

***21st Century Community Learning Centers:  
Stakeholder Perceptions of Program Benefits***

*December 2012*

Prepared for the  
***Tennessee Department of Education***

THE UNIVERSITY of TENNESSEE 

KNOXVILLE

**COLLEGE OF SOCIAL WORK**

Office of Research and Public Service

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KNOXVILLE

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## Executive Summary

Since the reauthorization of the No Child Left Behind Act of 2001, the state of Tennessee has awarded grants to school and community-based organizations to operate 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) programs. These programs offer academic and enrichment activities to students and their parents in grades K-12, with preference given to grantees in high-poverty areas.

Programs are evaluated on the federal, state and local levels. The Tennessee Department of Education (TDOE) partnered with the University of Tennessee Office of Research and Public Service (UT SWORPS) to conduct a statewide evaluation that comprised Implementation and Outcome Studies. This report is the first in the Outcome series. The Outcome Evaluation of the 21st CCLC afterschool programs examines the impact that 21st CCLC programs have on participants' academic and social development. This first step in the Outcome Evaluation focuses on the perceptions of stakeholders regarding the impact of the afterschool programs (ASPs) on various student outcomes. Intermediate and long-term outcomes that pertain to academics, social/behavioral interactions, and safety issues were identified.

Surveys were created and administered to students, parents, and teachers based on the students' grade levels. UT SWORPS evaluators sent out surveys to 2,392 elementary school students and their parents and teachers, to 2,482 middle school students and their parents and teachers, and to 831 high school students and their parents and teachers. The overall response rate was 49.6%. The response rates for the evaluation were 54.6% for the student surveys, 54.9% for the teacher surveys, and 39.2% for parent surveys.

The completed surveys showed a clear pattern of program satisfaction. All three stakeholders perceived that their ASPs are positively impacting students' academics, social skills, behavior, and safety. The results are presented based on how they answer the research questions that guide the Outcome Evaluation.

### Do programs help students show improvement on measures such as school attendance, study habits, homework completion, etc.?

**Students reported better attendance and parents reported that their children like school more since participating in the ASPs.** Almost 80.0% of middle school students and over three fourths of the high school students completing the survey felt that their school attendance has improved since participating in the ASPs. Further, more than 70.0% of all parents responding to the survey felt that their child seems to like school more as a result of attending the ASP. It stands to reason that students who like school are less likely to be absent.

**Teachers reported that the ASPs had an impact on students' study skills.** This was strongest in the high school grades, where more than 75.0% reported improvement. However, about two thirds of middle and elementary school teachers also reported this outcome.

**The majority of all survey respondents felt that the ASPs help students complete their homework.** More than 80.0% of students in grades K-2 and almost 75.0% of students in grades 3-5 complete their homework at their ASPs. While more than half of all middle and high school students said they did not

always turn in their homework on time before attending the ASPs, after they attended, those figures flipped—more than 60.0% of middle schoolers and almost as many high schoolers reported always turning in their homework on time as a result of their participation in the ASPs.

Parents overwhelmingly reported that the ASPs helped their children complete their homework on time. More than 80.0% of parents with children from each grade level reported that the ASPs had a positive effect on this area of their children’s academic life. Teachers also noted that the ASPs encouraged timely homework completion; at least two thirds of respondents from any grade level reported this outcome.

### **Do programs improve academic outcomes such as grades, test scores, etc.?**

**Across the board, teachers reported that the ASPs have helped students perform better in school overall.** About 75.0% of middle and elementary school teachers and more than 80.0% of high school teachers perceived this benefit of participation.

**Parents reported improvements in both their children’s grades and test scores.** More than three fourths of all parents responded that their children’s grades had improved since participating in the ASPs; the high school parent group contained the largest percentage of respondents (88.8%) reporting this benefit.

**Students also reported a turnaround in their grades as a result of attending the ASPs.** About 40.0% of middle and high school students felt that their grades needed to improve. More than half of both groups felt that their grades have improved as a result of participating in the ASPs. Since attending the ASPs, more than 80.0% of both middle and high school students felt that their test scores have at least “kind of,” if not definitely, improved.

### **Do programs enhance students’ social/emotional development and sense of safety?**

**Across all grade levels, teachers reported that the students’ social and emotional development has improved, and they attribute the improvement to the ASPs.** Two thirds of all teachers felt that the ASPs have helped students take more responsibility for their actions. Kindergarten and high school teachers reported the highest levels of this outcome. More than 60.0% of all teachers felt that the ASPs have helped the students get along better with peers, and 70.0% felt that the students are more self-confident in their interactions with peers. More than half of the high school teachers have heard students talking about wanting to graduate from high school and about their career plans after finishing school.

**Students reported having better peer relationships and higher personal aspirations as a result of attending the ASPs.** A maximum of 14.0% of any group of students did not feel that the ASPs helped them get along better with their peers. Students reported learning how to “work out problems with others” and how to “stick to what they believe in, even if their friends don’t agree.” More than 80.0% reported that their ASPs help them think about what they want to do in the future, and more than 85.0% felt the ASPs helped them set goals for themselves. The most telling fact may be that two thirds of high school students and 78.0% of middle school students who participated in the 21<sup>st</sup> CCLC programs believed they will graduate from college.

**Parents reported that their children demonstrate increased self-confidence and higher aspirations as a result of participating in the ASPs.** On about 80.0% of the completed surveys, parents of high school students responded that their children want to graduate from high school and attend college. Further, 77.0% of all parents noted that their children’s self-confidence has increased since attending the ASPs.

A majority of teachers (79.2% overall) reported that their middle and high school students seem to feel safe in their home environments, and 84.0% reported that the students are not targets of bullying.

**Students identified their ASPs as safe spaces.** Almost 90.0% of the students who answered the survey reported feeling at least somewhat safer as a result of attending the ASPs.

### **Do programs help decrease disciplinary actions for students and at-risk behaviors in and out of the classroom (e.g., violence, use of drugs, smoking, contact with gangs, etc.)?**

**Teachers did not believe that students engaged in at-risk behaviors in or out of the classroom.** Almost two thirds of all teachers reported that the ASPs have had a positive effect on student’s classroom behavior. Further, according to the middle and high school surveys, almost 87.0% of the students have not been involved in fighting, stealing, or vandalism; 94.0% are not involved with gangs; and over 90.0% do not use tobacco, alcohol, or other drugs.

**Students and parents noted that the ASPs had an impact on behavior.** More than 70.0% of all parents reported that their children’s behavior has improved. Conversely, fewer than 10.0% of all parents did not feel that their children’s behavior has improved. Almost half of the middle school students and more than 57.0% of high school students reported rarely getting into trouble since they started attending the ASPs.

### **Are all demographic groups of students affected by program activities the same? How do they differ? What is the role of program dosage, if any?**

**The students’ sex had some effect on outcomes, but not in a unilateral fashion.** The one constant involved boys and computers/technology—boys in grades K-2 liked playing on computers more than girls, and middle and high school boys were more likely to report improved technology skills than girls in the same grade levels. Girls in grades K-2 liked doing their homework more than boys and were more likely to report completing their homework in the ASPs. Middle school girls got to know other kids and learned how to “stick to what they believe in” while attending the ASPs. Middle school boys improved their test scores, felt that their teachers pay attention to what is going on in their lives, and felt that they could choose their activities at their ASPs.

**Race had a wide impact on the perceived benefits that students reported.** For almost every item analyzed, middle and high school students identifying as “Black/African American” were more likely to report that the ASPs affected them positively than students identifying as “White” or “other.” For middle school students, a similar distinction appeared between the students identifying as “Hispanic/Latino” and those identifying as “White” or “other”; “Hispanic/Latino” students were more likely to report positive outcomes.

**The frequency in which a student attended the ASPs significantly impacted their perceived outcomes.**

In every instance, students who attended more days per week were more likely to report positive outcomes. For the middle school students, the more days the student attended, the more likely they were to report a positive outcome in every area analyzed. This included academic, social, and behavioral outcomes. Elementary school students in grades 3-5 attending more days per week noted benefits in several academic areas (math and reading skills, computer skills, and homework completion) and in one social area—making new friends. High school students reported that greater attendance affected social areas such as goal-setting, long-term planning, interpersonal skills, safety, and health choices. It is possible that all students attending high school ASPs participated in academic activities and, thus, experienced similar benefits in those areas. Further, students attending more days may do so to participate in enrichment or recreational activities and, thus, have the opportunity to experience social benefits.

## Conclusion

Across the board, stakeholders perceive benefits to students as a result of their participating in the 21<sup>st</sup> CCLC afterschool programs. Both intermediate and long-term outcomes were reported by teachers, students, and their parents. While the statistical agreement across surveys never rose above a fair level when all stakeholders reflected on the same case, when they did agree, the respondents generally felt that the ASPs had a positive effect on student outcomes. Students' academics are improving, they are learning how to have stronger peer relationships, and they are making better and safer behavioral choices. This first phase in the 21<sup>st</sup> CCLC Outcome Evaluation has also revealed some significant differences in the benefits reported by students of various demographic groups. While quantitative analysis will examine these differences further, center staff may want to keep these findings in mind when designing activities. However, the overall conclusion from this report should be the great number of benefits reported by all groups. Clearly, they are experiencing the positive effects of the 21<sup>st</sup> CCLC afterschool programs.

## Introduction

Since 1996, students from grades K-12 have been able to participate in afterschool programs funded through the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) initiative. 21<sup>st</sup> CCLC grantees were originally selected directly by the U.S. Department of Education and preference was given to grantees operating in areas with high poverty rates. Programs offered activities that aimed to increase students' academic performance and expose students to enrichment opportunities. The intent was also to open up schools to members of the community for broader use and to help utilize school resources more efficiently.

When the program was reauthorized under Title IV, Part B of the No Child Left Behind (NCLB) Act of 2001, grantees were no longer selected at the federal level, but, rather, funds were to be allocated as formula grants directly to the states. These were awarded proportionally, based on funding they received under Subpart 2 of Title I-A of the Elementary and Secondary Education Act for the preceding year. State level Departments of Education then opened up award competitions to local entities.

With reauthorization, the focus of the 21<sup>st</sup> CCLC programs shifted to serving academically at-risk students. Programs were to focus also on providing educational enrichment opportunities for children attending low-performing schools. The purposes of the 21<sup>st</sup> CCLC initiative, as reauthorized, are to

1. Provide opportunities for academic enrichment to help students (particularly those attending low-performing schools) meet state and local student academic achievement standards.
2. Offer students a wide variety of additional services, programs, and activities intended to reinforce and complement their regular academic program.
3. Offer families of students served an opportunity for literacy and related educational development.

## Overview of Implementation in Tennessee

When the Tennessee Department of Education (TDOE) began administering the grants in 2001, applications were accepted from local educational entities (LEAs) and community-based organizations (CBOs), which also include clubs and faith-based organizations. Primary consideration was given to programs that

- Serve students in grades K-12;
- Serve students attending schools with a high concentration of low-income families (40.0% or more of the students from low-income families); and
- Serve schools that are identified as in need of improvement (those schools that did not make Adequate Yearly Progress [AYP] for 2 consecutive years by state measures).

The TDOE's call for applicants also stipulated that the adult family members of participating students may receive services. The activities approved for children and their parents have included, but are not limited to, remedial education, academic enrichment, math and science activities, English proficiency

classes, recreational programs, technology programs, character education, and entrepreneurial education.

The TDOE has awarded funds to applicants on a competitive basis. Successful applicants could receive up to 3 years of funding with the opportunity for a 2-year extension for programs making adequate progress toward stated goals and objectives. The first cohort of grants in Tennessee was awarded in 2002, and some centers have reapplied and received continuous funding since their initial applications (they are currently in the second or third award cycle). In program year 2012 (school year 2011–2012),<sup>1</sup> 79 grantees served K-12 students in 275 centers statewide. The majority of grantees were LEAs (58, 73.4%), while slightly more than one fourth (21, 26.6%) were CBOs.

Programs are evaluated at the federal, state, and local levels. The focus of each evaluation differs slightly. Federal evaluation focuses on improved student outcomes. State evaluation, while concerned with improved academic and behavioral outcomes, seeks further to identify best practices of successful programs. Local grantees are required by U.S. Department of Education guidelines to undergo evaluations periodically in order to provide evidence of academic effectiveness and to ensure continuous program improvement.

### **Overview of the 21<sup>st</sup> CCLC Evaluation in Tennessee**

In spring 2009, the TDOE partnered with the University of Tennessee College of Social Work Office of Research and Public Service (UT SWORPS) to conduct a comprehensive statewide evaluation of 21<sup>st</sup> CCLC programs. The evaluation was designed to be completed in four phases and comprises both Implementation and Outcome Studies (for specific information on the evaluation’s objectives, research questions, design, and phases, see McCutcheon, Hadjiharalambous, Myers, & Homer, 2010).

The Implementation Study included visits to a small but representative sample of program sites; these site visits were conducted in three rounds. Reports detailing the findings of the site visits were submitted in November 2011 and June 2012. A summary report was submitted in August 2012. Program implementation data was also gathered at the population level via an online survey administered to site coordinators and feeder school principals. A report detailing the findings of the online survey was submitted to the TDOE in March 2012.

Evaluation efforts now shift to program outcomes and focus on the impact of the 21<sup>st</sup> CCLC programs on participants’ academic and social development. Intermediate and long-term outcomes that pertain to academics, social/behavioral interactions, and safety issues were identified. (For a full discussion of the outcomes identified and the Logic Model guiding the evaluation efforts, see McCutcheon, Hadjiharalambous, Myers, & Homer, 2010.) Intermediate outcomes address improvements in academic areas, such as homework completion, study skills, and attendance. Intermediate behavioral outcomes include increased personal responsibility, improved peer interactions, and higher aspirations. Long-term

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<sup>1</sup> All references describing grantee and center population in the state for program year 2012 are based on information originally provided by TDOE administrators for program year 2009 and subsequently updated by site coordinators. Program year 2009 data was utilized to inform sample estimates and evaluation plans.

academic outcomes focus on the student earning higher grades and test scores, achieving on-time promotion to the next grade, and returning to the regular educational track when applicable. Behavioral and safety outcomes include a reduction in the incidence of fighting, stealing, and vandalism; use of alcohol, tobacco, and other drugs; and the incidence of victimization. The research questions that guide the Outcome Study are as follows:

1. Do programs help students show improvement on measures such as school attendance, study habits, homework completion, etc.?
2. Do programs improve academic outcomes such as grades, test scores, etc.?
3. Do programs enhance students' social/emotional development and sense of safety?
4. Do programs help decrease disciplinary actions for students and at-risk behaviors in and out of the classroom (e.g., violence, use of drugs, smoking, contact with gangs, etc.)?
5. Are all demographic groups of students affected by program activities the same? How do they differ? What is the role of program dosage, if any?
6. What are some distinctive features of programs exhibiting exemplary outcomes (e.g., program structure, activities, community/school/family partnerships)?

The Outcome Study will be completed in four phases, with each phase utilizing different data sources and emphasizing different indicators.

The phases are as follows:

1. Collection of stakeholder perceptions of program benefits, including some outcome indicators that are not captured by administrative data.
2. Analysis of program participation data and student demographics data to describe participation patterns and assess whether the program is reaching its target population.
3. Linkage of program participation data and administrative data on selected outcome indicators, such as test scores.
4. Identification of the most successful programs in reaching desired outcomes and a closer look at the promising practices of those programs.

The current report is a discussion of Phase 1, namely, the collection and findings of stakeholder perceptions of benefits.

## Organization of the Report

The next section of this report provides a summary of the Methodology, which includes a brief overview of the data collection instruments, sample selection process, sample description, and limitations of the study. The Findings section presents discussions about overall survey results and any statistically significant findings. Student perceptions are presented first, followed by parent and teacher survey responses. Linked responses across surveys are also presented (i.e., Do teachers and parents feel the student in question completes his or her homework in a more timely manner since enrolling in the ASP?). Finally, a Summary of Findings and Conclusion are presented, organized by the evaluation objectives and research questions.

## Methodology

For primarily practical reasons (which are detailed in the Feasibility Study [see McCutcheon, Hadjiharalambous, Myers, & Homer, 2010]) a non-experimental, cross-sectional design was utilized for the evaluation of outcomes (i.e., data on relevant variables was collected one time, over a short period of time toward the end of the 2011–2012 school year). The focus of the current report is on the outcomes for students that parents, teachers, and students themselves perceived as a result of the students' participation in the 21<sup>st</sup> CCLC afterschool programs (ASPs). While some items address concrete improvements in grades and test scores, which will also be the subject of the next phase of the Outcome Study via the use of administrative data, some outcomes can be assessed only via the experiences of stakeholders through these questions: Do parents feel that their children like school more since they began attending the ASPs? Do students find their teachers marking fewer mistakes on their homework since they began attending the ASPs? Do teachers note students coming to school better prepared to learn now that they attend the ASPs?

Different survey instruments were created for various stakeholders. The student surveys included items focusing on academics (such as grades, homework completion and accuracy, test scores), social and emotional factors (making friends, self-confidence), and at-risk behaviors (alcohol and tobacco use, gang involvement). Different versions of the student survey instrument were designed for the appropriate language and outcome indicator levels for different age groups: (i) lower elementary schoolers (grades K-2), (ii) upper elementary schoolers (grades 3-5), (iii) middle schoolers (grades 6-8), and (iv) high schoolers (grades 9-12). Teacher survey instruments also included items assessing the teachers' perceptions of the ASPs' impact on academics, social and emotional factors, and at-risk behaviors for the identified students. Separate surveys were created for kindergarten teachers, elementary school teachers, middle school teachers, and high school teachers. Parent surveys contained items that covered student academic improvements and social and emotional gains as well as their perceptions of ASP staff qualifications (i.e., equipped to meet student needs, able to deal with behavior problems effectively). The parent survey instruments were created for parents of elementary school students (grades K-5), middle school (grades 6-8), and high school (grades 9-12).

Survey data primarily addressed the first four research questions. Perceptions of the ASPs' impact on students' school attendance, study habits, homework completion, grades, test scores, social/emotional development, sense of safety, disciplinary actions, and at-risk behaviors were shared by the different stakeholders. To some extent, the role of demographic characteristics and program dosage was also assessed to determine effects on stakeholders' reported experiences. However, a more rigorous examination of the impact of demographic characteristics and program dosage will utilize data from the state's SMS database (e.g., objective outcome indicators such as annual state assessment scores) and attendance/participation data from the UT SWORPS web application. The current report's analysis of the role of demographics and frequency of attendance is based purely on stakeholders' reported information, not program records. Distinctive features of successful programs also were not collected in these surveys. After the quantitative outcome analysis phase, UT SWORPS evaluators will identify

programs with a high number of students demonstrating positive outcomes. An analysis of those centers will detail what, if any, distinctive features are apparent in programs with exemplary outcomes.

### Sample Selection and Survey Process

In order to detect the impact of the ASPs on outcomes, effective sampling sizes were set at 1,600 for elementary school students, 1,600 for middle school students, and 600 for high school students (for a full description of the methodology used to set sampling size, see McCutcheon, Hadjiharalambous, Myers, & Homer, 2010). Due to the generally low response rate that surveys achieve, oversampling was employed. UT SWORPS Information Technology (IT) staff pulled a sample of 2,400 elementary school students in grades K-5; 2,400 middle school students in grades 6-8; and 900 high school students in grades 9-12 from the 21<sup>st</sup> CCLC attendance and participation web application. IT staff ensured that the students in the sample were not marked as “deleted” or “terminated” in the database. Numerous checks and comparisons of student data ensured that no duplicates were included in the sample.

To ensure that students’ grade levels were accurate, UT SWORPS IT staff compared the current grade levels of the students when the data was pulled (February 2012) with the grade levels of the students in August 2011.<sup>2</sup> If the August 2011 grade levels were lower than the February 2012 grade levels, it was assumed that center staff had since updated the students’ information, so the students’ February 2012 grade levels were used. If the August 2011 grade levels and February 2012 grade levels were the same, it was assumed that the information had not been updated and 1 year was added to the current grade level to reflect the students’ probable promotion to the next grade level. If there was no student record in the database in August 2011, it was assumed that the student was a new participant and the current grade level was used.

Finally, there was a concern regarding the possibility of lower response rates from CBO programs. Therefore, the decision was made to pull in all CBO students from the database and then fill the remaining slots with students enrolled in programs operated by LEAs. The final sample sizes are as follows:

**Table 1. Sample Size**

<b>Student Grade Level</b>	<b>Target Response Number</b>	<b>Sample Number</b>
Grades K through 5	1,600	2,392
Grades 6 through 8	1,600	2,482
Grades 9 through 12	600	831
<b>Total</b>	<b>3,800</b>	<b>5,705</b>

<sup>2</sup> The August 2011 data came from a backup copy of the database made prior to any SY 2011–2012 data entry from active centers.

Unique identification codes were created for each student, and the matched student, parent, and teacher surveys were labeled with those codes, so that the three surveys could be linked during data analysis. The surveys were packaged with instruction sheets (see Appendix A) and rosters and were sent to the centers that the students attended. The rosters allowed center staff to note the status of completion as each of the three surveys was returned for each child in the sample. If the child no longer attended the center, the staff was asked to note that information on the rosters and return the blank surveys to UT SWORPS. All packets were mailed out by March 20, 2012, and the original deadline for completion was April 14, 2012. The final packet of completed surveys was received on June 6, 2012. After accounting for those students marked as “no longer attending the programs,” the overall response rate was 49.6%. The response rate was 54.6% for the student surveys, 54.9% for the teacher surveys, and 39.2% for parent surveys. The full breakdown of response rates by survey instrument appears in Table 2.

**Table 2. Response Rates by Survey Instrument**

	Sample	Excluded ("no longer attending")	Completed	Response Rate
<b>Student Surveys</b>				
<b>Elementary School Grades K-2</b>	854	171	498	72.9%
<b>Elementary School Grades 3-5</b>	1,538	381	736	63.6%
<b>Middle School Grades 6-8</b>	2,482	865	785	48.5%
<b>High School Grades 9-12</b>	831	169	229	34.6%
<b>Overall Student Survey:</b>	5,705	1,586	2,248	54.6%
<b>Parent Surveys</b>				
<b>Elementary School Students</b>	2,392	553	950	51.7%
<b>Middle School Students</b>	2,482	865	543	33.6%
<b>High School Students</b>	831	169	120	18.1%
<b>Overall Parent Survey:</b>	5,705	1,587	1,613	39.2%
<b>Teacher Survey</b>				
<b>Kindergarten Students</b>	259	31	105	46.1%
<b>Elementary School Students</b>	2,133	522	1,073	66.6%
<b>Middle School Students</b>	2,482	864	821	50.7%
<b>High School Students</b>	831	169	264	39.9%
<b>Overall Teacher Survey:</b>	5,705	1,586	2,263	54.9%

In an effort to generate a representative sample, a UT SWORPS statistician set targets for grantee type (LEA or CBO) and location (Urban or Non-urban) based on the overall characteristics of all grantees operating in Tennessee during school year 2010–2011. The target percentages are presented in Table 3, along with the percentages achieved in the sample and in the completed surveys.

Table 3. Sample Characteristics

<i>Elementary School Students</i>									
				<i>Completed Surveys</i>					
<i>Grantee Type</i>	<i>Target percentage</i>	<i>Student Sample</i>		<i>Student</i>		<i>Parent</i>		<i>Teacher</i>	
		<i>#</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>#</i>	<i>%</i>	<i>#</i>	
School-based	78.0%	1,418	59.3%	804	65.2%	586	61.7%	834	70.8%
CBO/FBO	22.0%	974	40.7%	430	34.8%	364	38.3%	344	29.2%
<b>Total</b>	<b>100.0%</b>	<b>2,392</b>	<b>100.0%</b>	<b>1,234</b>	<b>100.0%</b>	<b>950</b>	<b>100.0%</b>	<b>1,178</b>	<b>100.0%</b>
Urban	22.6%	604	25.3%	260	21.1%	188	19.8%	201	17.1%
Non-Urban	77.4%	1,788	74.7%	974	78.9%	762	80.2%	977	82.9%
<b>Total</b>	<b>100.0%</b>	<b>2,392</b>	<b>100.0%</b>	<b>1,234</b>	<b>100.0%</b>	<b>950</b>	<b>100.0%</b>	<b>1,178</b>	<b>100.0%</b>
<i>Middle School Students</i>									
				<i>Completed Surveys</i>					
<i>Grantee Type</i>	<i>Target percentage</i>	<i>Student Sample</i>		<i>Student</i>		<i>Parent</i>		<i>Teacher</i>	
		<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
School-based	78.0%	1,675	67.5%	544	69.3%	332	61.1%	627	76.4%
CBO/FBO	22.0%	807	32.5%	241	30.7%	211	38.9%	194	23.6%
<b>Total</b>	<b>100.0%</b>	<b>2,482</b>	<b>100.0%</b>	<b>785</b>	<b>100.0%</b>	<b>543</b>	<b>100.0%</b>	<b>821</b>	<b>100.0%</b>
Urban	22.6%	503	20.3%	103	13.1%	113	20.8%	68	8.3%
Non-Urban	77.4%	1,979	79.7%	682	86.9%	430	79.2%	753	91.7%
<b>Total</b>	<b>100.0%</b>	<b>2,482</b>	<b>100.0%</b>	<b>785</b>	<b>100.0%</b>	<b>543</b>	<b>100.0%</b>	<b>821</b>	<b>100.0%</b>
<i>High School Students</i>									
				<i>Completed Surveys</i>					
<i>Grantee Type</i>	<i>Target percentage</i>	<i>Student Sample</i>		<i>Student</i>		<i>Parent</i>		<i>Teacher</i>	
		<i>#</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>#</i>	<i>%</i>	<i>#</i>	
School-based	78.0%	518	62.3%	169	73.8%	66	55.0%	207	78.4%
CBO/FBO	22.0%	313	37.7%	60	26.2%	54	45.0%	57	21.6%
<b>Total</b>	<b>100.0%</b>	<b>831</b>	<b>100.0%</b>	<b>229</b>	<b>100.0%</b>	<b>120</b>	<b>100.0%</b>	<b>264</b>	<b>100.0%</b>
Urban	22.6%	302	36.3%	60	26.2%	59	49.2%	58	22.0%
Non-Urban	77.4%	529	63.7%	169	73.8%	61	50.8%	206	78.0%
<b>Total</b>	<b>100.0%</b>	<b>831</b>	<b>100.0%</b>	<b>229</b>	<b>100.0%</b>	<b>120</b>	<b>100.0%</b>	<b>264</b>	<b>100.0%</b>

Upon return, all survey data were entered into a database. Raw counts, frequencies, and statistical analysis for significance were conducted for data corresponding to each survey instrument. Additionally, several items across survey instruments assessed perceptions of impact on the same outcome variable (e.g., all middle school student, parent, and teacher surveys asked if participation in the ASPs had

improved students' timely completion of homework assignments). Therefore, using the unique identifier codes, analysis conducted also addressed whether significant levels of agreement appeared among two or all three stakeholders.

### **Study Limitations**

Survey instruments were designed to gather stakeholder perceptions of outcomes and, as such, they are subjective. Test scores and other objective indicators will be included in the next phase of the Outcome Study, along with official program participation records. Still, as noted earlier, for some of the indicators, namely, the social and emotional outcomes, perceptions of impact are the only method available to gauge the benefits that students experience as a result of participation in the ASPs.

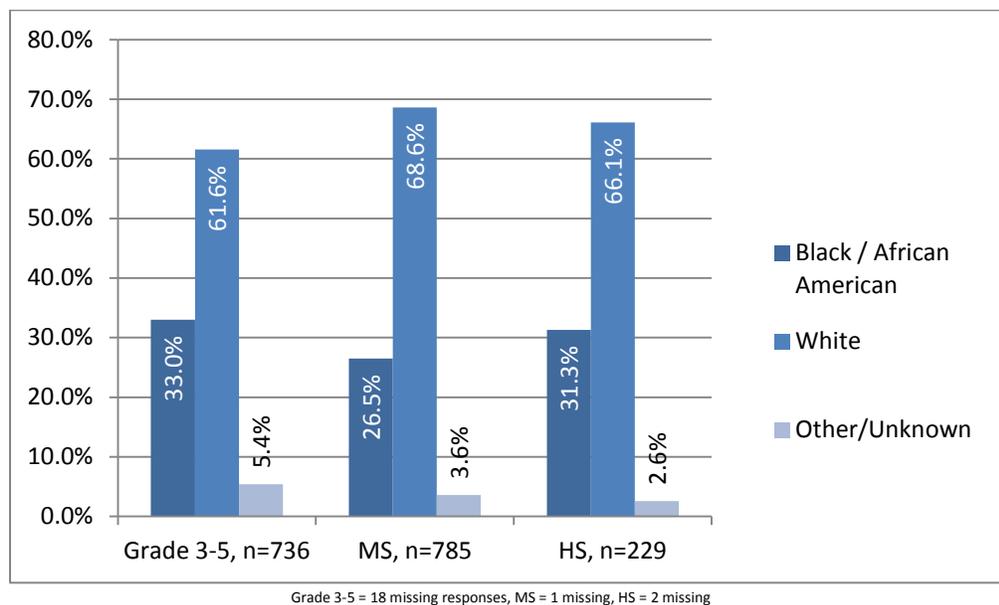
Every effort was made to include as representative a sample of students enrolled in the 21<sup>st</sup> CCLC programs in Tennessee as possible. Analysis also controlled for some characteristics (urban vs. rural, LEA vs. CBO) but not others (race, sex). This factor may have skewed the results. Additionally, self-selection may have occurred for those who took the time to complete the surveys and may have led to some bias. One potential response bias is that those with strong feelings one way or the other regarding the impact of the programs may have been more likely to take the time to complete the surveys. Thus, the responses could have been very positive or negative.

Finally, the sample can only be as good as its data source. The 21<sup>st</sup> CCLC programs were in their second year of working with the online student tracking database when the surveys were conducted. Some continuing confusion occurred regarding the entering, tracking, and updating of student information. While every effort was made to ensure accuracy, several instances of incorrect information appearing in the sample, namely, the student grade information discussed above, occurred.

## Findings

### Who completed the student surveys?

As noted earlier, UT SWORPS received completed surveys from 2,248 students. A little more than half of all the students who responded for each grade level group reported that they were female. About two thirds also identified as “White.”<sup>3</sup> Students identifying as “Black/African American” made up the next largest group from each grade level, comprising one third or fewer of the students returning each type of survey (see Figure 1).



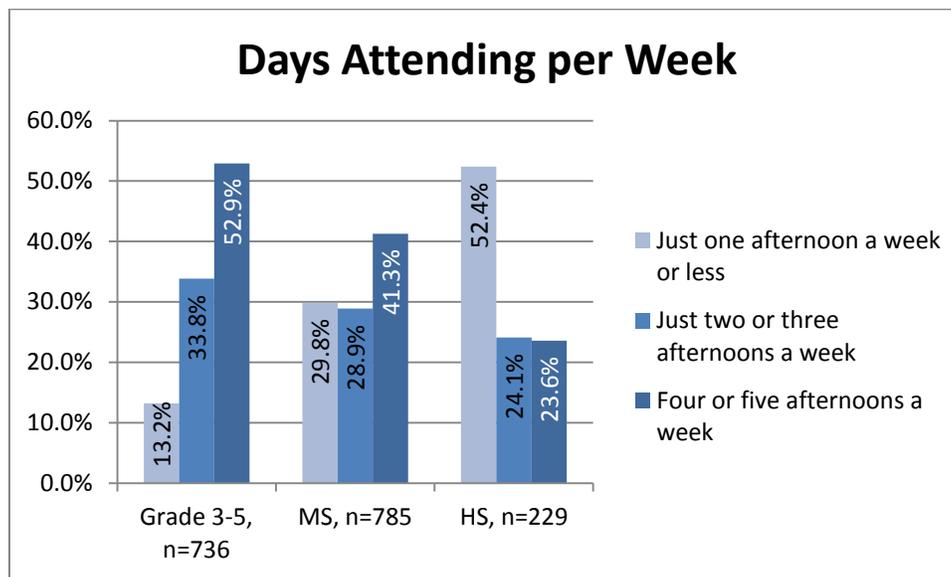
**Figure 1. Students' Self-reported Race, by Survey**

While there were occasional outliers, the students completing each survey generally fell in the anticipated age ranges. More specifically, the ages of those students completing the grades K-2 survey ranged from 5- to 10-years-old, with the majority (151) reported being 7-years-old. The age range for responses from students in grades 3-5 was 7- to 13-years-old; the majority who responded were 10-years-old. Students aged 10- to 17-years-old completed the middle school survey; the majority who responded (253) were 13-year-olds. Finally, high school

<sup>3</sup> Students were not asked to report their race on the grade K-2 survey.

survey respondents were aged 14- to 19-years-old. The majority (63) of responses came from 17-year-olds.

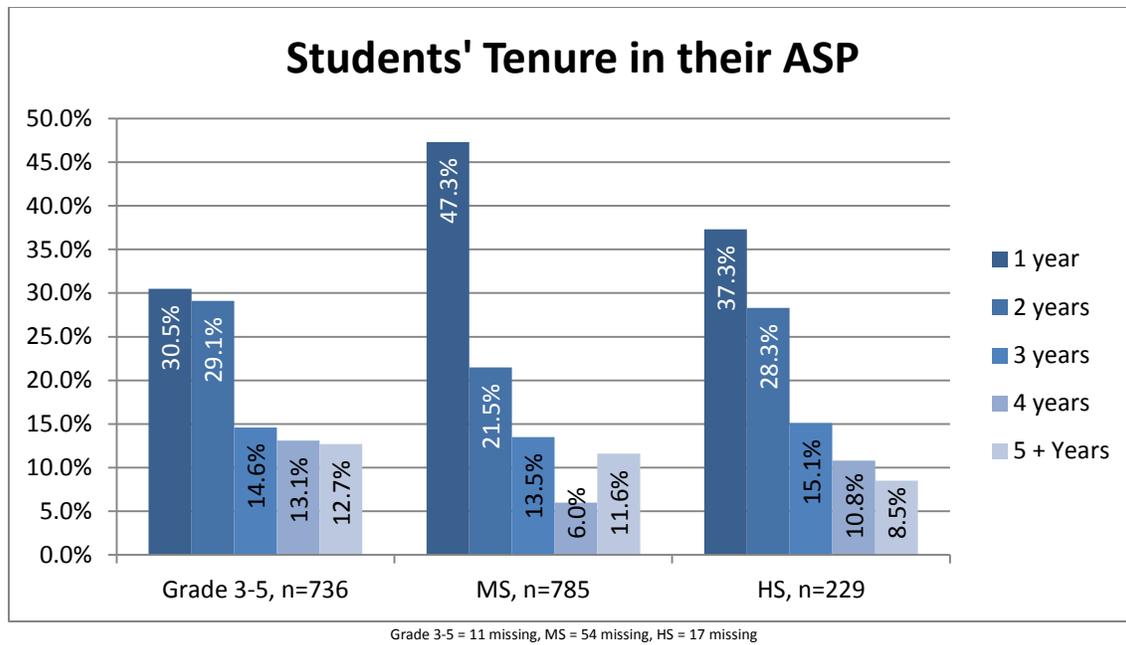
By and large, the students reported attending the ASPs fewer days per week as their ages increased. More than half of high school students (52.4%, 111) reported attending only 1 day a week or less. Middle school students most often reported attending 4 or 5 days a week (41.3%, 301), but more than half of the students in grades 3-5 (52.9%, 380) reported attending 4 or more days a week. Students in grades K-2 were not asked this item.



Grade 3-5 = 18 missing responses, MS = 56 missing, HS = 17 missing

**Figure 2. Students' Self-reported Attendance**

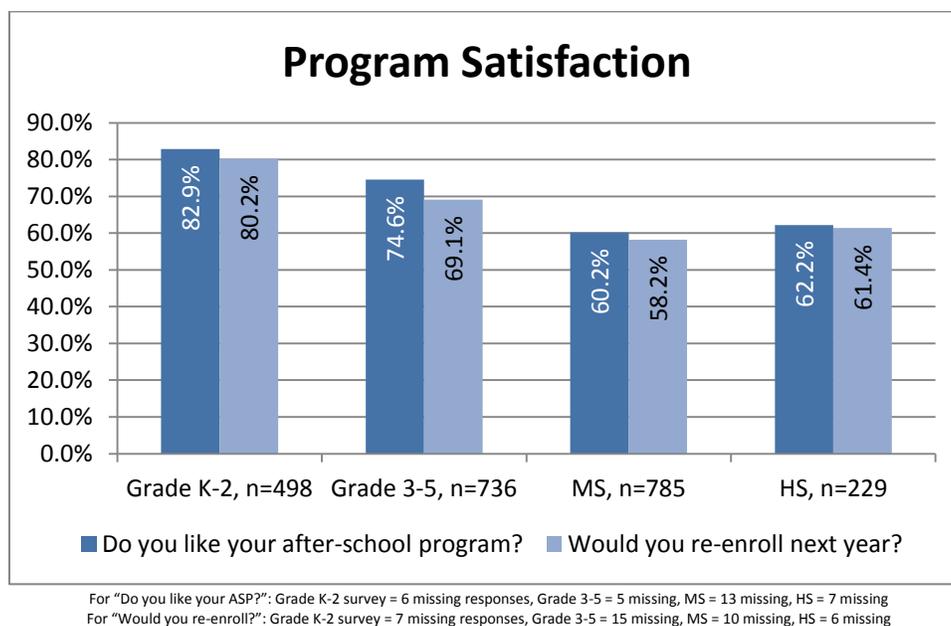
The largest percentage of students responding to each survey reported that they had just begun attending their current afterschool programs this year. Just over 30.0% of the students in grades 3-5, almost half of middle school students, and just over a third of high school students indicated that they had only attended for 1 year (see Figure 3). Students in grades K-2 were not asked this item.



**Figure 3. Students' Self-reported Length of Participation**

*How satisfied are students with the ASPs they attend? Does satisfaction differ for various groups? What aspects of the ASPs do students enjoy the most?*

Overwhelmingly, students reported liking their afterschool programs and wanting to re-enroll next year. Students in grades K-2 reported the highest levels of program satisfaction and desire to return.



**Figure 4. Student Satisfaction**

For the middle and high school students, the responses to these two items were linked significantly. In both grade level groups, students who reported liking their ASPs were *statistically more likely* to report that they wanted to re-enroll the following year (see Appendix C for detailed results of the statistical analysis). Frequency of attendance was also indicative of a desire to return the following year. Students in middle and high school attending 2 or more days a week were *more likely* to want to re-enroll than those attending less often.

Statistical analysis also revealed that middle school students identifying as “Hispanic/Latino” were *more likely* to report that they would like to attend their ASPs next year compared to students who identified as “Black/African American,” “White,” or “other.” Middle and high school students identifying as “Black/African American” were *significantly more likely* to report wanting to return to their ASPs next year compared to “White” students (see Appendix C). There was no significant relationship between race and desire to re-enroll among students in grades 3-5.

Several other indicators support the finding that the vast majority of students across all levels of schooling value their ASP experiences and enjoy attending.

Grades K-2 students ( $n = 498$ ):

- ✓ 93.7% (459) of students reported that the teachers are helpful at their ASPs.
- ✓ 90.2% (441) of students reported that they have fun.
- ✓ 86.2% (423) of students reported that they learn new things.

Grades 3-5 students ( $n = 736$ ):

- ✓ 89.8% (654) of students reported that they can ask an adult at their ASPs if they need help.
- ✓ 80.2% (538) of students reported that the teachers let them know when they’ve done a good job.
- ✓ 70.9% (511) of students reported that they learn new things.
- ✓ 68.9% (501) of students reported that there are a lot of activities at their ASPs.
- ✓ 55.1% (401) of students reported, “If I’m not sick, I come every time.”
- ✓ Only 17.8% (182) of students reported that they are often bored at their ASPs.

Middle school students ( $n = 785$ ):

- ✓ 68.5% (532) of students reported that the teachers at their ASPs tell them when they have done a good job.
- ✓ 61.0% (471) of students reported that they get to do new things at their ASPs.
- ✓ 50.4% (390) of students reported that their ideas matter to the people who run the ASPs.
- ✓ 42.9% (332) of students reported that they get to choose at least some of the activities they participate in at their ASPs.

High school students ( $n = 229$ ):

- ✓ 69.5% (155) of students reported that the teachers at their ASPs tell them when they have done a good job.
- ✓ 51.8% (115) of students reported that they get to do new things at their ASPs.

- ✓ 49.8% (111) of students reported that their ideas matter to the people who run the ASPs, and an additional 39.9% (89) felt that their ideas at least “kind of” mattered.
- ✓ 43.9% (98) of students reported that they get to choose at least some of the activities they participate in at their ASPs.

While none of the responses from either elementary school group reached a level of significance, statistical analysis indicated that some groups of students completing the middle and high school surveys were more likely to respond with indicators of program satisfaction. Middle and high school students who reported liking their ASPs were *more likely* to also say

- ✓ I get to choose some of the activities I do in my ASP.
- ✓ Teachers at the ASP let me know when I have done a good job.
- ✓ I get a chance to do new things at the ASP.
- ✓ I feel my ideas matter to the people who run the ASP.

Middle and high school students who attended 2 or more days a week were *more likely* to say

- ✓ I get to choose some of the activities I do in my ASP.
- ✓ Teachers at the ASP let me know when I have done a good job.
- ✓ I get a chance to do new things at the ASP.

Middle school students who attended 2 or more days a week were also *more likely* to say, “I feel my ideas matter to the people who run the ASP.”

Regarding student demographics, only two characteristics seem to be statistically significant to aspects of ASP satisfaction, and, for both cases, the significance appeared only among the middle school students. First, middle school boys were *more likely* to report that they get to choose some of their afterschool activities. Second, middle school students identifying as “Black/African American” and those identifying as “Hispanic/Latino” were *more likely* to report that “Teachers at the ASP let me know when I have done a good job,” compared to middle school students identifying as “White” or “other.”

### What would students be doing if not in the ASPs?

When asked what they would be doing if they did not attend the afterschool programs, all three student groups<sup>4</sup> said they would be “doing homework,” “watching TV,” or “playing/hanging out at [their] house.” The only difference was that each group selected a different activity as their most likely alternative. “Doing homework” was selected by 63.3% (458) of the students completing the grades 3-5 survey, while middle school students selected “watching TV” (57.0%, 442), and high school students selected “playing/hanging out at [their] house” (52.4%, 118) as their most likely alternate activity (see Figure 5).

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<sup>4</sup> The grade K-2 survey did not include this item.

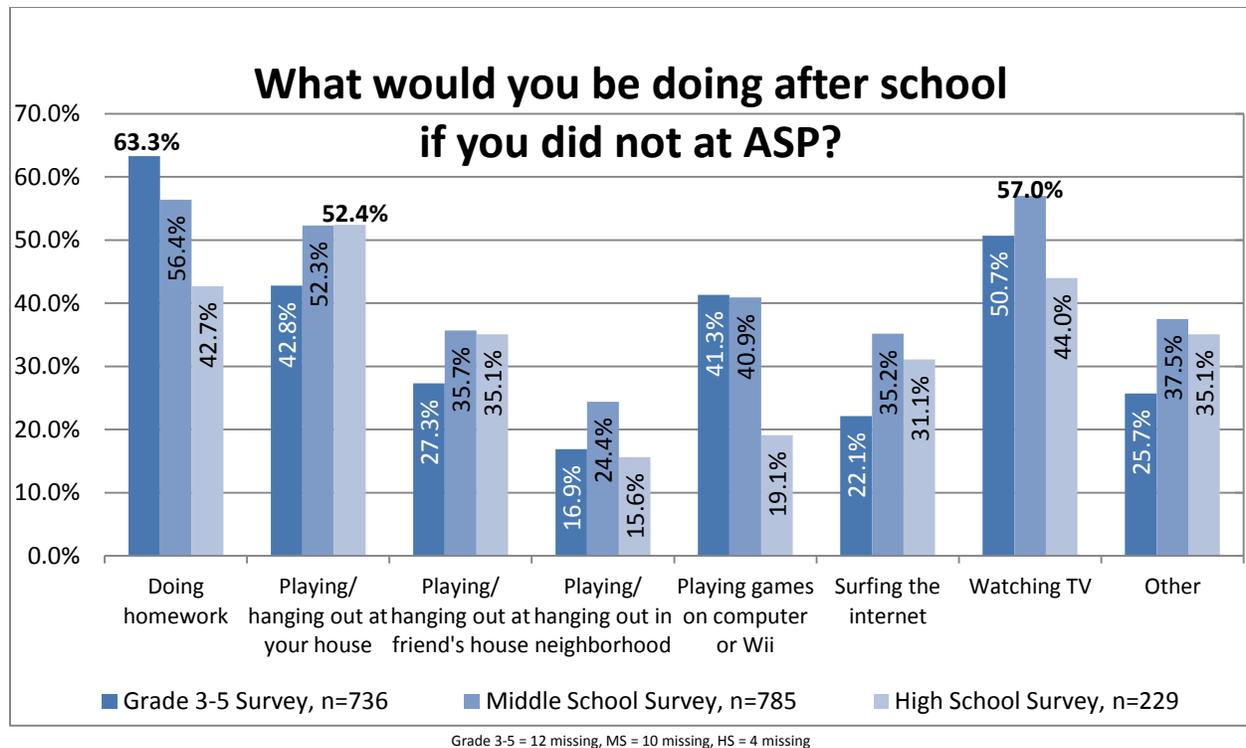


Figure 5. Students' Self-reported Alternate Activities

Most students reported that they would be with their mother or father if they did not attend the ASPs (see Figure 6). While it is of some concern that 8.7% (63) of the students answering the grades 3-5 survey reported that they thought they would be home alone if they were not enrolled in an afterschool program, it is important to keep in mind that both 7-year-olds and 13-year-olds answered this item. Some 13-year-olds may be mature enough to be home alone during the period between school dismissal and the time when their parents get home from work. Additionally, the 7-year-olds may not fully know their parents' alternate care plans should they not attend the ASPs.

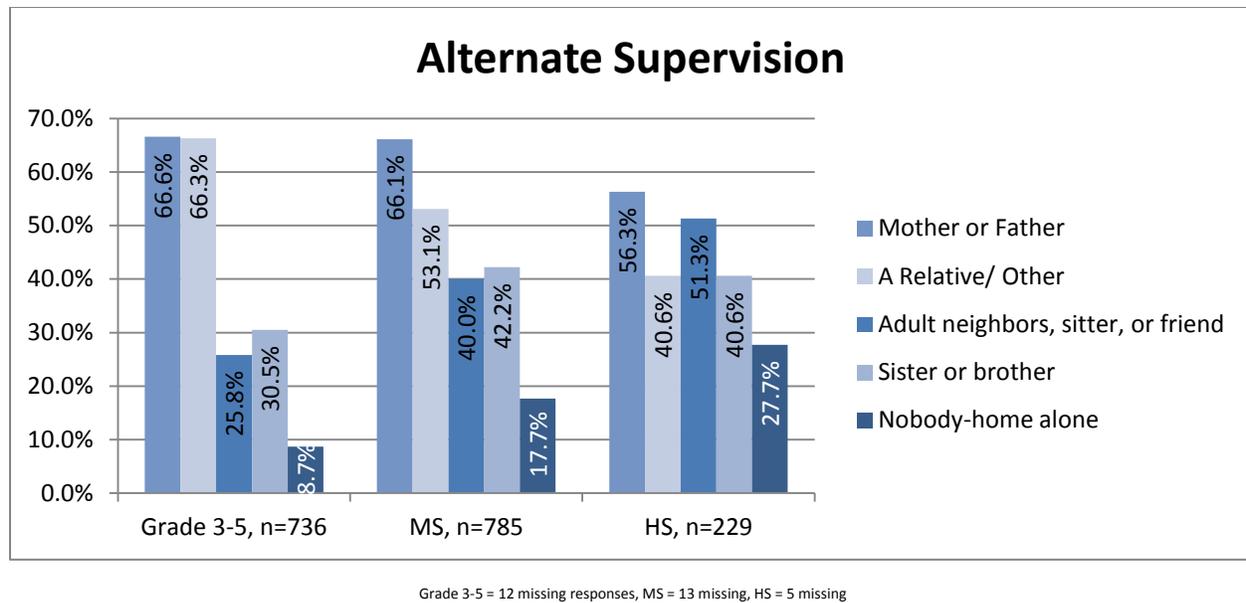


Figure 6. Students' Self-reported Alternate Care Plans

### How safe do students feel in the ASPs?

Students across school levels tended to report high levels of sense of safety at their ASPs, although the levels decreased alarmingly for older students (see Figure 7).

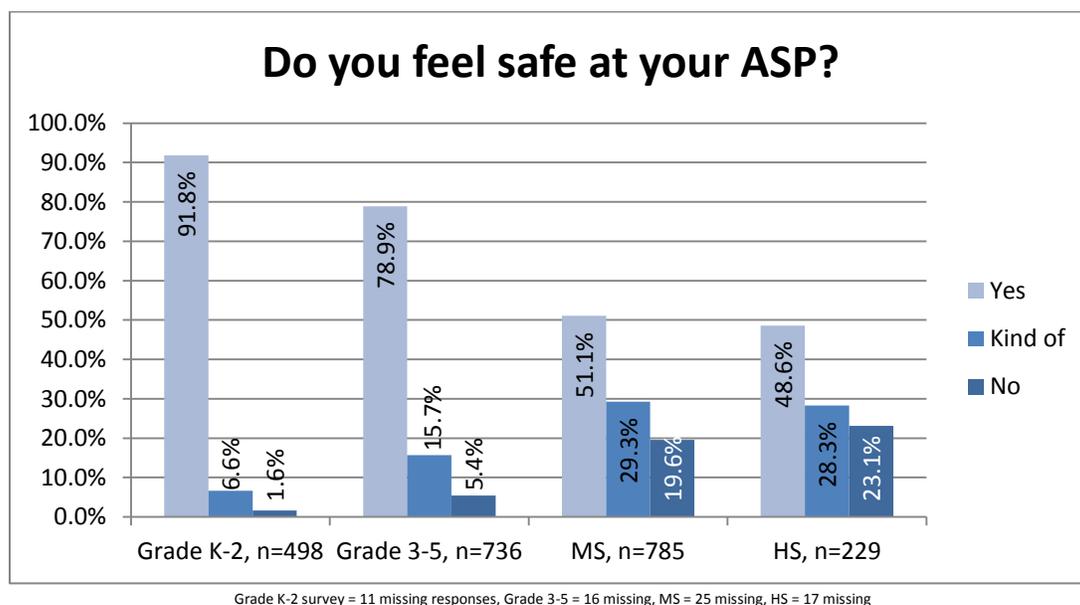


Figure 7. Students' Self-reported Feelings of Safety at Their Afterschool Programs

Both groups of elementary school students reported very high levels of sense of safety while at their ASPs. It is somewhat concerning, however, that only 51.1% (388) of middle school survey respondents and 48.6% (103) of high school survey respondents reported feeling safe at their programs. Further, 23.1% (49) of the high schoolers and 19.6% (149) of the middle schoolers expressly stated they did *not* feel safe at their afterschool programs.

One factor that may contribute to these diminished levels of sense of safety is students' perceptions that the teachers are not aware of what is going on in their lives:

- Only 46.1% (356) of middle school students felt that the ASP teachers paid attention to what is going on in their lives.
- Only 48.4% (108) of high school students reported that the teachers paid attention to what is going on in their lives.

Not surprisingly, both middle and high school students who reported liking their ASPs were *significantly more likely* to report that they trusted their fellow attendees and that the teachers paid attention to what is going on in their lives. Middle school boys and those middle schoolers attending more days per week were also *more likely* to report that the teachers in their ASPs paid attention to what was going on in their lives (see Appendix C).

Another factor influencing the students' sense of safety may be the number of students who reported a lack of trust for their fellow attendees:

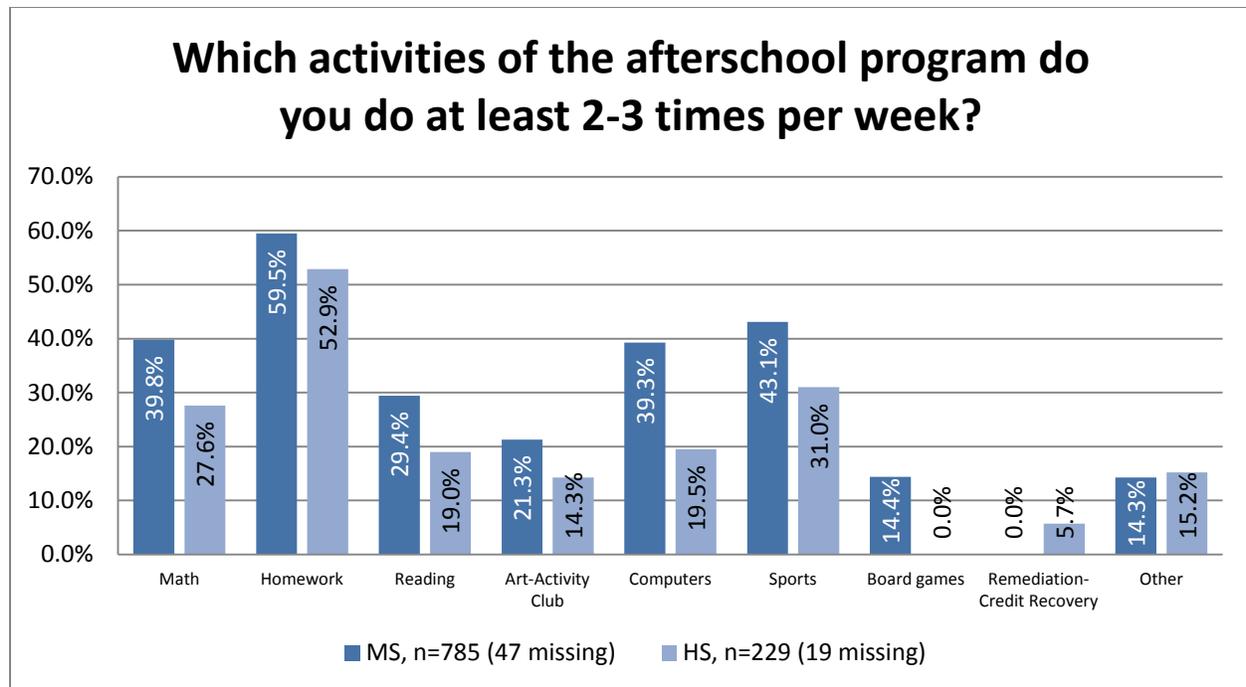
- Only 41.5% (321) of middle school students trust the other kids in their ASPs.
- Only 42.0% (94) of high school students trust the other kids in their ASPs.

Middle and high school students identifying as "Black/African American" and middle school students identifying as "Hispanic/Latino" were *significantly more likely* to report that since enrolling in their ASPs they feel safer after their regular school day ends until 6 p.m. than students in the same grade levels who identified as "White" or "other." Additionally, both middle and high school students who liked their ASPs and those who attended 2 or more days a week also reported increased levels of safety.

### *What are students doing in their ASPs?*

#### *What are their favorite activities?*

Of the students completing the middle and high school surveys, more than half of each group reported attending homework help sessions regularly (i.e., two to three times per week). Students from both groups also responded that they participated in sports, math, and computer activities regularly (see Figure 8). The fact that high school students reported fewer "regular activities" aligns with the tendency observed during the site visits and reported on the online surveys that they attend the ASPs less often and, therefore, have fewer opportunities to participate in diverse activities.



**Figure 8. Student Activities**

Rather than report the activities in which they most frequently engaged, students in grades K-2 were asked what they like to do most in their afterschool programs. The top three responses are as follows:

- ✓ 43.4% (214) selected “play outside,”
- ✓ 35.7% (176) selected “play with computers,” and
- ✓ 18.7% (92) selected “math games/practice.”

For this item, boys in grades K-2 were statistically *more likely* than girls to say they liked to play with computers. The girls were *more likely* to say that they liked working on their class homework.

**What are some of the academic benefits reported by students regarding school attendance, study habits, and homework completion?**

Even though the students who responded to the survey did not report missing a lot of school prior to attending the ASPs, 58.0% (426) of middle schoolers and 47.3% (96) of high schoolers reported that their school attendance has improved since they enrolled in the ASPs. For the high school students, the improvement reported reached *statistically significant* levels.

Students in grades 3-5 were the only group who were asked if their ASPs helped them “like school more.” Almost half reported that it did (46.4%, 333), and those attending 3 or more days a week were *significantly more likely* to feel this way than those attending less often.

Students across all grade levels said that the ASPs help improve homework completion:

- ✓ 80.2% (394) of students in grades K-2 reported that they complete their homework at their ASPs.
- ✓ 74.6% (538) of students in grades 3-5 reported that their ASPs help them get their homework done.
- ✓ 67.6% (497) of middle school students reported that now they have enough time to do their homework before going home, and another 60.5% (445) reported that they always turn in their homework on time as a result of attending the ASPs.
- ✓ 52.9% (108) of high school students reported that as a result of attending the ASPs they have enough time to do their homework before going home, and another 59.1% (120) reported that they always turn in their homework on time as a result of attending the ASPs.

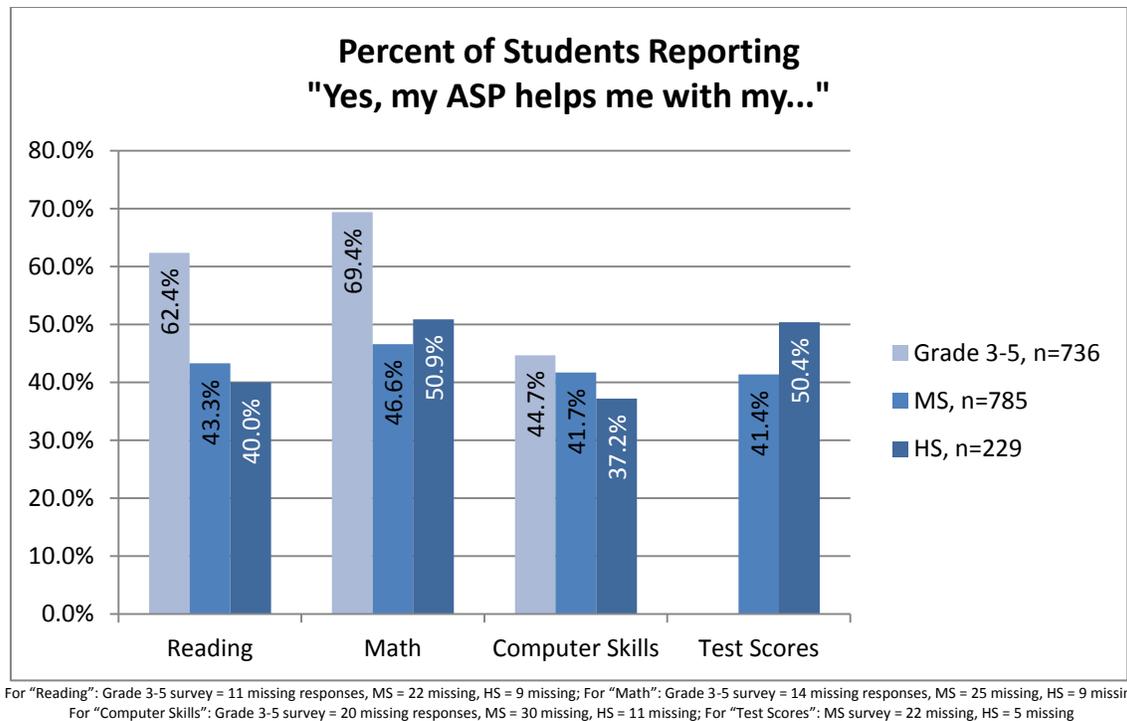
Combining this finding that students in grades K-2 are finishing their homework at the ASPs with the earlier finding that girls in this age range also like working on their homework at the ASPs, it is not surprising then that girls in this age group also were *significantly more likely* to report that they completed their homework. Students in grades 3-5 who reported attending an ASP for 3 or more years were *more likely* to say that the ASPs help them get their homework done than students who had not attended as long.

*What are some of the specific academic skills that students feel the ASPs have helped with the most?*

While students from all grade levels felt that the ASPs have helped with their reading, math, and computer skills, students in grades 3-5 reported the strongest impact in each category (see Figure 9).<sup>5</sup> High schoolers noted that the greatest impact was on test scores.

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<sup>5</sup> Students in grades K-2 were not asked any of these items. Only middle and high school students were asked about test scores.



**Figure 9. Academic Benefits of ASP Participation**

Some significant findings appeared when the responses of students were analyzed based on gender, race, attendance, and whether or not they liked their ASPs. Regarding middle and high school students who liked their ASPs, students reported that participating had helped in all four academic areas listed above. Middle schoolers who attended their ASPs more frequently reported benefits across the board. Students in grades 3-5 who attended 3 or more days a week were *more likely* to report improvements in all three areas assessed on their survey (reading, math, and computer skills). Further, the students in grades 3-5 who attended for 3 or more years were *more likely* to say that their ASPs helped improve their math skills. High school students with the same tenure in their programs reported improved computer skills.

Notably, high school students who attended their ASPs more days per week were *not statistically more likely* to report the academic benefits to their reading, math, computer skills, or test scores. This finding may be a result of a practice observed during several of the Implementation Study site visits. For those high school programs that maintained a strong (or solely) academic focus, students often attended only 1 or 2 days a week. For those programs that incorporated more enrichment and recreational activities, student attendance was more frequent. Therefore, increased attendance would not necessarily have an effect on academics if additional days at the ASPs are spent participating in nonacademic activities.

"Black/African American" middle school students and those identifying as "Hispanic/Latino" were also *more likely* to report that the ASPs helped them improve in all four academic areas above. The same was

true for high school students identifying as “Black/African American.” “Hispanic/Latino” and “Black/African American” students in grades 3-5 were *more likely* to report improved reading skills.

Regarding the ways in which the students’ sex affected their skill levels, middle school boys reported improved computer skills and test scores *more frequently* than middle school girls. High school boys also reported *more improvements* in computer skills.

Several items on the middle and high school student surveys asked students about areas they thought needed improvement prior to attending the ASPs and then whether or not they felt that attending the ASPs had helped them improve. Three of these “before and after” items pertained to academic improvements.

Some students needed help with homework and got it:

- 30.8% (223) of middle school students said “yes,” they needed help with their homework when they got home before they started attending their ASPs.
  - \* Of those 223 students who needed help, 32.3% (72) said that since attending the ASPs, they no longer need help with their homework when they get home.
- ✓ Overall, 50.3% (365) of middle school students said that they do not need help with their work when they get home as a result of attending the ASPs.
  - \* Statistical analysis indicated that this overall improvement is significant.
- 22.7% (46) of high school students said “yes,” they needed help with their homework when they got home before they started attending their ASPs.
  - ✓ Of those 46 students who needed help, 15.2% (7) said that as a result of attending the ASPs, they no longer need help with their homework when they get home, and another 28.3% (13) said that they only “kind of” need help.
- ✓ Overall, 54.2% (110) of high school students said that they do not need help with their work when they get home as a result of attending their ASPs.
  - \* Statistical analysis indicated that this overall improvement is significant.

Students who made mistakes in their homework improved their accuracy:

- 24.2% (176) of middle school students said that teachers often marked mistakes on their homework before they started attending their ASPs.
  - ✓ Of those 176 students, 50.6% (89) said that as a result of attending their ASPs, their teachers rarely marked mistakes on their homework.
- ✓ Overall, 38.4% (279) of middle school students felt that their teachers rarely marked mistakes as since attending their ASPs.
  - \* Statistical analysis indicated that this overall improvement is significant.
- 19.5% (39) of high school students said that teachers often marked mistakes on their homework before they started attending their ASPs.

- ✓ Of those 39 students, 61.5% (24) said that since attending their ASPs, their teachers rarely marked mistakes on their homework.
- ✓ Overall, 41% (82) of high school students felt that their teachers rarely marked mistakes since they started going to their ASPs.
  - \* Statistical analysis indicated that this overall improvement is significant.

Students needed to improve their grades and did:

- 39.6% (292) of middle school students felt that their grades needed to improve before they started attending their ASPs.
  - ✓ Of those 292 students, 64.7% (189) felt that their grades have improved since attending their ASPs.
- ✓ Overall, 51.9% (383) of middle school students felt that their grades have improved since they started going to their ASPs.
  - \* Statistical analysis indicated that this overall improvement is significant.
  
- 39.9% (83) of high school students felt that their grades needed to improve before they started attending their ASPs.
  - ✓ Of those 83 students, 68.7% (57) felt that their grades improved as a result of attending their ASPs.
- ✓ Overall, 55.3% (115) of high school students felt that their grades have improved as a result of attending their ASPs.
  - \* Statistical analysis indicated that this improvement is significant.

*What are some of the social/emotional benefits students have experienced in their ASPs?*

Generally, students reported that their ASPs helped them in a variety of social interactions with peers. To keep the surveys age appropriate, not all students were asked if they experienced every social benefit.

Students in grades K-2 ( $n = 498$ ):

- ✓ 80.1% (394) of students reported that they have made new friends.

Students in grades 3-5 ( $n = 736$ ):

- ✓ 66.1% (474) of students reported they have made new friends.
- ✓ 60.0% (430) of students reported that they get along better with other kids their age.

Middle school students ( $n = 785$ ):

- ✓ 66.8% (518) of students reported that they got to know other kids while attending their ASPs.

- ✓ 62.7% (480) reported that their ASPs have helped them stick to what they believe in, even if their friends do not agree.
- ✓ 53.1% (404) reported that they get along better with other kids their age.
- ✓ 47.7% (365) of students reported that their ASPs have helped them know how to work out problems they have with others, and an additional 34.2% (262) felt that their ASPs had at least “kind of” helped.

High school students ( $n = 229$ ):

- ✓ 62.9% (134) reported that the ASPs have helped them stick to what they believe in, even if their friends do not agree.
- ✓ 57.8% (129) of students reported that they got to know other kids while attending their ASPs.
- ✓ 51.2% (110) reported that they get along better with other kids their age.
- ✓ 45.3% (97) of students reported that the ASPs have helped them know how to work out problems they have with others, and an additional 31.3% (67) felt that their ASPs had at least “kind of” helped.

Statistical analysis revealed again that attendance and tenure had an effect on the students’ responses regarding the benefits they experienced as a result of attending the ASPs. Students in grades 3-5 who attended 3 or more days a week were *more likely* to report that they made new friends at their ASPs. Middle and high school students who attended 2 or more days per week were *significantly more likely* to report benefits in all of the social/emotional aspects surveyed, as were those students who reported liking their ASPs. Middle and high school students who had attended 3 or more years were also *more likely* than those not attending for as long to report that their ASPs helped them know how to “work out problems” they have with others.

Girls in middle school reported getting to know other kids in the ASPs and sticking to what they believe in at *significantly higher levels* than boys. Students identifying as “Black/African American” in both middle and high school were *more likely* to report getting to know other kids, getting along better with others, knowing how to work out problems with others, and sticking to what you believe in, even if friends don’t agree, as a result of attending the ASPs. More “Hispanic/Latino” middle school students reported knowing how to work out problems with others compared to students identifying as “Black/African American,” “White,” and “other.”

Beyond peer interactions, older students were asked about their relationships with program staff, specifically if their ASPs have helped them feel like they “have more adults [they] can turn to.” About 60.0% of each grade level reported that they did have these relationships. Groups that were *statistically more likely* to report feeling this way included:

- ✓ Black/African American high school students
- ✓ Middle and high school students who liked their ASPs
- ✓ Middle and high school students who attended 2 or more days per week

*Do students feel that the ASPs have helped them make better choices and avoid  
“at-risk” behaviors?*

Older students reported that their ASPs have helped them at least somewhat in making better choices regarding at-risk behaviors.

Middle school students ( $n = 785$ ):

- ✓ 71.7% (546) of students reported that their ASPs have helped them understand the importance of not using alcohol, tobacco, and illegal drugs.
- ✓ 42.2% (321) of students reported that their ASPs have helped them make healthier food choices, and an additional 37.2% (283) said they had “kind of” helped.

High school students ( $n = 229$ ):

- ✓ 54.0% (114) of students reported that the ASPs have helped them understand the importance of not using alcohol, tobacco, and illegal drugs.
- ✓ 37.9% (80) of students reported that the ASPs have helped them make healthier food choices, and an additional 30.3% (64) said that they had “kind of” helped.

Students who were *significantly more likely* to report that the ASPs have helped them understand the importance of not using alcohol, tobacco, and illegal drugs include:

- ✓ Hispanic/Latino middle schoolers
- ✓ Black/African American high schoolers
- ✓ Middle and high school students who liked their ASPs
- ✓ Middle schoolers who had attended 4 or more years
- ✓ Middle and high schoolers who attended 2 or more days a week

Middle and high school students who liked their ASPs and those who attended 2 or more days a week were *more likely* to report that their ASPs helped them make healthier food choices. “Hispanic/Latino” middle school students were more likely to report that their ASPs helped them make healthier food choices than students who identified as “Black/African American,” “White,” or “other.” “Black/African American” middle schoolers were also *statistically more likely* to report this outcome than “White” students. Finally, high school students who identified as “Black/African American” or “other” were *more likely* to say that their ASPs have helped them make healthier food choices than “White” students.

One last “before and after” item that students responded to asked if they often got into trouble at school before attending the ASPs and if they rarely got into trouble since attending. Even though low percentages of those responding reported getting into trouble before attending, they still reported significant improvement. Only 79 (10.7%) middle school students reported that they got into trouble often before attending the ASPs. Of those, 48.7% (38) reported rarely getting into trouble since attending the ASPs. Only 16 (8.1%) high school students reported that they got into trouble often before attending the ASPs. Of those, 43.8% (7) reported rarely getting into trouble since attending the ASPs. Overall, 49.8% (365) of middle schoolers and 57.1% (113) of high schoolers reported rarely getting into

trouble as a result of attending. For both groups, the analysis shows that there was *significant overall improvement* in this area.

Participation in the ASPs has also helped students plan for the future and has improved their expectations for achieving success.

Middle school students ( $n = 785$ ):

- ✓ 52.9% (403) of students reported that the ASPs have helped them think more about what they want to do in the future.
- ✓ 54.1% (413) of students reported that the ASPs have helped them set goals for themselves.
- ✓ 78% (550) of students think they will graduate from college.

High school students ( $n = 229$ ):

- ✓ 56.7% (122) of students reported that the ASPs have helped them think more about what they want to do in the future.
- ✓ 59% (125) of students reported that the ASPs have helped them set goals for themselves.
- ✓ 66.7% (142) of students think they will graduate from college.

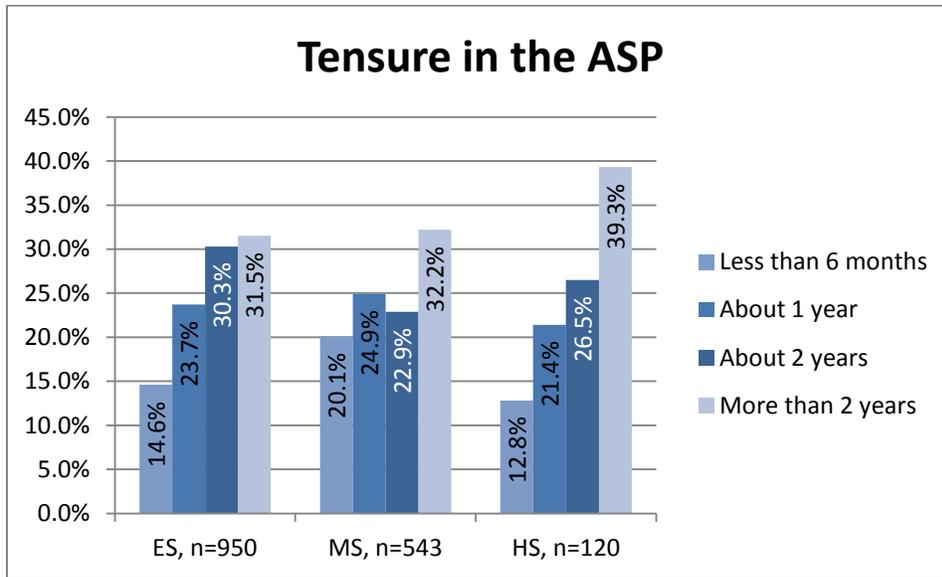
Again, race, attendance, and liking the ASPs were significant factors in students' responses. Several groups of students were *significantly more* likely to say that their ASPs have helped them think about what they want to do in the future and set goals for themselves. Those groups included:

- ✓ Black/African American middle and high schoolers
- ✓ Hispanic/Latino middle schoolers
- ✓ Middle and high schoolers who attended 2 or more days a week
- ✓ Middle and high schoolers who liked their ASPs

Additionally, students with a longer tenure in their ASPs (4 or more years for middle schoolers and 3 or more years for high schoolers) were *more likely* to say that the ASPs have helped them think more about what they want to do in the future.

**Who completed the parent surveys?**

UT SWORPS received 1,613 completed surveys from parents of students in the sample. More than half of the parents responding to each grade-level survey reported that their child has attended an ASP for “about 2 years” or longer.



ES survey = 9 missing responses, MS = 5 missing, HS = 3 missing

**Figure 10. Parents’ Reports of Their Child’s Tenure in Their ASPs**

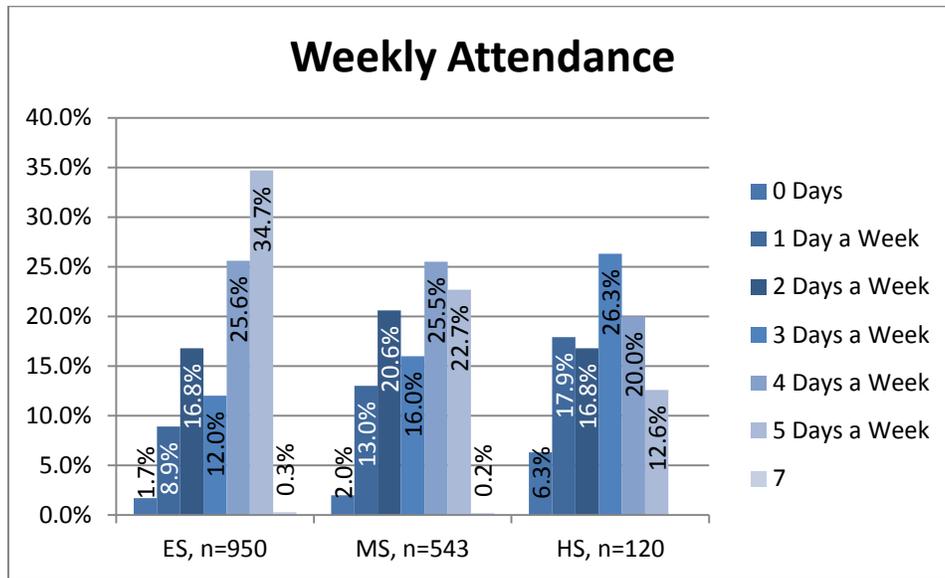
While these figures represent a slight difference from the student responses, the results are relatively similar when compared across the same time frames.

**Table 4. Comparison of Reports of Tenure in ASP**

Tenure in ASP:	Elementary School		Middle School		High School	
	Parents	Students	Parents	Students	Parents	Students
<b>1 year or less</b>	38.3%	30.5%	45.0%	47.3%	34.2%	37.3%
<b>2 years or more</b>	61.8%	69.5%	55.1%	52.6%	65.8%	62.7%

Generally, the reports from parents regarding their children’s daily attendance at the ASPs matched the responses from the student surveys. The largest percentage of elementary school parents (34.7%, 309) reported that their children attended

the ASPs 5 days a week (see Figure 11). Middle school parents most often said that their children attended 4 days a week (25.5%, 126); however, another large percentage reported that their children attended 5 days a week (22.7%, 112). More divergence occurred between the high school student and parent responses to this item. While more than half of the high school students reported that they only attended 1 day a week or less, just under a quarter of the parents (24.2%, 23) selected the same attendance rates. More high school parents reported that their children attended 3 days a week (26.3%, 25).



ES survey = 59 missing responses, MS = 49 missing, HS = 25 missing

Figure 11. Parents' Reports of Their Child's Regular Attendance

The majority of parents reported that they were referred to the ASPs by their children’s school. The breakdown is as follows:

- ✓ 78.3% (702) of elementary school parents
- ✓ 79.7% (427) of middle school parents
- ✓ 64.7% of high school parents

These figures indicate that the schools view the ASPs as resources for students and their families.

*How satisfied are parents with the ASPs that their children attend? How does tenure in the program affect satisfaction? What aspects of the ASPs do parents value most?*

Parents’ satisfaction levels with their children’s ASPs were remarkably high. More than 90.0% of all parents responding to the survey said that they were satisfied overall, and similar numbers felt that

their children liked the ASPs (see Figure 12). Only eight elementary school parents (1.6%) and three middle school parents (0.6%) strongly disagreed with the overall satisfaction question. Further, the great majority of parents plan to re-enroll their children next year.

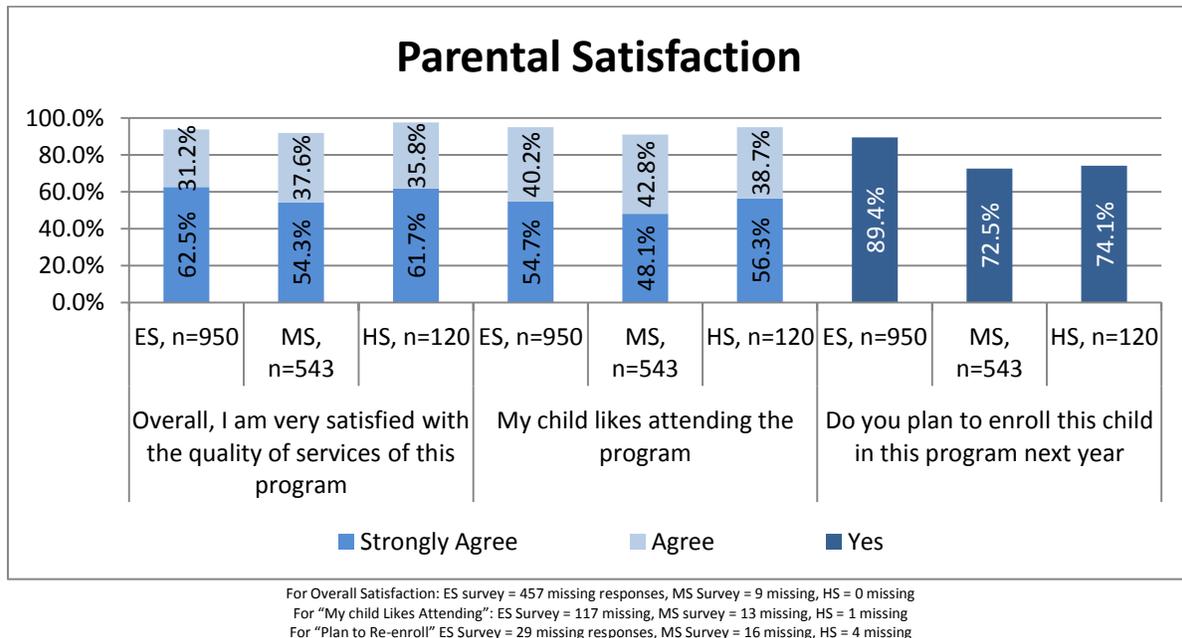
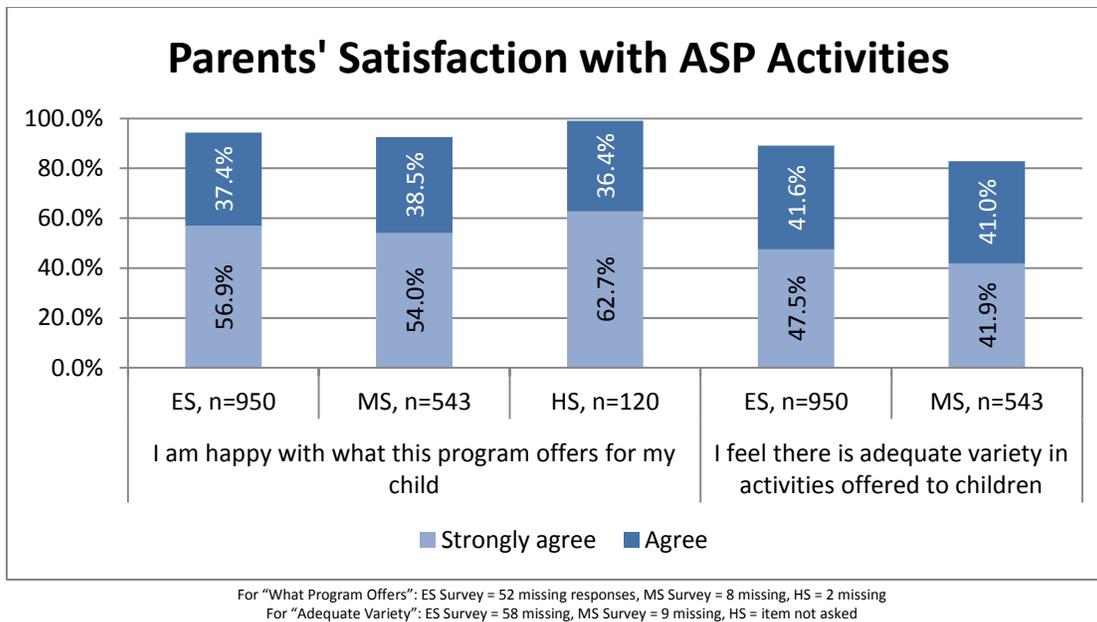


Figure 12. Parents' Reports of Program Satisfaction

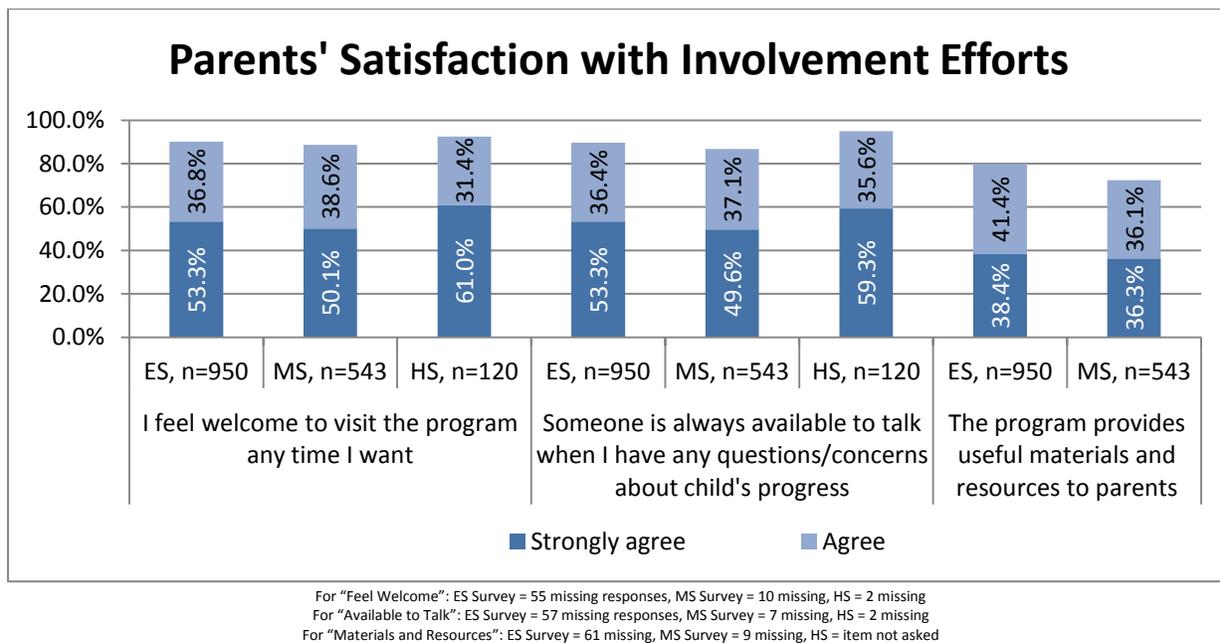
Some factors that may influence these high overall satisfaction levels include parents' satisfaction with the ASPs' offerings and with the ASPs' efforts to engage the students. As Figure 13 shows, parents were quite happy with what the ASPs offered their children, and they felt that there was adequate variety in the activities offered.<sup>6</sup>

<sup>6</sup> This last item regarding variety of activities was not asked on the high school survey.



**Figure 13. Factors Influencing Parental Satisfaction**

Parents also reported that the ASPs are making efforts to involve the parents and make the program and staff available to the parents. As Figure 14 shows, parents from all school levels felt welcome in the ASPs, felt that they could talk with staff, and received useful materials and resources from the programs.



**Figure 14. ASP Parental Involvement in Activities**

The parents' responses to several items were analyzed to determine whether there were any statistically significant differences between the parents of those students who had attended their ASPs for "about 1 year or less" and those who had attended "about 2 years or more." Only two items regarding parental satisfaction showed any significant differences and both were among middle school parents.

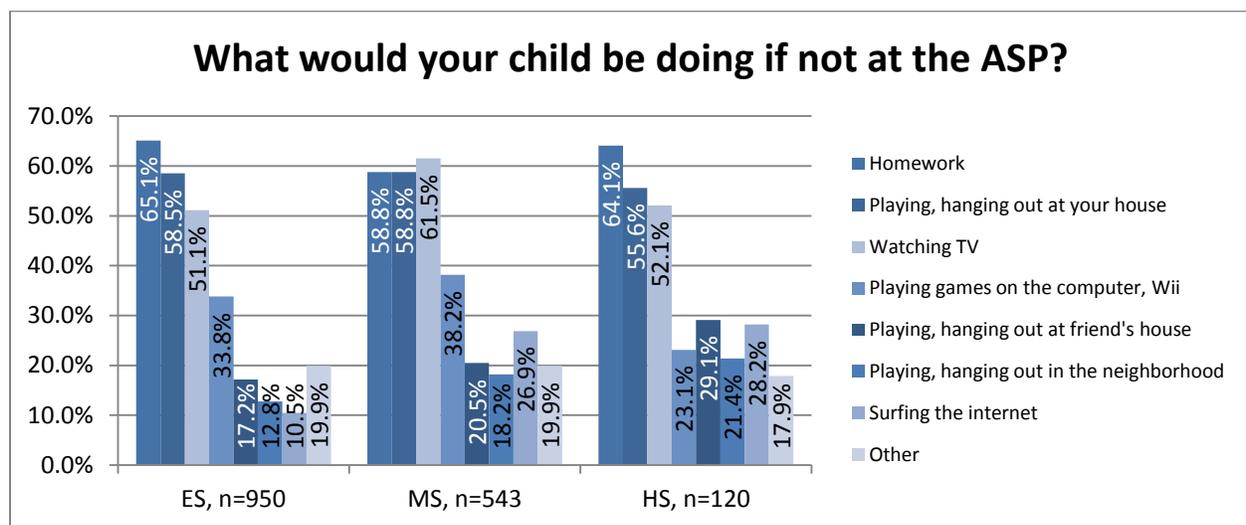
While parents of students attending "about 1 year or less" answered "not sure," parents of middle school students attending "2 or more years" were *more likely* to "agree/strongly agree" or "disagree/strongly disagree" that

- ✓ I am happy with what this program offers my child, and
- ✓ Someone is always available to talk when I have any questions/concerns about my child's progress.

For these questions, longer tenure in the ASPs appeared to have intensified the perceptions of the middle school parents completing the survey, whereas parents whose children have not been involved for as long may not have formed an opinion.

**What do parents think their children would be doing if not in the ASP?**

Parents of all students, regardless of age group, felt that their children would probably be "doing homework," "playing/hanging out at their house," or "watching TV" if they were not attending the ASPs (see Figure 15). Parents were told to "select all that apply," and more than half of all parents from each school level selected each of these items. These responses support the possibility that their children could be engaging in all three activities simultaneously (e.g., a child could be doing their homework at home with the TV on).



ES survey = 35 missing responses, MS = 11 missing, HS = 3 missing

**Figure 15. Parents' Reports of Their Child's Alternate Activities**

Parents also reported that their children would be watched by a parent, a relative, or another caregiver if they were not attending the ASPs. While a slightly smaller percentage of elementary school parents reported that their children would be home alone than the students themselves reported, this result actually represents more individual responses; 67 parents said that their elementary schoolers would be home alone, but 63 students in grades 3-5 responded that they would be home alone. Again, the age range of these students was wide and therefore some may have been old enough to take care of themselves until their parents got home from work.

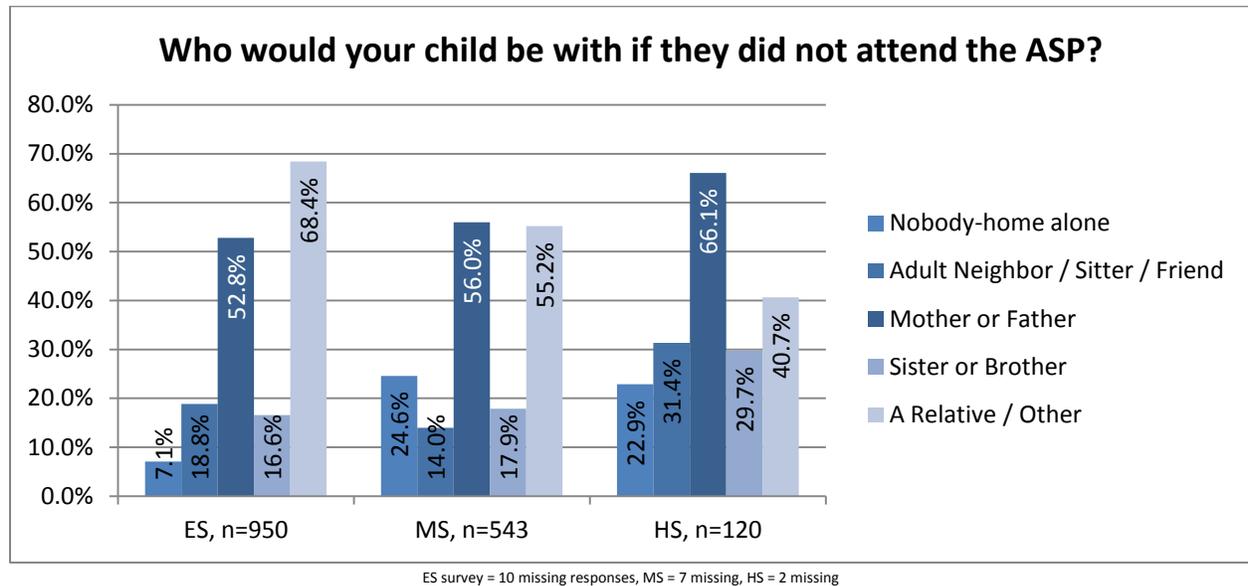


Figure 16. Parents' Reports of Alternate Care Plans

Across the board, parents reported that the ASPs helped their children complete their homework on time. More than 80.0% of parents from each school level reported this benefit. Parents also felt that the accuracy of their children's homework had improved (see Figure 17).

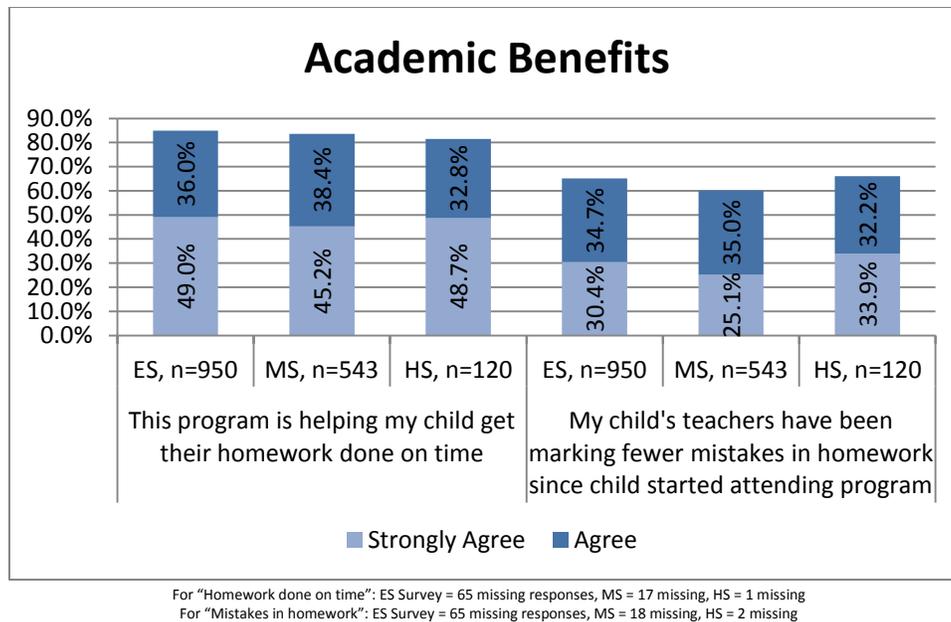


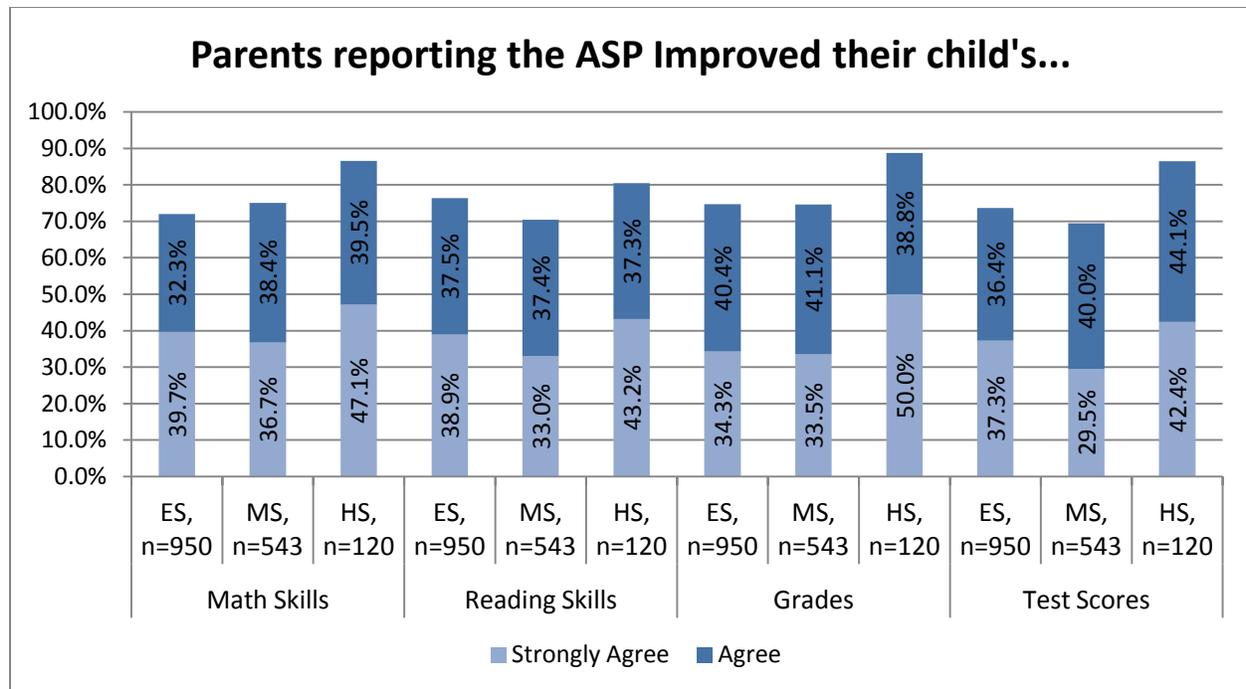
Figure 17. Parents' Reports of Improved Homework Completion and Accuracy

According to the parents, tenure in the ASPs had an effect on academic results for one of these items. Parents of high school students whose children had attended an ASP for 2 or more years were *significantly more likely* to report that their children’s teachers had been marking fewer mistakes on homework assignments.

Finally, parents of kindergartners were asked if they felt that the ASPs had helped prepare their children for the next grade level. Almost 85.0% (84.6%, 44) of parents answering this item felt that the ASPs helped prepare their kindergartners for first grade.

**What are some of the specific academic skills that parents felt the ASPs have helped their children with the most?**

Overwhelmingly, parents reported that the ASPs have helped their children improve their math skills, reading skills, grades, and test scores. This finding was true across the grade levels, but the parents of high schoolers most commonly reported these academic improvements. Again, this result ties into the academic focus of so many high school programs.



For "Math": ES Survey = 69 missing responses, MS = 14 missing, HS = 1 missing; For "Reading": ES Survey = 70 missing responses, MS = 19 missing, HS = 2 missing  
 For "Grades": ES Survey = 67 missing responses, MS = 15 missing, HS = 4 missing; For "Test Scores": ES Survey = 70 missing responses, MS Survey = 10 missing, HS = 2 missing

Figure 18. Parents' Reports of Improved Academic Skills

Parents of students in different grade levels observed the greatest impact from the ASPs on different areas:

- ✓ 76.4% (672) of elementary school parents reported that the ASPs had the greatest impact on their children's **reading skills**.
- ✓ 75.1% (397) of middle school parents reported that the ASPs had the greatest impact on their children's **math skills**.
- ✓ 88.8% (103) of high school parents reported that the ASPs had the greatest impact on their children's **grades**.

Only one item in this section yielded statistical significance, but the results were unexpected. The assumption was that longer attendance would be more likely to produce positive outcomes. For the middle school parents, however, those whose children had attended for 2 or more years were *more likely* to report that their children's grades had not improved, while the parents of children attending for 1 year or less were "not sure" of the ASPs' impact on their children's grades. Again, these responses are assessments of the parents' perceptions of impact. Attendance is an area that will be fleshed out in greater detail in the outcome studies scheduled for program year 2013, when students' actual grades will be examined.

*What are some of the social/emotional benefits that parents feel their children experienced in their ASP settings?*

Parents reported that their children experienced a variety of social and emotional benefits due to participation in the ASPs. The benefits were reported across the board, but the percentage of parents reporting the benefits was highest in the elementary and high school grade levels.

Elementary school parents ( $n = 950$ ):

- ✓ 76.8% (685) reported that their children's self-confidence has increased.
- ✓ 73.9% (656) reported that their children like school more.
- ✓ 70.2% (619) reported that their children's behavior has improved since attending the ASPs, which may be influenced by the 83.5% (746) who felt that the staff dealt with behavior problems in a fair manner.

Middle school parents ( $n = 543$ ):

- ✓ 75.8% (401) reported that their children's self-confidence has increased.
- ✓ 69.1% (464) reported that their children's behavior has improved since attending the ASPs, which may be influenced by the 80.6% (431) who felt that the staff dealt with behavior problems in a fair manner.
- ✓ 67.5% (359) reported that their children like school more.

High school parents ( $n = 120$ ):

- ✓ 85.0% (102) reported that their children's self-confidence has increased.
- ✓ 81.5% (97) reported that their children's behavior has improved since attending the ASPs, which may be influenced by the 88.1% (104) who felt that the staff dealt with behavior problems in a fair manner.
- ✓ 81.2% (95) reported that their children like school more.

Only two items in this section were statistically significant. Middle school parents whose children attended ASPs for 2 or more years were *more likely* to report that their children's self-confidence had improved as a result of attending the ASPs. Additionally, high school parents whose children attended for 2 or more years were *more likely* to report that the ASPs impacted their children's behavior positively.

*Do parents feel that the ASPs have helped their children make better choices?*

Parents of high schoolers reported on the long-term goals that their children are setting as a result of attending the ASPs. They reported very positive impacts, which strengthen over time. As a result of the ASPs

- ✓ 82.4% (98) reported that their children wanted to graduate from high school, and
- ✓ 71.4% (85) reported that their children wanted to go to college.

Both of these items were significant in that parents whose children attended the ASPs for 2 or more year were *more likely* to report both of these items than parents of children who had attended only 1 year or less.

### Who completed the teacher surveys?

UT SWORPS received 2,263 completed teacher surveys. Upper level teachers were asked what subject they taught and most middle school teachers reported teaching math (43.1%, 354) or reading (41.4%, 340). High school teachers also taught reading (46.6%, 123) or math (32.2%, 85) most frequently.

The percentage of teachers working in the ASPs who completed the survey increased with each grade level:

- ✓ 22.1% (23) of kindergarten teachers
- ✓ 30.9% (330) of elementary school teachers
- ✓ 32.5% (264) of middle school teachers
- ✓ 56.2% of high school teachers

This item forms the basis of the statistical analysis conducted on the teachers' surveys. The assumption underlying the analysis is that due to their positive associations with the programs and also their closer relationships with the students, the teachers working in the ASPs would report more positive outcomes for the students.

### How satisfied are teachers with the ASPs that the students attend? What contributes to that satisfaction? Does it differ for those employed by the ASPs?

Teacher satisfaction with the ASPs is gauged through a variety of factors such as the ASPs' communication with the teachers, the perceived benefits to the students, and any impacts that teachers can observe transferring from the ASP to the classroom. A factor that UT SWORPS evaluators heard repeatedly during site visits as affecting the teachers' relationship with the ASPs was the amount of communication between the program and the teacher. An alarming number of teachers reported receiving no communication from the ASPs<sup>7</sup>:

Kindergarten teachers ( $n = 105$ , 9 missing):

- ✓ 70.0% (67) were satisfied with the frequency of communication, regardless of amount.<sup>8</sup>
  - 28.1% (27) reported "weekly" communication.
  - 34.4% (33) reported no communication from the ASPs.

<sup>7</sup> Percentages exclude missing responses and those teachers who reported that they were also the students' ASP teacher.

<sup>8</sup> Percent reporting "somewhat," "very," or "extremely satisfied."

Elementary school teachers ( $n = 1,073$ , 126 missing):

- ✓ 85.6% (811) were satisfied with the frequency of communication, regardless of amount.<sup>8</sup>
  - 23.0% (224) reported communicating “every few weeks.”
  - 29.0% (282) reported no communication from the ASPs.

Middle school teachers ( $n = 821$ , 129 missing):

- ✓ 84.4% (584) were satisfied with the frequency of communication, regardless of amount.<sup>8</sup>
  - 20.4% (144) reported “weekly” communication.
  - 34.7% (245) reported no communication from the ASPs.

High school teachers ( $n = 264$ , 66 missing):

- ✓ 81.3% (161) were satisfied with the frequency of communication, regardless of amount.<sup>8</sup>
  - 27.5% (50) reported receiving communication from the ASPs “every grading period,” and another 27.5% (50) reported “once or twice a year.”
  - 25.3% (46) reported no contact from the ASPs.

An analysis compared the frequency of communication and the level of satisfaction with the communication that teachers reported. With only one exception, the analysis found that *teachers who reported more frequent communication with the afterschool program also reported higher levels of satisfaction with that communication*. The one exception was high school teachers. High school teachers who reported communicating once or twice a year with 21<sup>st</sup> CCLC teachers were *more likely* to respond “somewhat satisfied,” while teachers who reported the level of communication as “not at all” as well as those who reported “at least weekly/every few weeks,” or “every grading period” were “very/extremely satisfied.”

Overall, teachers felt that the students benefitted from participating in the ASPs, with high school teachers reporting the greatest overall benefits to the students. Kindergarten and elementary school teachers responded on a 3-point scale (A lot, Somewhat, Not at all), while middle and high school teachers responded on a 5-point scale (A great deal, A lot, Somewhat, A little, Not at all).

- ✓ 48.0% (49) of kindergarten teachers reported that the students benefitted “a lot,” and an additional 45.1% (46) said that the students benefitted at least “somewhat.”
- ✓ 44.3% (469) of elementary school teachers reported that the students benefitted “a lot,” and an additional 49.8% (527) said that the students benefitted at least “somewhat.”
- ✓ 45.8% (352) of middle school teachers reported that the students benefitted “a lot” or “a great deal,” and an additional 37.4% (287) said that the students benefitted at least “somewhat.”
- ✓ 53.1% (135) of high school teachers reported that the students benefitted “a lot” or “a great deal,” and an additional 33.5% (85) said that the students benefitted at least “somewhat.”

The statistical analysis of the teacher surveys examined whether the responses of those teachers who also worked in the ASPs differed significantly from other teachers who did not also work in the ASPs. Regarding overall satisfaction, elementary school and middle school teachers’ responses confirmed the expected result that those working in the afterschool programs were *more likely* to report that the

students had benefited from participation. The result for kindergarten teachers was interesting in that those working in the afterschool programs were *more likely* to respond “a lot” or “not at all” than “somewhat.” The teachers who worked in the programs noted a great deal of program impact or none at all. This response may be a result of the increased contact that the teachers had with the students in the ASPs. These teachers may have a better idea of the students’ potential and can rate whether their achievements match their ability levels.

Several factors may play into the teachers’ overall perceptions of the benefits students experience as a result of participating in the ASPs. The following results reveal their perceptions.

Kindergarten teachers ( $n = 105$ ):

- ✓ 55.8% (58) reported that the students’ parents are more involved in their children’s education.

Elementary school teachers ( $n = 1073$ ):

- ✓ 63.3% (677) reported that the students’ levels of class participation have improved.
- ✓ 62.8% (670) reported that the students want to make better grades.
- ✓ 55.1% (589) reported that the students pay attention more during class.

Middle school teachers ( $n = 821$ ):

- ✓ 68.0% (549) reported that the students want to make better grades.
- ✓ 63.3% (510) reported that the students’ levels of class participation have improved.
- ✓ 56.8% (457) reported that the students pay attention more during class.
- ✓ 52.5% (431) reported that the students’ parents are more involved in their children’s education.

High school teachers ( $n = 264$ ):

- ✓ 74.5% (196) reported that the students want to make better grades.
- ✓ 67.7% (178) reported that the students’ levels of class participation have improved.
- ✓ 66.5% (175) reported that the students pay attention more during class.
- ✓ 54.4% (143) reported that the students’ parents are more involved in their children’s education.
- ✓ 50.0% (131) reported that the students are more likely to volunteer for extra credit.

There were several areas where teachers’ responses showed significant differences between those who worked in the ASPs and others. Elementary school teachers who worked in the ASPs were *more likely* to say that the ASPs have:

- ✓ helped improve the students’ levels of class participation,
- ✓ helped the students pay attention more during class,
- ✓ made the students want to make better grades, and
- ✓ helped the students’ parents be more involved in their children’s education.

Middle school teachers who worked in the ASPs were *more likely* to say that the ASPs have:

- ✓ helped improve the students’ levels of class participation,
- ✓ helped the students pay attention more during class,

- ✓ made the students more likely to volunteer to earn extra credit,
- ✓ made the students want to make better grades, and
- ✓ helped the students' parents be more involved in their children's education.

High school teachers who worked in the ASPs were *more likely* to say that the ASPs have:

- ✓ helped improve the students' levels of class participation,
- ✓ made the students more likely to volunteer to earn extra credit, and
- ✓ helped the students' parents be more involved in their children's education.

High school teachers who worked in the ASPs were *more likely* to report either that the ASPs did help or did not help the students pay attention more during class, rather than give a neutral response.

*What are some of the academic benefits reported by teachers regarding study skills, being prepared for class, and catching up with peers?*

Teachers felt that the ASPs set the stage for success in the classroom by helping students improve study skills and complete their homework accurately and on time. These benefits were the strongest at the high school level. Kindergarten teachers were not asked these items.

Elementary school teachers ( $n = 1,073$ ):

- ✓ 77.2% (759) reported that the ASPs helped the students complete their homework with fewer mistakes.
- ✓ 74.7% (722) reported that the ASPs helped the students complete their homework on time.
- ✓ 68.3% (678) reported that the ASPs have made a difference in the students' study skills.
- \* Teachers who worked in the ASPs were *significantly more likely* to report all of these outcomes.

Middle school teachers ( $n = 821$ ):

- ✓ 75.1% (570) reported that the ASPs have helped the students complete their homework with fewer mistakes.
- ✓ 74.4% (561) reported that the ASPs have helped the students complete their homework on time.
- ✓ 66.2% (503) reported that the ASPs have made a difference in the students' study skills.
- \* Teachers who worked in the ASPs were *significantly more likely* to report all of these outcomes.

High school teachers ( $n = 264$ ):

- ✓ 80.3% (196) reported that the ASPs have helped the students complete their homework with fewer mistakes.
- ✓ 77.2% (190) reported that the ASPs have helped the students complete their homework on time.
- ✓ 75.6% (186) reported that the ASPs have made a difference in the students' study skills.

- \* Teachers who worked in the ASPs were *significantly more likely* to report improved study skills.

Teachers reported that students are prepared for their classes and are in a better position to catch up to, and be promoted with, their academic cohorts. This effect appears to be strongest in the kindergarten and high school levels.

Kindergarten teachers ( $n = 105$ ):

- ✓ 72.3% (73) reported that the ASPs have helped the students come to school ready to learn.
- ✓ 67.4% (60) reported that the ASPs have helped students return to the regular track, if applicable.
- ✓ 73.5% (75) reported that the ASPs have better prepared the students to start first grade.

Elementary school teachers ( $n = 1073$ ):

- ✓ 65.8% (647) reported that the ASPs have helped the students come to school ready to learn.
- ✓ 56.5% (447) reported that the ASPs have helped students return to the regular track, if applicable.
- ✓ 58.2% (524) reported that the ASPs have increased the chances that the students will be promoted to the next grade level.
- \* Teachers who worked in the ASPs were *significantly more likely* to report all of these outcomes.

Middle school teachers ( $n = 821$ ):

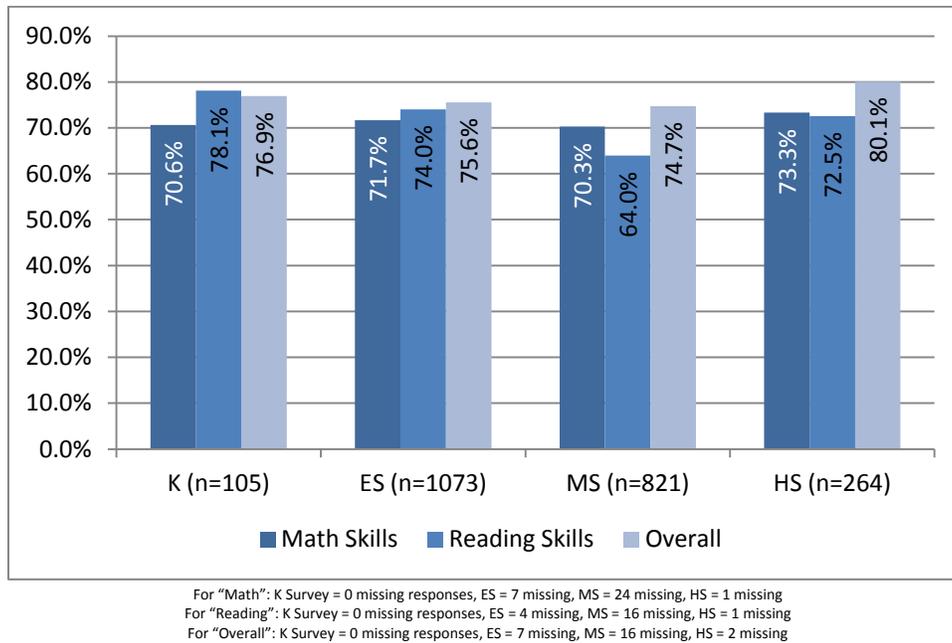
- ✓ 67.1% (505) reported that the ASPs have helped the students come to school ready to learn.
- ✓ 59.2% (355) reported that the ASPs have helped students return to the regular track, if applicable.
- ✓ 65.2% (460) reported that the ASPs have increased the chances that the students will be promoted to the next grade level.
- \* Teachers who worked in the ASPs were *significantly more likely* to report that students come to class ready to learn and were more likely to be promoted to the next grade level.

High school teachers ( $n = 264$ ):

- ✓ 73.3% (176) reported that the ASPs have helped the students come to school ready to learn.
- ✓ 73.5% (133) reported that the ASPs have helped students return to the regular track, if applicable.
- ✓ 78.2% (183) reported that the ASPs have increased the chances that the students will be promoted to the next grade level.
- \* Teachers who worked in the ASPs were *significantly more likely* to report that students come to class ready to learn and are able return to the regular track.

**What are some of the specific academic skills that teachers feel the ASPs have helped the students with the most?**

Academic skills are the areas in which teachers felt that students have received the most benefit as a result of participating in the ASPs. With only one exception, more than 70.0% of teachers from each grade level reported that students’ math and reading skills had improved, as had their overall school performance.

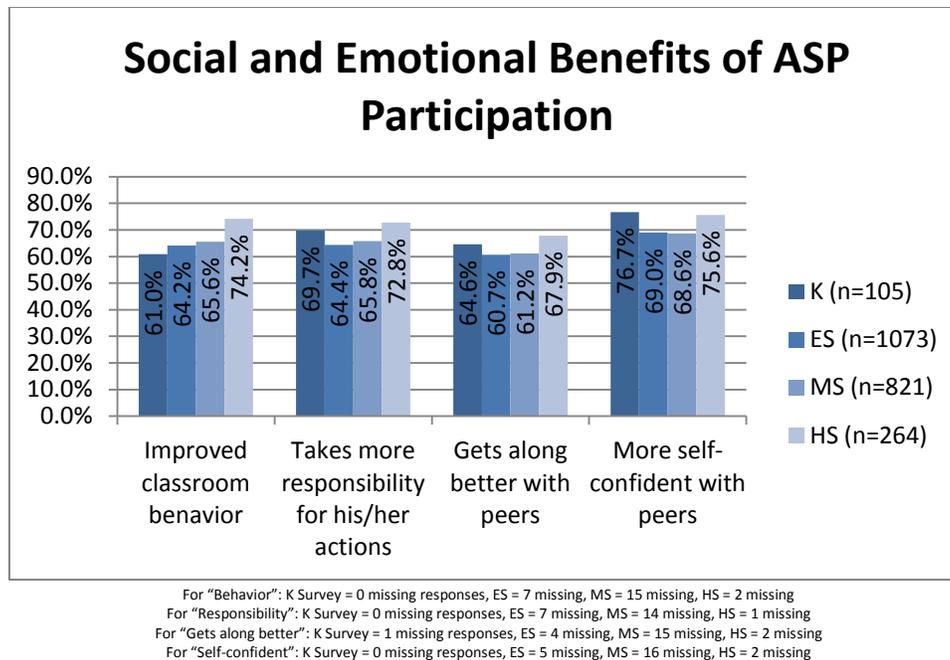


**Figure 19. Teachers' Reports of Students' Academic Improvement**

The elementary and middle school teachers who worked in the ASPs were *more likely* to report improvements in all of the academic areas. High school teachers, however, were more likely to report only that participation in the ASPs either did or did not help improve the students’ math skills. Teachers who did not work in the ASPs felt neutral toward the students’ improvements in math.

**What are some of the social and emotional benefits that teachers observe in the classroom and beyond as a result of the students’ participation in ASPs?**

Teachers reported that the students have demonstrated better behavior in the classroom and have improved peer interactions. However, these results were not as strong as the results for academic benefits.



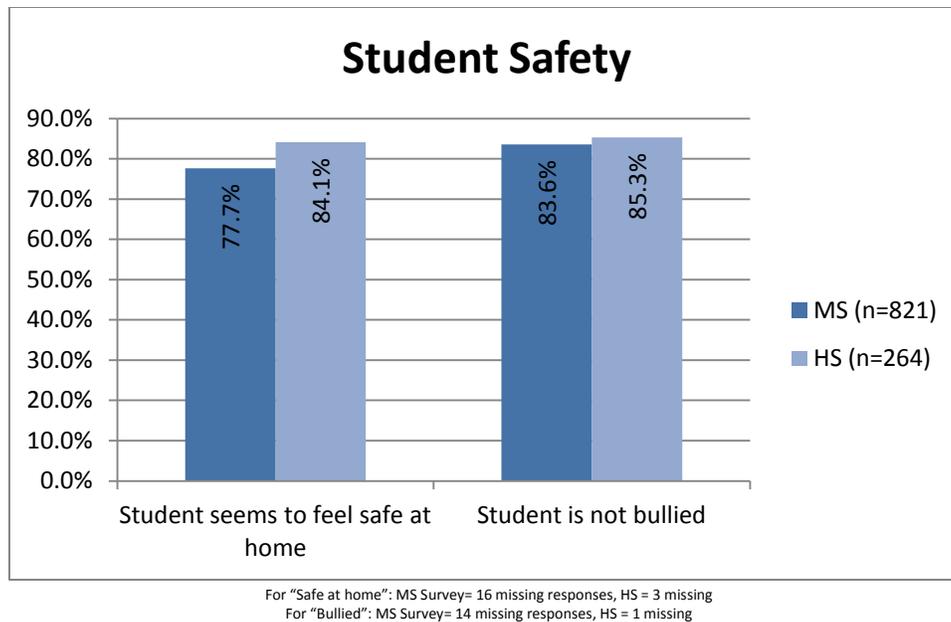
**Figure 20. Teachers' Reports of Social/Emotional Benefits**

The high percentage of high school teachers who noted the social and emotional benefits that students experienced as a result of participating in the ASPs was unexpected. Despite the academic focus of these ASPs, teachers reported that students also reaped social and emotional benefits. This result could be attributed to the possibility that when students experience academic achievements, their behavior also improves. Another possibility is that the ASPs affect the students' behavior through one-on-one interactions with teachers who can mentor them without participating in a formal enrichment activity. For two of the survey items, the high school teachers who worked in the ASPs were *more likely* to report positive outcomes than other teachers, namely, that students took responsibility for their actions and got along better with others. For the survey items related to classroom behavior and self-confidence with peers, high school teachers who worked in the ASPs, again, were *more likely* to report the positive or negative effects of the ASPs, while those teachers who did not work in the ASPs reported no impact.

Regarding the other grade levels, kindergarten teachers who worked in the ASPs were *more likely* to report that their students were more self-confident in their interactions with peers. No other items were statistically significant for the kindergarten teachers. Elementary school teachers who worked in the ASPs were *more likely* to report that the programs had an impact in all areas, and middle school teachers were *more likely* to report that the programs had an impact in all areas except improved classroom behavior.

**Do the students appear to feel safer at home and in school? Do teachers think the ASPs are helping the students avoid “at-risk” behaviors?**

The middle and high school teachers who responded to the survey believed strongly that the students seemed to feel safe in their home environments and were not targets of bullying at school.



**Figure 21. Teachers' Perceptions of Student Safety**

High school teachers who worked in the ASPs were statistically more likely to report these positive outcomes than other high school teachers.

The increased sense of safety was attributed to the students’ participation in the ASPs, but may also have been related to students avoiding some at-risk behaviors.

Middle school teachers (n = 821):

- ✓ 93.7% (711) reported that they have seen no evidence that the students are involved with gangs.
- ✓ 92.9% (703) reported that, to their knowledge, the students do not use alcohol or other drugs.
- ✓ 92.6% (699) reported that, to their knowledge, the students do not use tobacco products.
- ✓ 86.8% (651) reported that the students have not been involved in fighting, stealing, or vandalism.

High school teachers ( $n = 264$ ):

- ✓ 94.9% (222) reported that they have seen no evidence that the students are involved with gangs.
- ✓ 87.4% (201) reported that the students have not been involved in fighting, stealing, or vandalism.
- ✓ 86.4% (203) reported that, to their knowledge, the students do not use alcohol or other drugs.
- ✓ 83.8% (197) reported that, to their knowledge, the students do not use tobacco products.

The middle school teachers who worked in the ASPs were *more likely* to report that the ASPs had a positive or negative impact on the students' use of alcohol or other drugs, compared to other teachers. This finding may indicate an increased awareness among ASP teachers of the students' lives outside of school that regular day teachers do not have. The same dynamic appeared in the analysis of the high school teachers' responses to the question about fighting, stealing, and vandalism. Those who worked in the ASPs felt that the students had or had not been involved in fighting, stealing, and vandalism as a result of participating in the ASPs, while other teachers felt neutral.

*Do teachers feel that the ASPs are helping the students make better choices and think about long-term plans?*

High school teachers were the only group asked about the students' future plans. They indicated that students were thinking about graduation and beyond since participating in the ASPs:

- ✓ 81.3% (187) of teachers said that they heard the students talk about wanting to graduate from high school.
- ✓ 75.9% (176) said that the students have talked about their plans for a career after finishing high school.

For both of these items, teachers who worked in the ASPs were *statistically more likely* to report the outcome than other teachers.

## Across Survey Analysis

As discussed in the Methodology section, the students in the sample were assigned unique identification numbers that were used to link the responses from the students, teachers, and parents. Several items across surveys were similar in focus, and the participants' responses were compared to determine whether the benefits of participation were observed across respondents for specific student cases. Only those surveys matched using the unique identification numbers were included in the analysis (e.g., a student survey that could not be matched to a completed parent survey would not be included in the student and parent analysis or in the analysis across all three surveys, but could be part of the student and teacher analysis, if it could be matched to its corresponding teacher survey).

For most of the analysis, when any two of the stakeholders agreed on the program's perceived impact, their level of agreement was slight, statistically speaking.<sup>9</sup> The analysis of responses across three matched surveys also never rose above slight agreement. These full findings are available in Appendix H. Those items achieving *fair agreement*, and those where *no agreement* was found are discussed below.

Four comparisons yielded somewhat stronger levels of agreement. First, students in grades K-2 and elementary school parents demonstrated a *fair amount of agreement* when responding to the item asking whether the students liked attending the ASPs, indicating that more parents and students reported similar perceptions. Regarding how the ASPs affected students' timely homework completion, the stakeholders in this age group also demonstrated a fair amount of agreement. Comparisons of the responses of students in grades K-2 and elementary school parents yielded *fair agreement*, as did comparisons of students in grades K-2, elementary school parents, and elementary school teachers.

The analysis of the responses of middle school students compared to their parents' responses yielded a higher level of agreement for only one item. The responses of these stakeholders demonstrated a *fair amount of agreement* when asked if the ASPs had a positive impact on the students' grades. For all other comparisons, the level of agreement never rose above slight.

The items that demonstrated *no agreement* across two groups of stakeholders centered around social and emotional outcomes. Kindergarten teachers and their students demonstrated *no agreement* in their responses to survey items asking whether the ASPs helped with the students' social interactions. The same was true of middle school teachers and their students' responses to this item. Both middle and high school students and their parents showed *no agreement* in their responses to the item asking whether the ASPs helped improve the students' behavior. Thus, students disagreed with their parents and teachers about the effect that they perceive ASPs have on their behavior and peer interactions.

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<sup>9</sup> Levels of agreement ranged from "no agreement," "slight agreement," "fair agreement," "moderate agreement," "substantial agreement," to "almost perfect agreement."

## Summary

The statewide Outcome Evaluation of the 21<sup>st</sup> CCLC afterschool programs examines the impact that the 21<sup>st</sup> CCLC programs have on participants' academic and social development. This first step in the Outcome Evaluation focuses on the impact the ASP has on various student outcomes. Intermediate and long-term outcomes that pertain to academics, social/behavioral interactions, and safety issues were identified.

Surveys were created and administered to students, parents, and teachers based on the students' grade levels. The completed surveys show a clear pattern of program satisfaction. All three groups of stakeholders perceived that the ASPs positively impacted students' academics, social skills, behavior, and safety. Below is an analysis of the results based on how the stakeholders answered the research questions outlined at the beginning of this report.

### Do programs help students show improvement on measures such as school attendance, study habits, homework completion, etc.?

**Students reported better attendance, and parents reported that their children liked school more since participating in the ASPs.** Most notably, improved attendance was reported by

- ✓ 79.4% (583) of middle school students
- ✓ 76.9 % (156) of high school students

It stands to reason that students who like school are less likely to be absent, and the parents of students enrolled in the ASPs reported that their children do appear to like school more now that they attend the programs. This finding was reported by

- ✓ 73.9% (656) of elementary school parents
- ✓ 67.5% (359) of middle school parents
- ✓ 81.2% (95) of high school parents

**Teachers reported that participating in the ASPs has impacted students' study skills.** The impact was the strongest among high school grade-level respondents, but was still reported by almost two thirds of teachers from any grade levels. This finding was reported by

- ✓ 68.3% (678) of elementary school teachers
- ✓ 66.2% (503) of middle school teachers
- ✓ 75.6% (186) of high school teachers

**The majority of all survey respondents felt that the ASPs helped students complete their homework.** More than 80.0% of students in grades K-2 and almost 75.0% of students in grades 3-5 complete their homework at their ASPs. While more than half of all middle and high school students said that they did not always turn in their homework on time before attending the ASPs, those numbers flipped as a result of participation—more than 60.0% of middle schoolers and almost as many high schoolers reported always turning in their homework on time as a result of participating in the ASPs.

Overwhelmingly, parents and teachers reported that the ASPs helped their children complete their homework on time.

Elementary school:

- ✓ 85.1% (753) of parents and
- ✓ 74.7% (722) of teachers felt that the programs help students turn in homework on time.

Middle school:

- ✓ 83.7% (440) of parents and
- ✓ 74.4% (561) of teachers felt that the programs help students turn in homework on time.

High school:

- ✓ 81.5% (97) of parents and
- ✓ 77.2% (190) of teachers felt that the programs help students turn in their homework on time.

### **Do programs improve academic outcomes such as grades, test scores, etc.?**

**Across the board, teachers reported that the ASPs have helped students perform better in school overall.** About 75.0% of middle and elementary school teachers and over 80.0% of high school teachers perceived this benefit of participation.

**Students and parents reported improvements in the students' grades, and parents also noted improved test scores.** Improved grades were reported by:

- ✓ 74.7% (660) of elementary school parents
- ✓ 88.8% (659) of middle school students and 74.6% (394) of their parents
- ✓ 87.7% (185) of high school students and 88.8% (103) of their parents

Improved test scores were reported by:

- ✓ 73.6% (648) of elementary school parents
- ✓ 69.4% (370) of middle school parents
- ✓ 86.4% (102) of high school parents

### **Do programs enhance students' social/emotional development and sense of safety?**

**Across all grade levels, teachers noted a definite impact on the students' social and emotional development, and they attribute the impact to the ASPs.**

Teachers felt that the ASPs have helped students take more responsibility for their actions:

- ✓ 69.7% (69) of kindergarten teachers,
- ✓ 64.4% (618) of elementary school teachers,
- ✓ 65.8% (491) of middle school teachers, and
- ✓ 72.8% (171) of high school teachers reported this outcome.

Teachers felt that the ASPs have helped students get along better with peers and be more self-confident in their interactions with peers.

- ✓ 64.6% (64) of kindergarten teachers reported that students get along better with peers, and another 76.7% (79) reported that students are more self-confident.
- ✓ 60.7% (573) of elementary school teachers reported that students get along better with peers, and another 69.0% (685) reported that students are more self-confident.
- ✓ 61.2% (441) of middle school teachers reported that students get along better with peers, and another 68.6% (514) reported that students are more self-confident.
- ✓ 67.9% (152) of high school teachers reported that students get along better with peers, and another 75.6% (177) reported that students are more self-confident.

Additionally, more than half of the high school teachers have heard the students talking about wanting to graduate from high school and about their career plans after finishing school.

**Students reported having better peer relationships and higher personal aspirations.**

Teachers reported that the ASPs have helped students get along better with peers:

- ✓ 64.6% (64) of kindergarten teachers,
- ✓ 60.7% (573) of elementary school teachers,
- ✓ 61.2% (441) of middle school teachers, and
- ✓ 67.9% (152) of high school teachers reported this benefit.

Students have learned how to maintain and improve interpersonal relationships:

- ✓ 47.7% (365) of middle school students reported that the ASPs have helped them know how to work out problems they have with others, and an additional 34.2% (262) said they “kind of” helped.
- ✓ 62.7% (480) of middle school students reported that the ASPs have helped them stick to what they believe in, even if their friends don’t agree, and an additional 25.4% (194) said they “kind of” helped.
- ✓ 45.3% (97) of high school students reported that the ASPs have helped them know how to work out problems they have with others, and an additional 31.3% (67) said they “kind of” helped.
- ✓ 62.9% (134) of high school students reported that the ASPs have helped them stick to what they believe in, even if their friends don’t agree, and an additional 20.7% (44) said they “kind of” helped.

The ASPs have helped students with long-term planning:

- ✓ 52.9% (403) of middle school students and 56.7% (122) of high school students reported that the ASPs helped them think about what they want to do in the future.
- ✓ 54.1% (413) of middle school students and 59.0% (125) of high school students reported that the ASPs have helped them set goals for themselves.

**Parents and students reported that their children have displayed increased self-confidence and higher aspirations as a result of attending the ASPs.** Most telling may be the fact that

- ✓ 78.0% (550) of middle school students and 66.7% (142) of high school students participating in the 21<sup>st</sup> CCLC programs believed they will graduate from college.
- ✓ 82.3% (98) of high school parents reported that their children want to graduate from high school, and 79.8% (95) reported that their children want to go to college because of the ASPs.

**Students have identified their ASPs as safe spaces.** However, the percent of each group who reported that they do not feel safe at their ASPs increased dramatically with each grade level. Only 1.6% (8) of students in grades K-2 reported that they do not feel safe at their ASPs, but 23.1% (49) of high school students reported not feeling safe.

### **Do programs help decrease disciplinary actions for students and at-risk behaviors in and out of the classroom (e.g., violence, use of drugs, smoking, contact with gangs, etc.)?**

**Teachers do not believe that students engage in at-risk behaviors out of the classroom.**

- ✓ 86.8% (651) of middle school teachers and 87.4% (201) of high school teachers do not think the students are involved in fighting, stealing, or vandalism.
- ✓ 93.7% (711) of middle school teachers and 94.9% (222) of high school teachers do not believe the students are involved with gangs.
- ✓ 92.9% (703) of middle school teachers and 86.4% (203) of high school teachers do not think the students use drugs or alcohol.
- ✓ 92.6% (699) of middle school teachers and 83.8% (197) of high school teachers do not believe that the students use tobacco products.

Overall behavior has improved in the classroom as well:

- ✓ 61.0% (64) of kindergarten teachers,
- ✓ 64.2% (621) of elementary school teachers,
- ✓ 65.6% (483) of middle school teachers, and
- ✓ 74.2% (178) of high school teachers reported that the programs have had a positive impact on the students' classroom behavior.

**Students and parents noted the behavioral impact as well.**

- ✓ Only 9.9% (87) of elementary school parents,
- ✓ 10.4% (55) of middle school parents, and
- ✓ 6.7% (8) of high school parents have *NOT* seen an improvement in their children's behavior since they began attending the ASPs.
- ✓ 49.8% (365) of middle school students and 57.1% of high school students reported that they rarely get in trouble at school since they started attending the ASPs.

## Are all demographic groups of students affected by program activities the same? How do they differ? What is the role of program dosage, if any?

**The students' sex had some impact on outcomes, but not in a unilateral fashion.**

- ✓ Boys in grades K-2 reported that they liked to play on computers more than girls.
- ✓ Middle and high school boys were more likely to report improved technology skills than girls in the same grade levels.
- ✓ Girls in grades K-2 reported that they liked doing their homework more than boys and were more likely to report completing their homework in the ASPs.
- ✓ Middle school girls got to know other kids and learned how to stick to what they believe in while attending the ASP.
- ✓ Middle school boys reported improved test scores, felt their teachers are paying attention to what is going on in their lives, and felt they can choose their activities at the ASP more than girls.

**Race had a wide impact on the perceived benefits students reported.** For almost every item analyzed, middle and high school students identifying as “Black/African American” were more likely to report a positive impact than students identifying as “White” or “other.” For middle school students, a similar distinction appeared between those identifying as “Hispanic/Latino” and those identifying as “White” or “other.” Hispanic/Latino students were more likely to report positive outcomes.

**The frequency in which a student attended a program significantly impacted the student's perceived outcomes** in several areas and in every instance, students who attended more days per week were more likely to report positive outcomes.

Middle school students who attended more days a week were more likely to report positive outcomes in every area: academic, social/emotional, and behavioral.

Upper-level elementary school students attending more days per week reaped benefits in academic and social areas, namely:

- ✓ Math skills
- ✓ Reading skills
- ✓ Computer skills
- ✓ Homework completion
- ✓ Making new friends

High school students reported that greater attendance impacted social areas, such as

- ✓ Goal-setting
- ✓ Long-term planning
- ✓ Interpersonal skills
- ✓ Safety
- ✓ Health choices

It is possible that all students attending high school ASPs participate in academic activities and, thus, experience similar benefits in those areas, but students attending more days do so to participate in enrichment or recreational activities and, thus, have the opportunity to experience social benefits.

## Conclusion

Across the board, stakeholders perceive that participating in the 21<sup>st</sup> CCLC afterschool programs benefits students. Both intermediate and long-term outcomes were reported by teachers, students, and their parents. Although the statistical agreement across surveys never rose above a fair level, when they did agree, the respondents generally felt the ASPs had positively impacted students' outcomes. Their academics are improving, they are learning how to have stronger peer relationships, and they are making better and safer behavioral choices. This first phase of the 21<sup>st</sup> CCLC Outcome Evaluation has also revealed some significant differences in the benefits reported by students of various demographic groups. While quantitative analysis will examine these differences further, center staff may want to keep these findings in mind when designing activities. However, the overall conclusion from this report should be the great number of benefits reported by all groups. Clearly they feel the positive impacts of the 21<sup>st</sup> CCLC afterschool programs.

## References

McCutcheon, E., Hadjiharalambous, S., Myers, G., & Homer, K. (2010). *Statewide evaluation of 21<sup>st</sup> century community learning centers in Tennessee—feasibility study*. Knoxville: University of Tennessee.

## **Appendix A: Study Documents**

### **Site Coordinator Overview Document**

Dear Site Coordinator:

Thank you very much for your assistance with this important research project. Your responses will help inform the Tennessee Department of Education on how it can continue to improve afterschool care. This research project is designed to get input from as many different groups as possible. It involves collecting surveys from 3 separate groups: **students, parents, and teachers**. A random sample of students from across Tennessee who attend afterschool programs has been selected for this project. Students from your 21<sup>st</sup> Century Afterschool Program were included in the sample. Your packet includes all of the materials that you will need to collect the surveys from each of these groups.

### **Overview**

Attached to this letter is a roster of students who have been included from your program. For **each** student listed, there is an envelope containing a survey for the student, a survey for his or her parent, and a survey for his/her teacher. Each of the envelopes has the student's name printed on it and indicates who should complete the survey. You will be responsible for distributing the surveys to the appropriate people. As each person completes a survey, he or she will seal the completed survey in the envelope and return it to you. Once you have received all of the surveys, you will place them in the large (12" x 15") business-reply envelope provided and mail it back to us. Please plan to return all surveys to us by **Friday, April 13<sup>th</sup>**. If you have any questions at any point, please call our toll-free number, 1-888-883-5514, and someone will be available to answer your questions.

### **Getting Started**

- Please review the roster of students that have been selected to be included in this study. For any student who is **no longer enrolled** in your program, please check the appropriate box on the roster.
- Please review each student's grade level and **update** the information if necessary.
- Choose a date to administer the **student survey**. We have included instructions and suggestions for administering the student survey, but each afterschool program is unique and you know what will work best for your program. However, we do request that you follow the script provided when introducing the survey so that all sites are following a similar method.
- Choose the best method for distributing the **parent survey** that you feel will yield the highest completion and return rate. For instance, asking parents to take a few minutes to complete the survey when they drop off or pick up their child might work well. If a Parent Night or Open House is planned during the next few weeks, parents could be asked to complete the survey then. Please adopt any strategy that you feel will best work for your parents.

- The **teacher survey** has been designed to be completed by the **homeroom** teacher for those students who do not change classrooms, and by the **English or Math** teacher for those who have multiple teachers. Choosing an appropriate method for distributing and collecting teacher surveys will be especially important to ensure a good cooperation rate. One method might be to place the envelope containing the survey in the teacher's school mail box and to leave a collection box in a place where it will be convenient for the teacher to return the completed survey. Again, you know what would work best for your program – this is only a suggestion.

### **Finishing Up**

- **Collect** all of the completed surveys from students, parents, and teachers and place them in the large (12" x 15") business-reply envelope included in your packet.
- **Update** the roster to indicate which of the students are no longer enrolled, those whose grade level information was not accurate, and place the updated roster in large (12" x 15") business-reply envelope.
- **Place** the large (12" x 15") business-reply envelope in your regular mail outbox. You will not need to affix stamps or postage to the envelope nor make any special arrangements for mailing the return package.

Thank you very much for all of your help with this important research. It is only with your cooperation that we can be successful in providing the Tennessee Department of Education with information that will help them to continue to improve 21<sup>st</sup> Century Afterschool programs.

## **Special Instructions for Student Surveys**

## 21<sup>st</sup> Century Community Learning Centers

### *Instructions for Administering Student Surveys*

- Review the list of students attending the afterschool program that have been selected to complete the survey. Students were selected at random for the purpose of our study. If a student no longer attends the afterschool program, please mark so in the appropriate column.
- Choose a time and a setting for administering the student surveys. Students selected to participate may be asked to stay for a few minutes after snack to complete this survey or you may select another setting that is appropriate for the selected group to complete. Survey administration must be overseen by afterschool program staff.
- Once the student group has gathered, explain the purpose of the survey as: “This survey is part of a study by the University of Tennessee to look at afterschool programs in Tennessee and see how to make them better. The survey will take a few minutes to complete. This is not a test and there are no right or wrong answers.”
- Distribute a copy of the Student Survey to each student whose name appears in your packet.
- Make sure each student receives a Grade appropriate version of the survey.
- Mark on list with selected students those absent.
- Allow students approximately 10 minutes to complete.
- Put all completed surveys in the pre-addressed envelope provided.
- Thank students for participating in the study.
- Mail package of completed surveys using a secure method for delivery.

## **Special Instructions for Administering Surveys to Children in Lower Grades, English Language Learners, and Special Needs Students**

For students who may have difficulty reading the survey themselves, designate a facilitator to assist a student or group of students with the survey. This facilitator can be the student's teacher or someone else the student(s) knows and trusts.

### ***INSTRUCTIONS FOR THE FACILITATOR:***

#### **Before you begin:**

- Explain the purpose of the survey as: "This survey is part of a study by the University of Tennessee to look at afterschool programs in Tennessee and see how to make them better."
- Review the instructions on the survey with the students. When discussing student confidentiality, say that their answers will not be shared with their parents or their teachers, and tell them that you will not look at their answers.

#### **During Administration**

- Administer the survey to students individually or in small groups of 2-5 students.
- Read each question, the response options, and the instructions on how to mark their answers.
- After you read a question and the response options, give the student(s) enough time to mark their answers before you move to the next question.
- If the students say they don't understand the question, re-read the question slowly. Do not reword the question or explain it in your own words. Instead, tell the students to choose the answer that they think fits best for them. Remind them that this is not a test, and there are no right or wrong answers.
- If they do not understand the response options, you may give them examples to explain what the response options mean, but again do not reword the question itself.
- While you need to check that students have time to answer each question, make an effort to turn your head away to assure that they know that you are not looking at how they answer the question.

#### **At the End**

- Collect all the surveys and place them in the envelope addressed to UT SWORPS.
- Assure the students again that no one will look at their survey, and that their survey along with others will be mailed to the researchers at the University of Tennessee.
- Thank students for their help with the study.

## **Student Survey: Grades K-2**

## Elementary School K – 2 Student Survey

Site Code

(2011-2012 School Year)

- We'd like you to fill out this survey, but you don't have to.
- We do not need your name.
- Your answers will be kept secret. Your teachers and your parents will not see your answers.
- This is not a test. There are no right or wrong answers.
- Your answers and those from other students will help the Department of Education know how to improve afterschool programs in Tennessee.

**Please mark your answers.**

	YES 	Kind Of 	NO 
1. Do you like your afterschool program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you want to come back next year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. What do you like to do MOST when you are in the afterschool program?			
<input type="radio"/> Math Games/Practice	<input type="radio"/> Play with computers		
<input type="radio"/> Class Homework	<input type="radio"/> Play outside		
<input type="radio"/> Reading	<input type="radio"/> Play board or card games with friends		
<b><i>At my afterschool program ....</i></b>	YES 	Kind Of 	NO 
4. I feel safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have made new friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The teachers are helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I learn new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I get my homework done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How old are you? \_\_\_\_\_ years old

11. What grade are you in?      Kindergarten      1st      2nd

12. Are you a?      Boy      Girl

**Thank you for helping out!**

## **Student Survey: Grades 3-5**

## Elementary School Student Survey (Grades 3-5)

Site Code

(2011-2012 School Year)

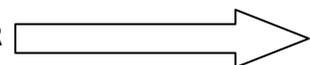
- We'd like you to fill out this survey, but you don't have to.
- We do not need your name. Your teachers and your parents will not see your answers.
- This is not a test. There are no right or wrong answers.
- Your answers and those from other students will help the Department of Education know how to improve afterschool programs in Tennessee.

**PART I: Please MARK THE CIRCLE that best describes your answer.**

	YES 	Kind Of 	NO 
3. I like my afterschool program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If I'm not sick, I come every time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. It would be nice to attend this afterschool program next year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>My afterschool program helps me...</i>	YES 	Kind Of 	NO 
6. with my reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. with my math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. learn computer skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. like school more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. make new friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. get along better with other kids my age.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. get my homework done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE TURN OVER



<i>At my afterschool program ....</i>	YES 	Kind Of 	NO 
13. There are a lot of activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. If I need help, I can ask an adult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I am often bored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I learn new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I feel safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The teachers let me know when I've done a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PART II: Please think of what you would be doing IF you were NOT coming to this afterschool program.**

**19. If you did not attend this program, what would you be doing after school?**  
(Please mark the circle for ALL that apply)

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="radio"/> Doing Homework</li> <li><input type="radio"/> Playing/hanging out at my house</li> <li><input type="radio"/> Playing/hanging out at a friend's house</li> <li><input type="radio"/> Playing/hanging out in my neighborhood</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> Playing games on the computer or using the Wii</li> <li><input type="radio"/> Surfing the Internet</li> <li><input type="radio"/> Watching TV</li> <li><input type="radio"/> Other<br/>(What?): _____</li> </ul> |
|--|---|

**20. If you did not attend this program, who would stay with you after school?**  
(Please mark the circle for ALL that apply)

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="radio"/> Nobody (Home alone)</li> <li><input type="radio"/> Friend(s)</li> <li><input type="radio"/> Adult neighbors or sitter</li> <li><input type="radio"/> Mother or Father</li> <li><input type="radio"/> Sister or brother</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> Grandmother or Grandfather</li> <li><input type="radio"/> Aunt or Uncle</li> <li><input type="radio"/> Another relative</li> <li><input type="radio"/> Other (Who?): _____</li> <li><input type="radio"/> Other (Who?): _____</li> </ul> |
|--|---|

**PART III: Please tell us about you.**

**21. What's Your Age:** \_\_\_\_\_ years old

**22. What's Your Grade** (*Please CIRCLE one*):     3<sup>rd</sup>    4<sup>th</sup>    5<sup>th</sup>

**23. Are you?** (*Please CIRCLE one*):            Boy            Girl

**24. How many days a week do you attend this afterschool program?** (*Please CIRCLE one*)

1            2            3            4            5

**25. How many years have you been attending this afterschool program?** (*Please CIRCLE one*)

1            2            3            4            5+

**Thank you for helping out!**

## **Student Survey: Middle School Grades**

## Middle School Student Survey (2011-2012 School Year)

Site Code

- We hope you will complete this survey, but you don't have to. It is your choice.
- We do not need to know your name. All your answers are confidential. Only researchers will look at the answers—not your teachers, your parents, or anyone else.
- This is not a test and there are no right or wrong answers.
- Your answers and those from other students will help tell the Tennessee Department of Education how to improve afterschool care.

<b>PART I: Please MARK THE CIRCLE for the answer that best describes your experiences at your afterschool program.</b>	<b>YES, Definitely</b>	<b>Kind Of</b>	<b>NO, Not at All</b>
1. Do you like your afterschool program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Has your afterschool program helped you:			
• improve your reading skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• improve your math skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• improve your computer/technology skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• improve your test scores?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• think more about what you want to do in the future?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• set goals for yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• know how to work out problems you have with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• feel like you have more adults to turn to if you need help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• stick to what you believe in, even if your friends don't agree?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• get along better with others your age?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• understand the importance of not using alcohol, tobacco or illegal drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• make healthier food choices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• feel safer after regular school ends – up until 6 o'clock?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do teachers at the afterschool program pay attention to what's going on in your life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you get to choose some of the activities you do in your afterschool program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do teachers at the afterschool program let you know when you have done a good job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you get a chance to do new things while at the afterschool program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Please MARK THE CIRCLE for the answer that best describes your experiences at your afterschool program.</b>	YES, Definitely	Kind Of	NO, Not at All
7. Do you get to know other kids while attending the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do you trust other kids who are with you at program activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do you feel your ideas matter to the people who run this program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. If you could, would you want to attend this afterschool program next year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PART II: Please think of what you would be doing IF you were NOT attending this afterschool program.**

**11. What would you usually be doing afterschool (3:00-6:00 p.m.) if you did not attend this program?**

*(Please mark the circle for ALL that apply)*

- Doing Homework
- Playing games on the computer or the Wii
- Playing/hanging out at your house
- Surfing the Internet
- Playing/hanging out at a friend's house
- Watching TV
- Playing/hanging out in your neighborhood
- Other (What?): \_\_\_\_\_

**12. Who would usually be with you afterschool (3:00-6:00 p.m.) if you did not attend this program?**

*(Please mark the circle for ALL that apply)*

- Nobody (Home alone)
- Grandmother or Grandfather
- Friend(s)
- Aunt or Uncle
- Adult neighbors or sitter
- Another relative
- Mother or Father
- Other (Who?): \_\_\_\_\_
- Sister or brother
- Other (Who?): \_\_\_\_\_

**PART III: We want to find out if some things work better for younger students than older students, or for students who attend more often than others. The information below will help us do that.**

13. **Your Age:** \_\_\_\_\_ years old
14. **Your Grade** (Please CIRCLE one): 5<sup>th</sup>    6<sup>th</sup>    7<sup>th</sup>    8<sup>th</sup>
15. **Your Gender** (Please CIRCLE one):            Male            Female
16. **How many years have you been attending this afterschool program?** (Please CIRCLE one)  
           1      2      3      4      5 or more
17. **In general, how often do you attend your afterschool program?** (Please fill in one circle)  
 Just one afternoon a week or less  
 Just two or three afternoons a week  
 Four or five afternoons a week
18. **Which activities of the afterschool program do you do at least 2 or 3 times a week?** (Mark the circle for ALL that APPLY)
- |  |   |
|--|---|
| <input type="radio"/> Math                             | <input type="radio"/> Computers                         |
| <input type="radio"/> Home Work                        | <input type="radio"/> Sports (Baseball/Basketball/etc.) |
| <input type="radio"/> Reading                          | <input type="radio"/> Board Games                       |
| <input type="radio"/> Art/Activity Club (Chef, Sewing, | <input type="radio"/> Other (Please specify:)           |

**PART IV: Finally, we want you to think about things BEFORE you started the afterschool program and NOW that you've been attending.**

19. **As you answer the questions below, please think back to the time BEFORE you started attending this afterschool program.** (Please mark the circle that best describes your answer).

<b>BEFORE I started this afterschool program...</b>	<b>YES, Definitely</b>	<b>Kind Of</b>	<b>NO, Not at All</b>
<b>My grades needed to get better.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My homework was always turned in on time.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My teachers often marked mistakes in my homework.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I did not have enough time at home to do my homework.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I needed help with my homework when I got home.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I used to miss a lot of days of school.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I often got into trouble at school.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I had a lot of friends at school.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**20. For the next questions, focus on what is happening NOW since you've been going to this afterschool program. (Please mark the circle that best describes your answer)**

<i><b>NOW that I've been going to this afterschool program,...</b></i>	<i><b>YES, Definitely</b></i>	<i><b>Kind Of</b></i>	<i><b>NO, Not at All</b></i>
<b>My grades have gotten better.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My homework is always turned in on time.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My teachers rarely mark mistakes in my homework.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I have enough time to do my homework before I go home.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I need help with my homework when I get home.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My school attendance is better.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I rarely get into trouble at school.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I've made new friends at the afterschool program.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**21. How far in school do you think you'll get? (Please mark the circle that best describes your answer)**

- Go to high school
- Graduate from high school
- Go to college
- Graduate from college

**Thank you for helping out!**

## **Student Survey: High School Grades**

## High School Student Survey (2011-2012 School Year)

Site Code

- We hope you will complete this survey, but you don't have to. It is your choice.
- We do not need to know your name. All your answers are confidential. Only researchers will look at the answers –not your teachers, your parents, or anyone else.
- This is not a test and there are no right or wrong answers.
- Your answers and those from other students will help tell the Tennessee Department of Education how to improve afterschool care.

<b>PART I: Please MARK THE CIRCLE for the answer that best describes your experiences at your afterschool program.</b>	<b>YES, Definitely</b>	<b>Kind Of</b>	<b>NO, Not at All</b>
1. Do you like your afterschool program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Has your afterschool program helped you:			
• improve your reading skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• improve your math skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• improve your computer/technology skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• improve your test scores?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• think more about what you want to do in the future?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• set goals for yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• know how to work out problems you have with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• feel like you have more adults to turn to if you need help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• stick to what you believe in, even if your friends don't agree?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• get along better with others your age?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• understand the importance of not using alcohol, tobacco or illegal drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• make healthier food choices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• feel safer after regular school ends – up until 6 o'clock?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do teachers at the afterschool program pay attention to what's going on in your life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you get to choose some of the activities you do in your afterschool program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do teachers at the afterschool program let you know when you have done a good job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you get a chance to do new things while at the afterschool program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Please MARK THE CIRCLE for the answer that best describes your experiences at your afterschool program.</b>	<i>YES, Definitely</i>	<i>Kind Of</i>	<i>NO, Not at All</i>
7. Do you get to know other kids while attending the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do you trust other kids who are with you at program activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do you feel your ideas matter to the people who run this program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. If you could, would you want to attend this afterschool program next year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PART II: Please think of what you would be doing IF you were NOT attending this afterschool program.**

**11. What would you usually be doing afterschool (3:00-6:00 p.m.) if you did not attend this program?**

*(Please mark the circle for ALL that apply)*

- Doing Homework
- Playing games on the computer or the Wii
- Hanging out at your house
- Surfing the Internet
- Hanging out at a friend's house
- Watching TV
- Hanging out in your neighborhood
- Other (What?): \_\_\_\_\_

**12. Who would usually be with you afterschool (3:00-6:00 p.m.) if you did not attend this program?**

*(Please fill in the circle for ALL that apply)*

- Nobody (Home alone)
- Grandmother or Grandfather
- Friend(s)
- Aunt or Uncle
- Adult neighbors
- Another relative
- Mother or Father
- Other (Who?): \_\_\_\_\_
- Sister or brother
- Other (Who?): \_\_\_\_\_

**PART III: We want to find out if some things work better for younger students than older students, or for students who attend more often than others. The information below will help us do that.**

13. **Your Age:** \_\_\_\_\_ years old
14. **Your Grade (Please CIRCLE one):** 8<sup>th</sup>    9<sup>th</sup>    10<sup>th</sup>    11<sup>th</sup>    12<sup>th</sup>
15. **Your Gender (Please CIRCLE one):**            Male            Female
16. **How many years have you been attending this program? (Please CIRCLE one)**  
       1      2      3      4      5 or more
17. **In general, how often do you attend your afterschool program? (Please fill in one circle)**  
 Just one afternoon a week or less  
 Just two or three afternoons a week  
 Four or five afternoons a week
18. **Which activities of the afterschool program do you do at least 2 or 3 times a week? (Fill in the circle for ALL that APPLY)**
- |   |   |
|---|---|
| <input type="radio"/> Math (Skills Building)              | <input type="radio"/> Computers                         |
| <input type="radio"/> Homework                            | <input type="radio"/> Sports (Baseball/Basketball/etc.) |
| <input type="radio"/> Reading (Skills Building)           | <input type="radio"/> Remediation/Credit Recovery       |
| <input type="radio"/> Art/Activity Club (Cooking, Sewing, | <input type="radio"/> Other (please specify:)           |

**PART IV: Finally, we want you to think about things BEFORE you started the afterschool program and NOW that you've been attending.**

19. **As you answer the questions below, please think back to the time BEFORE you started attending this afterschool program. (Please mark the circle that best describes your answer).**

<b>BEFORE I started this afterschool program...</b>	<b>YES, Definitely</b>	<b>Kind Of</b>	<b>NO, Not at All</b>
<b>My grades needed to get better.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My homework was always turned in on time.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My teachers often marked mistakes in my homework.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I did not have enough time at home to do my homework.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I needed help with my homework when I got home.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I used to miss a lot of days of school.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I often got into trouble at school.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I had a lot of friends at school.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**20. For the next questions, focus on what is happening NOW since you've been going to this afterschool program. (Please mark the circle that best describes your answer)**

<i>NOW that I've been going to this afterschool program,...</i>	<i>YES, Definitely</i>	<i>Kind Of</i>	<i>NO, Not at All</i>
My grades have gotten better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My homework is always turned in on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers rarely mark mistakes in my homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enough time to do my homework before I go home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need help with my homework when I get home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school attendance is better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely get into trouble at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've made new friends at the afterschool program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**21. How far in school do you think you'll get? (Please mark the circle that best describes your answer)**

- Graduate from high school
- Go to college
- Graduate from college

**22. Have you thought about what you want to do as a career? (Please mark the circle and then specify if your answer is YES)**

- NO       YES    If YES, what do you want to do? \_\_\_\_\_  
 \_\_\_\_\_

**Thank you for helping out!**

## Parent Survey: Elementary School Grades

## Elementary School Students – Parent Survey (2011-2012/End of the Year)

Site Code \_\_\_\_\_

- Your participation in completing this survey is voluntary.
- All of your answers are confidential. Answers from parents with children attending this program and parents with children attending other programs will be combined to help inform how the Tennessee Department of Education can continue improving afterschool care.
- There are no right or wrong answers. Please feel free to share your opinions so we know what is working well and what needs improvement.

**1. How long has your child attended this afterschool program? (CHECK one)**

- Less than 6 months                       About 2 years  
 About 1 year                                 More than 2 years

**2. On average, how many days a week does this child attend the afterschool program? \_\_\_\_\_**

**3. Do you plan to enroll this child in this program next year? (CHECK one)**

- Yes                       No                       This child would no longer be eligible to enroll

**4. If your child did not attend this program, what would he/she be doing after school?**

*(Please check the box for ALL that apply)*

- Doing Homework                               Playing games on the computer/Wii  
 Playing/hanging out at your house         Surfing the Internet  
 Playing/hanging out at a friend's house     Watching TV  
 Playing/hanging out the neighborhood     Other (What?): \_\_\_\_\_

**5. Who would usually watch this child after school ended (3:00 -6:00 p.m.) if he/she did not attend this afterschool program? (Please check the box for ALL that apply)**

- Nobody (Home alone)                       Grandmother or Grandfather  
 Friend(s)                                         Aunt or Uncle  
 Adult neighbors or sitter                     Another relative  
 Mother or Father                               Other (please specify): \_\_\_\_\_  
 Sister or brother

For each statement below, please **CIRCLE** the number that best describes your experience with this afterschool program on a scale where 1=Strongly Disagree and 5=Strongly Agree.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
6. [KINDERGARTEN ONLY] The program has helped prepare my child to start first grade.					
7. My child likes attending the program.	1	2	3	4	5
8. I am happy with what this program offers for my child.	1	2	3	4	5
9. This program is helping my child get his/her homework done on time.	1	2	3	4	5
10. This program is helping improve my child's math skills.	1	2	3	4	5
11. This program is helping improve my child's reading skills.	1	2	3	4	5
12. My child's teachers have been marking fewer mistakes in homework turned in since my child started attending this program.	1	2	3	4	5
13. Since attending this program, my child seems to like school more.	1	2	3	4	5
14. Since attending this program, my child's grades have improved.	1	2	3	4	5
15. Program staff is well equipped to meet my child's needs.	1	2	3	4	5
16. My child's self-confidence has increased since he/she started attending this program.	1	2	3	4	5
17. Since attending this program, my child's behavior has improved.	1	2	3	4	5
18. I feel welcome to visit the program any time I want.	1	2	3	4	5
19. Someone is always available to talk with me when I have any questions or concerns about my child's progress.	1	2	3	4	5
20. Staff deals with behavior problems in a fair manner.	1	2	3	4	5
21. I feel there is adequate variety in the kind of activities offered to children.	1	2	3	4	5
22. The program provides useful materials and resources to parents (for example, workshops, newsletters, etc.)	1	2	3	4	5
23. Since attending this program, my child's test scores have improved.	1	2	3	4	5
24. Overall, I am very satisfied with the quality of services of this program.					

25. How did you find out about this afterschool program? (*Check ALL that apply*)

- From the school
  From another parent  
 From a community organization
  From somewhere else –Where? \_\_\_\_\_

**Thank you for helping us out!  
Please seal this survey in the envelope  
provided and return it to the site  
coordinator of the afterschool program.**

## Parent Survey: Middle School Grades

## Middle School Students – Parent Survey (2011-2012/End of the Year)

Site Code

- Your participation in completing this survey is voluntary.
- All of your answers are confidential. Answers from parents with children attending this program and parents with children attending other programs will be combined to help inform how the Tennessee Department of Education can continue improving afterschool care.
- There are no right or wrong answers. Please feel free to share your opinions so we know what is working well and what needs improvement.

**1. How long has your child attended this afterschool program? (CHECK one)**

- Less than 6 months                       About 2 years  
 About 1 year                                 More that 2 years

**2. On average, how many days a week does this child attend the afterschool program? \_\_\_\_\_**

**3. Do you plan to enroll this child in this program next year? (CHECK one)**

- Yes                       No                       This child would no longer be eligible to enroll

**4. If your child did not attend this program, what would he/she be doing after school?**

*(Please check ALL that apply)*

- |  |  |
|--|--|
| <input type="checkbox"/> Doing Homework                          | <input type="checkbox"/> Playing games on the computer/Wii |
| <input type="checkbox"/> Playing/hanging out at your house       | <input type="checkbox"/> Surfing the Internet              |
| <input type="checkbox"/> Playing/hanging out at a friend's house | <input type="checkbox"/> Watching TV                       |
| <input type="checkbox"/> Playing/hanging out the neighborhood    | <input type="checkbox"/> Other (What?): _____              |

**5. Who would usually watch this child after school ended (3:00 -6:00 p.m.) if he/she did not attend this afterschool program?**

*(Please check ALL that apply)*

- |  |  |
|--|--|
| <input type="checkbox"/> Nobody (Home alone)       | <input type="checkbox"/> Grandmother or Grandfather    |
| <input type="checkbox"/> Friend(s)                 | <input type="checkbox"/> Aunt or Uncle                 |
| <input type="checkbox"/> Adult neighbors or sitter | <input type="checkbox"/> Another relative              |
| <input type="checkbox"/> Mother or Father          | <input type="checkbox"/> Other (please specify): _____ |
| <input type="checkbox"/> Sister or brother         |  |

For each statement below, please **CIRCLE** the number that best describes your experience with this afterschool program on a scale where 1=Strongly Disagree and 5=Strongly Agree.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
6. My child likes attending the program.	1	2	3	4	5
7. I am happy with what this program offers for my child.	1	2	3	4	5
8. This program is helping my child get his/her homework done on time.	1	2	3	4	5
9. This program is helping improve my child's math skills.	1	2	3	4	5
10. This program is helping improve my child's reading skills.	1	2	3	4	5
11. My child's teachers have been marking fewer mistakes in homework turned in since my child started attending this program.	1	2	3	4	5
12. Since attending this program, my child seems to like school more.	1	2	3	4	5
13. Since attending this program, my child's grades have improved.	1	2	3	4	5
14. Program staff is well equipped to meet my child's needs.	1	2	3	4	5
15. My child's self-confidence has increased since he/she started attending this program.	1	2	3	4	5
16. Since attending this program, my child's behavior has improved.	1	2	3	4	5
17. I feel welcome to visit the program any time I want.	1	2	3	4	5
18. Someone is always available to talk with me when I have any questions or concerns about my child's progress.	1	2	3	4	5
19. Staff deals with behavior problems in a fair manner.	1	2	3	4	5
20. I feel there is adequate variety in the kind of activities offered to children.	1	2	3	4	5
21. The program provides useful materials and resources to parents (for example, workshops, newsletters, etc.)	1	2	3	4	5
22. Since attending this program, my child's test scores have improved.	1	2	3	4	5
23. Overall, I am very satisfied with the quality of services of this program.	1	2	3	4	5

24. How did you find out about this afterschool program? (Please check ALL that apply)

- From the school
  From another parent  
 From a community organization
  From somewhere else –Where? \_\_\_\_\_

**Thank you for helping us out!**

**Please seal this survey in the envelope provided and return it to the site coordinator of the afterschool program.**

## Parent Survey: High School Grades

## High School Students – Parent Survey (2011-2012/End of the Year)

Site Code

- Your participation in completing this survey is voluntary.
- All of your answers are confidential. Answers from parents with children attending this program and parents with children attending other programs will be combined to help inform how the Tennessee Department of Education can continue improving afterschool care.
- There are no right or wrong answers. Please feel free to share your opinions so we know what is working well and what needs improvement.

**1. How long has your child attended this afterschool program? (CHECK one)**

- Less than 6 months                       About 2 years  
 About 1 year                                 More that 2 years

**2. On average, how many days a week does this child attend the afterschool program? \_\_\_\_\_**

**3. Do you plan to enroll this child in this program next year? (CHECK one)**

- Yes                       No                       This child would no longer be eligible to enroll

**4. If your child did not attend this program, what would he/she be doing after school?**

*(Please check ALL that apply)*

- |  |  |
|--|--|
| <input type="checkbox"/> Doing Homework                          | <input type="checkbox"/> Playing games on the computer/Wii |
| <input type="checkbox"/> Playing/hanging out at your house       | <input type="checkbox"/> Surfing the Internet              |
| <input type="checkbox"/> Playing/hanging out at a friend's house | <input type="checkbox"/> Watching TV                       |
| <input type="checkbox"/> Playing/hanging out the neighborhood    | <input type="checkbox"/> Other (What?): _____              |

**5. Where would this child go after school ended (3:00 -6:00 p.m.) if he/she did not attend this afterschool program?**

*(Please check ALL that apply)*

- |  |  |
|--|--|
| <input type="checkbox"/> Nobody (Home alone)       | <input type="checkbox"/> Grandmother or Grandfather    |
| <input type="checkbox"/> Friend(s)                 | <input type="checkbox"/> Aunt or Uncle                 |
| <input type="checkbox"/> Adult neighbors or sitter | <input type="checkbox"/> Another relative              |
| <input type="checkbox"/> Mother or Father          | <input type="checkbox"/> Other (please specify): _____ |
| <input type="checkbox"/> Sister or brother         | _____  |

For each statement below, *please CIRCLE the number* that best describes your experience with this afterschool program on a scale where 1=Strongly Disagree and 5=Strongly Agree.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
6. My child likes attending the program.	1	2	3	4	5
7. I am happy with what this program offers for my child.	1	2	3	4	5
8. This program is helping my child get his/her homework done on time.	1	2	3	4	5
9. This program is helping improve my child's math skills.	1	2	3	4	5
10. This program is helping improve my child's reading skills.	1	2	3	4	5
11. My child's teachers have been marking fewer mistakes in homework turned in since my child started attending this program.	1	2	3	4	5
12. Since attending this program, my child seems to like school more.	1	2	3	4	5
13. Since attending this program, my child's grades have improved.	1	2	3	4	5
14. Program staff is well equipped to meet my child's needs.	1	2	3	4	5
15. My child's self-confidence has increased since he/she started attending this program.	1	2	3	4	5
16. Since attending this program, my child's behavior has improved.	1	2	3	4	5
17. I feel welcome to visit the program any time I want.	1	2	3	4	5
18. Someone is always available to talk with me when I have any questions or concerns about my child's progress.	1	2	3	4	5
19. Staff deals with behavior problems in a fair manner.	1	2	3	4	5
20. Because of this program, my child wants to graduate from high school.	1	2	3	4	5
21. Because of this program, my child wants to go to college.	1	2	3	4	5
22. Since attending this program, my child's test scores have improved.	1	2	3	4	5
23. Overall, I am very satisfied with the quality of services of this program.	1	2	3	4	5

24. How did you find out about this afterschool program? (Please check ALL that apply)

- From the school
  From another parent  
 From a community organization
  From somewhere else –Where? \_\_\_\_\_

**Thank you for helping us out!**

**Please seal this survey in the envelope provided and return it to the site coordinator of the afterschool program.**

## Teacher Survey: Kindergartners

## 21<sup>st</sup> CCLC After School Program

### Teacher Survey

### Kindergarten Students

#### INTRODUCTION:

Tennessee Department of Education (TDOE) administrators asked the University of Tennessee Social Work Office of Research and Public Service (UT SWORPS) to evaluate the effectiveness of afterschool programs funded at least partially by 21<sup>st</sup> Century Community Learning Center (CCLC) grants. As part of that evaluation, we are asking a sample of teachers to complete a survey sharing with us information about specific students involved in 21<sup>st</sup> CCLC afterschool programs. The student listed below was selected to be part of that sample. We are interested in your opinions about how this student is doing in school as a result of his/her participation in the afterschool program.

**LABEL with Student's Name, Grade Level, and Site Code**

Please follow the instructions provided for each question. Allow about 10 minutes to complete the survey. Your responses to the survey will remain confidential. If we use any of your specific comments, it will only be to illustrate a point expressed by other teachers. Our reports never associate the names of individuals or programs with specific comments.

1. Do you work in the 21<sup>st</sup> CCLC afterschool program?  
<sub>1</sub> No  
<sub>2</sub> Yes
2. To what extent do you think the 21<sup>st</sup> CCLC Program has benefitted this student?  
<sub>1</sub> Not at all  
<sub>2</sub> Somewhat  
<sub>3</sub> A lot
3. How frequently does the 21<sup>st</sup> CCLC teacher or other staff communicate with you about this student?  
<sub>1</sub> At least weekly  
<sub>2</sub> Every few weeks  
<sub>3</sub> Every grading period  
<sub>4</sub> Once or twice a year  
<sub>5</sub> Not at all  
<sub>6</sub> Not applicable –I serve as this student's after school teacher also. [SKIP TO THE NEXT PAGE]
4. How satisfied are you with the communication you receive from the 21<sup>st</sup> CCLC teacher about this student?  
<sub>1</sub> Not at all satisfied  
<sub>2</sub> Somewhat satisfied  
<sub>3</sub> Very satisfied

The next questions ask about the changes you may have noticed with this student since he/she has been attending the 21<sup>st</sup> CCLC afterschool program. Using a 5-point scale from Strongly Disagree to Strongly Agree, please mark the answer that best fits your opinion. You may choose not applicable if the particular statement does not apply.

Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
5. Had a positive impact on this student's classroom behavior.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
6. Had a positive impact on this student's math skills.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
7. Had a positive impact on this student's reading skills.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
8. Has better prepared the student to start first grade.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
9. Has made it more likely this student can return to regular track.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
10. Has helped this student take more responsibility for his/her actions.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
11. Has helped this student come to school ready to learn.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
12. Has helped this student get along better with other students.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
13. Has helped this student overall to do better in school.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
14. Has helped this student be more self-confident in interactions with peers.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
15. Has helped this student's parents be more involved in the child's education.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>

***Thank you very much for completing the survey!***

**Please seal this survey in the envelope provided and return it to the site coordinator of the afterschool program.**

## **Teacher Survey: Elementary School Grades**

## 21<sup>st</sup> CCLC After School Program

### Teacher Survey

#### Elementary School Students

#### INTRODUCTION:

Tennessee Department of Education (TDOE) administrators asked the University of Tennessee Social Work Office of Research and Public Service (UT SWORPS) to evaluate the effectiveness of afterschool programs funded at least partially by 21<sup>st</sup> Century Community Learning Center (CCLC) grants. As part of that evaluation, we are asking a sample of teachers to complete a survey sharing with us information about specific students involved in 21<sup>st</sup> CCLC afterschool programs. The student listed below was selected to be part of that sample. We are interested in your opinions about how this student is doing in school as a result of his/her participation in the afterschool program.

**LABEL with Student's Name, Grade Level, and Site Code**

Please follow the instructions provided for each question. Allow about 10 minutes to complete the survey. Your responses to the survey will remain confidential. If we use any of your specific comments, it will only be to illustrate a point expressed by other teachers. Our reports never associate the names of individuals or programs with specific comments.

1. Do you work in the 21<sup>st</sup> CCLC afterschool program?  
<sub>1</sub> No  
<sub>2</sub> Yes
2. To what extent do you think the 21<sup>st</sup> CCLC Program has benefitted this student?  
<sub>1</sub> Not at all  
<sub>2</sub> Somewhat  
<sub>3</sub> A lot
3. How frequently does the 21<sup>st</sup> CCLC teacher or other staff communicate with you about this student?  
<sub>1</sub> At least weekly  
<sub>2</sub> Every few weeks  
<sub>3</sub> Every grading period  
<sub>4</sub> Once or twice a year  
<sub>5</sub> Not at all  
<sub>6</sub> Not applicable –I serve as this student's after school teacher also. [SKIP TO THE NEXT PAGE]
4. How satisfied are you with the communication you receive from the 21<sup>st</sup> CCLC teacher about this student?  
<sub>1</sub> Not at all satisfied  
<sub>2</sub> Somewhat satisfied  
<sub>3</sub> Very satisfied

The next questions ask about the changes you may have noticed with this student since he/she has been attending the 21<sup>st</sup> CCLC afterschool program. Using a 5-point scale from Strongly Disagree to Strongly Agree, please mark the answer that best fits your opinion. You may choose not applicable if the particular statement does not apply.

Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
5. Has helped this student complete homework assignments with fewer mistakes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
6. Has helped this student complete homework assignments in a more timely manner.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
7. Has made a difference in this student's study skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
8. Has helped improve this student's level of class participation.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
9. Has helped this student pay more attention during class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
10. Has been a positive impact on this student's classroom behavior.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
11. Has been a positive impact on this student's math skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
12. Has been a positive impact on this student's reading skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
13. Has made it more likely that this student will be promoted to the next grade.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
14. Has made it more likely that this student can return to regular track.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
15. Has helped this student take more responsibility for his/her actions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
16. Has helped this student come to school ready to learn.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
17. Has made this student want to make better grades.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
18. Has helped this student overall in doing better in school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
19. Has helped this student get along better with other students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
20. Has helped this student be more self-confident in interactions with peers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9
21. Has helped this student's parents be more involved in the child's education.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 9

**Thank you very much for completing the survey!**

## Teacher Survey: Middle School Grades

## 21<sup>st</sup> CCLC After School Program

### Teacher Survey

#### Middle School Students

#### INTRODUCTION:

Tennessee Department of Education (TDOE) administrators asked the University of Tennessee Social Work Office of Research and Public Service (UT SWORPS) to evaluate the effectiveness of afterschool programs funded at least partially by 21<sup>st</sup> Century Community Learning Center (CCLC) grants. As part of that evaluation, we are asking a sample of teachers to complete a survey sharing with us information about specific students involved in 21<sup>st</sup> CCLC afterschool programs. The student listed below was selected to be part of that sample. We are interested in your opinions about how this student is doing in school as a result of his/her participation in the afterschool program.

**LABEL with Student's Name, Grade Level, and Site Code**

Please follow the instructions provided for each question. Allow about 10 minutes to complete the survey. Your responses to the survey will remain confidential. If we use any of your specific comments, it will only be to illustrate a point expressed by other teachers. Our reports never associate the names of individuals or programs with specific comments.

1. What subject do you teach? [Mark ALL that apply]

<sub>1</sub> Math

<sub>2</sub> English/Reading

<sub>3</sub> Science

<sub>4</sub> Other, please specify:

2. Do you work in the 21<sup>st</sup> CCLC afterschool program?

<sub>1</sub> No

<sub>2</sub> Yes

3. To what extent do you think the 21<sup>st</sup> CCLC Program has benefitted this student?

<sub>1</sub> Not at all

<sub>2</sub> A little

<sub>3</sub> Somewhat

<sub>4</sub> A lot

<sub>5</sub> A great deal

The next questions ask about the changes you may have noticed with this student since he/she has been attending the 21<sup>st</sup> CCLC afterschool program. Using a 5-point scale from Strongly Disagree to Strongly Agree, please mark the answer that best fits your opinion. You may choose not applicable if the particular statement does not apply.

Since earlier this year, after attending the 21 <sup>st</sup> Century afterschool program...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
4. Has helped this student's homework assignments as they are completed with fewer mistakes.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
5. Has helped this student complete homework assignments in a more timely manner.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
6. Has made a difference in this student's study skills.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
7. Has helped improve this student's level of class participation.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
8. Has helped this student pay more attention during class.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
9. Has made this student more likely to volunteer to earn extra credit.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
10. Has been a positive impact on this student's classroom behavior.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
11. Has been a positive impact on this student's math skills.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
12. Has been a positive impact on this student's reading skills.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
13. Has made it more likely that this student will be promoted to the next grade.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
14. Has made it more likely that this student can return to the regular track.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
15. Has helped this student take more responsibility for his/her actions.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
16. Has helped this student come to school ready to learn.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
17. Has made this student want to make better grades.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>

Since earlier this year, after attending the 21 <sup>st</sup> Century afterschool program...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
18. Has helped this student overall in doing better in school.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
19. Has helped this student get along better with other students.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
20. Has helped this student be more self-confident in interactions with peers.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
21. This student seems to feel safe in his/her home environment.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
22. This student is <u>not</u> the target of bullying by other students.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
23. This student has <u>not</u> been involved in fighting, stealing or vandalism.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
24. I have seen <u>no</u> evidence that this student is involved with gangs.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
25. To my knowledge, this student does <u>not</u> use alcohol or other drugs.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
26. To my knowledge, this student does <u>not</u> use tobacco products.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>

Since earlier this year, after attending the 21 <sup>st</sup> Century afterschool program...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
27. This student's parents are more involved in the child's education.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>

28. How frequently does the 21<sup>st</sup> CCLC teacher or other staff communicate with you about this student?

- <sub>1</sub> At least weekly
- <sub>2</sub> Every few weeks
- <sub>3</sub> Every grading period
- <sub>4</sub> Once or twice a year
- <sub>5</sub> Not at all
- <sub>6</sub> Not applicable –I serve as this student's after school teacher also. [SKIP TO THE END]

29. How satisfied are you with the communication you receive from 21<sup>st</sup> CCLC program staff about this student?

- <sub>1</sub> Not at all satisfied
- <sub>2</sub> Not very satisfied
- <sub>3</sub> Somewhat satisfied
- <sub>4</sub> Very satisfied
- <sub>5</sub> Extremely satisfied [SKIP TO THE END]

30. What suggestions do you have for improving communication between you and the afterschool program for this particular student?

***Thank you very much for completing the survey!***

## **Teacher Survey: High School Grades**

## 21<sup>st</sup> CCLC After School Program

### Teacher Survey

### High School Students

#### INTRODUCTION:

Tennessee Department of Education (TDOE) administrators asked the University of Tennessee Social Work Office of Research and Public Service (UT SWORPS) to evaluate the effectiveness of afterschool programs funded at least partially by 21<sup>st</sup> Century Community Learning Center (CCLC) grants. As part of that evaluation, we are asking a sample of teachers to complete a survey sharing with us information about specific students involved in 21<sup>st</sup> CCLC afterschool programs. The student listed below was selected to be part of that sample. We are interested in your opinions about how this student is doing in school as a result of his/her participation in the afterschool program.

**LABEL with Student's Name, Grade Level, and Site Code**

Please follow the instructions provided for each question. Allow about 10 minutes to complete the survey. Your responses to the survey will remain confidential. If we use any of your specific comments, it will only be to illustrate a point expressed by other teachers. Our reports never associate the names of individuals or programs with specific comments.

1. What subject do you teach? [Mark ALL that apply]

- <sub>1</sub> Math
- <sub>2</sub> English/Reading
- <sub>3</sub> Science

<sub>4</sub> Other, please specify:

2. Do you work in the 21<sup>st</sup> CCLC afterschool program?

- <sub>1</sub> No
- <sub>2</sub> Yes

3. To what extent do you think the 21<sup>st</sup> CCLC Program has benefitted this student?

- <sub>1</sub> Not at all
- <sub>2</sub> A little
- <sub>3</sub> Somewhat
- <sub>4</sub> A lot
- <sub>5</sub> A great deal

The next questions ask about the changes you may have noticed with this student since he/she has been attending the 21<sup>st</sup> CCLC afterschool program. Using a 5-point scale from Strongly Disagree to Strongly Agree, please mark the answer that best fits your opinion. You may choose not applicable if the particular statement does not apply.

Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
4. Has helped this student's homework assignments as they are completed with fewer mistakes.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>

Since earlier this year, after attending the 21 <sup>st</sup> Century afterschool program...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
5. Has helped this student complete homework assignments in a more timely manner.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
6. Has made a difference in this student's study skills.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
7. Has helped improve this student's level of class participation.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
8. Has helped this student pay more attention during class.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
9. Has made this student more likely to volunteer to earn extra credit.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
10. Has been a positive impact on this student's classroom behavior.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
11. Has been a positive impact on this student's math skills.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
12. Has been a positive impact on this student's reading skills.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
13. Has made it more likely that this student will be promoted to the next grade.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
14. Has made it more likely that this student can return to the regular track.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
15. Has helped this student take more responsibility for his/her actions.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
16. Has helped this student come to school ready to learn.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
17. Has made this student want to make better grades.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
18. Has helped this student overall in doing better in school.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
19. Has helped this student get along better with other students.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
20. Has helped this student be more self-confident in interactions with peers.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
21. I have heard this student talk about wanting to graduate from high school.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>

Since earlier this year, after attending the 21 <sup>st</sup> Century afterschool program...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
22. This student has talked about his/her plans for a career after finishing school.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
23. This student seems to feel safe in his/her home environment.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
24. This student is <u>not</u> the target of bullying by other students.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
25. This student has <u>not</u> been involved in fighting, stealing or vandalism.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
26. I have seen <u>no</u> evidence that this student is involved with gangs.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
27. To my knowledge, this student does <u>not</u> use alcohol or other drugs.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>

Since earlier this year, after attending the 21 <sup>st</sup> Century afterschool program...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
28. To my knowledge, this student does <u>not</u> use tobacco products.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>
29. This student's parents are more involved in the child's education.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>9</sub>

30. How frequently does the 21<sup>st</sup> CCLC teacher or other program staff communicate with you about this student?

- <sub>1</sub> At least weekly
- <sub>2</sub> Every few weeks
- <sub>3</sub> Every grading period
- <sub>4</sub> Once or twice a year
- <sub>5</sub> Not at all
- <sub>6</sub> Not applicable –I serve as this student's after school teacher also. [SKIP TO THE END]

31. How satisfied are you with the communication you receive from the 21<sup>st</sup> CCLC program staff about this student?

- <sub>1</sub> Not at all satisfied
- <sub>2</sub> Not very satisfied
- <sub>3</sub> Somewhat satisfied
- <sub>4</sub> Very satisfied
- <sub>5</sub> Extremely satisfied [SKIP TO THE END]

32. What suggestions do you have for improving communication between you and the afterschool program for this particular student?

**Thank you very much for completing the survey!**

## **Appendix B: Student Responses**

Item:	Responses:	K-2 n=498	3-5 n=736	MS n=785	HS n=229
Sex	Female	52.8%	54.2%	50.3%	55.0%
		263	399	395	126
	Male	47.2%	45.8%	49.7%	45.0%
		235	337	390	103
	Missing	0	0	0	0
Age	5	6.1%			
		30			
	6	20.9%			
		103			
	7	30.6%	0.1%		
		151	1		
	8	29.8%	8.1%		
		147	59		
	9	11.6%	25.1%		
		57	182		
	10	1.0%	30.2%	0.3%	
		5	219	2	
	11		25.2%	10.5%	
			183	78	
	12		9.4%	31.0%	
			68	231	
	13		1.9%	34.0%	
			14	253	
	14			21.1%	8.2%
				157	18
	15			3.0%	23.2%
				22	51
	16			0.0%	23.6%
				0	52
	17			0.1%	28.6%
				1	63
	18				14.1%
					31
	19				2.3%
					5

	Missing	5	10	41	9
Grade	Kindergarten	16.6%			
		79			
	1st	30.8%			
		147			
	2nd	42.8%			
		204			
	3rd	9.9%	22.8%		
		47	168		
	4th		34.6%		
			255		
	5th		31.3%	0.9%	
			230	7	
	6th		11.3%	30.7%	
			83	241	
	7th			37.6%	
				295	
	8th			30.1%	0.9%
				236	2
	9th			0.8%	19.7%
				6	45
10th				34.5%	
				79	
11th				22.3%	
				51	
12th				22.7%	
				52	
	Missing	21	0	0	0
Race	Asian			0.8%	
				6	
	Black / African American		33.0%	26.5%	31.3%
			237	208	71
	Hispanic / Latino		4.2%	2.7%	1.3%
			30	21	3
Native American / Alaskan Native			0.1%		
			1		
	Unknown			1.3%	

				10	
	White		61.6%	68.6%	66.1%
			442	538	150
	Other		1.3%		1.3%
			9		3
	Missing		18	1	2
How many years have you been attending this program?	1 year		30.5%	47.3%	37.3%
			221	346	79
	2 years		29.1%	21.5%	28.3%
			211	157	60
	3 years		14.6%	13.5%	15.1%
			106	99	32
	4 years		13.1%	6.0%	10.8%
			95	44	23
	5 + Years		12.7%	11.6%	8.5%
			92	85	18
	Missing		11	54	17
In general, how often do you attend your afterschool program? (Grade 3-5 responses condensed from ordinal responses)	Just one afternoon a week or less		13.2%	29.8%	52.4%
			95	217	111
	Just two or three afternoons a week		33.8%	28.9%	24.1%
			243	211	51
	Four or five afternoons a week		52.9%	41.3%	23.6%
			380	301	50
	Missing		18	56	17
Which activities of the afterschool program do you do at least 2-3 times per week?	Homework			59.5%	52.9%
				439	111
	Sports			43.1%	31.0%
				318	65
	Math			39.8%	27.6%
				294	58
	Computers			39.3%	19.5%
				290	41
	Reading			29.4%	19.0%
				217	40
	Art-Activity Club			21.3%	14.3%

				157	30
	Board games			14.4%	0.0%
				106	
	Remediation-Credit Recovery			0.0%	5.7%
					12
	Other			14.3%	15.2%
				112	32
	Missing			47	19
What would you be doing after school if you did not attend program? (# and % answering "yes" to this activity)	Doing homework		63.3%	56.4%	42.7%
			458	437	96
	Playing/ hanging out at your house		42.8%	52.3%	52.4%
			310	405	118
	Playing/ hanging out at friend's house		27.3%	35.7%	35.1%
			198	277	79
	Playing/ hanging out in neighborhood		16.9%	24.4%	15.6%
			122	189	35
	Playing games on computer or Wii		41.3%	40.9%	19.1%
			299	317	43
	Surfing the internet		22.1%	35.2%	31.1%
			160	273	70
Watching TV		50.7%	57.0%	44.0%	
		367	442	99	
Other		25.7%	37.5%	35.1%	
		186	291	79	
Missing		12	10	4	
If you did not attend this program, who would stay with you after school? (# and % answering "yes" to this supervisor)	Nobody-home alone		8.7%	17.7%	27.7%
			63	137	62
	Friend(s)		16.4%	35.1%	47.8%
			119	271	107
	Adult neighbors or sitter		9.8%	5.6%	3.6%
			71	43	8
	Mother or Father		66.6%	66.1%	56.3%
		482	510	126	
Sister or brother		30.5%	42.2%	40.6%	
		221	326	91	
Grandmother or Grandfather		36.9%	29.4%	13.4%	

			267	227	30	
	Aunt or uncle		20.7%	14.6%	9.8%	
			150	113	22	
	Another relative		9.8%	10.0%	5.8%	
			71	77	13	
	Other		0.0%	0.0%	11.6%	
					26	
	Missing				5	
Do you like your after-school program?	Yes		82.9%	74.6%	60.2%	62.2%
			408	545	465	138
	Kind of		12.2%	20.9%	32.0%	30.6%
			60	153	247	68
	No		4.9%	4.5%	7.8%	7.2%
			24	33	60	16
Missing		6	5	13	7	
Would you re-enroll next year? (different phrasing for each survey, see Appendix A)	Yes		80.2%	69.1%	58.2%	61.4%
			394	498	451	137
	Kind of		9.6%	19.4%	26.6%	22.9%
			47	140	206	51
	No		10.2%	11.5%	15.2%	15.7%
			50	83	118	35
Missing		7	15	10	6	
What do you like to do most in after-school? (# and % answering "Yes" for each activity)	Math Games/Practice		18.7%			
			92			
	Class homework		10.3%			
			51			
	Reading		15.4%			
			76			
	Play with Computers		35.7%			
			176			
	Play outside		43.4%			
			214			
Play board or card games with friends		15.0%				
		74				
Missing		5				

At my afterschool program I have fun.	Yes	90.2%			
		441			
	Kind of	7.4%			
		36			
	No	2.5%			
12					
Missing	9				
If I'm not sick, I come every time.	Yes		55.1%		
			401		
	Kind of		32.4%		
			236		
	No		12.5%		
		91			
Missing		8			
At my afterschool program the teachers are helpful.	Yes	93.7%			
		459			
	Kind of	5.5%			
		27			
	No	0.8%			
4					
Missing	8				
At my afterschool program I feel safe. (different phrasing for each survey, see Appendix A)	Yes	91.8%	78.9%	51.1%	48.6%
		447	568	388	103
	Kind of	6.6%	15.7%	29.3%	28.3%
		32	113	223	60
	No	1.6%	5.4%	19.6%	23.1%
8		39	149	49	
Missing	11	16	25	17	
At my afterschool program I learn new things. (different phrasing for each survey, see Appendix A)	Yes	86.2%	70.9%	61.0%	51.8%
		423	511	471	115
	Kind of	11.8%	23.4%	26.7%	33.3%
		58	169	206	74
	No	2.0%	5.7%	12.3%	14.9%
10		41	95	33	
Missing	7	15	13	7	

At my afterschool program I get my homework done. (different phrasing for each survey, see Appendix A)	Yes	80.2%	74.6%		
		394	538		
	Kind of	11.0%	14.4%		
		54	104		
	No	8.8%	11.0%		
43		79			
Missing	7				
At my after-school program I have made new friends. (different phrasing for each survey, see Appendix A)	Yes	80.1%	66.1%		
		394	474		
	Kind of	11.0%	20.4%		
		54	146		
	No	8.9%	13.5%		
44		97			
Missing	6	19			
My afterschool program helps me like school more.	Yes		46.4%		
			333		
	Kind of		32.2%		
			231		
	No		21.3%		
		153			
Missing		19			
At my afterschool program there are a lot of activities.	Yes		68.9%		
			501		
	Kind of		23.7%		
			172		
	No		7.4%		
		54			
Missing		9			
At my afterschool program if I need help, I can ask an adult.	Yes		89.8%		
			654		
	Kind of		7.8%		
			57		
No		2.3%			

			17		
	Missing		8		
At my afterschool program I am often bored.	Yes		17.8%		
			128		
	Kind of		23.9%		
			172		
	No		58.3%		
		420			
Missing		16			
My afterschool program helps me with my reading. (different phrasing for each survey, see Appendix A)	Yes		62.1%	43.3%	40.0%
			450	330	88
	Kind of		21.5%	37.2%	34.1%
			156	284	75
	No		16.4%	19.5%	25.9%
		119	149	57	
Missing		11	22	9	
My afterschool program helps me with my math. (different phrasing for each survey, see Appendix A)	Yes		69.4%	46.6%	50.9%
			501	354	112
	Kind of		15.8%	34.7%	27.3%
			114	264	60
	No		14.8%	18.7%	21.8%
		107	142	48	
Missing		14	25	9	
My afterschool program helps me learn computer skills. (different phrasing for each survey, see Appendix A)	Yes		44.7%	41.7%	37.2%
			320	315	81
	Kind of		24.4%	31.0%	28.0%
			175	234	61
	No		30.9%	27.3%	34.9%
		221	206	76	
Missing		20	30	11	
My afterschool program helps me get along better with other kids my age. (different phrasing for each	Yes		60.0%	53.1%	51.2%
			430	404	110
Kind of		27.6%	35.1%	35.3%	

survey, see Appendix A)			198	267	76
	No		12.4%	11.8%	13.5%
			89	90	29
	Missing		19	24	14
At my afterschool program the teachers let me know I've done a good job. (different phrasing for each survey, see Appendix A)	Yes		80.2%	68.5%	69.5%
			583	532	155
	Kind of		14.6%	23.2%	22.0%
			106	180	49
	No		5.2%	8.4%	8.5%
			38	65	19
	Missing		9	8	6
Has your afterschool program helped you improve test scores?	Yes			41.4%	50.4%
				316	113
	Kind of			41.2%	33.0%
				314	74
	No			17.4%	16.5%
			133	37	
	Missing			22	5
Has your afterschool program helped you think more about what you want to do in the future?	Yes			52.9%	56.7%
				403	122
	Kind of			27.6%	27.0%
				210	58
	No			19.6%	16.3%
			149	35	
	Missing			23	14
Has your afterschool program helped you set goals for yourself?	Yes			54.1%	59.0%
				413	125
	Kind of			30.9%	26.9%
				236	57
	No			15.1%	14.2%
			115	30	
	Missing			21	17
Has your afterschool program	Yes			60.2%	58.1%

helped you feel like you have more adults to turn to if you need help?				463	125
	Kind of			26.0%	27.9%
				200	60
	No			13.8%	14.0%
				106	30
Missing			16	14	
Has your afterschool program helped you stick to what you believe in, even if your friends don't agree?	Yes			62.7%	62.9%
				480	134
	Kind of			25.4%	20.7%
				194	44
	No			11.9%	16.4%
			91	35	
Missing			20	16	
Has your afterschool program helped you know how to work out problems you have with others?	Yes			47.7%	45.3%
				365	97
	Kind of			34.2%	31.3%
				262	67
	No			18.1%	23.4%
			139	50	
Missing			19	15	
Has your afterschool program helped you understand the importance of not using alcohol, tobacco, illegal drugs?	Yes			71.7%	54.0%
				546	114
	Kind of			13.4%	19.9%
				102	42
	No			15.0%	26.1%
			114	55	
Missing			23	18	
Has your afterschool program helped you make healthier food choices?	Yes			42.2%	37.9%
				321	80
	Kind of			37.2%	30.3%
				283	64
	No			20.5%	31.8%
			156	67	
Missing			25	18	

Do teachers at the afterschool program pay attention to what's going on in your life?	Yes			46.1%	48.4%
				356	108
	Kind of			36.8%	37.7%
				284	84
	No			17.1%	13.9%
			132	31	
Missing			13	6	
Do you get to know other kids while attending the program?	Yes			66.8%	57.8%
				518	129
	Kind of			24.6%	31.4%
				191	70
	No			8.5%	10.8%
			66	24	
Missing			10	6	
Do you get to choose some of the activities you do in your afterschool program?	Yes			42.9%	43.9%
				332	98
	Kind of			37.8%	39.0%
				292	87
	No			19.3%	17.0%
			149	38	
Missing			12	6	
Do you trust other kids who are with you at program activities?	Yes			41.5%	42.0%
				321	94
	Kind of			46.3%	44.6%
				358	100
	No			12.3%	13.4%
			95	30	
Missing			11	5	
Do you feel your ideas matter to the people who run this program?	Yes			50.4%	49.8%
				390	111
	Kind of			35.1%	39.9%
				272	89
No			14.5%	10.3%	

				112	23
	Missing			11	6
Before I started this program my grades needed to get better.	Yes			39.5%	40.4%
				294	86
	Kind of			38.3%	39.0%
				285	83
	No			22.2%	20.7%
			165	44	
Missing			41	16	
Now that I've been going to this program my grades have gotten better.	Yes			51.9%	55.0%
				385	116
	Kind of			36.9%	32.7%
				274	69
	No			11.2%	12.3%
			83	26	
Missing			43	18	
Before I started this program my homework was always turned in on time.	Yes			48.2%	42.4%
				355	87
	Kind of			42.9%	42.4%
				316	87
	No			8.8%	15.1%
			65	31	
Missing			49	24	
Now that I've been going to this program my homework is always turned in on time.	Yes			60.5%	59.1%
				445	120
	Kind of			34.3%	34.0%
				252	69
	No			5.2%	6.9%
			38	14	
Missing			50	26	
Before I started this program my teachers often marked mistakes in my homework.	Yes			24.0%	19.1%
				176	39
	Kind of			45.0%	46.1%

				330	94
	No			31.0%	34.8%
				227	71
	Missing			52	25
Now that I've been going to this program my teachers rarely mark mistakes in my homework.	Yes			38.5%	41.4%
				283	84
	Kind of			42.3%	37.9%
				311	77
	No			19.2%	20.7%
				141	42
	Missing			50	26
Before I started this program I did not have enough time at home to do my homework.	Yes			21.8%	18.8%
				160	39
	Kind of			26.8%	30.0%
				197	62
	No			51.4%	51.2%
				377	106
	Missing			51	22
Now that I've been going to this program I have enough time to do my homework before I go home.	Yes			67.6%	52.9%
				497	108
	Kind of			24.2%	33.8%
				178	69
	No			8.2%	13.2%
				60	27
	Missing			50	25
Before I started this program I needed help with my homework when I got home.	Yes			31.1%	23.7%
				229	49
	Kind of			37.4%	36.7%
				276	76
	No			31.5%	39.6%
				232	82
	Missing			48	22
Now that I've been going to	Yes			17.3%	19.0%

this program I need help with my homework when I get home.				127	39
	Kind of			32.8%	26.8%
				241	55
	No			49.9%	54.1%
				366	111
Missing			51	24	
Before I started this program I used to miss a lot of days of school.	Yes			8.3%	14.5%
				61	30
	Kind of			17.8%	20.8%
				131	43
	No			73.9%	64.7%
			544	134	
Missing			49	22	
Now that I've been going to this program my school attendance is better.	Yes			58.0%	47.3%
				426	96
	Kind of			21.4%	29.6%
				157	60
	No			20.6%	23.2%
			151	47	
Missing			51	26	
Before I started this program I often got into trouble at school.	Yes			11.0%	7.8%
				81	16
	Kind of			29.1%	18.9%
				214	39
	No			59.9%	73.3%
			440	151	
Missing			50	23	
Now that I've been going to this program I rarely get into trouble at school.	Yes			49.8%	57.1%
				365	113
	Kind of			25.1%	15.7%
				184	31
	No			25.1%	27.3%
			184	54	
Missing			52	31	

Before I started this program I had a lot of friends at school.	Yes			72.0%	60.3%
				531	126
	Kind of			21.0%	31.6%
				155	66
	No			7.0%	8.1%
			52	17	
Missing			47	20	
Now that I've been going to this program I've made new friends at the afterschool program.	Yes			63.3%	51.9%
				465	107
	Kind of			23.0%	29.1%
				169	60
	No			13.7%	18.9%
			101	39	
Missing			50	23	
How far in school do you think you'll get?	Go to high school			4.3%	
				30	
	Graduate from high school			9.8%	16.0%
				69	34
	Go to college			7.9%	17.4%
				56	37
Graduate from college			78%	66.7%	
			550	142	
Missing			80	16	

## **Appendix C: Statistical Results from Student Survey**

## Grades K through 2

### Analysis by Gender

Analysis by gender- Elementary School Students Grades K through 2

	n	$\chi^2$	p-value
3. What do you like to do most when you are in the afterschool program- Class Homework	493	3.16	.0755
Comparing “yes” to “no”			
Girls are more likely to answer yes than boys			
3. What do you like to do most when you are in the afterschool program- Play with computers	493	2.99	.0840
Comparing “yes” to “no”			
Boys are more likely to answer yes than girls			
9. At my afterschool program I get my homework done	491	4.73	.0940
Comparing “yes” to “no”			
Girls are more likely to answer yes than boys			

## Grades 3 through 5:

### Analysis by race

For analysis by race, the categories ‘Asian’ and ‘Native American/Alaskan Native’ were collapsed into ‘Other’.

Analysis by race- Elementary School Grades 3 through 5

	n	$\chi^2$	p-value
4. My afterschool program helps me with my reading	721	11.55	.0727
Comparing “yes” to “kind of”			
Students that are Black/African American, Hispanic/Latino, or White are more likely to answer yes than students identified as Other race			
5. My afterschool program helps me with my math	718	15.38	.0175
Comparing “yes” to “kind of”			
Students that are Hispanic/Latino are more likely to answer yes than students identified as Black/African American, White, or Other race			
Comparing “yes” to “no”			
Students that are Black/African American are more likely to answer yes than students identified as White			
Students that are Hispanic/Latino are more likely to answer yes than students identified as Black/African American, White, or Other race			

**Analysis by attending more days per week**

Analysis by attending more days per week- Elementary School Students Grades 3 through 5

	n	$\chi^2$	p-value
4. My afterschool program helps me with my reading	710	12.70	.0017
Comparing “yes” to “no”			
Those that attend program 3 or more days per week are more likely to answer yes than those that attend 1 or 2 days per week			
5. My afterschool program helps me with my math	706	34.18	.0001
Comparing “yes” to “kind of”			
Those that attend program 3 or more days per week are more likely to answer yes than those that attend 1 or 2 days per week			
Comparing “yes” to “no”			
Those that attend program 3 or more days per week are more likely to answer yes than those that attend 1 or 2 days per week			
6. My afterschool program helps me learn new computer skills	700	26.56	.0001
Comparing “yes” to “no”			
Those that attend program 3 or more days per week are more likely to answer yes than those that attend 1 or 2 days per week			
7. My afterschool program helps me like school more	702	6.31	.0426
Comparing “yes” to “kind of”			
Those that attend program 3 or more days per week are more likely to answer yes than those that attend 1 or 2 days per week			
8. My afterschool program helps me make new friends	703	8.58	.0137
Comparing “yes” to “no”			
Those that attend program 3 or more days per week are more likely to answer yes than those that attend 1 or 2 days per week			
10. My afterschool program helps me get my homework done	706	50.06	.0001
Comparing “yes” to “no”			
Those that attend program 3 or more days per week are more likely to answer yes than those that attend 1 or 2 days per week			

**Analysis by number of years attending this program**

Analysis by number of years attending this program-Elementary School Students Grades 3 through 5

	n	$\chi^2$	p-value
5. My afterschool program helps me with my math	713	9.95	.0069

Analysis by number of years attending this program-Elementary School Students Grades 3 through 5

	n	$\chi^2$	p-value
Comparing “yes” to “no” Those that have attended program 3 or more years are more likely to answer yes than those that have attended 1 or 2 years			
10. My afterschool program helps me get my homework done	713	14.06	.0009
Comparing “yes” to “no” Those that have attended program 3 or more years are more likely to answer yes than those that have attended 1 or 2 years			

## Middle School Student Surveys

### Analysis by gender

Analysis by gender- Middle School Students

	n	$\chi^2$	p-value
2C. Has your afterschool program helped you: improve your computer/technology skills Comparing “yes, definitely” to “kind of” Male students are more likely to reply “yes, definitely” to the question: improve computer/technology skills	755	24.53	.0001
2D. Has your afterschool program helped you: improve your test scores Comparing “yes, definitely” to “no, not at all” Male students are more likely to reply “yes, definitely” to the question: improve test scores	763	9.25	.0098
2I. Has your afterschool program helped you: stick to what you believe in, even if your friends don’t agree Comparing “yes, definitely” to “no, not at all” Female students are more likely to reply “yes, definitely” to the question: sticking to what you believe in, even if your friends don’t agree	765	6.29	.0430
3. Do teachers at the afterschool program pay attention to what’s going on in your life Comparing “yes, definitely” to “kind of” Male students are more likely to reply “yes, definitely” to the question: do teachers at the afterschool program pay attention to what’s going on in your life	772	5.79	.0554
4. Do you get to choose some of the activities you do in your afterschool program Comparing “yes, definitely” to “kind of”	773	14.38	.0008

Analysis by gender- Middle School Students

	n	$\chi^2$	p-value
Male students are more likely to reply “yes, definitely” to the question: do you get to choose some of the activities you do in your afterschool program			
7. Do you get to know other kids while attending the program	775	8.55	.0139
Comparing “yes, definitely” to “no, not at all”			
Female students are more likely to reply “yes, definitely” to the question: do you get to know other kids while attending the program			

Analysis by race

For analysis by race, the categories ‘Asian’ and ‘Native American/Alaskan Native’ were collapsed into ‘Other’.

Analysis by race- Middle School Students

	n	$\chi^2$	p-value
2A. Has your afterschool program helped you: improve your reading skills	752	36.28	.0001
Comparing “yes, definitely” to “no, not at all”			
Students that are Black/African American, Hispanic/Latino, or White are more likely to answer yes, definitely than students identified as Other race			
Students that are Black/African American or Hispanic/Latino are more likely to answer yes, definitely than students identified as White			
2B. Has your afterschool program helped you: improve your math skills	749	24.30	.0005
Comparing “yes, definitely” to “no, not at all”			
Students that are Black/African American, Hispanic/Latino, or White are more likely to answer yes, definitely than students identified as Other race			
Students that are Black/African American or Hispanic/Latino are more likely to answer yes, definitely than students identified as White			
2C. Has your afterschool program helped you: improve your computer/technology skills	744	36.59	.0001
Comparing “yes, definitely” to “no, not at all”			
Students that are Black/African American or Hispanic/Latino are more likely to answer yes, definitely than students identified as Other race			
Students that are Black/African American or Hispanic/Latino are more likely to answer yes, definitely than students identified as White			
2D. Has your afterschool program helped you: improve your test scores	752	27.98	.0001

Analysis by race- Middle School Students

	n	$\chi^2$	p-value
Comparing “yes, definitely” to “no, not at all” Students that are Black/African American or Hispanic/Latino are more likely to answer yes, definitely than students identified as Other race Students that are Black/African American or Hispanic/Latino are more likely to answer yes, definitely than students identified as White			
2E. Has your afterschool program helped you: think more about what you want to do in the future	751	26.47	.0002
Comparing “yes, definitely” to “kind of” Students that are Black/African American or Hispanic/Latino are more likely to answer yes, definitely than students identified as Other race Comparing “yes, definitely” to “no, not at all” Students that are Hispanic/Latino are more likely to answer yes, definitely than Black/African American, White, or students identified as Other race Students that are Black/African American are more likely to answer yes, definitely than students identified as White or Other race			
2F. Has your afterschool program helped you: set goals for yourself	753	22.50	.0010
Comparing “yes, definitely” to “kind of” Students that are Other race are more likely to answer yes, definitely than students identified as White Comparing “yes, definitely” to “no, not at all” Students that are Black/African American or Hispanic/Latino are more likely to answer yes, definitely than students identified as Other race Students that are Black/African American or Hispanic/Latino are more likely to answer yes, definitely than students identified as White			
2G. Has your afterschool program helped you: know how to work out problems you have with others	755	22.52	.0010
Comparing “yes, definitely” to “kind of” Students that are Other race are more likely to answer yes, definitely than students identified as Black/African American or White Comparing “yes, definitely” to “no, not at all” Students that are Black/African American, Hispanic/Latino, or White are more likely to answer yes, definitely than students identified as Other race Students that are Black/African American are more likely to answer yes, definitely than White students Students that are Hispanic/Latino are more likely to answer yes, definitely than Black/African American or White			

Analysis by race- Middle School Students

	n	$\chi^2$	p-value
2I. Has your afterschool program helped you: stick to what you believe in, even if your friends don't agree <sup>10</sup>	754	21.57	.0014
Comparing "yes, definitely" to "kind of"			
Students that are Black/African American are more likely to answer yes, definitely than Hispanic/Latino students			
Comparing "yes, definitely" to "no, not at all"			
Students that are Black/African American are more likely to answer yes, definitely than White students or students identified as Other race			
2J. Has your afterschool program helped you: get along better with others your age <sup>11</sup>	751	15.24	.0185
Comparing "yes, definitely" to "no, not at all"			
Students that are Black/African American are more likely to answer yes, definitely than White students or students identified as Other race			
2K. Has your afterschool program helped you: understand the importance of not using alcohol, tobacco, or illegal drugs <sup>12</sup>	751	16.67	.0106
Comparing "yes, definitely" to "no, not at all"			
Students that are Hispanic/Latino are more likely to answer yes, definitely than Black/African American or White students			
2L. Has your afterschool program helped you: make healthier food choices	749	21.50	.0015
Comparing "yes, definitely" to "kind of"			
Students that are Hispanic/Latino are more likely to answer yes, definitely than White or Other students			
Comparing "yes, definitely" to "no, not at all"			
Students that are Hispanic/Latino are more likely to answer yes, definitely than Black/African American, White, or Other students			
Students that are Black/African American are more likely to answer yes, definitely than White students			
2M. Has your afterschool program helped you: feel safer after regular school ends- up until 6 o'clock	749	33.33	.0001
Comparing "yes, definitely" to "kind of"			
Students that are Black/African American, Hispanic/Latino, or White are more likely to answer yes, definitely than students identified as Other race			

<sup>10</sup> A full analysis could not be completed because of zero cells

<sup>11</sup> A full analysis could not be completed because of zero cells

<sup>12</sup> A full analysis could not be completed because of zero cells

## Analysis by race- Middle School Students

	n	$\chi^2$	p-value
Comparing “yes, definitely” to “no, not at all” Students that are Black/African American, Hispanic/Latino, or White are more likely to answer yes, definitely than students identified as Other race Students that are Black/African American or Hispanic/Latino are more likely to answer yes, definitely than White students			
5. Do teachers at the afterschool program let you know when you have done a good job	766	13.10	.0415
Comparing “yes, definitely” to “no, not at all” Students that are Black/African American, Hispanic/Latino, or White are more likely to answer yes, definitely than students identified as Other race Students that are Black/African American or Hispanic/Latino are more likely to answer yes, definitely than White students			
7. Do you get to know other kids while attending the program <sup>13</sup>	764	12.70	.0480
Comparing “yes, definitely” to “kind of” Students that are Black/African American are more likely to answer yes, definitely than Hispanic/Latino or students identified as Other race			
10. If you could, would you want to attend this afterschool program next year	764	15.82	.0147
Comparing “yes, definitely” to “no, not at all” Students that are Hispanic/Latino are more likely to answer yes, definitely than Black/African American, White, or Other students Students that are Black/African American are more likely to answer yes, definitely than White students			

## Analysis by attending more days per week

## Analysis by attending more days per week- Middle School Students

	n	$\chi^2$	p-value
2A. Has your afterschool program helped you: improve your reading skills Comparing “yes, definitely” to “no, not at all” Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: improve reading skills	711	14.35	.0008
2B. Has your afterschool program helped you: improve your	708	20.04	.0001

<sup>13</sup> A full analysis could not be completed because of zero cells.

Analysis by attending more days per week- Middle School Students

	n	$\chi^2$	p-value
math skills			
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: improve math skills			
2C. Has your afterschool program helped you: improve your computer/technology skills	705	14.42	.0007
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: improve computer/technology skills			
2D. Has your afterschool program helped you: improve your test scores	711	17.02	.0002
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: improve test scores			
2E. Has your afterschool program helped you: think more about what you want to do in the future	709	11.26	.0036
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: think more about what you want to do in the future			
2F. Has your afterschool program helped you: set goals for yourself	711	21.01	.0001
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: set goals for yourself			
2G. Has your afterschool program helped you: know how to work out problems you have with others	714	13.13	.0014
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: know how to work out problems you have with others			
2H. Has your afterschool program helped you: feel like you have more adults to turn to if you need help	716	21.59	.0001
Comparing “yes, definitely” to “kind of”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: feel like you have more adults to turn to if you need help			
Comparing “yes, definitely” to “no, not at all”			

Analysis by attending more days per week- Middle School Students

	n	$\chi^2$	p-value
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: feel like you have more adults to turn to if you need help			
2I. Has your afterschool program helped you: stick to what you believe in, even if your friends don’t agree	711	17.07	.0002
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: stick to what you believe in, even if your friends don’t agree			
2J. Has your afterschool program helped you: get along better with others your age	709	19.13	.0001
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: get along better with others your age			
2K. Has your afterschool program helped you: understand the importance of not using alcohol, tobacco, or illegal drugs	711	25.26	.0001
Comparing “yes, definitely” to “kind of”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: understand the importance of not using alcohol, tobacco, or illegal drugs			
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: understand the importance of not using alcohol, tobacco, or illegal drugs			
2L. Has your afterschool program helped you: make healthier food choices	708	23.43	.0001
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: make healthier food choices			
2M. Has your afterschool program helped you: feel safer after regular school ends- up until 6 o’clock	709	42.76	.0001
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: feel safer after regular school ends- up until 6 o’clock			
3. Do teachers at the afterschool program pay attention to what’s going on in your life	722	16.10	.0003
Comparing “yes, definitely” to “no, not at all”			

Analysis by attending more days per week- Middle School Students

	n	$\chi^2$	p-value
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: do teachers at the afterschool program pay attention to what’s going on in your life			
4. Do you get to choose some of the activities you do in your afterschool program	722	6.15	.0461
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: do you get to choose some of the activities you do in your afterschool program			
5. Do teachers at the afterschool program let you know when you have done a good job	725	11.14	.0038
Comparing “yes, definitely” to “kind of”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: do teachers at the afterschool program let you know when you have done a good job			
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: do teachers at the afterschool program let you know when you have done a good job			
6. Do you get a chance to do new things while at the afterschool program	721	18.09	.0001
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: do you get a chance to do new things while at the afterschool program			
7. Do you get to know other kids while attending the program	724	35.49	.0001
Comparing “yes, definitely” to “kind of”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: do you get to know other kids while attending the program			
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: do you get to know other kids while attending the program			
9. Do you feel your ideas matter to the people who run this program	721	8.04	.0179
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students			

Analysis by attending more days per week- Middle School Students

	n	$\chi^2$	p-value
that attend one afternoon a week or less to: do you feel your ideas matter to the people who run this program			
10. If you could, would you want to attend this afterschool program next year	723	45.71	.0001
Comparing “yes, definitely” to “kind of”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: If you could, would you want to attend this afterschool program next year			
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: If you could, would you want to attend this afterschool program next year			

Analysis by number of years attending this program

Analysis by years attending the program- Middle School Students

	n	$\chi^2$	p-value
2E. Has your afterschool program helped you: think more about what you want to do in the future	709	7.78	.0204
Comparing “yes, definitely” to “no, not at all”			
Students that have attended the program 4 or more years are more likely to respond “yes, definitely” than students that have attended 1, 2, or 3 years to: helped you think more about what you want to do in the future			
2G. Has your afterschool program helped you: know how to work out problems you have with others	714	11.19	.0037
Comparing “yes, definitely” to “no, not at all”			
Students that have attended the program 4 or more years are more likely to respond “yes, definitely” than students that have attended 1, 2, or 3 years to: know how to work out problems you have with others			
2K. Has your afterschool program helped you: understand the importance of not using alcohol, tobacco, or illegal drugs	712	6.73	.0345
Comparing “yes, definitely” to “no, not at all”			
Students that have attended the program 4 or more years are more likely to respond “yes, definitely” than students that have attended 1, 2, or 3 years to: understand the importance of not using alcohol, tobacco, or illegal drugs			

## Analysis by students who like their ASP

Analysis by students who like their afterschool programs- Middle School Students

	n	$\chi^2$	p-value
2A. Has your afterschool program helped you: improve your reading skills	754	115.90	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to positive outcomes in improving reading skills			
2B. Has your afterschool program helped you: improve your math skills	751	93.72	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to positive outcomes in improving math skills			
2C. Has your afterschool program helped you: improve your computer/technology skills	746	114.79	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in improving computer/technology skills			
2D. Has your afterschool program helped you: improve your test scores	754	89.59	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in improving test scores			
2E. Has your afterschool program helped you: think more about what you want to do in the future	753	119.33	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in thinking more about what you want to do in the future			
2F. Has your afterschool program helped you: set goals for yourself	755	133.92	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in setting goals for yourself			
2G. Has your afterschool program helped you: know how to work out problems you have with others	757	87.80	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in knowing how to work out problems you have with others			
2H. Has your afterschool program helped you: feel like you have more adults to turn to if you need help	760	153.02	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in feeling like you have more adults to turn to if you need help			
2I. Has your afterschool program helped you: stick to what you believe in, even if your friends don’t agree	756	101.14	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to positive outcomes in sticking to what you believe in, even if your friends don’t agree			

## Analysis by students who like their afterschool programs- Middle School Students

	n	$\chi^2$	p-value
2J. Has your afterschool program helped you: get along better with others your age	752	133.08	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to positive outcomes in getting along better with others your age			
2K. Has your afterschool program helped you: understand the importance of not using alcohol, tobacco, or illegal drugs	754	83.19	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to positive outcomes in understanding the importance of not using alcohol, tobacco, or illegal drugs			
2L. Has your afterschool program helped you: make healthier food choices	752	80.10	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in making healthier food choices			
2M. Has your afterschool program helped you: feel safer after regular school ends- up until 6 o’clock	751	125.38	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to positive outcomes in feeling safer after regular school ends- up until 6 o’clock			
3. Do teachers at the afterschool program pay attention to what’s going on in your life	763	201.35	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to the positive outcome: do teachers at the afterschool program pay attention to what’s going on in your life			
4. Do you get to choose some of the activities you do in your afterschool program	764	97.47	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to the positive outcome: do you get to choose some of the activities you do in your afterschool program			
5. Do teachers at the afterschool program let you know when you have done a good job	769	148.52	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to the positive outcome: do teachers at the afterschool program let you know when you have done a good job			
6. Do you get a chance to do new things while at the afterschool program	763	219.38	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to the positive outcome: do you get a chance to do new things while at the afterschool program			
7. Do you get to know other kids while attending the program	766	153.45	.0001

Analysis by students who like their afterschool programs- Middle School Students

	n	$\chi^2$	p-value
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to the positive outcome: do you get to know other kids while attending the program			
8. Do you trust other kids who are with you at program activities	765	163.49	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to the positive outcome: do you trust other kids who are with you at program activities			
9. Do you feel your ideas matter to the people who run this program	765	216.83	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to the positive outcome: do you feel your ideas matter to the people who run this program			
10. If you could, would you want to attend this afterschool program next year	766	385.21	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to the positive outcome: would you want to attend this afterschool program next year			

Before and After Analysis

Analysis by positive outcomes after attending the afterschool program- Middle School Students

	n	Mean of paired differences	t	p-value
<b>19A.</b> My grades needed to get better compared to <b>20A.</b> My grades have gotten better	738	0.2	7.51	.0001
Results indicate that there is a significant improvement in this item				
<b>19C.</b> My teachers often marked mistakes in my homework compared to <b>20C.</b> My teachers rarely mark mistakes in my homework	726	0.3	7.36	.0001
Results indicate that there is a significant improvement in this item				
<b>19D.</b> I did not have enough time at home to do my homework compared to <b>20D.</b> I have enough time to do my homework before I go home	726	0.9	24.89	.0001
Results indicate that there is a significant improvement in this item				
<b>19E.</b> I needed help with my homework when I got home compared to <b>20E.</b> I need help with my homework when I get home	725	-0.3	-10.60	.0001

Analysis by positive outcomes after attending the afterschool program- Middle School Students

	n	Mean of paired differences	t	p-value
Results indicate that there is a significant improvement in this item				
<b>19F.</b> I used to miss a lot of days at school compared to <b>20F.</b> My school attendance is better	726	1.0	28.57	.0001
Results indicate that there is a significant improvement in this item				
<b>19G.</b> I often got into trouble at school compared to <b>20G.</b> I rarely get into trouble at school	723	0.7	18.09	.0001
Results indicate that there is a significant improvement in this item				

## High School Student Surveys

### Analysis by gender

Analysis by gender- High School Students

	n	$\chi^2$	p-value
2C. Has your afterschool program helped you: improve your computer/technology skills	218	4.63	.0989
Comparing “yes, definitely” to “kind of”			
Male students are more likely to reply “yes, definitely” to the question: improve computer/technology skills			

### Analysis by race

There were no ‘Asian’ or ‘Native American/Alaskan Native’ students in this group. Because of low counts, ‘Hispanic/Latino’ was collapsed into the ‘Other’ category.

Analysis by race- High School Students

	n	$\chi^2$	p-value
2A. Has your afterschool program helped you: improve your reading skills <sup>14</sup>	218	25.01	.0001
Comparing “yes, definitely” to “no, not at all”			
Students that are Black/African American are more likely to answer yes, definitely than White students			
2B. Has your afterschool program helped you: improve your	218	19.96	.0005

<sup>14</sup> A full analysis could not be completed because of zero cells.

Analysis by race- High School Students

	n	$\chi^2$	p-value
math skills			
Comparing “yes, definitely” to “no, not at all”			
Students that are Black/African American are more likely to answer yes, definitely than White students or those identified as Other race			
Students that are identified as Other race are more likely to answer yes, definitely than students identified as White			
2C. Has your afterschool program helped you: improve your computer/technology skills	216	18.51	.0010
Comparing “yes, definitely” to “kind of”			
Students that are Black/African American are more likely to answer yes, definitely than those identified as Other race			
Comparing “yes, definitely” to “no, not at all”			
Students that are Black/African American are more likely to answer yes, definitely than White students			
Students that are White are more likely to answer yes, definitely than students identified as Other			
2D. Has your afterschool program helped you: improve your test scores <sup>15</sup>	222	11.60	.0206
Comparing “yes, definitely” to “no, not at all”			
Students that are Black/African American are more likely to answer yes, definitely than White students			
2E. Has your afterschool program helped you: think more about what you want to do in the future <sup>16</sup>	213	18.98	.0008
Comparing “yes, definitely” to “no, not at all”			
Students that are Black/African American are more likely to answer yes, definitely than White students			
2F. Has your afterschool program helped you: set goals for yourself <sup>17</sup>	210	19.86	.0005
Comparing “yes, definitely” to “kind of”			
Students that are Black/African American or White are more likely to answer yes, definitely than students identified as Other			
Comparing “yes, definitely” to “no, not at all”			
Students that are Black/African American are more likely to answer yes, definitely than students identified as White			

<sup>15</sup> A full analysis could not be completed because of zero cells.

<sup>16</sup> A full analysis could not be completed because of zero cells.

<sup>17</sup> A full analysis could not be completed because of zero cells.

Analysis by race- High School Students

	n	$\chi^2$	p-value
2G. Has your afterschool program helped you: know how to work out problems you have with others <sup>18</sup> Comparing “yes, definitely” to “no, not at all” Students that are Black/African American are more likely to answer yes, definitely than White students	212	17.79	.0014
2H. Has your afterschool program helped you: feel like you have more adults to turn to if you need help <sup>19</sup> Comparing “yes, definitely” to “kind of” Students that are Black/African American or White are more likely to answer yes, definitely than students identified as Other Students that are White are more likely to answer yes, definitely than students identified as Other Comparing “yes, definitely” to “no, not at all” Students that are Black/African American are more likely to answer yes, definitely than White students	213	23.27	.0001
2I. Has your afterschool program helped you: stick to what you believe in, even if your friends don’t agree <sup>20</sup> Comparing “yes, definitely” to “no, not at all” Students that are Black/African American are more likely to answer yes, definitely than White students	212	16.07	.0029
2J. Has your afterschool program helped you: get along better with others your age <sup>21</sup> Comparing “yes, definitely” to “kind of” Students that are Black/African American are more likely to answer yes, definitely than White students or those identified as Other Students that are White are more likely to answer yes, definitely than students identified as Other Comparing “yes, definitely” to “no, not at all” Students that are Black/African American are more likely to answer yes, definitely than White students	213	10.48	.0331
2K. Has your afterschool program helped you: understand the importance of not using alcohol, tobacco, or illegal drugs <sup>22</sup> Comparing “yes, definitely” to “kind of”	209	18.67	.0009

<sup>18</sup> A full analysis could not be completed because of zero cells.

<sup>19</sup> A full analysis could not be completed because of zero cells.

<sup>20</sup> A full analysis could not be completed because of zero cells.

<sup>21</sup> A full analysis could not be completed because of zero cells.

<sup>22</sup> A full analysis could not be completed because of zero cells.

Analysis by race- High School Students

	n	$\chi^2$	p-value
Students that are Black/African American are more likely to answer yes, definitely than White students Comparing “yes, definitely” to “no, not at all” Students that are Black/African American are more likely to answer yes, definitely than White students or those identified as Other			
2L. Has your afterschool program helped you: make healthier food choices <sup>23</sup> Comparing “yes, definitely” to “no, not at all” Students that are Black/African American or Other students are more likely to answer yes, definitely than White students	209	30.72	.0001
2M. Has your afterschool program helped you: feel safer after regular school ends- up until 6 o'clock Comparing “yes, definitely” to “kind of” Students that are Black/African American are more likely to answer yes, definitely than White or Other students Students that are White are more likely to answer yes, definitely than students identified as Other Comparing “yes, definitely” to “no, not at all” Students that are Black/African American are more likely to answer yes, definitely than White or Other students	210	22.35	.0002
7. Do you get to know other kids while attending the program <sup>24</sup> Comparing “yes, definitely” to “kind of” Students that are Black/African American are more likely to answer yes, definitely than White or students identified as Other race Comparing “yes, definitely” to “no, not at all” Students that are Black/African American are more likely to answer yes, definitely than White students	221	14.44	.0060
10. If you could, would you want to attend this afterschool program next year <sup>25</sup> Comparing “yes, definitely” to “kind of” Students that are Black/African American or Other students are more likely to answer yes, definitely than White students Comparing “yes, definitely” to “no, not at all” Students that are Black/African American are more likely to answer yes, definitely than White	221	19.17	.0007

<sup>23</sup> A full analysis could not be completed because of zero cells.

<sup>24</sup> A full analysis could not be completed because of zero cells.

<sup>25</sup> A full analysis could not be completed because of zero cells.

## Analysis by race- High School Students

	n	$\chi^2$	p-value
students			

## Analysis by students who like their ASP

## Analysis by students who like their afterschool programs- High School Students

	n	$\chi^2$	p-value
2A. Has your afterschool program helped you: improve your reading skills <sup>26</sup>	216	44.77	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in improving reading skills			
2B. Has your afterschool program helped you: improve your math skills	216	30.79	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to positive outcomes in improving math skills			
2C. Has your afterschool program helped you: improve your computer/technology skills <sup>27</sup>	214	43.47	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in improving computer/technology skills			
2D. Has your afterschool program helped you: improve your test scores	220	35.97	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to positive outcomes in improving test scores			
2E. Has your afterschool program helped you: think more about what you want to do in the future	210	47.26	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in thinking more about what you want to do in the future			
2F. Has your afterschool program helped you: set goals for yourself	207	45.92	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to positive outcomes in setting goals for yourself			
2G. Has your afterschool program helped you: know how to work out problems you have with others	209	42.27	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in knowing how to work out problems you have with others			

<sup>26</sup> A full analysis could not be completed because of zero cells.

<sup>27</sup> A full analysis could not be completed because of zero cells.

## Analysis by students who like their afterschool programs- High School Students

	n	$\chi^2$	p-value
2H. Has your afterschool program helped you: feel like you have more adults to turn to if you need help	210	51.66	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to positive outcomes in feeling like you have more adults to turn to if you need help			
2I. Has your afterschool program helped you: stick to what you believe in, even if your friends don’t agree	208	31.00	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in sticking to what you believe in, even if your friends don’t agree			
2J. Has your afterschool program helped you: get along better with others your age	210	45.04	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in getting along better with others your age			
2K. Has your afterschool program helped you: understand the importance of not using alcohol, tobacco, or illegal drugs	206	29.57	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to positive outcomes in understanding the importance of not using alcohol, tobacco, or illegal drugs			
2L. Has your afterschool program helped you: make healthier food choices	207	27.71	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to positive outcomes in making healthier food choices			
2M. Has your afterschool program helped you: feel safer after regular school ends- up until 6 o’clock	207	45.14	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to positive outcomes in feeling safer after regular school ends- up until 6 o’clock			
3. Do teachers at the afterschool program pay attention to what’s going on in your life	218	35.89	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to the positive outcome: do teachers at the afterschool program pay attention to what’s going on in your life			
4. Do you get to choose some of the activities you do in your afterschool program	218	45.30	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to the positive outcome: do you get to choose some of the activities you do in your afterschool program			

## Analysis by students who like their afterschool programs- High School Students

	n	$\chi^2$	p-value
5. Do teachers at the afterschool program let you know when you have done a good job <sup>28</sup>	218	42.18	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to the positive outcome: do teachers at the afterschool program let you know when you have done a good job			
6. Do you get a chance to do new things while at the afterschool program	217	36.66	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to the positive outcome: do you get a chance to do new things while at the afterschool program			
7. Do you get to know other kids while attending the program	219	52.65	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to the positive outcome: do you get to know other kids while attending the program			
8. Do you trust other kids who are with you at program activities	219	54.56	.0001
There is an association between students that report that they “yes, definitely” like their afterschool program to the positive outcome: do you trust other kids who are with you at program activities			
9. Do you feel your ideas matter to the people who run this program	218	39.04	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to the positive outcome: do you feel your ideas matter to the people who run this program			
10. If you could, would you want to attend this afterschool program next year	218	64.95	.0001
There is an association between students that report that they “yes, definitely” or “kind of” like their afterschool program to the positive outcome: would you want to attend this afterschool program next year			

## Analysis by number of years attending this program

## Analysis by years attending the program- High School Students

	n	$\chi^2$	p-value
2C. Has your afterschool program helped you: improve your computer/technology skills	203	6.62	.0365
Comparing “yes, definitely” to “no, not at all”			
Students that have attended the program 3 or more years are more likely to respond “yes, definitely” than students who have attended 1 or 2 years to: improve your computer/technology			

<sup>28</sup> A full analysis could not be completed because of zero cells.

Analysis by years attending the program- High School Students

	n	$\chi^2$	p-value
skills			
2E. Has your afterschool program helped you: think more about what you want to do in the future	199	7.99	.0184
Comparing “yes, definitely” to “no, not at all”			
Students that have attended the program 3 or more years are more likely to respond “yes, definitely” than students who have attended 1 or 2 years to: helped you think more about what you want to do in the future			
2G. Has your afterschool program helped you: know how to work out problems you have with others	198	6.40	.0408
Comparing “yes, definitely” to “no, not at all”			
Students that have attended the program 3 or more years are more likely to respond “yes, definitely” than students who have attended 1 or 2 years to: know how to work out problems you have with others			

Analysis by attending more days per week

Analysis by attending more days per week- High School Students

	n	$\chi^2$	p-value
2E. Has your afterschool program helped you: think more about what you want to do in the future	199	6.29	.0431
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: think more about what you want to do in the future			
2F. Has your afterschool program helped you: set goals for yourself	196	12.88	.0016
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: set goals for yourself			
2G. Has your afterschool program helped you: know how to work out problems you have with others	198	12.06	.0024
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: know how to work out problems you have with others			
2H. Has your afterschool program helped you: feel like you have more adults to turn to if you need help	199	10.84	.0044
Comparing “yes, definitely” to “kind of”			

Analysis by attending more days per week- High School Students

	n	$\chi^2$	p-value
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: feel like you have more adults to turn to if you need help			
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: feel like you have more adults to turn to if you need help			
2I. Has your afterschool program helped you: stick to what you believe in, even if your friends don’t agree	197	10.20	.0061
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: stick to what you believe in, even if your friends don’t agree			
2J. Has your afterschool program helped you: get along better with others your age	199	9.04	.0109
Comparing “yes, definitely” to “kind of”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: get along better with others your age			
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: get along better with others your age			
2K. Has your afterschool program helped you: understand the importance of not using alcohol, tobacco, or illegal drugs	195	8.42	.0148
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: understand the importance of not using alcohol, tobacco, or illegal drugs			
2L. Has your afterschool program helped you: make healthier food choices	195	13.97	.0009
Comparing “yes, definitely” to “kind of”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: make healthier food choices			
Comparing “yes, definitely” to “no, not at all”			
Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: make healthier food choices			
2M. Has your afterschool program helped you: feel safer after regular school ends- up until 6 o’clock	196	12.92	.0016

Analysis by attending more days per week- High School Students

	n	$\chi^2$	p-value
Comparing “yes, definitely” to “no, not at all” Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: feel safer after regular school ends- up until 6 o’clock			
4. Do you get to choose some of the activities you do in your afterschool program	207	4.62	.0991
Comparing “yes, definitely” to “no, not at all” Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: do you get to choose some of the activities you do in your afterschool program			
6. Do you get a chance to do new things while at the afterschool program	206	6.54	.0380
Comparing “yes, definitely” to “no, not at all” Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: do you get a chance to do new things while at the afterschool program			
7. Do you get to know other kids while attending the program	207	13.80	.0010
Comparing “yes, definitely” to “no, not at all” Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: do you get to know other kids while attending the program			
10. If you could, would you want to attend this afterschool program next year	207	20.47	.0001
Comparing “yes, definitely” to “no, not at all” Students that attend 2 to 5 days per week are more likely to respond “yes, definitely” than students that attend one afternoon a week or less to: If you could, would you want to attend this afterschool program next year			

**Before and After Analysis**

Analysis by positive outcomes after attending the afterschool program- High School Students

	n	Mean of paired differences	t	p-value
<b>19A.</b> My grades needed to get better compared to <b>20A.</b> My grades have gotten better	208	0.2	4.52	.0001
Results indicate that there is a significant improvement in this item				
<b>19C.</b> My teachers often marked mistakes in my homework compared to <b>20C.</b> My teachers rarely mark mistakes in my homework	200	0.4	5.46	.0001
Results indicate that there is a significant improvement in this item				
<b>19D.</b> I did not have enough time at home to do my homework compared to <b>20D.</b> I have enough time to do my homework before I go home	203	0.7	10.68	.0001
Results indicate that there is a significant improvement in this item				
<b>19E.</b> I needed help with my homework when I got home compared to <b>20E.</b> I need help with my homework when I get home	203	-0.2	-3.60	.0004
Results indicate that there is a significant improvement in this item				
<b>19F.</b> I used to miss a lot of days at school compared to <b>20F.</b> My school attendance is better	201	0.8	11.09	.0001
Results indicate that there is a significant improvement in this item				
<b>19G.</b> I often got into trouble at school compared to <b>20G.</b> I rarely get into trouble at school	197	0.9	12.48	.0001
Results indicate that there is a significant improvement in this item				

## **Appendix D: Parent Responses**

Item:	Responses	ES n=950	MS n=543	HS n=120
How long has your child attended this afterschool program?	Less than 6 months	14.6%	20.1%	12.8%
		137	108	15
	About 1 year	23.7%	24.9%	21.4%
		223	134	25
	About 2 years	30.3%	22.9%	26.5%
		285	123	31
	More than 2 years	31.5%	32.2%	39.3%
296		173	46	
Missing	9	5	3	
On average, how many days a week does this child attend the afterschool program?	0	1.7%	2.0%	6.3%
		15	10	6
	1	8.9%	13.0%	17.9%
		79	64	17
	2	16.8%	20.6%	16.8%
		150	102	16
	3	12.0%	16.0%	26.3%
		107	79	25
	4	25.6%	25.5%	20.0%
		228	126	19
5	34.7%	22.7%	12.6%	
	309	112	12	
7	0.3%	0.2%	0.0%	
	3	1		
Missing	59	49	25	
How did you find out about this program?	From the school	78.3%	79.7%	64.7%
		702	427	77
	From a community organization	8.9%	9.7%	12.6%
		80	52	15
	From another parent	17.7%	16.4%	30.3%
		159	88	36
From somewhere else	7.4%	7.3%	10.1%	
	66	39	12	
Missing	53	7	1	
Who would usually watch child if they did not attend this	Nobody-home alone	7.1%	24.6%	22.9%
		67	132	27
	Friend(s)	9.1%	8.4%	25.4%

program?		86	45	30
	Adult neighbors or sitter	9.7%	5.6%	5.9%
		91	30	7
	Mother or Father	52.8%	56.0%	66.1%
		496	300	78
	Sister or Brother	16.6%	17.9%	29.7%
		156	96	35
	Grandmother or Grandfather	39.3%	31.7%	13.6%
		369	170	16
	Aunt or Uncle	14.0%	10.3%	11.9%
		132	55	14
	Another relative	7.1%	6.7%	5.9%
67		36	7	
Other	8.0%	6.5%	9.3%	
	75	35	11	
Missing	10	7	2	
If your child did not attend this program, what would they be doing after school?	Homework	65.1%	58.8%	64.1%
		596	313	75
	Playing, hanging out at your house	58.5%	58.8%	55.6%
		535	313	65
	Playing, hanging out at friend's house	17.2%	20.5%	29.1%
		157	109	34
	Playing, hanging out in the neighborhood	12.8%	18.2%	21.4%
		117	97	25
	Playing games on the computer, Wii	33.8%	38.2%	23.1%
		309	203	27
	Surfing the internet	10.5%	26.9%	28.2%
		96	143	33
Watching TV	51.1%	61.5%	52.1%	
	468	327	61	
Other	19.9%	19.9%	17.9%	
	182	106	21	
Missing	35	11	3	
This program is helping my child get their homework done on time.	Strongly disagree	1.9%	1.9%	
		17	10	
	Disagree	4.3%	6.7%	4.2%
		38	35	5
Not sure	8.7%	7.8%	14.3%	

		77	41	17
	Agree	36.0%	38.4%	32.8%
		319	202	39
	Strongly agree	49.0%	45.2%	48.7%
		434	238	58
	Missing	65	17	1
My child's teachers have been marking fewer mistakes in homework since child started attending program.	Strongly disagree	2.7%	4.0%	2.5%
		24	21	3
	Disagree	7.2%	8.4%	9.3%
		64	44	11
	Not sure	25.0%	27.4%	22.0%
		221	144	26
	Agree	34.7%	35.0%	32.2%
		307	184	38
Strongly agree	30.4%	25.1%	33.9%	
	269	132	40	
Missing	65	18	2	
This program is helping improve my child's math skills.	Strongly disagree	1.8%	3.8%	
		16	20	
	Disagree	6.0%	5.7%	1.7%
		53	30	2
	Not sure	20.1%	15.5%	11.8%
		177	82	14
	Agree	32.3%	38.4%	39.5%
		285	203	47
Strongly agree	39.7%	36.7%	47.1%	
	350	194	56	
Missing	69	14	1	
This program is helping improve my child's reading skills.	Strongly disagree	1.4%	3.1%	
		12	16	
	Disagree	5.6%	6.7%	5.9%
		49	35	7
	Not sure	16.7%	19.8%	13.6%
		147	104	16
	Agree	37.5%	37.4%	37.3%
		330	196	44
Strongly agree	38.9%	33.0%	43.2%	

		342	173	51
	Missing	70	19	2
Since attending program, my child's grades have improved.	Strongly disagree	1.7%	1.9%	
		15	10	
	Disagree	7.5%	7.2%	0.9%
		66	38	1
	Not sure	16.1%	16.3%	10.3%
		142	86	12
	Agree	40.4%	41.1%	38.8%
		357	217	45
Strongly agree	34.3%	33.5%	50.0%	
	303	177	58	
Missing	67	15	4	
Since attending program, my child's test scores have improved.	Strongly disagree	1.3%	2.3%	0.8%
		11	12	1
	Disagree	4.8%	6.8%	0.8%
		42	36	1
	Not sure	20.3%	21.6%	11.9%
		179	115	14
	Agree	36.4%	40.0%	44.1%
		320	213	52
Strongly agree	37.3%	29.5%	42.4%	
	328	157	50	
Missing	70	10	2	
The program has helped prepare my child to start first grade.	Strongly disagree	3.8%		
		2		
	Disagree	1.9%		
		1		
	Not sure	9.6%		
		5		
	Agree	36.5%		
19				
Strongly agree	48.1%			
	25			
Missing	898			
Since attending	Strongly disagree	1.2%	2.6%	0.9%

program, my child seems to like school more.		11	14	1
	Disagree	5.5%	8.1%	3.4%
		49	43	4
	Not sure	19.4%	21.8%	14.5%
		172	116	17
	Agree	42.2%	37.8%	41.0%
		375	201	48
Strongly agree	31.6%	29.7%	40.2%	
	281	158	47	
Missing	62	11	3	
My child's self-confidence has increased since they started attending program.	Strongly disagree	1.2%	1.1%	
		11	6	
	Disagree	5.6%	5.9%	1.7%
		50	31	2
	Not sure	16.4%	17.2%	13.3%
		146	91	16
	Agree	40.2%	43.1%	38.3%
359		228	46	
Strongly agree	36.5%	32.7%	46.7%	
	326	173	56	
Missing	58	14	0	
Since attending program, my child's behavior has improved.	Strongly disagree	1.6%	2.5%	1.7%
		14	13	2
	Disagree	8.3%	8.0%	5.0%
		73	42	6
	Not sure	20.0%	20.5%	11.8%
		176	108	14
	Agree	40.9%	39.1%	42.0%
361		206	50	
Strongly agree	29.3%	30.0%	39.5%	
	258	158	47	
Missing	68	16	1	
Because of program, my child wants to graduate from high school.	Strongly disagree			0.8%
				1
	Disagree			5.0%
				6
Not sure			11.8%	

				14
	Agree			29.4%
				35
	Strongly agree			52.9%
				63
	Missing			1
Because of program, my child wants to go to college.	Strongly disagree			0.8%
				1
	Disagree			5.0%
				6
	Not sure			14.3%
				17
	Agree			29.4%
			35	
	Strongly agree			50.4%
				60
	Missing			1
I feel welcome to visit the program any time I want.	Strongly disagree	1.3%	1.3%	0.8%
		12	7	1
	Disagree	1.1%	2.4%	
		10	13	
	Not sure	7.5%	7.5%	6.8%
		67	40	8
	Agree	36.8%	38.6%	31.4%
	329	206	37	
	Strongly agree	53.3%	50.1%	61.0%
		477	267	72
	Missing	55	10	2
Someone is always available to talk when I have any questions/concerns about child's progress.	Strongly disagree	1.9%	1.1%	0.8%
		17	6	1
	Disagree	1.0%	2.6%	
		9	14	
	Not sure	7.4%	9.5%	4.2%
		66	51	5
	Agree	36.4%	37.1%	35.6%
	325	199	42	
	Strongly agree	53.3%	49.6%	59.3%

		476	266	70
	Missing	57	7	2
The program provides useful materials and resources to parents.	Strongly disagree	1.8%	2.8%	
		16	15	
	Disagree	4.6%	8.4%	
		41	45	
	Not sure	13.8%	16.3%	
		123	87	
	Agree	41.4%	36.1%	
		368	193	
Strongly agree	38.4%	36.3%		
	341	194		
Missing	61	9		
My child likes attending the program.	Strongly disagree	1.0%	1.3%	0.8%
		8	7	1
	Disagree	1.4%	2.8%	1.7%
		12	15	2
	Not sure	2.6%	4.9%	2.5%
		22	26	3
	Agree	40.2%	42.8%	38.7%
		335	227	46
Strongly agree	54.7%	48.1%	56.3%	
	456	255	67	
Missing	117	13	1%	
I am happy with what this program offers for my child.	Strongly disagree	1.1%	0.6%	
		10	3	
	Disagree	1.0%	1.9%	
		9	10	
	Not sure	3.6%	5.0%	0.8%
		32	27	1
	Agree	37.4%	38.5%	36.4%
		336	206	43
Strongly agree	56.9%	54.0%	62.7%	
	511	289	74	
Missing	52	8	2	
I feel there is	Strongly disagree	1.8%	1.3%	

adequate variety in activities offered to children.		16	7	
	Disagree	2.1%	3.0%	
		19	16	
	Not sure	7.0%	12.7%	
		62	68	
	Agree	41.6%	41.0%	
		371	219	
	Strongly agree	47.5%	41.9%	
424		224		
Missing	58	9		
Program staff is well equipped to meet my child's needs.	Strongly disagree	1.2%	0.8%	
		11	4	
	Disagree	2.0%	3.8%	0.8%
		18	20	1
	Not sure	8.5%	10.5%	7.6%
		76	56	9
	Agree	40.8%	42.4%	39.0%
		363	225	46
Strongly agree	47.4%	42.6%	52.5%	
	422	226	62	
Missing	60	12	2	
Staff deals with behavior problems in a fair manner.	Strongly disagree	1.9%	0.7%	
		17	4	
	Disagree	1.9%	4.1%	0.8%
		17	22	1
	Not sure	12.7%	14.6%	11.0%
		113	78	13
	Agree	39.1%	38.9%	44.9%
		349	208	53
Strongly agree	44.5%	41.7%	43.2%	
	397	223	51	
Missing	57	8	2	
Overall, I am very satisfied with the quality of services of this program	Strongly disagree	1.6%	0.6%	
		8	3	
	Disagree	0.8%	2.1%	0.8%
		4	11	1
Not sure	3.9%	5.4%	1.7%	

		19	29	2
	Agree	31.2%	37.6%	35.8%
		154	201	43
	Strongly agree	62.5%	54.3%	61.7%
		308	290	74
	Missing	457	9	
Do you plan to enroll this child in this program next year.	Yes	89.4%	72.5%	74.1%
		823	382	86
	No	5.6%	8.2%	9.5%
		52	43	11
	This child would no longer be eligible to enroll	5.0%	19.4%	16.4%
		46	102	19
Missing	29	16	4	

## **Appendix E: Statistical Results from Parent Survey**

## Elementary School Parent Surveys

Analysis by attending more years- Elementary School Parent Surveys

	n	$\chi^2$	p-value
14. Since attending this program, my child's grades have improved	876	5.73	.0571
Comparing "strongly disagree/disagree" to "not sure"			
Parents whose child has attended <b>2 years or more</b> are more likely to respond "strongly disagree/disagree" than parents whose child has attended <b>1 year or less</b>			
16. My child's self-confidence has increased since they started attending this program	885	5.29	.0710
Comparing "strongly disagree/disagree" to "not sure"			
Parents whose child has attended <b>1 year or less</b> are more likely to respond "strongly disagree/disagree" than parents whose child has attended <b>2 years or more</b>			
Comparing "strongly disagree/disagree" to "strongly agree/agree"			
Parents whose child has attended <b>1 year or less</b> are more likely to respond "strongly disagree/disagree" than parents whose child has attended <b>2 years or more</b>			

## Middle School Parent Surveys

Analysis by attending more years- Middle School Parent Surveys

	n	$\chi^2$	p-value
7. I am happy with what this program offers for my child	531	5.41	.0667
Comparing "strongly disagree/disagree" to "not sure"			
Parents whose child has attended <b>2 years or more</b> are more likely to respond "strongly disagree/disagree" than parents whose child has attended <b>1 year or less</b>			
Comparing "strongly disagree/disagree" to "strongly agree/agree"			
Parents whose child has attended <b>2 years or more</b> are more likely to respond "strongly disagree/disagree" than parents whose child has attended <b>1 year or less</b>			
Comparing "not sure" to "strongly agree/agree"			
Parents whose child has attended <b>1 year or less</b> are more likely to respond "not sure" than parents whose child has attended <b>2 years or more</b>			
18. Someone is always available to talk with me when I have any questions or concerns about my child's progress	533	6.25	.0440
Comparing "strongly disagree/disagree" to "not sure"			
Parents whose child has attended <b>2 years or more</b> are more likely to respond "strongly disagree/disagree" than parents whose child has attended <b>1 year or less</b>			
Comparing "not sure" to "strongly agree/agree"			
Parents whose child has attended <b>1 year or less</b> are more likely to respond "not sure" than parents			

Analysis by attending more years- Middle School Parent Surveys

	n	$\chi^2$	p-value
whose child has attended <b>2 years or more</b>			

## High School Parent Surveys

Analysis by attending more years- High School Parent Surveys

	n	$\chi^2$	p-value
11. My child’s teachers have been marking fewer mistakes in homework turned in since my child started attending this program Comparing “strongly disagree/disagree” to “strongly agree/agree” Parents whose child has attended <b>1 year or less</b> are more likely to respond “strongly disagree/disagree” than parents whose child has attended <b>2 years or more</b> Comparing “not sure” to “strongly agree/agree” Parents whose child has attended <b>1 year or less</b> are more likely to respond “not sure” than parents whose child has attended <b>2 years or more</b>	115	7.09	.0288
16. Since attending this program, my child’s behavior has improved Comparing “strongly disagree/disagree” to “strongly agree/agree” Parents whose child has attended <b>1 year or less</b> are more likely to respond “strongly disagree/disagree” than parents whose child has attended <b>2 years or more</b> Comparing “not sure” to “strongly agree/agree” Parents whose child has attended <b>1 year or less</b> are more likely to respond “not sure” than parents whose child has attended <b>2 years or more</b>	116	12.65	.0018
20. Because of this program, my child wants to graduate from high school Comparing “strongly disagree/disagree” to “not sure” Parents whose child has attended <b>1 year or less</b> are more likely to respond “strongly disagree/disagree” than parents whose child has attended <b>2 years or more</b> Comparing “strongly disagree/disagree” to “strongly agree/agree” Parents whose child has attended <b>1 year or less</b> are more likely to respond “strongly disagree/disagree” than parents whose child has attended <b>2 years or more</b> Comparing “not sure” to “strongly agree/agree” Parents whose child has attended <b>1 year or less</b> are more likely to respond “not sure” than parents whose child has attended <b>2 years or more</b>	116	14.16	.0008
21. Because of this program, my child wants to go to college Comparing “strongly disagree/disagree” to “not sure” Parents whose child has attended <b>1 year or less</b> are more likely to respond “strongly disagree/disagree” than parents whose child has attended <b>2 years or more</b>	116	8.37	.0152

Analysis by attending more years- High School Parent Surveys

	n	$\chi^2$	p-value
disagree/disagree” than parents whose child has attended <b>2 years or more</b>			
Comparing “strongly disagree/disagree” to “strongly agree/agree”			
Parents whose child has attended <b>1 year or less</b> are more likely to respond “strongly disagree/disagree” than parents whose child has attended <b>2 years or more</b>			
Comparing “not sure” to “strongly agree/agree”			
Parents whose child has attended <b>1 year or less</b> are more likely to respond “not sure” than parents whose child has attended <b>2 years or more</b>			

## **Appendix F: Teacher Responses**

		K n=105	ES n=1073	MS n=821	HS n=264
What subject do you teach?	Math			43.1%	32.2%
				354	85
	Reading			41.4%	46.6%
				340	123
	Science			17.4%	14.4%
				143	38
Other			13.4%	8.0%	
			110	21	
Do you work in the 21st CCLC afterschool program?	Yes	22.1%	30.9%	32.5%	56.2%
		23	330	264	145
	No	77.9%	69.1%	67.5%	43.8%
		81	738	548	113
Missing	1	5	9	6	
How frequently does the 21st CCLC teacher or other staff communicate with you about student?	At least weekly	26.0%	20.7%	18.0%	8.9%
		27	220	144	23
	Every few weeks	13.5%	21.1%	16.0%	5.0%
		14	224	128	13
	Every grading period	10.6%	13.9%	9.4%	19.4%
		11	148	75	50
	Once or twice a year	10.6%	9.4%	14.3%	19.4%
		11	100	115	50
	Not at all	31.7%	26.5%	30.5%	17.8%
		33	282	245	46
Not applicable-I serve as student's after school teacher also	7.7%	8.5%	11.8%	29.5%	
	8	90	95	76	
missing	1	9	19	6	
How satisfied are you w/communication you receive from the 21st CCLC teacher about this student?	Not at all satisfied	30.2%	14.4%	7.8%	9.6%
		29	136	54	19
	Not very Satisfied	0	0	7.8%	9.1%
				54	18
	Somewhat satisfied	25.0%	32.4%	30.6%	28.3%
		24	307	212	56
	Very satisfied	44.8%	53.2%	39.5%	34.8%
43		504	273	69	
Extremely Satisfied	0	0	14.3%	18.2%	

				99	36
	missing	9	126	129	66
To what extent do you think the 21st CCLC program has benefitted the student?	Not at all	6.9%	5.9%	3.8%	5.1%
		7	62	29	13
	A little			13.0%	8.3%
				100	21
	Somewhat	45.1%	49.8%	37.4%	33.5%
		46	527	287	85
	A lot	48.0%	44.3%	33.1%	29.1%
		49	469	254	74
A great deal			12.8%	24.0%	
			98	61	
	missing	3	15	53	10
Has the ASP helped this student complete homework assignments with fewer mistakes?	Strongly disagree		2.7%	1.4%	1.5%
			29	11	4
	Disagree		3.7%	6.7%	4.6%
			40	54	12
	Neutral		14.5%	15.4%	12.2%
			155	124	32
	Agree		42.5%	51.1%	38.9%
			454	412	102
Strongly agree		28.6%	19.6%	35.9%	
		305	158	94	
Not applicable		8.0%	5.9%	6.9%	
		85	48	18	
	missing		5	14	2
Has the ASP helped student complete homework assignments in a more timely manner?	Strongly disagree		2.3%	1.4%	1.5%
			25	11	4
	Disagree		4.4%	7.2%	7.2%
			47	58	19
	Neutral		16.2%	15.4%	12.5%
			173	124	33
	Agree		38.4%	48.0%	41.4%
			411	387	109
Strongly agree		29.1%	21.6%	30.8%	
		311	174	81	
	Not applicable		9.5%	6.6%	6.5%

			102	53	17
	missing		4	14	1
Has the ASP made a difference in this student's study skills?	Strongly disagree		2.7%	1.4%	1.9%
			29	11	5
	Disagree		5.0%	6.8%	5.4%
			53	55	14
	Neutral		21.7%	23.7%	15.8%
			232	191	41
	Agree		40.4%	44.7%	41.9%
			432	360	109
	Strongly agree		23.0%	17.7%	29.6%
			246	143	77
Not applicable		7.2%	5.7%	5.4%	
		77	46	14	
	missing		4	15	4
Has the ASP helped student come to school ready to learn?	Strongly disagree	2.9%	2.3%	1.2%	1.5%
		3	24	10	4
	Disagree	1.9%	5.0%	5.3%	4.2%
		2	53	43	11
	Neutral	21.9%	24.4%	24.2%	18.7%
		23	260	195	49
	Agree	46.7%	40.5%	44.5%	40.8%
		49	432	358	107
	Strongly agree	22.9%	20.2%	18.3%	26.3%
		24	215	147	69
Not applicable	3.8%	7.7%	6.5%	8.4%	
	4	82	52	22	
	missing		7	16	2
Has the ASP better prepared student to start first grade/move up to the next grade?	Strongly disagree	2.9%	3.4%	1.2%	1.5%
		3	36	10	4
	Disagree	3.8%	5.1%	4.0%	3.4%
		4	54	32	9
	Neutral	19.0%	26.8%	25.2%	14.4%
		20	286	203	38
	Agree	42.9%	30.3%	40.9%	36.5%
		45	323	329	96
Strongly agree	28.6%	18.9%	16.3%	33.1%	

		30	201	131	87
	Not applicable	2.9%	15.6%	12.3%	11.0%
		3	166	99	29
	missing		7	17	1
Has the ASP made it more likely that student can return to the regular track?	Strongly disagree	2.9%	3.0%	1.0%	1.5%
		3	32	8	4
	Disagree	5.8%	4.6%	4.1%	2.7%
		6	49	33	7
	Neutral	19.2%	24.7%	25.4%	14.2%
		20	262	204	37
	Agree	42.3%	28.1%	32.5%	27.2%
		44	298	261	71
	Strongly agree	15.4%	14.1%	11.7%	23.8%
		16	149	94	62
Not applicable	14.4%	25.5%	25.4%	30.7%	
	15	270	204	80	
	missing	1	13	17	3
Has the ASP helped improve student's level of class participation?	Strongly disagree		2.2%	1.5%	1.5%
			23	12	4
	Disagree		4.8%	5.7%	6.8%
			51	46	18
	Neutral		23.3%	23.8%	17.5%
			249	192	46
	Agree		41.3%	42.3%	37.3%
			442	341	98
	Strongly agree		22.0%	21.0%	30.4%
			235	169	80
Not applicable		6.5%	5.7%	6.5%	
		69	46	17	
	missing		4	15	1
Has the ASP helped student pay more attention during class?	Strongly disagree		2.6%	1.5%	1.5%
			28	12	4
	Disagree		6.4%	6.1%	7.2%
			68	49	19
	Neutral		28.7%	29.4%	17.1%
			307	237	45
Agree		37.8%	41.0%	38.8%	

			404	330	102
	Strongly agree		17.3%	15.8%	27.8%
			185	127	73
	Not applicable		7.2%	6.2%	7.6%
			77	50	20
	missing		4	16	1
Has the ASP had a positive impact on student's classroom behavior?	Strongly disagree	2.9%	2.5%	1.2%	0.8%
		3	27	10	2
	Disagree	5.7%	4.7%	4.6%	5.3%
		6	50	37	14
	Neutral	25.7%	25.3%	25.6%	17.6%
		27	270	206	46
	Agree	41.0%	38.7%	40.8%	36.6%
		43	413	329	96
	Strongly agree	20.0%	19.5%	19.1%	31.3%
		21	208	154	82
Not applicable	4.8%	9.2%	8.7%	8.4%	
	5	98	70	22	
missing		7	15	2	
Has the ASP had a positive impact on student's reading skills?	Strongly disagree	3.8%	2.1%	0.7%	1.1%
		4	22	6	3
	Disagree	4.8%	5.7%	2.7%	4.2%
		5	61	22	11
	Neutral	13.3%	16.4%	26.7%	19.0%
		14	175	215	50
	Agree	50.5%	43.0%	39.4%	36.1%
		53	460	317	95
	Strongly agree	27.6%	25.8%	14.3%	28.1%
		29	276	115	74
Not applicable	0.0%	7.0%	16.1%	11.4%	
	0	75	130	30	
missing		4	16	1	
Has the ASP had a positive impact on student's math skills?	Strongly disagree	2.9%	2.3%	0.9%	0.4%
		3	24	7	1
	Disagree	5.7%	5.3%	2.9%	3.8%
		6	56	23	10
Neutral	20.0%	17.3%	16.3%	12.2%	

		21	184	130	32
	Agree	46.7%	39.0%	32.6%	23.6%
		49	416	260	62
	Strongly agree	21.9%	23.6%	14.8%	21.3%
		23	252	118	56
	Not applicable	2.9%	12.6%	32.5%	38.8%
		3	134	259	102
	missing		7	24	1
Has the ASP made student want to make better grades?	Strongly disagree		2.3%	0.7%	2.3%
			25	6	6
	Disagree		4.3%	3.8%	3.8%
			46	31	10
	Neutral		23.1%	21.3%	13.7%
			247	172	36
	Agree		39.9%	46.8%	44.9%
			426	378	118
	Strongly agree		22.9%	21.2%	29.7%
		244	171	78	
Not applicable		7.4%	6.1%	5.7%	
		79	49	15	
missing		6	14	1	
Has the ASP made student more likely to volunteer to earn extra credit?	Strongly disagree			1.7%	3.4%
				14	9
	Disagree			10.6%	8.0%
				85	21
	Neutral			29.7%	23.7%
				239	62
	Agree			33.5%	25.2%
				269	66
	Strongly agree			13.4%	24.8%
			108	65	
Not applicable			11.1%	14.9%	
			89	39	
missing			17	2	
Has the ASP helped student overall in doing better in school?	Strongly disagree	1.9%	2.3%	1.0%	2.3%
		2	25	8	6
	Disagree	4.8%	3.7%	3.6%	2.7%

		5	39	29	7
	Neutral	16.2%	17.1%	19.3%	14.1%
		17	182	155	37
	Agree	51.4%	45.1%	47.8%	45.0%
		54	481	385	118
	Strongly agree	24.8%	26.3%	22.7%	31.7%
		26	280	183	83
	Not applicable	1.0%	5.5%	5.6%	4.2%
		1	59	45	11
	missing		7	16	2
Has the ASP helped student take more responsibility for their actions?	Strongly disagree	1.9%	3.0%	1.0%	1.5%
		2	32	8	4
	Disagree	4.8%	6.5%	7.6%	7.2%
		5	69	61	19
	Neutral	21.9%	22.6%	23.0%	15.6%
		23	241	186	41
	Agree	46.7%	40.7%	44.6%	37.6%
		49	434	360	99
	Strongly agree	19.0%	17.3%	16.2%	27.4%
		20	184	131	72
Not applicable	5.7%	9.9%	7.6%	10.6%	
	6	106	61	28	
missing		7	14	1	
Has the ASP helped student get along better with other students?	Strongly disagree	1.9%	2.0%	1.0%	2.3%
		2	21	8	6
	Disagree	2.9%	5.4%	4.1%	2.7%
		3	58	33	7
	Neutral	28.8%	27.3%	29.7%	22.5%
		30	292	239	59
	Agree	36.5%	37.3%	38.1%	35.5%
		38	399	307	93
	Strongly agree	25.0%	16.3%	16.6%	22.5%
		26	174	134	59
Not applicable	4.8%	11.7%	10.5%	14.5%	
	5	125	85	38	
missing	1	4	15	2	
Has the ASP helped	Strongly disagree	1.9%	2.0%	0.9%	1.1%

student be more self-confident in interactions with peers?		2	21	7	3
	Disagree	1.9%	3.9%	3.2%	3.8%
		2	42	26	10
	Neutral	19.0%	22.9%	25.1%	16.8%
		20	245	202	44
	Agree	44.8%	41.2%	44.7%	40.8%
		47	440	360	107
	Strongly agree	30.5%	22.9%	19.1%	26.7%
		32	245	154	70
	Not applicable	1.9%	7.0%	7.0%	10.7%
2		75	56	28	
missing		5	16	2	
Student seems to feel safe in their home environment.	Strongly disagree			0.9%	0.0%
				7	0
	Disagree			1.6%	0.8%
				13	2
	Neutral			16.8%	12.3%
				135	32
	Agree			34.7%	36.0%
				279	94
	Strongly agree			32.3%	33.0%
				260	86
Not applicable			13.8%	18.0%	
			111	47	
missing			16	3	
Student is not the target of bullying by other students.	Strongly disagree			0.9%	0.0%
				7	
	Disagree			5.1%	3.8%
				41	10
	Neutral			9.3%	9.1%
				75	24
	Agree			42.8%	38.4%
				345	101
	Strongly agree			34.8%	36.5%
				281	96
Not applicable			7.2%	12.2%	
			58	32	
missing			14	1	

Student has not been involved in fighting, stealing, or vandalism.	Strongly disagree			1.5%	0.0%
				12	0
	Disagree			4.5%	3.1%
				36	8
	Neutral			6.3%	8.0%
				51	21
	Agree			36.4%	35.1%
				294	92
Strongly agree			44.2%	41.6%	
			357	109	
Not applicable			7.2%	12.2%	
			58	32	
missing			13	2	
I have seen no evidence that student is involved with gangs.	Strongly disagree			0.5%	0.0%
				4	0
	Disagree			1.0%	0.4%
				8	1
	Neutral			4.4%	4.2%
				36	11
	Agree			35.4%	38.0%
				286	100
Strongly agree			52.5%	46.4%	
			425	122	
Not applicable			6.2%	11.0%	
			50	29	
missing			12	1	
To my knowledge, student does not use alcohol or other drugs.	Strongly disagree			0.7%	0.4%
				6	1
	Disagree			0.7%	2.3%
				6	6
	Neutral			5.2%	9.5%
				42	25
	Agree			37.3%	34.2%
			301	90	
Strongly agree			49.8%	43.0%	
			402	113	
Not applicable			6.3%	10.6%	

				51	28
	missing			13	1
To my knowledge, student does not use tobacco products.	Strongly disagree			0.5%	0.8%
				4	2
	Disagree			1.4%	1.9%
				11	5
	Neutral			5.1%	11.8%
				41	31
	Agree			36.7%	30.9%
				296	81
	Strongly agree			49.9%	44.3%
			403	116	
Not applicable			6.4%	10.3%	
			52	27	
missing			14	2	
I have heard student talking about wanting to graduate from high school.	Strongly disagree				3.0%
					8
	Disagree				3.4%
					9
	Neutral				9.9%
					26
	Agree				29.7%
					78
	Strongly agree				41.4%
				109	
Not applicable				12.5%	
				33	
missing				1	
Student has talked about their plans for a career after finishing school.	Strongly disagree				3.1%
					8
	Disagree				5.0%
					13
	Neutral				13.4%
					35
Agree				29.1%	
				76	
Strongly agree				38.3%	

					100
	Not applicable				11.1%
					29
	missing				3
Has helped student's parents be more involved in child's education	Strongly disagree	4.8%	3.3%	2.1%	3.0%
		5	35	17	8
	Disagree	9.6%	9.0%	7.6%	8.4%
		10	96	61	22
	Neutral	25.0%	32.5%	29.7%	18.3%
		26	346	239	48
	Agree	36.5%	31.0%	30.6%	30.4%
		38	330	246	80
	Strongly agree	19.2%	15.3%	23.0%	24.0%
		20	163	185	63
	Not applicable	4.8%	8.9%	7.0%	16.0%
		5	95	56	42
missing	1	8	17	1	

## **Appendix G: Statistical Results from Teacher Surveys**

## Kindergarten Teacher Surveys

### Analysis by level of communication

For the following question, the responses were collapsed into 4 categories: “Not at all”, “Once or twice a year”, “Every grading period”, and “At least weekly/every few weeks”. The “Not applicable” responses were set to missing.

Analysis by does increased communication between the afterschool program and the teachers equate to increased satisfaction re: the amount of communication- Kindergarten Students

	n	$\chi^2$	p-value
3. How frequently does the 21 <sup>st</sup> CCLC teacher or other staff communicate with you about this student	95	78.89	.0001

Comparing “not at all satisfied” to “somewhat satisfied” with communication

Teachers that report **no frequency** of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “not at all satisfied” than teachers who report any other level of communication

Comparing “not at all satisfied” to “very satisfied” with communication

Teachers that report **once or twice a year** for frequency of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “not at all satisfied” than teachers who report any other higher level of communication

Teachers that report **every grading period** for frequency of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “not at all satisfied” than teachers who report weekly or every few weeks as level of communication

Comparing “somewhat satisfied” to “very satisfied” with communication

Teachers that report **no frequency** of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “somewhat satisfied” than teachers who report any other level of communication

Teachers that report **once or twice a year** for frequency of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “somewhat satisfied” than teachers who report any other higher level of communication

Teachers that report **every grading period** for frequency of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “somewhat satisfied” than teachers who report weekly or every few weeks as level of communication

### Analysis by teacher’s status working in the afterschool program

For the following set of questions (except for Q2), the responses were collapsed into 3 categories: “Strongly disagree/disagree”, “Neutral”, and “Strongly agree/agree”. The “Not applicable” responses were set to missing.

Analysis by teacher’s status working in the afterschool program- Kindergarten Students

	n	$\chi^2$	p-value
2. To what extent do you think the 21 <sup>st</sup> CCLC program has benefitted this student	102	6.60	.0368

Teachers that **work in the afterschool program** are more likely to respond “not at all” or “a lot”

Analysis by teacher’s status working in the afterschool program- Kindergarten Students

	n	$\chi^2$	p-value
than “somewhat” to: what extent do you think the 21 <sup>st</sup> CCLC program has benefitted this student			
14. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped the student be more self-confident in interactions with peers	102	5.68	.0584

Teachers that **work in the afterschool program** are more likely to respond “strongly disagree/disagree” than “neutral” or “strongly agree/agree” to: since earlier this year, attending the 21<sup>st</sup> Century afterschool program has helped the student be more self-confident in interactions with peers

Teachers that **work in the afterschool program** are more likely to respond “strongly agree/agree” than “neutral” to since earlier this year, attending the 21<sup>st</sup> Century afterschool program: has helped the student be more self-confident in interactions with peers

## Elementary School Teacher Surveys

### Analysis by level of communication

For the following question, the responses were collapsed into 4 categories: “Not at all”, “Once or twice a year”, “Every grading period”, and “At least weekly/every few weeks”. The “Not applicable” responses were set to missing.

Statistical significance was set at  $\alpha = 0.10$ .

Analysis by does increased communication between the afterschool program and the teachers equate to increased satisfaction re: the amount of communication- Elementary School Students

	n	$\chi^2$	p-value
3. How frequently does the 21 <sup>st</sup> CCLC teacher or other staff communicate with you about this student	930	505.33	.0001

Comparing “not at all satisfied” to “somewhat satisfied” with communication

Teachers that report **no frequency** of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “not at all satisfied” than teachers who report any other level of communication

Comparing “not at all satisfied” to “very satisfied” with communication

Teachers that report **no frequency** of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “not at all satisfied” than teachers who report any other higher level of communication

Teachers that report **once or twice a year** for frequency of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “not at all satisfied” than teachers who report any other higher level of communication

Teachers that report **every grading period** for frequency of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “not at all satisfied” than teachers who report ‘weekly or every few weeks’ as level of communication

Comparing “somewhat satisfied” to “very satisfied” with communication

Teachers that report **no frequency** of communication with 21<sup>st</sup> CCLC teacher are more likely to

Analysis by does increased communication between the afterschool program and the teachers equate to increased satisfaction re: the amount of communication- Elementary School Students

	n	$\chi^2$	p-value
respond “somewhat satisfied” than teachers who report ‘every grading period’ or ‘weekly or every few weeks’ level of communication			
Teachers that report <b>once or twice a year</b> for frequency of communication with 21 <sup>st</sup> CCLC teacher are more likely to respond “somewhat satisfied” than teachers who report any other higher level of communication			
Teachers that report <b>every grading period</b> for frequency of communication with 21 <sup>st</sup> CCLC teacher are more likely to respond “somewhat satisfied” than teachers who report ‘weekly or every few weeks’ as level of communication			

### Analysis by teacher’s status working in the afterschool program

For the following set of questions (except for Q2), the responses were collapsed into 3 categories: “Strongly disagree/disagree”, “Neutral”, and “Strongly agree/agree”. The “Not applicable” responses were set to missing.

Analysis by teacher’s status working in the afterschool program- Elementary School Students

	n	$\chi^2$	p-value
2. To what extent do you think the 21 <sup>st</sup> CCLC program has benefitted this student	1053	35.87	.0001
Teachers that <b>work in the afterschool program</b> are more likely to respond “a lot” rather than “not at all” or “somewhat” to: what extent do you think the 21 <sup>st</sup> CCLC program has benefitted this student			
5. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student complete homework assignments with fewer mistakes	979	14.44	.0007
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” rather than “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student complete homework assignments with fewer mistakes			
6. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student complete homework assignments in a more timely manner	963	14.23	.0008
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student complete homework assignments in a more timely manner			
7. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has made a difference in this student’s study skills	988	23.97	.0001
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has made a difference in this student’s study skills			
8. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool	996	40.55	.0001

Analysis by teacher’s status working in the afterschool program- Elementary School Students

	n	$\chi^2$	p-value
<p>program: has helped improve this student’s level of class participation</p> <p>Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21<sup>st</sup> Century afterschool program has helped improve this student’s level of class participation</p>			
<p>9. Since earlier this year, attending the 21<sup>st</sup> Century afterschool program: has helped this student pay more attention during class</p> <p>Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “strongly disagree/disagree” to: since earlier this year, attending the 21<sup>st</sup> Century afterschool program has helped this student pay more attention during class</p>	988	22.34	.0001
<p>10. Since earlier this year, attending the 21<sup>st</sup> Century afterschool program: has been a positive impact on this student’s classroom behavior</p> <p>Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21<sup>st</sup> Century afterschool program has been a positive impact on this student’s classroom behavior</p>	964	35.95	.0001
<p>11. Since earlier this year, attending the 21<sup>st</sup> Century afterschool program: has been a positive impact on this student’s math skills</p> <p>Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21<sup>st</sup> Century afterschool program has been a positive impact on this student’s math skills</p>	928	25.09	.0001
<p>12. Since earlier this year, attending the 21<sup>st</sup> Century afterschool program: has been a positive impact on this student’s reading skills</p> <p>Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21<sup>st</sup> Century afterschool program has been a positive impact on this student’s reading skills</p>	990	26.69	.0001
<p>13. Since earlier this year, attending the 21<sup>st</sup> Century afterschool program: has made it more likely that this student will be promoted to the next grade</p> <p>Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21<sup>st</sup> Century afterschool program has made it more likely that this student will be promoted to the next grade</p>	897	35.07	.0001
<p>14. Since earlier this year, attending the 21<sup>st</sup> Century afterschool program: has made it more likely that this student can return to regular track</p> <p>Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21<sup>st</sup> Century afterschool program: has made it more likely that this student can return to regular track</p>	788	20.08	.0001
<p>15. Since earlier this year, attending the 21<sup>st</sup> Century afterschool program: has helped this student take more responsibility for</p>	957	42.64	.0001

## Analysis by teacher's status working in the afterschool program- Elementary School Students

	n	$\chi^2$	p-value
his/her actions			
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student take more responsibility for his/her actions			
16. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student come to school ready to learn	980	25.98	.0001
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student come to school ready to learn			
17. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has made this student want to make better grades	983	34.67	.0001
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has made this student want to make better grades			
18. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student overall in doing better in school	1002	39.23	.0001
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student overall in doing better in school			
19. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student get along better with other students	939	35.51	.0001
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student get along better with other students			
20. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student be more self-confident in interactions with peers	988	32.95	.0001
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student be more self-confident in interactions with peers			
21. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student's parents be more involved in the child's education	965	13.64	.0011
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student's parents be more involved in the child's education			

## Middle School Teacher Surveys

### Analysis by level of communication

For the following question, the responses were collapsed into 4 categories: “Not at all”, “Once or twice a year”, “Every grading period”, and “At least weekly/every few weeks”. The “Not applicable” responses were set to missing.

The ends of the variable *satisfied with communication* were collapsed into 3 categories: “Not at all/not very satisfied”, “Somewhat satisfied”, and “Very/extremely satisfied”.

Analysis by does increased communication between the afterschool program and the teachers equate to increased satisfaction re: the amount of communication- Middle School Students

	n	$\chi^2$	p-value
3. How frequently does the 21 <sup>st</sup> CCLC teacher or other staff communicate with you about this student <sup>29</sup>	658	370.04	.0001

Comparing “not at all/not very satisfied” to “somewhat satisfied” with communication

Teachers that report **no frequency** of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “not at all/not very satisfied” than teachers who report **weekly or every few weeks** or **once or twice a year** as level of communication

Comparing “not at all/not very satisfied” to “very/extremely satisfied” with communication

Teachers that report **no frequency** of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “not at all/not very satisfied” than teachers who report **weekly or every few weeks** or **once or twice a year** as level of communication

Teachers that report **once or twice a year** as level of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “not at all/not very satisfied” than teachers who report **weekly or every few weeks** level of communication

Comparing “somewhat satisfied” to “very/extremely satisfied” with communication

Teachers that report **no frequency** of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “somewhat satisfied” than teachers who report **weekly or every few weeks** or **every grading period** as level of communication

Teachers that report **once or twice a year** as level of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “somewhat satisfied” than teachers who report **weekly or every few weeks** or **every grading period** as level of communication

Teachers that report **every grading period** as level of communication with 21<sup>st</sup> CCLC teacher are more likely to respond “somewhat satisfied” than teachers who report **weekly or every few weeks** as level of communication

### Analysis by teacher’s status working in the afterschool program

For the following set of questions (except for Q3), the responses were collapsed into 3 categories: “Strongly disagree/disagree”, “Neutral”, and “Strongly agree/agree”. The “Not applicable” responses were set to missing.

<sup>29</sup> A full analysis could not be completed because of zero cells

Analysis by teacher's status working in the afterschool program- Middle School Students

	n	$\chi^2$	p-value
3. To what extent do you think the 21 <sup>st</sup> CCLC program has benefitted this student	762	23.03	.0001
Teachers that <b>work in the afterschool program</b> are more likely to respond “a lot” or “a great deal” rather than “not at all” to: what extent do you think the 21 <sup>st</sup> CCLC program has benefitted this student			
Teachers that <b>work in the afterschool program</b> are more likely to respond “a lot” or “a great deal” rather than “a little” to: what extent do you think the 21 <sup>st</sup> CCLC program has benefitted this student			
Teachers that work in the afterschool program are more likely to respond “a great deal” rather than “somewhat” to: what extent do you think the 21 <sup>st</sup> CCLC program has benefitted this student			
4. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student complete homework assignments with fewer mistakes	752	20.14	.0001
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” rather than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student complete homework assignments with fewer mistakes			
5. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student complete homework assignments in a more timely manner	747	10.46	.0054
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student complete homework assignments in a more timely manner			
6. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has made a difference in this student's study skills	753	16.91	.0002
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has made a difference in this student's study skills			
7. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped improve this student's level of class participation	753	14.76	.0006
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” or “neutral” than “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped improve this student's level of class participation			
8. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student pay more attention during class	748	11.03	.0040
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student pay more attention during class			

Analysis by teacher’s status working in the afterschool program- Middle School Students

	n	$\chi^2$	p-value
9. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has made this student more likely to volunteer to earn extra credit	708	9.24	.0099
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” or “neutral” than “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has made this student more likely to volunteer to earn extra credit			
11. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has been a positive impact on this student’s math skills	532	21.70	.0001
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has been a positive impact on this student’s math skills			
12. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has been a positive impact on this student’s reading skills	669	23.28	.0001
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has been a positive impact on this student’s reading skills			
13. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has made it more likely that this student will be promoted to the next grade	697	10.94	.0042
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has made it more likely that this student will be promoted to the next grade			
15. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student take more responsibility for his/her actions	738	8.86	.0119
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student take more responsibility for his/her actions			
16. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student come to school ready to learn	745	9.65	.0080
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student come to school ready to learn			
17. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has made this student want to make better grades	750	17.47	.0002
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has made this student want to make better grades			
18. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool	752	13.94	.0009

Analysis by teacher’s status working in the afterschool program- Middle School Students

	n	$\chi^2$	p-value
program: has helped this student overall in doing better in school			
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student overall in doing better in school			
19. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student get along better with other students	713	5.55	.0624
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” or “neutral” than “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student get along better with other students			
20. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student be more self-confident in interactions with peers	741	7.70	.0213
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student be more self-confident in interactions with peers			
25. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: to my knowledge, this student does not use alcohol or other drugs	749	6.11	.0471
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” or “strongly disagree/disagree” than “neutral” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: to my knowledge, this student does not use alcohol or other drugs			
27. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student’s parents be more involved in the child’s education	740	5.87	.0530
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student’s parents be more involved in the child’s education			

## High School Teacher Surveys

### Analysis by level of communication

For the following question, the responses were collapsed into 4 categories: “Not at all”, “Once or twice a year”, “Every grading period”, and “At least weekly/every few weeks”. The “Not applicable” responses were set to missing.

The ends of the variable *satisfied with communication* were collapsed into 3 categories: “Not at all/not very satisfied”, “Somewhat satisfied”, and “Very/extremely satisfied”.

Analysis by does increased communication between the afterschool program and the teachers equate to increased satisfaction re: the amount of communication- High School Students

	n	$\chi^2$	p-value
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Analysis by does increased communication between the afterschool program and the teachers equate to increased satisfaction re: the amount of communication- High School Students

	n	$\chi^2$	p-value
3. How frequently does the 21 <sup>st</sup> CCLC teacher or other staff communicate with you about this student <sup>30</sup>	174	119.25	.0001
Comparing “not at all/not very satisfied” to “somewhat satisfied” with communication			
Teachers that report <b>no frequency</b> of communication with 21 <sup>st</sup> CCLC teacher are more likely to respond “not at all/not very satisfied” than teachers who report <b>once or twice a year</b> as level of communication			
Comparing “not at all/not very satisfied” to “very/extremely satisfied” with communication			
Teachers that report <b>no frequency</b> of communication with 21 <sup>st</sup> CCLC teacher are more likely to respond “not at all/not very satisfied” than teachers who report <b>once or twice a year</b> as level of communication			
Comparing to “somewhat satisfied” to “very/extremely satisfied” with communication			
Teachers that report <b>no frequency</b> of communication with 21 <sup>st</sup> CCLC teacher are more likely to respond “somewhat satisfied” than teachers who report <b>at least weekly/every few weeks</b> as level of communication			
Teachers that report communicating <b>once or twice a year</b> with 21 <sup>st</sup> CCLC teacher are more likely to respond “somewhat satisfied” than teachers who report <b>not at all, at least weekly/every few weeks, or every grading period</b> as level of communication			

### Analysis by teacher’s status working in the afterschool program

For the following set of questions (except for Q3), the responses were collapsed into 3 categories: “Strongly disagree/disagree”, “Neutral”, and “Strongly agree/agree”. The “Not applicable” responses were set to missing.

Analysis by teacher’s status working in the afterschool program- High School Students

	n	$\chi^2$	p-value
6. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has made a difference in this student’s study skills	240	6.48	.0390
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has made a difference in this student’s study skills			
7. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped improve this student’s level of class participation	240	8.51	.0142
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped improve this student’s level of class participation			

<sup>30</sup> A full analysis could not be completed because of zero cells

## Analysis by teacher's status working in the afterschool program- High School Students

	n	$\chi^2$	p-value
8. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student pay more attention during class	237	7.75	.0208
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” or “strongly disagree/disagree” than “neutral” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student pay more attention during class			
9. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has made this student more likely to volunteer to earn extra credit	219	10.55	.0051
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has made this student more likely to volunteer to earn extra credit			
10. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has been a positive impact on this student's classroom behavior	234	7.49	.0236
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” or “strongly disagree/disagree” than “neutral” to since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has been a positive impact on this student's classroom behavior			
11. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has been a positive impact on this student's math skills	156	15.56	.0007
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” or “strongly disagree/disagree” than “neutral” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has been a positive impact on this student's math skills			
Teachers that work in the afterschool program are more likely to respond “strongly disagree/disagree” than “strongly agree/agree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has been a positive impact on this student's math skills			
14. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has made it more likely that this student can return to the regular track	178	5.78	.0555
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” or “neutral” than “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has made it more likely that this student can return to the regular track			
15. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student take more responsibility for his/her actions	231	7.61	.0223
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student take more responsibility for his/her actions			
16. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student come to school ready to learn	236	5.64	.0595
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped			

## Analysis by teacher's status working in the afterschool program- High School Students

	n	$\chi^2$	p-value
this student come to school ready to learn			
19. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: has helped this student get along better with other students	220	8.11	.0173
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student get along better with other students			
20. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student be more self-confident in interactions with peers	229	4.71	.0951
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” or “strongly disagree/disagree” than “neutral” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student be more self-confident in interactions with peers			
21. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: I have heard this student talk about wanting to graduate from high school	225	6.44	.0399
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: I have heard this student talk about wanting to graduate from high school			
22. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: This student has talked about his/her plans for a career after high school	226	13.29	.0013
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: This student has talked about his/her plans for a career after high school			
23. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: This student seems to feel safe in his/her home environment <sup>31</sup>	212	7.71	.0212
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” to: This student seems to feel safe in his/her home environment			
24. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: This student is not the target of bullying by other students	229	13.17	.0014
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program this student is not the target of bullying by other students			
25. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: This student has not been involved in fighting, stealing,	228	10.00	.0068

<sup>31</sup> A full analysis could not be completed because of zero cells

Analysis by teacher's status working in the afterschool program- High School Students

	n	$\chi^2$	p-value
or vandalism			
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” or “strongly disagree/disagree” than “neutral” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program: This student has not been involved in fighting, stealing, or vandalism			
29. Since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student's parents be more involved in the child's education	219	13.59	.0011
Teachers that <b>work in the afterschool program</b> are more likely to respond “strongly agree/agree” than “neutral” or “strongly disagree/disagree” to: since earlier this year, attending the 21 <sup>st</sup> Century afterschool program has helped this student's parents be more involved in the child's education			

## **Appendix H: Across Survey Analysis**

## Elementary School Grades

### Parent and Student Responses

Item	n	% (#) matched responses	% <sup>32</sup> (#) matched responses: Positive Impact	κ	Level of Agreement
Do both parents and students report the afterschool program has helped the student get his or her <b>homework done on time</b>	480	72.9% (350)	70.8% (340)	0.148	Slight
Do students and parents feel the afterschool program has helped the student's <b>math skills</b>	481	63.0% (303)	58.2% (280)	0.147	Slight
Do students and their parents both report the student <b>liking the program</b>	449	75.3% (338)	73.9% (332)	0.133	Slight
Do students and parents feel the afterschool program has helped the student's <b>reading skills</b>	483	58.0% (280)	52.4% (253)	0.126	Slight
Do students and parents feel the afterschool program has helped the student <b>like school more</b>	480	47.5% (228)	38.5% (185)	0.088	Slight
Do students and parents feel the program offers <b>adequate variety in activities</b>	485	69.1% (335)	66.2% (321)	0.079	Slight
Do students and parents feel staff is equipped/able to <b>meet child's needs</b>	485	78.3% (380)	77.7% (377)	0.019	Slight

### Student and Teacher Responses

Item	n	% (#) matched responses	% (#) matched responses : Positive Impact	κ	Level of Agreement
Do students and teachers feel the afterschool program has helped the student's <b>math skills</b>	515	61.6% (317)	57.3% (295)	0.074	Slight
Do both teachers and students report the afterschool program has helped the student get his or her <b>homework done on time</b>	544	64.0% (348)	61.2% (333)	0.063	Slight
Do students and their teachers feel the afterschool program has helped	528	48.9% (258)	39.8% (210)	0.032	Slight

<sup>32</sup> Percentages are of total responses, matched and unmatched.

the student <b>get along better with others</b>					
Do students and teachers feel the afterschool program has helped the student's <b>reading skills</b>	559	53.8% (301)	49.9% (279)	0.025	Slight
Do students and teachers feel the program has had a positive impact on the <b>student's behavior</b>	540	40.9% (221)	31.5% (170)	0.012	Slight

### Parents and Teachers

Item	n	% (#) matched responses	% (#) matched responses: Positive Impact	κ	Level of Agreement
Do parents and teachers feel the afterschool program has helped the student's <b>math skills</b>	589	65.0% (383)	59.1% (348)	0.147	Slight
Do both parents and teachers report the afterschool program has helped the student get his or her <b>homework done on time</b>	606	72.6% (440)	69.6% (422)	0.145	Slight
Do parents and teachers feel the student is making <b>fewer mistakes on their homework</b>	615	61.1% (376)	56.1% (345)	0.137	Slight
Do parents and teachers feel the afterschool program has had a positive effect on the student's <b>grades</b>	628	65.8% (413)	61.5% (386)	0.106	Slight
Do parents and teachers feel the afterschool program has helped the student's <b>reading skills</b>	621	64.7% (402)	61.4% (381)	0.089	Slight
Do parents and teachers feel the afterschool program has had a positive impact on the <b>student's behavior</b>	595	54.8% (326)	46.6% (277)	0.054	Slight

### All Three Stakeholders

Student K-2, Elementary Parent, and Elementary Teacher Survey	Matched Responses			Non-Matched Responses	
	n	#	%	#	%
Do students, parents, and teachers report the program has helped the student get homework done					

Student K-2, Elementary Parent, and Elementary Teacher Survey	Matched Responses			Non-Matched Responses	
	n	#	%	#	%
Controlling for homework_done = “yes”	149	113	75.8	36	24.2
Controlling for homework_done = “kind of”	26	20	76.9	6	23.1
Controlling for homework_done = “no”	11	5	45.5	6	54.5
Fair Agreement: Overall Weighted Kappa: $\kappa = 0.216$					

Student Grades 3-5, Elementary Parent, and Elementary Teacher Survey	Matched Responses			Non-Matched Responses	
	n	#	%	#	%
Do students, parents, and teachers report the program has helped the student get homework done					
Controlling for homework_done = “yes”	313	230	73.5	83	26.5
Controlling for homework_done = “kind of”	43	29	67.4	14	32.6
Controlling for homework_done = “no”	24	13	54.2	11	45.8
Slight Agreement: Overall Weighted Kappa: $\kappa = 0.101$					
Do students, parents, and teachers feel the program has helped the student’s math skills					
Controlling for help_math= “yes”	288	195	67.8	93	32.3
Controlling for help_math = “kind of”	46	26	56.5	20	43.5
Controlling for help_math = “no”	31	19	61.3	12	38.7
Slight Agreement: Overall Weighted Kappa: $\kappa = 0.150$					
Do students, parents, and teachers feel the program has helped the student’s reading skills					
Controlling for help_reading= “yes”	264	178	67.4	86	32.6
Controlling for help_reading = “kind of”	86	53	61.6	33	38.4
Controlling for help_reading = “no”	42	19	45.2	23	54.8
Slight Agreement: Overall Weighted Kappa: $\kappa = 0.078$					

## Middle School Grades

### Parent and Student Responses

Item	n	% (#) matched responses	% (#) matched responses: Positive Impact	κ	Level of Agreement
Do students and their parents feel the program has helped the student <b>improve their grades</b>	438	59.4% (260)	48.6% (213)	0.257	Fair
Do students and parents feel the afterschool program has helped the student's <b>math skills</b>	451	55.0% (248)	44.4% (200)	0.249	Fair
Do students and parents feel the afterschool program has helped the student's <b>reading skills</b>	449	50.6% (227)	38.5% (173)	0.210	Fair
Do students and their parents both report the student <b>liking the program</b>	455	67.7% (308)	64.6% (294)	0.184	Slight
Do students and parents feel the program has helped <b>improve the student's self-confidence</b>	453	59.4% (269)	51.9% (235)	0.147	Slight
Do students and their parents feel the program has helped the student make <b>fewer mistakes on their homework</b>	434	39.4% (171)	24.9% (108)	0.036	Slight
Do students and their parents feel the program has helped the student get their <b>homework done on time</b>	431	58.0% (250)	54.8% (236)	0.025	Slight

### Student and Teacher Responses

Item	n	% (#) matched responses	% (#) matched responses: Positive Impact	κ	Level of Agreement
Do students and their parents feel the afterschool program has helped the student's <b>math skills</b>	388	44.3% (172)	34.8% (135)	0.057	Slight
Do students and teachers feel the program has had a positive impact on the student's <b>alcohol or drug use</b>	542	70.1% (380)	68.8% (373)	0.031	Slight
Do students and their parents feel the program has helped the	526	40.7% (214)	32.7% (172)	0.022	Slight

student make <b>fewer mistakes on their homework</b>					
Do students and teachers feel the program has had a positive impact on the student's <b>tobacco use</b>	540	69.8% (377)	68.5% (370)	0.022	Slight
Do students and their parents feel the program has helped the student get their <b>homework done on time</b>	525	50.5% (265)	46.7% (245)	0.019	Slight
Do students and parents feel the program has had a positive impact on the <b>student's behavior</b>	511	43.6% (223)	34.8% (178)	0.018	Slight
Do students and their parents feel the afterschool program has helped the student's <b>reading skills</b>	482	42.5% (205)	28.6% (138)	0.017	Slight
Do students and parents feel the program has helped the student <b>improve their grades</b>	532	48.7% (259)	40.8% (217)	0.015	Slight
Do students and parents feel the program has helped improve the <b>student's self-confidence</b>	532	50.2% (267)	43.8% (233)	0.002	Slight

### Parents and Teachers

Item	n	% (#) matched responses	% (#) matched responses : Positive Impact	κ	Level of Agreement
Do parents and teachers feel the student is making <b>fewer mistakes on their homework</b>	353	53.3% (188)	45.0% (159)	0.103	Slight
Do parents and teachers feel the afterschool program has helped the student's <b>math skills</b>	260	61.2% (159)	52.7% (137)	0.100	Slight
Do parents and teachers feel the afterschool program has helped the student's <b>reading skills</b>	319	54.9% (175)	45.8% (146)	0.070	Slight
Do parents and teachers feel the afterschool program has had a positive effect on the student's <b>grades</b>	359	60.7% (218)	56.8% (204)	0.050	Slight
Do parents and teachers feel the afterschool program has helped	354	59.9% (212)	53.1% (188)	0.084	Slight

Item	n	% (#) matched responses	% (#) matched responses : Positive Impact	κ	Level of Agreement
improve the <b>student's self-confidence</b>					
Do parents and teachers report the program has had a positive impact on the student's <b>behavior</b>	343	52.8% (181)	44.3% (152)	0.043	Slight

### All Three Stakeholders

Middle School Student, Middle School Parent, and Middle School Teacher Survey	Matched Responses			Non-Matched Responses	
	n	#	%	#	%
Do students, parents, and teachers feel the program has helped the student make fewer mistakes on homework					
Controlling for fewer_mistakes = “yes, definitely”	143	79	55.2	64	44.8
Controlling for fewer_mistakes = “kind of”	115	63	54.8	52	45.2
Controlling for fewer_mistakes = “no, not at all”	55	26	47.3	29	52.7
Slight Agreement: Overall Weighted Kappa: $\kappa = 0.103$					
Do students, parents, and teachers feel the program has helped the student's math skills					
Controlling for help_math= “yes, definitely”	112	80	71.4	32	28.6
Controlling for help_math = “kind of”	90	56	62.2	34	37.8
Controlling for help_math = “no, not at all”	37	14	37.8	23	62.2
Slight Agreement: Overall Weighted Kappa: $\kappa = 0.058$					
Do students, parents, and teachers feel the program has helped the student's reading skills					
Controlling for help_reading= “yes, definitely”	135	78	57.8	57	42.2
Controlling for help_reading = “kind of”	109	64	58.7	45	41.3
Controlling for help_reading = “no, not at all”	51	22	43.1	29	56.9
Slight Agreement: Overall Weighted Kappa: $\kappa = 0.077$					
Do students, parents, and teachers feel the program has helped the student improve their grades					
Controlling for improve_grades= “yes, definitely”	179	120	67.0	59	33.0
Controlling for improve_grades = “kind of”	107	62	57.9	45	42.1
Controlling for improve_grades = “no, not at all”	34	16	47.1	18	52.9

Middle School Student, Middle School Parent, and Middle School Teacher Survey	Matched Responses			Non-Matched Responses	
	n	#	%	#	%
Slight Agreement: Overall Weighted Kappa: $\kappa = 0.057$					
Do students, parents, and teachers feel the program has helped the student's self-confidence					
Controlling for more_self_confident= "yes, definitely"	209	133	63.6	76	36.4
Controlling for more_self_confident = "kind of"	84	47	56.0	37	44.0
Controlling for more_self_confident = "no, not at all"	31	16	51.6	15	48.4
Slight Agreement: Overall Weighted Kappa: $\kappa = 0.072$					
Do students, parents, and teachers feel the program has had a positive impact on the student's behavior					
Controlling for positive_impact_behavior= "yes, definitely"	172	97	56.4	75	43.6
Controlling for positive_impact_behavior = "kind of"	67	31	46.3	36	53.7
Controlling for positive_impact_behavior = "no, not at all"	67	37	55.2	30	44.8
Slight Agreement: Overall Weighted Kappa: $\kappa = 0.065$					

## High School Grades

### Parent and Student Responses

Item	n	% (#) matched responses	%(#) matched responses : Positive Impact	$\kappa$	Level of Agreement
Do students and parents feel the afterschool program has helped the student's <b>math skills</b>	100	66.0% (66)	59.0% (59)	0.212	Fair
Do students and their parents both report the student <b>liking the program</b>	102	76.5% (78)	74.5% (76)	0.107	Slight
Do both parents and students report the afterschool program has helped the student get his or her <b>homework done on time</b>	86	60.5% (52)	58.1% (50)	0.069	Slight
Do students and parents feel the program has helped the student make <b>fewer mistakes on their homework</b>	87	46.0% (40)	29.9% (26)	0.156	Slight
Do students and parents feel the afterschool program has helped the student's <b>reading skills</b>	100	52.0% (52)	44.0% (44)	0.109	Slight
Do students and parents feel the program has helped the student	91	68.1% (62)	62.6% (57)	0.149	Slight

<b>improve their grades</b>					
Do students and parents feel the program has helped <b>improve the student's self-confidence</b>	97	63.9% (62)	62.9% (61)	0.118	Slight

**Student and Teacher Responses**

Item	n	% (#) matched responses	% (#) matched responses: Positive Impact	κ	Level of Agreement
Do students and their teachers feel the program has helped the student improve their <b>grades</b>	166	54.2% (90)	46.4% (77)	0.125	Slight
Do students and teachers feel the program has had a positive impact on <b>student's tobacco use</b>	157	50.3% (79)	46.5% (73)	0.082	Slight
Do students and teachers feel the afterschool program has helped the student's <b>reading skills</b>	162	43.2% (70)	32.7% (53)	0.080	Slight
Do students and teachers feel the program has had a positive impact on the <b>student's alcohol or drug use</b>	156	50.6% (79)	47.4% (74)	0.071	Slight
Do students and teachers feel the program has had a positive impact on the <b>student's behavior</b>	147	49.7% (73)	45.6% (67)	0.069	Slight
Do students and teachers feel the program has helped the student get their <b>homework done on time</b>	154	53.9% (83)	47.4% (73)	0.062	Slight
Do students and teachers feel the afterschool program has helped the student's <b>math skills</b>	100	45.0% (45)	37.0% (37)	0.039	Slight
Do students and teachers feel the program has helped the student <b>get along better with peers</b>	143	46.9% (67)	37.1% (53)	0.029	Slight
Do students and teachers feel the program has helped improve the student's <b>self-confidence</b>	150	52.7% (79)	50.0% (75)	0.010	Slight
Do students and teachers feel the program has helped the student make <b>fewer mistakes on their homework</b>	153	38.6% (59)	32.7% (50)	0.007	Slight

**Parents and Teachers**

Item	n	% (#) matched responses	% (#) matched responses : Positive Impact	κ	Level of Agreement
Do parents and teachers feel the afterschool program has helped the student's <b>math skills</b>	50	70.0% (35)	60.0% 30	0.178	Slight
Do parents and teachers feel the afterschool program has helped the student's <b>reading skills</b>	89	70.8% (63)	67.4% 60	0.137	Slight
Do parents and teachers feel the afterschool program has helped improve the <b>student's self-confidence</b>	91	69.2% (63)	64.8% 59	0.119	Slight
Do parents and teachers feel the afterschool program has had a positive effect on the student's <b>grades</b>	94	75.5% (71)	71.3% 67	0.099	Slight
Do parents and teachers feel the student is making <b>fewer mistakes on their homework</b>	92	58.7% (54)	54.4% 50	0.097	Slight
Do parents and teachers report the program has had a positive impact on the student's <b>behavior</b>	93	62.4% (58)	59.1% 55	0.036	Slight

**All Three Stakeholders**

High School Student, High School Parent, and High School Teacher Survey	Matched Responses			Non-Matched Responses	
	n	#	%	#	%
Do students, parents, and teachers feel the program has helped the student make fewer mistakes on homework					
Controlling for fewer_mistakes = "yes, definitely"	28	17	60.7	11	39.3
Controlling for fewer_mistakes = "kind of"	24	13	54.2	11	45.8
Controlling for fewer_mistakes = "no, not at all"	12	7	58.3	5	41.7
Slight Agreement: Overall Weighted Kappa: κ = 0.039					
Do students, parents, and teachers feel the program has helped the student's math skills					
Controlling for help_math= "yes, definitely"	25	18	72.0	7	28.0
Controlling for help_math = "kind of"	9	6	66.7	3	33.3
Controlling for help_math = "no, not at all"	3	2	66.7	1	33.3

High School Student, High School Parent, and High School Teacher Survey	Matched Responses			Non-Matched Responses	
	n	#	%	#	%
Slight Agreement: Overall Weighted Kappa: $\kappa = 0.160$					
Do students, parents, and teachers feel the program has helped the student's reading skills					
Controlling for help_reading = "yes, definitely"	44	28	63.6	16	36.4
Controlling for help_reading = "kind of"	27	23	85.2	4	14.8
Controlling for help_reading = "no, not at all"	4	2	50.0	2	50.0
Slight Agreement: Overall Weighted Kappa: $\kappa = 0.086$					