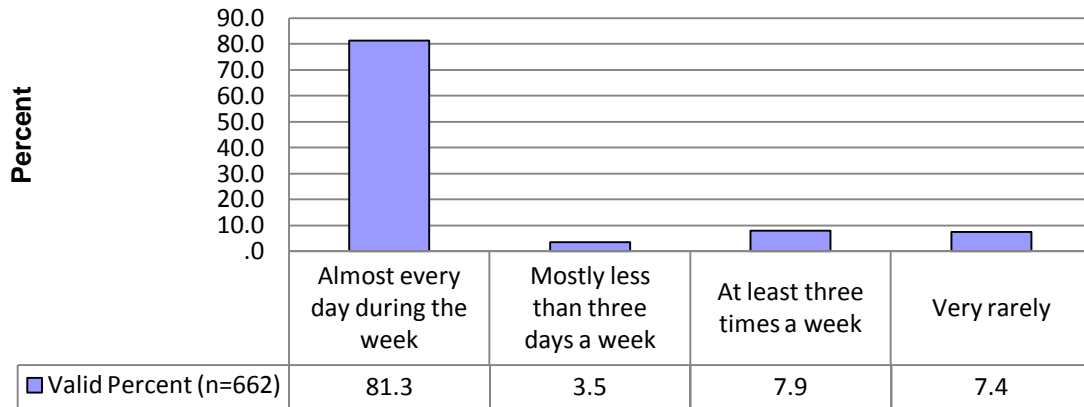
According to this study, the overwhelming majority of students that utilize the after-school program identify themselves as Hispanic, comprising about 77.1% of the students represented. Other students identified themselves as White (8.0%), African American (5.8%), Asian/Pacific Islander (5.9%), and Native Americans (3.1%). About 2.0% of the students surveyed identified as “other.” Although students of many ethnicities benefit from the after-school program, the majority are Hispanic.



The percentage of students who have been enrolled in this program seems evenly distributed in terms of how long they have been enrolled. However, students who have joined this program

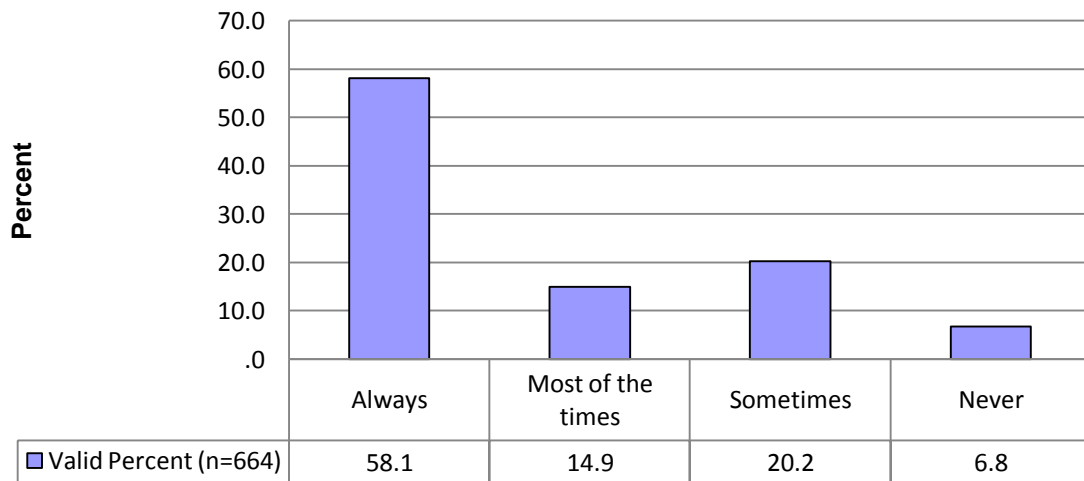
and have been enrolled for one year constitute 39.0%, while the majority has been enrolled for two or more years. This 61% majority demonstrates that students and parents generally have been satisfied with the program and have continued enrollment for a significant period of time.

Q8. Based on your experience of the last three (several) months how often do you attend the after-school program during a week?



These students are not only attending this program for considerable periods of time, but they are also attending with consistency and frequency. A substantial percentage, specifically 81.3% of these students attend the after-school program almost every day during the week. 7.9% attend at least three times a week, and only 3.5% attend less than three days a week. This after-school program is clearly a large part of the everyday lives of these students, who are undoubtedly affected by the program, staff, and other students.

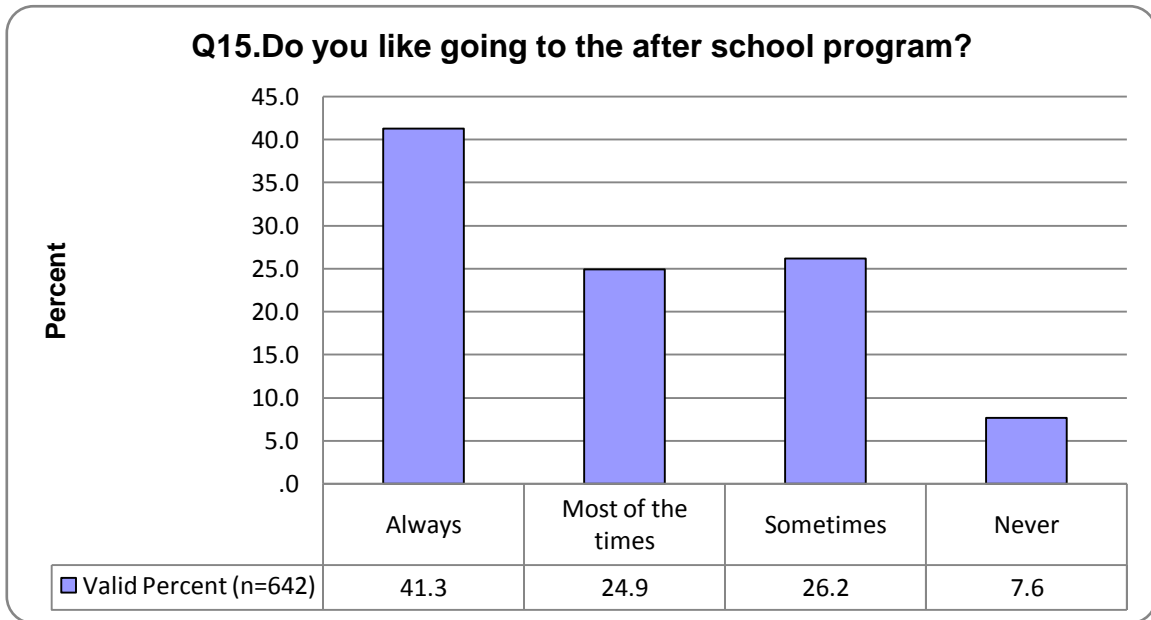
Q7. On days that you are not at this program, do you have an adult with you after school?



The importance of having this after-school program available to students as often as possible is further demonstrated by the fact that a significant number of students lack adult supervision when they are not in the program. 27.0% of students have parental supervision only sometimes or never when not in the program. For these students, the program is a particularly critical resource.

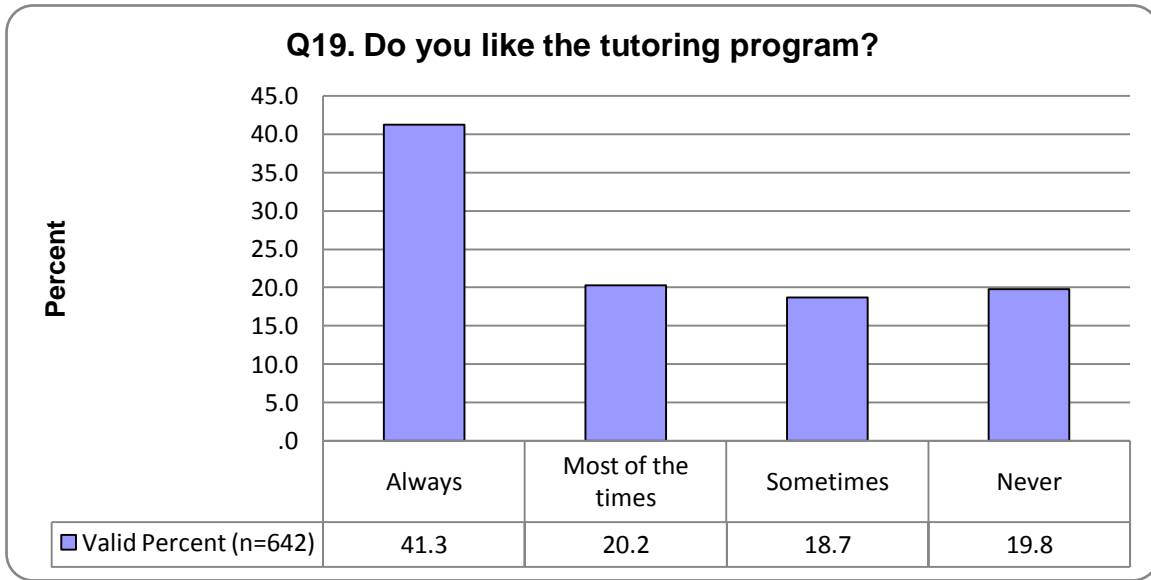
Student Feelings about the After-School Program

The following section presents the findings of what students thought about different areas of the after-school program. In general, the results were strongly positive in all the areas we surveyed students.

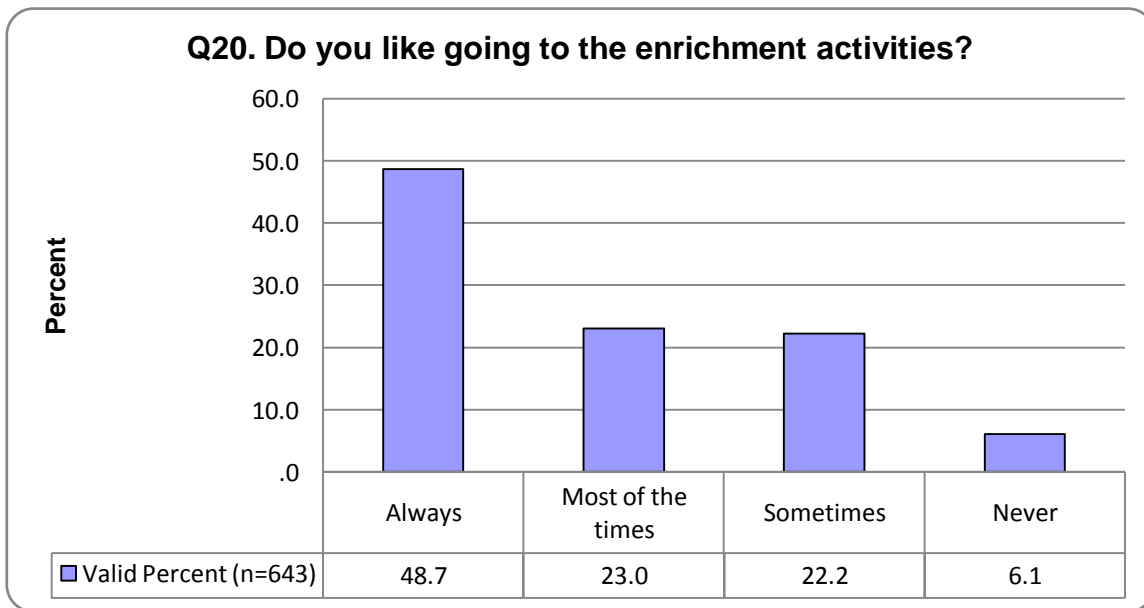


Before asking students about specific areas in the program, we asked them their general feelings of the after-school program. An overwhelming percentage of students, 92.3%, like going to the after school program to some extent, with 41.3% always enjoying the program. Although 7.6% reported that they never like going to the program, this is a small percentage compared to the rest who are generally happy with the program.

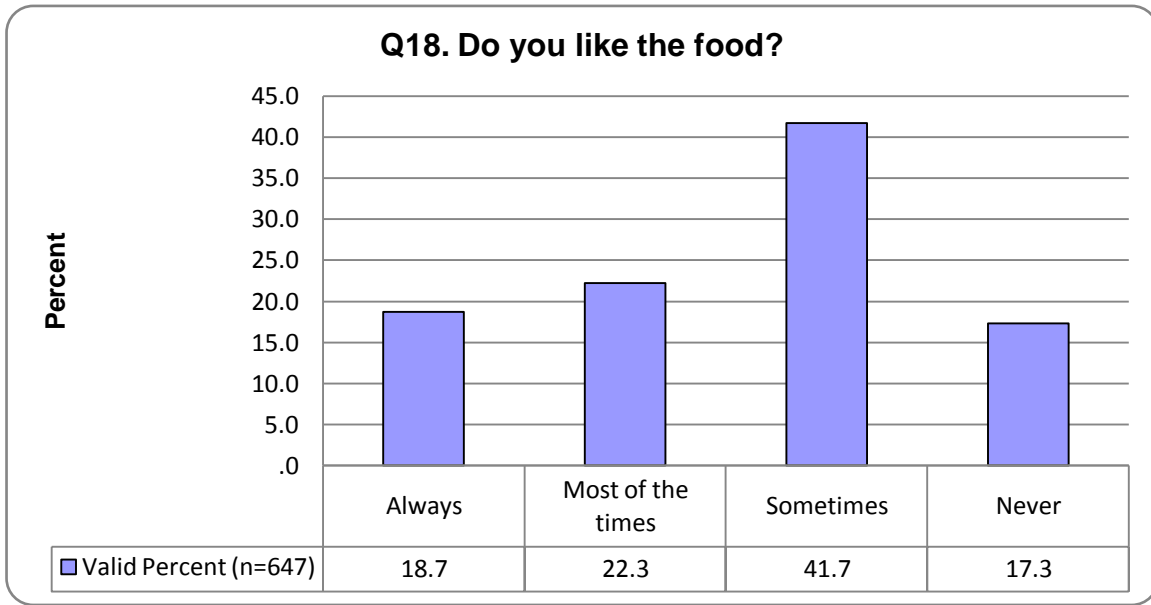
Programming, Activities, and Food



After the general inquiry about students’ feelings towards the after-school program, questions regarding specific programs were asked. The tutoring program helps students in their academic performance, and as confirmed by the teachers’ surveys, the majority of students have improved their performance academically. It is therefore reassuring to know that 80.2% of students enjoy the tutoring program. However, compared to the 7.6% of students who reported that they did not like the after-school program in general, a considerable 19.8% reported that they did not like the tutoring program. This could be a result of the preferences of most students who enjoy other activities besides school work.

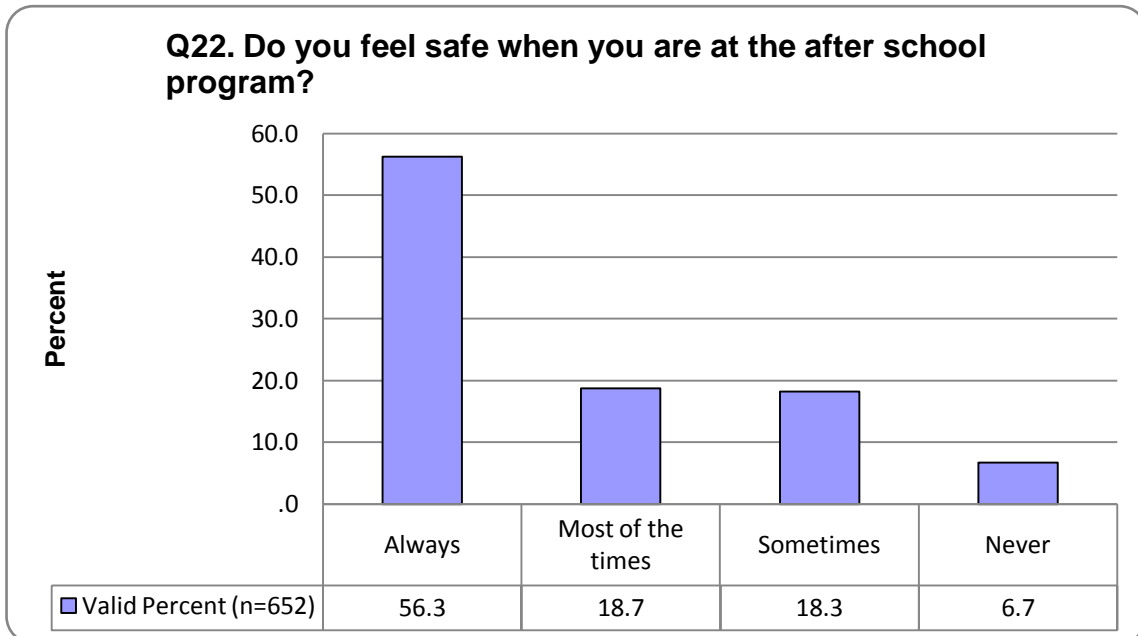


The results regarding enrichment activities were positive. Only 6.1% of students do not enjoy them while an overwhelming majority of 93.9% enjoys the enrichment activities offered.



Food offered at the after-school program is important in giving students sustenance between lunch and dinner during activities. In addition, many students see food as an important quality when evaluating the program. A few students even noted that they wanted better snacks in the comment section, which we will see later in this report. In the aggregate, 82.7% of students enjoy the food while 17.3% never enjoy the food.

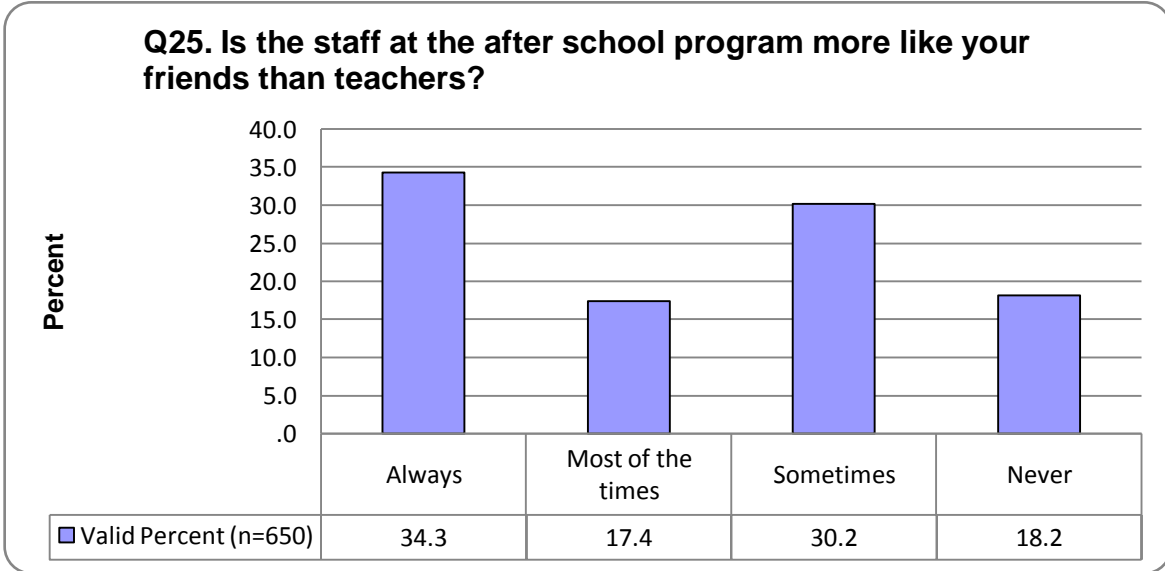
Safety



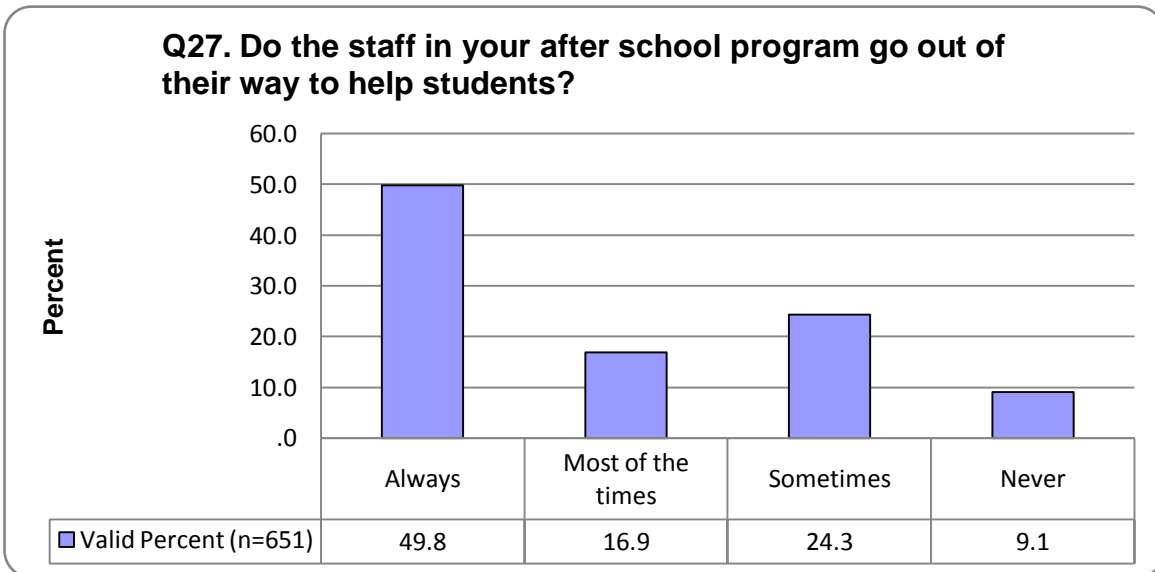
Safety is another important aspect that must be looked at. It is comforting to know that 56.3% of students always feel safe at the after-school program, with another 18.7% feeling safe most of the time and 18.3% sometimes. This reinforces the idea that the after-school program

provides a safe place for students to feel comfortable. However, 6.7% of students felt they were never safe, which is something that should be addressed.

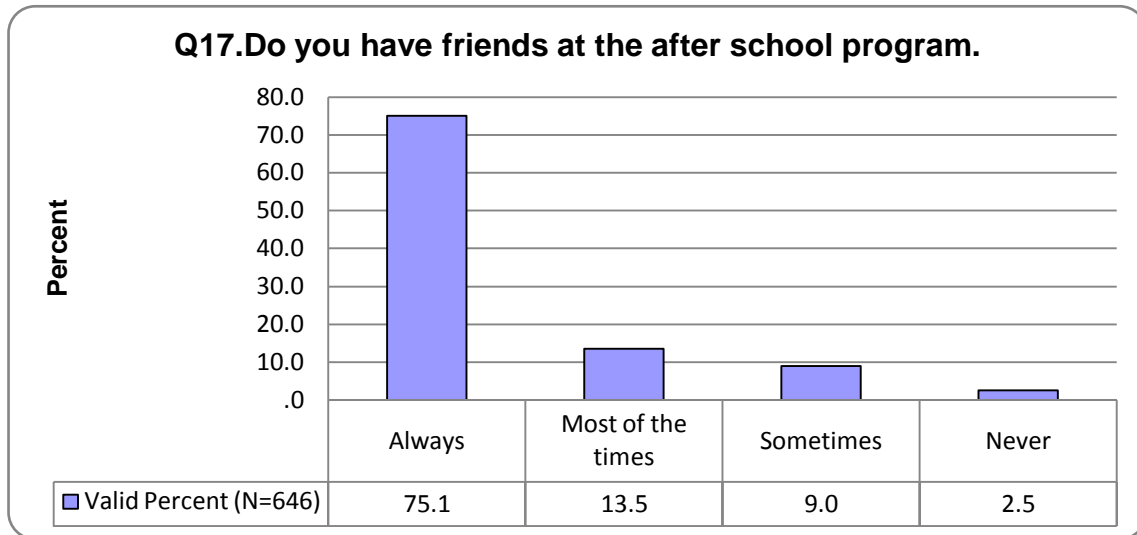
Student Relationships with the Staff and with Each Other



In this program, students should feel that their teachers are close enough to be like friends more so than authoritarian figures. This close bond can help students feel more comfortable while at the program. According to this survey, the after-school program has been successful in this aspect with 81.8% of students feeling this way to some extent.



The staff also seems to be willing to go out of their way to help students, as 90.9% of students reported. This is a success on the staff's part; students feel more at ease when they know that the staff is willing to go out of their way for students.

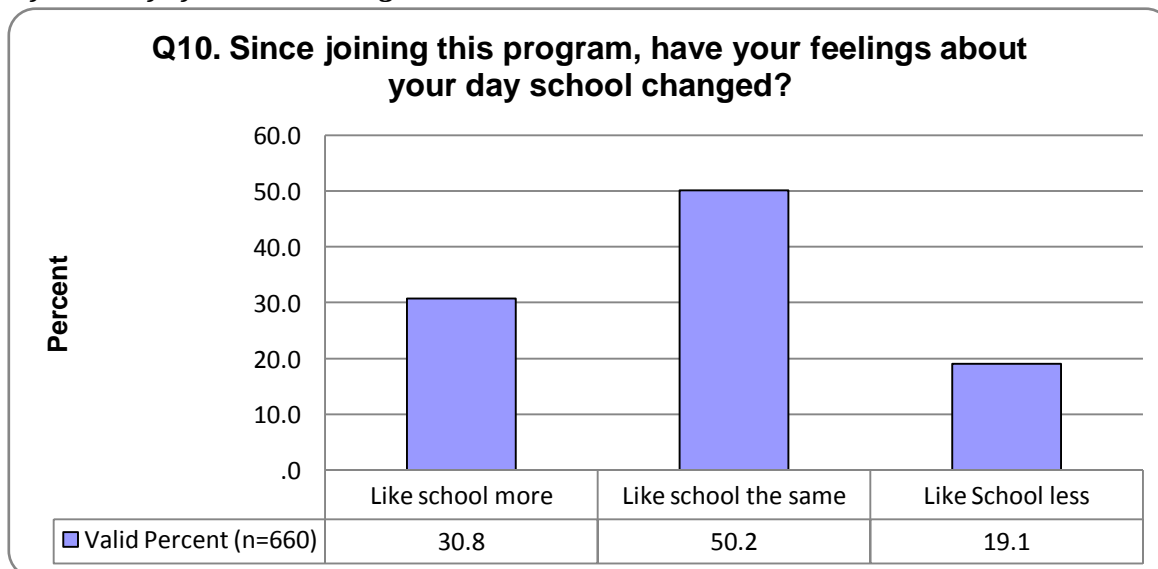


Besides with just the staff, students interact with other students and form friendships in the after-school program. 75.1% of students always feel that they have friends at the program, and another 13.5% feel that they have friends most of the time. 9.0% feels that they have friends sometimes, and only 2.5% never feel that they have friends.

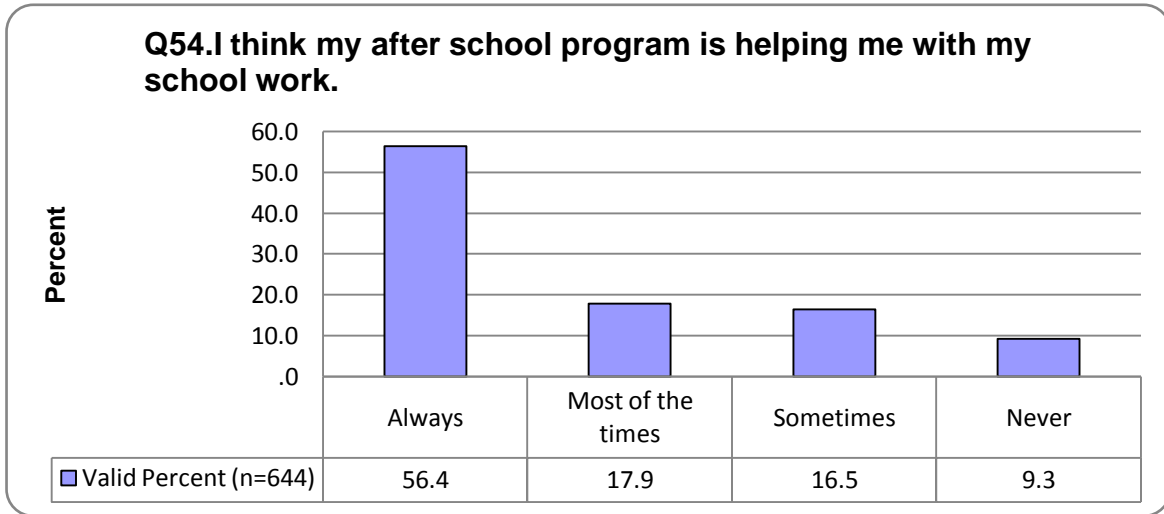
Performance and Feelings about School

The after-school program has the potential to influence students' feelings about and performance in their regular day school. In the following series of surveys, it seems that the after-school program has made a positive impact on the students' feelings towards school.

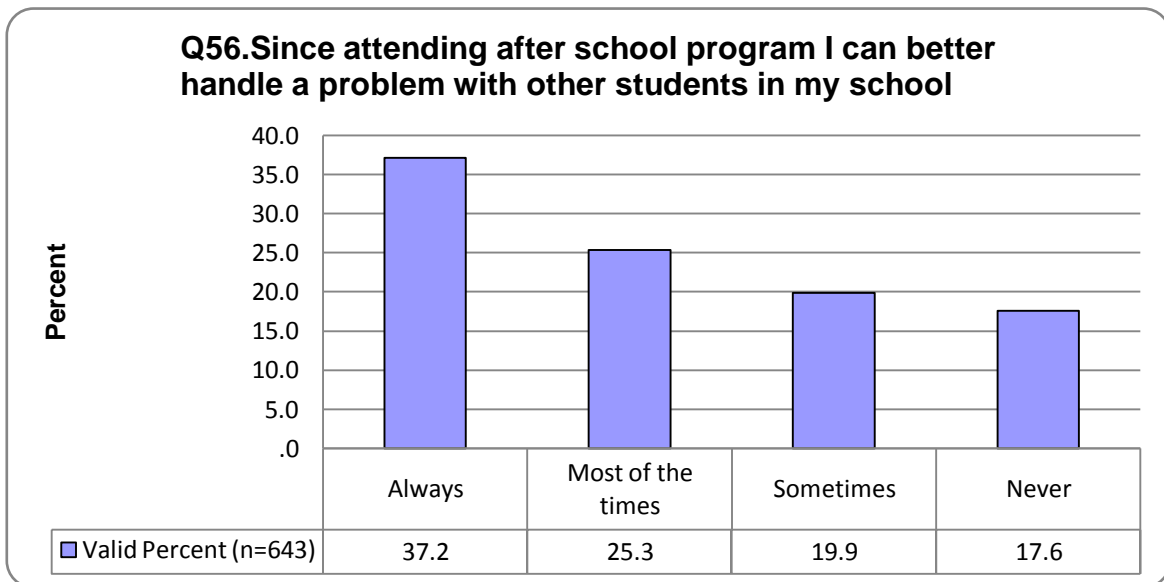
Influence of After-School Program



Although about half of the students feel that they like school the same, 30.8% of students now like school more and 19.1% like school less than before.

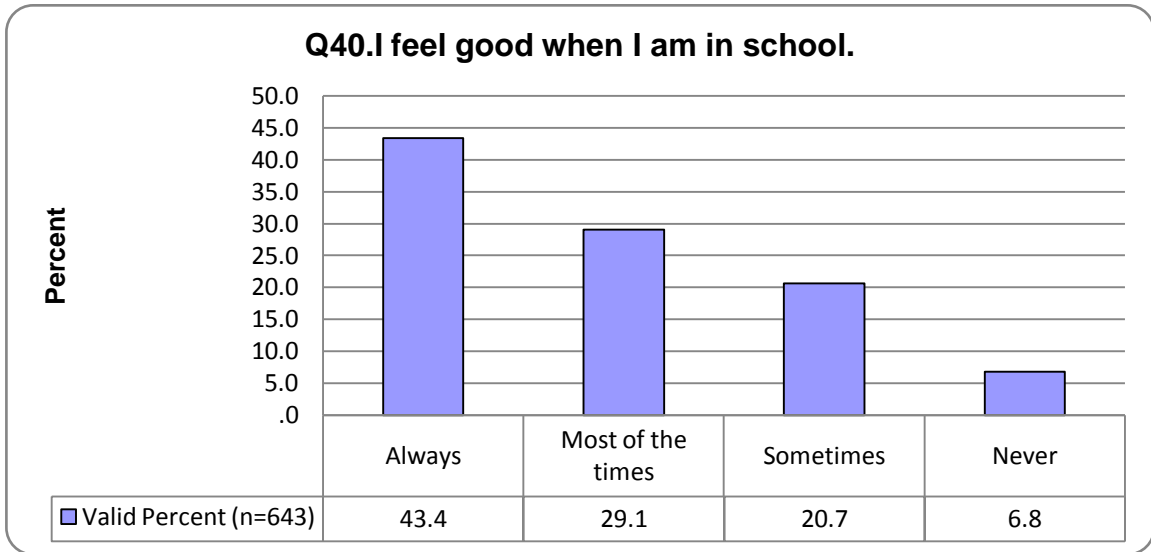


Having seen earlier that the majority of students enjoyed the tutoring program, it is good to see that a large majority of 90.7% of students feel that the after-school program is helping them with their school work. On top of that, 56.4% of students feel that this is always the case. There is a percentage of 9.3% who feel that the after-school program has never helped with school work.

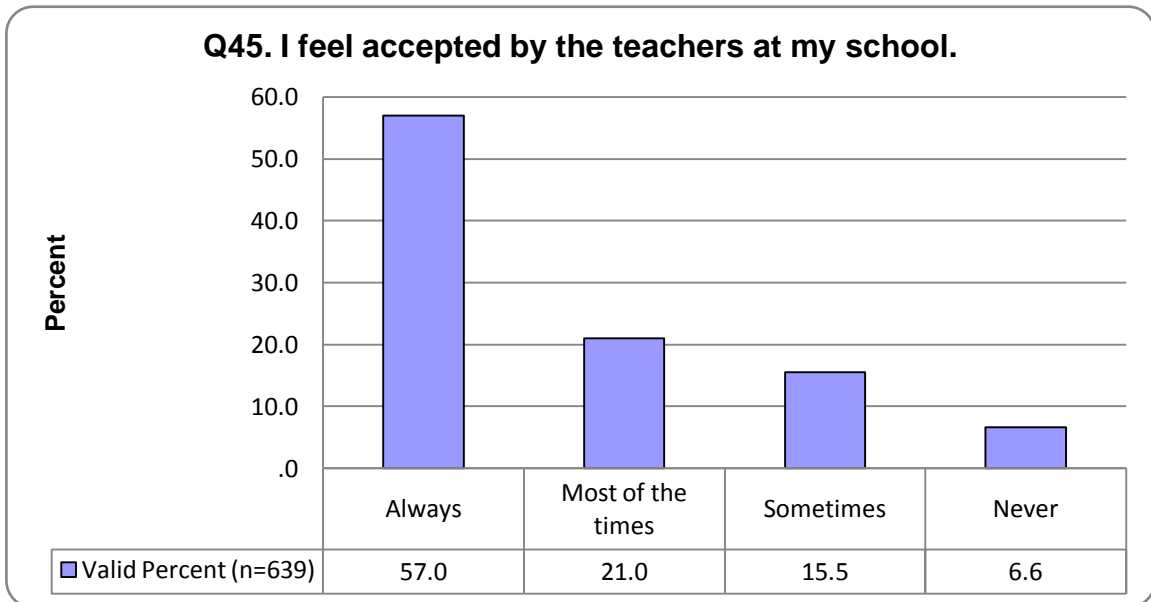


Students also seem to feel that the after-school program has helped them socially. 82.4% of students feel that they can now handle problems with their peers in a better way, which is a true success. 17.6% of students still feel that they can never handle problems with their peers, but with certain changes to the program, this number could decrease.

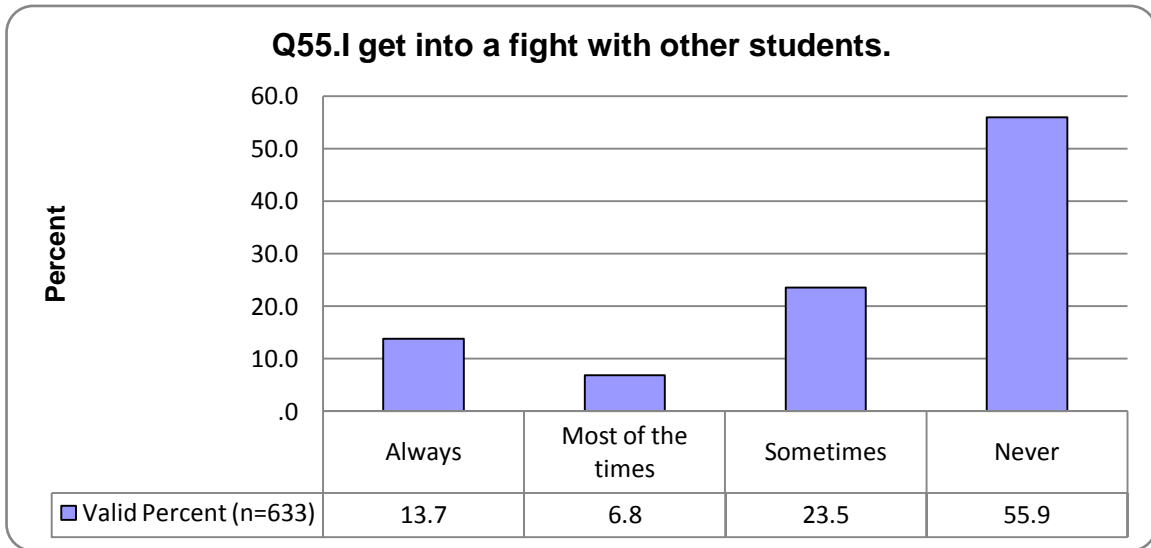
General Feelings about School



A very large percent of students (93.2%) feel good when they are in school. These positive feelings about school are encouraging, and it could be a result of the after-school program. A small percentage of 6.8% of students never feel good when in school.



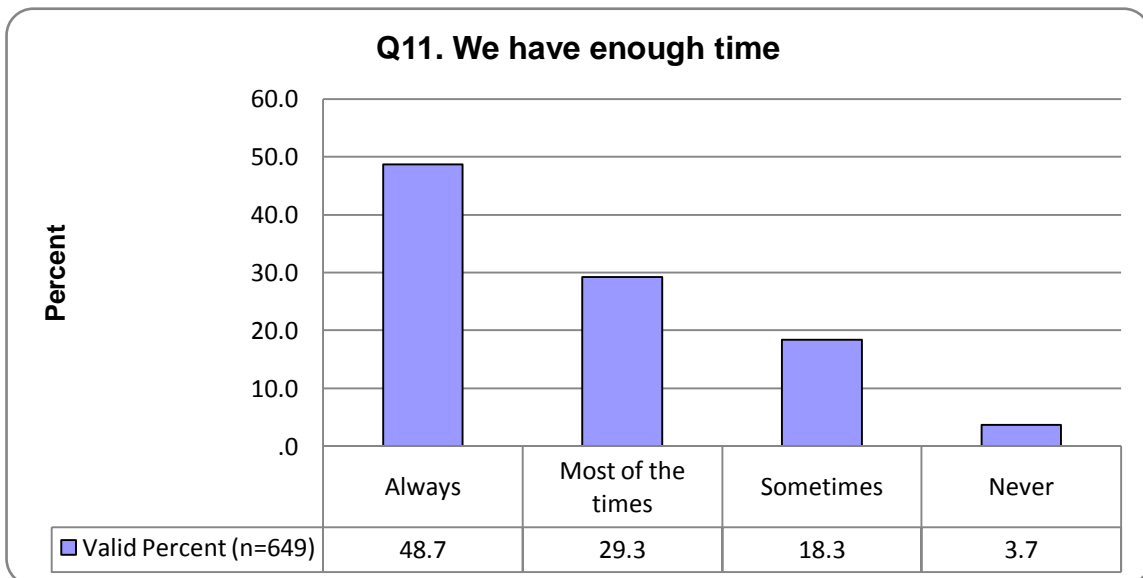
The positive feelings that students have about school could be based on different factors, including their teachers. The acceptance they feel by teachers could directly affect their confidence and how they feel about school. 57.0% of students always feel accepted by their teachers, and 21.0% of students feel accepted most of the time. Another 15.5% feel this is sometimes true, while 6.6% never have these feelings.



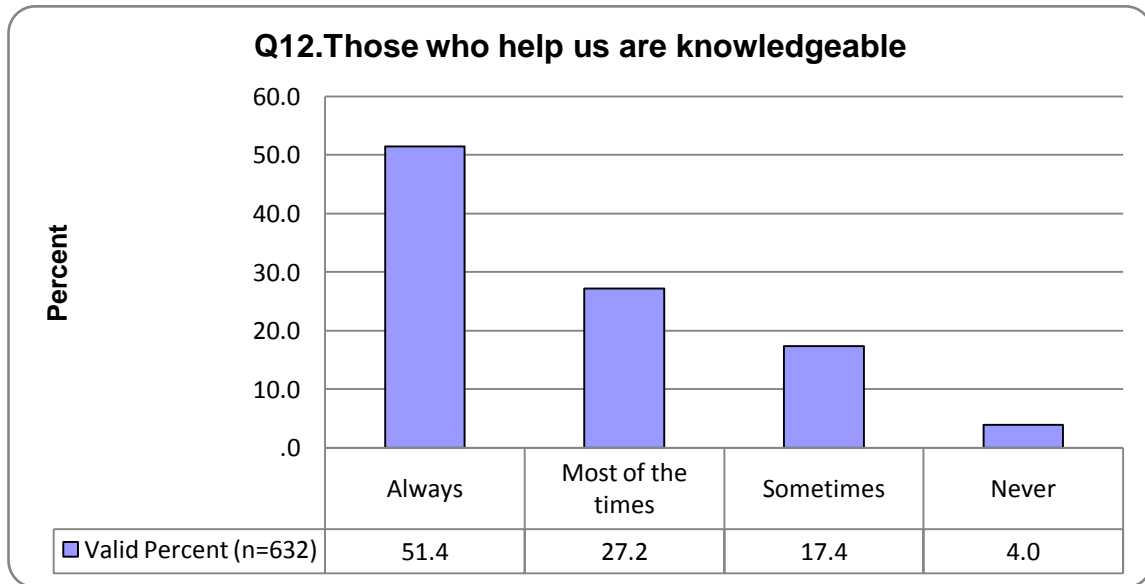
The after-school program seems to have helped interactions between students. According to this survey, 55.9% of students never get into fights with other students. However, 23.5% of students' report that they sometimes get in fights, 6.8% get in fights most of the time and 13.7% of students always get into fights.

Homework Assistance Program

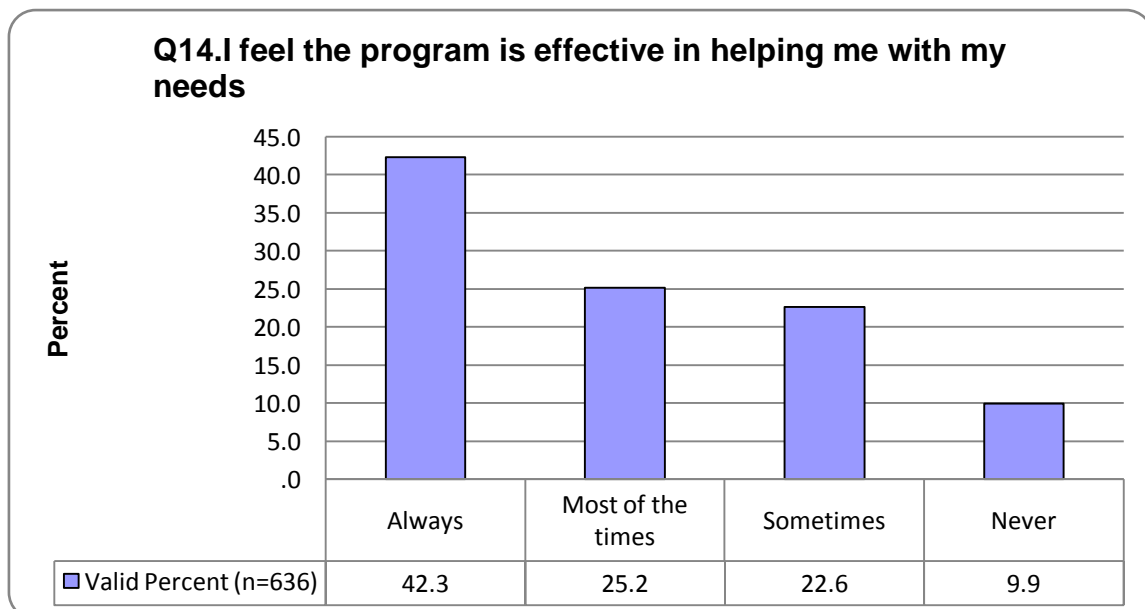
According to the following questions, students seem to feel that this program helps them with their homework for the most part. Since academic achievement is a major concern of many, we developed questions to further investigate the effectiveness of the homework assistance program. The results are promising and demonstrate that the homework assistance program is helping with the academic obligations of the children in the program.



In order to finish their homework properly, students need to have enough time in their schedule for homework. The after-school program has successfully helped 48.7% feel that they always have enough time, 29.3% feel that they have enough time most of the time, and 18.3% feel like they sometimes have time. Depending on the students' own work speed, their answers will vary. Only 3.7% of students feel that they never have enough time with homework assistance.



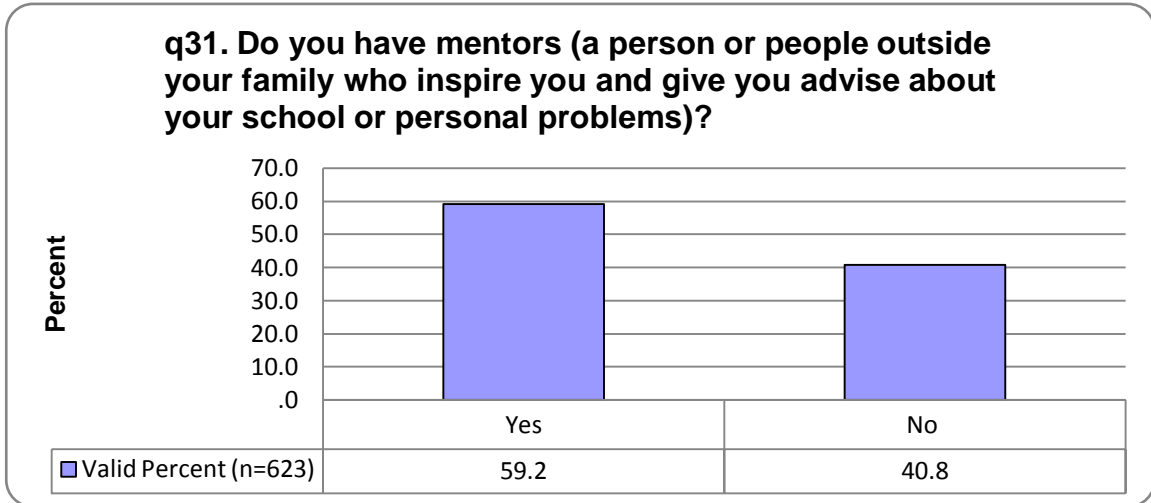
The quality of the homework assistance program is important in giving the students the best help possible, and the staff should be more than adequately knowledgeable of the topics they are helping with. Fortunately, the majority, 51.4%, felt that the program always offers help from knowledgeable staff. 4.0% feel that they are never knowledgeable, and the rest either feel that the staff is knowledgeable most of the time or sometimes.



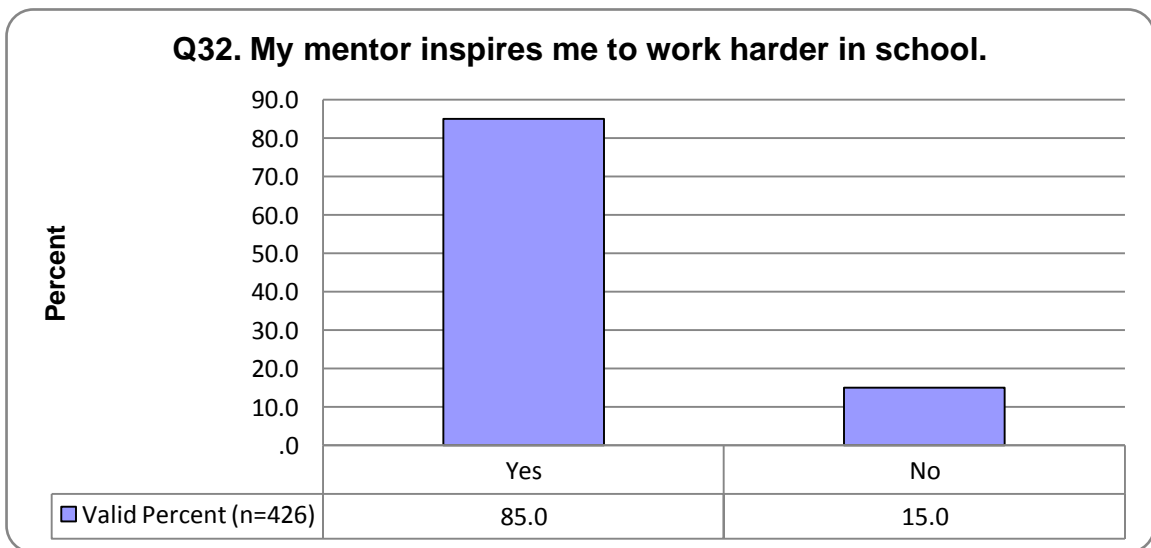
Although 9.9% of students do not agree with this, 90.1% of students feel to some degree that the program is effective in helping them with their needs. This overwhelming satisfaction with the program attests to the effectiveness of the program.

Role of Mentors in Child's Life

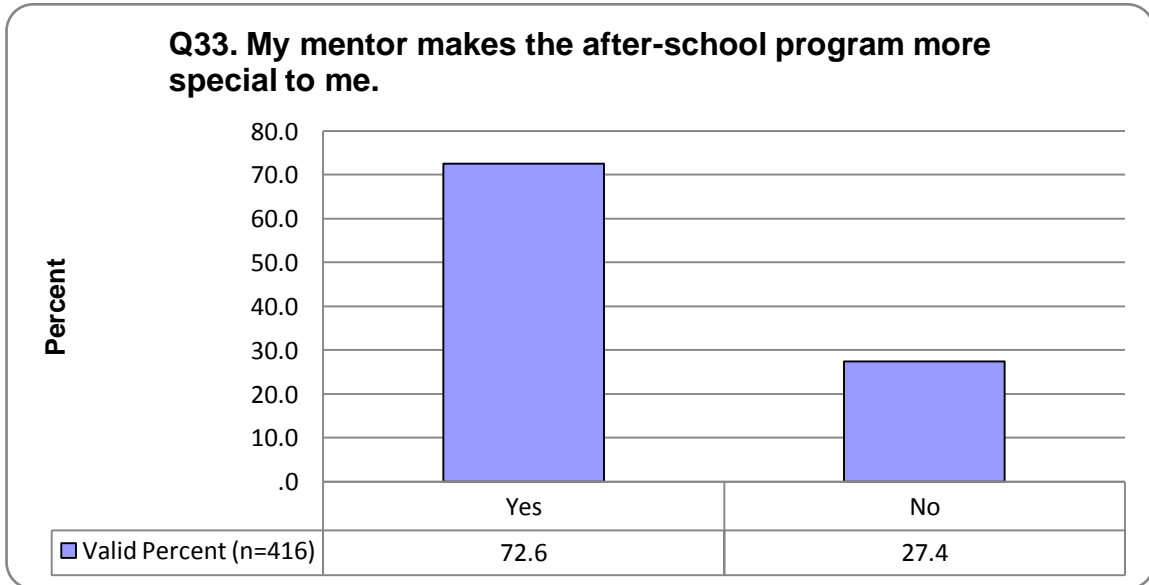
Mentors have the potential to be a great resource for younger children as they grow and mature. We designed several questions in order to gauge the importance of mentors in the lives of those children in the program. These results could help determine whether there is a need to develop a mentor program as part of this after-school program.



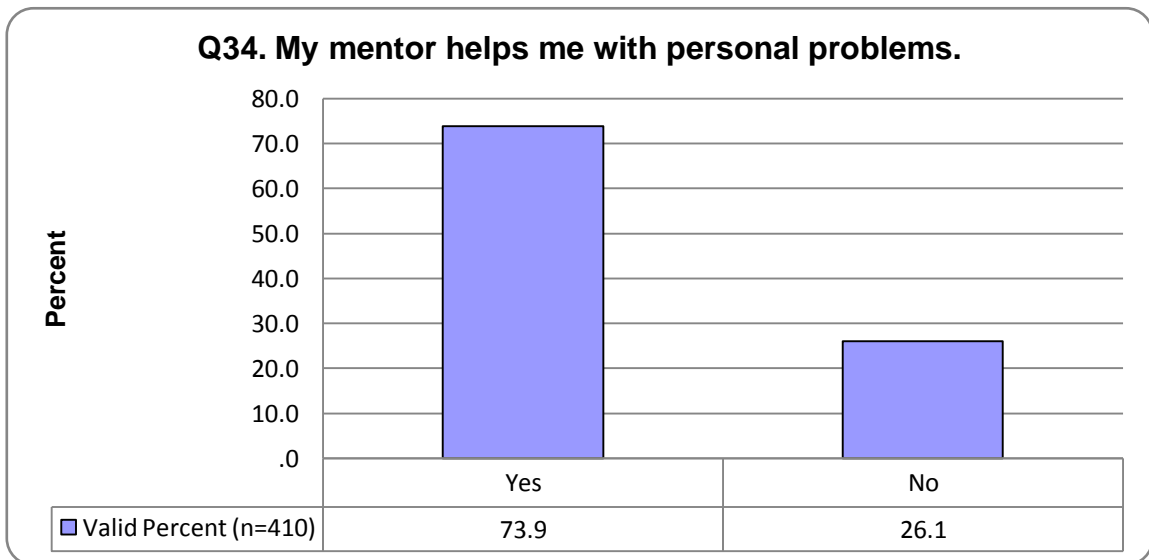
Even though there is no official mentorship program in the after-school program, more than half of the students surveyed (59.2%) felt that they already have a mentor. This must be important to students if so many have already found someone to mentor them. The other 40.8% do not have any such people in their lives.



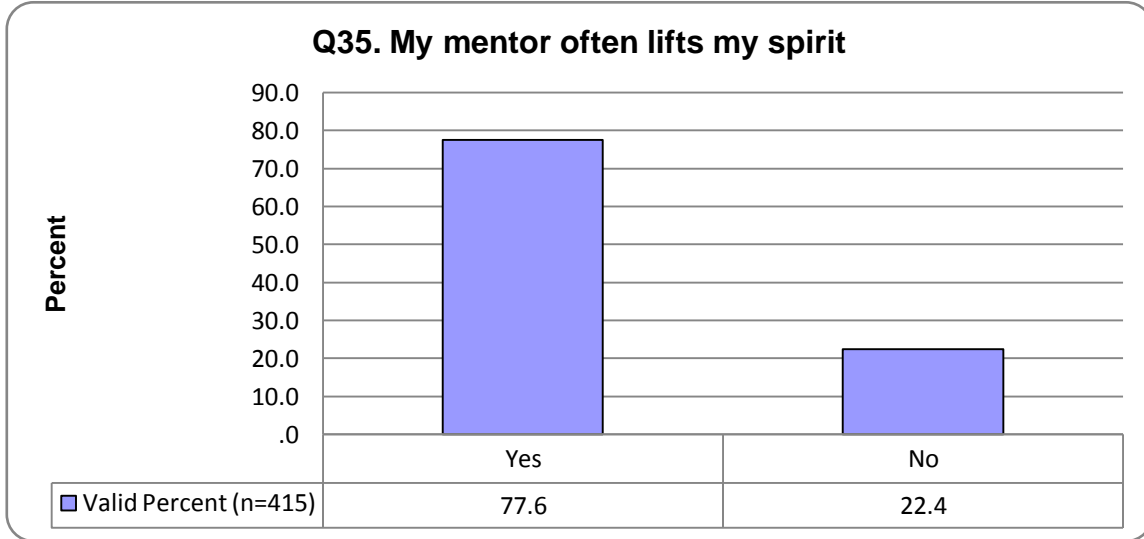
Mentors are generally major influences on students, and the results of this survey demonstrate that this influence has been positive for most students. 85.0% of these students feel that they work hard in school because of the inspiration they receive from their mentors. This inspiration is very important and can make large differences in the lives of these students academically.



It also appears that these mentors have made 72.6% of students feel that the after-school program is more special to them. The remaining 27.4% feel that this is not the case. This 72.6% of students may have already found their mentors in the after-school program since they have affected the students' feelings towards the program. Despite the lack of a formal mentoring system, there seems to be some unofficial mentoring. Students must feel comfortable with and look up to the staff. This also demonstrates that the program's environment in and of itself must also be nurturing to a formalized mentorship program.



Not only do these mentors help students with their academics, but also they seem to be affecting students' personal lives. 73.9% of students feel that they can go to their mentors for personal problems. This again brings up the idea of the level of comfort students already feel with their mentors.

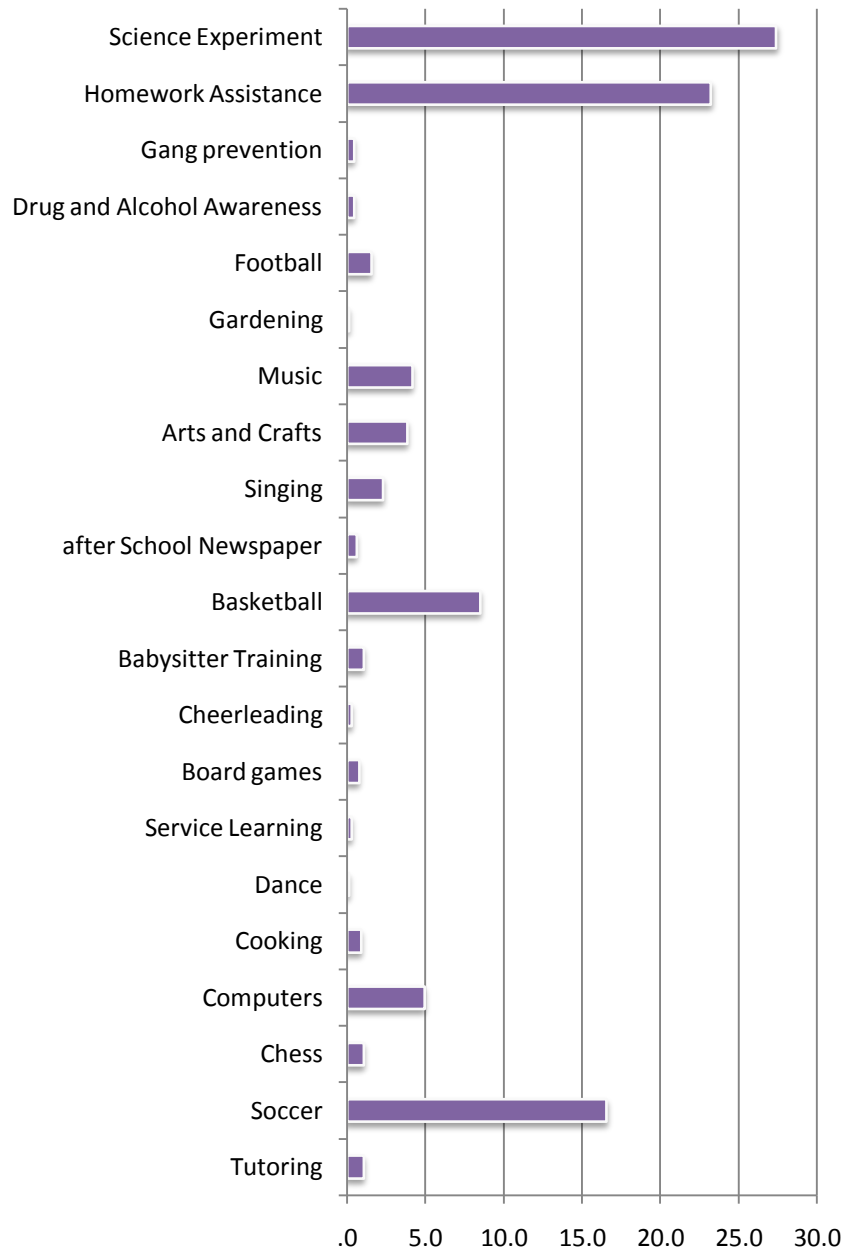


In addition, 77.6% feel that their mentors lift their spirits.

Program Activities

It is useful for the program staff to consider the perspective of students when planning the activities that serve the children, especially when it comes to priorities in the more leisurely programs offered such as athletics or arts & crafts. The staff can adjust their programming relative to the feedback given by students to bring about more happiness. The following table illustrates the preferences of students over 21 different potential activities:

Q36. What is your favorite activity or activities during the after school program (check all that may apply)?



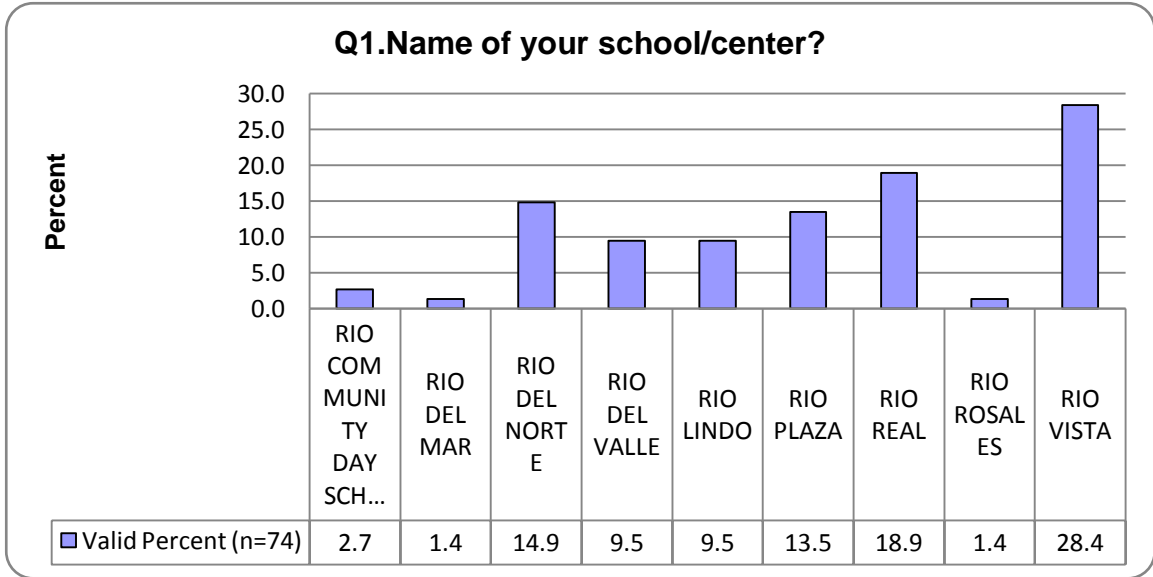
Of the programs listed, the three most popular programs, in order of greatest popularity, are Science Experiments, Homework Assistance, and Soccer. These activities are quite different from one another, but they all seem to give students amusement and entertainment. These activities are also different from the learning-oriented activities that by comparison were less popular.

The three least popular activities, starting with the very least popular, are Dance, Gardening, and Cheerleading. Although Dance is the very least popular activity, it is still important to have some program that covers this activity as it is enjoyed by some of the students.

3.2.6) Summary of the findings from Administrators’ survey

Administrators have first hand insight into an organization’s strengths and weaknesses through their experience with daily successes and shortcomings of the program. This confidential survey system allowed administrators a comfortable and open forum to share their honest thoughts and opinions of the after-school program.

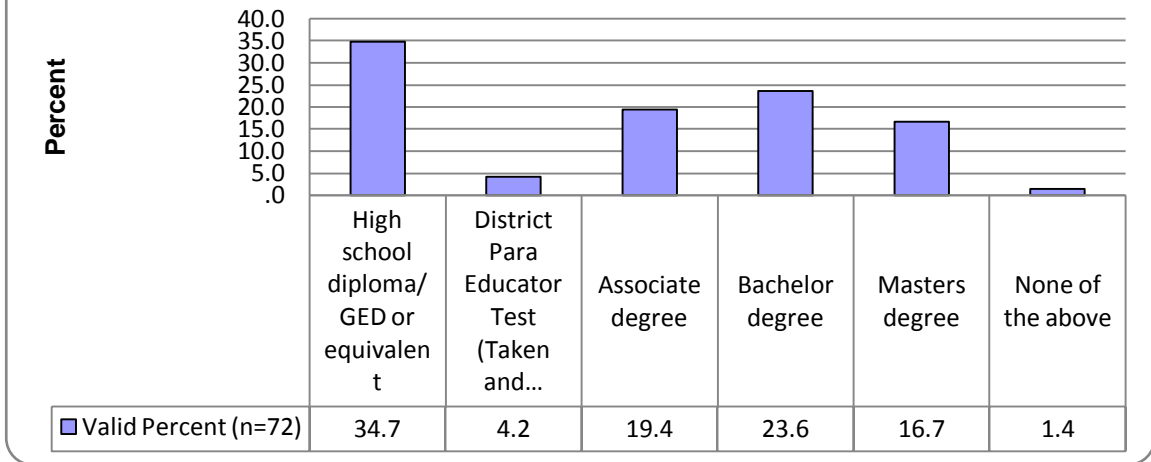
The administrator survey was distributed to a total of 74 employees across nine different after-school program locations. The below chart illustrates the distribution of surveys across the different program centers:



Administrator Profile

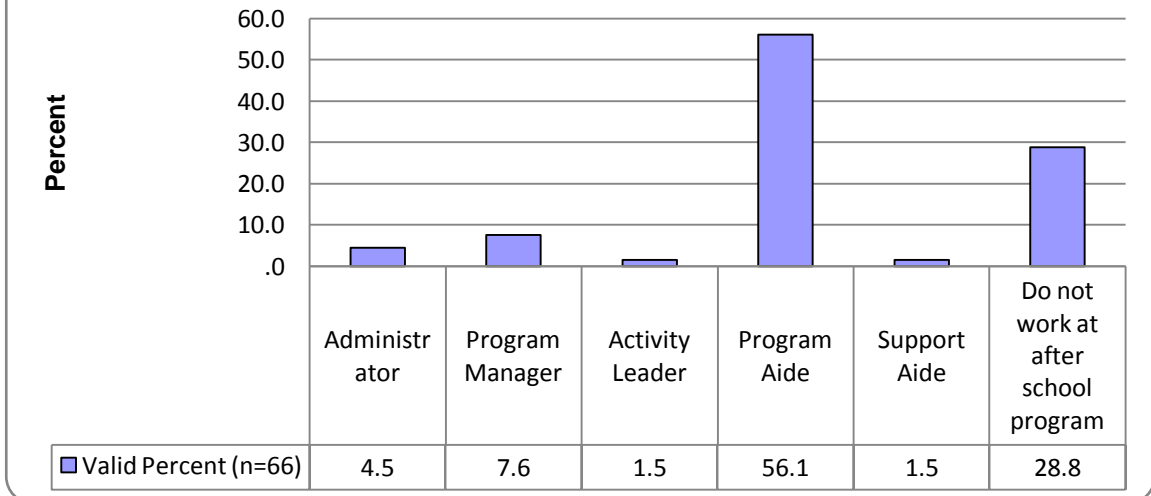
In order to assess the responses provided by the administrators in this survey, it is beneficial to get a sense of the type of administrators who are taking part in the evaluation. As such, we asked a variety of questions about the background and experience of respondents.

Q3.What is the highest level of education you have attained?

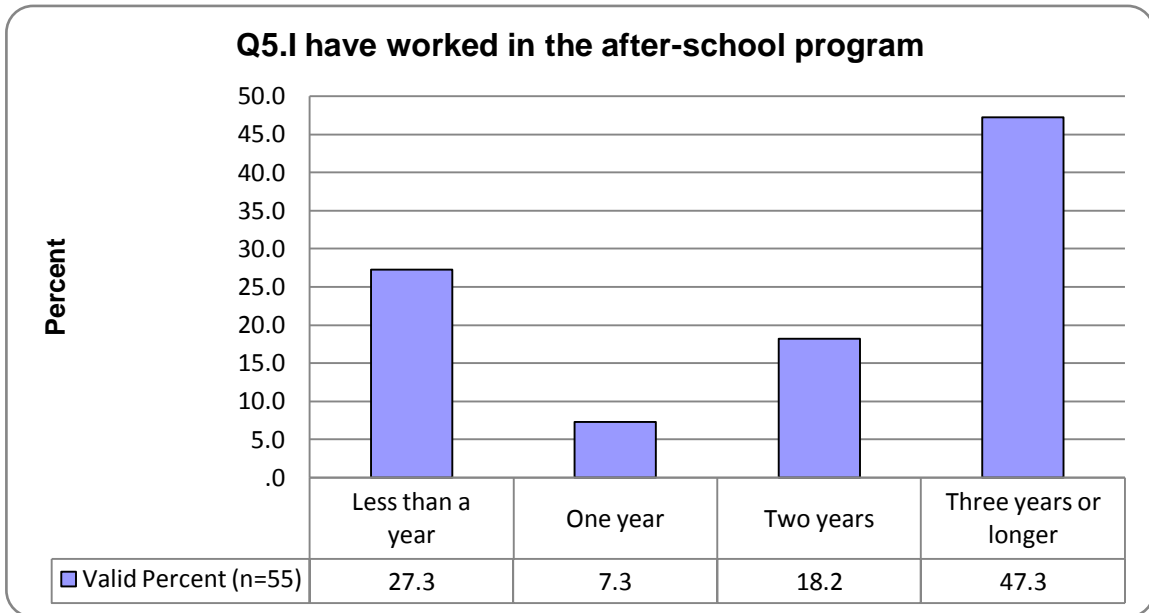


The majority of administrator respondents (34.7%) have a high school diploma, GED certificate, or the equivalent. Another 40% of administrators have an undergraduate education, while 16.7% of respondents have a post-graduate Masters degree. Only 1.4% of respondents reported that they had none of the listed educational backgrounds.

Q4.Your current position in the after-school program



Program Aides are the most represented in these surveys at 56.1%. 28.8% of respondents reported that they do not even work at the after school program. The rest of the respondents were split among different titles, including administrator, program manager, activity leader, and support aide.



Many administrators have worked long-term with this program. Some 72% plus of the respondents have been with the after-school program for more than one year. This consistency is important as it shows that the administrators believe in the ideals of the program. At the same time, there are enough relatively new employees to give the program a fresh perspective. 27.3% reported that they have been with the program for less than one year.

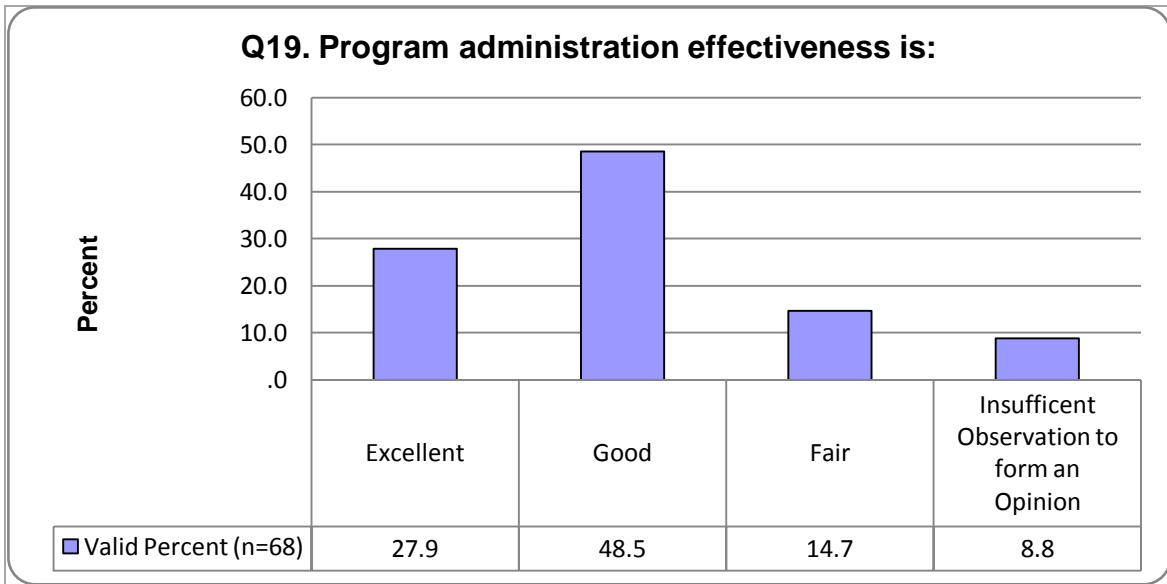
Administrator Evaluation of Program Areas

We asked program administrators to evaluate the quality of different areas. In particular, administrators were asked about the program’s strengths and weaknesses. These results can hopefully allow program management to appreciate areas where they have succeeded while also having an eye on areas where future efforts could be focused on.

Program administrators were given a list of seventeen program areas to evaluate. In two separate sections, administrators were asked to chose which are the five strongest characteristics programs and which are the five areas in need of greatest improvement. The seventeen program areas evaluated include:

- Program Policy and Procedures
- Staff-to-Child Ratios
- Safety
- Activities Offered
- Internal Communications
- Snack Program
- Tutoring and Homework Assistance Programs
- Enrichment Programs
- Parents’ Assistance Programs (such as literacy, parenting, and other classes)
- Indoor Space

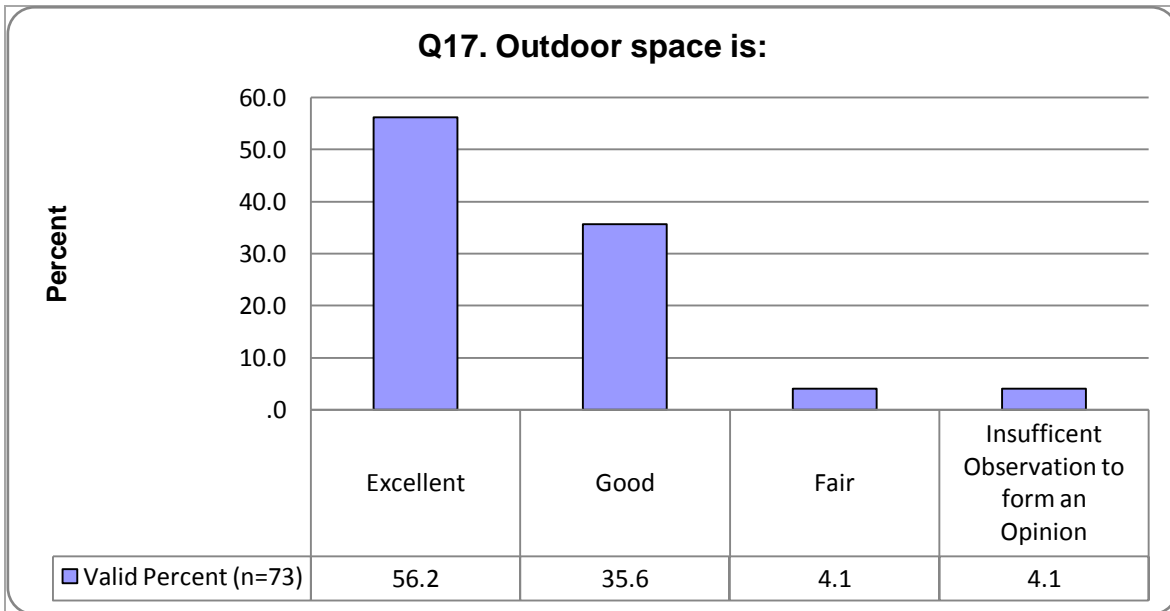
- Outdoor Space
- Technology Utilization
- Program Administration
- Professional Development Opportunities
- Resources and Materials
- School/Community Relations
- Potential Growth



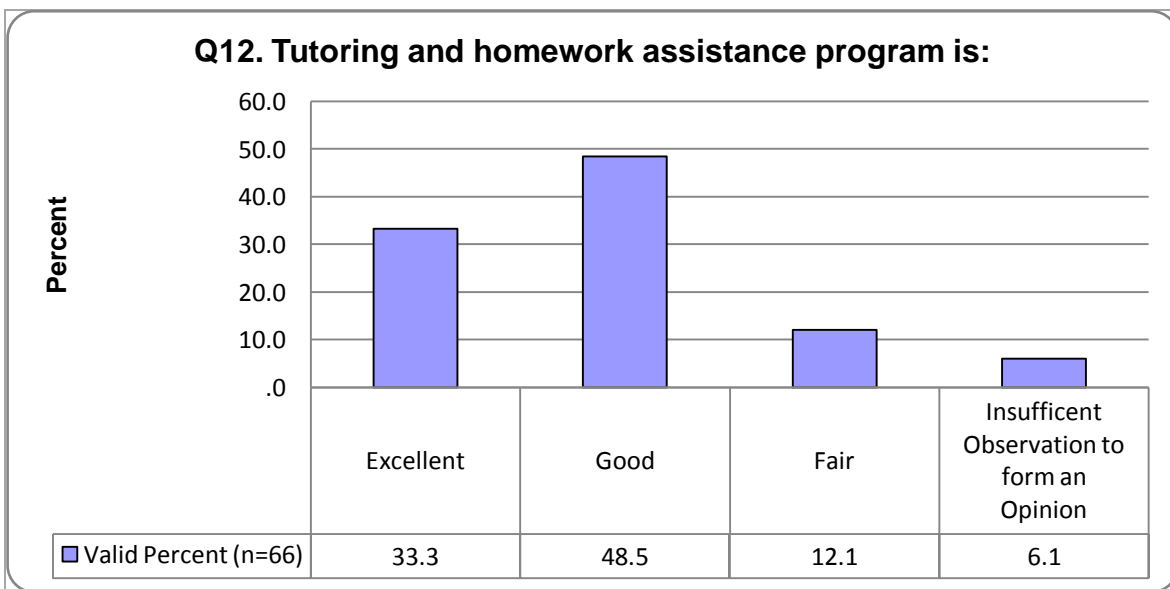
Before going into specific areas of the program, it is useful to look at the opinions of administrators on the general administration effectiveness. The success of a program often requires that its own administration have confidence and faith in their own work. From the numbers of this survey, it seems like this is the case with the after-school program. 27.9% of administrators felt that program administration effectiveness is excellent, with another 48.5% saying that it is good. The remaining administrators thought that the effectiveness was fair (14.7%) or did not have sufficient observation to form an opinion (8.8%).

Areas of Strength

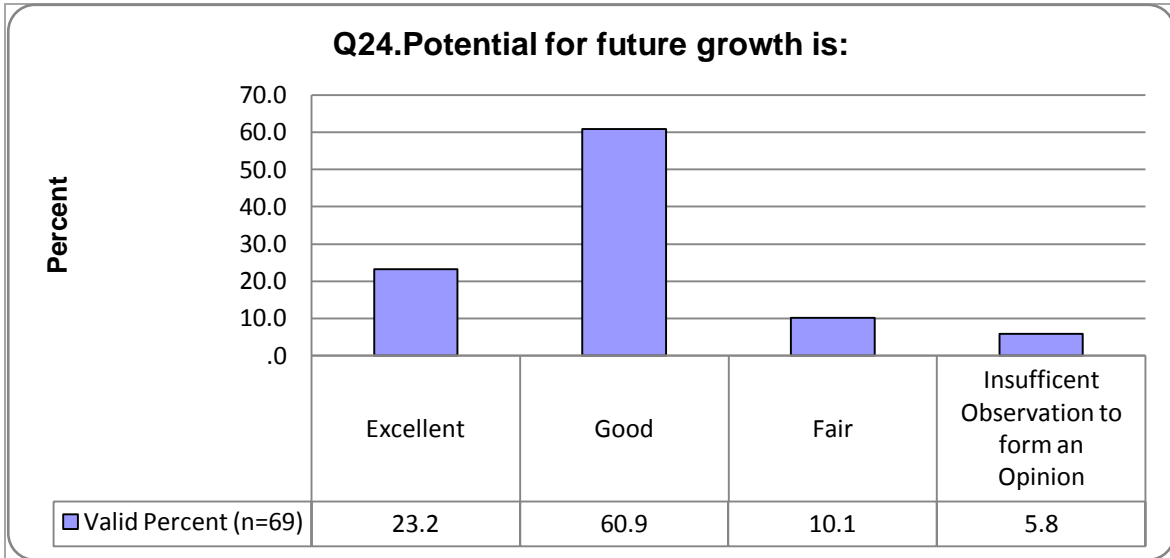
The five areas of greatest strength in the program, according to administrators, are: outdoor space, snack program, tutoring and homework assistance program, potential for growth, indoor space. For a more detailed breakout of administrator responses regarding these five areas, see below:



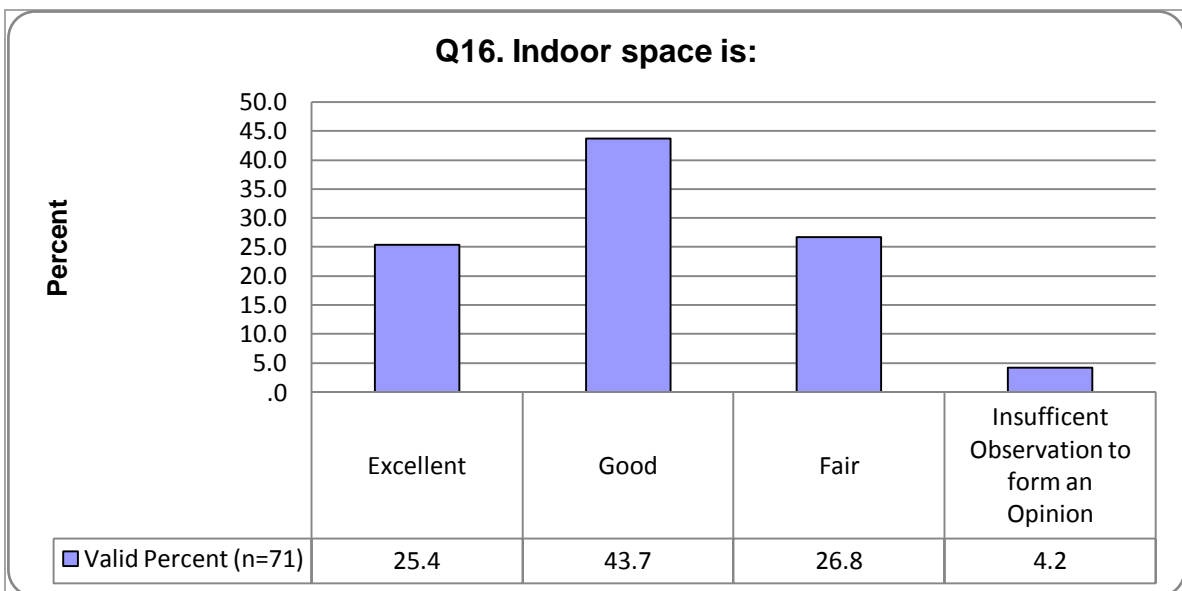
Many of the activities offered for students at the after-school program are held outside, so the quality of outdoor space is important in determining the environment of the programming and activities. Fortunately, 56.2% of administrators found that viewed the outdoor space of the after-school program to be one of the program’s five strongest characteristics.



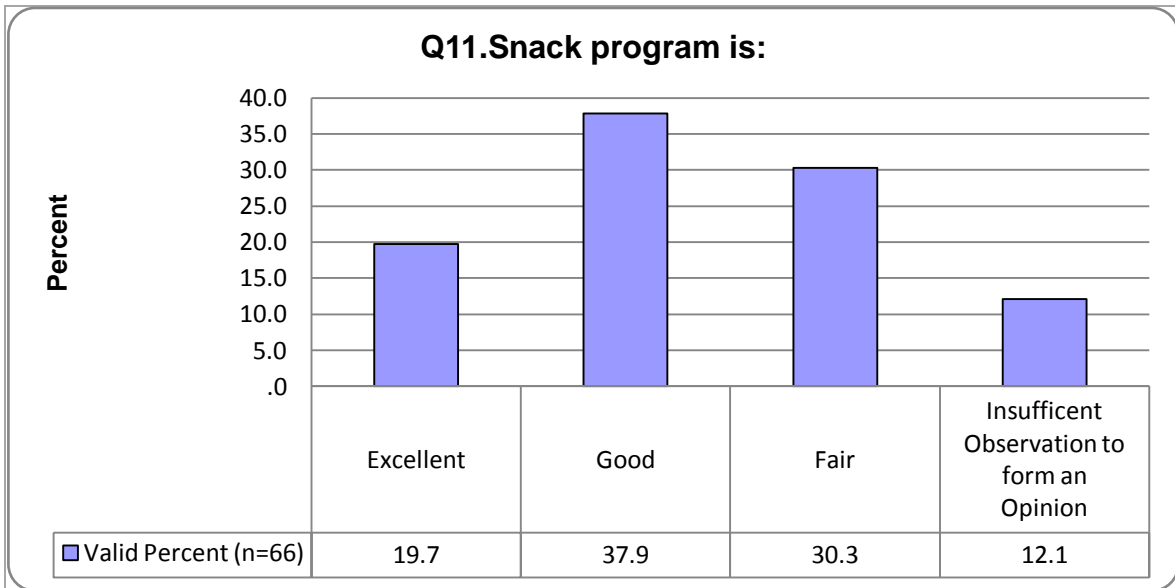
33.3% of administrators were also confident that the tutoring and homework assistance program was one of the five strongest characteristics of the program. Academic success is important for students to achieve, and the tutoring and homework assistance program helps students excel in schoolwork to lead to such success. A good portion of administrators feel that this is a strong characteristic.



Another top five of the strongest characteristics of the program according to administrators is the potential for future growth. 23.2% of administrators saw that this is the case. Potential for growth is important for the future of the after-school program, and a large portion feel that the after-school program can become even bigger than it is, being a part of the lives of more children.



25.4% of administrators felt that the quality of the indoor space is one of the strongest characteristics along with the outdoor space. Many activities are also held indoors, so the upkeep and maintenance of the indoor space is important.

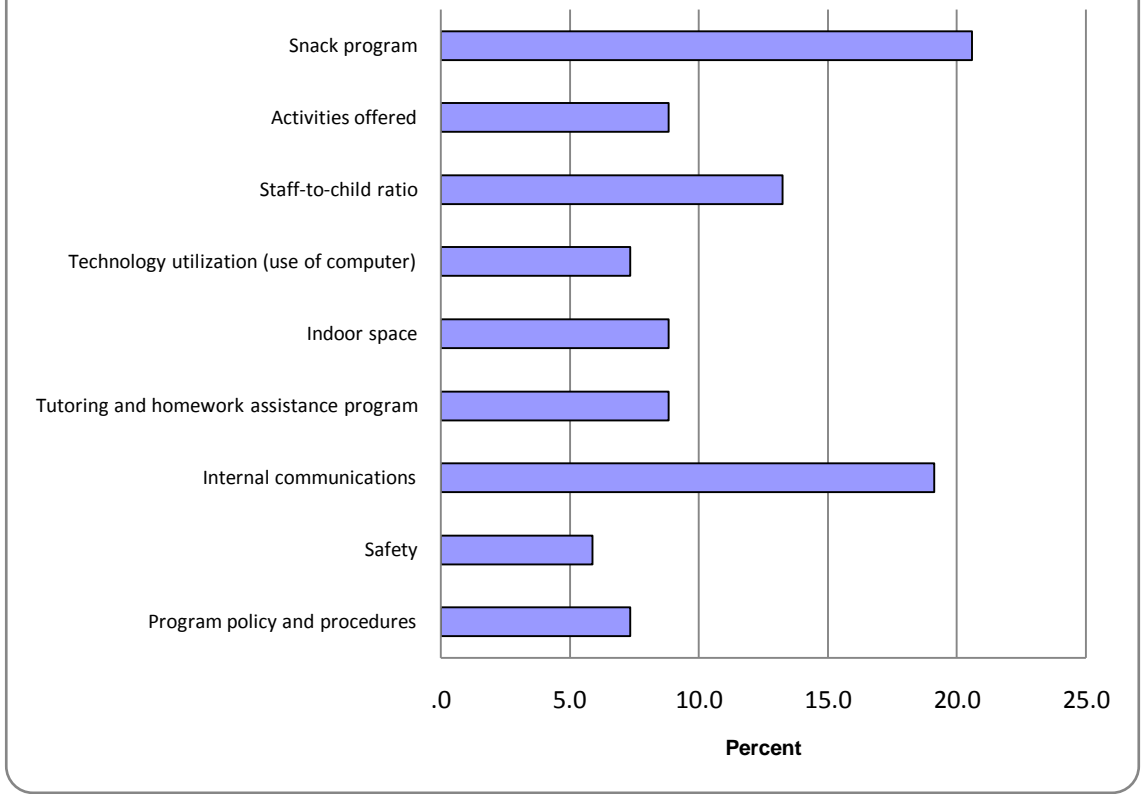


To round out the top five strongest characteristics is Snack Program. The least of the five strongest characteristic of the program to the administrators happens to be the snack program with 19.7% thinking this is the case. Interestingly enough, as discussed earlier, a majority of students only sometimes enjoyed the snacks they were given. Food is an important part of any after-school program since it gives the only sustenance those kids need while enjoying the other activities between lunch and dinner.

Areas in Need of Improvement

Although it is good to look at the positive aspects of the program, it is also important to address the areas that administrators feel need improvement. By looking at areas that are not as successful, it is possible to improve the program one area at a time. In order to identify areas that program management should keep in mind for future initiatives, we asked administrators to identify five areas most in need of improvement. Since administrators deal with the program every day, interacting with students, parents, and staff, it is beneficial to get their opinions on what could be better. We added the frequency distributions of all the responses and summed up the findings in the following chart.

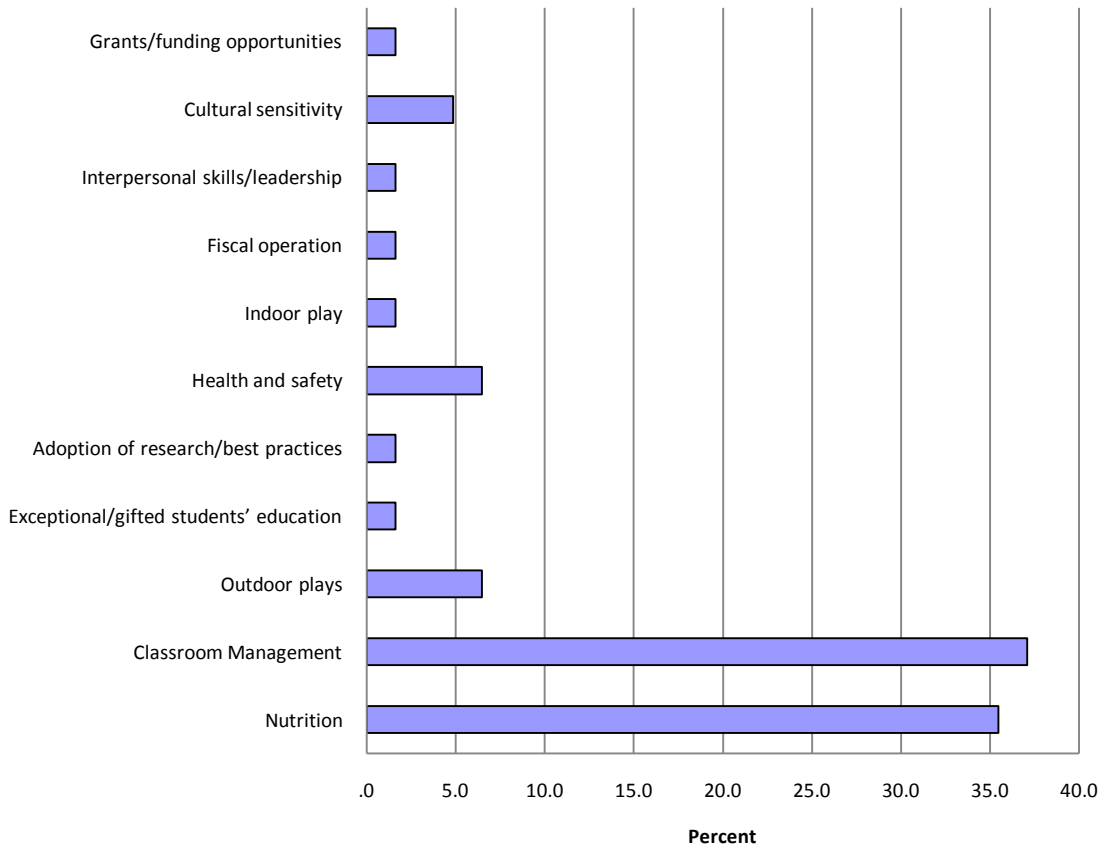
Q26. Please check ONLY five areas that in your opinion describe the most needed area for improvement:



The above chart shows that internal communication and snack programs receive the highest votes among the top five aspects of the program in need of improvement.

The question of improvement in the program is one of the key issue for a program that has been successful over years, but finding problem, is any can help to program to address the needs of the areas that be further improved . The findings are presented in the following chart.

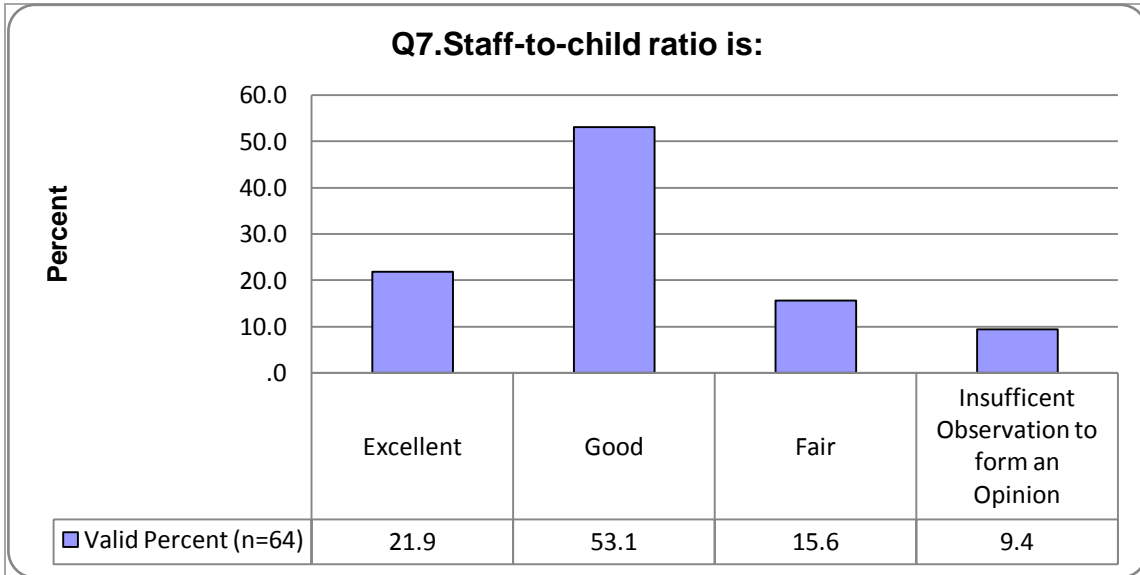
Q27. Please check the topics in which you would like to see additional improvement to be made and/or training are offered: (select all that apply).



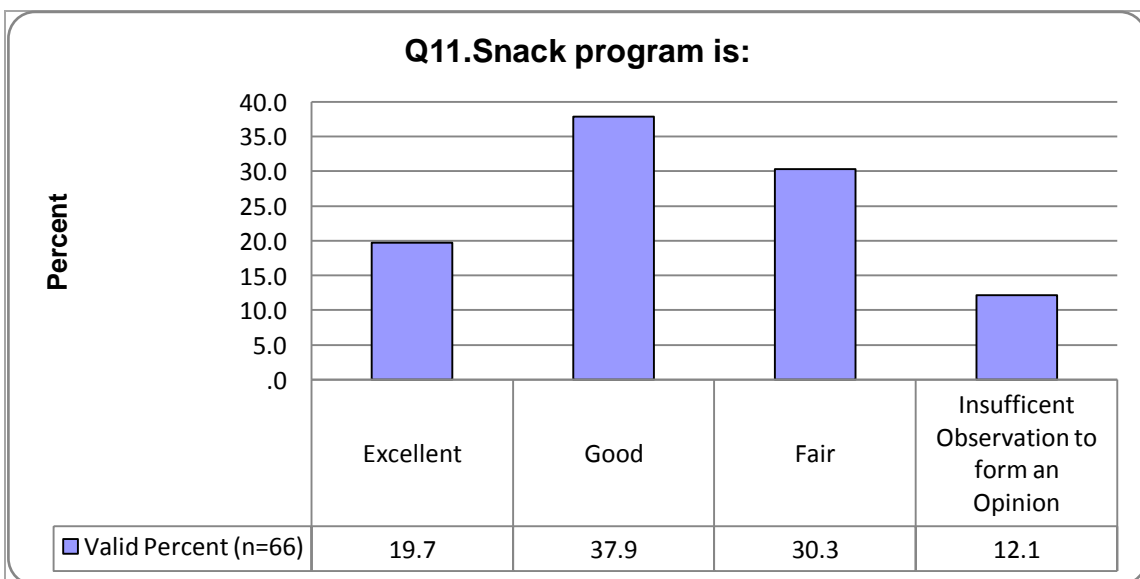
The above chart shows that a large group of administrators thought that classroom management and nurturing are in greater need for improvement than other areas.

Additional Areas of assessment

Although the above program areas represent the strengths and weaknesses of the program, there are also other areas that should be looked at.



The staff-to-child ratio is important in gauging how much attention each individual student can receive. It is generally positive to have a larger staff-to-child ratio with students receiving more attention and not feeling neglected by staff and administrators. At the same time, it is useful to have a good ratio so that the staff does not feel overwhelmed by the number of students needed their attention. 21.9% of administrators felt that the current ratio is excellent, and another 43.1% of administrators felt that the ratio is good. 15.6% believe that the ratio is fair, and the remaining 9.4% could not form an opinion based on insufficient observation.

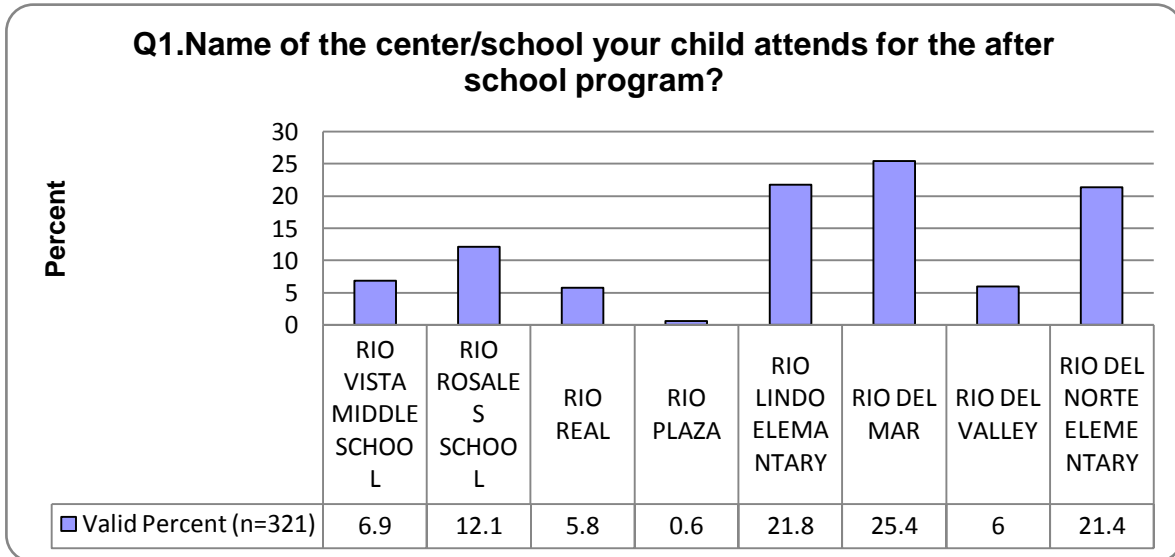


Going back to the topic of snacks, 57.3% of administrators reported that the snack program is either good or excellent. This supports the previous survey question in which administrators found the snack program to be one of the five strongest characteristics of the after-school program. In the comments session for administrators, one administrator felt that the snack

program is managed outstandingly. Only 12.1% of administrators felt that the snack program needs some improvement. However, since students generally feel strongly about snacks, there is always room for some improvement regarding the food. While the snack program may be managed very well, 15% of students reported that they never enjoyed the food, and a few of them even commented that there was “no good food” in the comments section for students. Perhaps students could request certain types of snacks in order to be more satisfied.

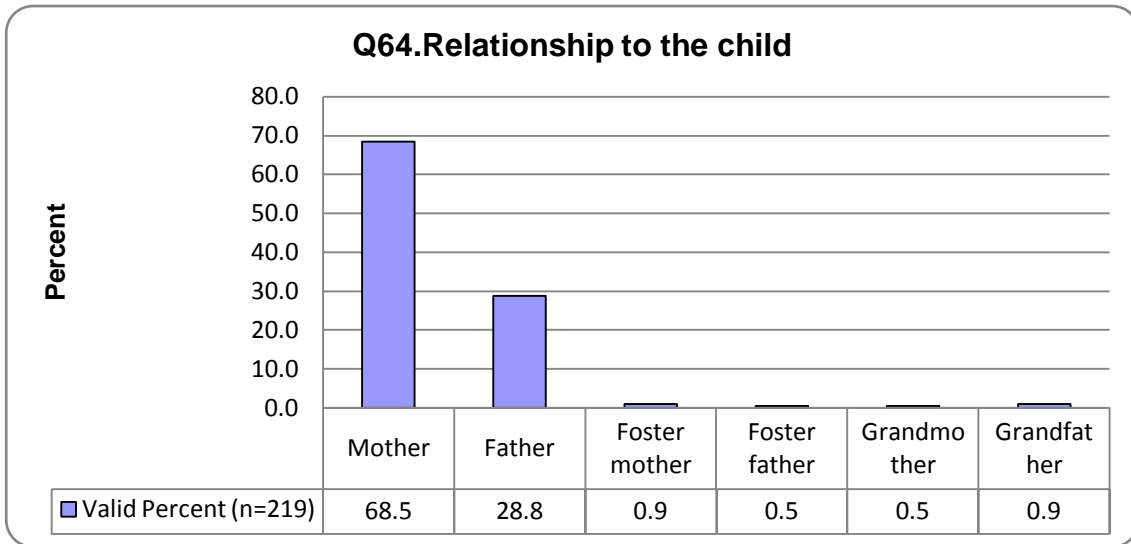
3.2.7) Summary of the findings for Parents

The parent survey was administered in both English and Spanish depending on the preference of the respondent. As always, an uncompromising respect for the respondent’s privacy was observed. In total, 321 surveys were completed and utilized in the below analysis and summary. Surveys were administered in eight locations. The below illustrates the distribution of the children in these five locations:

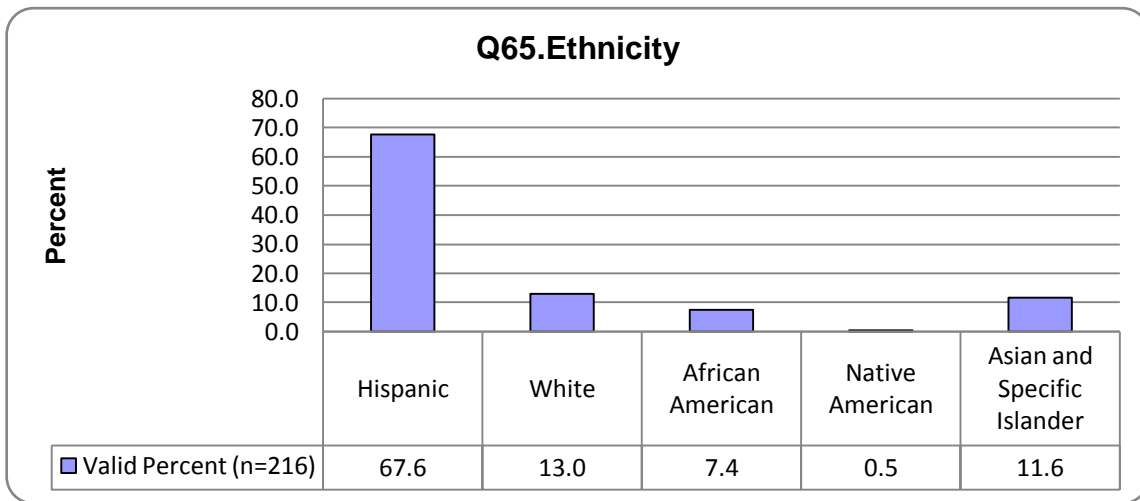


Socio-Economic Profile of Parents

Before obtaining specific opinions from parents about the program, general questions were asked to get a sense of the population being surveyed. It is important to look at the makeup of a population being surveyed in order to best understand the characteristics and needs of that community. The following general information was collected about the respondents and their families.

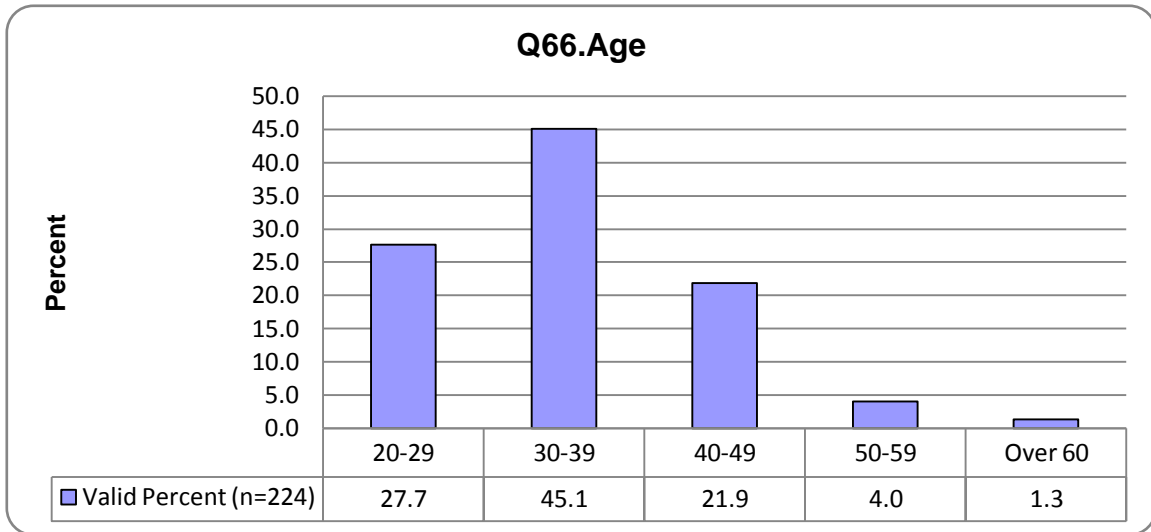


More than half of the respondents, 68.5% are mothers of the students participating in the after-school program. This is larger than the 28.8% of respondents who are fathers. Other categories of parents were foster mothers at 0.9%, Foster Father 0.5%, grandmothers at 0.5% and Grandfathers at 0.9%¹.

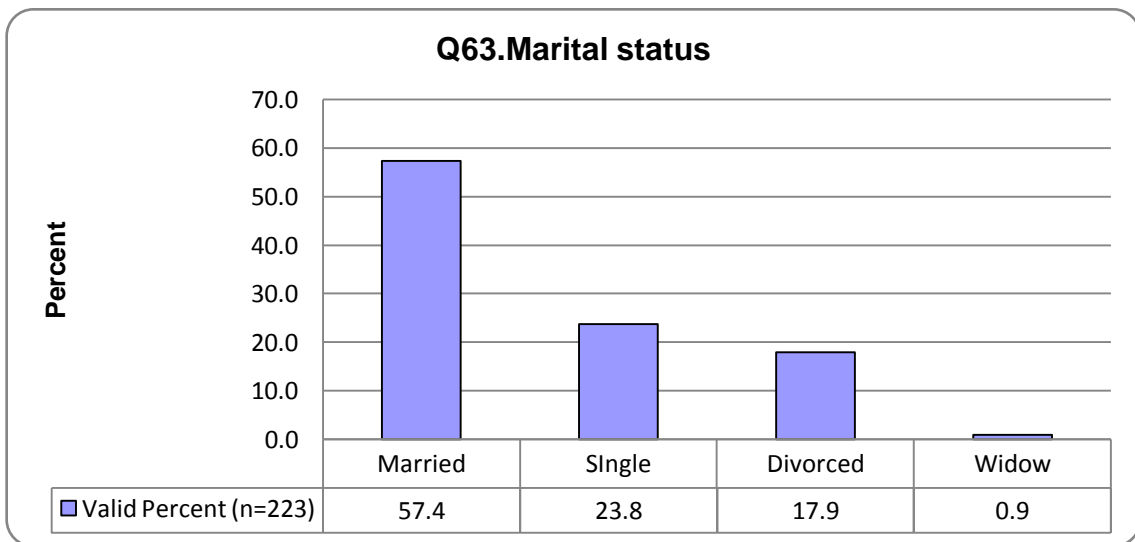


Similarly to the overwhelming majority of students who identified as Hispanic, a majority of 67.6% of parents identified as Hispanic as well. The next highest represented ethnicity, White, made up only 13.0% of parents. The remaining respondents identified as Asian and Pacific Islander (11.6%), African American (7.4%), and other (0.5%). This breakdown is quite different from the general population breakdown.

¹ Since mothers and fathers compose 97.3% of respondents, nearly all respondents can be considered parents. As a result, this is the justification for using the title “parents” in many of the graphs and summaries provided.

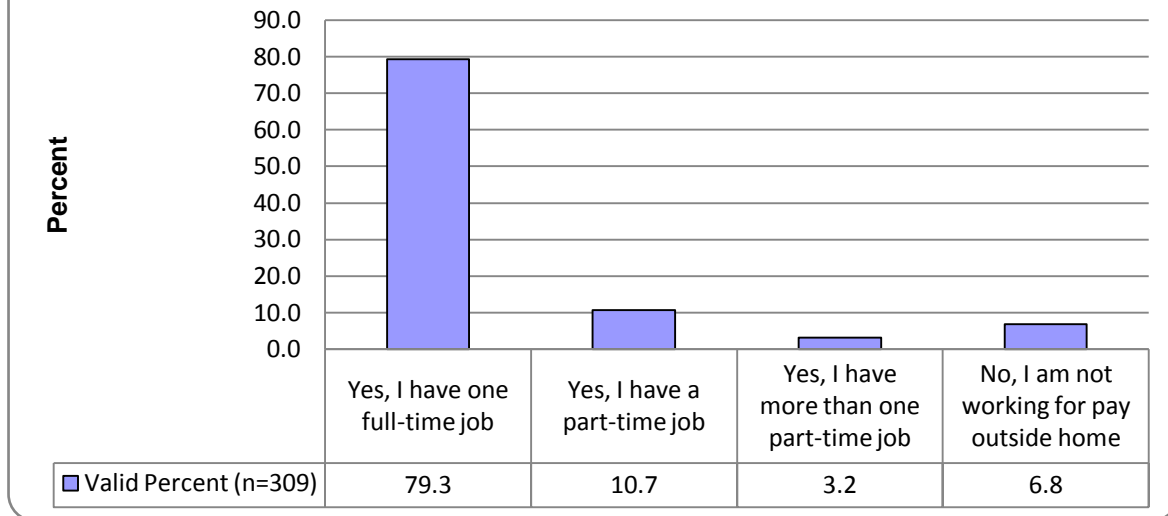


The age distribution of the parents shows the majority (45.1%) of parents in the thirties. 21.9% of parents are in the forties, and the rest are either in the fifties (4.0%) or in the twenties (27.7%). This age distribution seems appropriate and typical based on the young ages of the children in this program.



The marital status of parents often determines many characteristics of children and can reveal the situation that these children face at home. More than half of the parents polled, 57.4% are married, while in comparison, only 23.8% are single and 17.9% are divorced. The latter two ratios show that a significant proportion of the families who have their children in the afterschool program are headed by single parent (43.6%).

Q57.Are you working for pay outside the home?



In addition to social demographics of the parent population, economic characteristics must also be considered to help understand the population served. The economic situation of a family determines the stability of the household. With the rise of unemployment rates, come the rise of financial difficulties. Parents who no longer have a steady income may not be able to provide certain amenities that could help facilitate student success in school. On the other hand, a parent working multiple jobs may not have the time to spend with his/her child. This lack of attention could also affect the student negatively.

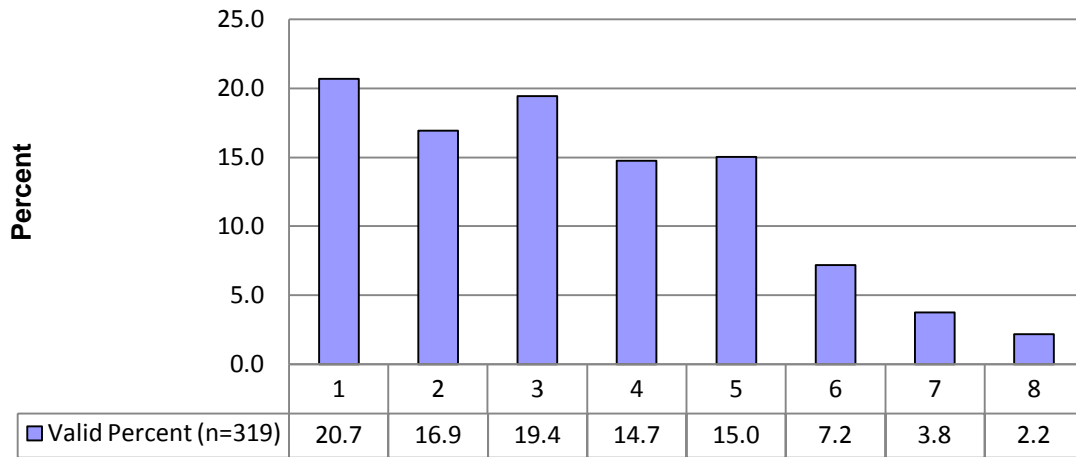
Compared to the 77% of parents who had one full-time job in last year's survey, 79.3% now have one full-time job. Also, compared to last year's survey of 12.2%, 10.7 of parents report that they have one part-time job. 3.2% have more than one part-time job, and 6.8% of parents do not work for pay outside the home.

Since the majority of parents represented in this survey work at least one job, students are most likely in a household with less direct supervision, which means that after-school programs such as this are essential to provide attentive care. The value of this service cannot be underestimated considering this demographic reality.

Information Regarding Respondent's Child (ren)

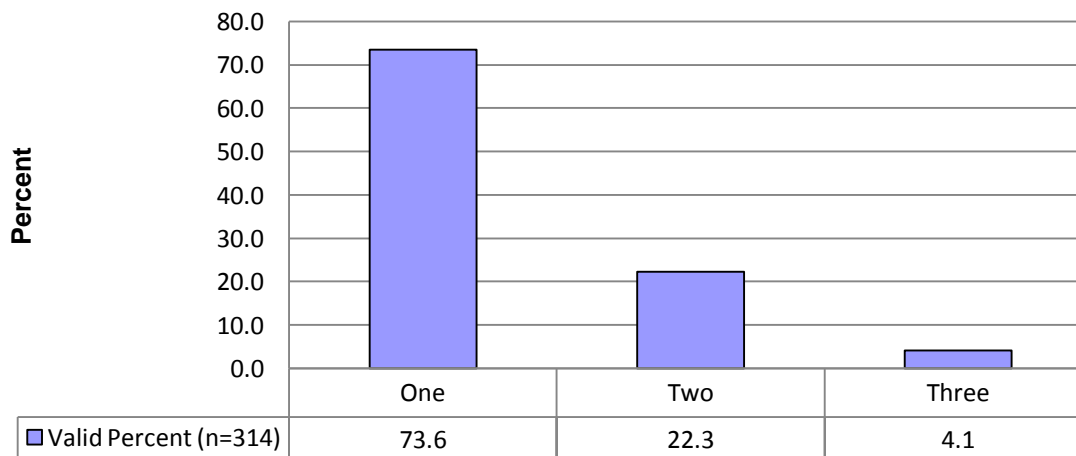
While a lot of information about children can be gathered directly through the student survey, some information is better collected from the parent. The following graphs and summaries illustrate parents' responses about their children.

Q3.Circle the grade(s) each child is in (circle as many as needed):



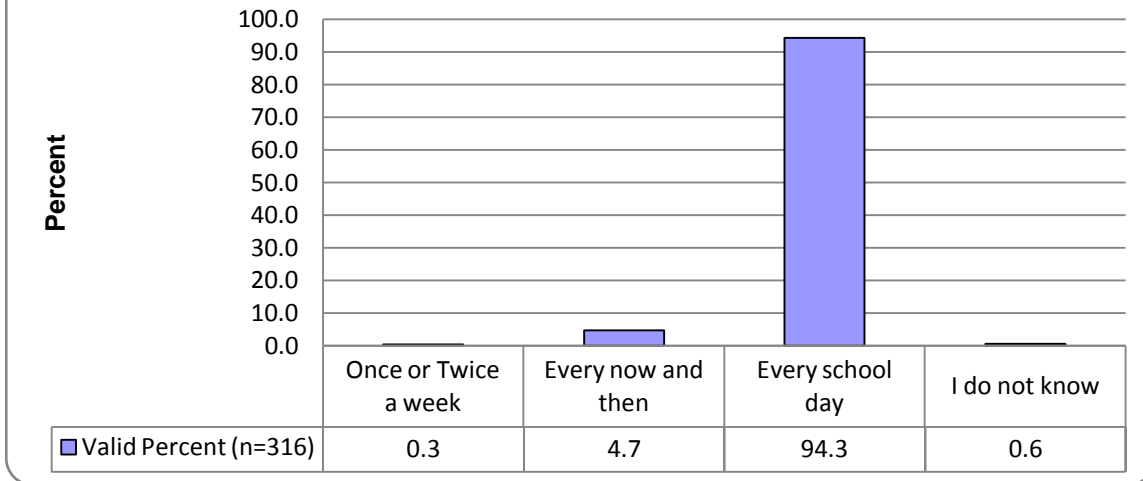
Parents were asked what grade their children were in to get a good sense of the population served by the program. The distribution is more skewed to the younger elementary grades, with a peak at 1st grade represented by 20.7%. There is another peak of representation at 3rd grade with 19.4%, but 7th and 8th graders seem to be modestly represented.

Q2.How many children in your home are in this after school program?



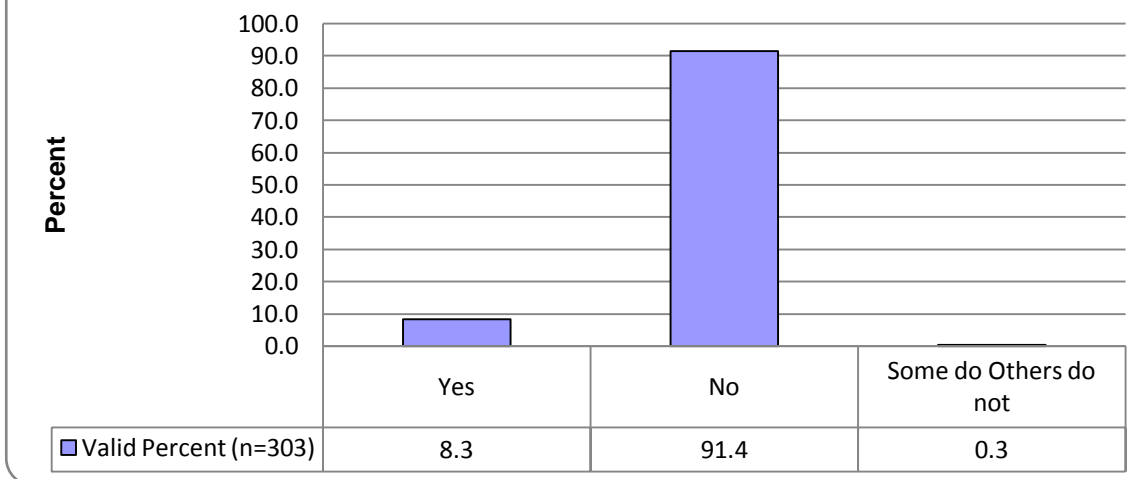
Parents were also asked how many of their children are enrolled in the program. This can help determine the personal investment they may have in the after-school program. Although the majority of parents (73.6%) have only one child in the program, 22.3% have two, and 4.1% have three or more. This shows that 26.4% of parents have more than one child enrolled and benefit greatly from the program.

Q4.How often does/do your child/children use the after school program?



Not only do these parents use the after-school program, but they also use the services of the program for their children quite regularly. For 94.3% of children, parents reported that they depend on the program every day. Clearly the after-school program is part of the daily lives of most of the families, and the absence of such a program would have dramatic effects.

Q9.Does/do your child/children have special needs (e.g., visual, physical, hearing impaired, etc.)

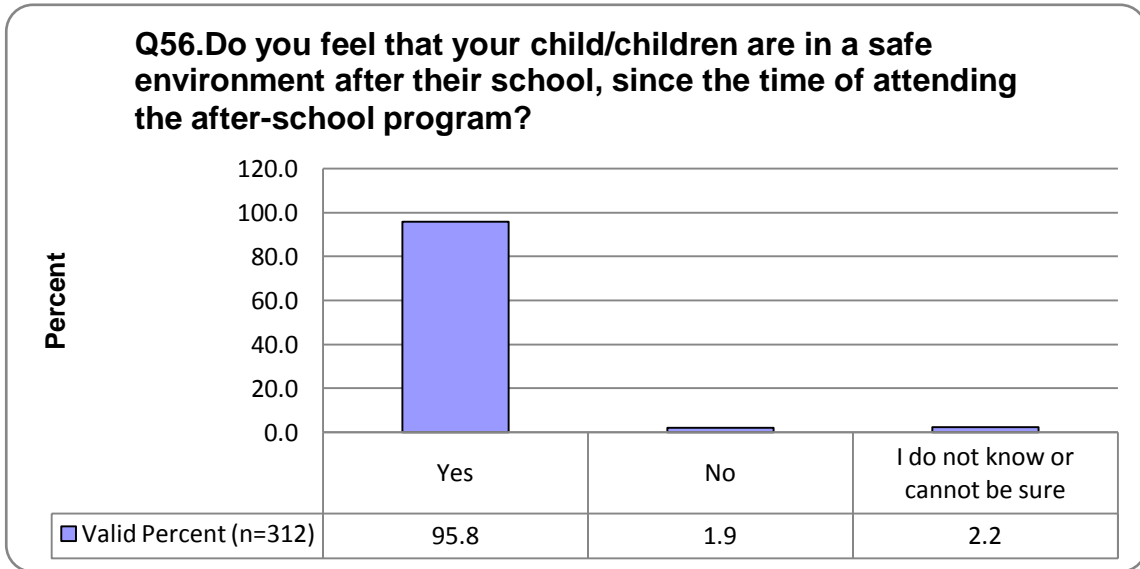


In order to cater to as many students as possible, it is important that the after-school program is aware if any of their students has special needs. While only 0.3% of students have some sort of special needs, according to their parents, it is necessary to consider their needs.

Child Safety

Child safety is an important concern for many parents. The administrators and staff of this program should do everything they can in order to ensure the safety of their students. Not only

should students be safe, but they should also feel that they are in a safe and comfortable environment.



Parents must also evaluate whether the program is promotes a safe environment for their children. 95.8% of parents, a considerable majority, feel that their children are safe in the after-school program. Only 1.9% of parents felt that their students are not safe, and 2.2% or parents feel that they cannot know for certain if their students are safe. This information demonstrates that the program has mostly succeeded in creating a secure environment for the students; however, there is still a small minority that may be dealing with circumstances that are sullyng this otherwise safe environment.

Changes in Child Behavior

One of the most important questions we asked parents is about the areas in which their children have improved the most since attending the program. Since a parent has such a special and intimate knowledge of their child’s behavior, they are the best positioned to answer such a question.

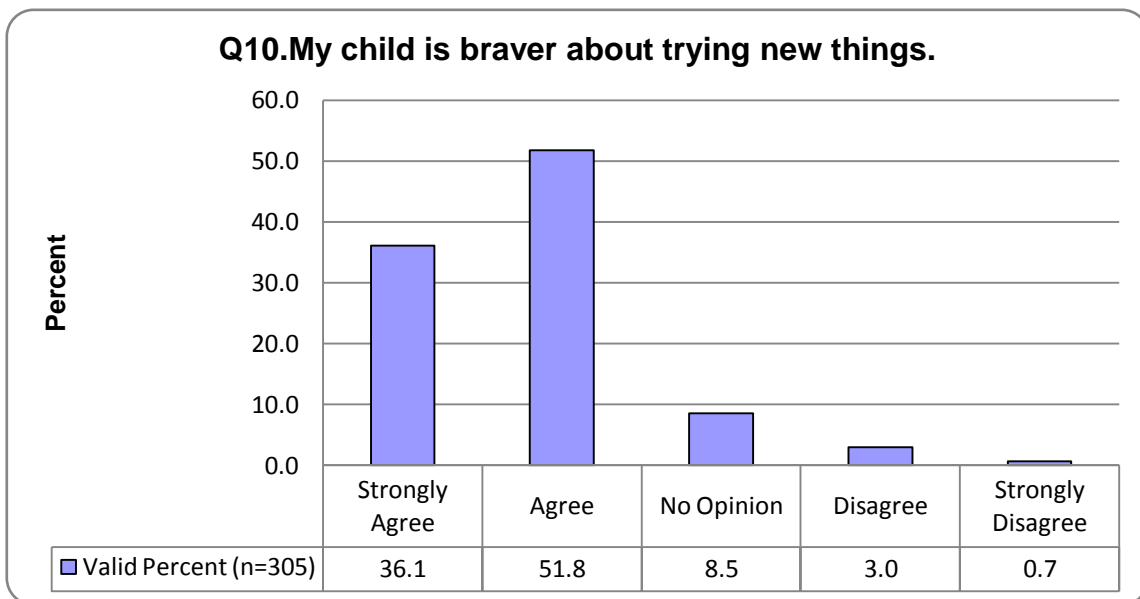
We collected data testing a variety of areas in order to gauge the breadth and level of improvement. According to the 95.1% of parents who either agreed or strongly agreed, parents saw that the greatest improvement was in their child’s enjoyment of going to school. This improvement signifies that students are more willing to learn and appreciate their current day schools, which is essential for academic growth. 94.5% of parents also saw an improvement in academic performance in their children.

Besides academically, students have improved their social skills noticeably. 88.5% or parents reported that their children had an improved ability to make friends. Such improved social skills are vital for students bring with them in school and the outside world.

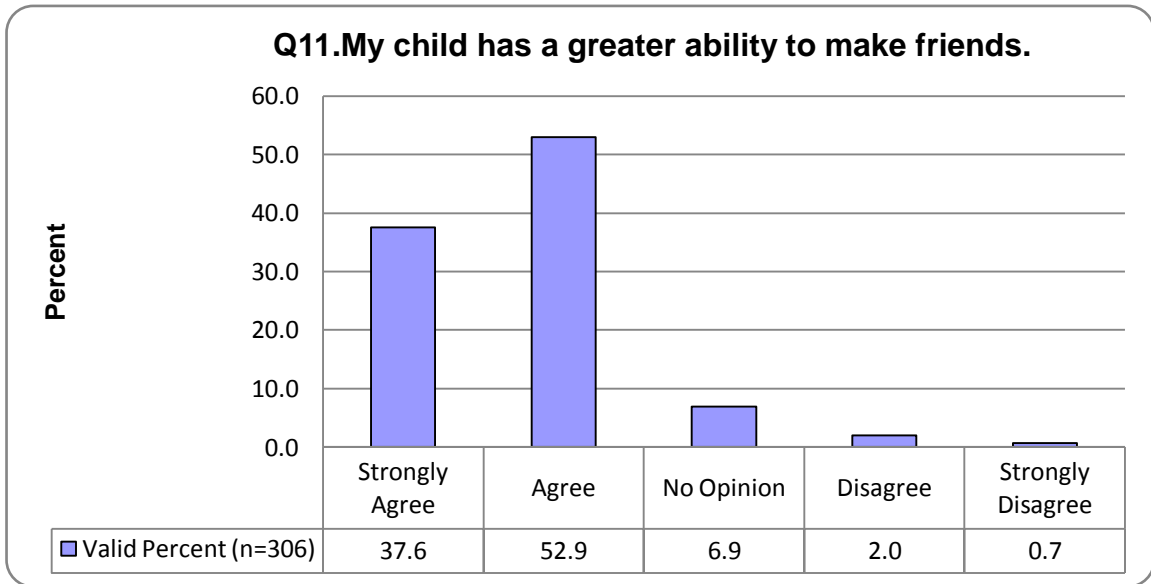
Students have also seemed to benefit in terms of emotional growth through this after-school program. 94.0% of parents saw that their children have more self-confidence since they started attending the after-school program.

While it is difficult to trace the direct cause for these fortunate improvements, there are several possible explanations that stem from the services provided by the after-school program. The availability of tutoring and homework assistance could have helped students improve their academic performance. Emotional and social growth can be a result of the confidence gained through friendships and other interactions through activities.

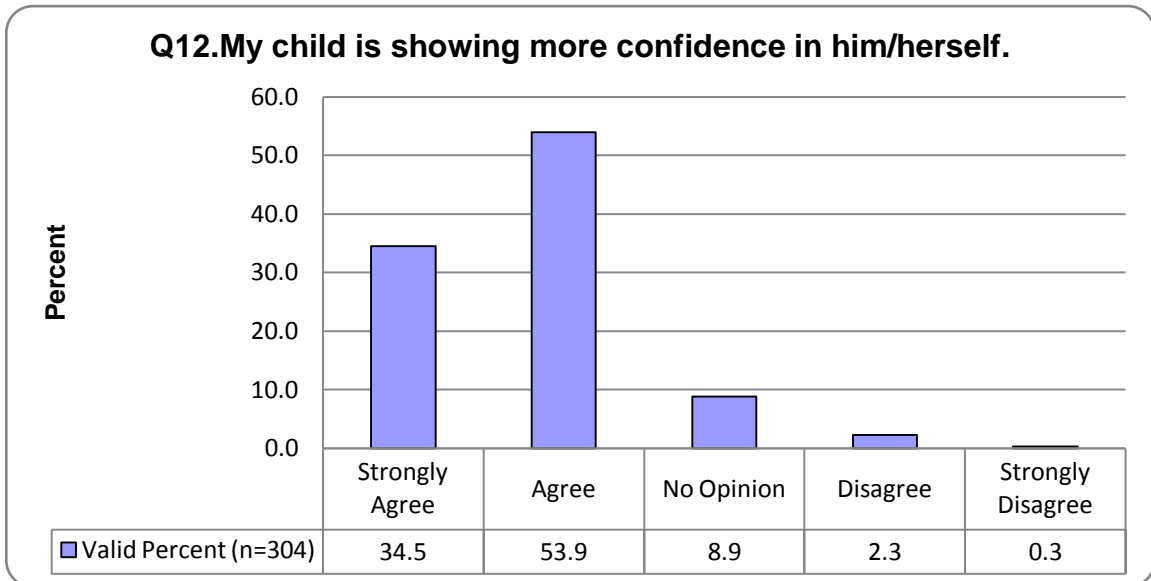
Below are the results for the full spectrum of categories for which we measured changes in child behavior:



A strong 87.9% of parents felt that their child is braver about trying new things since attending the after-school program. Only 3.7% disagreed with this sentiment, while 8.5% could form no opinion.

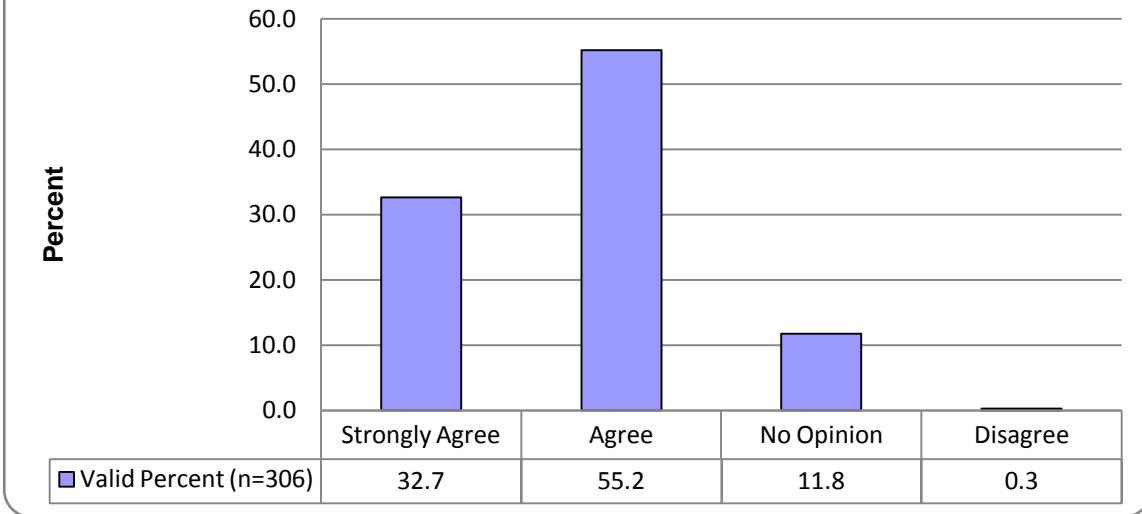


As discussed earlier, 88.5% of parents either agreed or strongly agreed that their child now has a greater ability to make friends. 6.9% could not form an opinion, while 2.7% of parents disagreed.



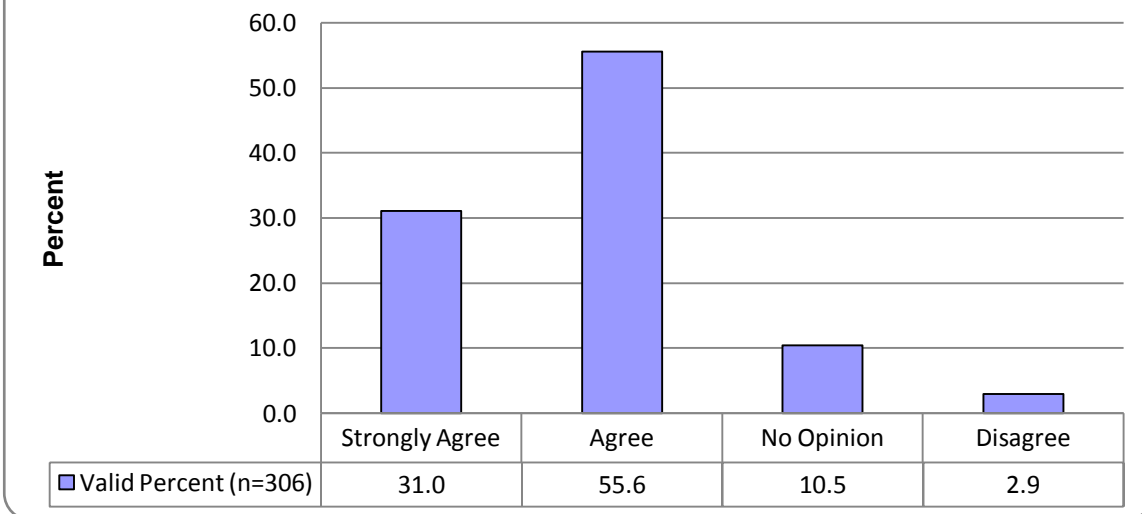
Also discussed above regarding emotional growth, is the large percentage of 88.4% of parents who feel that their children have become more self-confident since enrolling in the after-school program.

Q17. My child has shown improved school performance.



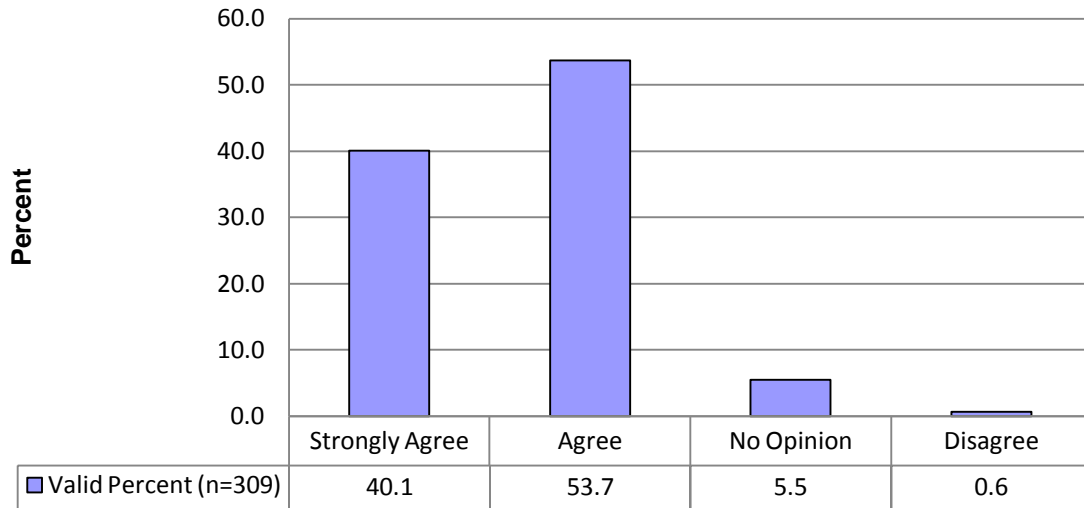
Academically, most parents have found that their children have improved. 87.9% of parents either strongly agreed or agreed that their children have showed improvement in school performance. Only 0.3% could disagree with this response.

Q18. My child tells me what he/she learned in school more often.



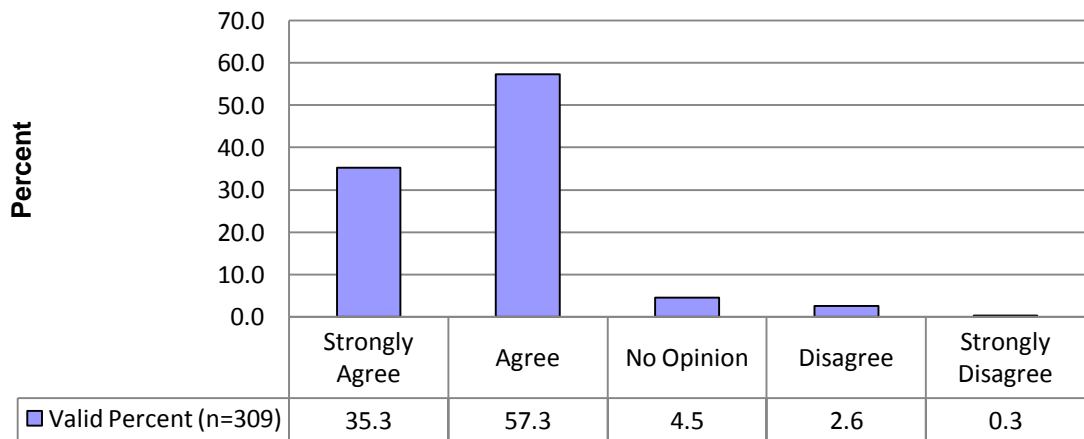
Communication has also seemed to improve between child and parent. Some 86.6% of parents felt that their child shares what he/she learned in school more often. This one reason for communication could also lead to a stronger parent-child relationship.

Q24. My child has found new friends at school.



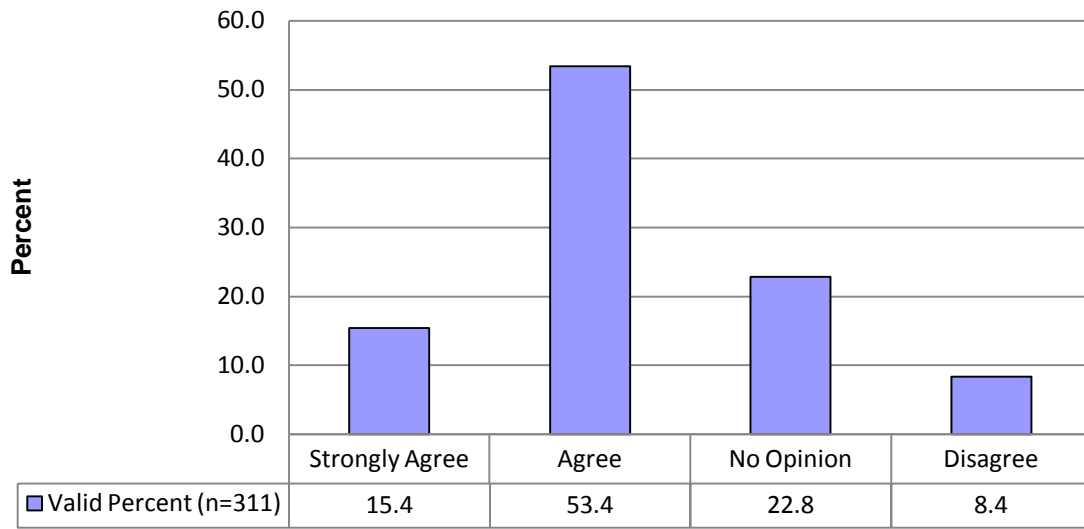
93.8% of parents either agreed or strongly agreed that their child has found new friends at school since coming to the after-school program. Only .6% could disagree. This data further suggests that students can grow socially through the programs many activities, which encourage interactions with other students and staff.

Q25. My child looks forward to going to the After School Program.



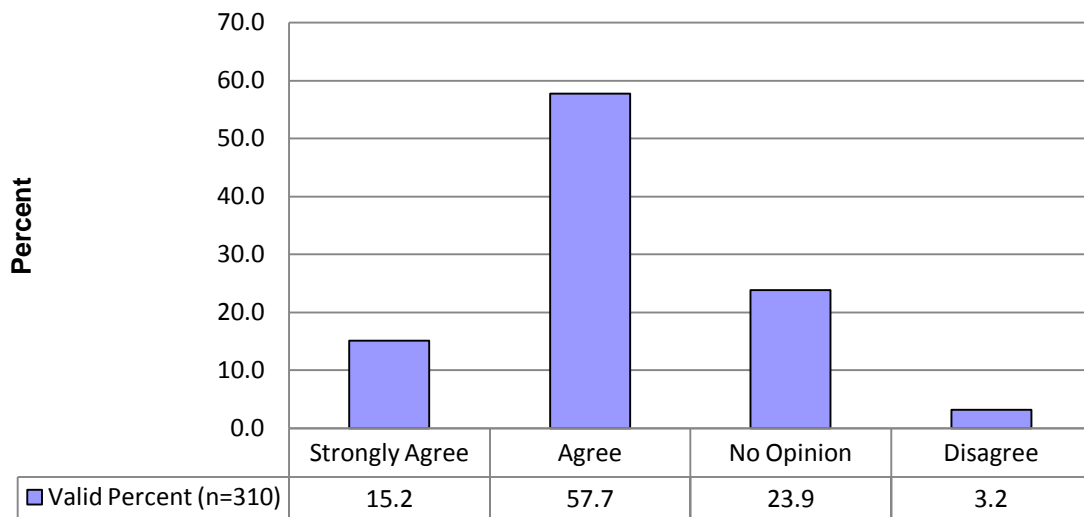
From the previous results, it is no wonder that 92.6% of parents reported that their child looks forward to going to the after-school program. With such positive effects, students are gaining much growth academically, emotionally and socially through the program.

Q28. My child is less impulsive (thinking before acting).



Among the positive results is data that shows that 68.8% of parents believe that their child has become less impulsive through this program, 22.8 could not form an opinion, and the remaining 8.4% of parents disagree with this. These could be a result of parents who feel that their child did not need to become less impulsive to begin with. Impulsive behavior can create problems for a child since it can lead the student to act without considering the consequences of their actions, and any reduction in such behavior is a positive sign of maturity.

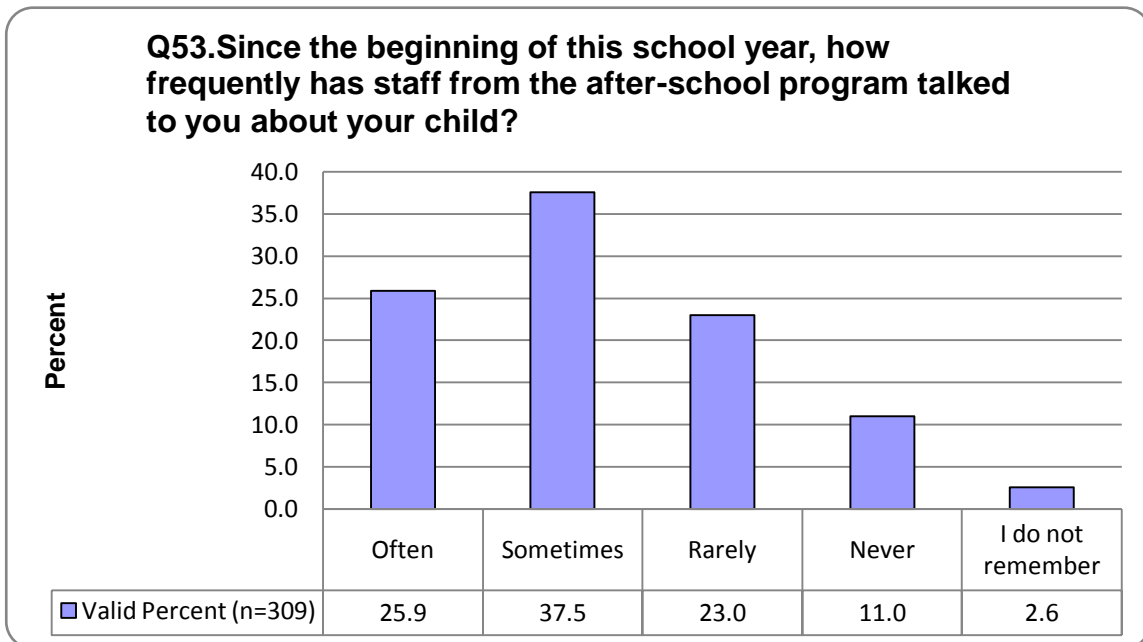
Q30. My child is showing greater conflict resolution skills.



On a similar note, 72.9% of parents either agreed or strongly agreed that their child has shown greater conflict resolution skills. 3.2% disagreed with this statement, and 23.9% had no opinion. Conflict resolution is a powerful and invaluable skill that these children can use in any situation with others.

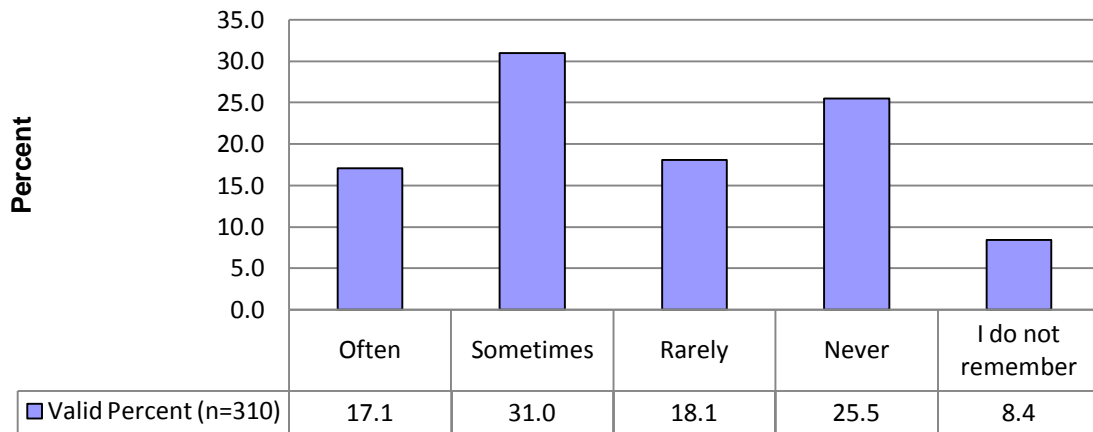
Parent Involvement and Relationship with Program

Once the parents’ views were determined based on the above survey questions, it was equally important to assess the overall involvement of parents with the program. Since parents have varying schedules and time restraints, it is important to recognize that involvement is not just defined by parents volunteering regularly at the program site. Parental involvement can also range from casual discussions with members of the staff about their child to receiving more formal information about their child’s progress in the after-school program. In the following section, we summarize the findings of our survey about the level of parent involvement with the program.



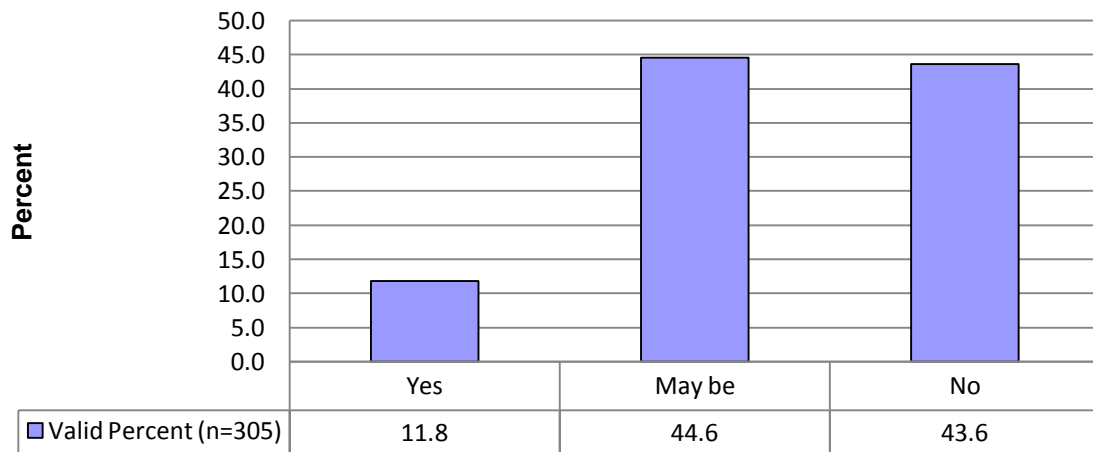
It is a good indication of communication that 63.4% of parents remember some instances that the staff members have talked to them about their child. Unfortunately 23.0% could not recall any such instance happening, and 2.6% of parents do not remember. The percentage of parents who have never had any communication with the staff has actually decreased from last year (11.0%). Communication can help anyone feel more at ease, and fortunately this is an area that can be easily improved by asking staff members to be more open to talking to parents and perhaps reaching out more proactively.

Q54. Since the beginning of the school year, how frequently has the after-school program sent information to you about your child's progress?



In the same vein as the issue of communication in the previous question, this question regarding the frequency with which the program has sent information to parents about the child's progress shows that there is a percentage (25.5%) who has never recalled such an instance. However, 17.1% also feel that they have often received such communication, and 31.0% report that they sometimes get reports on their child's progress.

Q62. Would you be interested in volunteering to help in the program?



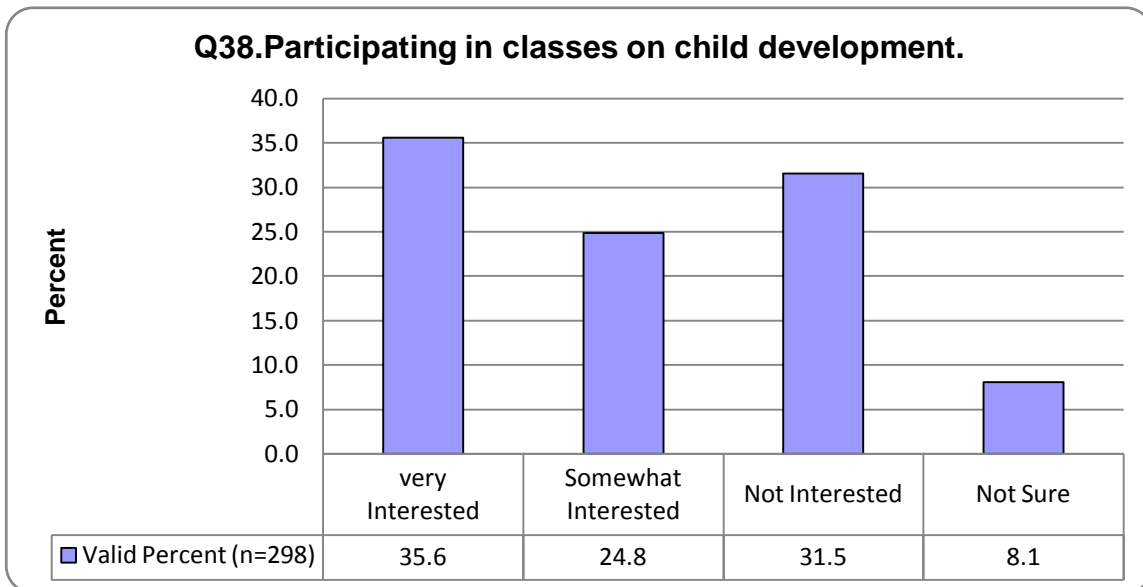
In terms of volunteering, the majority of parents, 56.4% are at least willing to consider volunteering. 11.8% is even committed to doing so. 43.6% report that they are not interested; however, as mentioned before, this could be because of scheduling conflicts. The strong interest to volunteer by parents reveals that parents want to be involved with the program, which undoubtedly affects their and their children's lives.

Parents' Interest in Events and Activities

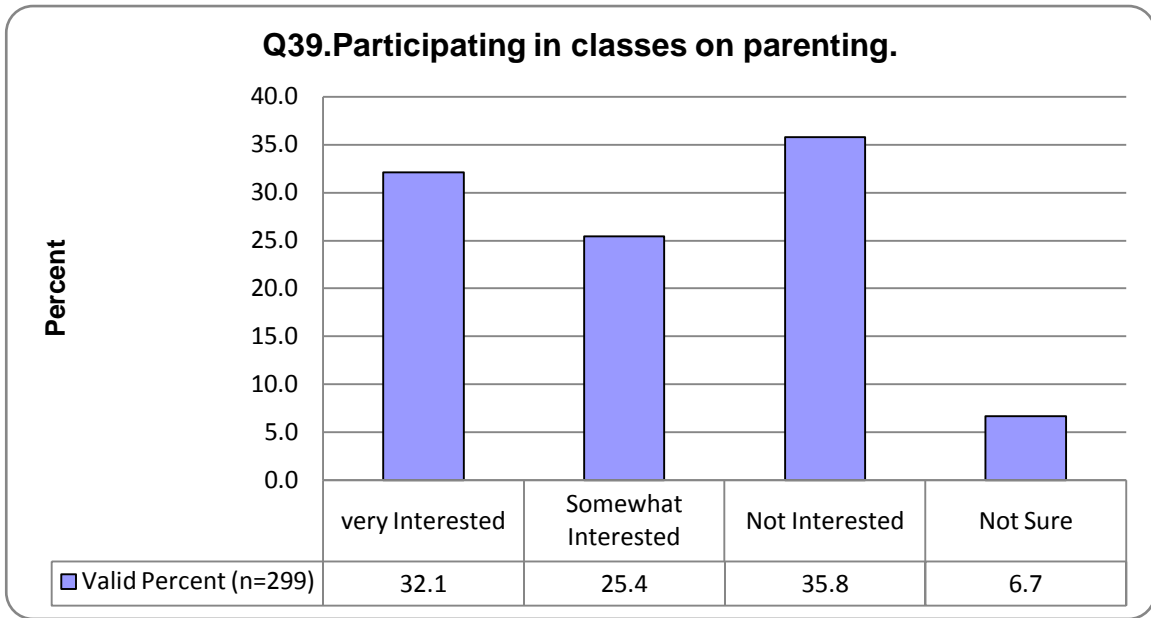
This section investigates parental interest in different types of possible events and programming organized by the after-school program. The three most popular events include bringing children to a multicultural event, participating in classes on child safety, and participating in computer classes for adults. Two of these three categories (bringing children to a multicultural event and participating in classes on child safety) have remained the most popular areas of interest for parents over the last several years. The popularity of these two programs could be a result of parents wanting the best for their children. The multicultural event would expose their children to different cultures, while the child safety class would help ensure that parents are up-to-date with regards to safety. The newest of the three most popular events, participating in computer classes for adults, demonstrates that parents also want to improve themselves.

On the other hand, the three least popular event ideas include having a social worker visit the family's home, having a child development specialist visit your home, and talk to a counselor about family and personal issues. The unpopularity of these programs could be a result of privacy. The idea of having these specialists come to their home could be too intrusive for many families who do not feel they need professional help. Since privacy seems to be an important concern, the after-school program ought to respect parents' wishes. These results also seemed to have been consistent over the last several years.

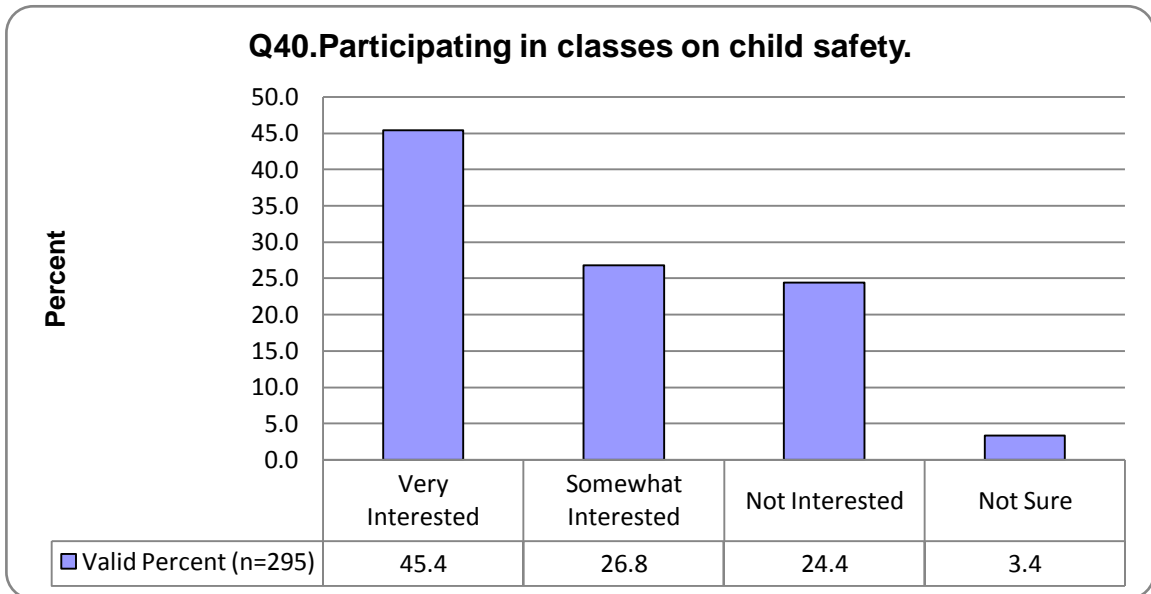
For further details about all the events and activities parents considered, please see below:



60.4% of parents would be either very or somewhat interested in participating in classes on child development. 31.5% of parents were not interested, and 8.1% were not sure. The interest of parents in such programming shows that parents have a genuine desire to improve upon their parenting skills by learning more about their children.

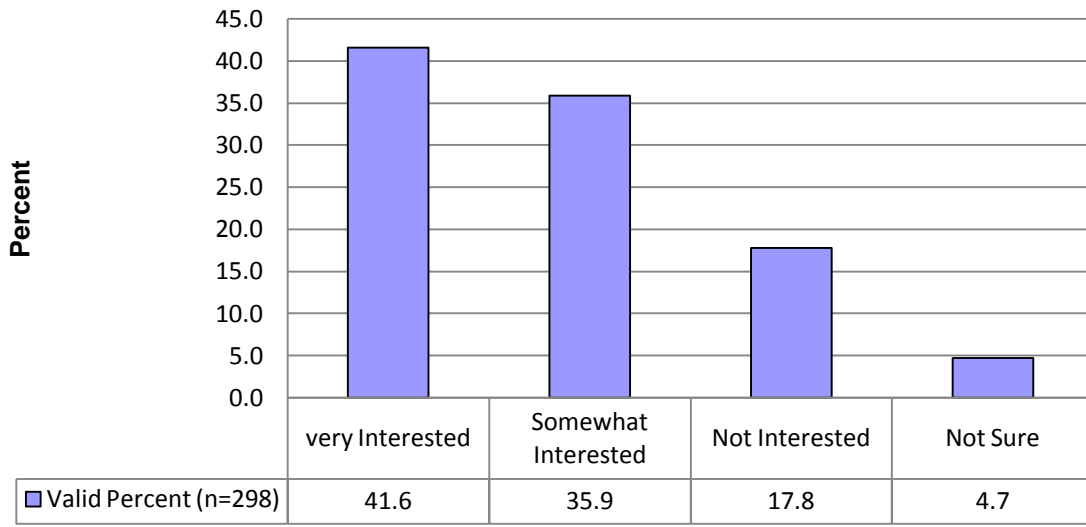


56.5% of parents were either very or somewhat interested in classes on parenting. 35.8% reported that they were uninterested, and 6.7% were not sure if they would participate in such classes.



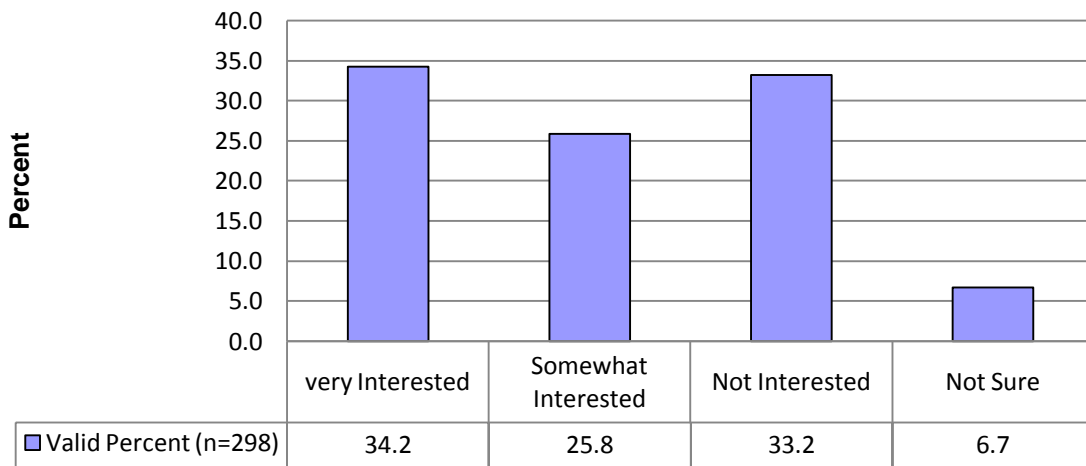
The second most popular class was that on child safety. All but 24.4% of parents were interested to some extent on participating in such a class. Survey results demonstrate that parents are looking for ways to learn how to keep their children safe.

Q41. Bringing your child to a multicultural event.



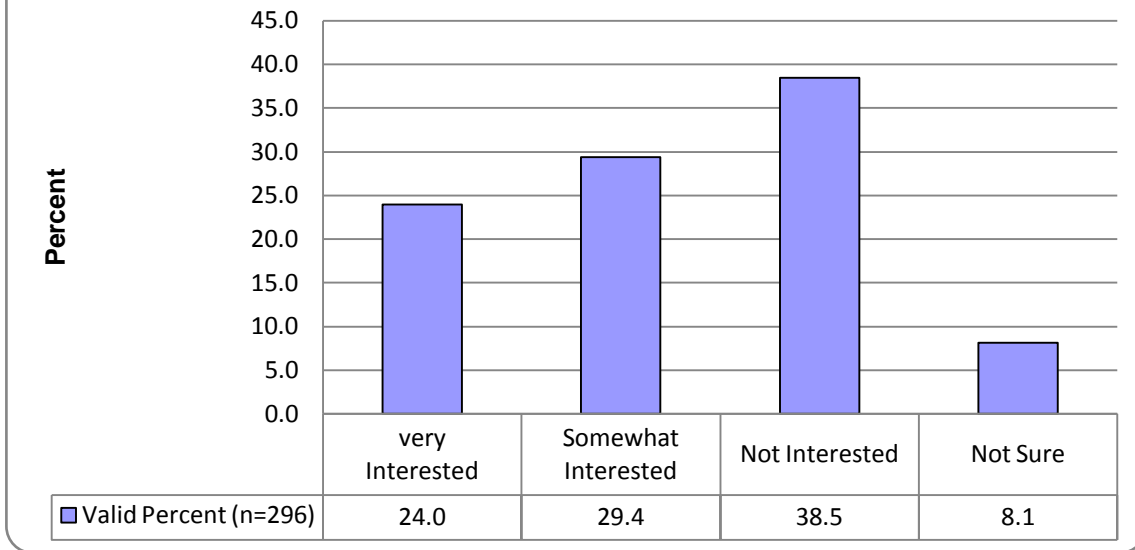
The most popular event was bringing your child to a multicultural event. 77.5% indicated that they would be interested in such programming. 17.8% of parents were uninterested. These numbers indicate that parents have a high regard for cultural diversity and understanding. Not only could this be fun for those participating but it could also be educational.

Q44. Having a place to call for parenting advice and information.



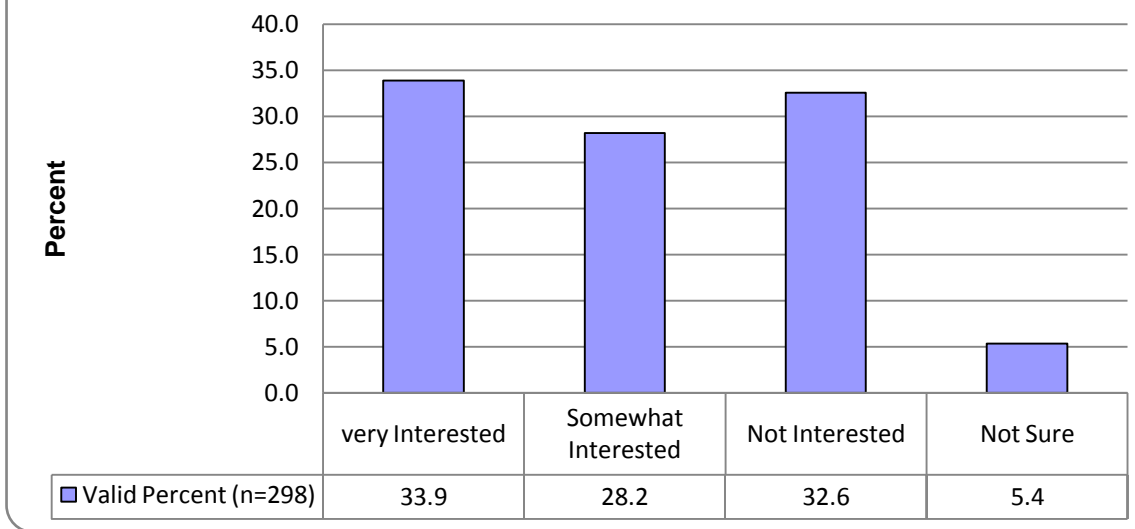
Most parents also reported that they would be interested in having other resources available to them. 70.0% of parents indicated that they would be interested in having some place to call for parenting advice and information.

Q43. Participating in parent leadership training.



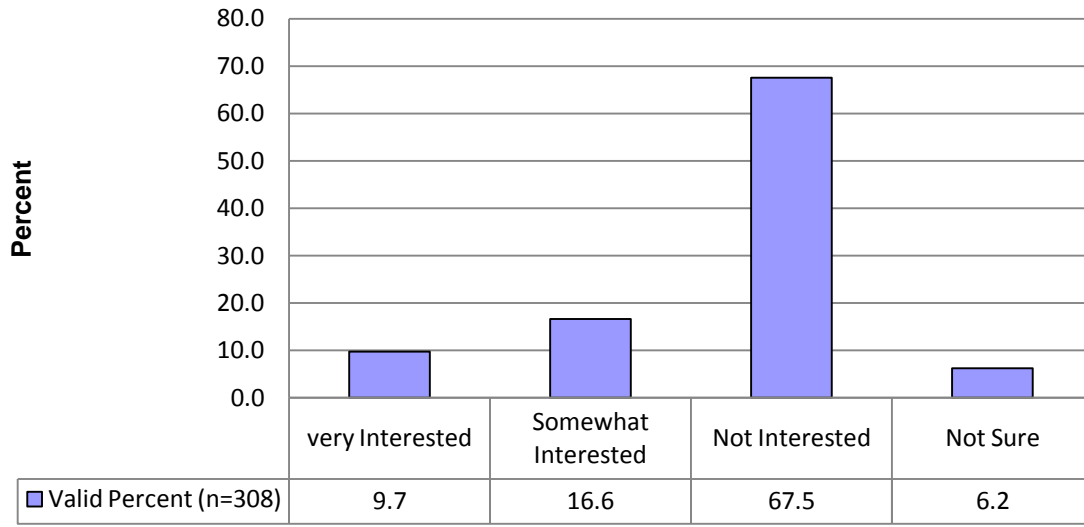
Another parenting resource desired by parents would be parent leadership training. 53.4% of parents would be interested in having such a training program. On the other hand, 38.5% are not interested, and 8.1% are not sure of their interest.

Q42. Participating in computer classes for adults.



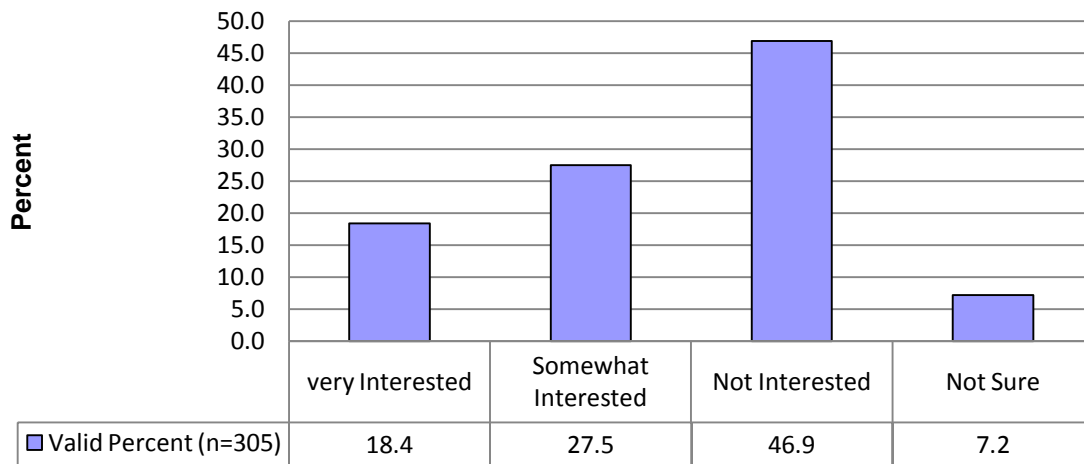
The newest of the most popular resources for parents is having a computer class for adults. Beyond general parenting skills, parents seem to be very interested (62.1%) in having computer classes they can attend to improve their technology skills. This could be a result of the growing technology world and a desire to keep up with what their children are exposed to.

Q47.Having a social worker to visit your home.



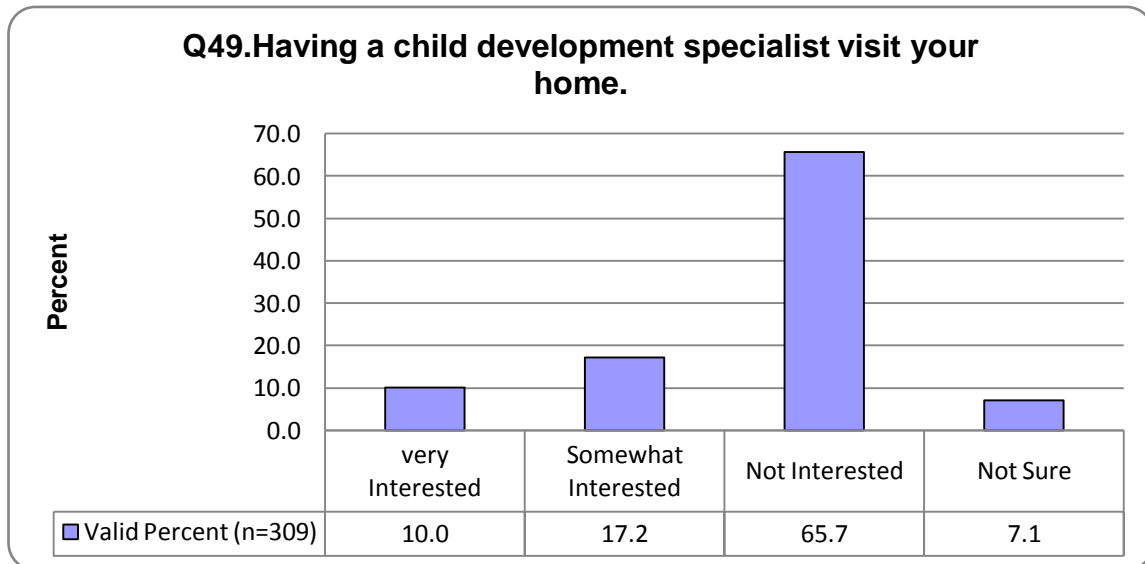
One of the less popular suggested events and activities was the idea of having a social worker visit the homes of participating families. The majority of parents, 67.5%, were not interested, and a much smaller minority, 9.7%, was very interested. As indicated earlier, this most likely comes from the idea of invading the privacy of families unnecessarily. Although this could be an option for a program, this should not be a requirement with such a high percentage of parents against it.

Q46.Meeting with other parents to talk about parenting and family issues



Similarly, parents demonstrated a strong disinterest (46.9%) in having a counselor with who to discuss personal and family issues. 18.4% indicated that they are very interested, and 27.5% indicated that they are somewhat interested. Although this category was relatively less popular

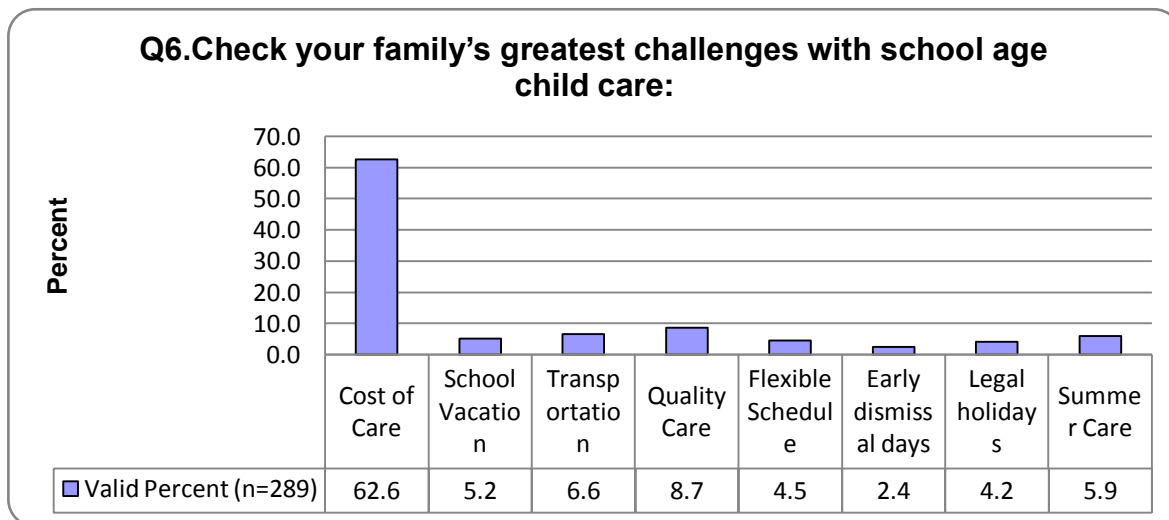
than other activities it is important to note that more parents indicated some level of interest than those parents who were not interested.



Similarly to the previous two questions, a considerable percentage in this case a majority of 65.7% indicated that they would not be interested in having a child development specialist visit their home. This is once again most likely an issue of privacy.

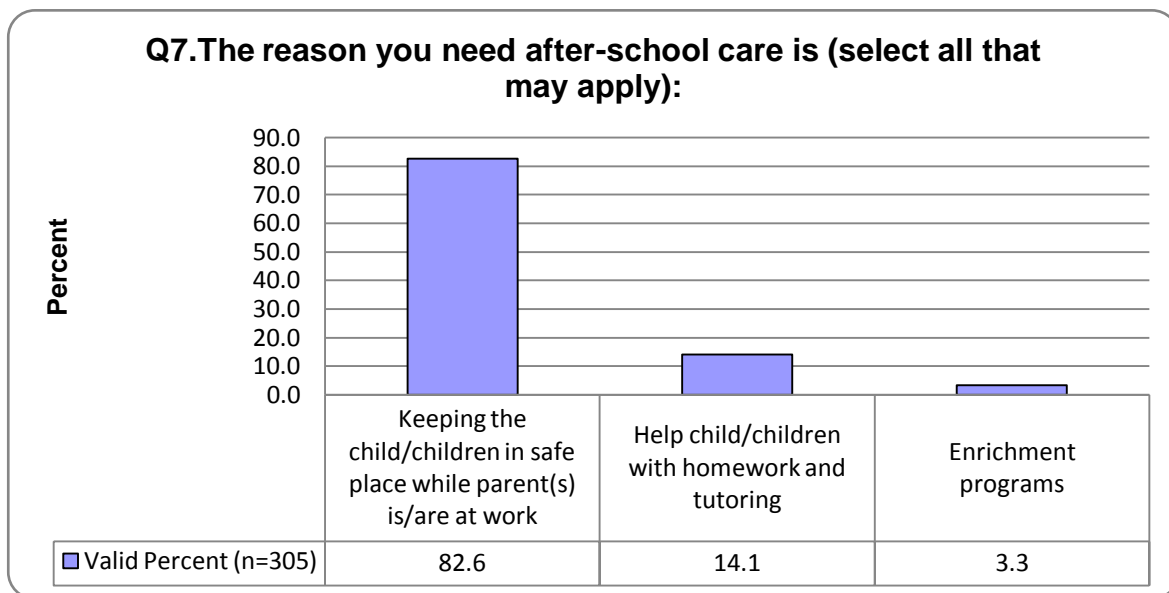
Parents’ Constraints, Opportunities, Needs and Preferences

Another important consideration for the after-school program must be the constraints, needs, and preferences of parents. By understanding these factors, program directors can get a better idea of how to best serve the children in this program. It can also provide interesting insight for the reasons why an after-school program such as this one is so important and critical to the lives of so many families.



By understanding the challenges that face parents in caring for their children, the after-school program can evaluate how it can best serve parents. Cost of care, with 62.6%² of parents in agreement, is the greatest challenge with school age child care. The close second is Quality Care at 8.7%. Fortunately the after-school program has exemplary quality care and cost-effective care for children in this age group.

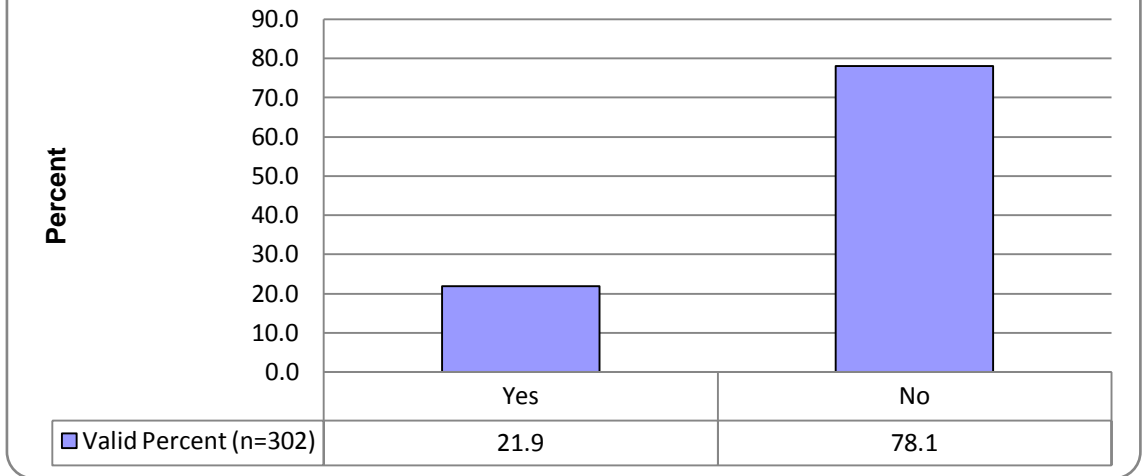
Other concerns facing parents are ways of taking care of children during school vacations, flexible schedules, and early dismissal days; together the aggregate of these similar overlapping concerns is 13.2%. To add to that, summer care is a great challenge for 5.9% of parents. Clearly parents feel that the greatest challenges involve scheduling with school-related breaks. This after-school program is essential for many parents who cannot otherwise find care for their children on such days.



In addition to being asked what their greatest concerns about child care are, parents were also asked why they need after-school care. A large 82.6% of parents need the after-school program to keep their child safe while at work. As indicated in a previous survey question, most of the parents work at least one job, so it is essential for these parents to have a reliable and safe environment for their children. 14.1% indicated that they need help for their child with homework and tutoring, and 3.3% need enrichment programs for their child.

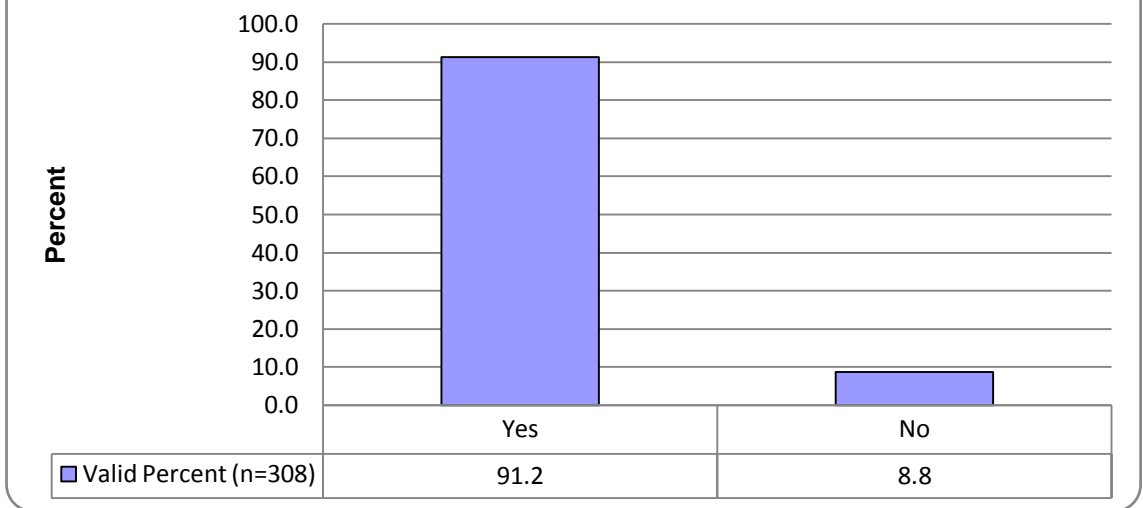
² Note that the total of these responses is over 100% because respondents had the option of marking more than one field in the survey. Refer to the appendix for a copy of the survey if necessary.

Q59. Transportation is needed for my child to attend this program



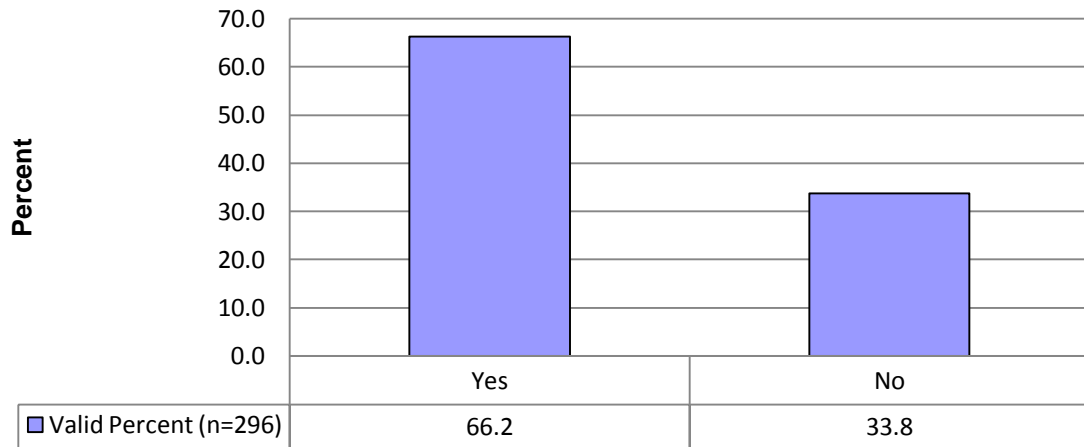
Besides needing the program, some parents, 21.9%, need additional help in terms of transportation to let their children attend the after-school program. Program administrators should consider carpooling programs and other such services for families to prevent any other students from not being able to attend this program.

Q60. This program is the only program that I can send my child to for after school



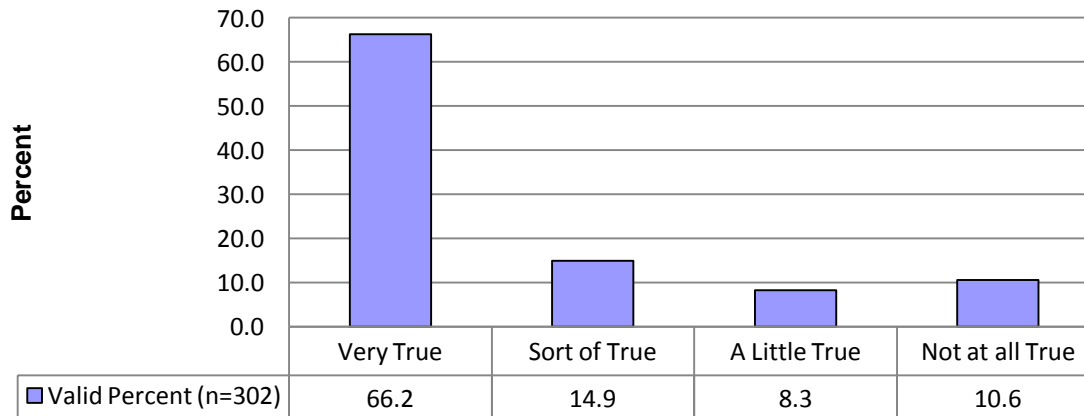
91.2% of parents reported that this after-school program is the only program that they could send their child to. Since this program is the only option for most parents, the program is providing a vital service to families who would otherwise have considerable hardships were this service not available.

Q61.I cannot afford to send my child to any other after school program



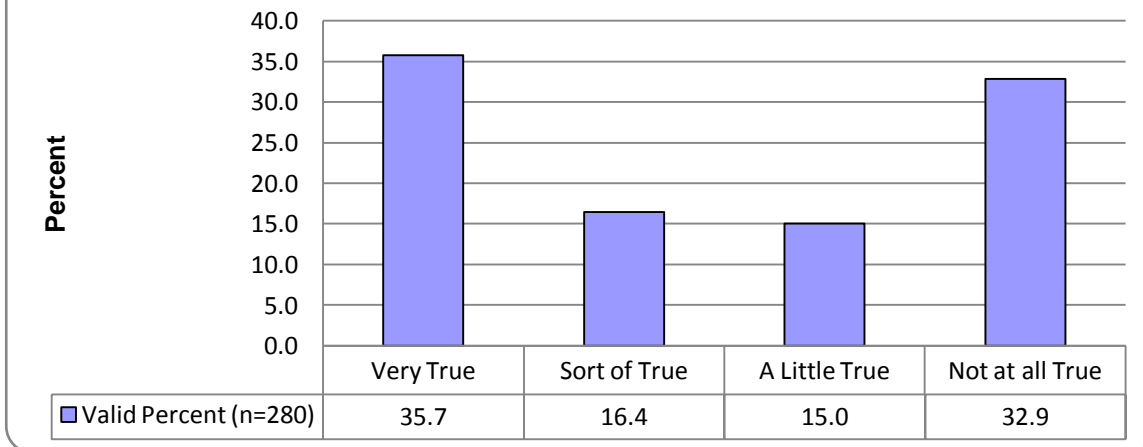
The reason for which this program is the only option for parents could be on account of various factors, one of which is the cost. 66.2% of parents reported that they could not afford to send their child to any other after-school program.

Q33.I miss less work than I used to because of the program.



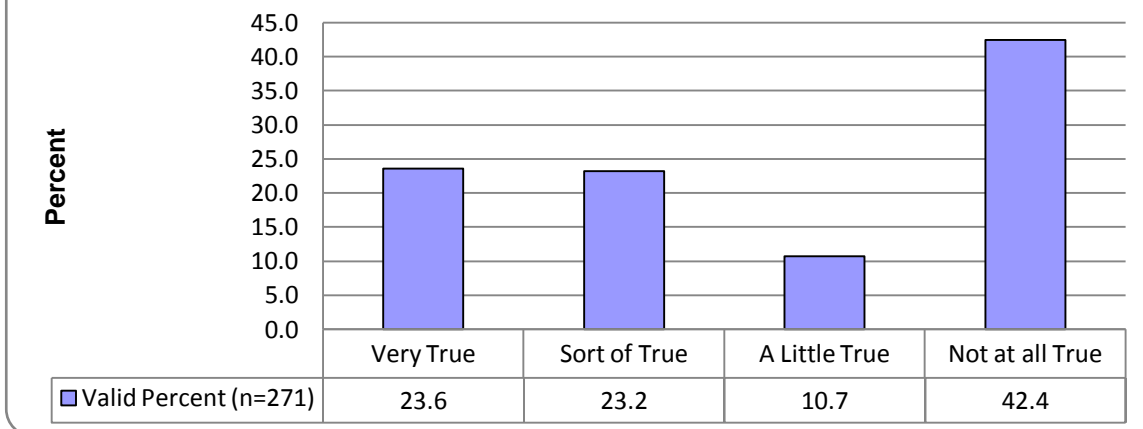
This after-school program has been beneficial to families in many aspects. One of these benefits is that 89.4% of parents have missed less work than when they used to because of the program. Clearly the program has impacted a significant portion of families participating in the program. Additionally, the after-school program has thus made an important economic contribution to the local community. Parents have become more productive and missed less work by sending their children to this after-school program.

Q36. The program has made it easier for me to go to school.



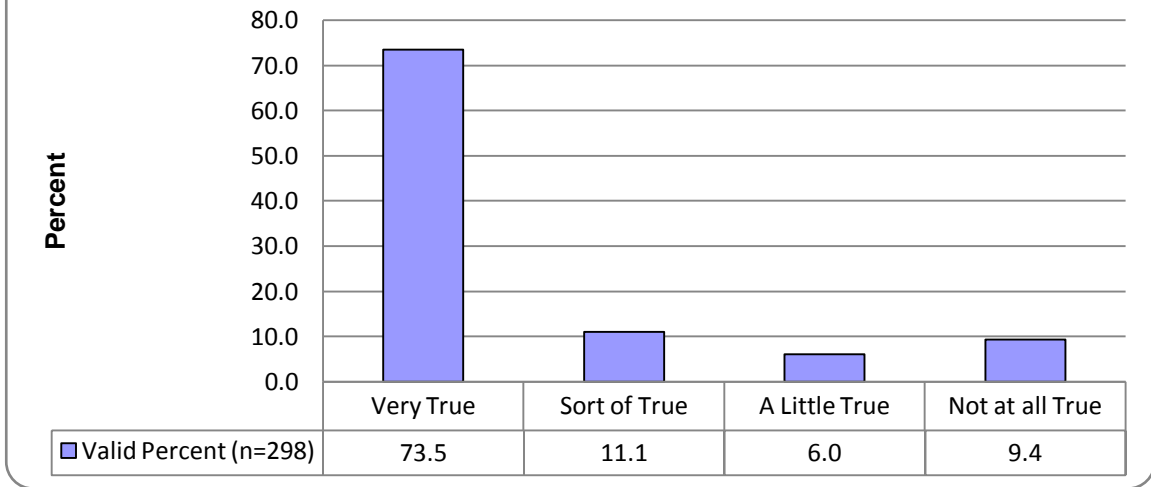
The after-school program also serves parents who have chosen to pursue further education in order to better the socio-economic position of themselves and their families. 67.1% of parents agree to some extent that it has been easier for them to go to school by sending their children to the after-school program. 32.9% found that this was not the case however.

Q37. The programs allowed me to go back to school and I am getting a higher certificate/diploma/degree.



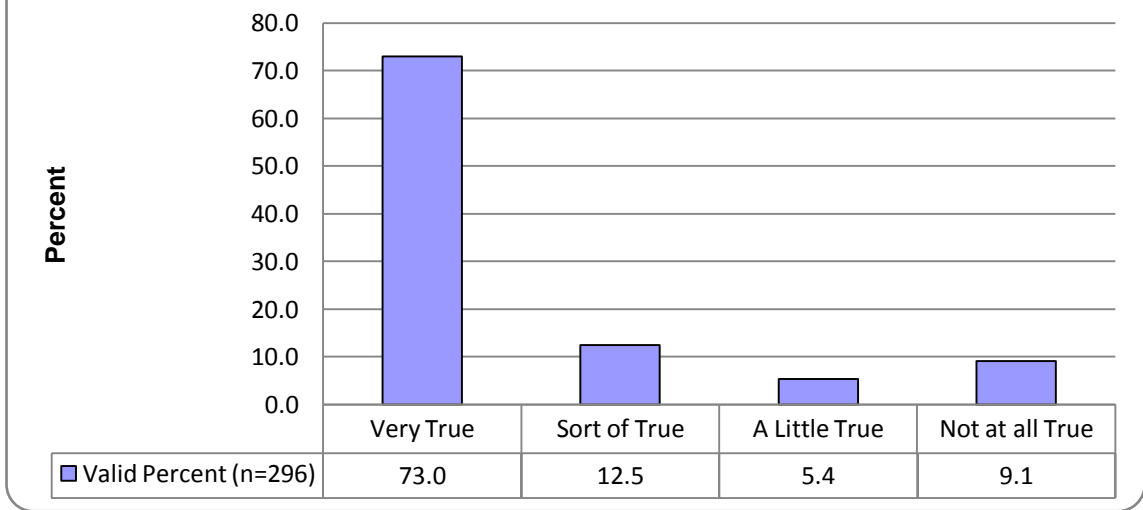
Not only has the after-school program given parents an easier way for them to go to school, but it has also allowed parents who were previously not able to go to school continue with their education to earn a higher degree. More than half of the parents polled responded that the after-school program has helped them in this aspect to varying degrees. 42.4% reported that this was not at all true. This could be representative of the parents who do not need or desire to go back to school to earn a higher degree.

Q35. The program has made it easier to keep my job.



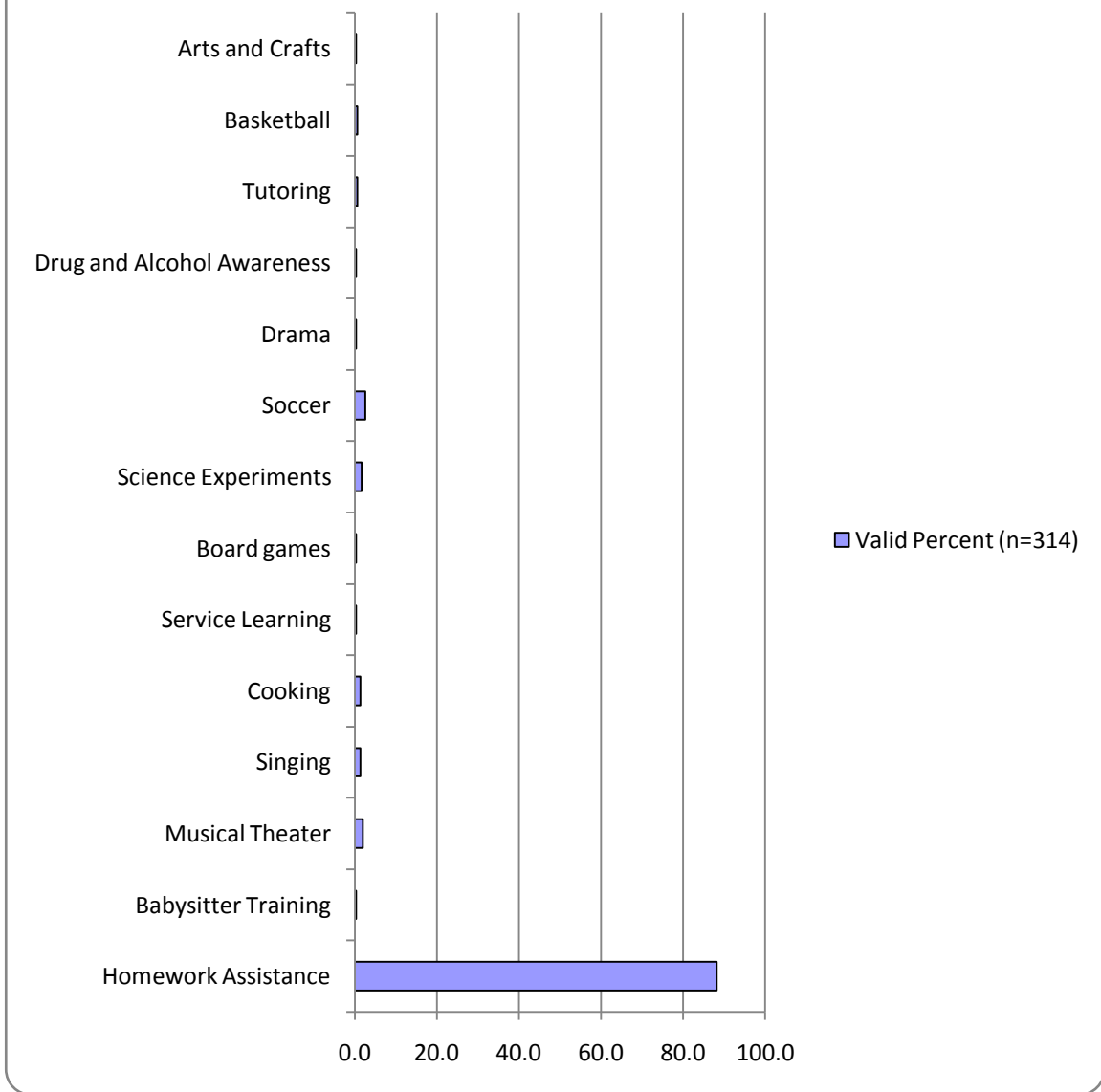
Beyond the opportunity of pursuing education, the after-school program also allows working parents to remain committed to their professional lives. Over 73% of respondents said that it was “very true” that the program has made it easier for them to keep their jobs. This is a very significant finding since it shows that such a large proportion of parents are allowed to be more productive as a result of the program.

Q34. I have been able to work because of the program.



In order to get more specific on the contribution of the clubs in helping parents work, we asked them more specifically if they have been able to work “because” of the program. The results were once again very positive when 73.0% of parents said that it was very true that they have been able to work because of the after school program.

Q5.Put a check mark on each of the activities you would like to see your child/children participate in after school:



Finally, when considering what sort of activities to provide the children it is important to consider which programs the parents seem to see as the most important. We provided a long list of possible activities and above we have presented the full list of those options and the results.

The activity that is clearly the most popular is homework assistance. The second most popular activity, soccer, is not as popular as the first, but much more popular than the rest as well. Parents seem to place importance in terms of activities on education and academic growth.

Following behind activities involving academic growth are activities related to violence, drug & alcohol, and gang prevention. This demonstrates that parents also place their child's safety as a high priority.

While planning next year's activities, the above information may help guide staff with their priorities for the year.

4) A Historic Review of Findings since School Year 2004-2005

As mentioned in the introduction of this annual report, the 2009-2010 annual report provides a six-year comparison of some of the key findings since the first year of the program in 2004-2005. In 2004-2005, the afterschool program was funded by the California 21st Century Community Learning Centers Afterschool Program. The program later changed and began receiving funds from The ASES program.

Conducting a comprehensive evaluation from the start has been one of the key components of the quality control of the afterschool program which has been managed and run by the Greater Oxnard and Port Hueneme Boys and Girls Clubs. Over the years, some of the questions in the annual evaluation surveys have been changed and additional questions have been added. Overall, the results of the annual evaluations have been used to bring about improvements in the program. The annual report of 2009-2010 brings a trend comparison of our findings in four segments of the annual reports. They are:

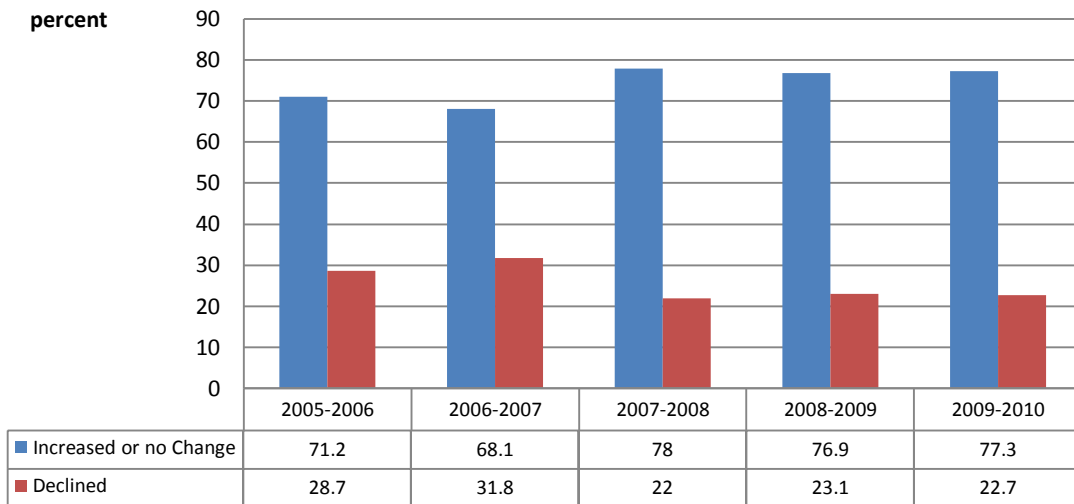
- Academic performance in both English-Language Arts (ELA) and Mathematics.
- Views and opinions of teachers concerning the students who have been attending the afterschool program.
- Views and opinions of students who have been attending the program over time.
- Views and opinion of parents over the last six years.

4.1 Academic Performance in ELA and Mathematics

We looked at the long-term performance of the program since 2004-2005. The following graph presents the emerging picture as the historic record of the program with regard to changes in their ELA scores from one year to the next. We should mention that we did not have any scores for non-scale English-Language Arts scores of afterschool programs for 2004-2005, and therefore, the trend begins as of 2005-2006 school year. This trend presents the scores for the ASES program from its starting year.

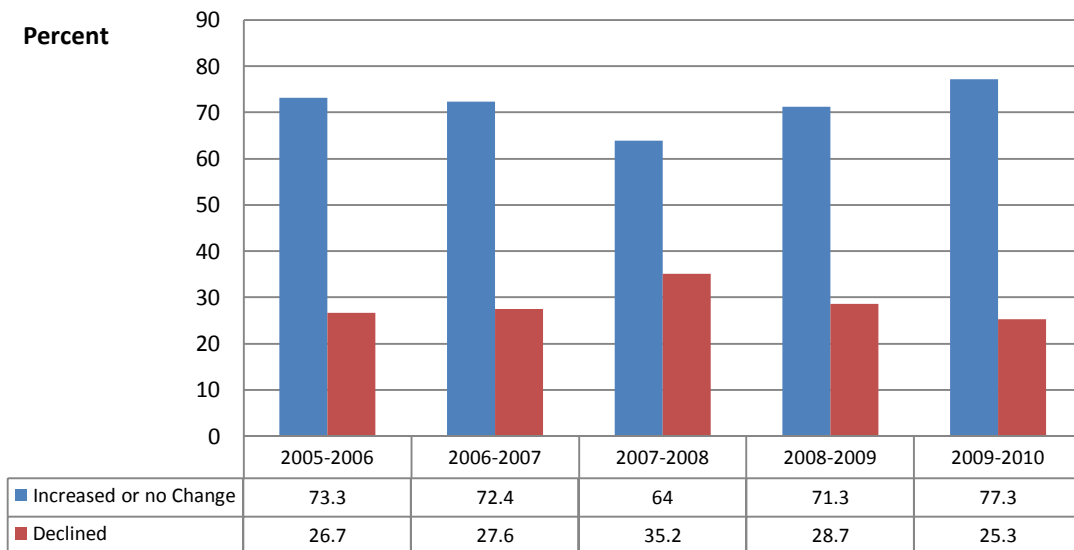
In order to make the comparison easier to follow, we added together the percentages of those whose grades did not change and the ones whose grades improved together and compared it with the percentages of those whose grades declined. Let us not forget that in each of the years presented in the graph we are looking at the same groups of students over two years; the current year and the base year dates back to the year before. The graph shows that invariably in each year, the overwhelming majority of students showed improvement or no change far in excess of those that showed a decline in their scores. In some of the previous years, the percentage of those whose grades either did not change or improved reached over 75%. In other words out of four students, three either did not experience any change or showed improvement in their grades for ELA.

Comparative Performance Data for English Language Arts



In order to give a historic presentation of the changes that occurred over the last several years, we compiled the historic data and presented the following chart.

Comparative Performance Data for Mathematics

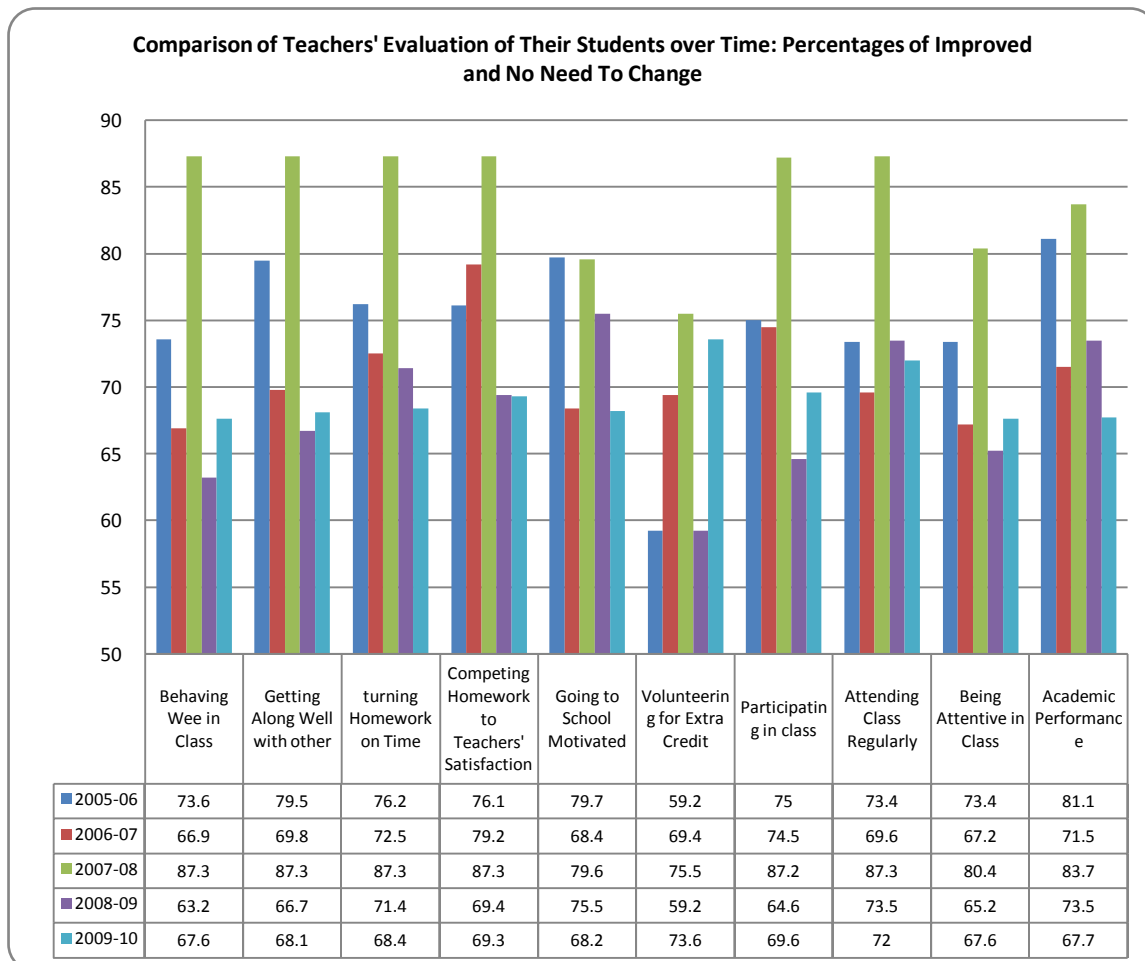


The above chart shows that the percentage of students experiencing no change or improvement in their mathematics score outweighed the percentages of those who experienced a decline in their grades by almost three times in every year since the school year as of 2004-2005.

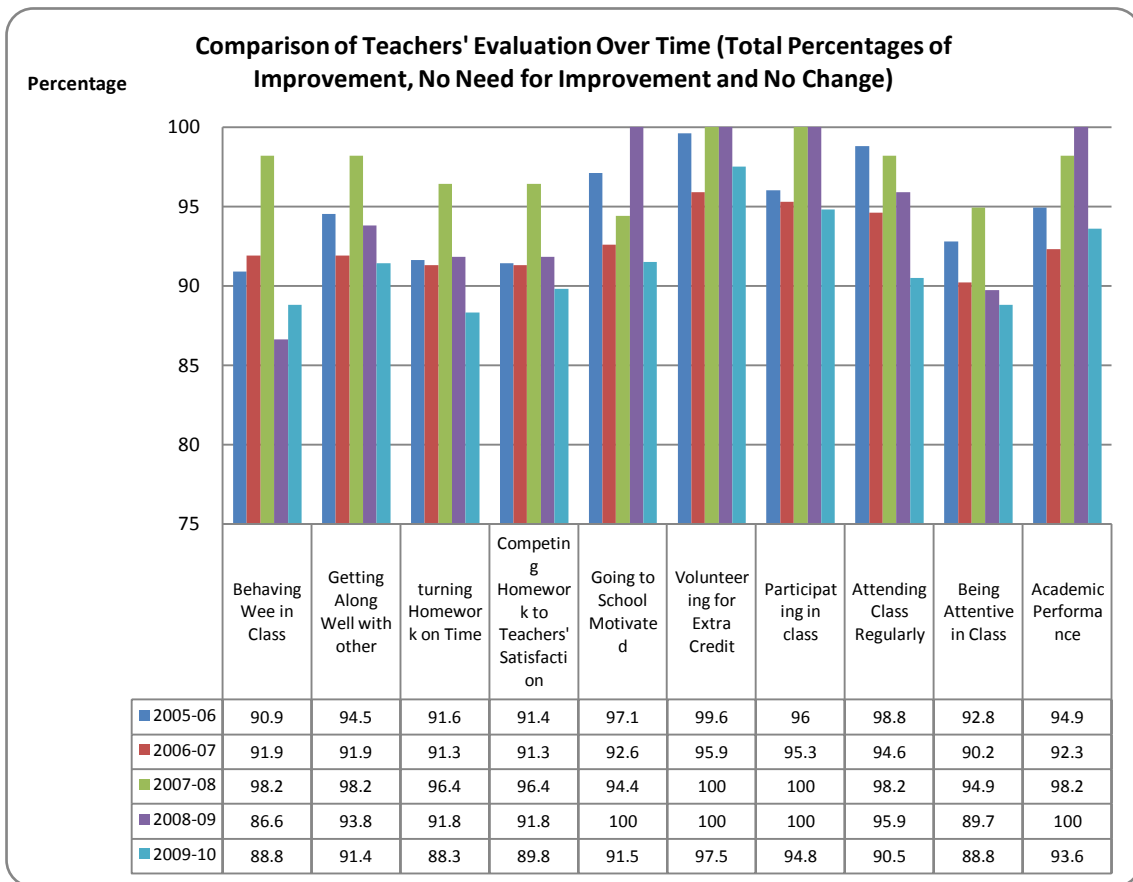
4.2 Summary of the Views and Opinion of Teachers about Their Afterschool Program Students

For this segment of the report, we gathered the summary reports of teachers in principal areas and brought them together in one combined chart that can provide a longer term comparison of teachers' evaluation of their students' academic performance and attitude towards others in the class and their responsibilities as students since 2004-2005.

In order to present the opinions of teachers over the lifetime of ASES, we compiled the opinion of teachers since 2005-2006 by adding the percentages of strongly improved, improved and no need to improve together. The total percentages reveal the vote of confidence of teachers concerning their individual students who have been attending the Rio Afterschool program since 2005. As the table shows, for every year the total percentages in every area almost reached and often exceeded 60% by far (in some areas). This is a remarkable finding, showing that performance of students who attend afterschool programs in academic and other areas (maturity, sense of responsibility, citizenship, etc.) have been consistently high over time. There is no doubt that the teachers are extremely happy with the overall performance of these students.



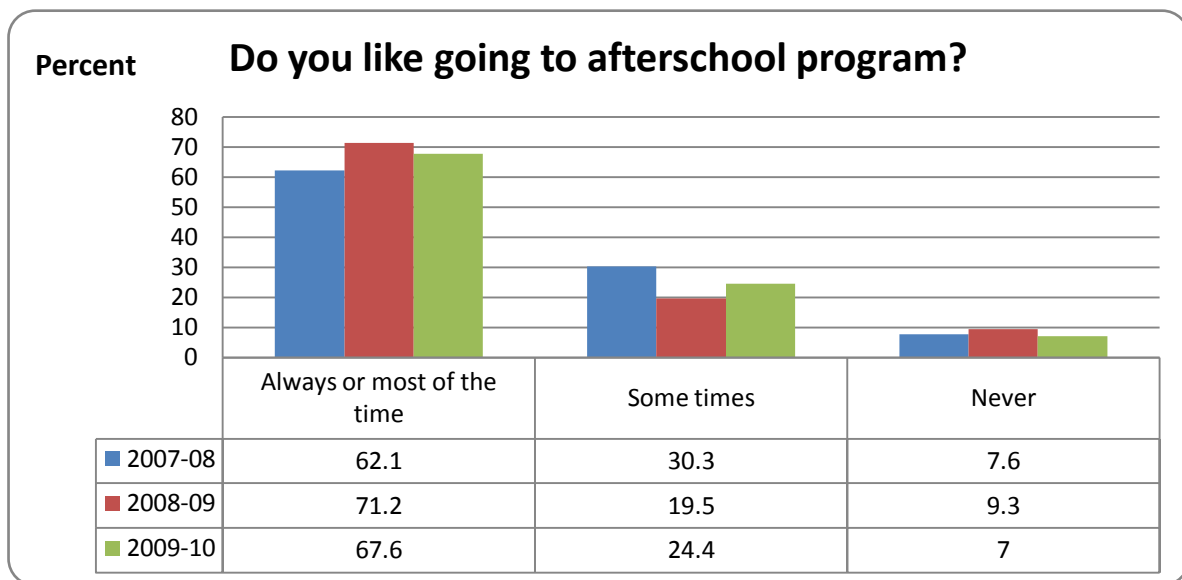
In order to go further we also added the percentages of students whose teachers said that there was no change in their behavior to the total sum of the improved and the ones for which there was no need for change. The results are presented in the following chart. This chart shows that over the last five years, for a number of the areas the total percentages in some years reached 100% and in other years or areas the total percentages were very high. This shows that the decline in behavior and academic performance of the students have been very small all across the board. Once again, this chart shows that teachers have given their students who have been attending the afterschool program very high marks in terms of their academic performance, sense of belonging, and positive attitude in their schools. What makes this finding very significant is that this occurred consistently over the entire period of ASES program.



4.3 Summary of the finding of key questions from students since the start of the program

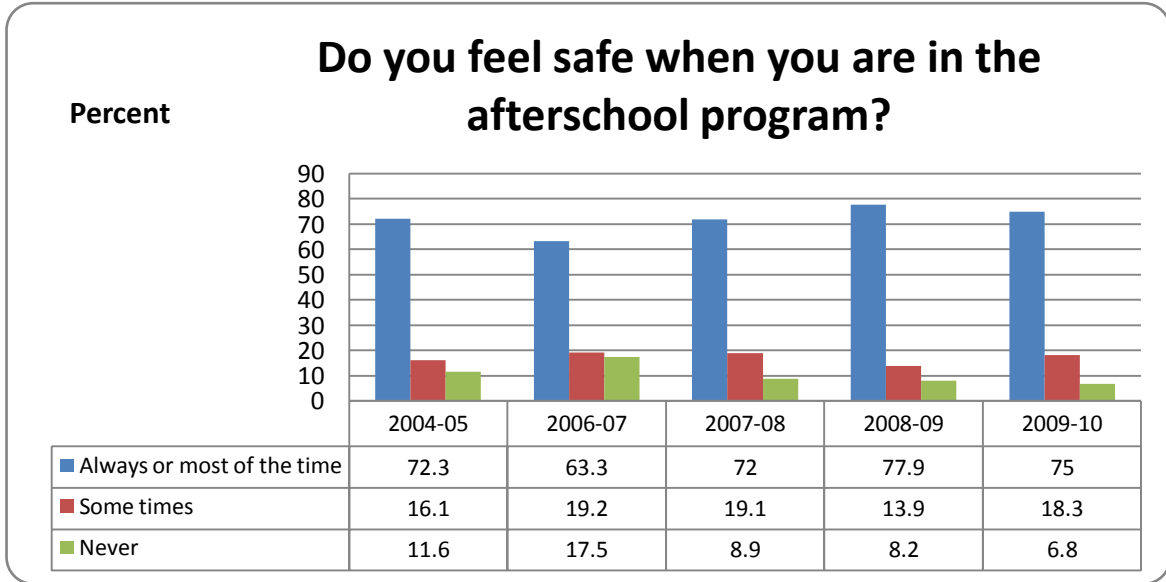
Students’ opinions and feelings about the program are the centerpiece of our annual evaluation. Their views show how the program succeeded in influencing them positively and helped them to become better students and caring people towards family and friends. Their views show if the program succeeded in helping them develop a sense of belonging to the program and the people with whom they interact. Their views show if they feel confident about themselves and if they aspire to become successful in their academic life and hope to enter college and become productive adults as they grow up.

In this segment of the report, we will present the summary results of 15 questions that we asked over the previous years. As the results show, for a number of reasons, we have had some data gaps in some of these years. The most important data gap is not having any student survey conducted in the year 2005-2006. The reason was in that year, the afterschool program was supposed to get the student responses through a vender for all the afterschool programs in the State of California. This promise was never fulfilled and we ended up not having our own student survey for that particular year. Our data series starts as of year 2004-2005, well before the start of ASES program.

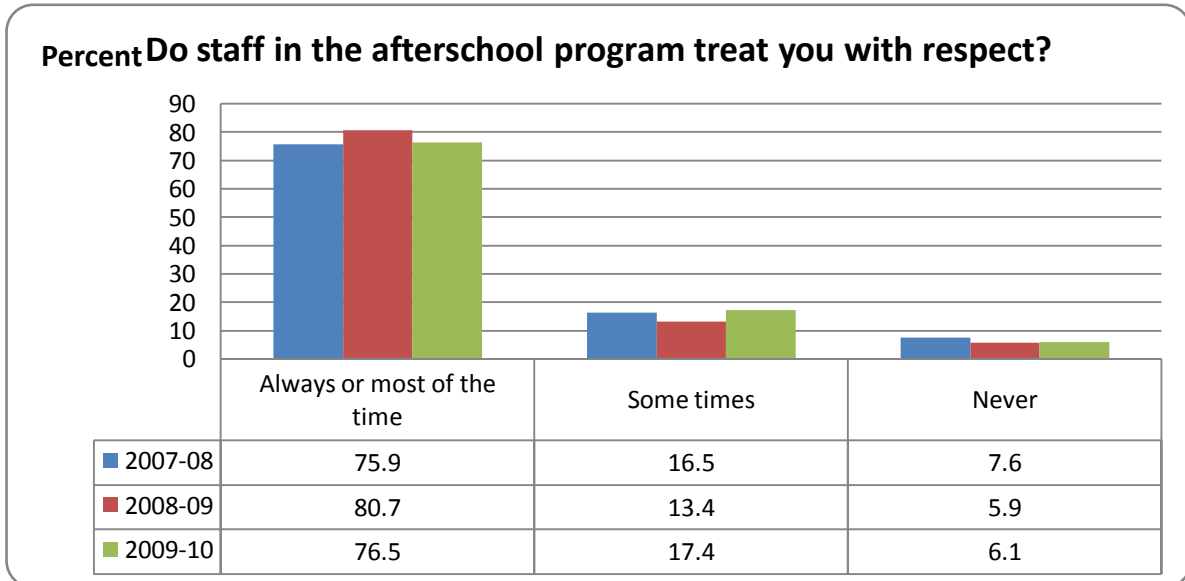


We began asking this question three years ago. There are, however, other questions that inquired about the way students feel about the program, but not in such a direct way as the above question. In order to present a better and easier to follow pattern of responses, we added the percentages of always and most of the time together and compared it with sometimes and never. The above chart shows that over the last three years, the percentage of always and most of the time in every single year far exceeded the percentage of sometimes or never. Indeed if we add the sometimes to the same group and single it out against the never, we see that in every year, a percentage of less than 10% really did not like the program. This chart

presents a convincing record that an overwhelming majority of the students like their afterschool program.

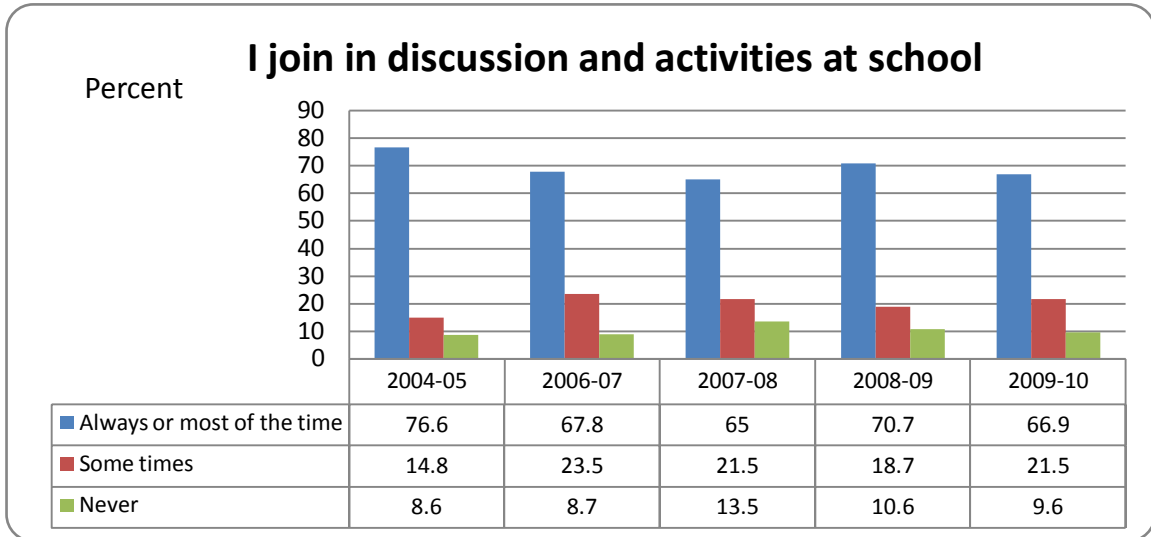


The safety of students and their sense of being safe when they are in the afterschool program is a major concern of the program. The above chart shows that an overwhelming majority of students have felt safe all throughout the previous years. In each year, there has been a small percentage of students who have expressed a feeling of not been safe when they are in the programs.

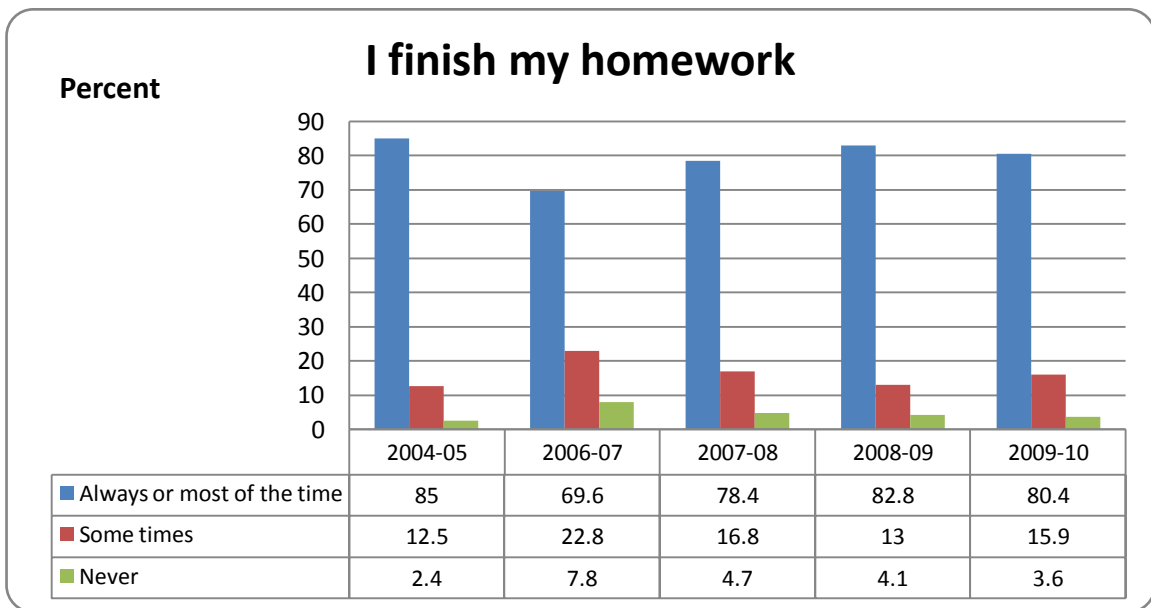


Respecting others is one of the important lessons that the Boys and Girls Clubs would like to teach their members and for the last three years, the students' survey included the above questions in its instrumentation. The above chart shows that an overwhelming majority of

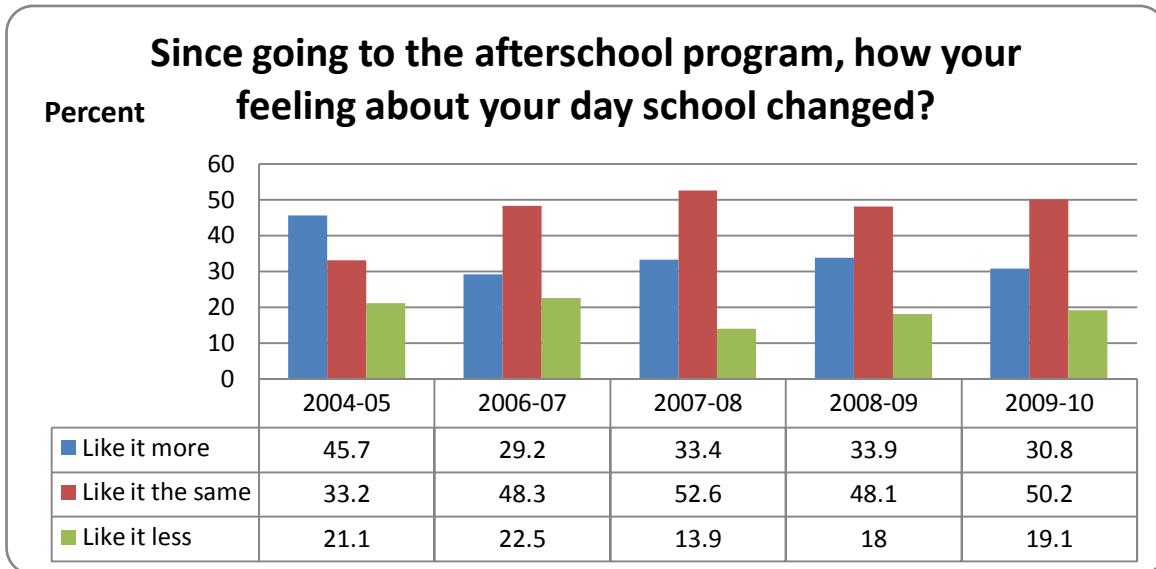
students believe that afterschool program activities show respect in dealing with them, and set a good example for them to follow. As the chart reveals, only a small proportion of the respondents said that this does not ever happen.



Students' participation in discussion and school activities is an indicator of relating to the school and becoming involved with the school and what goes on in that environment. Students who are involved and participate in the ongoing discussions in their school and classes are often the ones who pay more attention to their academic work and relate better with others around them. The historic record of the afterschool programs is remarkable, and it shows that in every single year, we have very few who do not relate to their school environment and do not wish to partake in the ongoing activities.

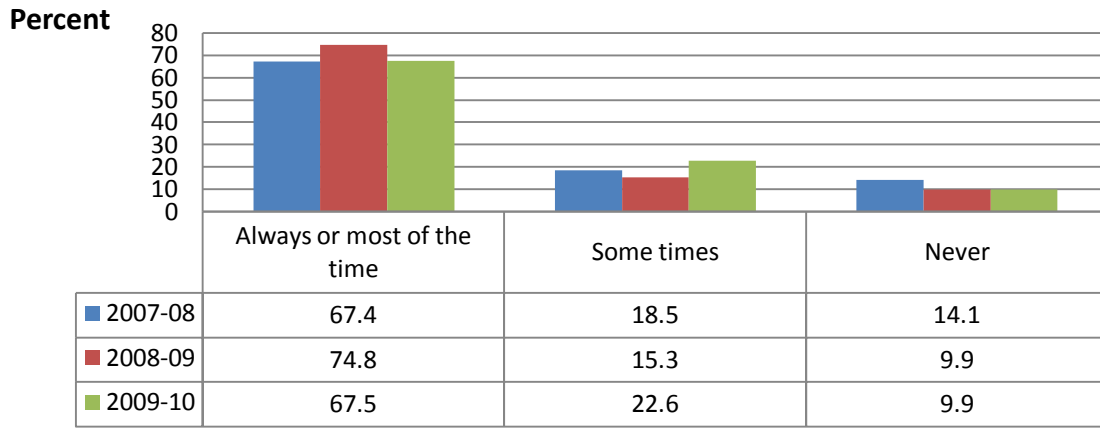


Doing homework is an important indicator of good academic performance. Within the Boys and Girls Clubs, they have an hour per day designated as Power Hour, during which the members need to be engaged in doing their homework. Having time to do their homework is a good indicator of having students excel in their academic tasks and responsibilities. The above chart shows that an overwhelming majority of students indicate that they have enough time to do their homework. Few indicated that this is not the case.



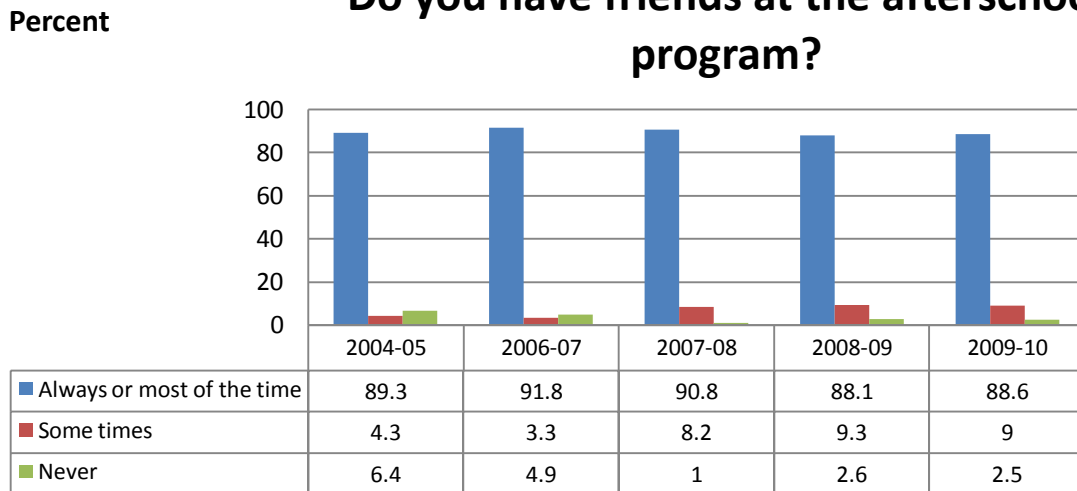
Liking school and relating to it is very important. Experience shows that those who like their school and look forward to going there and being with their friends, educators, and staff do much better academically and socially in their environment. The pattern of responses to the question shows that great numbers of students every year say that as a result of going to the afterschool program they like their day school more. This pattern shows a number of possible developments that may occur while these students go to the afterschool program. It is hard to give a definite opinion as what may cause such greater liking that grows from attending an afterschool program. Finding friends, doing better academically, and developing greater academic aspirations are among many results that one might contemplate.

I feel the program is effective in helping me with my needs



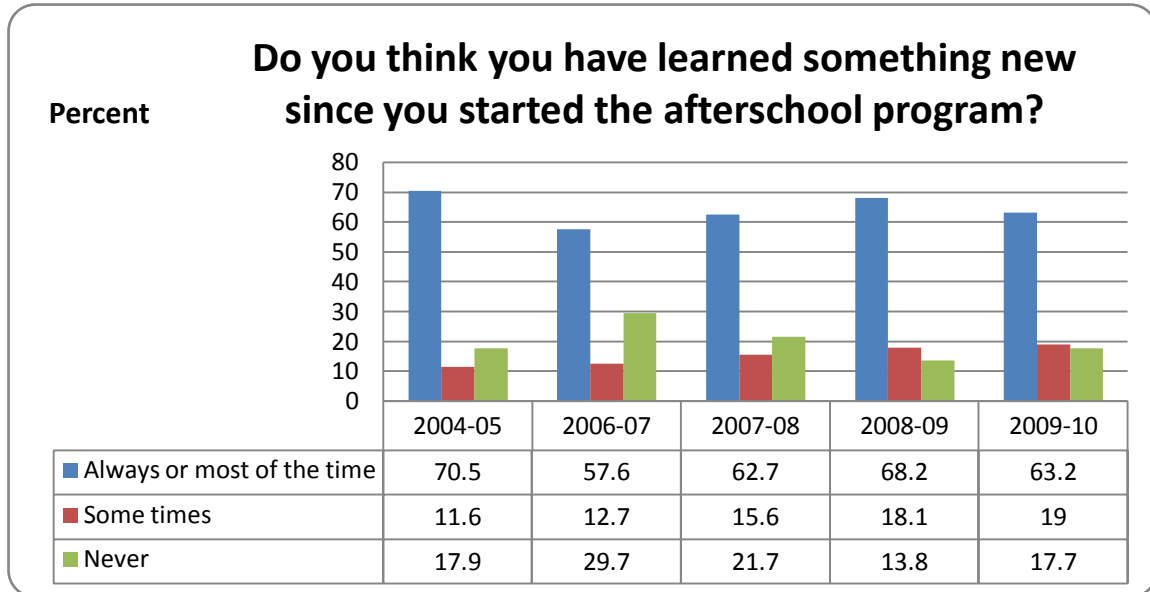
One of the primary objectives of the afterschool program is to help students with their needs, and their needs are different. We included this question in our yearly survey since 2007-2008, and the above diagram shows that without exception, the overwhelming majority of students surveyed since 2007-2008 said that the afterschool program helped them with their needs. If we add those who said the program sometimes help them with their needs, there is a small proportion that disagreed with the statement. In two of the three years, the percentage of those who disagreed with the statement was just about 10% of all the respondents.

Do you have friends at the afterschool program?



Being able to find friends is considered an important element of the ability to adapt to an environment and function properly in that social setting. Social studies suggest that there is a multistage growth in the life of a young person. The ability to find friends is indicative of growth in the prosocial behavior of a young person. The above chart shows a remarkable growth in the prosocial development of the students who attend the Rio District Afterschool Program. In all

the years since 2004-2005, about 90% or more of the respondents said that always and most of the time they have friends when they are in the afterschool program. This is a remarkable achievement for a program. The percentage of those who disagreed with this statement was very low each and every year.

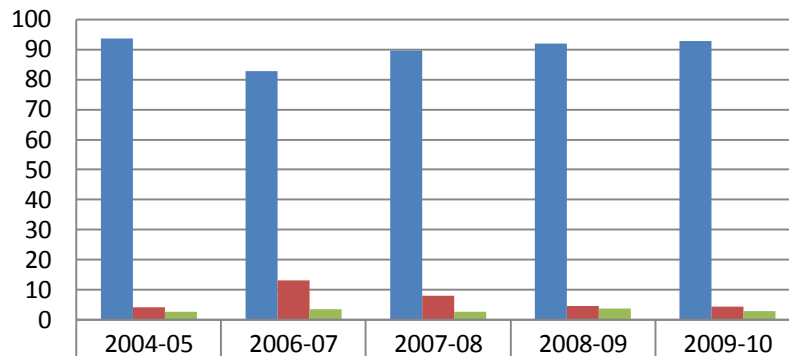


Feeling positive about a program is very important and nothing can be as revealing as asking these young people if they think that they learned something new since they have begun attending the afterschool program. The response of the students to this question is that an overwhelming majority of students agreed with this statement always or most of the time. If we add to this the answers of those who said they sometimes feel that they learned something new, the percentage of the total in most years exceeded 80% of the respondents. In other words, four out of five of the respondents agreed that they learned something new since they started the afterschool program.

Aspiring for a better life has many elements. Valuing good education at a young age is one of the most important indicators of such aspiration. The following question show the pattern of responses of the afterschool students since 2004-2005. In most years, the percentages of those who said they agree with this statement always or most of the time exceeded 90% of all respondents. Less than 4% of respondents every year disagreed with this statement, and that is remarkable results.

It is important to get a good education

Percent

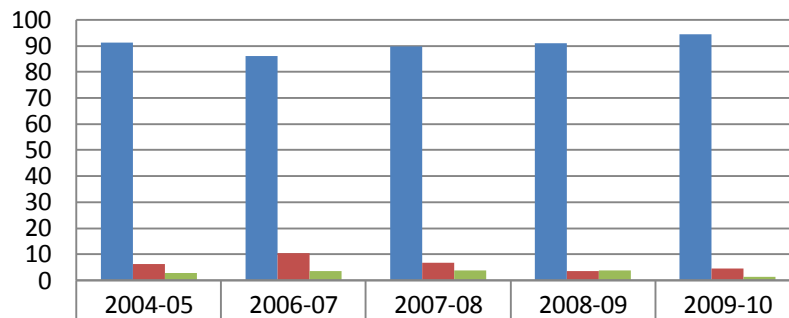


	2004-05	2006-07	2007-08	2008-09	2009-10
Always or most of the time	93.5	82.8	89.5	92	92.8
Some times	4	13	7.9	4.4	4.3
Never	2.5	3.4	2.6	3.6	2.8

The following chart looks at the opinions of students about how important it is for them to do well in school. Apathy and indifference about school and school work is the recipe for disaster, and failure to improve a young person's life during the early youth and thereafter will result in having an unproductive adult in the future.

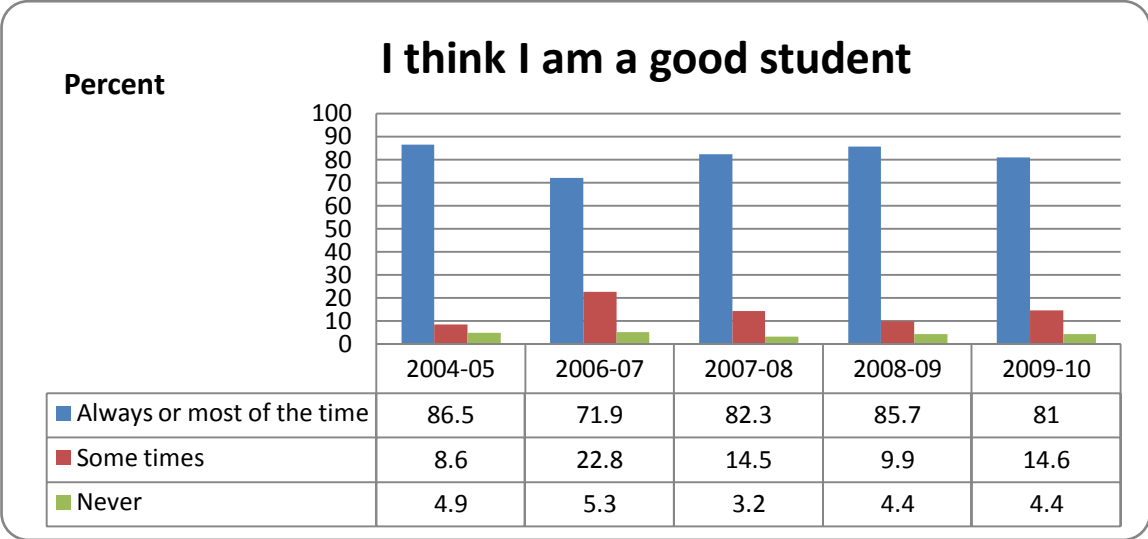
Doing well in school is important

Percent

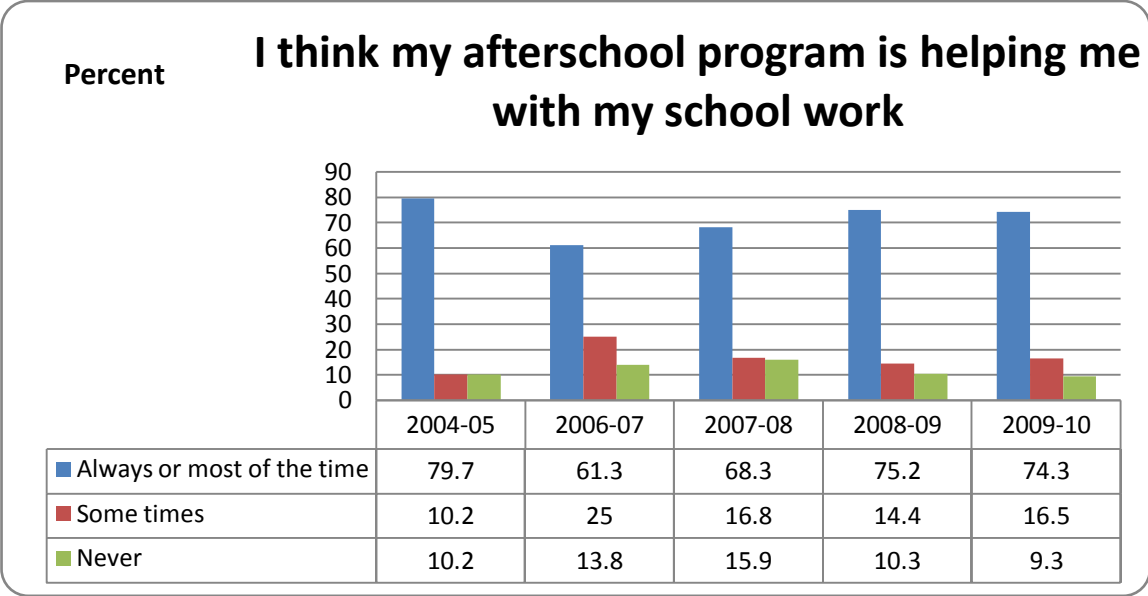


	2004-05	2006-07	2007-08	2008-09	2009-10
Always or most of the time	91.1	86.1	89.7	90.9	94.3
Some times	6.2	10.4	6.6	3.4	4.5
Never	2.8	3.5	3.7	3.7	1.2

The above chart shows that every year since the 2004-2005 school year, an overwhelming majority of students in the afterschool program stated that it was important for them to do well in school. Very few in every year, in fact less than 4%, disagreed with this statement.



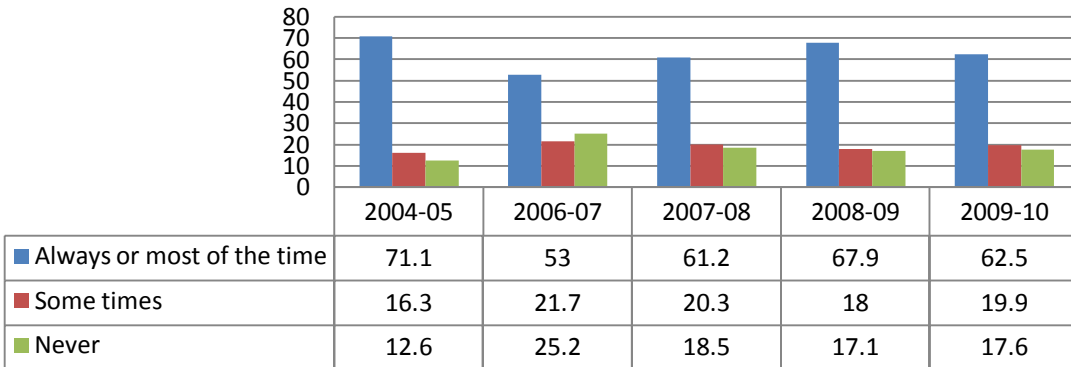
Having self-confidence in one’s abilities is an important element of developing a positive and constructive attitude about life and being successful in it. The above chart shows that an overwhelming majority of students in the afterschool program since 2004-2005 believed that they are good students. In almost every year, only 5% or less believed that they are not good students. The power of positive thinking and believing in one’s ability is an important element of true success in their future life. The picture depicted in the above chart is a clear testimony of how afterschool program students think ,and that is very encouraging.



The above chart shows that since 2004-2005, the majority of students believed that their afterschool program is helping them with their school work. Every year, only a small fraction of the respondents disagreed with this statement and in three of the five years, the percentage was about or less than 10%.

Percent

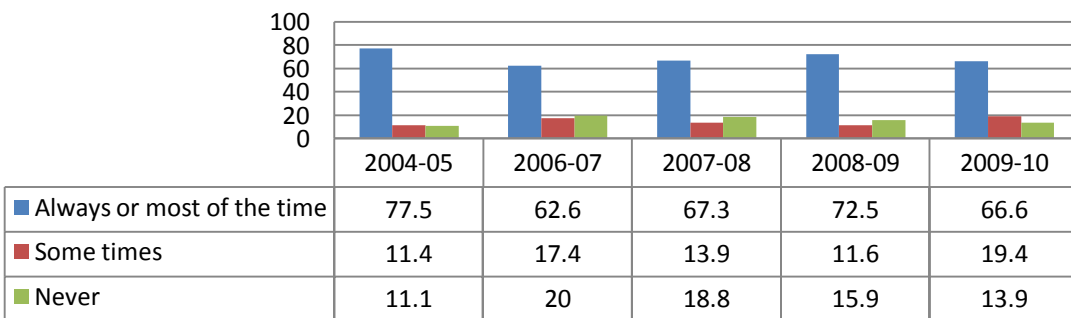
Since attending afterschool problem I can better handle a problem with other Students



Youth violence has many underlying causes, and solving this problem requires structural changes in a community in the way people see their problems and their ability and power to change the situation and transform these underlying causes. There is a very important personal element that can influence the equation and changes it for the better; it thus prevents acts of violence in our communities. One of those elements is the ability to get along with people who are with us and around us. The above question asks the students to make an assessment of their ability to handle problems with other students since they have been attending the afterschool program. The outcome is very positive. In every year, the majority of respondents said that their ability to handle problems with their peers improved.

Percent

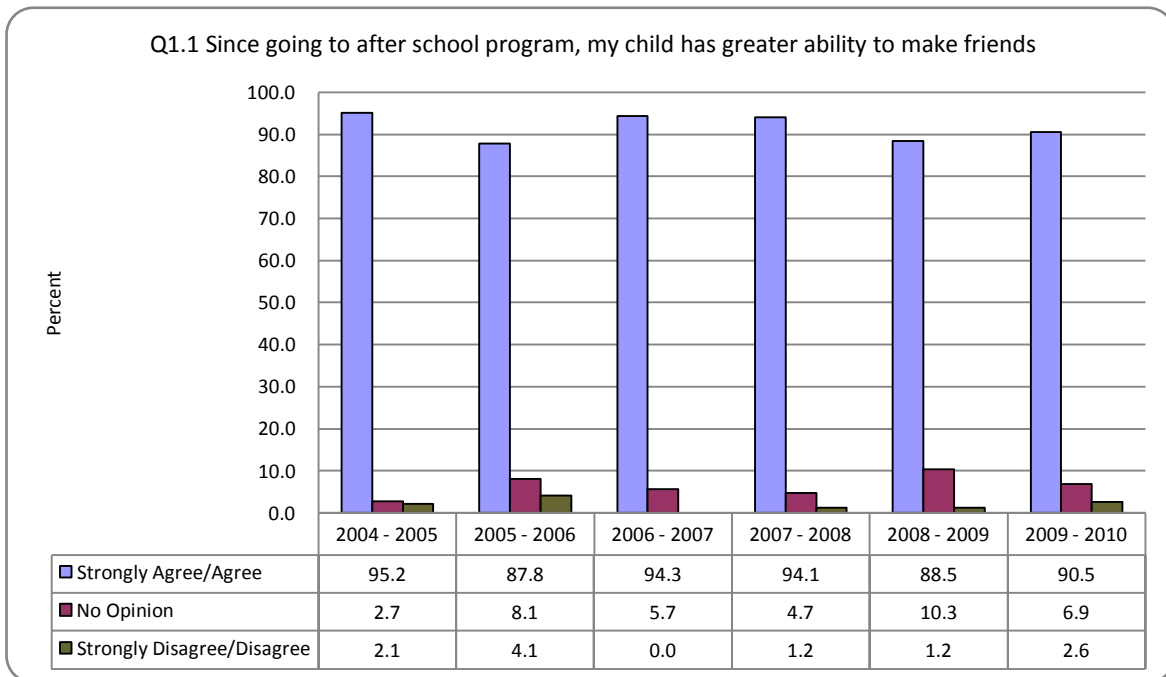
Since attending afterschool program I can better handle a problem with my family



The above chart shows the assessment of the respondents on their ability to handle problems with their families. Once again, we see that in all years, almost seven out of ten said that they can always or most of the time handle the problem better since they have been attending the afterschool program.

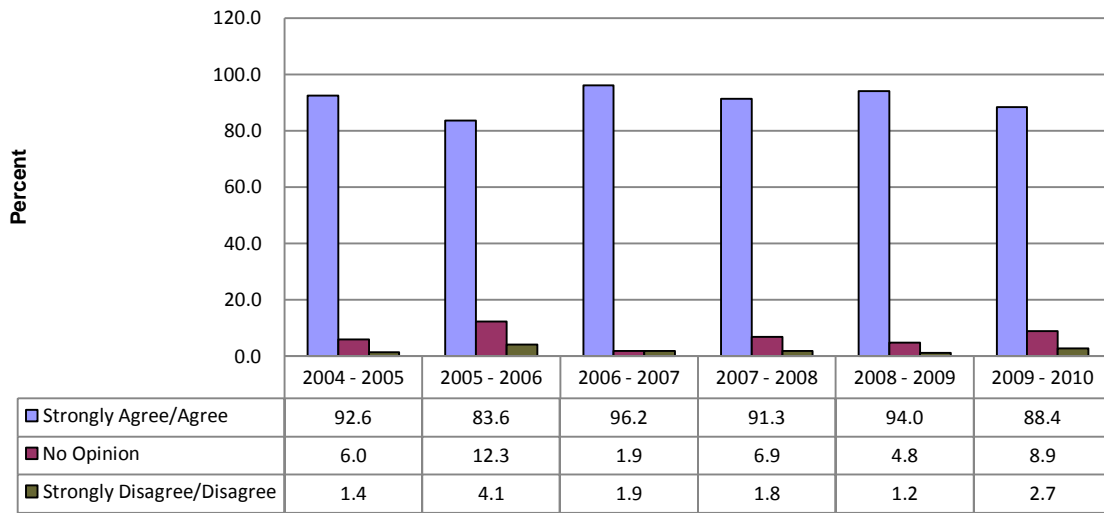
4.4 Summary of the finding of key questions from parents’ surveys since the start of the program (Year 2004-2005 to Year 2009-2010)

In this segment of the report, we also took some 17 key questions from parents’ surveys over the last several years. These questions aimed at discovering how parents think about the impact of the program on their children. The questions inquire about a number of issues, ranging from assessing self-confidence of children to their academic abilities, ability to get along with peers and family and their aspiration to become successful adults in the years to come. A comparison of the pattern of responses can demonstrate how the mindset of parents changed or remained the same over most important issues related to the operation of the programs and their impact on their children. The following charts present our findings.



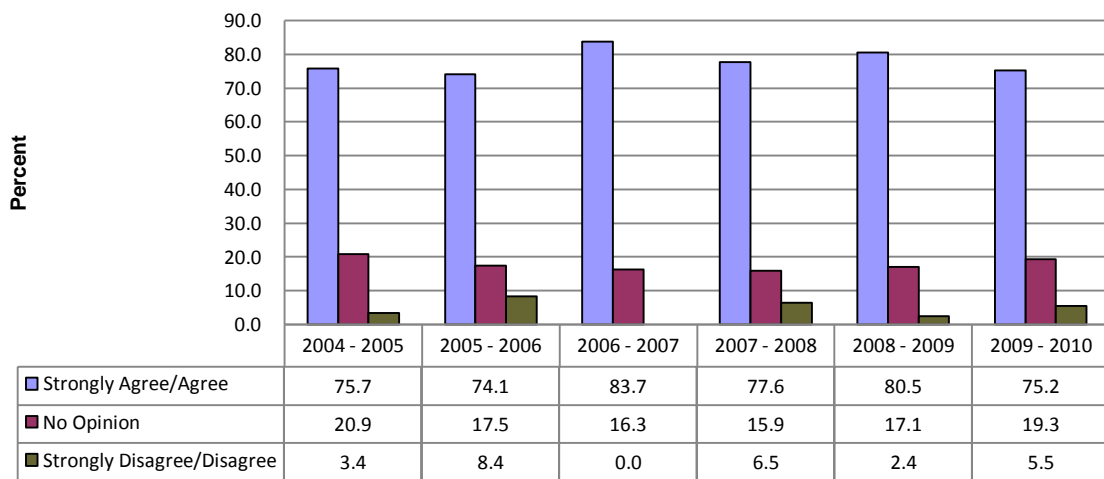
The above chart shows parents’ views about the impact of the program on their child’s ability to make friends. The record of findings is impressive. About 90% or more of parents over the six years of our observations agreed or strongly agreed that their children, since going to the afterschool program, developed a greater ability to make friends. This testimony is in line with the opinion of the students over the same period of time.

Q1.2 Since going to after school program, my child is showing more confidence in himself/herself



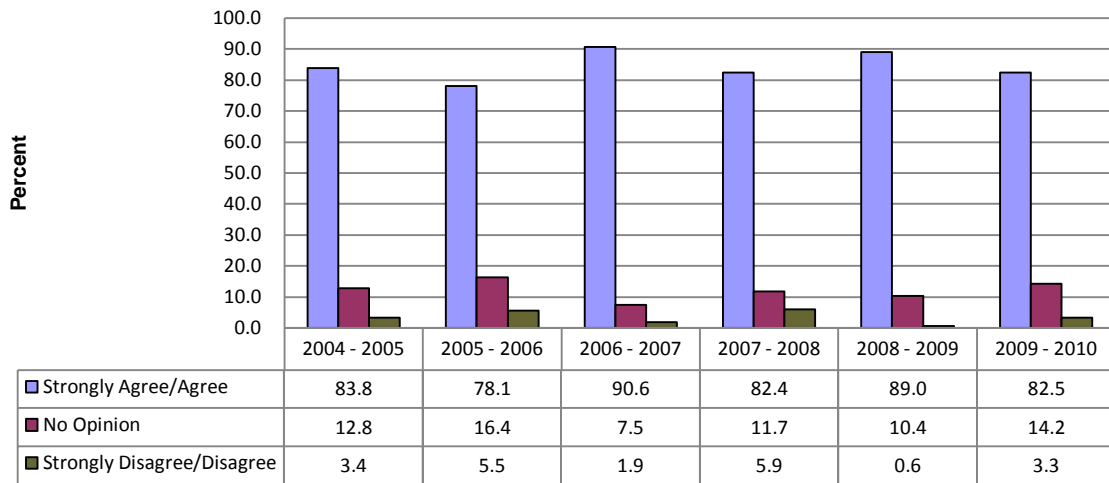
The above question inquires about parents' views concerning development of greater self confidence in their children since going to the afterschool program. Once again, the overwhelming majority of parents agreed with the statement. Every year, much less than 5% expressed disagreement with the statement.

Q1.3 Since going to after school program, my child is talking more about future plans and about school



One of the positive signs in a young person that shows development of a greater aspiration for better academic work is a higher desire to talk about schools and future plans. The above chart shows that since 2004-2005, every year 75% to more than 80% of parents agreed or strongly agreed that their children talk more about schools and their future plans since going to the afterschool program.

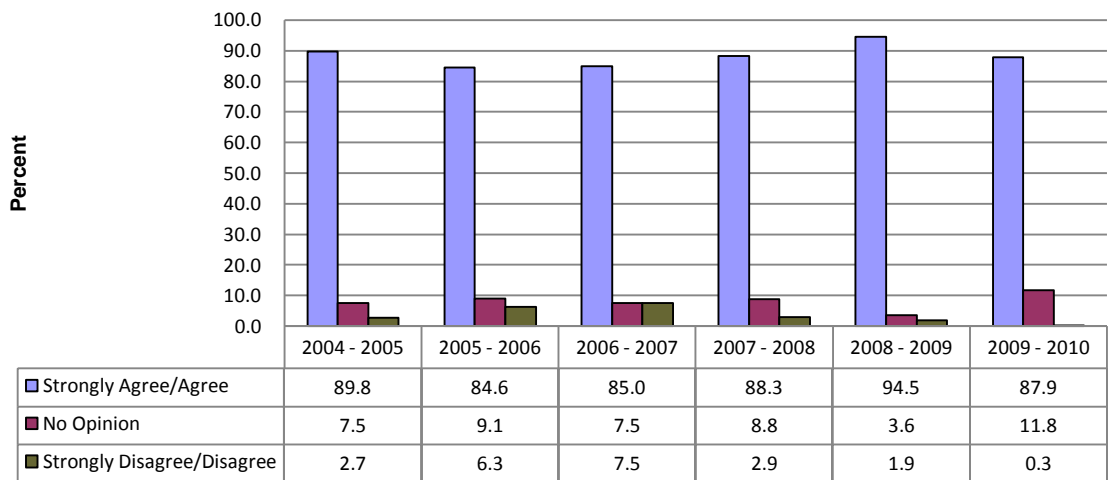
Q1.4 Since going to after school program, my child's ability to communicate within the family has improved



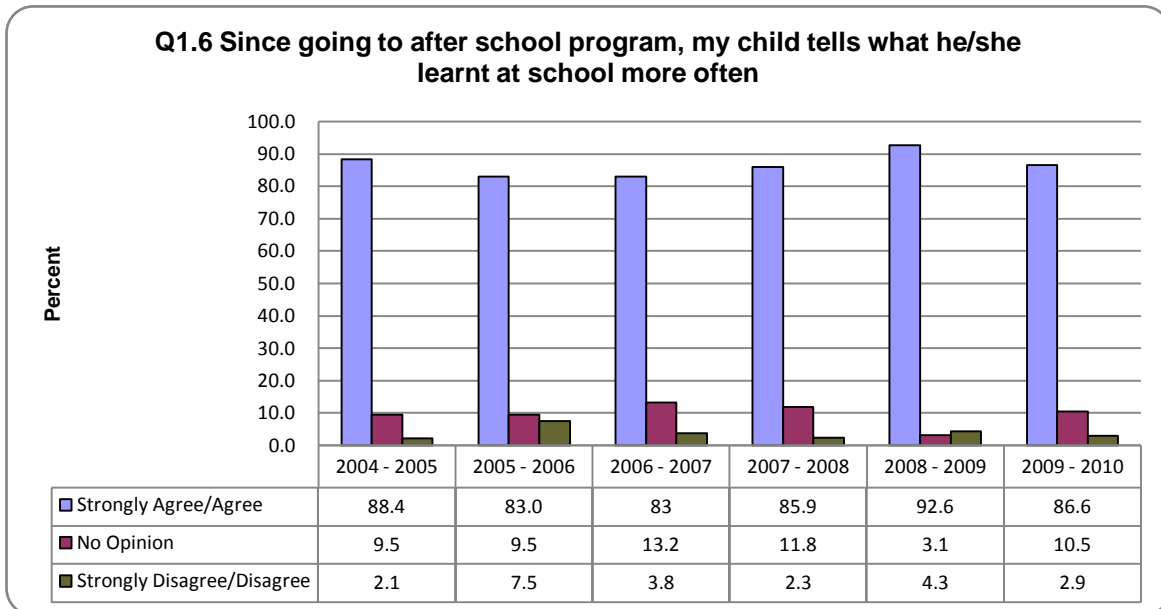
Better communication is a good sign of being more grounded in a positive way of life and being in greater harmony with the environment within which a child lives. The above chart shows that an overwhelming majority of parents since 2004-2005 agreed or strongly agreed that their children developed a greater ability to communicate within the family since going to the afterschool program. Over this period, in most years the percentage of those parents who disagreed with this statement was lower than 5%, and in two years, less than 2%.

School performance is one of the pivotal issues of the afterschool program. Having tutors and time for homework during the afterschool hours are efforts to help students to improve their academic performance.

Q1.5 Since going to after school program, my child has shown improved school performance

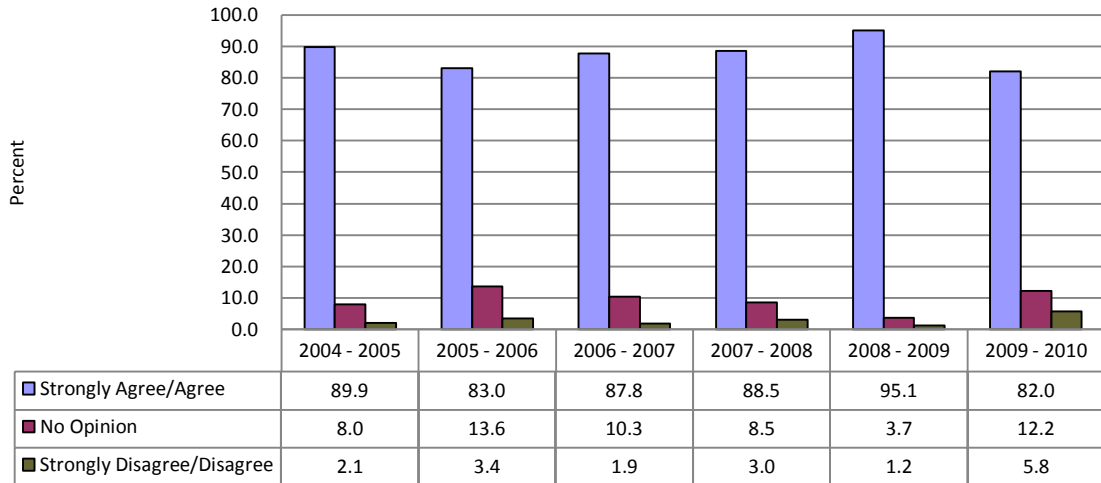


The above chart shows that every year, between 85% to 95% of parents agreed or strongly agreed that their children’s school performance improved since going to the afterschool program.



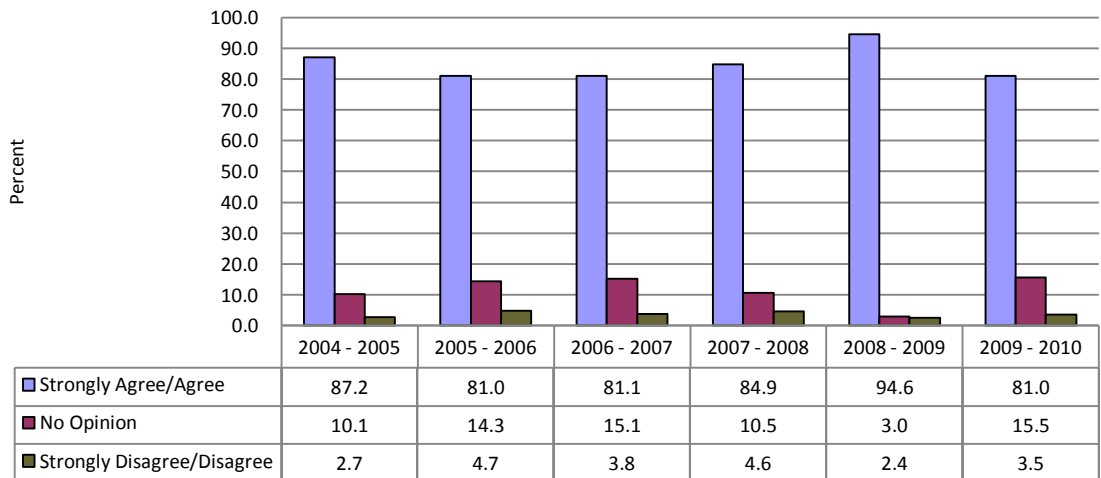
As mentioned earlier, talking about school shows the level of interest of children in their school and what goes on during the time that they are there. The above chart shows that in every year since 2004-2005, between 83% and 93% of parents said that their children talk more about what they learned in school since going to the afterschool program. This clearly shows that attending the afterschool program has always been a positive factor in bringing children to pay more attention to their school life and share it with their parents. This is a clear sign of the positive role that the afterschool program has been playing over this period of time and most likely will continue to have the same effect for years to come.

Q1.7 Since going to after school program, my child seems to enjoy going to school more



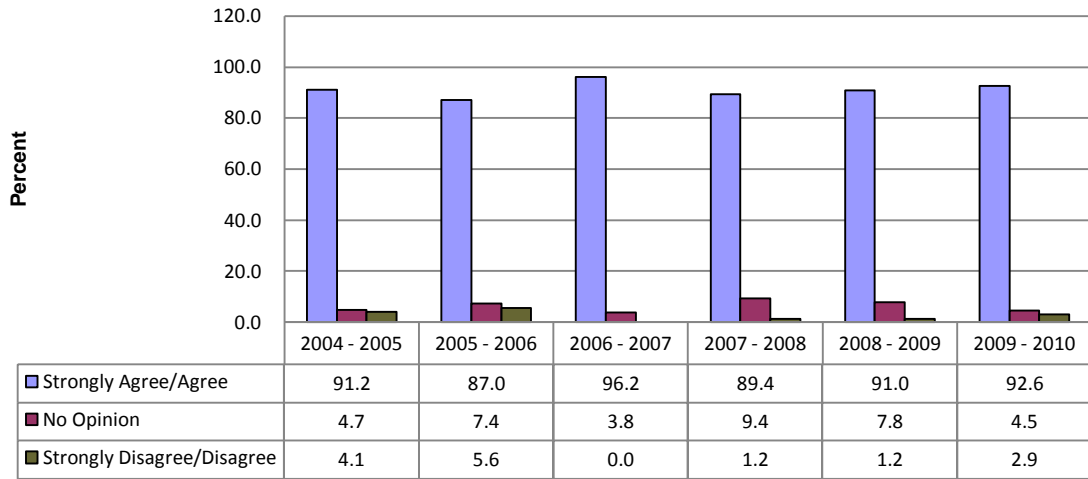
This question brings the same issue under scrutiny which is the role of afterschool programs in creating greater enthusiasm and interest in children about their school and going to school every day. The above chart shows between 82% and 95% of parents either agreed or strongly agreed with the statement that their children seem to be enjoying their school more since going to the afterschool program.

Q1.8 Since going to after school program, my child's grade has improved



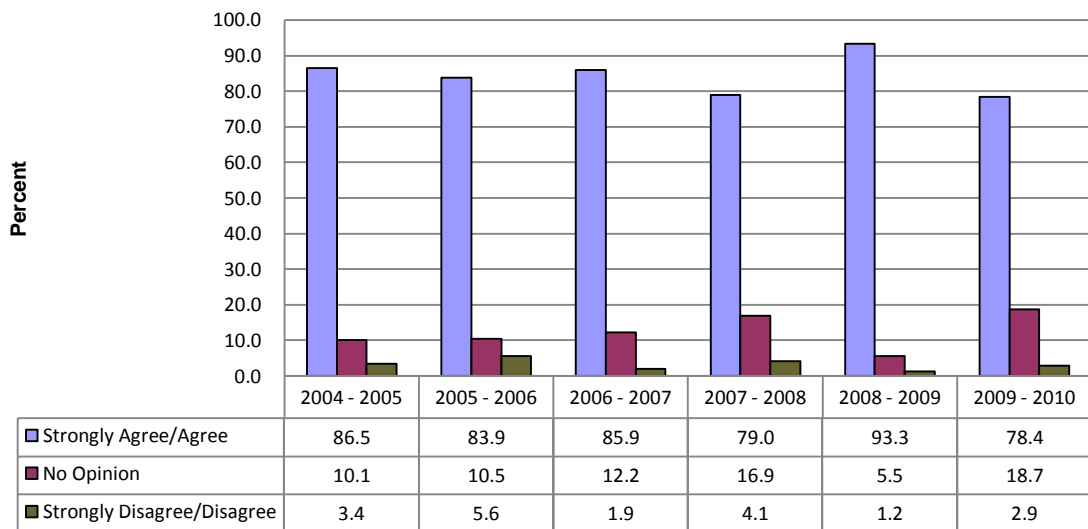
Improvement in school performance is one of the primary objectives of the afterschool program. The above chart shows that since 2004-2005, an overwhelming majority of parents agreed or strongly agreed that their children's grades improved since going to the afterschool program. In some years the percentage of those who agreed or strongly agreed reached almost 95% of all respondents, and in every year, at least eight out of ten parents agreed or strongly agreed with this statement. The percentage of those who disagreed was always less than 5% of the respondents.

Q1.9 Since going to after school program, my child looks forward to going to after school parents program



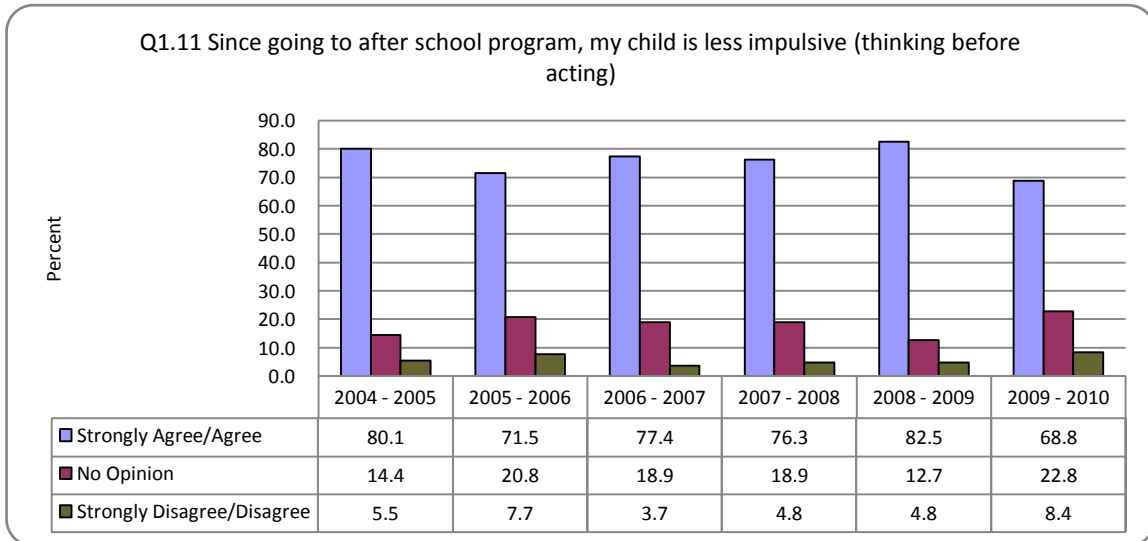
The above chart indicates that in every year, almost nine out of ten responding parents since 2004-2005 agreed or strongly agreed that their children look forward to going to the afterschool program. The percentage of those who disagreed ranges from none to just over 5%. This is a clear indication of the sense of belonging that we can clearly see the program has been creating according to parents of the students. This is a remarkable achievement that should be valued greatly as one of the strongest features of the program.

Q 1.10 Since going to after school program, my child is taking more responsibility for his/her actions.

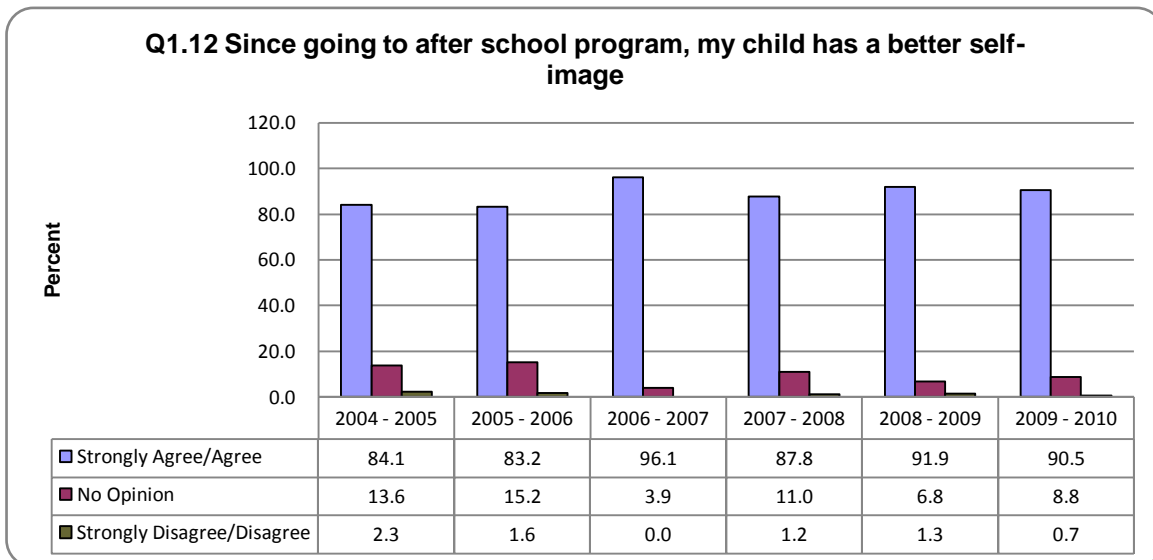


Taking more responsibility is a positive sign showing development of greater maturity and enthusiasm among a group with regard to their community. The above chart shows that once again, the overwhelming majority of parents since 2004-2005 agreed or strongly agreed that

since going to the afterschool program, their children take greater responsibility towards their actions.

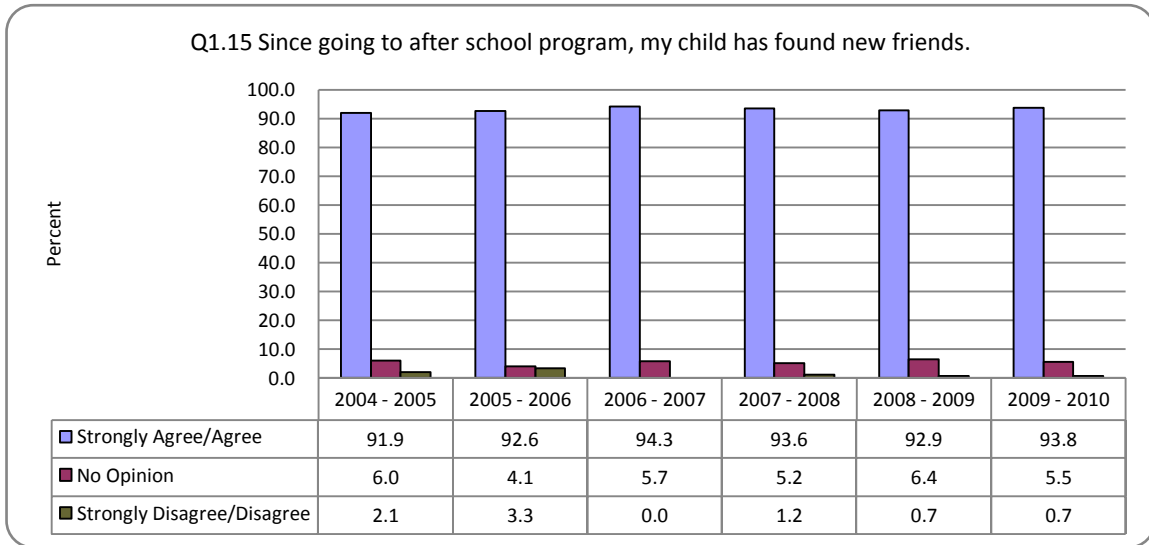


Reduction in impulsive behavior is an important positive development in the behavior of an adolescent. Thinking before acting can go a long way to bring about many positive results in the relationships of children with people in their lives. The above chart shows that over the years, a majority of parents agreed or strongly agreed that since going to afterschool program, their children became less impulsive in their behavior. Every year, only a small proportion of parents disagreed with this statement.

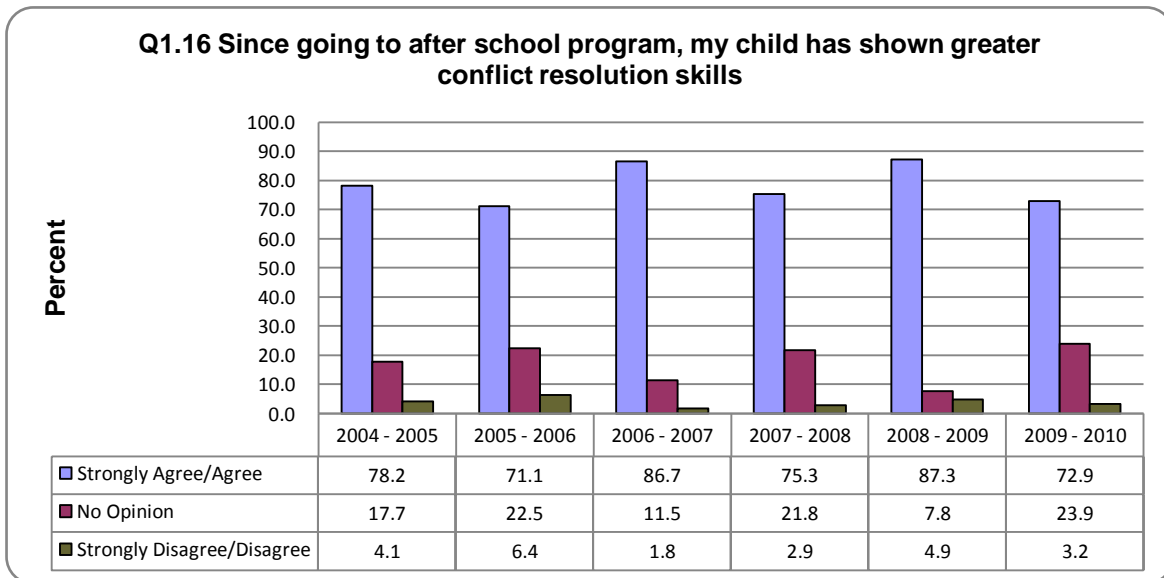


Having a better self-image is an important change in the life of a young person and often leads to better and more constructive relationships with others in their environment. Children with better self-images are less likely to yield to peer-pressure and follow bad examples in their life. The above chart shows that over the last six years, often nine out of ten parents agreed or

strongly agreed that since going to afterschool program, their children reached a better self-image. Every year, some 2% or less disagreed with this statement.

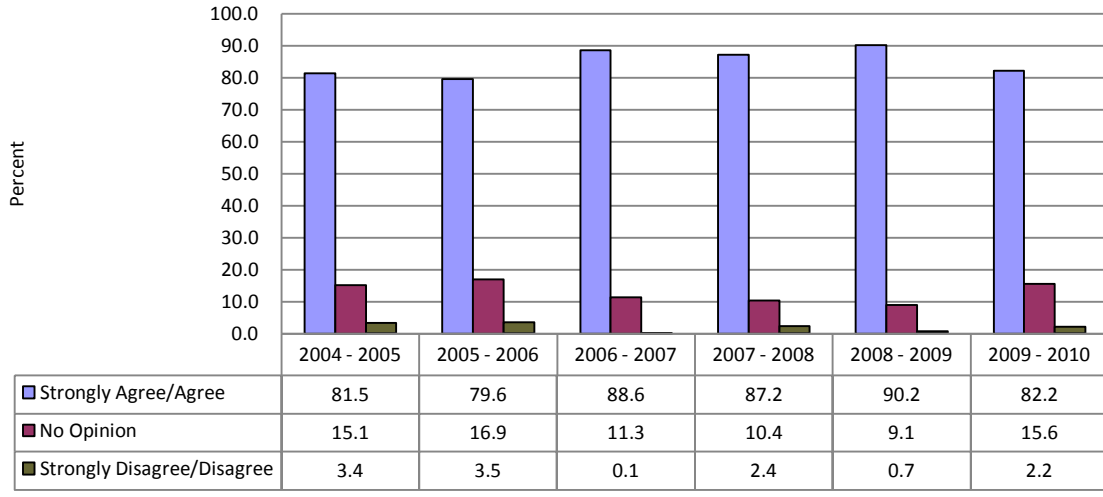


The above chart once again shows that in every single year, more than 90% of parents stated that they agreed or strongly agreed that since going to the afterschool program, their children found new friends.



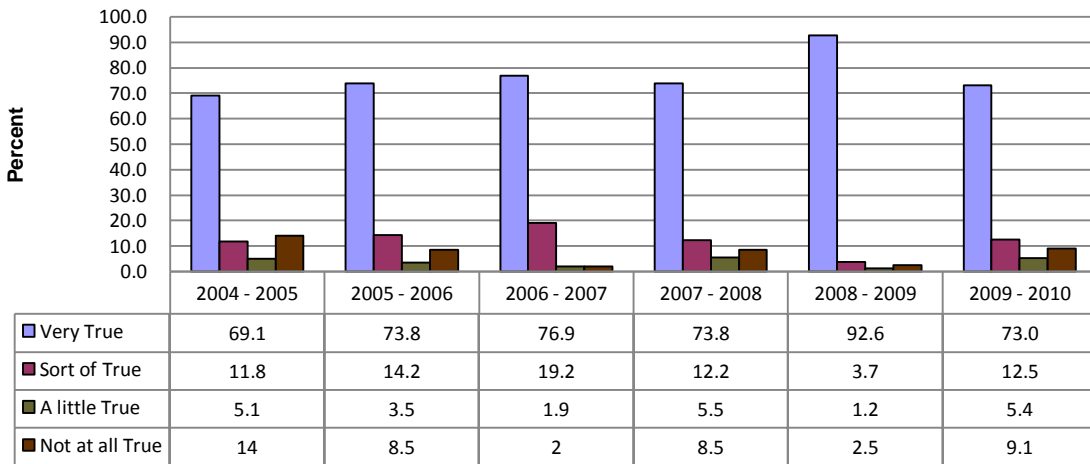
Being able to resolve problems with friends and family is a major preventer of violence and other social problems of our youth. The above chart shows that since 2004-2005, every single year more than three quarters of parents surveyed said that since going to the afterschool program, their children have shown greater conflict resolution skills. Those who disagreed during this period of time were between 2% and 6%, a very small minority.

Q1.17 Since going to after school program, my child has demonstrated a greater ability to get along with family.



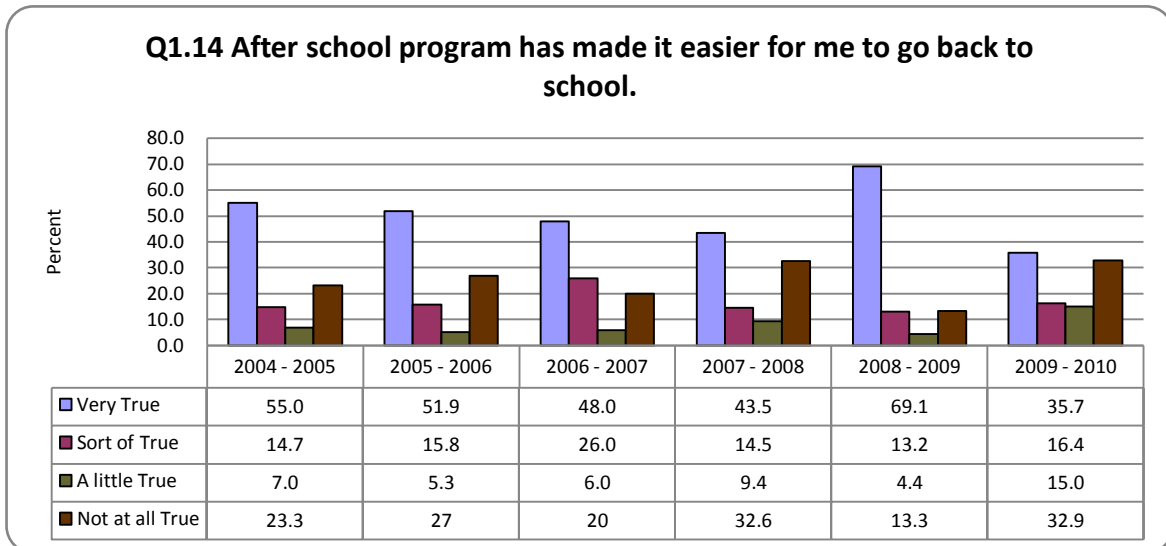
The above chart provides a similar outcome as the one presented before. Every year, between 80% and 90% of parents agreed or strongly agreed that since going to the afterschool program, their children demonstrated greater abilities to get along with the family. This is an important indicator that shows that the Rio School District afterschool program has been extremely successful in teaching children to become more peaceful with themselves and their families.

Q1.13 I have been able to work because of the after school program



One of the most economically positive effects of having an afterschool program is that it allows parents to keep their jobs, and at times, is the only factor that allows them to work. Therefore, allowing single parents to work and keep their jobs becomes a principal factor. The above question asks parents to state the influence of having the afterschool program on their ability to work. The result presents a remarkable historic trend. An overwhelming majority of parents stated that the statement is very true. The percentage of those who said the statement is not

true was very low. This clearly shows that having the afterschool program is a key factor in allowing at least one parent to work and contribute to the economic betterment of their families.



The above chart provides a great insight into the long term impact of the afterschool program in allowing parents to go back to school and improve their skills and education and along the way, increase the economic opportunity of themselves and their families.

Open Ended Comments of Students from RIO District for Academic Year 2009-2010

Verbatim Comments of Students

General Comments of Students About Various Aspects of Their After-School Program

- STAFFS ROCKS MORE FREE PLAY
- TEACHERS DONT CARE ABOUT ME CAUSE EVERYONE HATES ME
- A LOT
- AFTERSCHOOL PROGRAM IS FUN
- ALL THE TEACHERS ARE GRATE
- ASK US WHAT WE WANT TO DO 90 OF US CAN'T STAND THE DUMB GAMES WE HAVE TO PLAY. STOP GIVING US EXPIRED NASTY SNACKS STOP SAY
- BETTER FOOD
- BETTER SNACK
- BETTER SNACKS
- BETTER SNACKS MORE FREE PLAY
- BETTER SNACKS PEOPLE WHO SPEAK ENGLISH
- BG CLUB IS BORING
- BOYS AND GIRLS CLUB ROCKS
- BRINGING NATHAN BACK
- CAN WE DO MORE
- CAN YOU ADD GRAPHITI AWARENESS TO THE ENRICHMENT HOURS

- CAN YOU MAKE A DRAMA AND CHEERLEADING CLUB
- CAN YOU MAKE THE BOYS & GIRLS CLUB MORE FUN?
- CAROL IS FUN
- CERTAIN STAFF CURSES AT STUDENTS AND AT OTHER STAFF I VE REPORTED H/M BUT NOBODY DOES ANY THING ABOUT THIS CHIZ
- COOL
- DISLIKE MISS AREN AND POWER HOUR ITS 2 LONG
- DO BETTER IN ALL MY CLASSES
- DO NOT GIVE PATRIC GRANDE A RAISE
- DOMINOZ PIZZA AND ICE CREAM
- EVERY THING IS COOL
- EVEYTHING
- FAITH IS VERY MEAN TO ME
- FEELS GREAT
- FREE PLAY
- FUN
- GET BETTER FOOD AND FREE PLAY
- GET BETTER SNACKS MORE FUN STUFF
- GIVE PATRICK A BIGGER RAISE PLEASE
- GIVE PATRICK A RAISE AND A VACATION
- GIVE PATRICK GRANDE A RAISE
- GRRR
- HAVE BETTER FOOD SNACKS
- HAVE BETTER SNACKS
- HEY

- HI MY NAME IS CARLOS
- I DISLIKE THIS TEST
- I DO NOT LIKE MISS MICHELLE BECAUSE SHE SCREAMS AT ME AND I DO NOT LIKE THAT
- I DONT LIKE 1 STAFF AND BETTER FOOD
- I DONT LIKE BOYS & GIRLS CLUB VERY MUCH ESPECIALLY MY POWER HOUR TEACHER CHOIR MRS WOORWARD TEACHER MUSIC IS GREAT
- I DONT LIKE MRS MICHELLE BECAUSE SHE IS MEAN AND YELLS ALOT.
- I DONT LIKE POWER HOUR
- I DONT LIKE WHEN MS CARLOS MAKES ME DO PUSH UPS.
- I DONT REALLY LIKE THE STAFF. BETTER FOOD FOR SNACK
- I FEEL LIKE I DID GOOD IN THE STAR TEST
- I GET BULLIED ALOT LIKE OTHER KIDS CALL ME FAT.
- I HAT IT VERY MUCH HW POINT AT IT ITS STUPID
- I HATE MY POWER HOUR TEACHER MRS WOODARD
- I HATE OUR CHOIR TEACHER SHE PLAYS FAVORATISM
- I HATE SCHOOL I LIKE THE AFTER SCHOOL PROGRAM I LIKE TO PLAY FOOTBALL
- I HATE THE BOYS & GIRLS CLUB ITS BORING.
- I HATE THE BOYS AND GIRLS CLUB
- I HATE THIS
- I HATE THIS PLACE I JUST COME FOR FRIENDS.
- I HATE THIS SURVEY AND SURVEY WHO EVER MADE THIS SUCKS
- I HAVE NICE FAMILY FRIENDS THAT ARE NICE TO ME AND REALLY CARING STAFF.
- I HOPE THIS COMES TO A GOOD THING

- I JUST HATE SOME STAFFS WHEN THERE ACTING CRANCKY
- I LIKE BASKETBALL
- I LIKE BOY AND GIRLS CLUB A LOT
- I LIKE CHEERE
- I LIKE SNACK HOUR
- I LIKE THE AFER SCHOOL PROGRAM
- I LIKE THE AFTER SKOOL PLEASE LET US HAVE DRAMA PROGRAM NEXT YEAR
- I LIKE THE BOYS AND GIRLS CLUB.
- I LIKE THE BOYS AND GIRLS CLUBS SOMETIME
- I LIKE THE FIRST TIME OF THE AFTER SCHOOL PROGRAM. I PLAY OUT SIDE
- I LIKE THE MUSIC IN THE AFTER SCHOOL PROGRAM BUT I DONT LIKE MY POWER HOUR TEACHER MRS WOODARD
- I LIKE THE STAFF AT AFTER SCHOOL PROGRAM
- I LIKE TO BE CARZY BUT THEY DONT LET ME.
- I LIKE TO DANCE
- I LIKE TO PLAY
- I LIKES THE BOYS AND GIRLS CLUB
- I LOVE BOYS & GIRLS CLUB CASSIDY
- I LOVE BOYS & GIRLS CLUB PLEASE HAVE THESE ENRICHMENT DREAMS COME TRUE THANKS
- I LOVE GOING TO SCHOOL
- I LOVE THE AFTER SCHOOL PROGRAM ITS JUST STAFF IS TO STRICT
- I LOVE THE AFTER SCHOOL PROGRAM.
- I LOVE THE WHOLE STAFF HERE.
- I REALLY LIKE AFTER SCHOOL

- I THINK IF STAFF COULD USE THEIR PHAZE WE SHOULD TOO. IF WE CANT BECAUSE OF HOMEWORK ITS OUR RESPONSIBILITY.
- I THINK IT IS A COOL PLACE FOR THE BOYS & GIRLS CLUB
- I THINK ITS OK
- I THINK THE BOYS AND GIRLS CLUB COULD DO WAY BETTER
- I THINK WE SHOULD HAVE COOKING CLASS PLEASE
- I VERY STRONGLY DISLIKE MR MIKE - HE IS VERY RUDE AND NO RESPECT IS GIVEN TO US ALSO HE TRIES TO DISCIPLINE US WITH PHYSIC
- I WANT A BASEBALL TEAM & BETTER FOOD PLEASE LIKE PIZZA JUICE FRUIT CHIPS SUNCHIPS APPLE JUICE I DONT LIKE HOW THEY SELL AT
- I WANT MORE FREE PLAY
- I WANT NATHAN BACK
- I WANT NATHEN
- I WANT SOME 1 BACK
- I WANTA LEGO AREA.
- I WOULD LIKE BETTER SNACKS AND MORE ENRICHMENT CLASSES
- IT FEELS GREAT
- IT IS PRETTY FUN I LIKE IT A LOT
- IT'S OK BUT POWERHOUR IS BORING AND I HATE WHEN MR CARLOS MAKES ME DO HINDU SQUATS.
- KECHEAN AND PIZZA
- LEGO & BASEBALL
- LEGO PLACE IN LIBRARY
- LET US GO ON THE RED TOP AND MORE TIME OF RECESSE
- LET US HAVE MORE FREE TIME GIVE US GOOD FOOD AND BE NICE
- MAKE IT FUNNER SERIOUSLY

- MAKE THINGS FUNNER PLEASE
- MISS MICHELLE IS A GOOD BOSS HERE.SHE IS NICE BECAUSE SHE IS A GOOD BOSS
- MISS SUSE IS THE BEST
- MISS SUSSY IS NICE
- MISS SUSSY IS THE BEST IN BOY & GIRLS CLUB
- MISS SUSSY ROCKS AND IS NICE
- MISS SUSY IS THE BEST TEACHER EVER
- MISS SUSY IS THE BEST TEACHER IN THE UNIVERSE.
- MORE FREE PLAY
- MORE FREE PLAY PLEASE
- MORE FREE PLAY PLEASE
- MORE FREE PLAY/BETTER SNACK
- MORE FREE PLAY/BETTER SNACKS
- MORE FREEPLAY
- MR MARCO IS VERY GOOD AND BETTER THAN ANY O THE BESIDE MS MICHELLE
- MRS SUSSY IS A VERY HARD WORKING PERSON WHO IS VERY KIND AND CAREING ALSO SOPORTIVE.
- MRS SUSY IS VERY NICCI
- MRS SUSY ROCKS SHE IS A COOL PERSON
- MS ANNIES COOL
- MS SUSSY IS SO NICE
- MS. SUSY IS THE BEST TEACHER.
- NEAD BETTER SNACKS.
- NEED BETTER SNACKS

- NEED BETTER SNACKS.
- NEED MORE ACTIVITYS
- NEEDS MORE ACTIVITIES
- NEEDS TO IMPROVE HOW IT IS
- NO
- ON QUESTION 36 WE DONT DO MOST OF THAT STUFF THE ONES THEY ARE
CROSSED OUT WE DONT DO THEM.
- PAUL AND LASHANE ARE THE BEST
- PLEASE MORE FOOTBALL
- PLEASE MORE FREE PLAY. A TEACHER EVELYN SAID THE B WORD TO ME.
THANK YOU.
- PLEASE PUT BABYSITTING
- RAWR
- SHES THE BEST TEACHER
- SHES THE BEST TEACHER EVER
- SINCE IVE BEEN IN THIS PROGRAM THE STAFF IS AWSOME AND I HAD A
GREAT TIME HERE THANK YOU
- SOME TEACHERS ARE MEAN
- STAFF ARE HELPFUL
- STOP MAKING US DO PHYSICAL PUNISHMENTS LIKE (PUSH UPS)
- THE AFTER SCHOOL IS FUN
- THE AFTER SCHOOL PROGRAM IS KIND OF AWESOME
- THE AFTER SCHOOL PROGRAM IS KIND OF FUN
- THE B & G CLUB SUCKS
- THE BOYS & GIRLS CLUB ROCKS
- THE BOYS AND GIRLS CLUB IS GREAT

- THE PROGRAM IS BORRING
- THE SNACKS SUCK. FYI WE SHOULD GET DONUTS
- THIS AFTER SCHOOL PROGRAM IS GUY THE SNACKS SUCK ALOT
- THIS PROGRAM IS BORING AND NEEDS TO BE IMPROVED WE DONT REALLY GET TO CHOOSE WHAT WE DO
- TRAVIS IS AWSOME
- TWO SFFD ROCKS
- TWO TEACHERS ARE VERY MEAN.
- WE MISS NATHAN
- WE SHOULD GET COOKING CLASS
- WHAT IS THIS BOOKLET
- WHATS UP
- WHATZ UP
- WHY DO WE GET BORING CLASS
- WHY DO WE GET BORING CLASSES
- WHY DO WE HAVE TO DO THE TEST WITH THE MANAGER?
- WHY DO WE HAVE TO TAKE THESE SURVEYS?
- YEAH THE SNACKS STINK AND THE TEACHERS ARE FRI THEY SHOULD GET BETTER SNACKS
- YES I DO
- YOUR ARE REALLY MEAN
- YOUR SNACK IS DISGUSTING AND LET US HAS FREE TIME. IT MAKES OUR IMAGINATIONS SPREAD.

Open Ended Comments of Administrators from RIO District for Academic Year 2008-2009

Verbatim Comments of Administrators

General Comments of Administrators About Various Aspects of Their After-School Program

- H.W Help H.W Help H.W Help The Program Is Useless As An International For Schools.
- I Love Working With Kids I Have Been Working With Them For 5 Years Now I Love Seeing Their Growth They Become Responsible And More Confident As The Time Goes By The Program Is Great But It Also Has Its Faults Wages Materials And Transportation
- It Would Be Nice To Get A Raise For Everyone Who Has Worked More Than A Year.
- Our Coordinator Wendy Clyde Is 1 I Enjoy Working Alongside All Of My Coworkers
- Over All I Feel The Program Is Great For Our Kids. The Staff Is 2 With Kids And Are 2 Role Models.
- Sadly This Site Is The Least Supervised Organized And Disciplined Site I Have Worked At. Needs Improvement.
- Staff Does A Wonderful Job Working With Our At Risk Youth
- The After School Program Staff Is Doing A 2 Job With The Student. We As Rio Vista Staff Have 2 Communications And Access To B&GC Staff And Students. B&GC Staff Is Open For Collaboration And Seems Like They Are Doing A 1 Job With The Enrichment Activities.
- The Program Runs Great. A Lot Of The Kids Enjoy Being Here
- The Program Under The Direction Of Mr. Omar Has Been Amazing This Year His Staff Is Equally Hard Working And Dedicated To Our Kids
- This Job Has Been Great And I Have Really Learned A Lot Working With Kids Has Been A Rewarding Experience Our Program Is Great But There Is Always Room For Improvement Sometimes Getting Materials Resources And Transportation Is A Problem Also Wages And Raises Are Sometimes A Problem
- Trainings On How To Handle Special Needs Students
- We Lack Sufficient Books & Program Materials. Games Are Incomplete Or Destroyed.

- Staff Spends Their Own Money To Provide Rewards For Their Students.
- We Need More Enrichment Programs Hands On Activities
- We Need Some Sort Of Training For Special Needs Children Such As Autism And A.D.D
- We Will Miss Our Coordinator.
- We Work Really Well Together As A Staff We Support Each Other In All That Is Done Here At Rio Lindo.

Open Ended Comments of Parents from RIO District for Academic Year 2008-2009

Verbatim Comments of Parent

ENCOURAGE STAFF TO GREET PARENTS ON A REGULAR BASIS. MORE COMMUNICATION WITH PARENTS. HAVING THE EXTRA FIELD TRIPS HAS BEEN NICE. GOOD JOB EVERYONE.

GOOD LUCK AND THANK YOU

GOOD PROGRAM

GRACIAS

GREAT PROG FOR MY CHILD.

GREAT PROGRAM

GREAT PROGRAM MORNING DROP OFF WOULD BE GREAT.

GREAT PROGRAM STAFF ARE VERY FRIENDLY.

GREAT PROGRAM.

I AM REALLY THANKFUL TO HAVE AN AFTER SCHOOL PROGRAM IN MY AREA NO IDEA OF HOW MUCH OF A GREAT HELP YOUR PROGRAM HAS BEEN

I AM VERY APPRECIATIVE TO HAVE THE BOYS & GIRLS CLUB AVAILABLE FOR OUR CHILDREN IT HAS BEEN A VERY BENEFICIAL ASSEST TO ALLOW US TO WORK AND PROVIDE FOR OUR CHILDREN MAY GOD BLESS YOU

I AM VERY SATISFIED WITH THIS PROGRAM IT HELPS MY CHILDREN TO SUCEED AT SCHOOL. THIS IS MY SECOND YEAR WITH THIS PROGRAM AND MY CHILDREN ARE VERY HAPPY AND THEY LEARNED MANY MANY THINGS TO SUCESS LIFE. THANK YOU

I FEEL MANY OF THESE QUESTIONS WERE LEADING. QUESTIONS #10-31 ARE TRUE STATEMENTS ABOUT MY CHILDREN BUT WERE TRUE BEFORE ATTENDING B & G CLUB. ALSO A HUGE THANK YOU TO MISS ANNIE. SHE IS AN EXCELLENT LEADER AND HAS BLESSED OUR FAMILY MORE THAN SHE WILL EVER KNOW

I JUST WANT TO SEE STAFF GREETING PARENTS OR ANYBODY PICKING UP CHILDREN.

I LIKE THE FACT THAT MY SON HAS SOMEWERE SAFE TO BE WHEN IM AT WORK. I THANK YOU

GUYS FOR TAKING THE TIME TO DO THIS.

I LIKE THE STAFF @ RIO ROSALES ELEM. FACILITY. MS ANNIE WAY HAS BEEN THERE FOR MY CHILD WHEN SHE NEEDS HER. ATT FOR MS ANNIE.

I LIKE THIS AFTER SCHOOL PROGRAM. IT REALLY HELPS US A LOT SAVING US TIME AND MONEY. WE DONT HAVE TO WORRY ABOUT OUR CHILDRENS SAFETY. THIS PROGRAM ALSO HAS ENHANCED OUR CHILDRENS KNOWLEDGE AND SOCIAL SKILLS INCLUDING THEIR PHYSICAL FITNESS THROUGH SPORTS.

I LOVE THE AFTER SCHOOL PROGRAM / THANK YOU

I LOVE THE AFTER SCHOOL PROGRAM MR EDGAR HAS REALLY MADE A POSITIVE IMPACT ON MY SON.

I REALLY APPRECIATE THE CLUB AND ITS STAFF. MY CHILDREN ENJOY ATTENDING AND BEING PART OF THE ACTIVITIES OFFERED. I CAN WORK KNOWING MY CHILDREN ARE IN A GOOD PLACE AFTER SCHOOL. THANK YOU

I THINK THE AFTER SCHOOL STAFF ARE DOING A GREAT JOB. MY KIDS ARE REALLY COMFORTABLE WITH ALL OF THEM. THANKS JOANNA GARCIA

I THINK THE BOYS AND GIRLS CLUB IS A WONDERFUL PROGRAM. I AM THANKFUL THAT MY SON IS ABLE TO ATTEND. THE STAFF IS GREAT AND THEY HAVE WORKED HARD TO HELP MY SON ADJUST TO HIS FIRST YEAR OF SCHOOL.

I THINK YOU GUYS DO A GREAT JOB IF I HAD TO PAY FOR DAY CARE FOR 2 CHILDREN I PROBABLY COULDNT WORK ANY MORE OR HAVE ENOUGH FOR BILLS.

I WOULD BE NICE IF THE BOYS & GIRLS CLUB HAD A SUMMER PROGRAM FOR TEENS FOR PARENTS THAT ARE WORKING.

I WOULD LIKE MORE COMMUNICATION RE MY CHILDS INTRATIONS & BEHAVIOR IN AFTER SCHOOL PROGRAM. I HAVE INITIATED ALL THE CONTACT W / THE STAFF & DID NOT FEEL LIKE MY QUESTIONS WERE ANSWERED & MY CHILD HAS NOT COMMUNICATED VERY WELL.

I WOULD LIKE TO THANK ALL THE STAFF FOR ALL THEIR HELP WITH MY CHILD.

I WOULD LIKE TO THANK THE AFTER SCHOOL PROGRAM WITH ON IT. I WOULDNT BE ABLE TO WORK OR HAVE A FULL TIME JOB. MY DAUGHTERS SHOW MUCH MORE INTEREST IN SCHOOL HOME WORK MOST OF THE TIME THEY ARE DONE WITH HOMEWORK. WHICH IS GREAT I WOULDNT KNOW WHAT TO DO WITHOUT IT. I AM VERY GRATEFUL FOR ALL YOUR HELP

IM VERY GREATFULL FOR THE KINDNESS AND POLITENESS FROM THE BOYS & GIRLS STAFF EVERYONE ALWAYS MAKE ME FEEL WELCOME AND UNDERSTANDING. THANKS VERY MUCH FOR YOUR EFFORT AND SUPPORT. I ONLY THINK IT SHOULD BE A SECURITY SYSTEM MAY BE ASKING FOR ID

LOVE THE PROGRAM.

MANY THANKS FOR HAVING A BIG PROGRAM AT RIO ROSALES MY CHILDREN ENJOYS BEING THERE & HAVE LEARNED TO PARTICIPATE IN MUSIC & HAVE INTEREST IN SPORTS

MRS ERIN AND STAFF DO AN OUTSTANDING JOB AND NEED TO BE RECOGNIZED. THANK YOU SO MUCH.

MY CHILD IS VERY HAPPY BEING IN AFTER SCHOOL PROGRAM. IT HAS BEEN MY CHILDS DECISION TO BE PART OF AFTER SCHOOL PROGRAM NOT MINE. I AM JUST HAPPY BECAUSE EVERYONE IS HAPPY.

MY DAUGHTER HAS BEEN COMING FOR 3 YEARS TO PROGRAM. THE STAFF IS GREAT AND I AM GREATFUL FOR HAVING THIS PROGRAM & GREAT STAFF.

MY GIRLS ALWAYS TALK ABOUT THE STAFF. THEY REALLY ENJOY MR BRANDON AND MS ARRANNA AND THE REST. I REALLY LIKE THAT WHEN I WALK IN TO PICK THEM UP THE STAFF ALREADY KNOWS THE NAME AND GRADES OF MY GIRLS BEFORE ME HAVING TO TELL THEM. ITS A COMFORTING PERSONAL TOUCH.

MY GRANDSON LOVES THE AFTER SCHOOL PROGRAM

PRETTY GOOD JOB TO ALL STAFF. THANK YOU FOR THIS SCHOOL YEAR. REALLY APPRECIATE THE FACT THAT YOU HELP OUT WITH THE STUDENTS KNOWING IT COULD GET DIFFICULT AT TIMES. THANKS AND KEEP UP THE GOOD WORK.

PROGRAM STAFF ARE AMAZING. THEY ENCOURAGE MY SON TO TRY NEW THINGS AND ENGAGE IN SPORTS. THEY HAVE A TRUE AND VESTED INTEREST IN MY SON. I HAVE NOTHING BUT POSITIVE FEELINGS AND COMMENTS REGARDING THE ENTIRE STAFF AT RIO LINDO.

STAFF IS AWESOME VERY UNDERSTANDING THANKS.

THANK FOR A GOOD JOB

THANK YOU

THANK YOU BOYS AND GIRLS CLUB. THANKS

THANK YOU FOR ALL THE CARE FOR MY CHILD.

THANK YOU FOR ALL YOU DO. I WOULD REQUEST HOWEVER THAT THERE BE MORE

COMMUNICATION W / THE PARENT ON HOW CHILD IS DOING.

THANK YOU FOR EVERYTHING YOU DO

THANK YOU FOR HAVING THIS PROGRAM. YOU MAKE MY LIFE MUCH EASIER. THANK YOU TO ALL THE STAFF THAT WORKS IN EL RIO DEL NORTE SCHOOL AFTER PROGRAM.

THANK YOU FOR YOUR HARD WORK STAFF

THANK YOU SO MUCH FOR HELPING US & OTHER FAMILIES IN HELPING OUR KIDS IN THE AFTER SCHOOL PROGRAM. KEEP UP THE GOOD WORK & GROPE POWER.

THANKS FOR ALL YOUR HELP WITH MY CHILD.

THANKS FOR YOUR SUPPORT.

THE AFTER SCHOOL PROGRAM AT RIO LINDA HAS BEEN A GREAT ENVIRONMENT FOR MY CHILD AND THE STAFF THERE IS GREAT

THE CURRENT STAFF DOES A GREAT JOB WE HAD AN ISSUE EARLIER IN THE YEAR WITH ANOTHER CHILD AND A TEACHER NOT CORRECTING THE ISSUE I BROUGHT THIS TO BIALE ATTENTION AND SHE ADDRESSED IT AND DID AN AWESOME JOB HELPING MY SON TO ADJUST. THE ONLY THING I WOULD CHANGE IS ADDING ORGANIZED SPORTS TO THE PROGRAM. THANKS

THE ONSITE AFTER SCHOOL PROVIDES A GREAT CONVENIENCE FOR ME BY ALLOWING A ENVIRONMENTAL ALSO APPRIECIATE ALL THE EXTRA PROGRAMS THAT ARE OFFERED SUCH AS THE FIELD TRIP THIS PAST WEEKEND TO THE DISNEY CONCERT HALL IT GAVE MY CHILD SOMETHING TO LOOK FORWARD TOO.

THE PROGRAM & STAFF ARE GREAT

THE STAFF AT RDV ARE VERY CAPABLE. THEY HAVE BEEN A JOY TO WORK WITH OVER THE YEAR.

THE STAFF IS GREAT.

THE STAFF OF RIO ROSALES AFTER SCHOOL PROGRAM WERE GREAT KEEP UP THE GOOD JOB/WORK

THIS IS A EXCELLENT PROGRAM. THANK YOU

THIS IS AN EXCELLENT PROGRAM

THIS IS THE BEST WAY TO PRESENT KIDS FROM SLIPPING IN GANGS DRUGS & CRIME. MY BOY IS HAPPY LOVES EVERYONE @ THE B & G CLUB THANK YOU

THIS PROGRAM HAS BEEN A LIFESAVIER FOR 2 WORKING PARENTS THIS KEEPS MY DAUGHTER SAFE.

THIS PROGRAM IS AWESOME BECAUSE BY MY CHILDREN BEEN AT THE PROGRAM THEY SPENT LESS TIME WATCHING TV OR PLAYING VIDEO GAMES THANK YOU

THIS PROGRAM SPECIFICALLY AT THIS SCHOOL IS WELL. STRUCTURED AND THE STAFF ARE VERY FRIENDLY. THE STAFF CORDINATOR / DIRECTOR IS EASY TO GET AHOLD OF AND ALWAYS IS THERE IF THERE IS AN ISSUE. VERY PLEASED WITH THIS PROGRAM AT THIS SCHOOL.

TRANSPORTATION ACCESS.

VERY APPRECIATIVE OF THE BOYS & GIRLS CLUB. I FEEL THAT THROUGH THE YEARS ALL THREE OF OUR CHILDREN HAVE BENEFITED FROM THE VERY CARING STAFF

VERY COMFORTABLE AND SATISFIED THAT OMAR IS ATTENDING THE AFTER SCHOOL PROGRAM KEEP UP THE GOOD WORK

VERY HELPFULL PROGRAM GREAT STAFF AND HOURS CHOIR PROGRAM IS AMAZING

WE LOVE THE CHOIR THANK YOU FOR PROVIDING US WITH THIS GREAT PROGRAM EVERYBODY HAS BEEN GREAT

APPENDIX I: Students Survey for 2009-2010

After School Education and Safety Program

Student Survey

Thank you for taking time to participate in this survey. Our goal is to understand how you feel about your after-school program and how we can help to improve the quality of our program. Please answer the questions below to the best of your knowledge. All information provided will be kept confidential. Remember that this is not a test and there are no rights or wrong answers. We truly appreciate the effort you are making to answer all the questions accurately and write them clearly.

YOUR ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL

Please fill in marks like this: ●	Not like this: ○	or this: ⊗
-----------------------------------	------------------	------------

1) What is your grade?

- First Second Third Fourth
 Fifth Sixth Seventh Eight

2) What is your gender?

- Female Male

3) What school do you go to? _____

4) Your ethnicity?

- Hispanic White African American
 Native American Asian and pacific Islander Other

5) Your age? _____

6) How long have you been enrolled in this after school program?

- One year Two years Three or more years
 Number of months if less than a year _____

7) On days that you are not at this program, do you have an adult with you after school?

- Always Most of the time Sometimes Never

19) Do you like the tutoring program?

Always Most of the time Sometimes Never

20) Do you like going to the enrichment activities?

Always Most of the time Sometimes Never

21) Do you think you have learned something new since you started the after school program?

Always Most of the time Sometimes Never

22) Do you feel safe when you are at the after school program?

Always Most of the time Sometimes Never

23) Do you get bored at the after school program?

Always Most of the time Sometimes Never

24) Do you get to choose what you want to do?

Always Most of the time Sometimes Never

25) Is the staff at the after school program more like your friends than teachers?

Always Most of the time Sometimes Never

26) Do the staff at your after school program let you be yourself whenever you want?

Always Most of the time Sometimes Never

27) Do the staff in your after school program go out of their way to help students?

Always Most of the time Sometimes Never

28) Do the staff in your after school program treat you with respect?

Always Most of the time Sometimes Never

29) Do you like other kids at the after school program?

Always Most of the time Sometimes Never

30) Can you trust other kids at your after school program?

Always Most of the time Sometimes Never

31) Do you have mentors (a person or people outside your family who inspire you and give you advise about your school or personal problems)?

Yes No (skip questions 32 to 35)

Please Answer Questions 32 to 35 after reading the below mentioned question:

- If you have a mentor or mentors check "Yes" if the following is true, and "No" if it is not.

32) My mentor inspires me to work harder in school.

Yes No

33) My mentor makes the after-school program more special to me.

Yes No

34) My mentor helps me with personal problems.

Yes No

35) My mentor often lifts my spirit

Yes No

36) What is your favorite activity or activities during the after school program (check all that may apply)?

- | | |
|--|--|
| <input type="radio"/> Homework Assistance | <input type="radio"/> Science Experiments |
| <input type="radio"/> Tutoring | <input type="radio"/> Babysitter Training |
| <input type="radio"/> Soccer | <input type="radio"/> Basketball |
| <input type="radio"/> Musical Theater | <input type="radio"/> after School Newspaper |
| <input type="radio"/> Chess | <input type="radio"/> Singing |
| <input type="radio"/> Computers | <input type="radio"/> Arts and Crafts |
| <input type="radio"/> Cooking | <input type="radio"/> Music |
| <input type="radio"/> Dance | <input type="radio"/> Gardening |
| <input type="radio"/> Family Literacy Activities | <input type="radio"/> Football |
| <input type="radio"/> Service Learning | <input type="radio"/> Drama |
| <input type="radio"/> Conflict Resolution | <input type="radio"/> Drug and Alcohol Awareness |
| <input type="radio"/> Board games | <input type="radio"/> Gang prevention |
| <input type="radio"/> Cheerleading | <input type="radio"/> Violence Prevention |
| <input type="radio"/> Track | <input type="radio"/> Photography |
| <input type="radio"/> Other _____ | |

37) How long do you spend on doing exercise while at boys & girls club:

- | | |
|--|---|
| <input type="radio"/> 30 minutes or less | <input type="radio"/> 30 to 60 minutes |
| <input type="radio"/> more than 60 minutes | <input type="radio"/> I do not exercise |

38) Take three most favorite activities from the previous question and write them in the following order:

The most favorite _____

The second most favorite _____

The third most favorite _____

39) Mention three activities that you like least (or dislike) in the after school program.

The most disliked _____

The second most disliked _____

The third most disliked _____

Please Answer Questions 40 to 57 after reading the below mentioned question:

- **The following questions are about your regular day school. Please check the box best matches your feelings toward that statement.**

40) I feel good when I am in school.

Always Most of the time Sometimes Never

41) I feel safe when I am in school.

Always Most of the time Sometimes Never

42) Teachers in my school show that they care about how students feel.

Always Most of the time Sometimes Never

43) Teachers in my school work hard to help students.

Always Most of the time Sometimes Never

44) I feel accepted by other students at my school.

Always Most of the time Sometimes Never

45) I feel accepted by the teachers at my school.

Always Most of the time Sometimes Never

46) I join in discussions and activities at school.

Always Most of the time Sometimes Never

47) When work is hard, I keep going until I have done my best to finish everything.

Always Most of the time Sometimes Never

48) I finish my homework.

Always Most of the time Sometimes Never

49) It is important for me to get a good education.

Always Most of the time Sometimes Never

50) Doing well in school is important.

Always Most of the time Sometimes Never

51) I think I am a good student.

Always

Most of the time

Sometimes

Never

52) I think I will get good grades.

Always

Most of the time

Sometimes

Never

53) I can learn even the hardest work in school.

Always

Most of the time

Sometimes

Never

54) I think my after school program is helping me with my school work.

Always

Most of the time

Sometimes

Never

55) I get into a fight with other students.

Always

Most of the time

Sometimes

Never

56) Since attending after school program I can better handle a problem with other students in my school.

Always

Most of the time

Sometimes

Never

57) Since attending after school program I can handle a problem with my family members better.

Always

Most of the time

Sometimes

Never

Comments, if any:

Thank You for Taking Time to Complete This Survey

APPENDIX II: Parents Survey for 2009-2010

After School Education and Safety Program

Parent Survey

Thank you for taking the time to participate in this survey. Our goal is to understand how you feel about your child's after school program, so we can use the information to improve our programs. **If you have more than one child in the after school program, please answer the questions as best as you can with your oldest child in mind.** Please try to answer as many of the questions as possible, and write them clearly. Remember, this is not a test; there are no right or wrong answers. We appreciate your time, thank you again for filling out the survey.

YOUR ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL

Please fill in marks like this: Not like this: or this

1) Name of the center/school your child attends for the after school program?

2) How many children in your home are in this after school program?

One Two Three or more

3) Circle the grade(s) each child is in (circle as many as needed):

1

2 3 4 5 6 7 8

4) How often does/do your child/children use the after school program?

Once or twice a week Every now and then Every school day

I do not know

5) Put a check mark on each of the activities you would like to see your child/children participate in after school:

Homework Assistance Science Experiments Tutoring

Babysitter Training Soccer Basketball

Musical Theater after School Newspaper Chess

Singing Computers Arts and Crafts

Cooking Music Dance

Gardening Family Literacy Activities Football

Service Learning Drama Conflict Resolution

Board games Gang prevention Cheerleading

Violence Prevention Drug and Alcohol Awareness

Other _____

6) Check your family's greatest challenges with school age child care:

Cost of care Quality care Legal holidays

School vacation Flexible schedule Summer care

Transportation Early dismissal days

Other, please specify: _____

7) The reason you need after-school care is (select all that may apply):

Keeping the child/children in safe place while parent(s) is/are at work

Help child/children with homework and tutoring

Enrichment programs

Other: _____

8) Which of the reasons mentioned in question 7 is the single most important reason for your family to send your child/children to after school program?

9) Does/do your child/children have special needs (e.g., visual, physical, hearing impaired, etc.)

Yes No Some do others do not

Please Answer Questions 10 to 31 after reading the below mentioned question:

- Below are listed some statement. Please check the box best matches your feelings toward that statement.
- Since coming to the after school program.....

10) My child is braver about trying new things.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

11) My child has a greater ability to make friends.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

12) My child is showing more confidence in him/herself.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

13) My child tells the truth.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

14) My child is talking more about future plans about school.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

15) My child's ability to communicate within the family has improved.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

16) My child is demonstrating a greater ability to get along in the family.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

17) My child has shown improved school performance.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

18) My child tells me what he/she learned in school more often.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

19) My child shows me his/her completed homework more often.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

20) My child shows me his/her test scores more often.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

21) My child seems to enjoy going to school more.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

22) My child has shown an increased interest in learning.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

23) My child's grades have improved.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

24) My child has found new friends at school.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

25) My child looks forward to going to the After School Program.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

26) My child is completing homework assignments more.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

27) My child is taking more responsibility for his/her actions.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

28) My child is less impulsive (thinking before acting).

Strongly Agree Agree No Opinion Disagree Strongly Disagree

29) My child is showing greater problem solving skills.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

30) My child is showing greater conflict resolution skills.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

31) I believe my child has a better self-image.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

Please Answer Questions 32 to 37 after reading the below mentioned question:

- **Below are some statements about whether the after-school program fits your needs and/or helps you in work or school.**

32) The program hours fit my needs.

Very True Sort of True A Little True Not at all True

33) I miss less work than I used to because of the program.

Very True Sort of True A Little True Not at all True

34) I have been able to work because of the program.

Very True Sort of True A Little True Not at all True

35) The program has made it easier to keep my job.

Very True Sort of True A Little True Not at all True

36) The program has made it easier for me to go to school.

Very True Sort of True A Little True Not at all True

37) The programs allowed me to go back to school and I am getting a higher certificate/diploma/degree.

Very True Sort of True A Little True Not at all True

Please Answer Questions 38 to 49 after reading the below mentioned question:

- **Please indicate your interests in the following activities and event if they are going to be organized or supported by your child/children after school program:**

38) Participating in classes on child development.

Very Interested Somewhat Interested Not Interested Not Sure

39) Participating in classes on parenting.

Very Interested Somewhat Interested Not Interested Not Sure

40) Participating in classes on child safety.

Very Interested Somewhat Interested Not Interested Not Sure

41) Bringing your child to a multicultural event.

Very Interested Somewhat Interested Not Interested Not Sure

42) Participating in computer classes for adults.

Very Interested Somewhat Interested Not Interested Not Sure

43) Participating in parent leadership training.

Very Interested Somewhat Interested Not Interested Not Sure

44) Having a place to call for parenting advice and information.

Very Interested Somewhat Interested Not Interested Not Sure

45) Participating in a one-to-one parent mentoring program to get advice and information from another parent.

Very Interested Somewhat Interested Not Interested Not Sure

46) Meeting with other parents to talk about parenting and family issues

Very Interested Somewhat Interested Not Interested Not Sure

47) Having a social worker to visit your home.

Very Interested Somewhat Interested Not Interested Not Sure

48) Talk to a counselor about personal and family issues.

Very Interested Somewhat Interested Not Interested Not Sure

49) Having a child development specialist visit your home.

Very Interested Somewhat Interested Not Interested Not Sure

Please Answer Questions 50 to 52 after reading the below mentioned question:

- Since the beginning of this school year, how many times have you:

50) Talked on the phone with a teacher from the after-school program _____

51) Been invited by the program to attend a parent meeting _____

52) Been invited by the program to attend an event _____

53) Since the beginning of this school year, how frequently has staff from the after-school program talked to you about your child?

Often Sometimes Rarely Never I do not remember

54) Since the beginning of the school year, how frequently has the after-school program sent information to you about your child's progress?

Often Sometimes Rarely Never I do not remember

The following two questions; 55 and 56 relate to safety of your child/children:

55) Has your child or any of your children been arrested by police, since the time of attending the after-school program?

Yes No I prefer not to answer

56) Do you feel that your child/children are in a safe environment after their school, since the time of attending the after-school program?

Yes No I do not know or cannot be sure

57) Are you working for pay outside the home?

Yes, I have one full-time job

Yes, I have one part-time job

Yes, I have more than one part-time job

No, I am not working for pay outside the home

58) What is your family's primary source of income?

Job

Child support/alimony

Temporary Aid for Needy Families (public assistance) Other _____

Please Answer Questions 59 to 61 after reading the below mentioned question:

- **Please answer the following questions about the program: Yes/No**

59) Transportation is needed for my child to attend this program

Yes No

60) This program is the only program that I can send my child to for after school

Yes No

61) I cannot afford to send my child to any other after school program

Yes No

62) Would you be interested in volunteering to help in the program?

Yes May be No

If yes, please provide contact information:

Name: _____

Daytime phone: _____

Evening phone: _____

63) Marital status:

Married

Single

Divorced

Widow

64) Relationship to the child:

Mother

Father

Foster mother

Foster father

Grandmother

Grandfather

Other: _____

65) Ethnicity:

Hispanic

White

African American

Native American

Asian and pacific Islander

Other: _____

66) Age:

20-29

30-39

40-49 50-59 Over 60

67) What is the highest level of education that you have attained?

Did not complete high school

Completed high school or GED

Some college

Completed college

Earned graduate/professional degree

68) Gender:

Female

Male

69) The following questions related to your access to computers and emails (please select all that may apply).

I have access to computer at home

I have access to computer at work

I have access to email at home

I have access to email at work.

70) If you have access to email please provide the email address that you most often use (this is optional and you do not have to respond if you do not feel comfortable about it).

Your Email Address? _____

Comments, if any:

Thank You for Taking Time to Complete This Survey

APPENDIX III: Teachers' Survey for 2009-2010

Annual Performance Report (APR) *Teacher's Survey*

This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each other questions asked in the survey below. Please note that survey response options are divided in two primary groups: (1) **Did Not Need to Improve**, which suggests that the student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year; and (2) **Acceptable Level of Functioning Not Demonstrated Early in School Year-Improvement Warranted**, which suggests that the student was not functioning at a desirable level of performance on that behavior being described. If the student-warranted improvement on a given behavior please indicates the extent to which the student did or did not improve on that behavior during the course of the school year by indicated if, they demonstrated **Significant Improvement, Moderate Improvement**, or one of the other levels listed below. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey, (e.g. homework is not given in your classroom because of the age of the student), please do not provide response for that question.

YOUR ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL

Please fill in marks like this: ● Not like this: ○ or this ⊗

1) Name of the Student _____

2) Grade/ School _____

3) Subject taught (If Middle or High School) _____

**Please Answer Questions 4 to 13 after reading the below mentioned question:
To what extent has your student changed their behavior in terms of.....**

4) Turning his/her homework on time

- Did not need to Improve Significant Improvement Moderate Improvement
 Slight Improvement No Change Slight Decline
 Moderate Decline Significant Decline

5) Completing homework to your satisfaction

- Did not need to Improve Significant Improvement Moderate Improvement
 Slight Improvement No Change Slight Decline
 Moderate Decline Significant Decline

6) Participating in class

- | | | |
|---|---|--|
| <input type="radio"/> Did not need to Improve | <input type="radio"/> Significant Improvement | <input type="radio"/> Moderate Improvement |
| <input type="radio"/> Slight Improvement | <input type="radio"/> No Change | <input type="radio"/> Slight Decline |
| <input type="radio"/> Moderate Decline | <input type="radio"/> Significant Decline | |

7) Volunteering (e.g. for extra credit or more responsibilities)

- | | | |
|---|---|--|
| <input type="radio"/> Did not need to Improve | <input type="radio"/> Significant Improvement | <input type="radio"/> Moderate Improvement |
| <input type="radio"/> Slight Improvement | <input type="radio"/> No Change | <input type="radio"/> Slight Decline |
| <input type="radio"/> Moderate Decline | <input type="radio"/> Significant Decline | |

8) Attending class regularly

- | | | |
|---|---|--|
| <input type="radio"/> Did not need to Improve | <input type="radio"/> Significant Improvement | <input type="radio"/> Moderate Improvement |
| <input type="radio"/> Slight Improvement | <input type="radio"/> No Change | <input type="radio"/> Slight Decline |
| <input type="radio"/> Moderate Decline | <input type="radio"/> Significant Decline | |

9) Being attentive in class

- | | | |
|---|---|--|
| <input type="radio"/> Did not need to Improve | <input type="radio"/> Significant Improvement | <input type="radio"/> Moderate Improvement |
| <input type="radio"/> Slight Improvement | <input type="radio"/> No Change | <input type="radio"/> Slight Decline |
| <input type="radio"/> Moderate Decline | <input type="radio"/> Significant Decline | |

10) Behaving well in class

- | | | |
|---|---|--|
| <input type="radio"/> Did not need to Improve | <input type="radio"/> Significant Improvement | <input type="radio"/> Moderate Improvement |
| <input type="radio"/> Slight Improvement | <input type="radio"/> No Change | <input type="radio"/> Slight Decline |
| <input type="radio"/> Moderate Decline | <input type="radio"/> Significant Decline | |

11) Academic performance

- | | | |
|---|---|--|
| <input type="radio"/> Did not need to Improve | <input type="radio"/> Significant Improvement | <input type="radio"/> Moderate Improvement |
| <input type="radio"/> Slight Improvement | <input type="radio"/> No Change | <input type="radio"/> Slight Decline |
| <input type="radio"/> Moderate Decline | <input type="radio"/> Significant Decline | |

12) Coming to school motivated to learn

- | | | |
|---|---|--|
| <input type="radio"/> Did not need to Improve | <input type="radio"/> Significant Improvement | <input type="radio"/> Moderate Improvement |
| <input type="radio"/> Slight Improvement | <input type="radio"/> No Change | <input type="radio"/> Slight Decline |
| <input type="radio"/> Moderate Decline | <input type="radio"/> Significant Decline | |

13) Getting along well with other student

- | | | |
|---|---|--|
| <input type="radio"/> Did not need to Improve | <input type="radio"/> Significant Improvement | <input type="radio"/> Moderate Improvement |
| <input type="radio"/> Slight Improvement | <input type="radio"/> No Change | <input type="radio"/> Slight Decline |
| <input type="radio"/> Moderate Decline | <input type="radio"/> Significant Decline | |

Thank you so much for taking time to complete this survey

APPENDIX IV: Administrators and Staff Survey for 2009-2010

After School Education and Safety Program

Administrators and Staff Survey

Thank you for taking time to participate in this survey. Please read each question and the possible responses carefully, and then mark your response by checking the appropriate boxes or write (in the space provided) the required answers. Your responses to this survey will help us to better understand the efficacy of our current efforts for improving the overall quality of our after school program in serving the needs of our students and their families. We appreciate the effort you are making to answer these questions to the best of your knowledge.

YOUR ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL

Please fill in marks like this: Not like this: or this

1) Name of your school/center? _____

2) Your current daytime position:

Administrator (Principal, Assistant Principal) Counselor

Non-instructional staff (clerical and security) Site coordinator

Do not has a position at daytime school

Other _____

3) What is the highest level of education you have attained?

High school diploma/GED or equivalent

District Para Educator Test (Taken and Passed)

Associate degree

Bachelor degree

Masters degree

Doctorate degree

None of the above

4) Your current position in the after-school program

- Administrator Program Manager Activity Leader
- Clerical Aide Program Aide Support Aide
- Do not work at after school program
- Other _____

5) I have worked in the after-school program

- Less than a year One year Two years
- Three years or longer

Please Answer Questions 6 to 24 after reading the below mentioned question:

- **Please give your opinion by checking the appropriate box in the following table and comment on each if applicable.**
- **Based on my experience and observations, I can provide the following assessment about the after school program. It's.....**

6) Program policies and procedures are:

- Excellent Good Fair Insufficient observation to form an Opinion
- Needs Improvement, Please Explain: _____

7) Staff-to-child ratio is:

- Excellent Good Fair Insufficient observation to form an Opinion
- Needs Improvement, Please Explain: _____

8) Safety is:

- Excellent Good Fair Insufficient observation to form an Opinion
- Needs Improvement, Please Explain: _____

9) Offered activities are:

- Excellent Good Fair Insufficient observation to form an Opinion
- Needs Improvement, Please Explain: _____

10) Internal communications are:

- Excellent Good Fair Insufficient observation to form an Opinion
- Needs Improvement, Please Explain: _____

11) Snack program is:

- Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

12) Tutoring and homework assistance program is:

Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

13) Staff attention and respect shown in their daily contact with students:

Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

14) Enrichment programs are:

Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

15) Parents' assistance programs (such as literacy, parenting and other classes) are:

Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

16) Indoor space is:

Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

17) Outdoor space is:

Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

18) Technology utilization (computer) is:

Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

19) Program administration effectiveness is:

Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

20) Opportunities for professional development are:

Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

21) Resource and materials are:

Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

22) School/Community relations are:

Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

23) School/Parents relations are:

Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

24) Potential for future growth is:

Excellent Good Fair Insufficient observation to form an Opinion

Needs Improvement, Please Explain: _____

25) Please check ONLY five areas that in your opinion presents the strongest characteristics of our program:

- | | |
|--|---|
| <input type="radio"/> Program policy and procedures | <input type="radio"/> Staff-to-child ratio |
| <input type="radio"/> Safety | <input type="radio"/> Activities offered |
| <input type="radio"/> Internal communications | <input type="radio"/> Snack program |
| <input type="radio"/> Tutoring and homework assistance program | <input type="radio"/> Enrichment programs |
| <input type="radio"/> Indoor space | <input type="radio"/> Outdoor space |
| <input type="radio"/> Technology utilization (use of computer) | <input type="radio"/> Program administration |
| <input type="radio"/> Professional development opportunity | <input type="radio"/> Resources and materials |
| <input type="radio"/> School/community relations | <input type="radio"/> Potential for growth |
| <input type="radio"/> Parents' assistance programs (such as literacy, parenting and other classes) | |

26) Please check ONLY five areas that in your opinion describe the most needed area for improvement:

- | | |
|--|--|
| <input type="radio"/> Program policy and procedures | <input type="radio"/> Staff-to-child ratio |
| <input type="radio"/> Safety | <input type="radio"/> Activities offered |
| <input type="radio"/> Internal communications | <input type="radio"/> Snack program |
| <input type="radio"/> Tutoring and homework assistance program | <input type="radio"/> Enrichment programs |
| <input type="radio"/> Indoor space | <input type="radio"/> Outdoor space |

- Technology utilization (use of computer)
- Professional development opportunity
- School/community relations
- Parents' assistance programs (such as literacy, parenting and other classes)
- Program administration
- Resources and materials
- Potential for growth

27) Please check the topics in which you would like to see additional improvement to be made and/or training are offered: (select all that apply).

- Nutrition
- Classroom management
- Outdoor plays
- Community relations
- Exceptional/gifted students' education
- Adoption of research/best practices
- Development of research based management methods
- Health and safety
- Indoor play
- Fiscal operation
- Interpersonal skills/leadership
- Cultural sensitivity
- Grants/funding opportunities

28) What is the dominant language spoken at your site?

- English
- Spanish
- Other _____

Comments, if any:

Thank You for Taking Time to Complete This Survey