

After-School Program Evaluation

ASES Evaluation for Hueneme School District

Academic Year 2007-2008

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I would like to praise and thank my team of assistants: Alidad Damooei, Pawan Nandwani, Srinivas Tam Tam Guru, Rizwan Maredia, and Adam Erickson for their valuable and hard work in processing the gathered data and their analyses.

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EXECUTIVE SUMMARY

Program Background:

The **After School Education and Safety (ASES) Program** is designed to be a local collaborative effort bringing schools, cities, counties, community-based organizations and business partners together to provide academic support and a safe environment before and after school for students in kindergarten and grades one through nine. The Port Hueneme School District ASES program aims at providing the following to the lives of children it serves:

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

Evaluation Criteria and Procedures:

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

- Local evaluations that aim to find how the existing program is progressing towards improving and strengthening its services to the students and their families. The local Evaluation for year 2007-2008 included the following three surveys:
 - Parents' survey.
 - Students' survey
 - Administrator/staff survey
- The State-mandated evaluation, which presents and analyzes the annual outcome-based data. It includes measures of academic performance and attendance throughout the year 2007-2008 included the following:
 - Academic performance using Statewide evaluation requirement
 - Teachers' survey and analysis.

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

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

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

- Days absent from the after-school program.
- Demographic and socio-economic data.

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

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

Using the information provided by the Port Hueneme School District we looked at the complete set of data concerning the academic performance and the differentials between each set of two subsequent years for the district as a whole and each participating school separately. In doing so we have calculated change in students' academic performance and attendance both for every individual student who participated in the program in 2007-2008 and for the district as a whole either through its student performances or various classes of students from the base year of 2006-2007 to the 2007-2008 academic year. This resulted in doing the following:

- We looked at each set separately and calculated a number of their data descriptions.
- We calculated score differentials for the common sets for each area of academic performance or attendance either day school or after-school.
- We interpreted our findings and made some conclusions regarding any change in academic performance in each area of evaluation from one year to the next year.
- We explained any deduction that can be made and policy implication that can be proposed.

The findings show that:

- A significant proportion of students for whom we had consistent academic performance data showed some improvement.
- The hope is that with collecting data over year we can conduct longer-term study of student academic performance in relation to their after-school attendance and programs.
- Indeed there is a need to relate the academic performance to other pertinent data that shows regular attendance of after-school and regular day school and show that attending after-school helped them reach a greater level of academic performance.
- Based on the teachers' survey Hueneme Elementary School (18.8%) and Sunkist School (18.0%) had the highest rate percentage of response in the pool of total responses and Conejo School had the lowest rate (0.1%).
- Grade distribution was close from 3rd to 5th grade ranging from 28.57% to 39.28%. A smaller number of teachers responded for students in the 1st and 2nd grade each with a representation of 1.8% and 7.1%, respectively.

- In almost every category of the responses to each of the questions asked, teachers believed that students showed a greater percentage of improvement than decline. Teachers also attested that in some areas there was need for improvement. Details of the findings can be seen in the text of report.
- Among the areas showing the most significant improvement we can mention the following:
 - Academic Performance (67% improvement¹)
 - Competing homework to the satisfaction of teachers (48.7% improvement)
 - Behaving Well in Class (44% improvement)
 - Class Participation (51.1% improvement)
 - Being Attentive in Class (44% improvement)

II) Student Survey Summary

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

- Some 69.2% of students attend the after-school program every day while nearly a third of students (26.7%) report inconsistent parental supervision on days that they do not attend the program. This indicates that children depend on the program as a place to stay after school while their parents work or study.
- Some 62.6% of students indicate that they like going to the after-school program always or most of the time. Students also demonstrated a general appreciation for various activities and services available in the program.
 - Enrichment activities (71.9% enjoy these always or most of the time)
 - Tutoring programs (64.5%)
- An overwhelming majority of students (80.2%) indicate that they feel safe while they are in the after-school program either always or most of the time.
- Some 57.3 of students feel that the staff are more like friends than teachers either always or most of the time. Such positive relationships create a friendly and nurturing environment for the students.
- Some 79.0% of students always have friends at the after-school program.
- Performance and feelings about regular day school is positively impacted by attending the after-school program. Students report enjoying school more, improved performance in schoolwork, and better conflict resolution skills with students at school since attending the program. Full results can be found in the report.

¹ Overall “improvement” is defined as a summation of all categories indicating improvement which includes the following responses to the survey question: Significant Improvement, Moderate Improvement, and Slight Improvement.

- The data indicates that the homework assistance programs are a success since the staff is knowledgeable, students have enough time for the homework, and the program serves their needs. This may be one of the most important aspects of the program since it directly improves students' academic achievement.
 - Those who help students are knowledgeable (80.5%²)
 - Students have enough time for homework (70.7%)
 - The program helps them with their needs (75.5%)
- Mentors play an important role in helping students to excel in school, deal with personal problems, and be in better spirits. Although the after-school program does not have a mentoring program, it is clear that students who are able to find mentors benefit from these relationships. Full results are available in the report.

III) Administrator Survey Summary

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

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

- Administrators from ten different locations filled out the survey with relatively equal participation from all the after-school program locations. This means that these results represent a fair cross-section of the district.
- Some 71.6% of administrators believe that the overall effectiveness of the program administration is either excellent or good. This is a positive sign that employees are confident in the quality of the program and its management
- Program administrators evaluated the following seventeen distinct program areas: Program Policy and Procedures, Staff-to-Child Ratios, Safety, Activities Offered, Internal Communications, Snack Program, Tutoring and Homework Assistance Programs, Enrichment Programs, Parents' Assistance Programs (such as literacy, parenting, and other classes), Indoor Space, Outdoor Space, Technology Utilization, Program Administration, Professional Development Opportunities, Resources and Materials, School/Community Relations, and Potential Growth
- The five areas of greatest strength are:
 - Safety (37.3% of administrators agreed with this)
 - Tutoring and Homework Assistance Programs (37.3%)
 - Program Policy (34.9)
 - Outdoor Space (31.3%)
 - Program Policies and Procedures (24.1%)
- The five areas in need of the most improvement are:

² This represents the proportion of students who believe the preceding statement to either be true always or most of the time.

- Activities Offered (41.0%)
- Enrichment Programs (37.3%)
- Resources and Materials (27.7%)
- Parents' Assistance Programs (26.5%)
- Technology Utilization (10.8%)
- Some 64.3% of administrators believed that the child-to-student ratio was either excellent or good.
- Some 69.9% of administrators felt that the food in the program was either good or excellent.

IV) Parent Survey Summary

A glance at the findings of the parents' survey demonstrates the vital role of the program in improving the daily life of parents. It helps them manage their lives, balance work and childcare, and be assured that their children are getting high quality care. The data shows that these parents could face hardships in their childcare without the availability of these after-school services.

In general, the assessment of the parents about different kinds of improvements that have occurred is strongly positive. Parents' assessment in every question ranges from improvement in behavior to academic achievement, self worth, ability to find friends, solve conflicts, and every aspect of behavior is outstandingly supportive of the program in achieving its stated objectives. It is undeniable that the existence of the ASES program is a major help for the continuation of these parents' ability to work and support their household.

- Some 77.3% of respondents are mothers while 19.9% are fathers. This demonstrates a comparatively greater expression of views and desires by mothers rather than fathers.
- Some 78.1% of respondents identified themselves as Hispanics, showing a good representation of ethnic make up of the district, their needs, and expectations.
- A majority of the respondents were between ages of 30 to 39 (53.6%). Nearly a fifth of the respondents (17.3%) were between ages of 20 to 29. This shows that much of the needs and desires of the parents and guardians are wishes of young parents in the Port Hueneme district community.
- Some 73.1% of the parents said they are married; the remaining 26.9% were either single or divorced.
- A majority of respondents said they have either full time (71.3%) or part-time (9.5%) jobs. This shows the needs and desires expressed are by far the needs and wishes of working parents in our community.
- A significant group of parents/guardians; some 28.9% said they have two or more children in the program. Some 63.8% had only one child in the program.
- Some 75.7% of respondents take their children to the after school program every school day. This shows that the after-school program is a major help for working families and is something that they rely upon everyday.

- Cost of care and quality of care were the top two challenges facing the family's in the survey in regards to childcare (39.8% highlighted cost of care while 28.1% mentioned quality of care). The hi-quality, low-cost services of the after-school program play a much-needed role in the lives of these parents.
- In a different question, some 68.9% of respondents they need after school to keep their children in a safe place while they are working. Some 78.6% mentioned that they need an after school program to help their children with their homework while they are at work.
- Some 82.6% of parents indicated that this after-school program is the only one to which that they can send their children. Without the program, one can only imagine the consequences that these parents and their children would face.
- The findings of the study clearly show the tremendous value of the after-school program in helping parents to work and provide for the family, miss their work less, and continue their education for improving their lives in the years ahead. Full results to support this finding are available in the report.
- When asked about the activities they would like their children to be involved with in the program, the most popular programs were homework and tutoring services. This demonstrates the importance parents place on the academic performance of their children. In general, there seemed to be a high level of desire for all the activities that were listed and the full results are available in the report.
- Parents' assessment in every question ranging from improvement in behavior to academic achievement, self-confidence, ability to find friend, solve conflicts, and every aspect of behavior is outstandingly supportive of the program in achieving its stated objectives.
- There seems to be a great level of interest among parents in having special educational and training programs for family members. Some of the percentages below are very significant. Catering for the needs and desires of parents expressed in their answers and reflected in this report deserve much more attention in the year ahead. The following areas of interest are the ones that parents think after school programs can help them with:
 - Participating in classes on child development (55.1% are very interested)
 - Participating in classes for child safety (61.7%).
 - Bringing their children to a multicultural event (58.5%)
 - Participating in classes on parenting (54.4%)
 - Having a place to call for parenting advice and information (55.1%).
 - Participating in computer classes for adults (54.5%)
 - Participating in parents' leadership training (42.1%)
- The data also indicates that parents are relatively less open to activities or programming which might infringe upon the family's privacy such as having a child development specialist or social worker visit the family's home.
- The after-school program seems to have successfully improved the level of interaction between parents and staff over past years. 59.4% of parents report at least some communication with the staff about their children.
- Answers to the questions about the income, family situation, needs and economic possibilities of parents clearly show that almost the entire population of respondents is working families with high levels of dependency on the existing

after-school program. For some 82.6% of the respondents this program is the only one that they send their child to after school program. Some 47.2% cannot afford any other after school program for their children. Some 18.1% need transportation assistance for their children to attend this program.

- There is no doubt about the special place of ASES program and the fact that its existence is a major help for the continuation of these parents' ability to work and support their household. The positive impact of ASES is undeniable.

1) Introduction

The **After School Education and Safety (ASES) Program** is designed to be a local collaborative effort bringing schools, cities, counties, community-based organizations and business partners together to provide academic support and a safe environment before and after school for students in kindergarten and grades one through nine. The After School Education and Safety (ASES) program was created in 2002 after voters approved Proposition 49, which renamed and expanded what was known formerly as the “Before and After School Learning and Safe Neighborhood Partnerships Program.” The ASES program provides funds for before and after school programs to school districts or local government entities. These before and after school programs offer literacy, academic enrichment, computer training, homework assistance, fine arts, youth development, physical fitness or other types of constructive alternatives for students in kindergarten through 9th grade. The funding level for the ASES program in 2003-04 was \$122 million, so only a fraction of the communities that applied for funds received a grant; however, with funds guaranteed by Proposition 49 rolling out in the coming 2006-07 budget year, the funding level will increase by \$428 million. The hope is that funding for this program extends over years and provides the much-needed services that it makes possible for a greater number of schools in the State of California.

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

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

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

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

- Offering effective learning opportunities for the students after school and during the summer.
- Improving the academic achievement of students who participate in the program by providing educational supports in the non-school setting.
- Offering enrichment opportunities for personal development for Port Hueneme schoolchildren to participate in the program as an alternative to non-productive or destructive activities.

- Improving the health of students participating in the program through daily physical activity and health/nutrition education.
- Increasing the proactive factors of students participating in the program to improve their attitude towards school, interactions with others, self-confidence, and self-respect.
- Enabling parents to better support their child(ren)'s educational progress by improving connections with existing parent support services.

Students are provided daily with time to complete homework, specific tutoring in math and/or reading, physical education, and social recreation.

2) Evaluation Structure and Implementation

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

- Local evaluations that aim to find how the existing program is progressing towards improving and strengthening its services to the students and their families. The local Evaluation for year 2007-2008 included the following three survey:
 - Parents' survey.
 - Students' survey
 - Administrator/staff survey
- The State-mandated evaluation, which presents and analyzes the annual outcome-based data. It includes measures of academic performance and attendance throughout the year 2007-2008 included the following:
 - Academic performance using Statewide evaluation requirement
 - Teachers' survey and analysis.

2.1) Statewide Evaluation:

Statewide evaluation is required by the State of California as a necessary component of the program operation. The theory behind this requirement is that by combining all the program data a single statewide profile can be created. The exact structure of this component of the evaluation is provided by the state and it is to be followed without modification. We set out to gather the following data items for the Port Hueneme School District:

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

- Demographic and socio-economic data.

School performance, attendance and behavior need to be collected for the baseline and the year in progress. With help of the District a comprehensive set of information was gathered for all need data items for the base year 2006-2007 and the year of evaluation 2007-2008.

2.2) Local Evaluation

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

In 2007-2008 we made a few changes in our survey questions from the previous year to help gathering the needed information of the current year. These questions are formulated based on a series of pertinent thematic areas of inquiry that can be found in the existing after school education literature. Answers to the questions posed can help the management make the necessary changes in the program content and day-to-day running of the program along with achieving the objectives of improving the efficiency and effectiveness of the program for the years ahead.

2.2.1) Themes of the Questionnaire:

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

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

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

- Social and economic needs for having the after-school program.
- Interests in the current curriculum of the program.
- Existing constraints in making regular use of the program.

- Assessment of positive change in the behavior of their children as a result of attending the after-school program (assessing the efficacy of the program).
- Assessment of the success of the program in meeting the academic needs of their children.
- Important demographic information that allows us to cross-tabulate information for various policy implications.

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

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

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

3) Summary of the Procedures and Findings for Academic Year 2007-2008

We used the information gathered for each component of our evaluation and analyzed the findings. A summary of the findings are presented in this section of the report. It should also be mentioned that our existing database has the potential of producing more information (particularly with regard to cross-tabulation of responses across different categories of respondents) depending on the needs of the management, collaborative partners, and the state educational authority in the future months and the academic year.

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

3.1.1) Data collection

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

3.1.2) Statistical procedures and reporting format of test scores

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

- Based on the availability of data collected and explained in the previous section we looked at the following four set of data concerning the academic performance and the differentials between each set of two subsequent years.
 - CST Eng/Lang Arts Performance Level
 - CST Eng/Lang Arts Scaled Score
 - CST Math Performance Level
 - CST Math Scaled Score
 - CAT/6 for both Mathematics and English for the years reported.
- We looked at each set separately and calculated a number of their data descriptions.
- We calculated score differentials for the common sets for each four areas of academic performance from the baseline to the follow-up year.
- We interpreted our findings and made some conclusion regarding any change in academic performance in each area of evaluation from one year to the next year.

- We explained any deduction that can be made and policy implication that can be proposed.

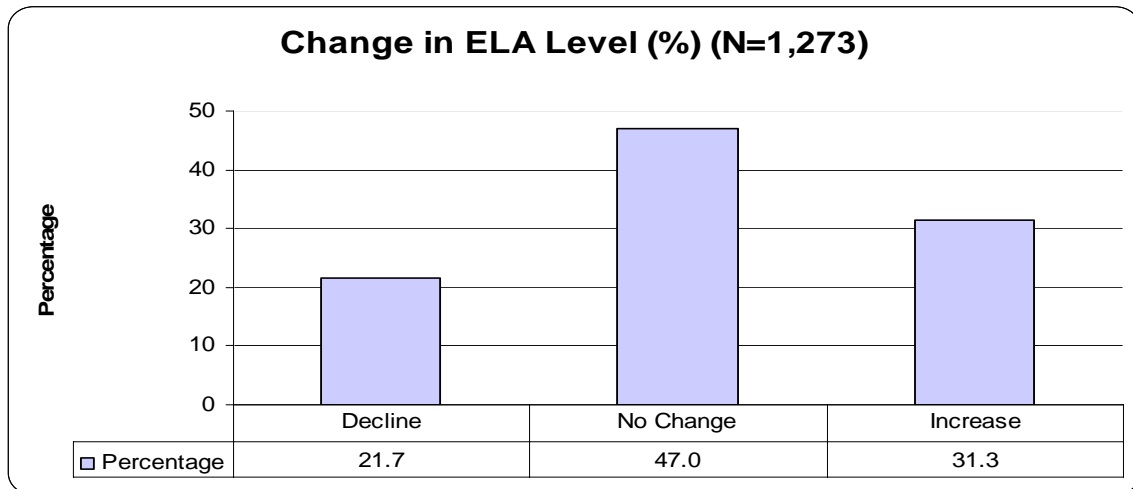
3.1.3) Summary of the findings for academic performance

Academic performance data was available for all students who participated in the after-school program during 2006-2007 and 2007-2008. In order to find improvement or decline in students' academic performance and attendance we use the available data to calculate the following measures:

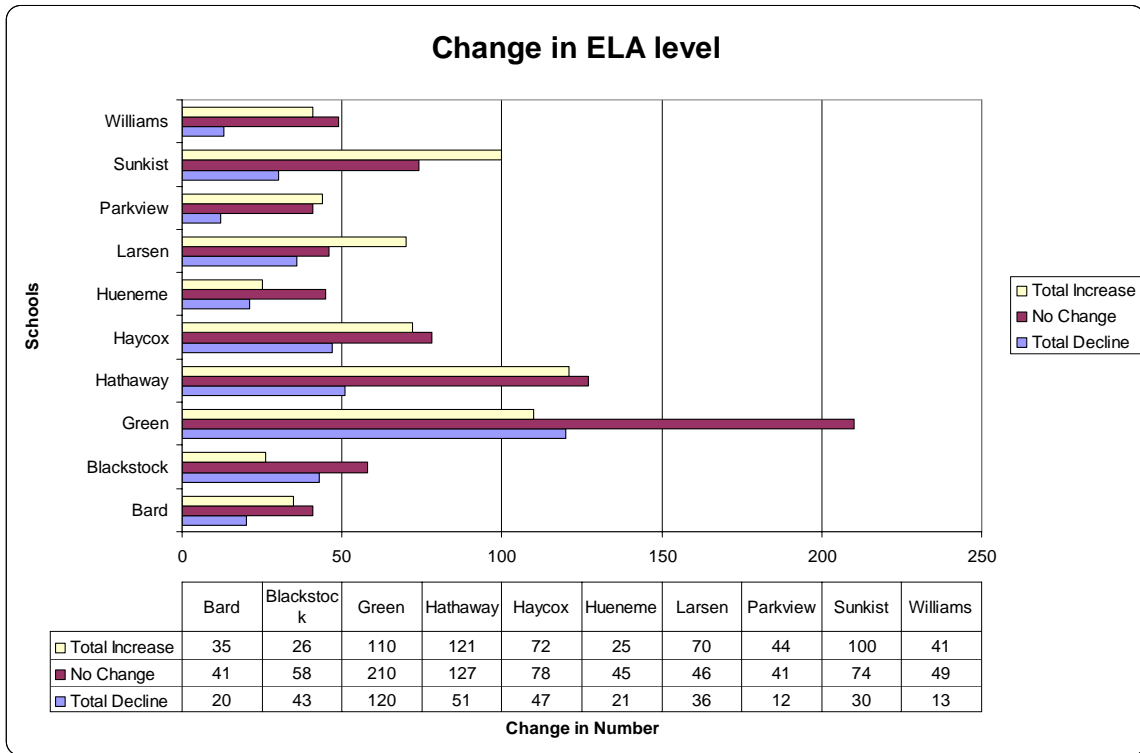
- Change in academic performance based on the following scores:
 - ELA level
 - Math level
 - ELA scaled
 - Math scaled
 - English Fluency
- Change in attendance based on the following indicators
 - Attendance of regular day school
 - Attendance ratio for regular day school
 - Days attending after-school program
- We also looked at mean value (an important descriptive statistic measuring performance as a whole) of a number of academic performance indicators for Port Hueneme School District as a whole and for individual schools that participated in the program.
- Finally we reported a number of demographic indicators of the students and schools that have participated in the program.

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

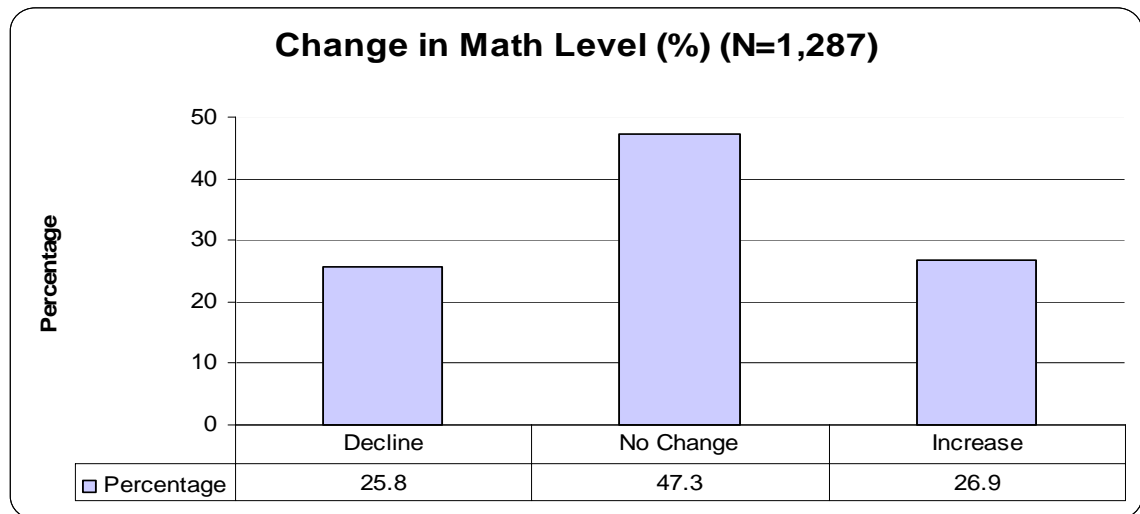
Difference in academic performance of all those students who participated during 2006-2007 and 2007-2008 produced some interesting outcomes that are presented by a number of graphs. The interesting part of the report in this section is to see improvements or declines in every student who participated in the program from the base year to current year. This data has special significance as it is focused on the individuals.



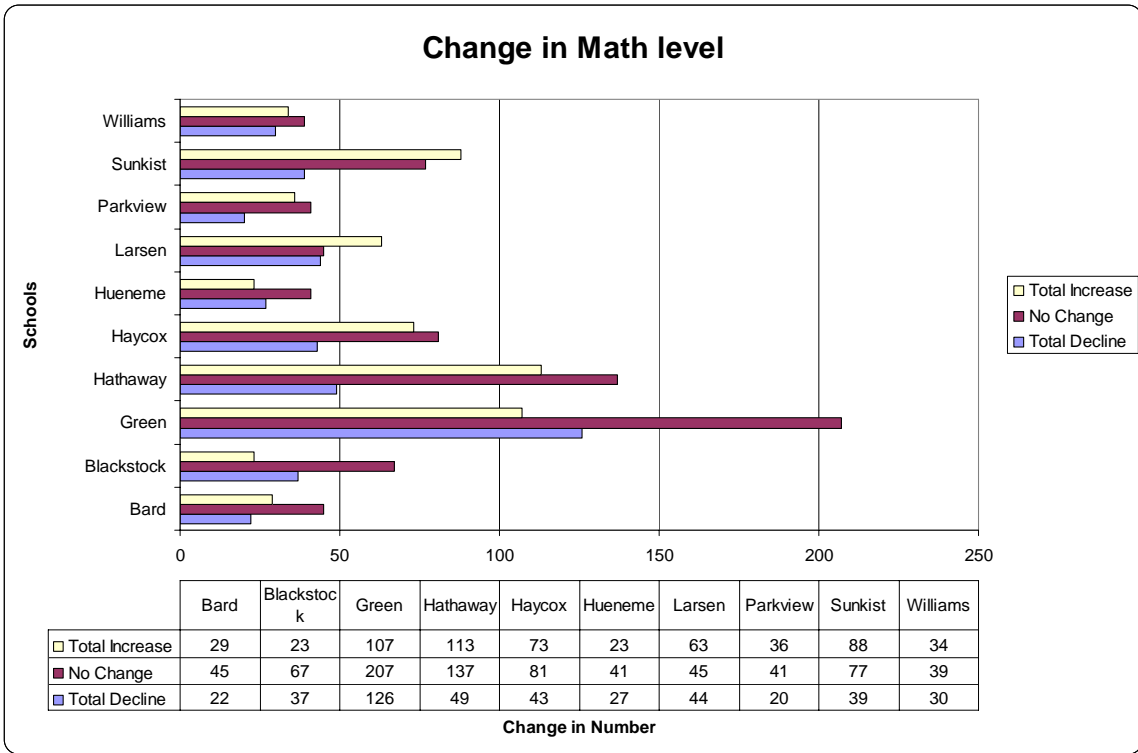
The above chart shows that overall a significantly larger percentage of students showed improvement in their ELA level in the District as a whole. The following chart presents the breakdown of such changes for every individual school within the program.



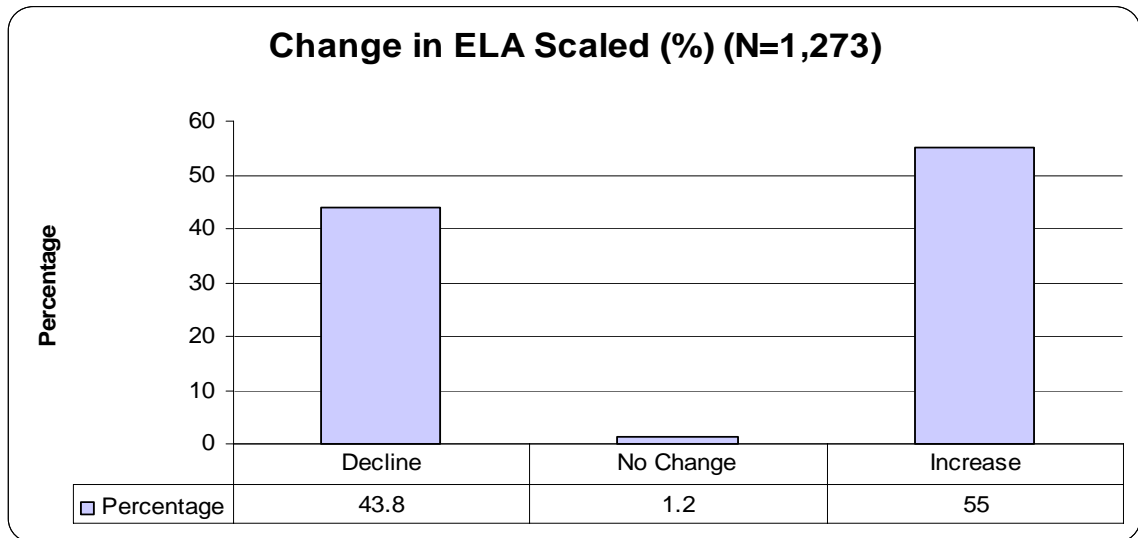
The chart indicates that schools differ in terms of showing improvement or decline. Some schools show a bigger number of students had improvement than decline.



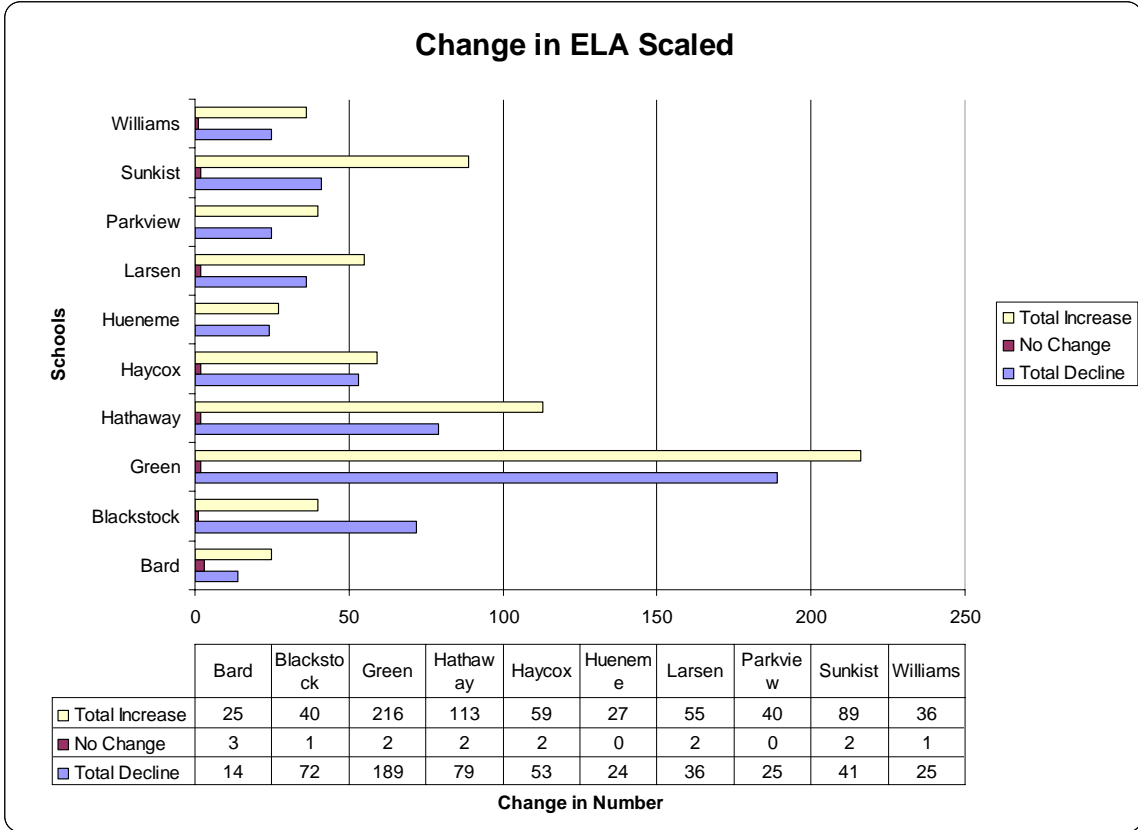
Change in Math level shows an overall marginal increase than decline. A breakdown of individual schools can be seen in the following chart.



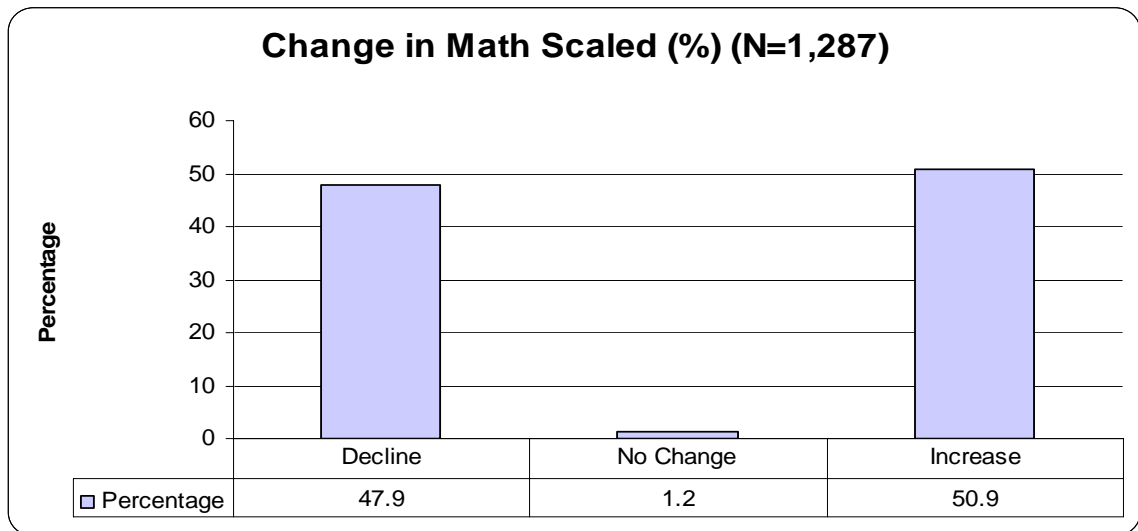
It is interesting to see that for most of the schools reported having greater number of students showing improvements than declines. It is important to remember that we used total number of changes as opposed to percentage of change in every school.



Ones again the percentage of students showing improvements exceeds declines when change in ELA scaled were examined from 2006-2007 to 2007-2008. The following chart looks at comparison of improvement and decline across all schools.

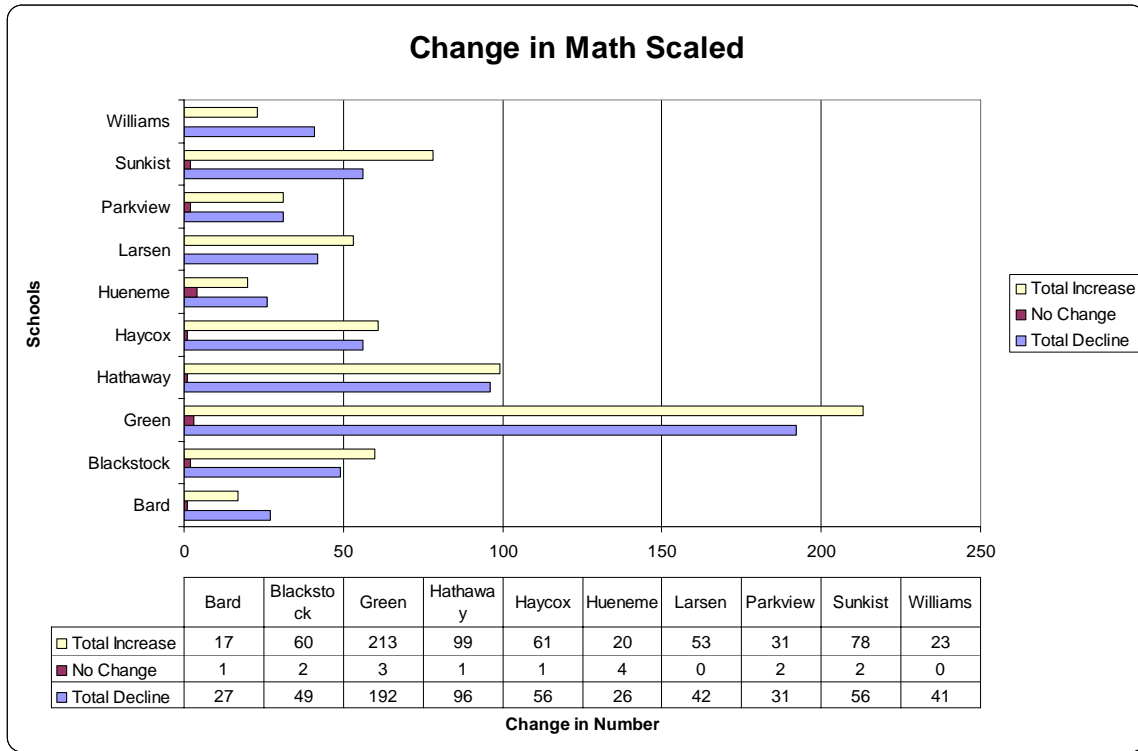


With the exception of one school, all others show that the total number of students showing improvement exceeds those experiencing a decline.

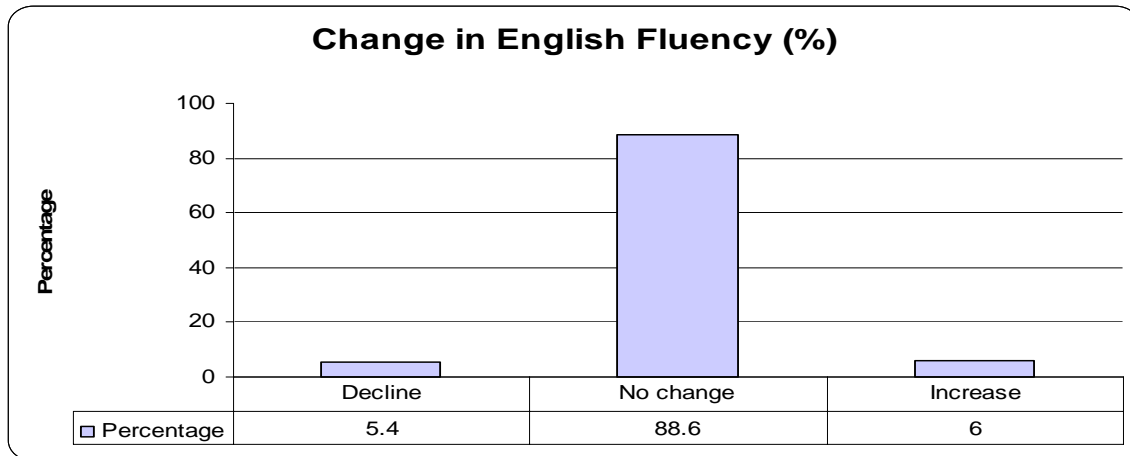


The above chart looks at the change in Math Scaled within the District as a whole. The level of improvement exceeds decline by a small percentage. The following chart brings a

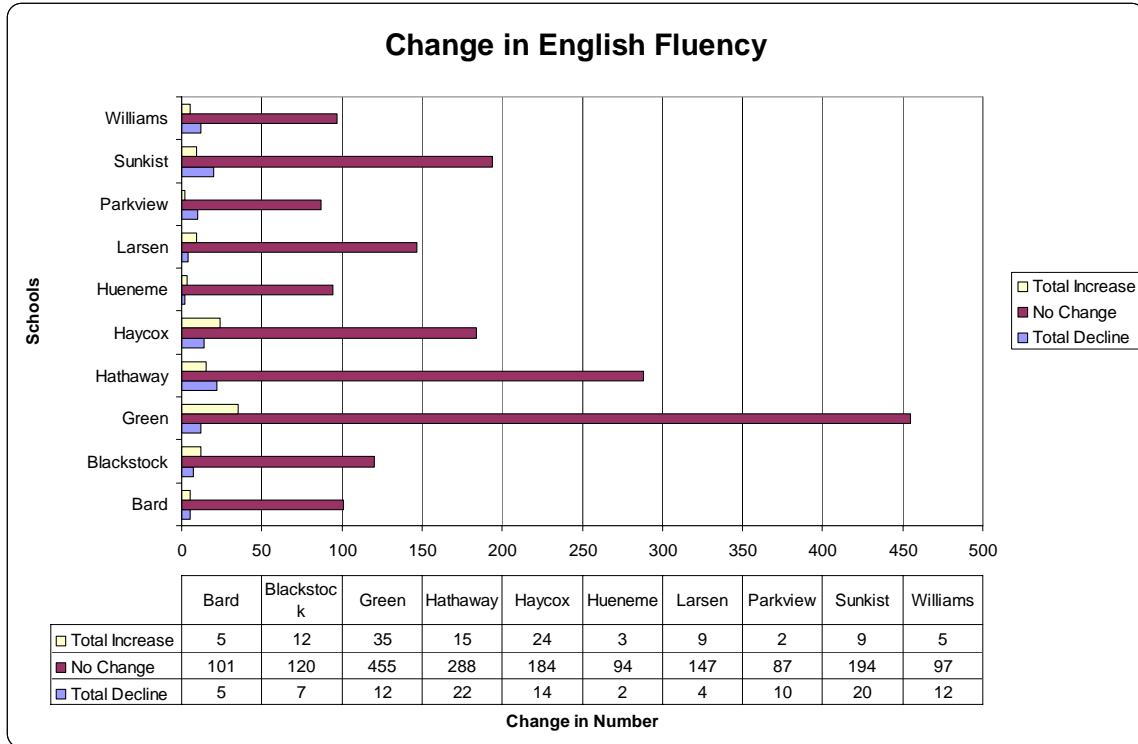
comparison among schools by presenting the total number of students in each school based on showing improvement, decline, or staying the same. With few exceptions individual schools appeared to present the same pattern of improvements exceeding declines



The following chart shows the change in English Fluency within the District. The picture shows that by and large, the level remained the same for more than 88% of the students.

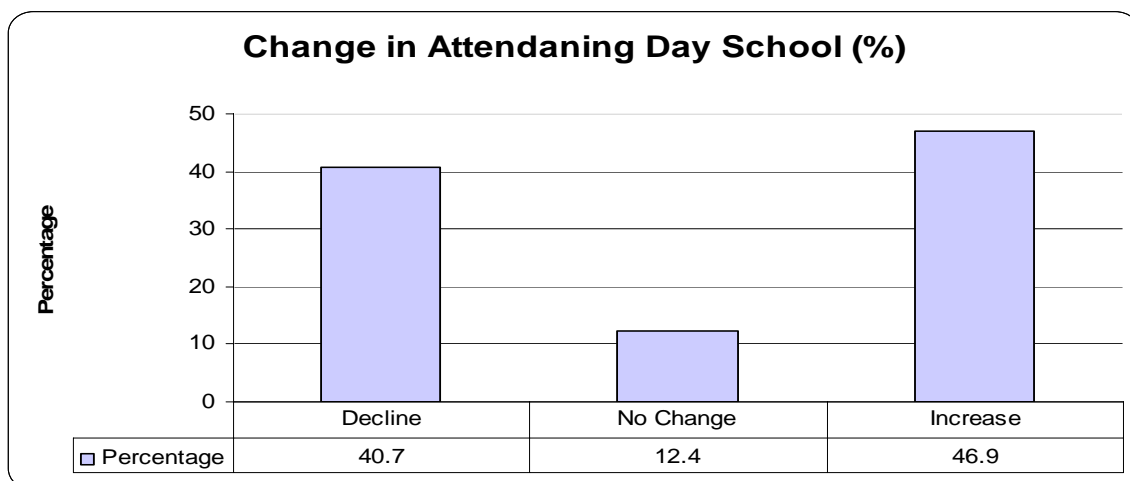


The following chart presents the changes in all schools participating in the after-school program.



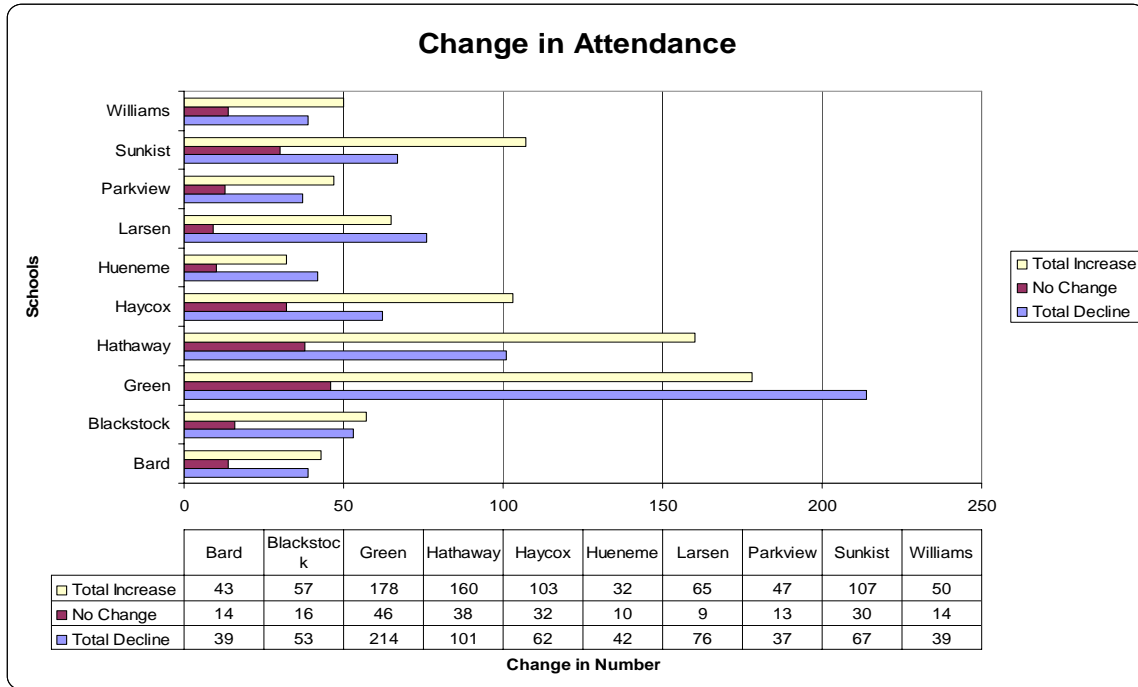
3.1.3.2) Change in Attending Day and After-school

Attending day and after-school are expected to help students perform better. Most studies show that falling behind and missing school are among some of the most important factors impacting dropping out. It is also perceived that attending after-school may help students to like their day school better and become more enthusiastic to study and participate in extra curricular activities. We use the following indicators to show change in attending day and after-school programs.



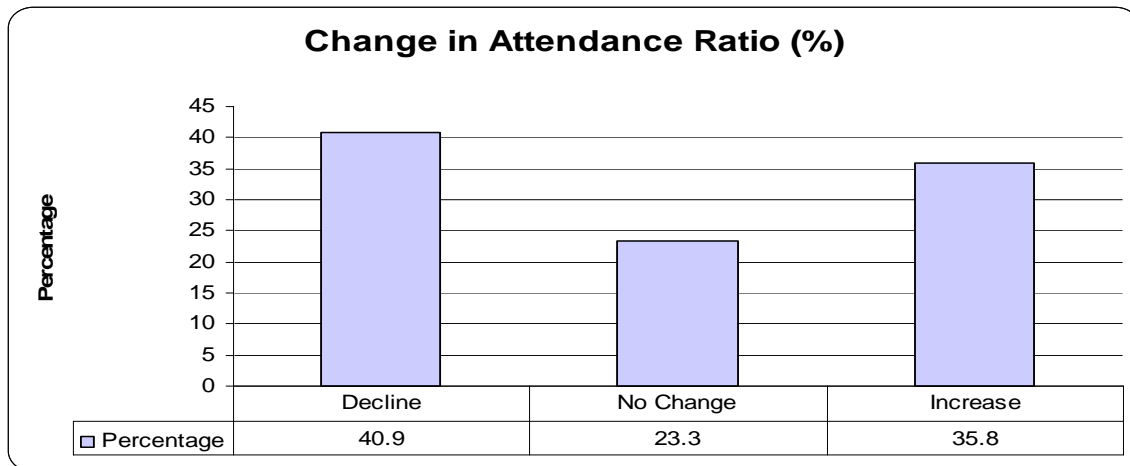
The above chart shows that around 47% percent increased their attendance while around 41% showed a lower number of days attending school. Using the same procedure the

following chart shows rate of attendance across various schools. As the chart shows, the picture is rather mixed.



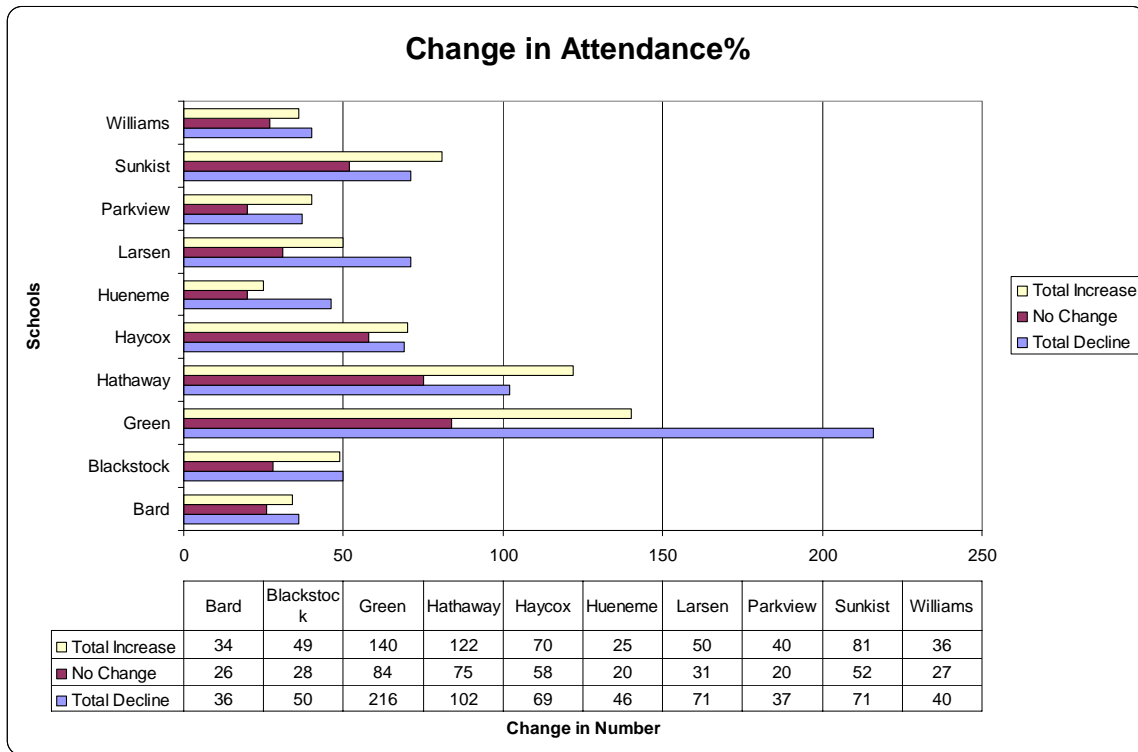
On the whole, the number of schools showing improvement in attendance exceeds the number of schools showing a decline.

Measuring attendance by number of days present (being in attendance) may not be an accurate measure of students' attendance as some may have come to school some times after the start of the school season. We therefore took attendance ratio defined as number of days present divided by total number of days enrolled to measure the ration of attendance. The change in attendance measured by attendance ratio for the after-school students can be seen in the following chart.

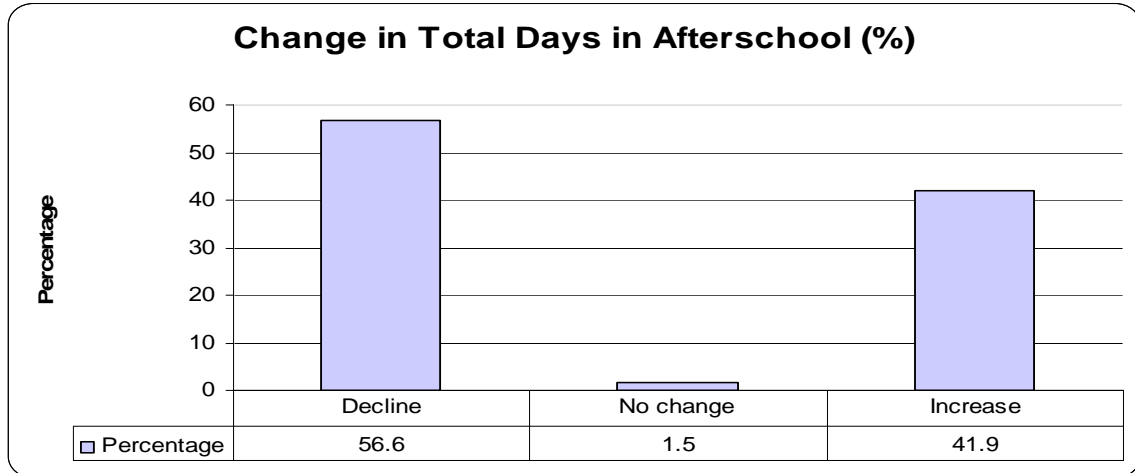


The above chart shows that by adjusting for days enrolled the rate of attendance measured by ratio of days attended over days enrolled shows a proportionally higher decline than increase. Some 23% of the students compared from 2006-2007 to 2007-2008 showed no change.

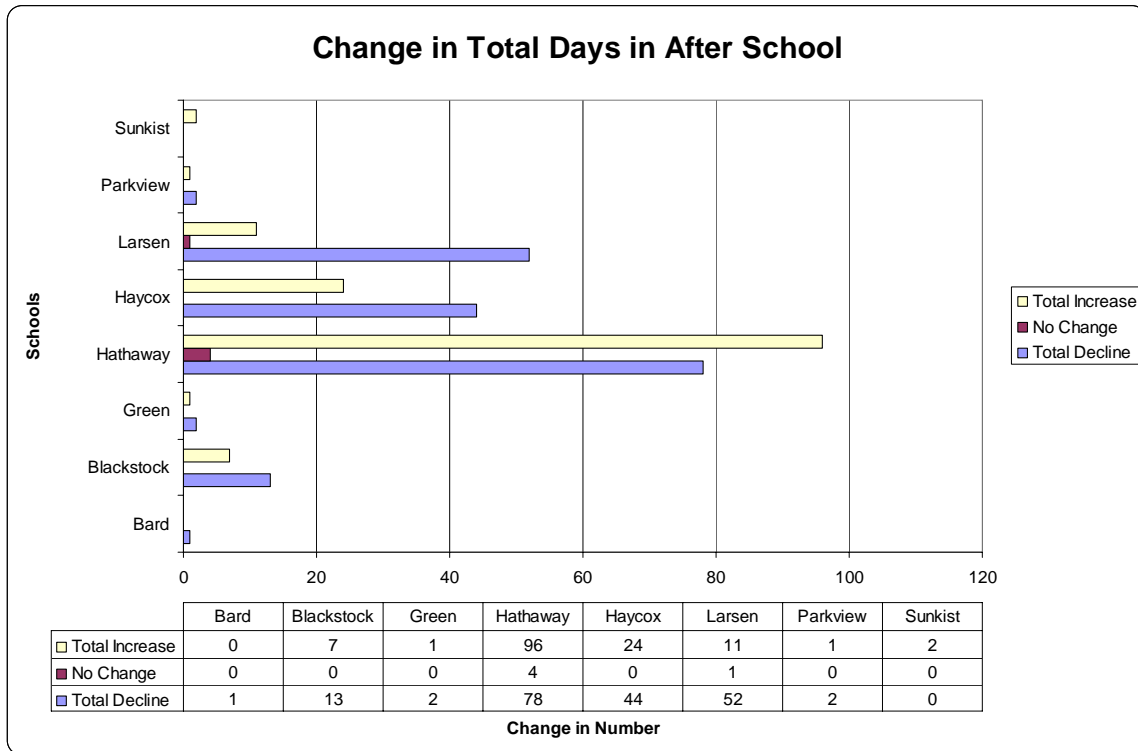
Following the same, the following chart presents the distribution of improvement or decline measured by attendance ration across the schools. As the chart shows a similar pattern emerges when a comparison cross schools is purposed.



The following chart shows change in days attending after-school program from 2006-2007 academic year to 2007-2008. According the chart the percentage of those decreasing their number of days attending is higher than those increasing their attendance days. This result should not be extended to all 10 schools that have enjoyed ASES program in 2007-2008. The reason is that with exception of three the other seven schools became actively involved in 2007-2008 and therefore taking data from 2006-2007 as the base year for the purpose of measuring improvement or decline in attending after-school program is an erroneous assumption and the outcome does not provide a logical measure of assessing after-school attendance.



The following chart shows more lights on changes when one looks at such change across various schools.

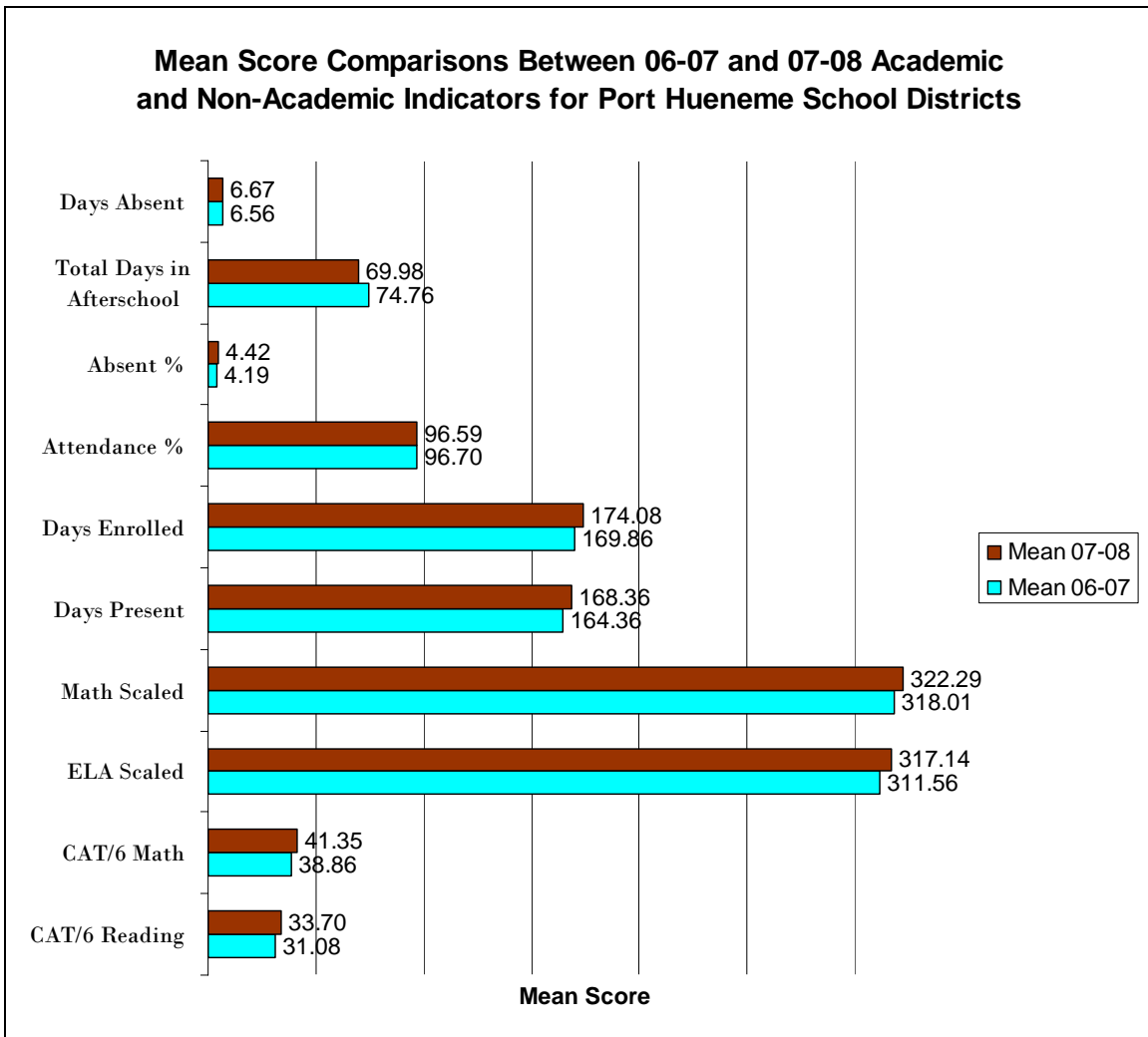


Indeed the schools that can be taken into consideration since they have enjoyed after-school programs for the last four years are Larsen, Haycox and Hattaway. A yearly comparison shows that in Hattaway the rate of attendance of the same students who attended after-school program increased from a year ago and the rate shows a decline in the other two schools. Finally, increase or decrease on an individual student basis is what we see in these graphs and they do not show change in the total number of students benefiting from this program. Such figures can be found from the after-school records.

3.1.3.3) Change in Performance as a Whole within the District

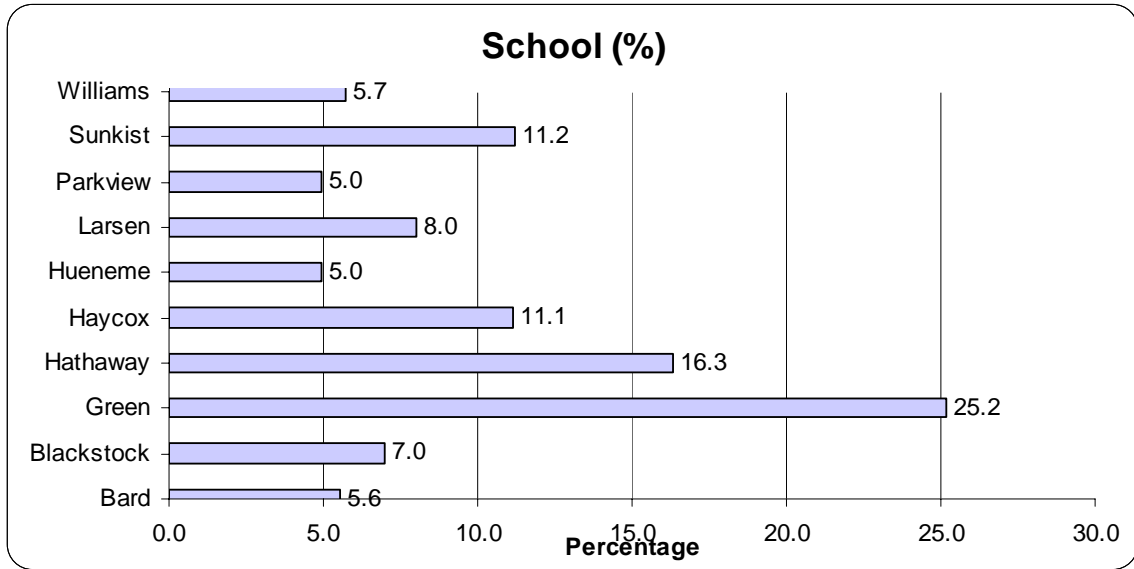
This segment of the report looks at the mean value (an important descriptive statistic measuring performance as a whole) of a number of academic performance indicators for Port Hueneme School District as a whole and for individual schools that participated in the program. The outcome is presented in the following charts.

The difference between this indicators and the ones reported earlier is that in this segment we do not measure performance based on improvement or decline in performance of individual students from 2006-2007 to 2007-2008 but the change in performance is looked at from the viewpoint of the district as a whole when performance from base to current year is looked into. Following such indicators as the following chart shows, almost in every area of comparison, we see a marginal improvement.

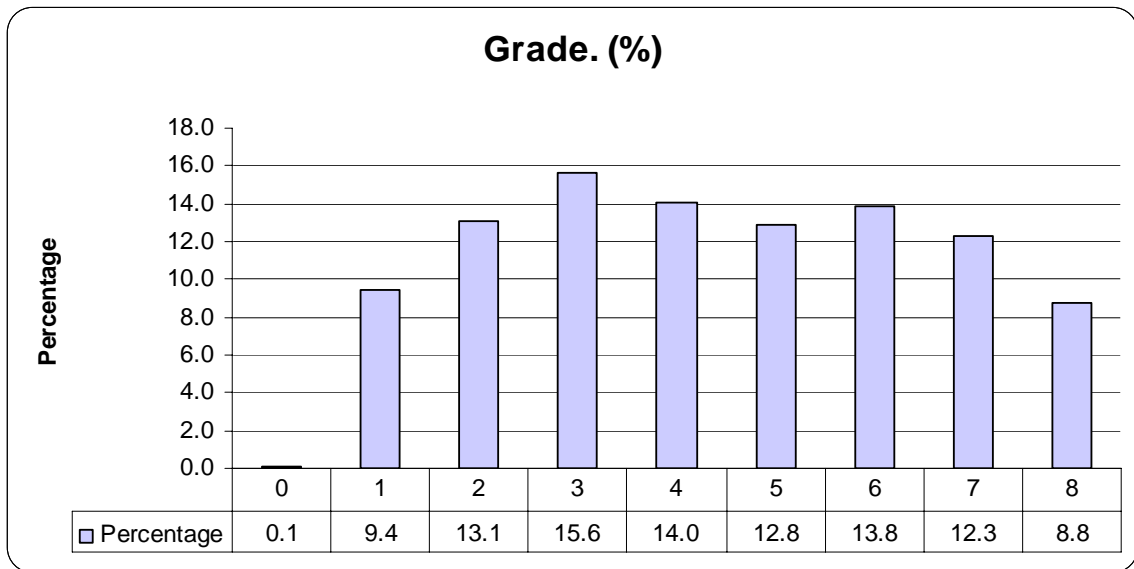


3.1.3.4) Principal Demographic Indicators of Students and Schools Participated in the Program

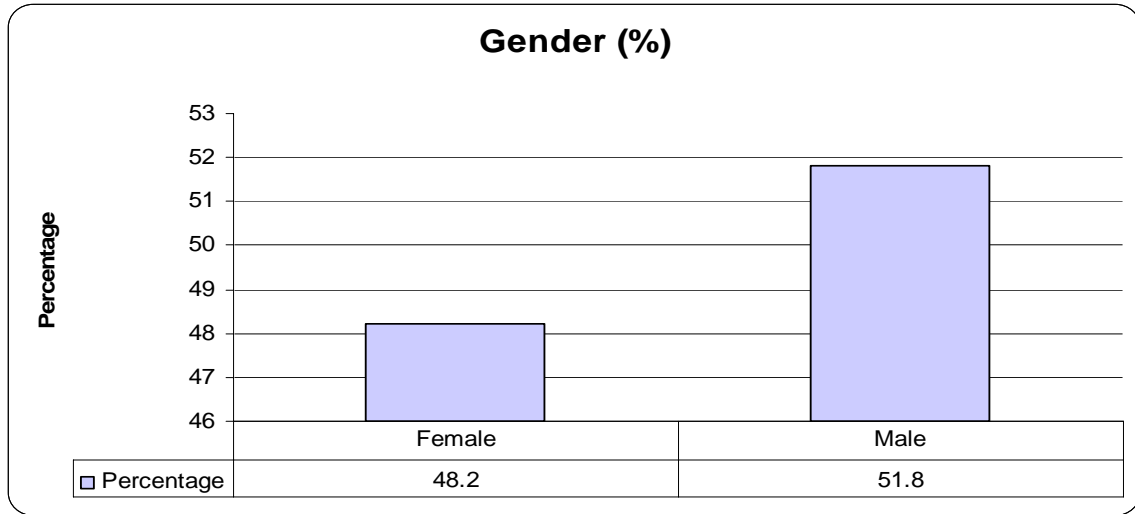
Below a number of important demographic indicators are reported. The following chart shows the proportional size of the student body attending ASES program from different schools.



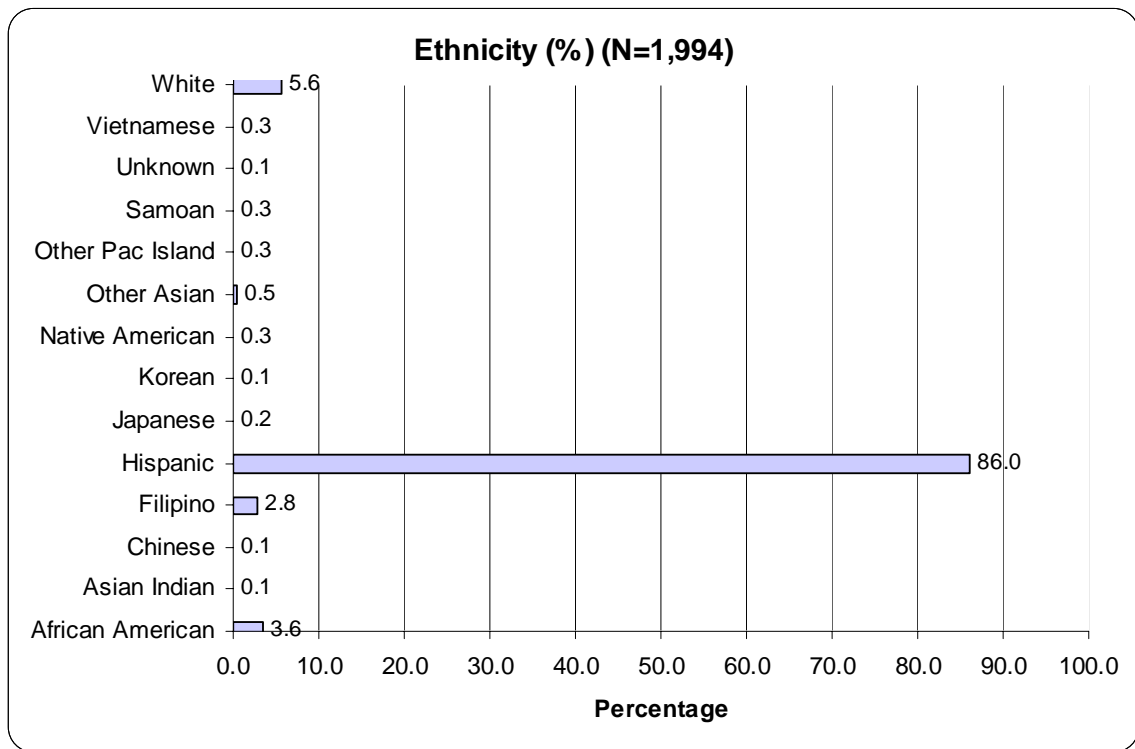
The following chart shows that students are almost evenly distributed among grades one to seven. Third and fourth graders account for a larger proportion of students attending after-school program.

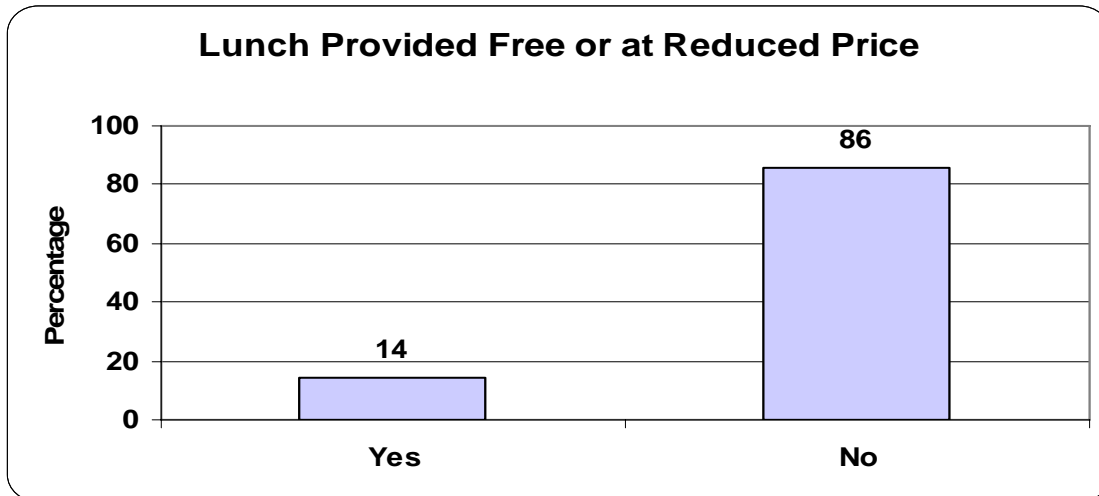


The following chart presents gender distribution of students attending after-school program.



Ethnicity is reported based on the breakdown provided by the District. It shows that overwhelming majority of students are Hispanics.





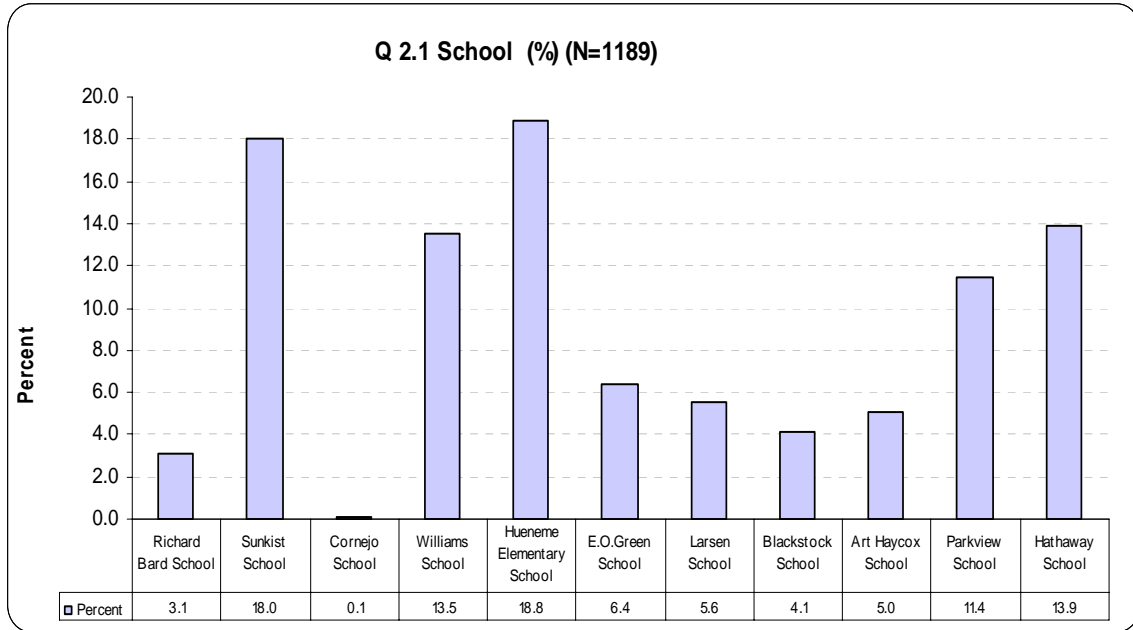
The above chart is an indicator of economic status of students and it shows that some 86% of the students benefit from free or reduced lunch.

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

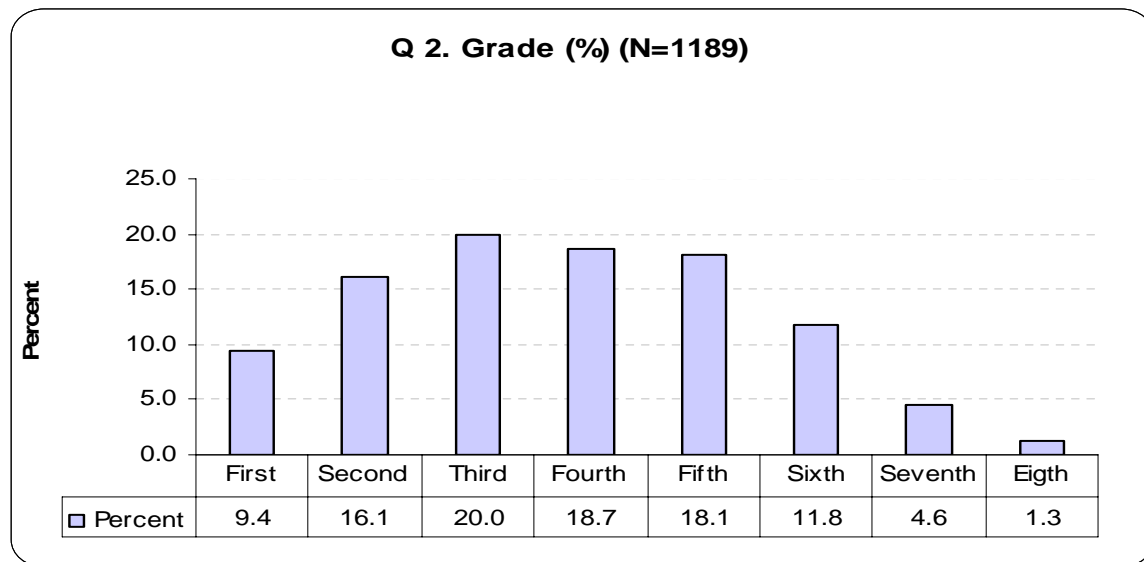
The teachers' survey had a number of questions specifically designed to inquire about their views on the students who have been attending the after-school program. The goal of the questions was to find the impact of the after-school program and whether such impacts were positive or negative. The context of the assessment was to make a comparison in the behavior and performance of each student and to determine if a particular students' behavior has changed since the beginning of the school year. The options for each of the ten questions asked are given below:

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

The questionnaire was completed for 1189 students in several centers of the after-school program. The outcome of the survey is presented in the following charts with relevant summaries and analyses. The four participating schools in the Port Hueneme School District are represented in the following distribution:

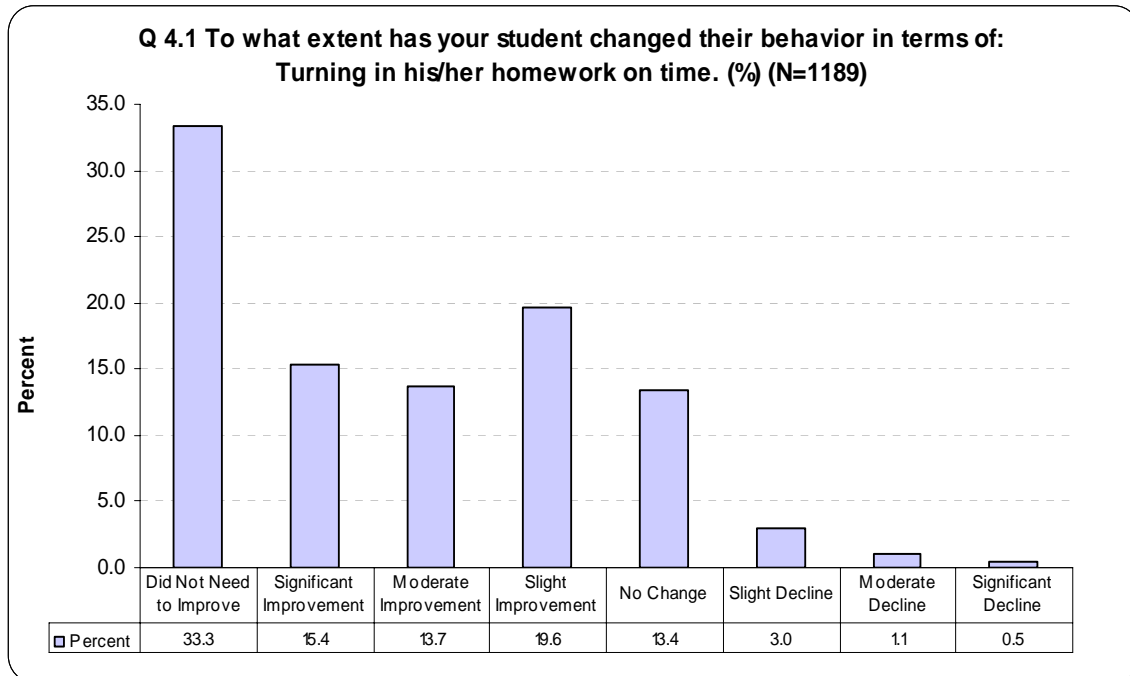


Furthermore, the teachers who were surveyed teach classes to children of a variety of ages mostly distributed across the elementary school range with the highest concentration being for students in the third through fifth grade. The exact distribution is as follows:



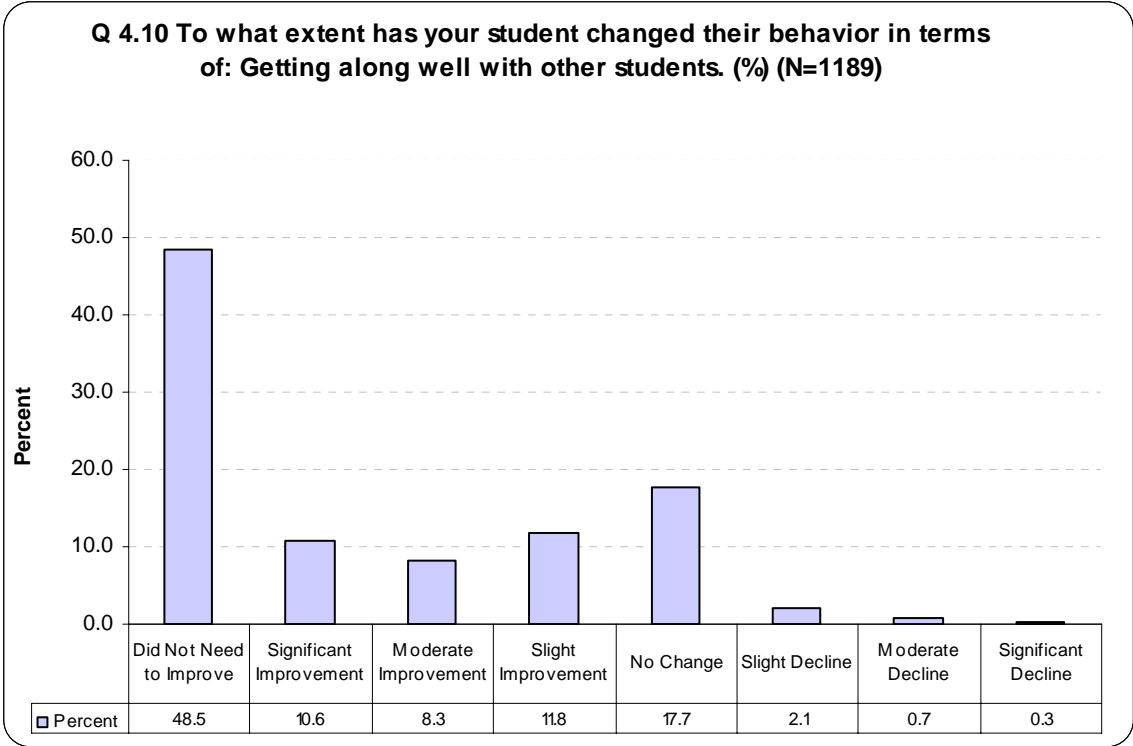
3.1.4.1) Behavior and Friendliness

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



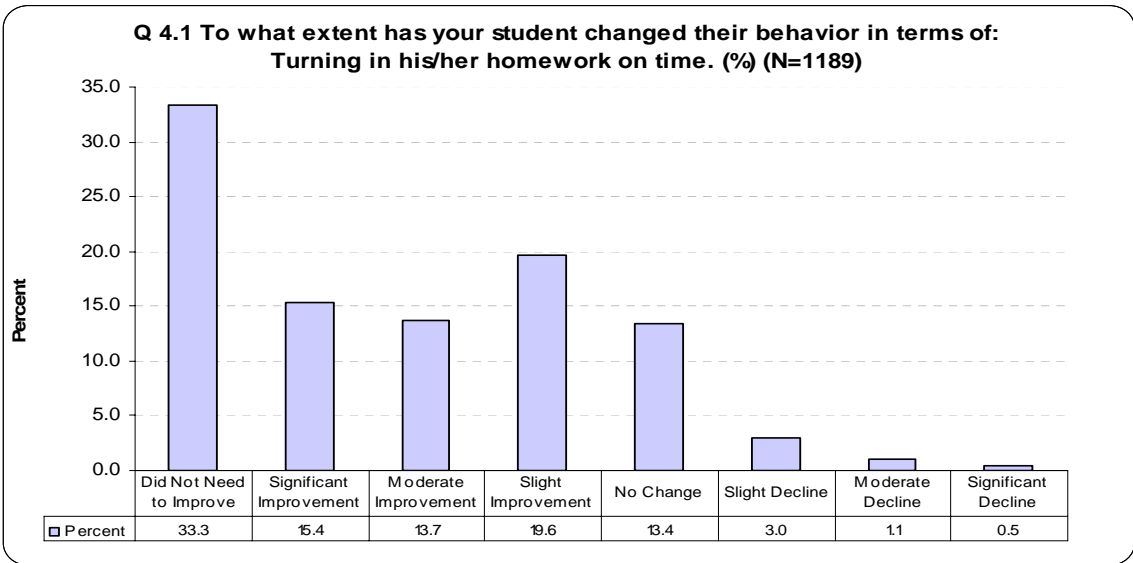
Fortunately, 33.3% of students did not need to improve their behavior in the classroom. Yet, an impressive 48.7% of students showed some degree of improvement in their behavior while only 1.8% showed a slight decline. 13.4% of students showed no change in their behavior. Altogether, these results indicate that student behavior has improved. While the mechanism for this improvement is not clear, it is nevertheless a positive sign about the after-school program.

Looking at the following chart shows that a sizeable portion of students (48.5%) showed no need for improvement in their ability to get along with one another. Even though teachers seem to have not perceived a great need, it is a positive sign that a sizeable portion of teachers observed an improvement (30.7%) compared to only 2.1% noticing a slight decline. The reason for such improvements can include the socializing that occurs at the after-school program that teaches students through experience how to better interact in school.

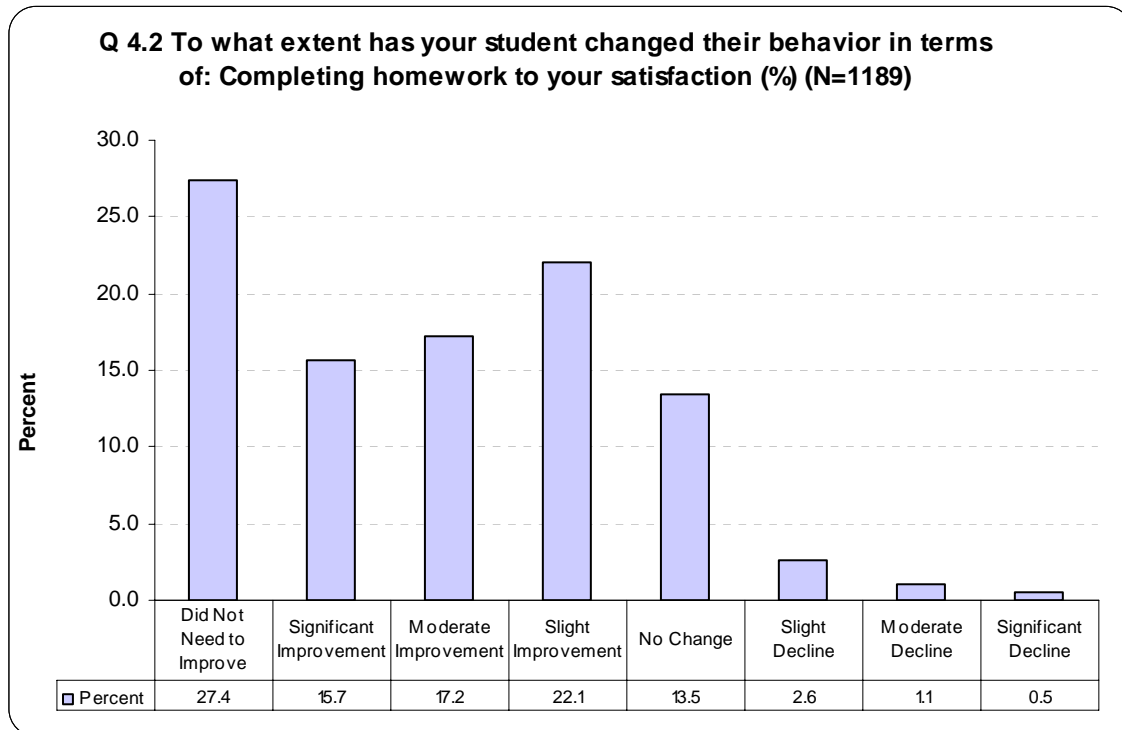


3.1.4.2) Academic Performance

The academic abilities of students can be measured by a variety of indicators that range from students' attentiveness in class to their ability to complete homework on time. Through a teacher's close contact with the student, they can be a barometer for any changes for better or worst. In this section, we present what teachers said about their student's performance.

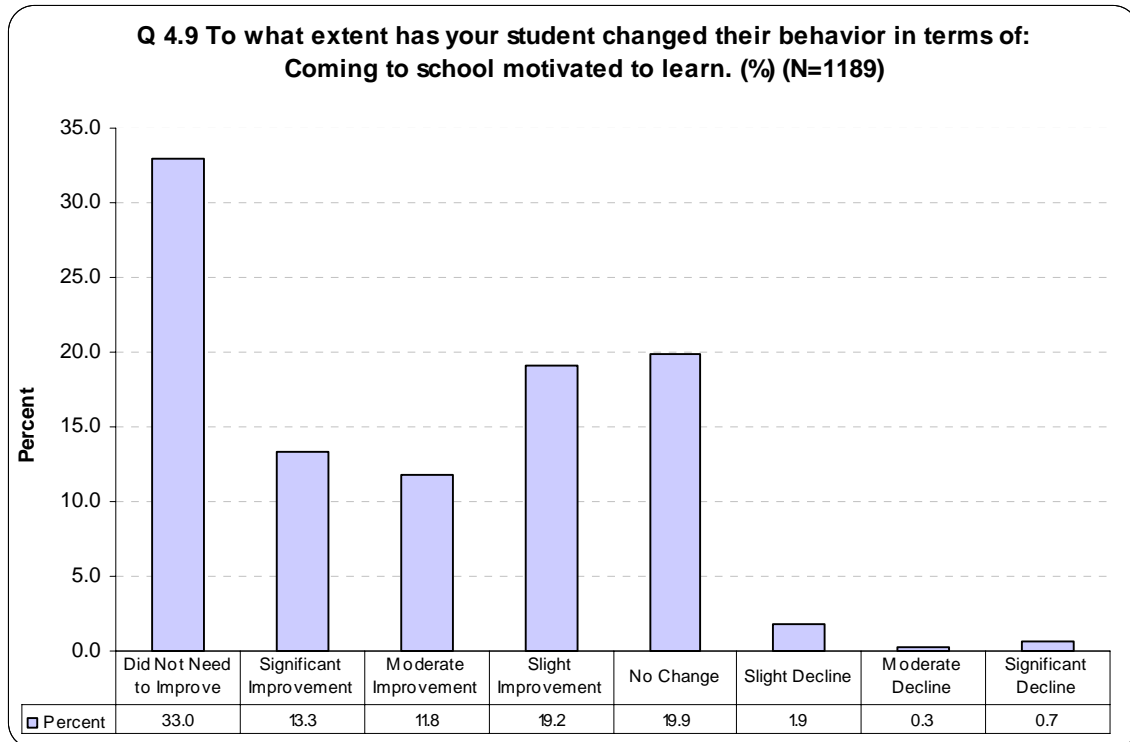


The above data indicates that the after-school program has had a positive effect on students turning in their homework on time. Although 33.3% of teachers did not see a need for improvement, a significant proportion of teachers (48.7%) believe that their students have shown some degree of improvement in their propensity to turn homework in on time. A very small minority of only 3.0% of teachers observed some degree of decline in their student's ability to turn homework in on time.



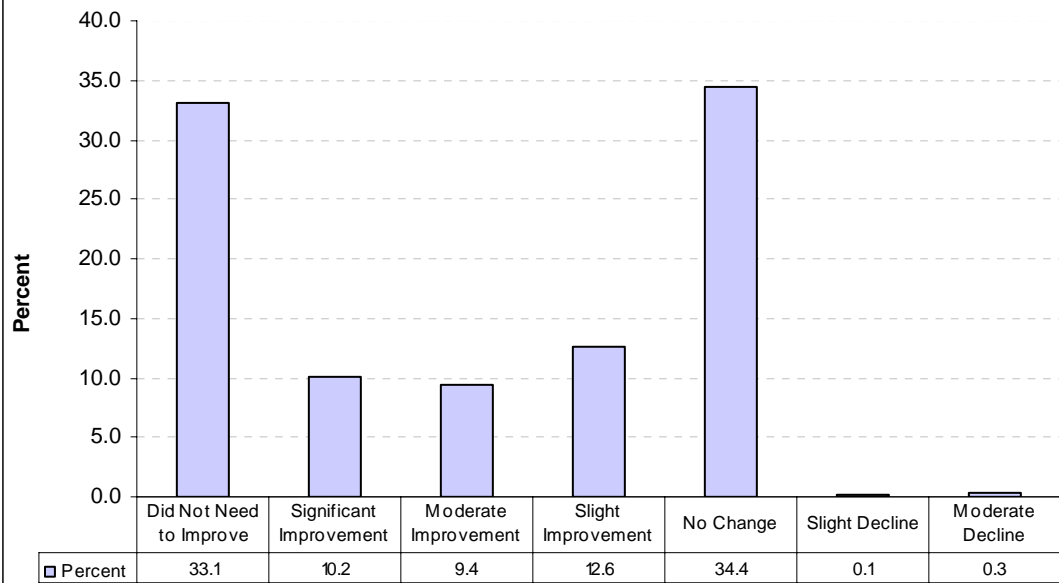
Of course, beyond turning homework in on time, it is important to assess the quality of the homework. Similarly, encouraging results have been observed in this area. Altogether teachers observed 55% of students displaying some degree of improvement in completing their homework to the teacher's satisfaction. Only 2.6% showed some decline. Another 9.1% did not show any change and 27.4% did not need any improvement.

Considering the above two charts, it is clear that tutoring and homework assistance programs at the after-school program improve the ability of students to turn homework in on time and to the satisfaction of the teacher. Getting students to be more responsible with their homework at such a young age will teach them positive habits that will likely lead to longer term academic success and the subsequent opportunities in life that such success may garner.

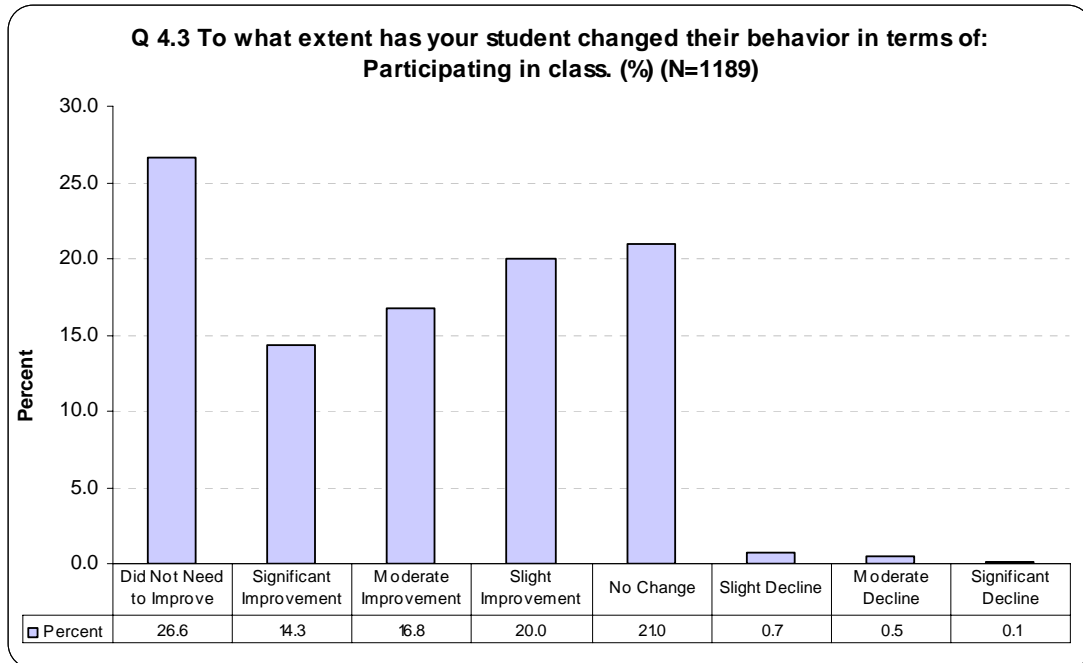


Academic success also depends on a student's attitude regarding school. To measure this, teachers were asked to assess whether students were more motivated to learn over the course of the year. According to their teachers, 44.3% of students showed some degree of improvement in their level of motivation in school while 2.9% showed a decline. Also, the largest proportion (33%) proved to have no need for improvement in this area while another 19.9% showed no change in their motivation level. Once again, it appears the after-school program is benefiting the students who attend the program.

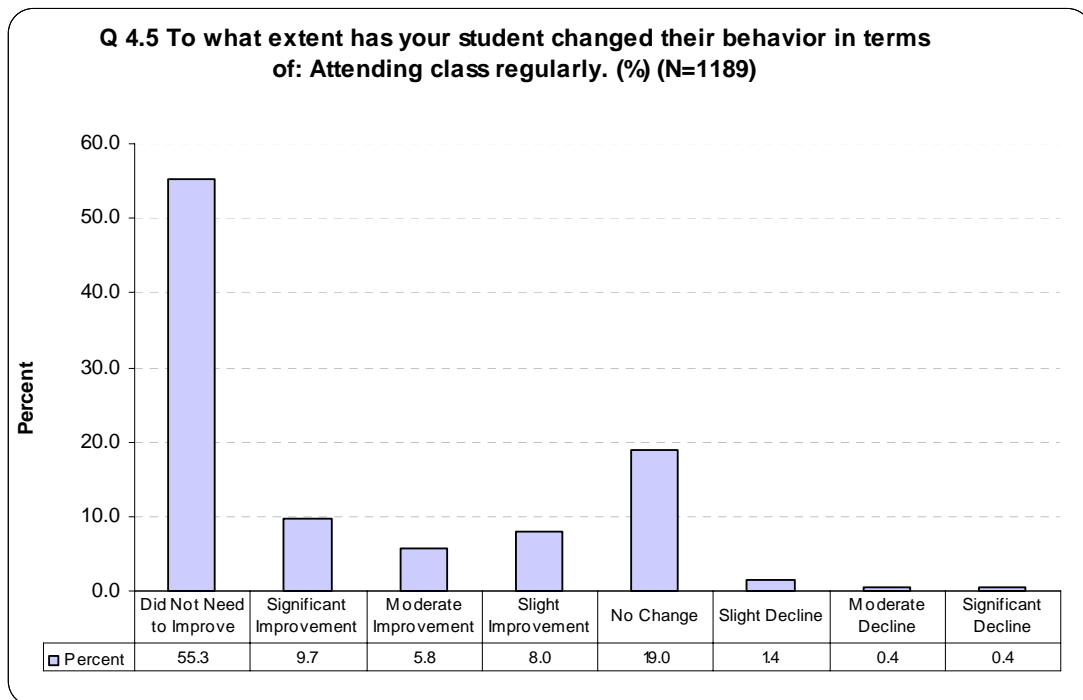
Q 4.4 To what extent has your student changed their behavior in terms of: Volunteering (e.g., for extra credit or more responsibilities). (%) (N=1189)



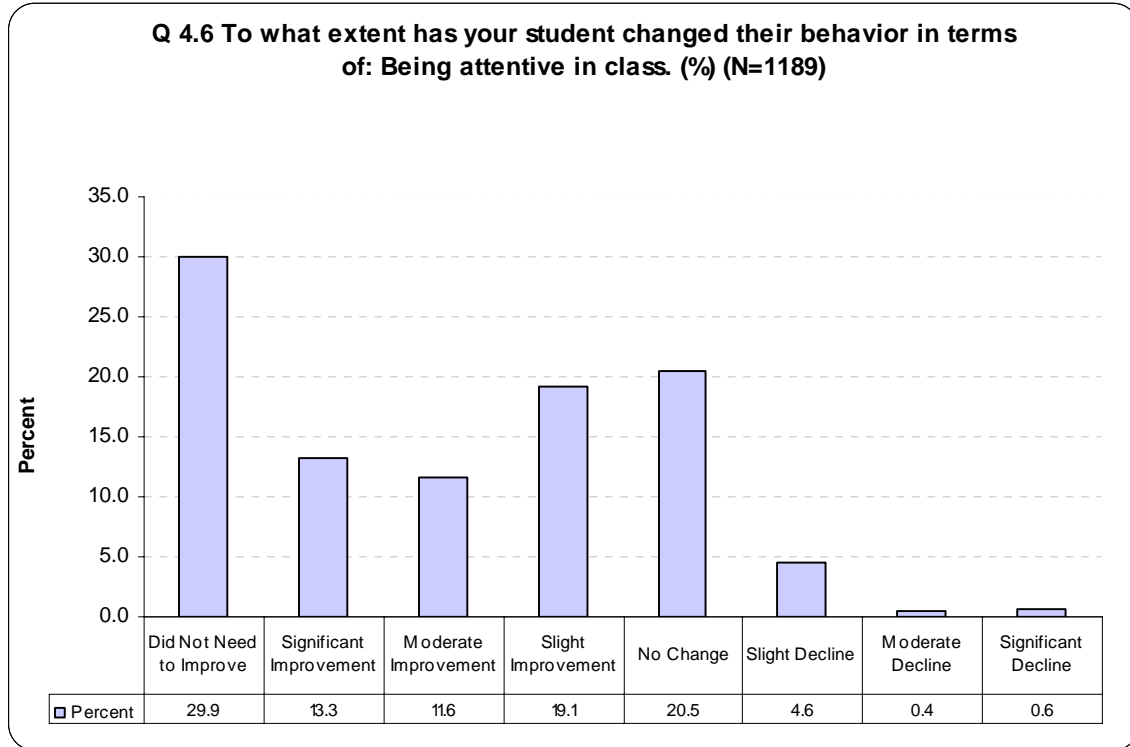
Another extension of motivation is a students' willingness to volunteer for greater responsibility in the classroom. Students who are willing to volunteer for responsibility are demonstrating not only a great deal of motivation but they are demonstrating a keen work ethic among other positive character traits that can be indicators of future success. Altogether 32.2% of teachers observed an improvement in this area. Quite impressively, no teachers observed a decline in this area. Nevertheless, the majority of teachers observed that there was either no need for improvement (33.1%) or no change (34.4%) in the student's willingness to volunteer for greater responsibility.



Class participation is an important area of academic performance that seems to be positively affected by attending the after-school program. Altogether 51.1% of students showed some degree of improvement in the level of class participation while no teachers observed a decline. The remainder of teachers observed that there was no need for improvement (26.8%) or no change (21%). Class participation is linked closely to better preparation for class that can be attributed to the homework assistance and tutoring services offered at the after-school program.

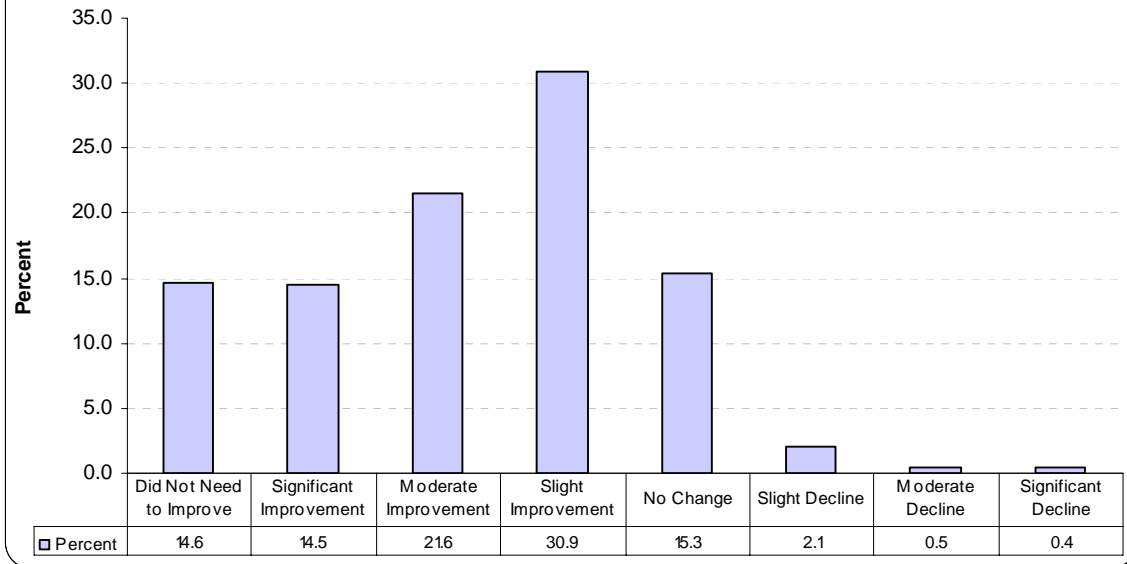


One area that does not seem to have been impacted by participating in the after-school program is school attendance. It is critical to note that according to teachers for more than half of students (55.3%) there was no need for improvement in school attendance. This is a good sign in and of itself since it demonstrates that school attendance was already at satisfactory levels. Nevertheless 23.5% showed some degree of improvement in attendance while only 0.4% showed a moderate decline and 19.0% showed no change.



While students already attended class at satisfactory levels, attentiveness in the classroom was not at similarly satisfactory levels. Only 29.9% of students did not need any improvement in this area. It appears the after-school program has a positive affect in this area as 44% of students showed some degree of improvement in this area while only 5.6% showed a decline. Another 20.5% showed no change in this area.

**Q 4.8 To what extent has your student changed their behavior in terms of:
Academic performance. (%) (N=1189)**



While homework, class participation, attendance, and other factors are important variables, together they present a general portrait of overall academic performance. An important question we posed teachers was how over all academic performance has been affected by the after-school program. Just as the data are positive for the subcategories, the overall landscape is very positive. Altogether a majority (67%) of students showed some degree of improvement in their academic performance. Only 3% showed a decline while 14.6% did not need any improvement and 15.3% showed no change.

3.2) Summary of the procedures and findings for local evaluation

3.2.1) Coding

Once all of the questionnaires for the three surveys (students, parents and administrators/staff) were completed and prior to entering the responses into the computer, the data was appropriately coded for analysis. The data was coded using a three-digit code number for each questionnaire as is necessary to enable the computer to utilize the necessary data for the final analysis.

3.2.2) Processing

When the coding was completed, the next step was to process the data. The software system used for data entry and analysis was SPSS. An SPSS program was written where variable names were assigned to each question and response in the questionnaire. Value labels were then created for the variables. Once we completed the program, we ran a frequency procedure for every question.

3.2.3) Data Cleaning

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

3.2.4) Statistical procedures and reporting format

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

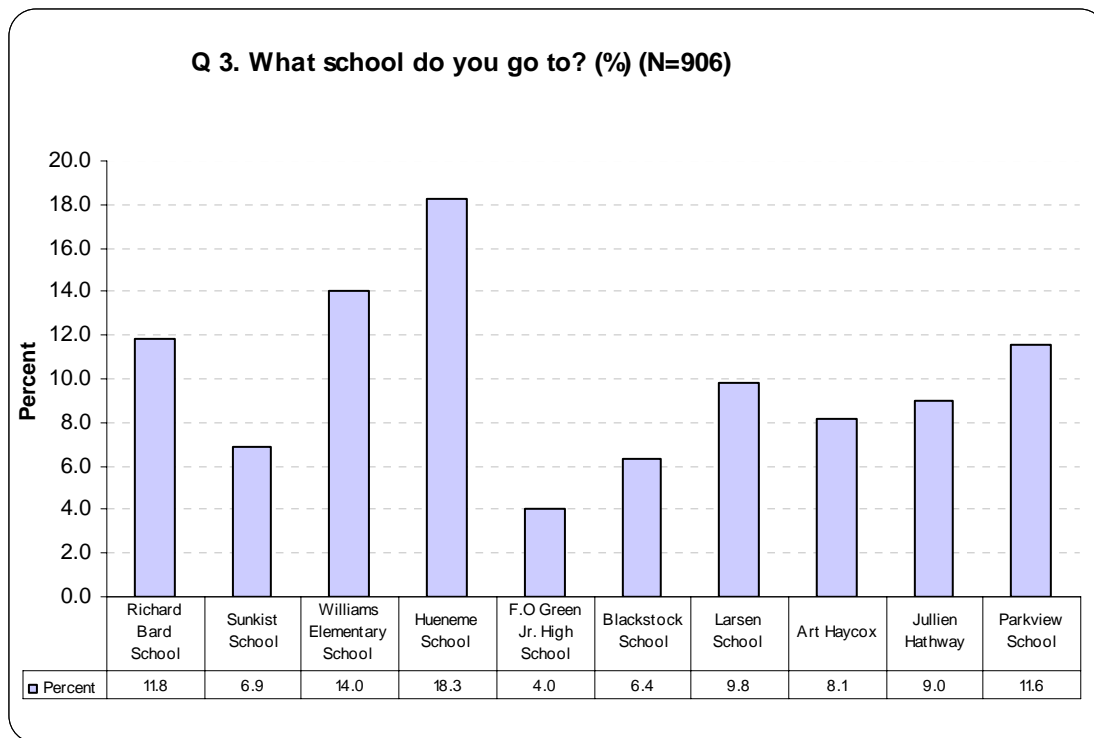
- Frequency distribution tables were prepared for all the questions and each numeric variable (numeric variables are variables that assume pre-determined, multiple-choice answers in the questionnaires) for every one of the three surveys. This resulted in several thousand responses.
- Full reports of the following statistics are available and can be provided upon request together with their respective graphs:
 - Frequency
 - Relative frequency
 - Valid percent
 - Cumulative relative frequency
 - Valid cases
 - Missing cases
 - We calculated both percentages of responses and cases where multiple responses to a question were allowed.
- The existing data gives us the opportunity of producing a series of contingency table (cross-tabulation). Such analyses are extremely useful when used to see the

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

3.2.5) Summary of the findings for Students

The students are a good source of information about the effectiveness of the after-school program. Ultimately, the direct beneficiaries of the program are the students who attend every day. We surveyed students to learn about their thoughts on a variety of questions to see how they felt about the after-school program, their day schools, and the role of mentors in their personal and academic life.

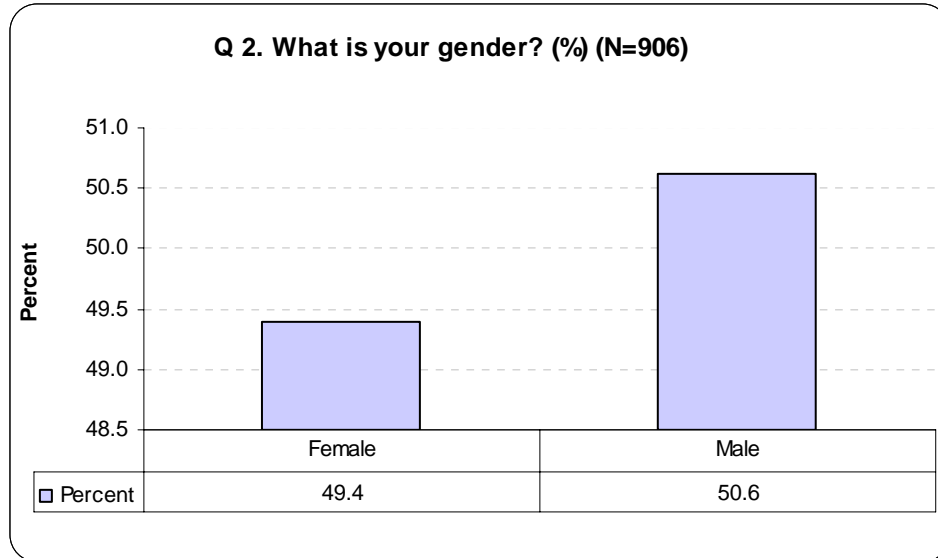
The student survey was administered to a total of 906 children across ten different after-school program locations. The below illustrates the distribution of surveys across those locations:



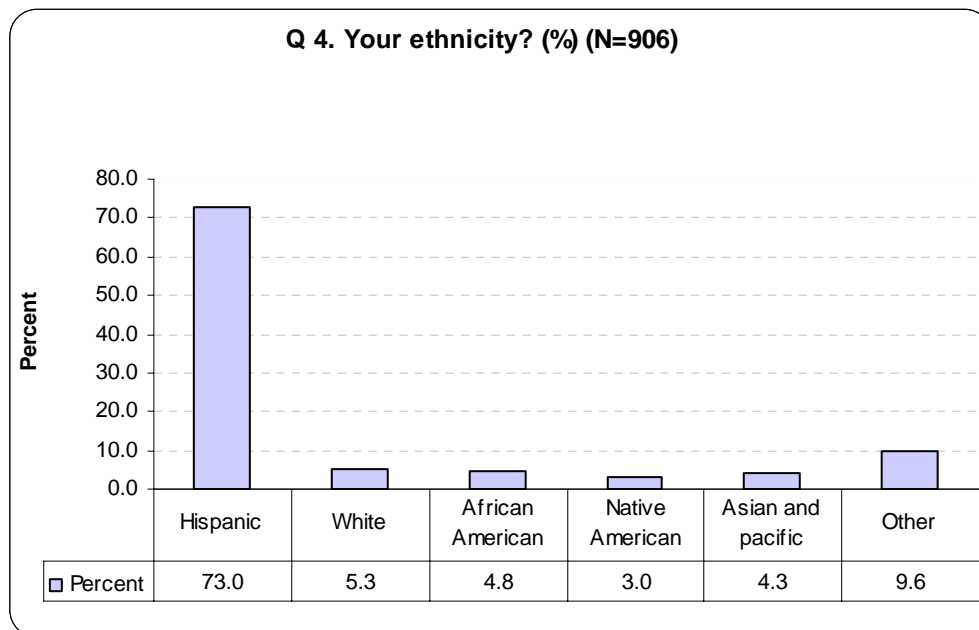
Certain after-school centers are better-represented than others. Hueneme and Williams Elementary make up 18.3% and 14.0% of respondents, respectively. The least represented center is F.O. Green Jr. High School with 4.0%.

3.2.5.1) Information on Student Background

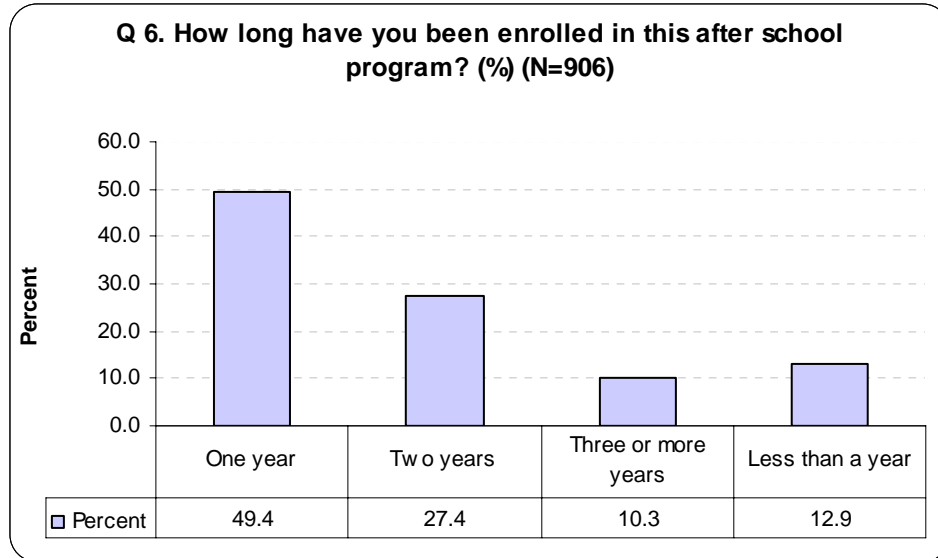
In this section, we outline information about the students who filled out their survey. In addition to some basic demographic information, this section intends to communicate the need students have for the after-school program and the impact the program has on their daily life.



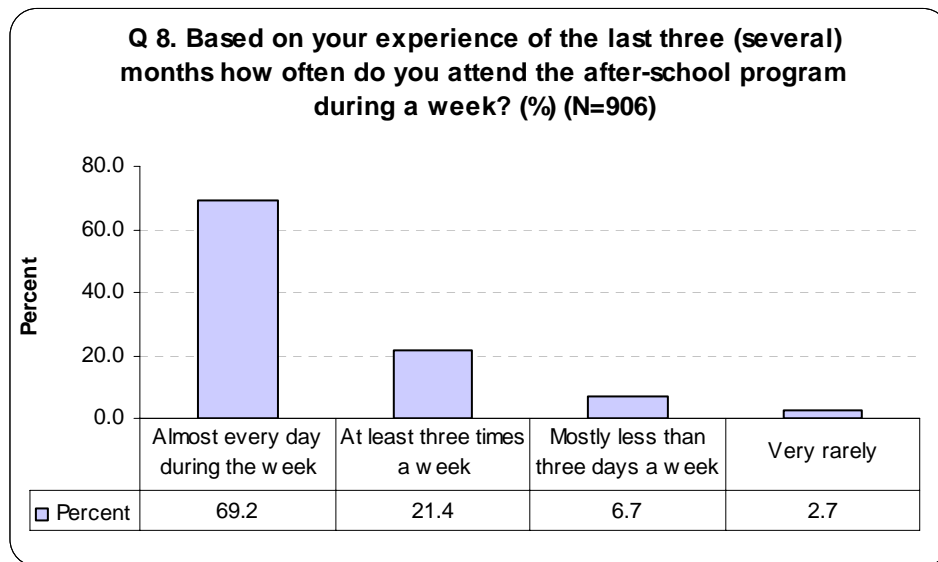
As one would expect, the number of males and females filling out the survey is nearly equal with 50.6% male and 49.4% female. This is an indicator that the sample represents the student population effectively.



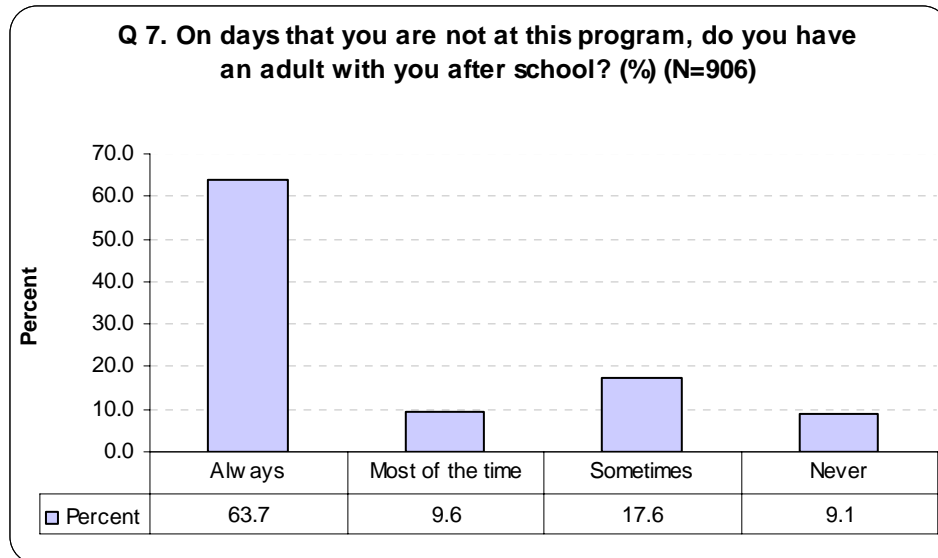
The overwhelming majority of students served by the after-school program according to the survey results are Hispanic; Hispanics make up 73.0% of the survey respondents. Other ethnicities served include Whites, African Americans, Asian and Pacific Islanders, and Native Americans with 5.3%, 4.8%, 3.0%, and 4.3% of respondents, respectively. The remaining 9.6% of respondents indicated their ethnicity as “other.”



Although a majority of students (49.4%) have been enrolled in the program for one year or less, a very sizeable portion (37.7%) have been involved in the program for two or more years. This demonstrates that the after-school program has been a consistent part of life for a large number of students for a significant period of time. The tendency to continue enrollment in the program is a sign that students and parents are satisfied with the performance of the after-school centers.



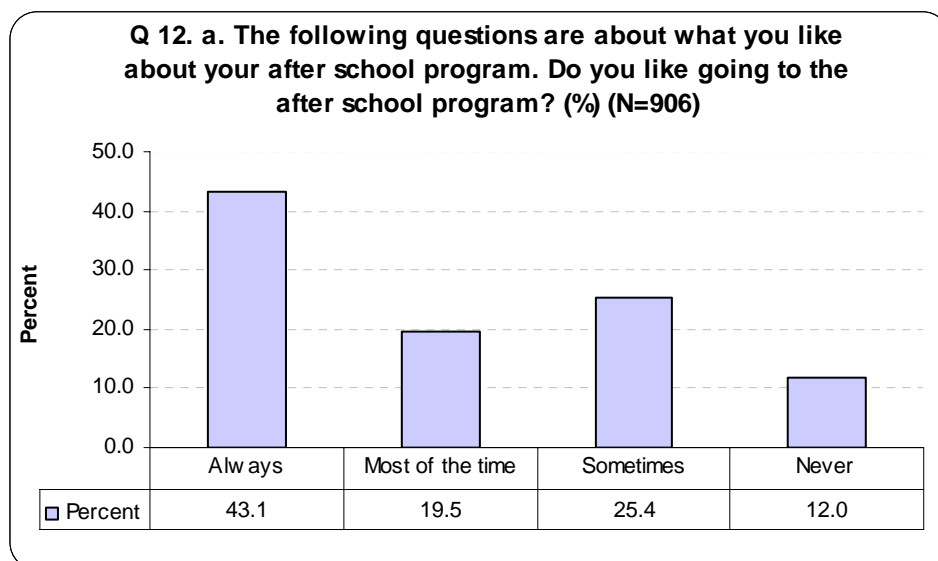
The importance of the program for these students is demonstrated also by the frequency they attend the program. 69.2% of students attend the program almost every day during the week. Of the remaining students 21.4% attend at least three times a week, 6.7% attend mostly less than three days a week, and 2.7% attend very rarely. Without the after-school program, it is clear that the daily life of many students would be substantially affected.



Although a majority of students (63.7%) have parents with them always when they are not at the after school program, many students report that they do not always have such parental supervision. 9.6% say that they are with parents most of the time but more problematic is that 26.7% of students say they have such supervision either sometimes or never. This indicates that the after-school program is an important source of parental supervision for these children.

3.2.5.2) Students' Feelings about the After-School Program

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

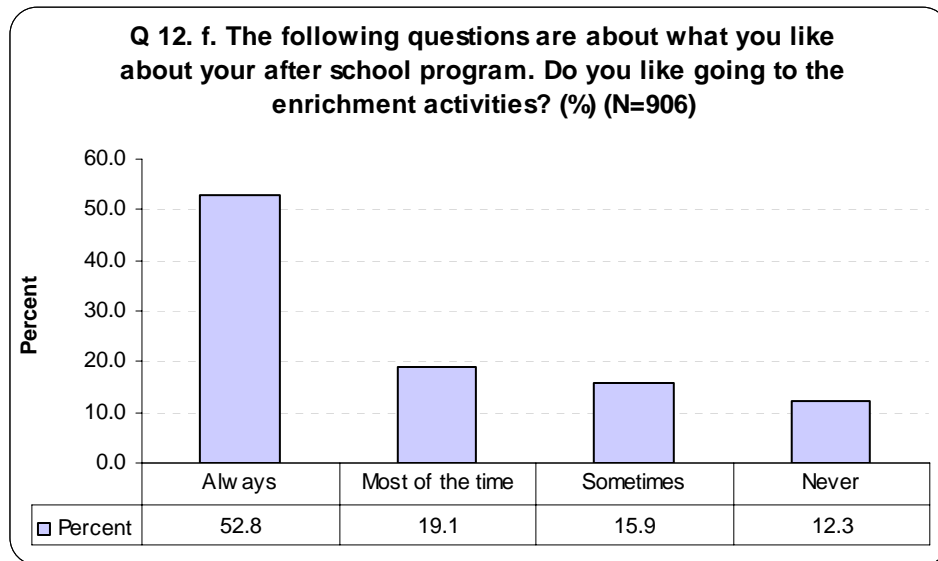


Before going into specific program areas, we wanted to get a sense of children's overall feelings about the after-school program by asking them whether they like going to the

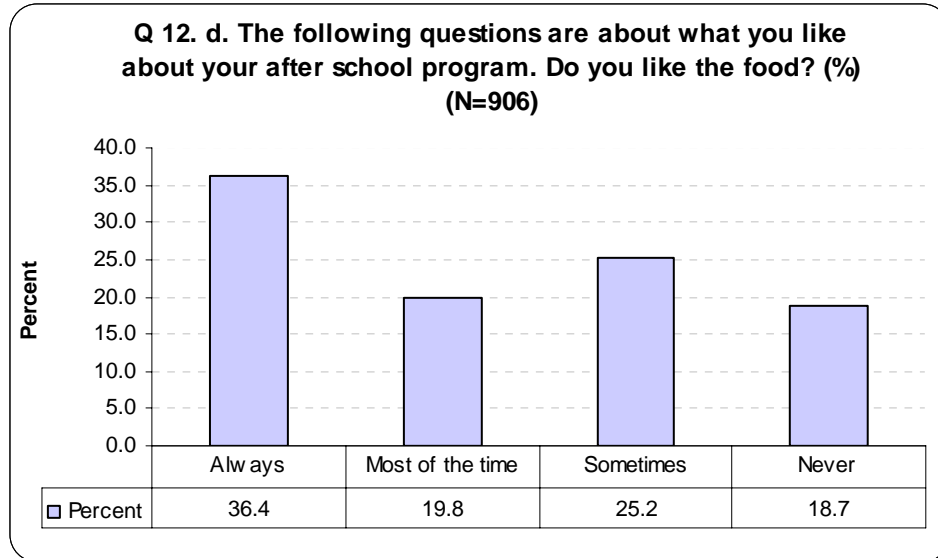
after-school program. Over half of students (62.6%) responded that they either like to go always or most of the time with another 25.4% responding that they like to go sometimes. Only 12.0% of students responded that they never like to go to the program. These results indicate that in general the overwhelming majority of students are satisfied with the program and happy to attend it.

Programming, Activities, and Food

The tutoring program is an important tool in improving students’ academic performance. It is a good sign that a majority of students (64.5%) like the tutoring program either always or most of the time with another 17.7% enjoying it sometimes. However, a sizeable portion of students (17.7%) feel that they never like the tutoring program. One might expect that some of this might be due to a natural preference of children for other activities but more must be done to attract these students to the tutoring program and engaging them in their academic work.



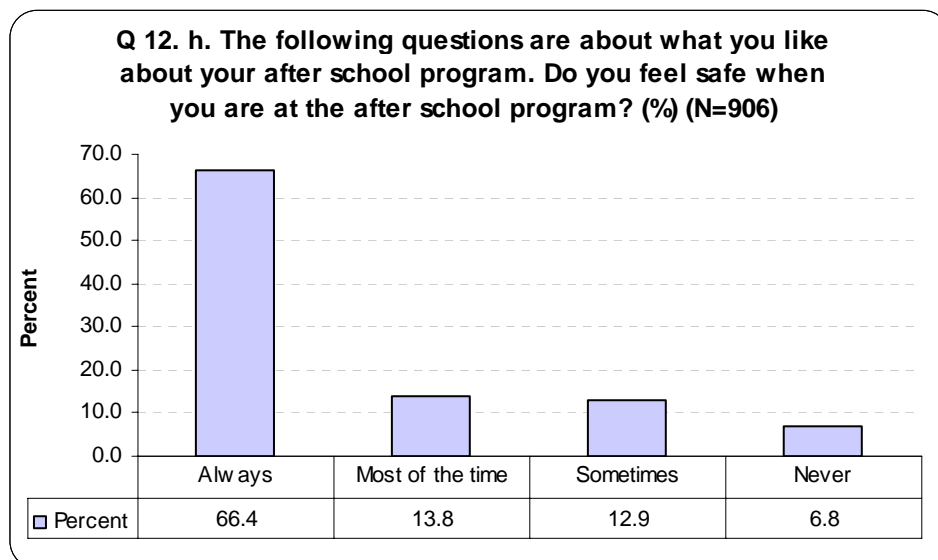
The enrichment activities are particularly popular amongst the students in the after-school program. 52.8% of students say that they always enjoy these programs while another 19.1% like them most of the time and 15.9% like them sometimes. Only 12.3% of students never enjoy such activities.



The food available in the after-school program is important since it is the primary source of sustenance most children have between their lunch and dinner. A majority of students (56.2%) like the food either always or most of the time while another 25.2% enjoy it sometimes. The remaining 18.7% of students say that they never like the food.

It is important to note that a substantial number of comments in the “other comments” section indicate that many students are not satisfied with the quality of the snacks available in the program. Although the comments are qualitative, this is the one and only area of the program that is consistently and repeatedly discussed by students in the comment section. As such, further attention may be warranted.

Safety and feeling safe

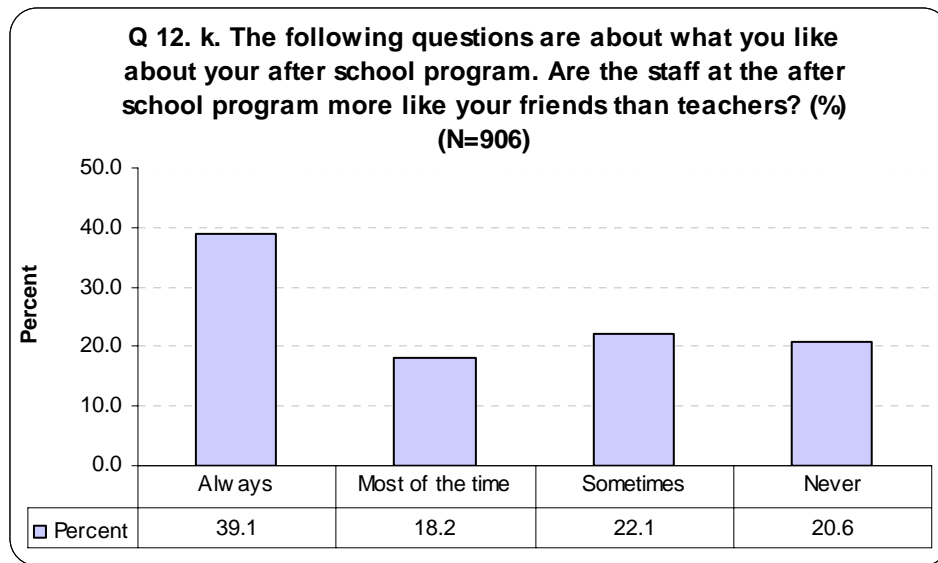


The other surveys of parents and administrators show that there is a high degree of confidence in the safety of the program and these results are verified by the student

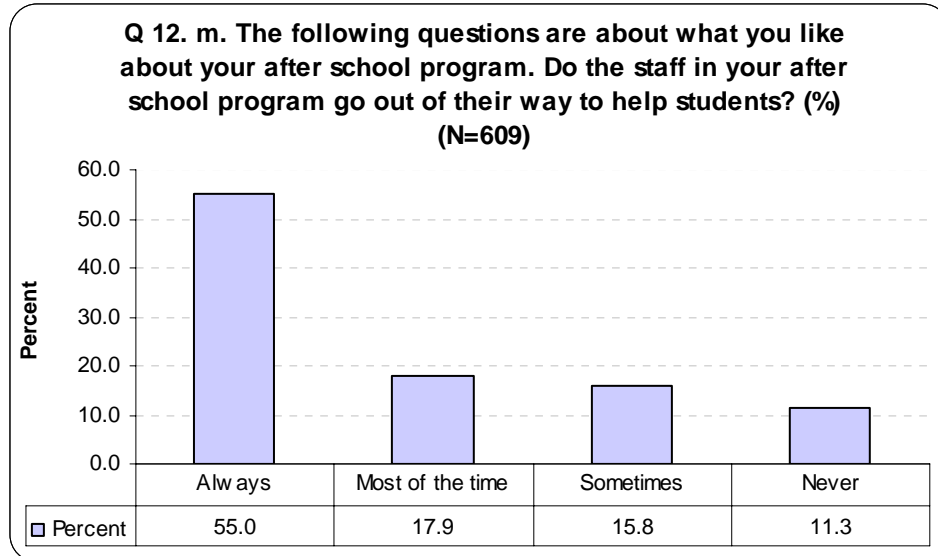
survey. A strong majority of 80.2% of students feel safe either always or most of the time. This is a testament to the effectiveness of the program in creating a good environment for the program.

But there still seems to be some room for improvement since 12.9% of students feel safe only sometimes and 6.8% never feel safe. A goal of the program should be to reduce these numbers as much as possible even if they are already small. This is one area where 100% success ought to be the goal.

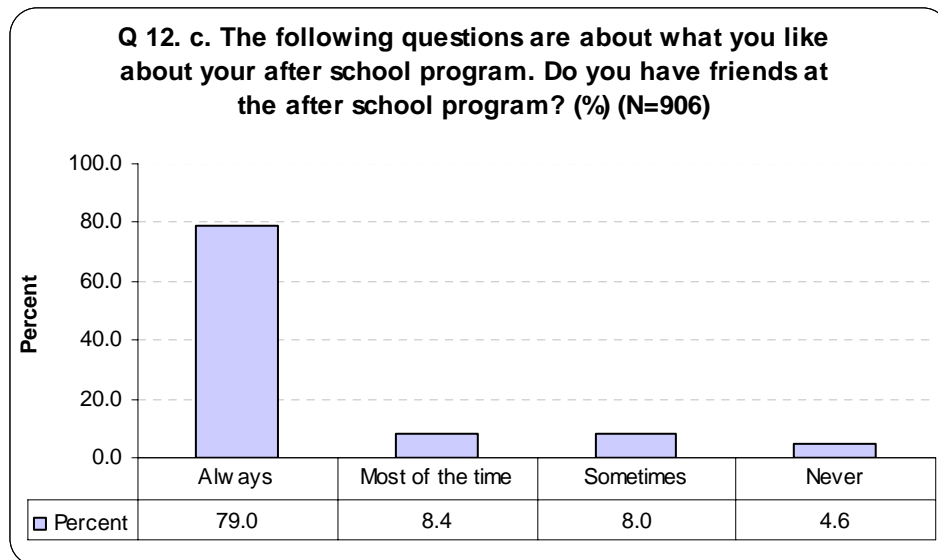
Student Relationships with the Staff and with Each Other



It is important for students to feel a close bond to the program staff akin to the feeling they would have interacting with a friend rather than a teacher. The after-school program is relatively successful in creating this environment since 57.3% of students feel this way either always or most of the time while another 22.1% feel this way sometimes. The remaining 20.6% of students never feel this way about the program staff.



The program staff has also succeeded in that students perceive them to be helpful. 55.0% of students believe that the staff always goes out of their way to help students while another 17.9% believe this to be true most of the time and 15.8% believe this to be true sometimes. Only 11.3% of students feel this is never true.

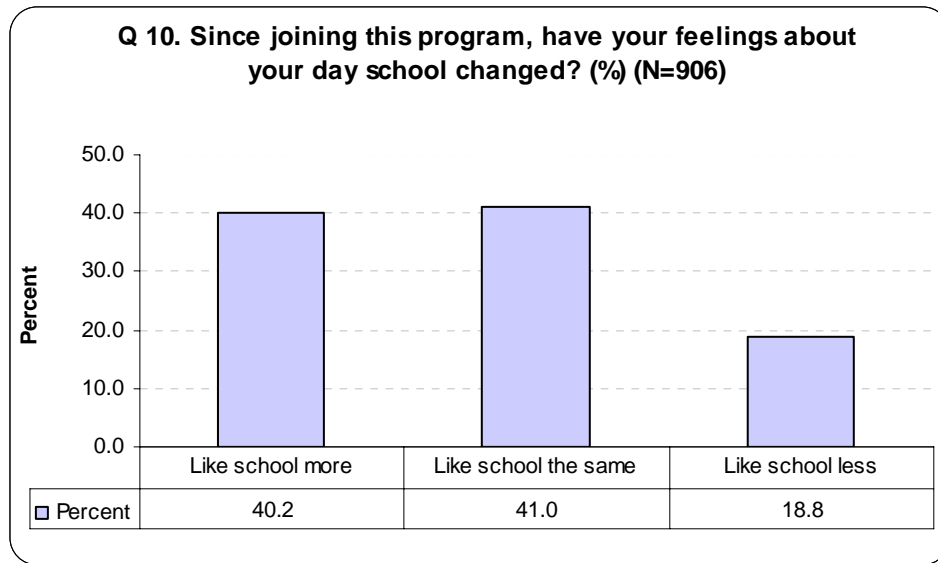


Another aspect of the program's success is whether it creates an environment where the children can effectively socialize with one another and make friends. By having friends, not only do students develop important social skills, but they are more likely to enjoy their time in the program. 79.0% of students say that they always have friends at the after school program. 8.4% say this is true most of the time and 8.0% say this is true only sometimes. Only 4.6% say this is never true.

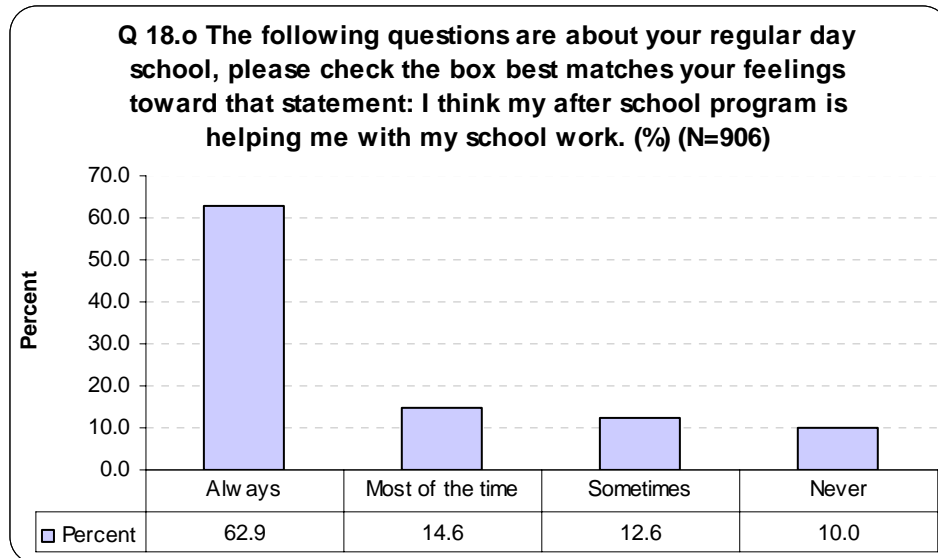
3.2.5.3) Performance and Feelings about School

The after-school program has the potential to influence students' feelings about and performance in their regular day school. In order to gauge the extent of this relationship, we asked students two types of questions. First, we asked about whether their feelings about school have changed since attending the program and, second, we gauged the students' general feelings toward their day school. For the most part, students have positive opinions about their schools and it seems that the after-school program is a positive influence on these feelings.

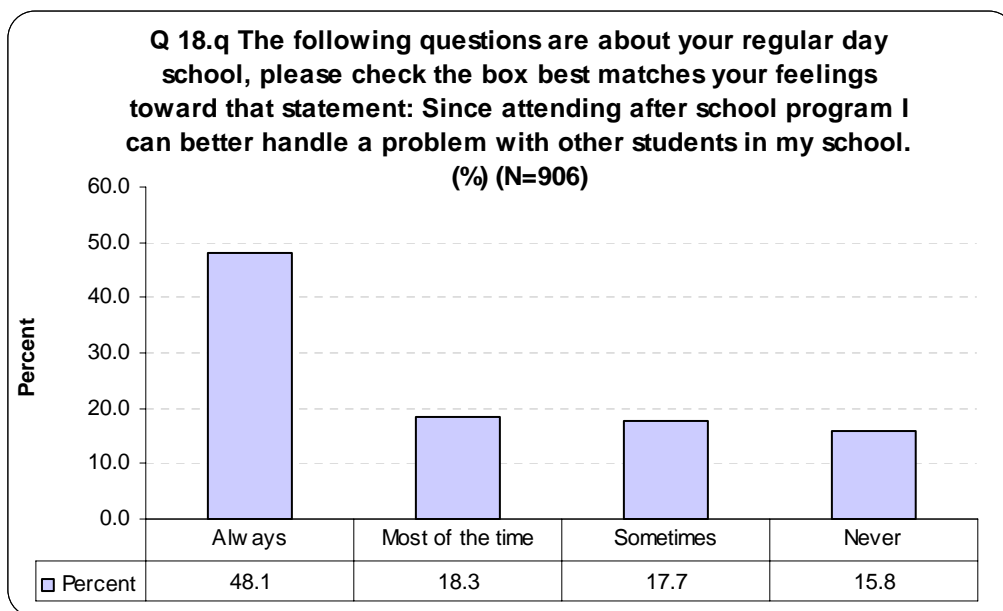
Influence of After-School Program



At the most general level, we asked students if their feelings about school have changed since they joined the after-school program. Although close to half (41.0%) of students feel the same, almost the same number of students (40.2%) felt that they like school more than those (18.8%) who felt that they like school less. This is a promising result that indicates a positive influence in students' feelings about school through their participation in the after-school program.

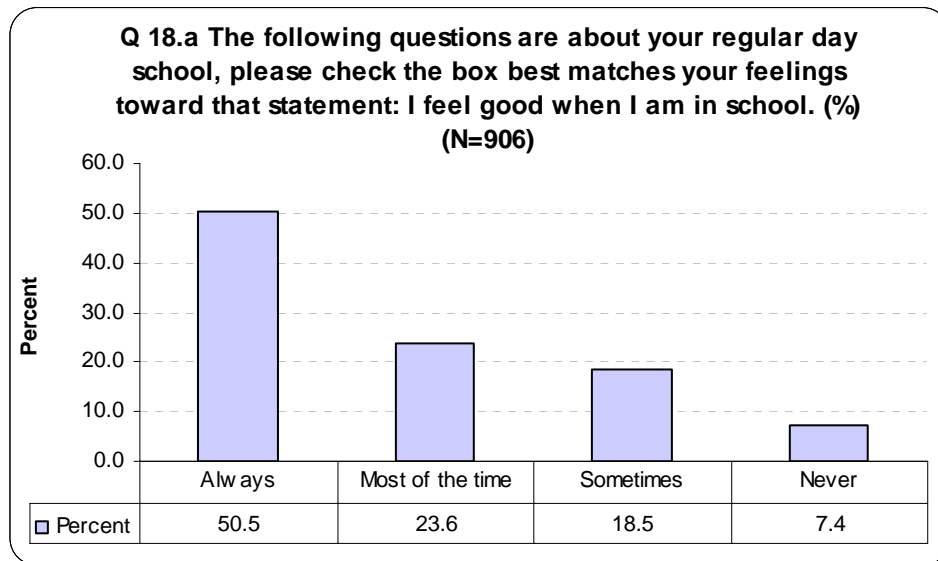


Another success of the after-school program is in its influence on students' schoolwork. When asked if the after-school program helps with their schoolwork, 62.9% of students said that they always feel that the program helps. Another 14.6% said that this is true most of the time while 12.6% said it is true sometimes. Only 10.0% of students said this is never true. These results are certainly linked to the homework and tutoring programs that are available to students in the after-school program. By improving their academic performance, these programs are increasing the opportunities that these children will enjoy later in life.

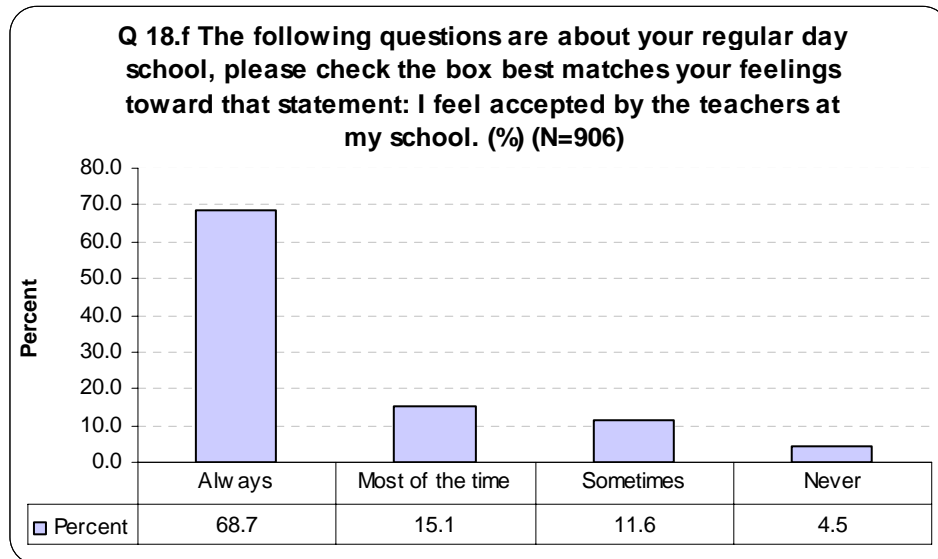


Not only do students in the after-school program report improved academic results, but they also develop other abilities such as conflict resolution skills. A strong majority of students (66.4%) feel that they are better able to handle a problem with another student in school since attending the after-school program while another 17.7% report this to be true sometimes. The remaining 15.8% say that this is never true.

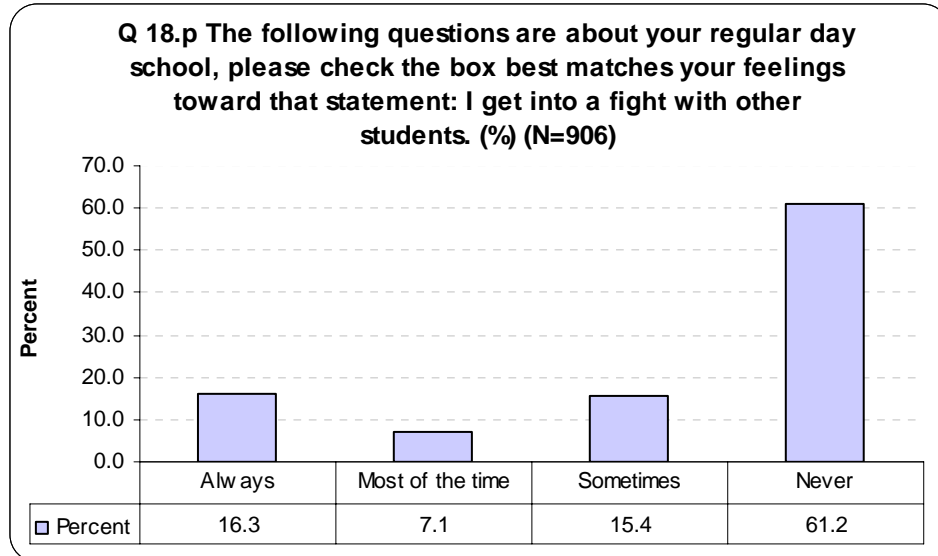
General Feelings about School



Students who participate in the after-school program have generally positive feelings about school. Over two-thirds of students (74.1%) report that they feel good in school either always or most of the time, while another 18.5% say that this is sometimes true. Only 7.4% of students say that this is never true.



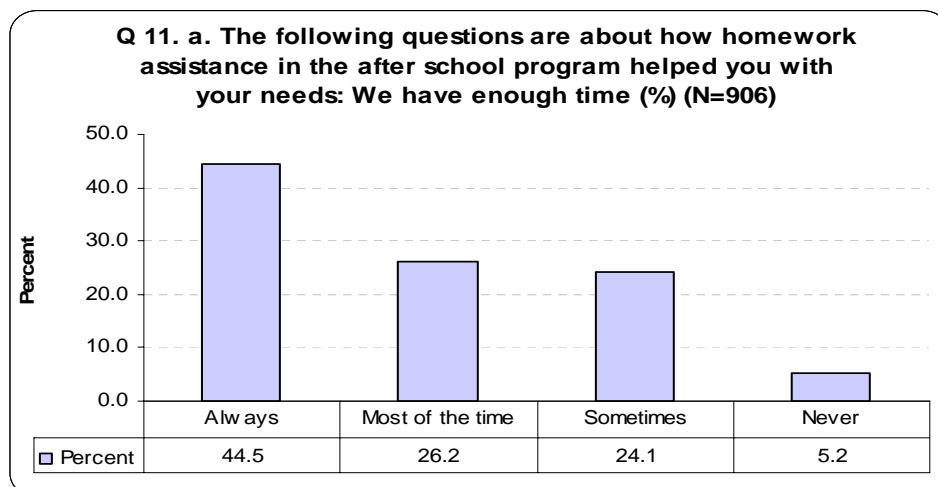
The success of students in school is influenced heavily by the quality of their relationships with teachers. Fortunately, 83.8% of students report that they feel accepted by teachers either always or most of the time; another 11.6% say this is true sometimes while only 4.5% say that this is never true.



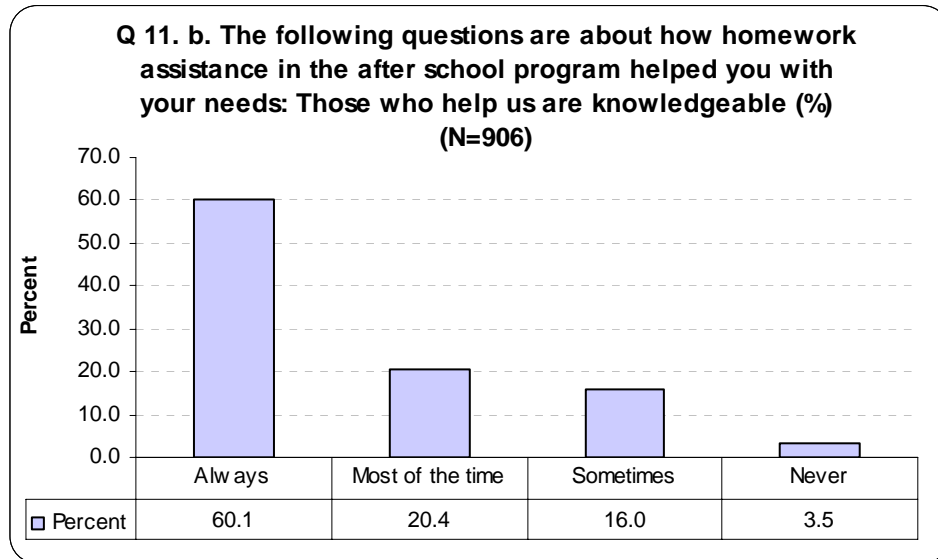
It is fortunate that the after-school program has improved students' conflict resolution skills as demonstrated in other parts of the survey since there seems to be a propensity for some students to be involved with fights with other students at school. Although more than half (61.2%) of students say that they never get into fights with other students, a sizeable portion of students do have to deal with this problem. 23.4% of students get into fights either always or most of the time while the remaining 15.4% have to deal with such conflicts sometimes.

3.2.5.4) Homework Assistance Program

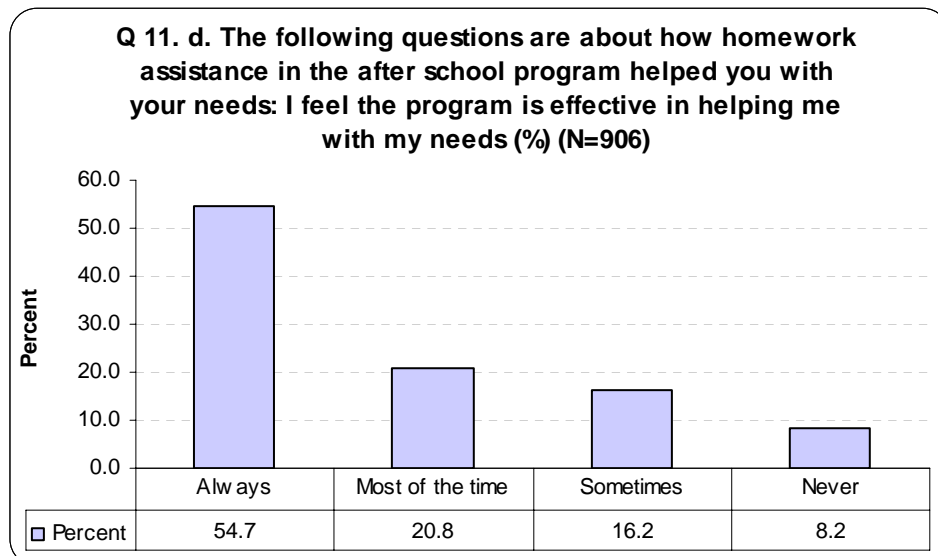
Data in the preceding section demonstrated that the after-school program seems to be helping students with their homework. Since academic achievement is a major concern of many, we developed questions to investigate further the effectiveness of the homework assistance program. The results are promising and demonstrate that the homework assistance program is helping with the academic obligations of the children in the program.



In order to finish homework properly, students need ample time devoted in the schedule of the after-school program schedule to homework. Just under half of students (44.5%) report that they always have enough time for homework. Another 50.3% of students report that they have enough time either most of the time or sometimes. Only 5.2% of students report that they never have enough time.



Another important factor in the success of the homework assistance program is to ensure that the program staff designated to help students is sufficiently knowledgeable about the topics they are working on with children. Yet again, the program is succeeding in this area. Over half of students (60.1%) report that those who help them are knowledgeable always. Another 36.4% of students report that they are knowledgeable most of the time or sometimes while only 3.5% say that the staff is never knowledgeable.

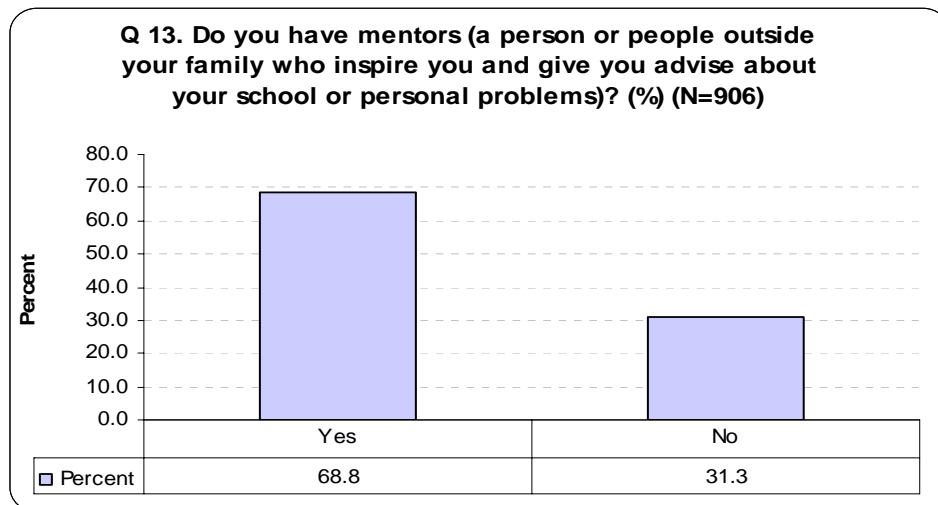


When asked about the overall effectiveness of the program, students demonstrated further overall satisfaction. 75.5% of students report that they the program is either always or

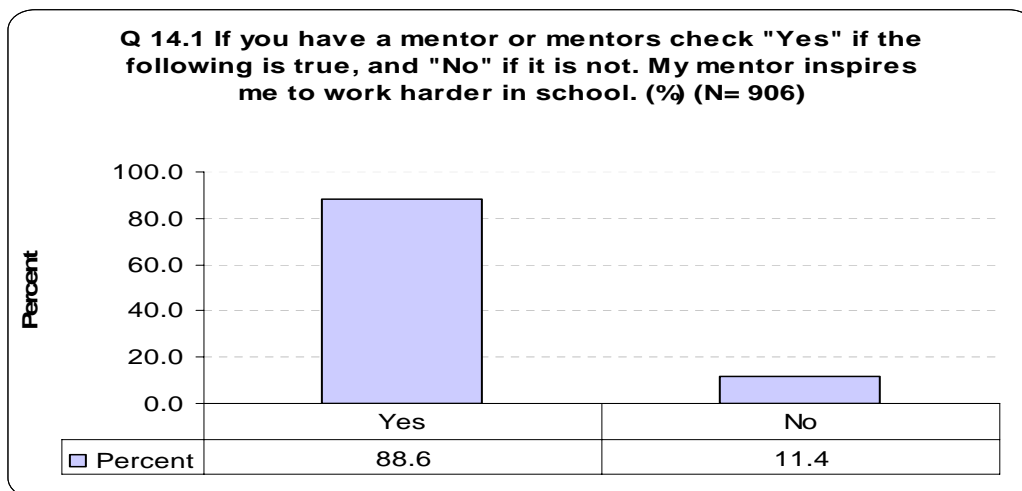
most of the time effective in helping them with their needs. Another 16.2% of students report that this is sometimes true while 8.2% responded that the program is never effective in helping them with their needs.

3.2.5.5) Role of Mentors in Child’s Life

Mentors have the potential to be a great resource for younger children as they grow and mature. We designed several questions in order to gauge the importance of mentors in the lives of those children in the program. These results could help determine the extent of the need to develop a mentoring program.

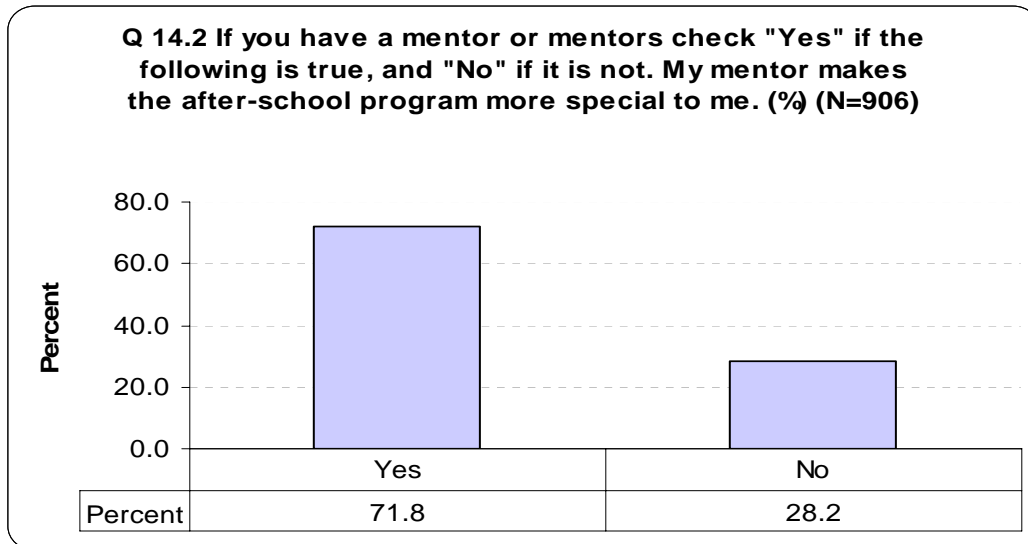


Despite the lack of a formalized mentoring program, a majority of students (68.8%) report that they already have a mentor. This shows that mentors play an important role for these children since they have already established these sorts of relationships on their own without outside facilitation.



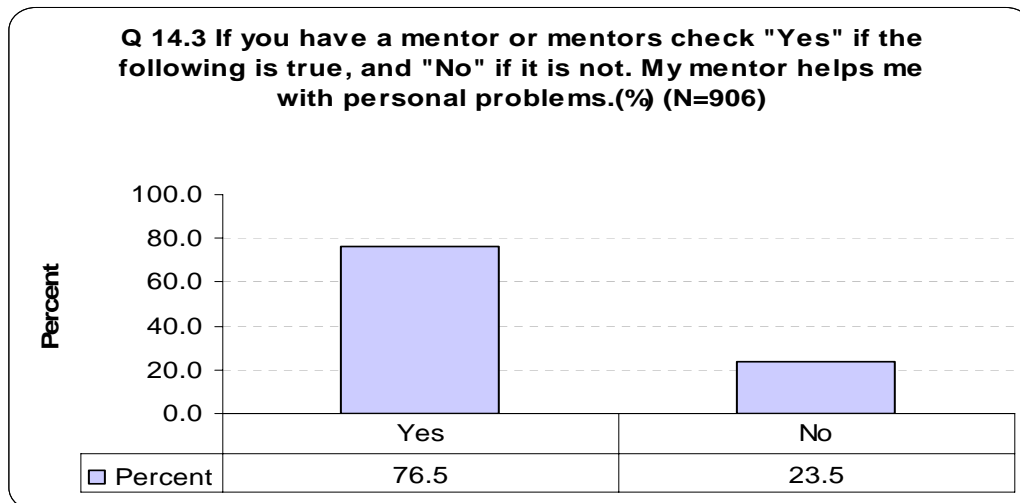
Mentors seem to play an extremely positive role in inspiring children to excel in the classroom. 88.6% of students report that their mentor inspires them to work harder in

school while only 11.4% said that this was not the case. Such inspiration to work hard can make the difference between average and outstanding academic work.



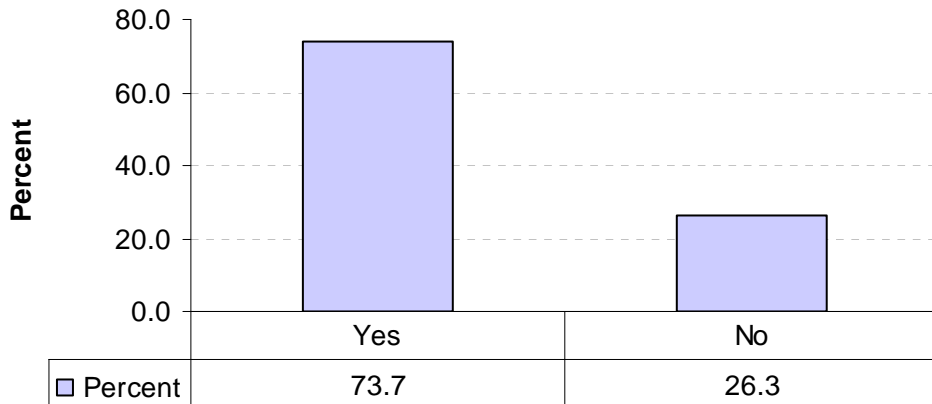
Mentors also seem to have the potential to make the after-school program more special for students. 71.8% of students said that their mentor does this while the remaining 28.2% said that their mentor does not.

The fact that over half of mentors improve the experience of students in the after-school program shows that many students have already found their mentor in the program despite a formalized mentoring system. Not only is this a positive sign about the relationship between students and staff but it also shows that the environment of the program nurtures mentoring.



In addition to academics, mentors seem to have a very positive role in the personal life of students. 76.5% of students say that their mentor helps them with personal problems. This source of outside advice can help students make the right decision when facing difficult circumstances in life.

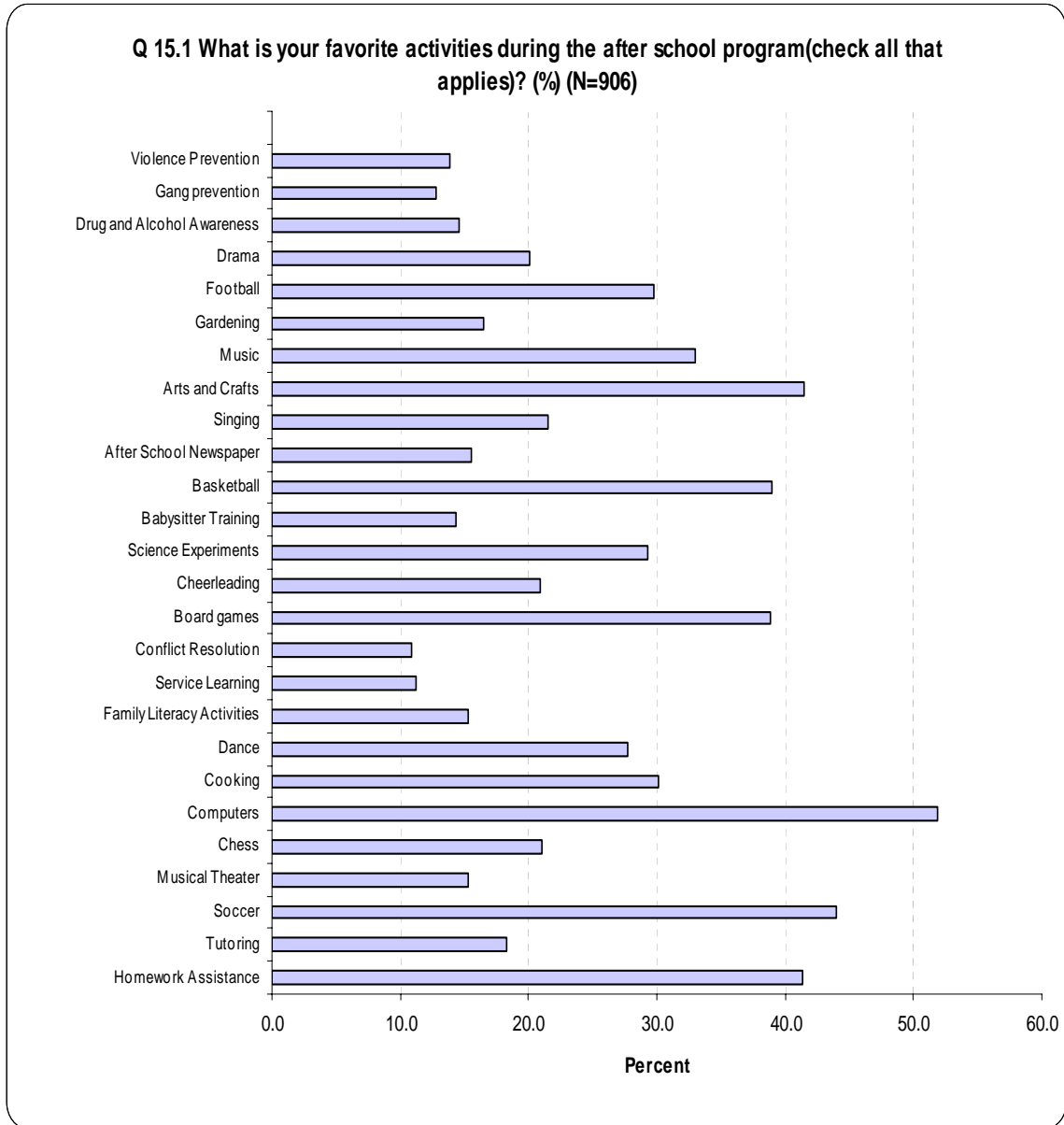
Q 14.4 If you have a mentor or mentors check "Yes" if the following is true, and "No" if it is not. My mentor often lifts my spirit. (%) (N=906)



Another impact of mentors in the personal life of students is their ability to lift the spirits of students. 73.7% of students report that their mentor does help them in this regard.

3.2.5.6) Students' Assessment of Program Activities

It is useful for the program staff to consider the perspective of students when planning the activities, especially when it comes to priorities in the more leisurely programs offered such as athletics or arts and crafts. The following table illustrates the preferences of students over 26 different potential activities:



The three most popular programs in order of popularity include Computers, Soccer, and Arts and Crafts. The three least popular programs include Conflict Resolution, Service Learning, and Gang Prevention. The patterns demonstrated in these results are quite instructive.

The more popular programs include more leisurely activities such as the three listed above. This result is intuitive since children might enjoy these activities more. Some of the less popular programs should not be discounted despite their lack of popularity since they are important learning opportunities for children. Programs such as gang prevention have long-term benefits that might not be as apparent to children as the immediate thrill of playing basketball. The challenge is how to make the needed programs more interesting.

3.2.5.7) Open Ended Comments of Students from Port Hueneme District for Academic Year 2007-2008

Verbatim Comments of Students

General Comments of Parents About Various Aspects of Their After School Program

After school is great because if you're at home your lazy because you're finishing your homework but in after school you're not lazy when you get at home and you learn more stuff.

After school program is boring and we need, better teachers next year. Thank you.

After school program is fun program

After school program should be more fun.

After school should be cooler and fun.

Are we going to be here? I think you are cool and fun

At the beginning of the program in the form it said that we could only stay the days we wanted, and now we have to stay the whole week.

Better snacks

Bring candy and a present for me because of my birthday

Can we bring food here? Can we eat food here?

Can we have good food?

Can we please have more fun activities? Need more people for all ages

Can you people put more art and crafts please I want to have some fun.

Do I get to play soccer?

End of the year party.

Ever since I got in this after school program I've made more friends, be more confident and learned how to get along with others more

Field trips, art, fun things in the computers not some, cooking, snacks.

Food

Fun

Get better grades

Go outside more often, better snacks.

Go to the field trips, art, painting and snacks

Have activities like art, dance, field trips, music, cooking and computer activities. not SME please

I always get attention by Mr. Tharpis the best after school teacher.

I do like this program. I just don't like it when they yell at us

I do not like after school program

I don't have any comments

I don't like the after school program because we don't get any fun and I always get bored.

I don't really like this program because since I don't like going to school a lot we have to stay at the after school program

I enjoy math club so much. Mrs. Giggs rocks

I enjoy math so much

I feel very good at after school club & I have been getting good grades I feel very smart some times

I hate the after school program. Most of the time, I sometimes cry in the ASP. I cry because kids teas me and because the ASP teachers blame me for things I didn't.

I kind a like math

I like after school
 I like after school program
 I like after school program.
 I like been in the after school program because I think am getting good grades.
 I like chess
 I like chocolate milk. I am a dinosaur.
 I like how you let us play free time
 I like it because we can go to computers
 I like Ms. Lola, Mr. Tony & Julie
 I like Ms. Lola, Mr. Tony & Julie. Its fun
 I like my teachers.
 I like program I think its great. A lot of help. I thank the teachers of this program for taking their time to help. But some of these questions are very disturbing questions anyway and very hard to get the answer for them.
 I like program lots. And it help me lot. I think teachers of program are mean. But these are some important stuff that you can that know about me.
 I like that we have more recess after regular school
 I like the program
 I like the program because it is important to finish my homework
 I like the program because we play games in the computer and play soccer
 I like this a lot because it's fun and the teachers are nice. I think MS. Poster and Mrs. Cornejo are the best teachers.
 I like to go to computers every day
 I like to play always
 I love after program it helps me a lot
 I love after school
 I love after school program
 I love coming here
 I love school
 I love after school because my teachers Mrs. Gardia & Mrs. Bautizia help us. I have improved a lot.

 I love this
 I never get into fights
 I only like Mrs. Reickle because she is nicer than Mrs. Uribe. She is the best.
 I only like Mrs. Rickle because she is fun and helps me a lot. I also want a lot of activities because in Mr. Uribe's class we only do work never play and when it is rainy we only do hard work and yells at us.

 I protect my brother or other small students so than wont get hurt bug team 2, 3 and 4.
 I really like both of my teachers because they help us with our homework for our grades to get higher.
 Thank you
 I really like people in the program
 I think about the after school is that we can have more time in homework than on the computers.

 I think after school if the best because I do fun thing like writing and some other thing and I like it.

 I think I'm getting pooled harder and it's doing very well because my father is da 5th street boys and girls club director of da teen center so I have 2 respect and be good because I am reflection of my father

 I think it would be fun if we change teachers' everyday.
 I think Mrs. Casters should teach 5th grade next year because she is really nice. I hope I have her next year

I think the the after school program should have snacks in their class after they do a certain amount of homework

I think that sometimes Mr. Uribe gets mean. I think that Mrs. Reichle is nice and we should have a game time.

I think we read to do things fun like arts and crafts

I think we should add more activities to after school

I think we should have better food. Also have more freedom and more play time.

I think we should have more activities and better snacks

I think you should put computers and net prepared in case of emergency.

I think you should put more activity and games and should help people fell better

I wan to watch more movies. I want to have better food

I want a jump rope, teachers are nice.

I want a jump rope. Teachers are nice.

I want in the after school program with -baseball class, cheerleading, cooking class, art class

I want to be in babysitter training, Please.

I want to be myself. I do not want do my homework. I do not want to share my things

I want to have more activities like cooking, field trips and assemblies

I want to play baseball

I want to play soccer 15 min or less

I wish I could see the computers work.

I wish that the after school computer lab needs to have snack

I would just like to say thank you staff for being respectful to us. Without you we would have never been comfortable in school. A big round of applause goes to you.

I would like the after school programming to be fun and exciting and extra recess and like hot lunches

If we can we should have more activities.

If you could get more activities to do

In after school the teacher should open two rooms so that it would not be crowded.

It was fun being in after school

It was fun to be in program a lot. I love it.

It would be nice if after a whole year of after school program to have a small little party to celebrate our hard work.

Last of the year party.

Less computer lab. Field trips, more time outside

Many of the questions did not qualify to answer. My parents' send me to the after school program because they both work and live far away from my school. when not in this program

May be providing a snack like juice or crackers may be.

May you please do a talent show and the kids have to get somebody from their family

More art and that's about it.

More fun, more art, more help

More games and more recess

More games. More fun.

Most of the questions on page 4 I left blank because we don't do those activities.

My hija le ha ayudado mucho d programa ojala que vudva a estai end. En su comportamiento en la escuda participo mas etc

My Puppy

Never start this after school program again

Peace to you

People are always mean to me and yell a lot.

Please have more fun things to do
Put some games, music, videos for learning
Sometimes let us have fun and don't fight with each other
Sometimes the people are lame
Thank you for great work. I will like to come back next year
Thank you to all the teachers
Thanks for helping me
Thank you for having this after school program and I hope you will have the same one next year.

The food at the cafeteria, new staff teachers, especially the play ground
The program is kind of fun but we kids need more activities cause we only do stuff that not so fun.

These questions are very long and very hard to answer. Thank you
They should let us have fun activities in the after school program instead of boring ones.
They tell parents things that aren't true, because they say we don't do homework when teachers enor bus. Good. Should only have program 4 and half hour because it's boring.
Two water balloon fights at the end of the school.
We have after school next year, but cooking, cheerleading etc. Please. Thank you.
We should have more fun activities like games and puzzles and sometimes to be able to talk in class we should also have less boring work. And have only one class with Mrs. Rhico.

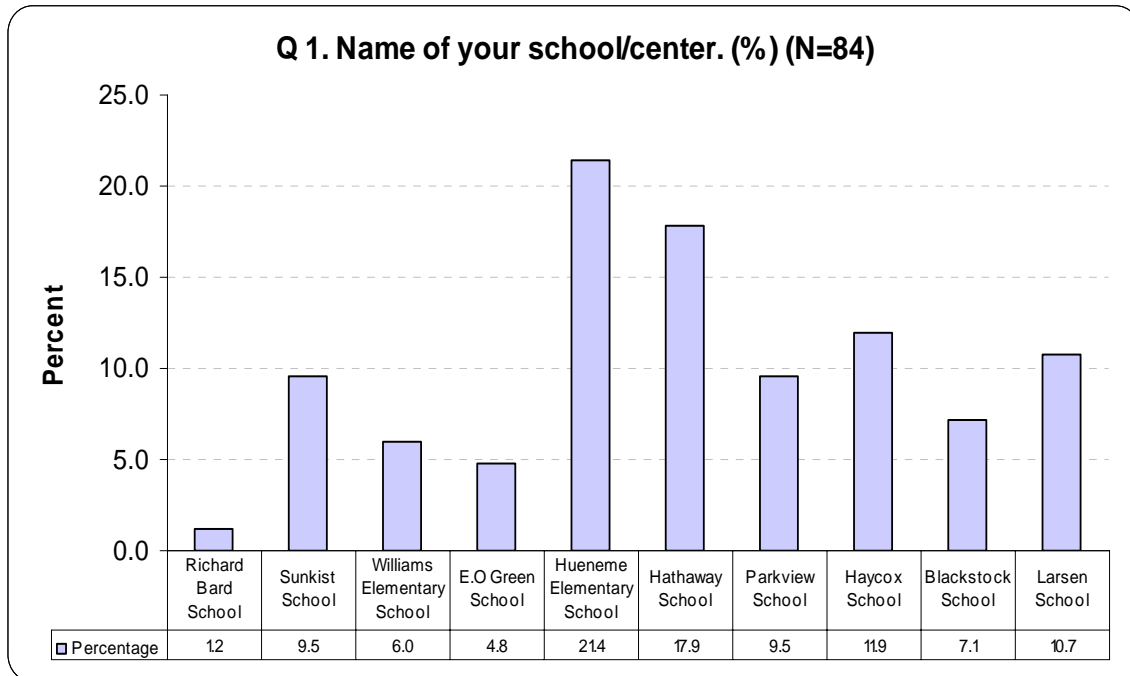
We should play soccer
When you done with sections and homework you can watch a movie or go on fun brain and give snacks and any kind of movie like pg and student or teacher brings
Why do they mark homework late if we mixed up and we try to do it
Why do you get ask dumb questions?
Why don't you let them decide what they want to do?
Yes its boring
You need better staff members. Better games to play outside. Better board games and materials.

You should make it regular school but more on Sundays
Young staff members are not better, the kids do whatever they want, they are irresponsible so its better order members like 29 and up

3.2.6) Summary of the findings for Administrators

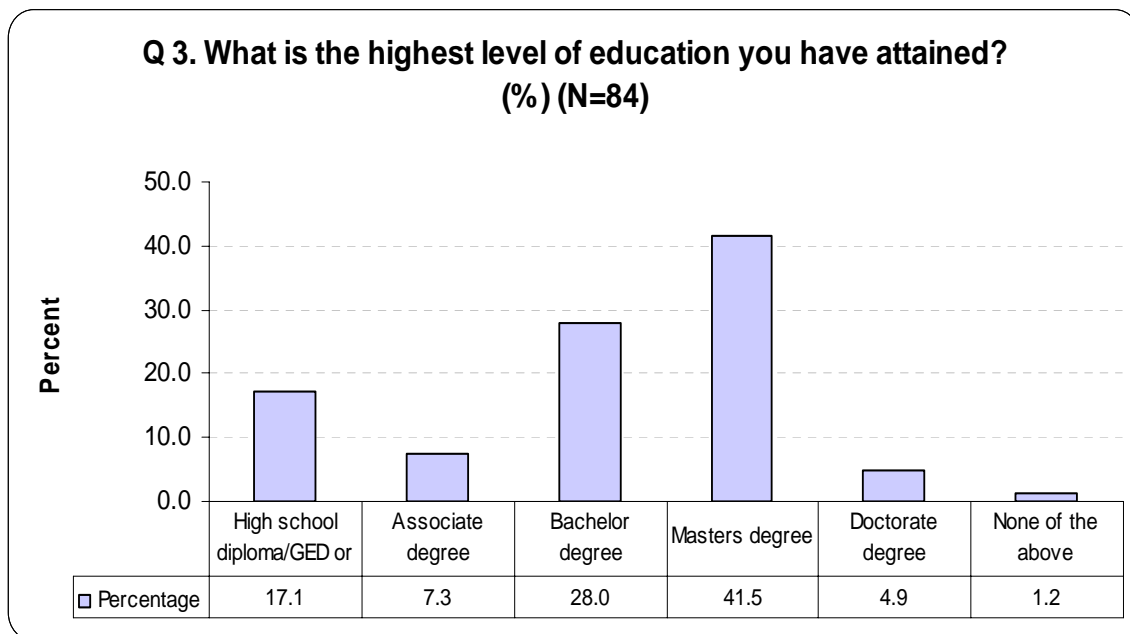
Often those who are employed and work within an organization are best suited to see the strengths and weaknesses of an institution. Administrators have first hand experience with the daily success and shortcomings of the program. By providing strict confidentiality through our surveys, we can create an inviting forum for employees to share their thoughts about the after-school program.

The administrator survey was distributed to a total of 84 employees across eight different after-school program locations. The graph below illustrates the distribution of surveys across the different program centers:

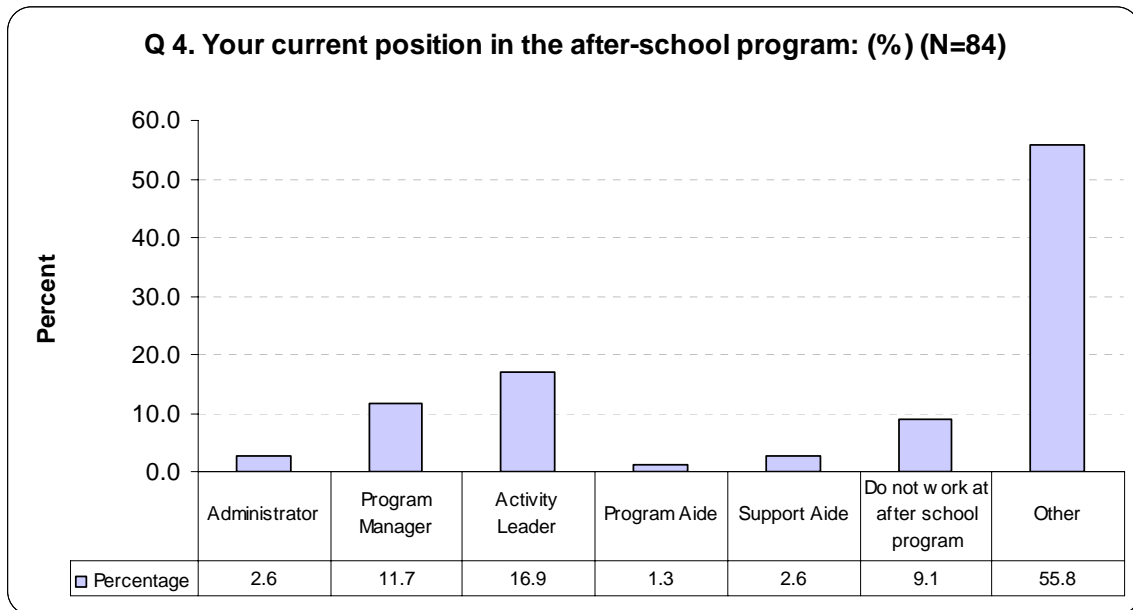


3.2.6.1) Administrators/Staff Profile

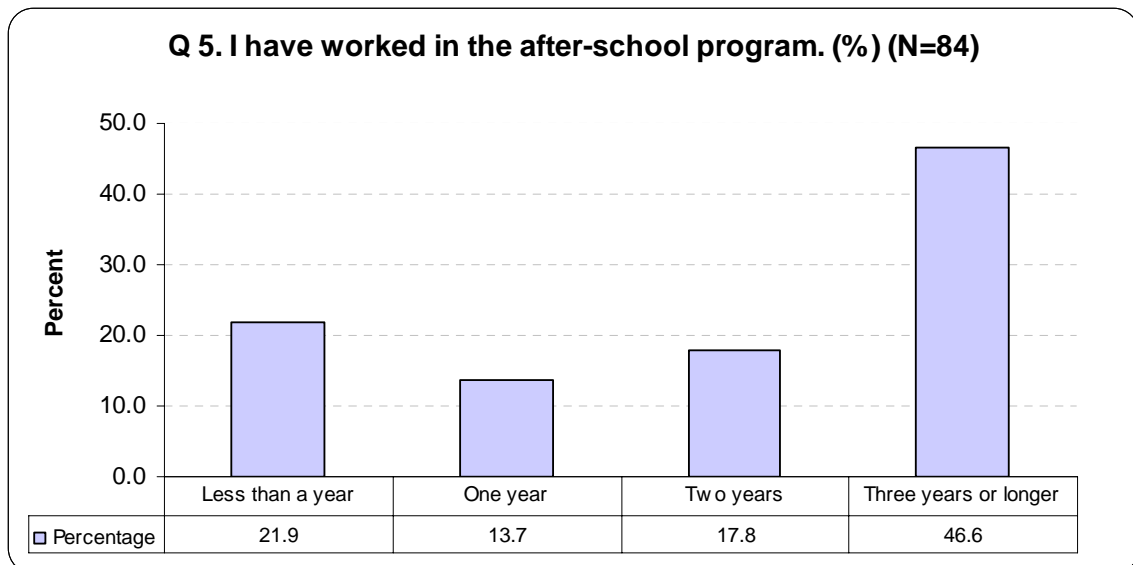
In order to assess the responses provided by the administrators in this survey, it is beneficial to get a sense of the type of administrators who are taking part in the evaluation. As such, we asked a variety of questions about the background and experience of respondents.



The majority of respondents 41.5 (%) had Master’s degrees. An additional 35.3% of respondents had undergraduate educational backgrounds with either an associate degree or bachelor degrees while 17.1% had High school diplomas/GED or equivalent.



As indicated by the data on educational background, over half (55.8%) of respondents are listed under the ‘other’ category. Various levels of program management such as activity leaders, program managers, and administrators compose a total of 31.2% of survey respondents.



In addition to having a large representation of program aides in the survey, many respondents are relatively new employees to the program. Nearly half of respondents (46.6%) have worked in the after-school program for three years or longer with another 17.8% of respondents having two years of experience. The remaining respondents are

more seasoned with 13.7% having one year of experience and 21.9% having less than one year of experience.

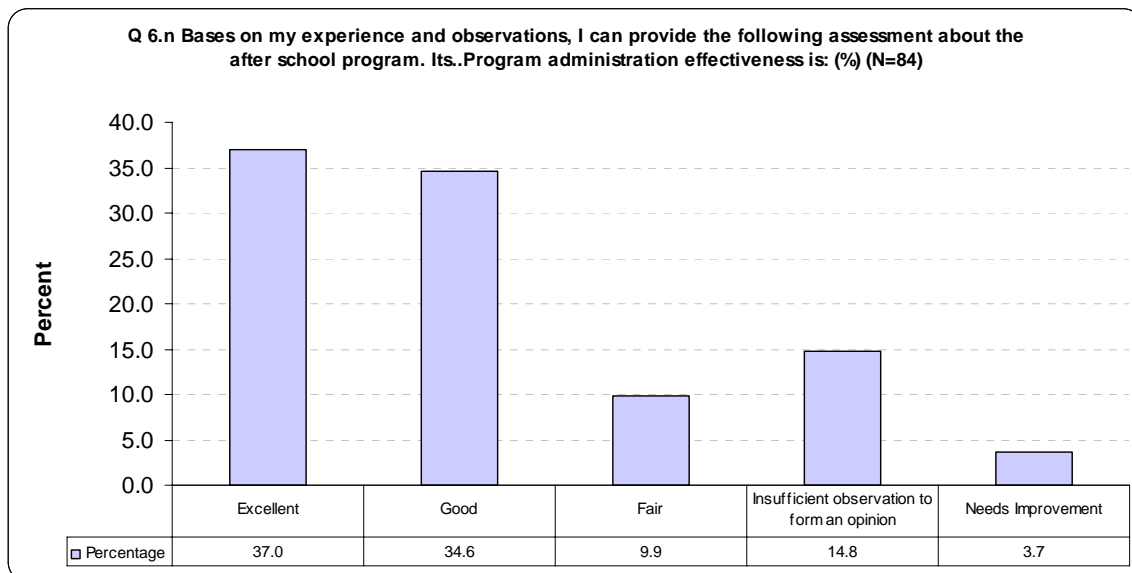
3.2.6.2) Administrators' Evaluation of Program Areas

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

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

The seventeen program areas evaluated include:

- Program Policy and Procedures
- Staff-to-Child Ratios
- Safety
- Activities Offered
- Internal Communications
- Snack Program
- Tutoring and Homework Assistance Programs
- Enrichment Programs
- Parents' Assistance Programs (such as literacy, parenting, and other classes)
- Indoor Space
- Outdoor Space
- Technology Utilization
- Program Administration
- Professional Development Opportunities
- Resources and Materials
- School/Community Relations
- Potential Growth

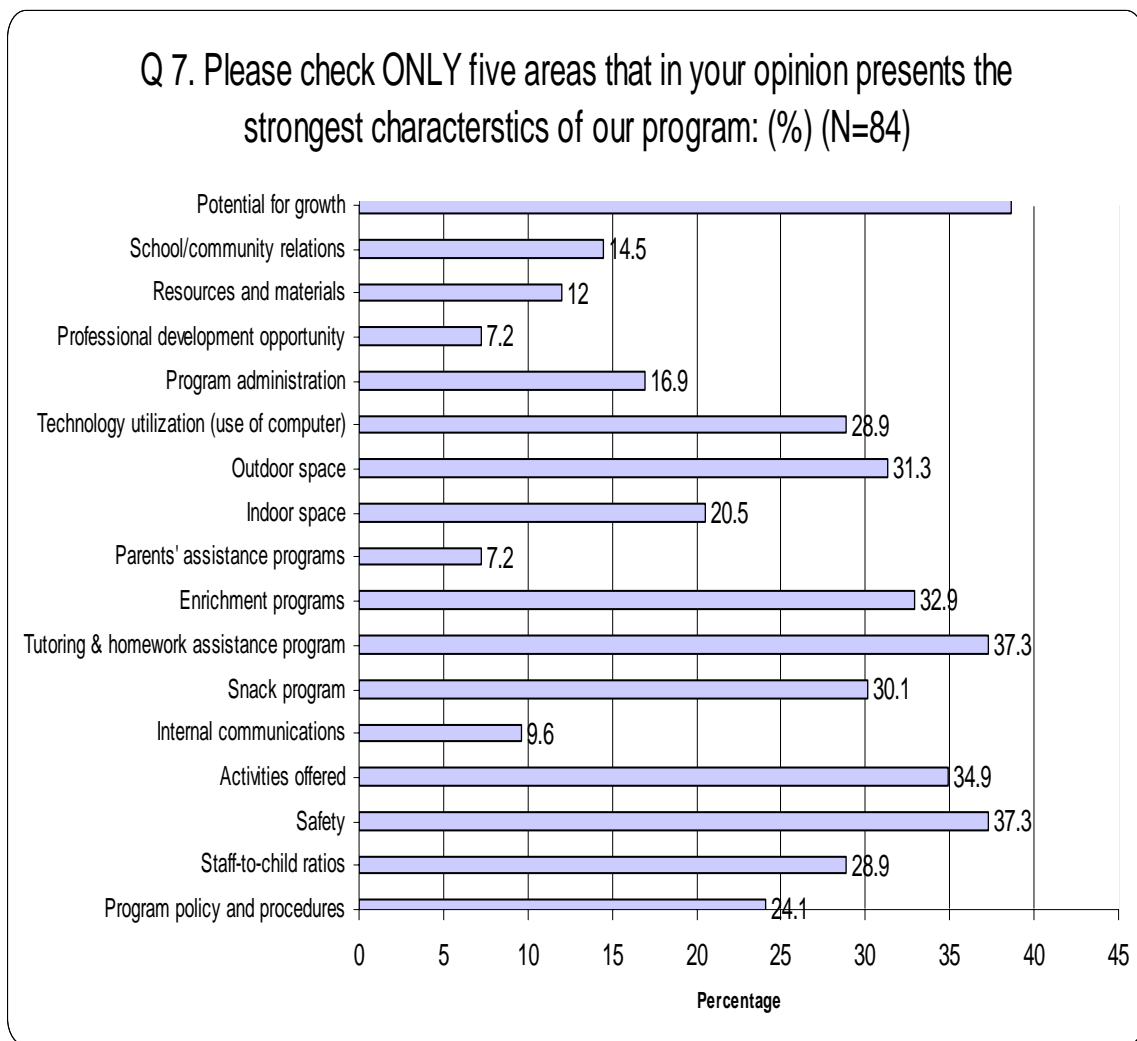


Before discussing specific areas of strength and weakness, it is instructive to get a sense of respondents' overall opinion about the effectiveness of the program administration. The

majority of respondents (37.0%) indicated that, in their judgment, the overall effectiveness is excellent while an additional 34.6% rated it as excellent. The remaining administrators rated it as fair (9.9%) or in need of improvement (3.7%) while 14.8% were not able to form an opinion. The success of an organization requires that its own members have faith and confidence in their own work. It is clear that this is the case with the after-school program.

Areas of Strength

The five areas of greatest strength in the program included: Safety, tutoring and homework assistance programs, outdoor space, program policies and procedures, and activities offered. These were selected from a long list of options provided in the questionnaire. The interesting feature of our finding is that the highest rate of approval has been just about 37% and this suggest that there is a considerable amount of difference of opinion among the administrators and staff about what constitute the strongest area of strength and overall nothing listed emerged as a strong consensus among all those who were asked to answer this question. For a more detailed breakout of administrator responses regarding these five areas, see the following chart.



Safety is necessary in order to create a nurturing environment in which children can grow and mature. Administrators who work in the program view this as one of the program's strongest areas. Over one third of respondents (37.3%) believed that safety is one of the five strongest characteristics of the program while 62.7% of administrators did not think that this was the case. Program management is on the right track with safety but, as mentioned earlier, 100% success ought to be the goal when it comes to safety.

The academic performance of the students is a top priority, especially for parents as demonstrated in the parents' survey. The tutoring and homework assistance programs are a vital component of the program that ensures students excel in their schoolwork. This seems to be one of the stronger areas of the program in the view of administrators, but only shared 37.3% of respondent as the top five areas of strength.

Outdoor space received the vote of over 31% of respondents as an area of top five showing the strength of the program. Program policy and procedures only convinced 24.1% of administrators as one of the top five areas of strength.

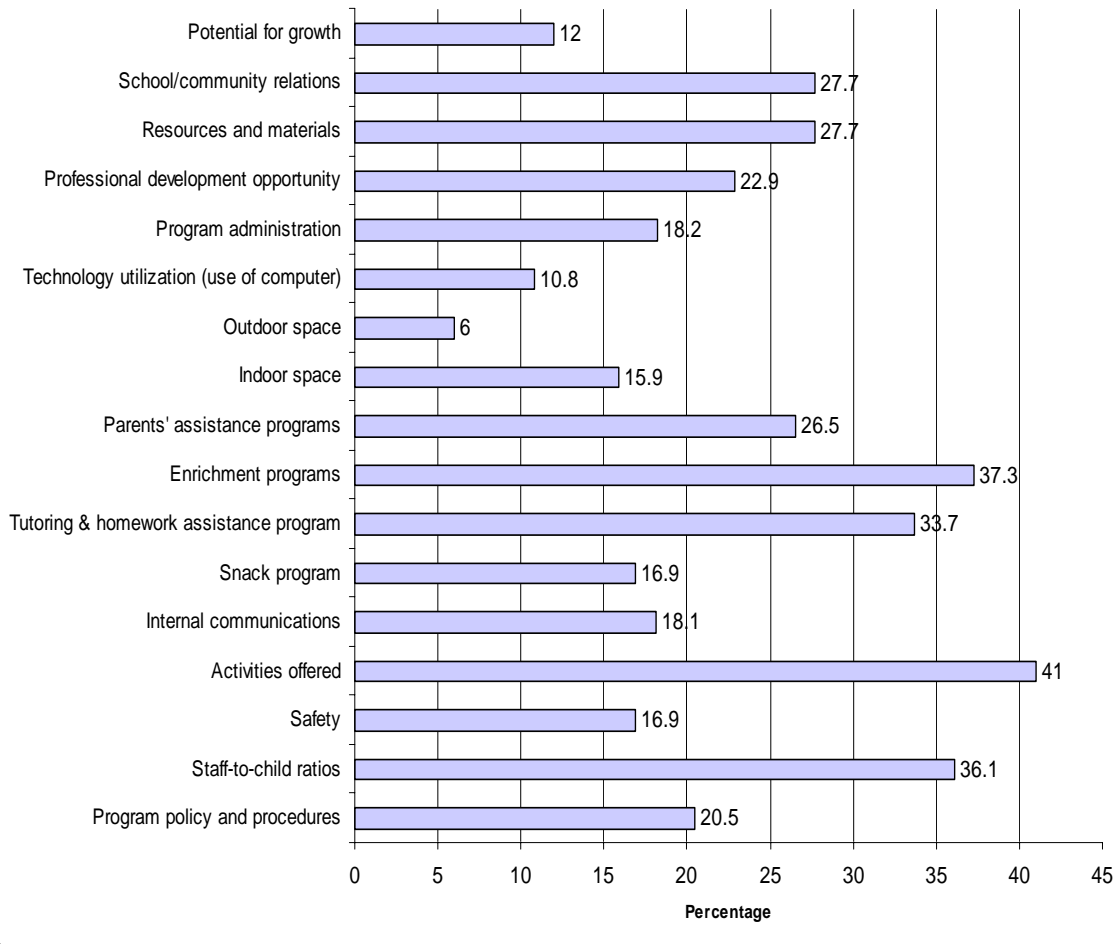
Parents' assistance, professional development, and international communications received the lowest rate as areas of program strength.

Areas in Need of Improvement

Much of the data shows that the after-school program is a success but there is always a way to grow and improve upon past success and experience. In order to identify areas that program management should keep in mind for future initiatives, we asked administrators and staff to identify the five areas most in need of improvement. Administrators who work day in and day out in the after-school program are the best informed about ways in which a program can improve since they make daily observations in their interactions with the children and parents.

The five areas identified as needing the most improvement include: Parents' assistance programs (such as literacy, parenting, and other classes), Resources and Materials, Technology Utilization, Activities offered, Staff to Child ratio, and Enrichment Programs. For a more detailed breakout of administrator responses regarding these five areas, see below:

Q 8. Please check ONLY five areas that in your opinion describe the most needed area for improvement: (%) (N=84)



Programming that targets parents such as literacy and parenting classes are identified by over quarter of administrators (26.5%) as needing improvement while the majority 73.5% of administrators did not believe this to be the case. It is important to note that there is tremendous parent interest in these programs according to the parents' survey. However, when asked for additional comments on these programs only one administrator responded by stating that there is "no parent involvement." Considering the results of the parents' survey, strategies might be necessary to increase awareness about these services with parents or to find times for these services that might better serve the busy schedules of these parents.

Administrators also indicated that the resources and materials available in the program are another area in need of improvement. 27.7% of administrators viewed this as one of the top five areas in need of improvement while 72.3% of administrators did not believe this to be the case.

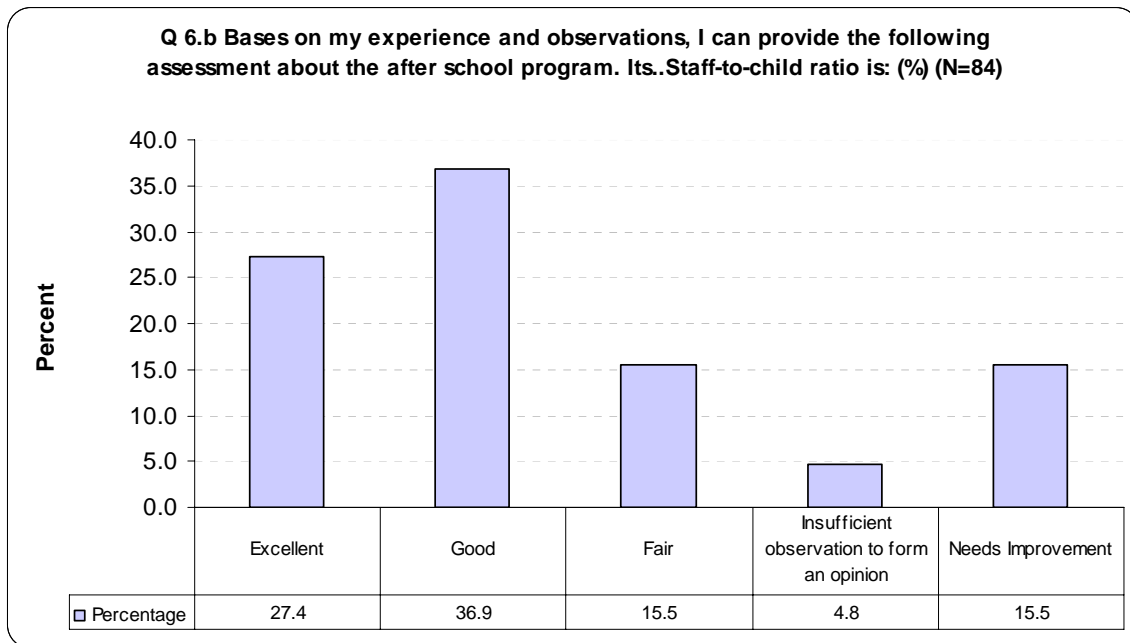
Administrators have also indicated that an area for growth includes the after-school program's technology utilization (e.g. use of computers). Although the expense to acquire more computers could be substantial, it is necessary to increase technology utilization so children participating in the program develop greater computer literacy that can serve them in school and beyond. 10.8% of administrators viewed this as one of the five areas in the most need of improvement while an overwhelming majority 89.2% of administrators did not believe this to be the case.

One of the interesting results of this section is the fact that a substantial proportion of administrators (41.0%) viewed the activities offered by the program as one of the five areas in the most need of improvement. This program area was also viewed as one of the five strongest areas of the program (34.9%). The discrepancy shows that although the after-school program has been successful in the programs it has offered, administrators still see that there is room for even further growth and improvement.

Another area in need of improvement according to administrators is the enrichment programs offered in the program. 37.3% of administrators believe this to be one of the five areas of the program in the most need of improvement while 62.7% did not view this to be the case.

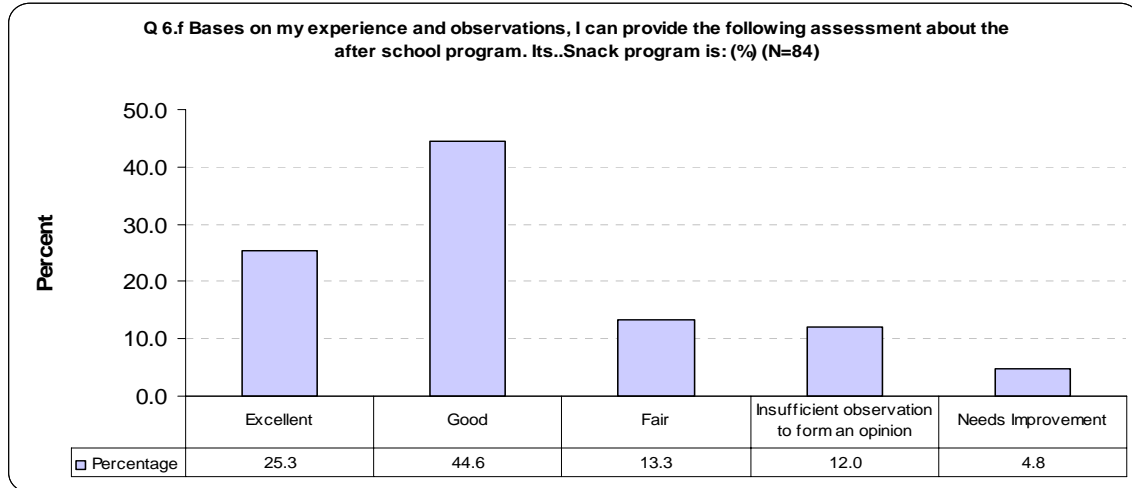
Additional Areas of Assessment

Although the above program areas represent where the program is strongest and in need of the most improvement, there are other areas for which we have noteworthy results.



The staff-to-child ratio is an important barometer of how much attention each individual student is receiving. In general, the results are quite positive and indicate that the staff

feels they are not overwhelmed by too many students with too few administrators. 64.3% of administrators reported the ratio as either good or excellent with an additional 15.5% reporting the result as fair. An additional 15.5% indicated that there was need for improvement.



The majority of administrators (69.9%) reported that the snack program is either good or excellent. Although this shows a general confidence in this aspect of the program, a minority (17.8%) of administrators said that the snack program was either fair or in need of improvement. In the “additional comments” section, several comments were made that the snacks provided are sometimes expired which might explain why some rated the program as either fair or in need of improvement. More efficient maintenance of the snack supply could avert this particular problem.

3.2.6.2) Open Ended Comments of Administrators from Port Hueneme District for Academic Year 2007-2008

Verbatim Comments of Administrators

General Comments of Administrators/Staff About Various Aspects of Their After School Program
<p>ASES needs to be trained on behavior/classroom management</p> <p>Better communication of duties and responsibilities for the boys and girls club.</p> <p>Computers in lab are not maintained well. There are 3 computers in lab that have not worked for over 1 1/2 years</p> <p>Donna has assembled an incredible team of teachers & aides to work in our after school program. They are organized, dedicated, prepared and professional.</p> <p>I appreciate the time you have allowed to considering our comment, resources and materials that we use be more accessible</p> <p>I believe the people that are in charge of these programs want what is best for the children. It was run better this year than it was last year</p>

I think that this program is an excellent program for our students. They have all made improvements in school

I think the material for the students during the hour can be improved to fit their needs. I do not have enough time to work with each group of students to explain fully the directions for them.

If the boys and girls club continues to offer support, I would like them to have more training in dealing with students

It is difficult to help each student with their homework when they all have trouble with it. The students do not respect the supervisors or the classroom, even with warnings and disciplinary actions. Students do not use homework time wisely. This is a program with great potential

Rosie Barry does an amazing job and should be commended. She is an asset to the program.

Staff is awesome. The kids are great. The facilities are well kept and the technology is suppers. Great Job.

The after schools play ground rules need to be same as the schools daytime program. The young people guiding our children are enthusiastic and the kids love them

The after school program is a work in progress that I see improving quickly

The staff program are excellent-all is well run

There needs to be more formalization of training and curriculum teaching resources as well as more resources and materials available. There needs to be more activities. The ratio of teacher student needs to be lower.

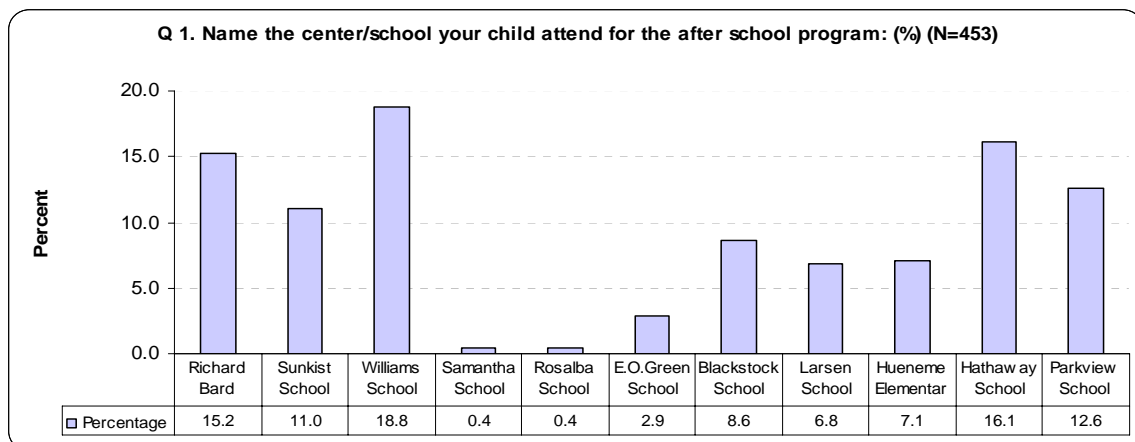
This is fantastic program. It is truly working model that is rigid enough for the students to benefit from, yet flexible enough to make necessary changes easily

This program in my opinion is amazing.

Too many students

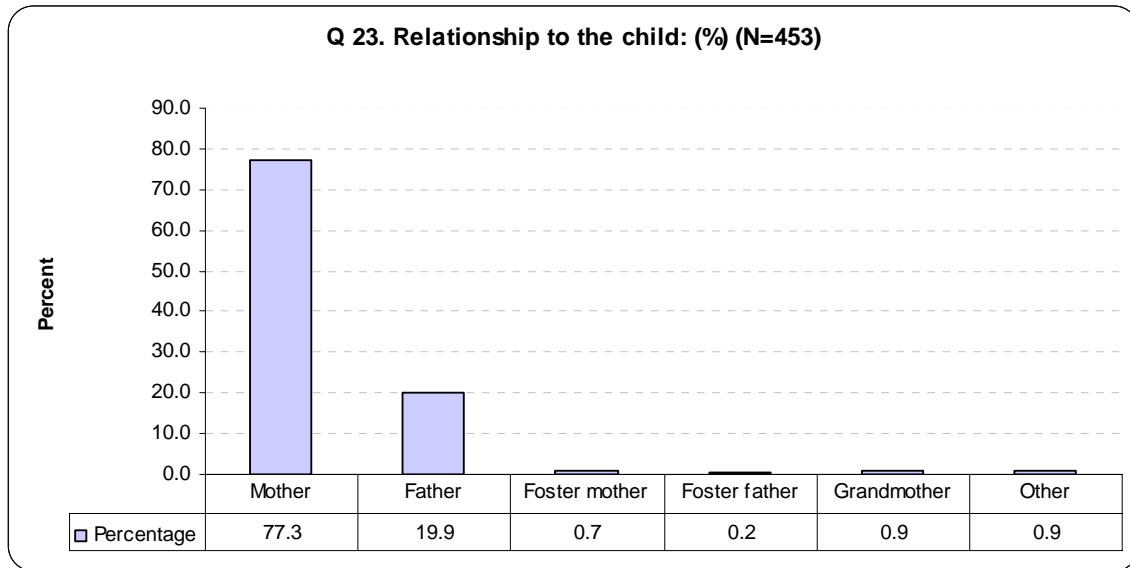
3.2.7) Summary of the Findings for Parents

The parent survey was administered in both English and Spanish depending on the preference of the respondent. As always, an uncompromising respect for the respondent's privacy was observed. In total, 453 surveys were completed and utilized in the below analysis and summary. Surveys were administered in eleven locations. The chart below illustrates the distribution of the children in these eleven locations.

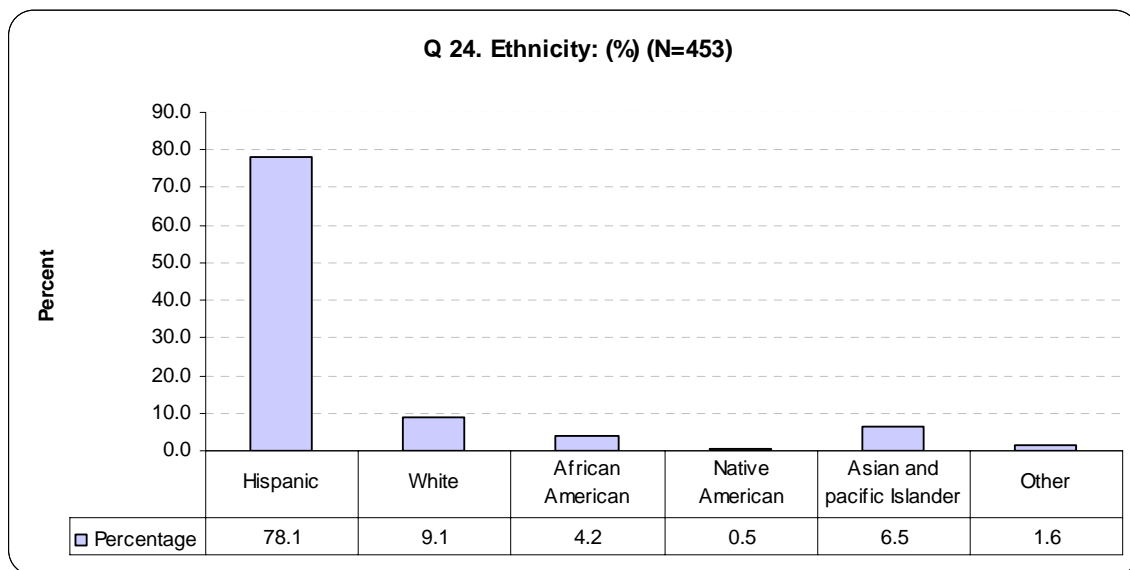


3.2.7.1) Socio-Economic Profile of Parents

Before looking at more specific data about parent opinions regarding the program, a more general perspective regarding the respondent population must be gained. To serve best a particular community, it is important to understand the make up and characteristics of that community. As a result, the following general information was collected about the respondents and their families.

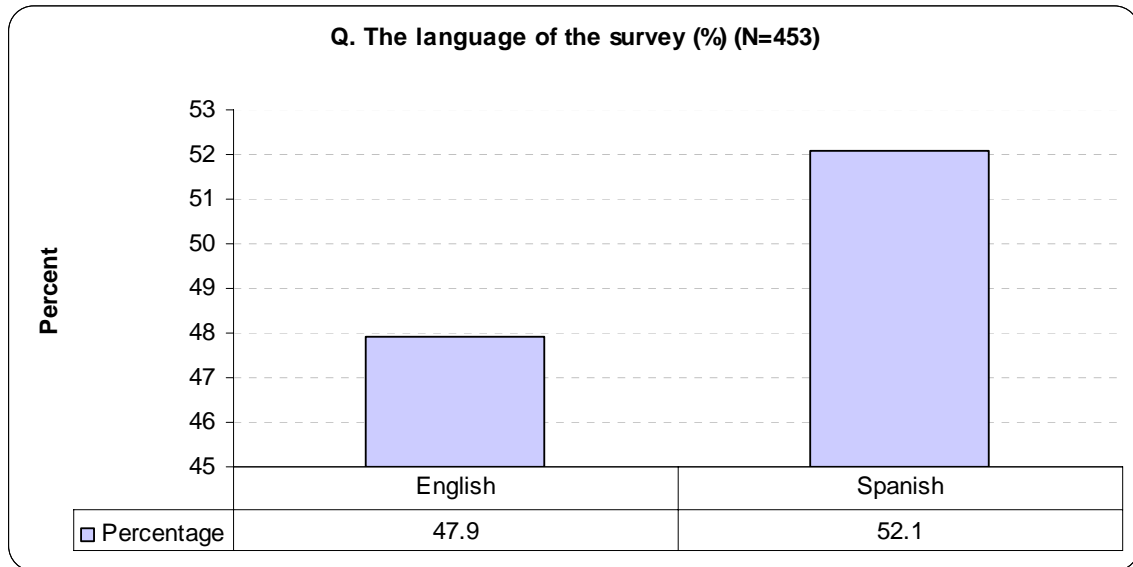


Mothers make up over two-thirds (77.3%) of respondents while only 19.9% are fathers. Foster Mothers 0.7%, Foster Father 0.2%, Grandmother 0.9% and “Other” 0.9% make up the rest of the categories.

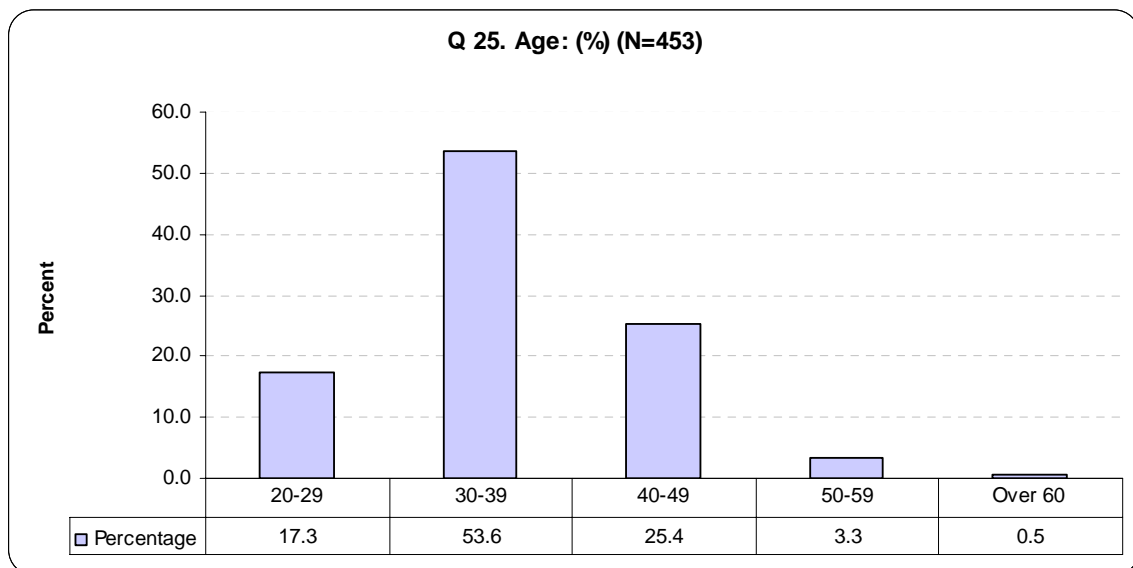


The prevalence of Hispanic respondents is an important demographic characteristic of the parents and families utilizing the after-school program services. At 78.1% of respondents,

Hispanics overshadow Whites (9.1%), Asian or Pacific Islanders (6.5%), African Americans (4.2%), Native Americans (0.5) and others (1.6%). Even though Hispanics are a larger proportion than African-Americans are, both groups make up a larger proportion of the respondent population than they do the local population while the opposite is the case for Whites and Asians. The reasons for the disparity may include the socio-economic needs of these different groups.

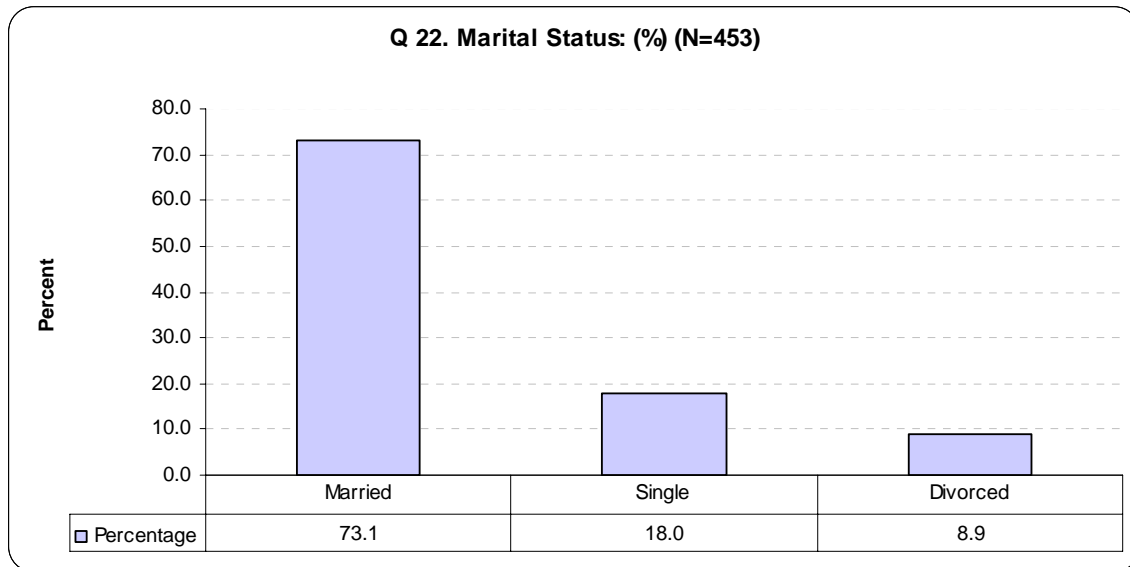


Not surprising considering the above ethnic profile of the respondents, a majority proportion (52.1%) of surveys were administered in Spanish. The remaining 47.9% of surveys were administered in English. This demonstrates that more than half of the children's' parents and guardians are more comfortable with Spanish than English.

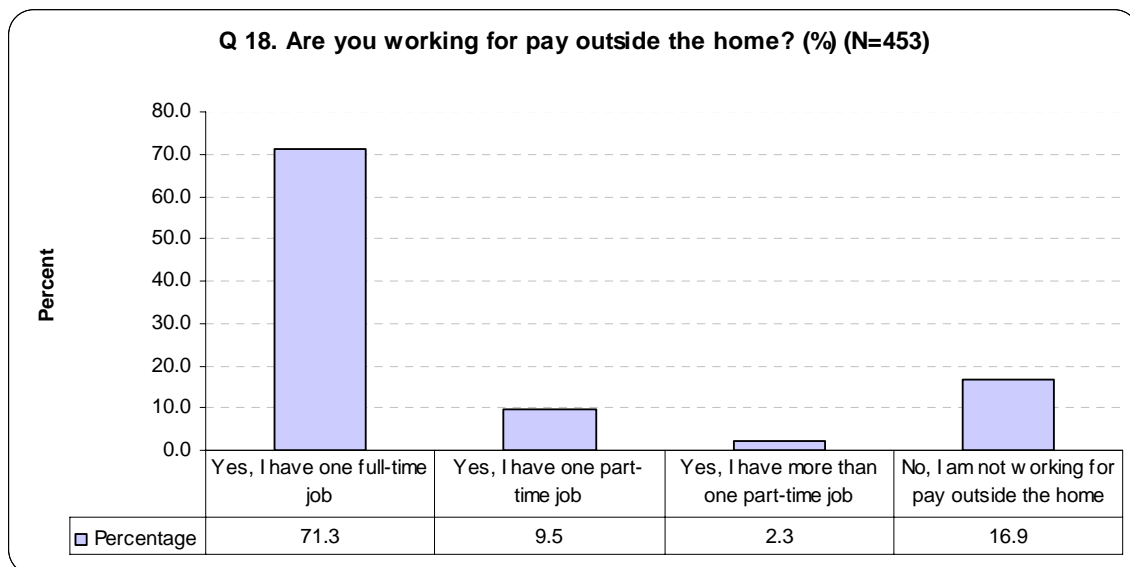


The age distribution of respondents is symmetric and slightly skewed to the right with 96.2% of respondents between 20 and 49 years of age. Over half (53.6%) of all

respondents are concentrated between 30 and 39 years of age. This distribution of parent age is intuitive considering the typical age of parents with younger children.



Finally, understanding the marital status of parents illustrates the situation many of the children in the program face at home. Over two-thirds of respondents (73.1%) are Married while 8.9% are Divorced and 18.0% are Single.



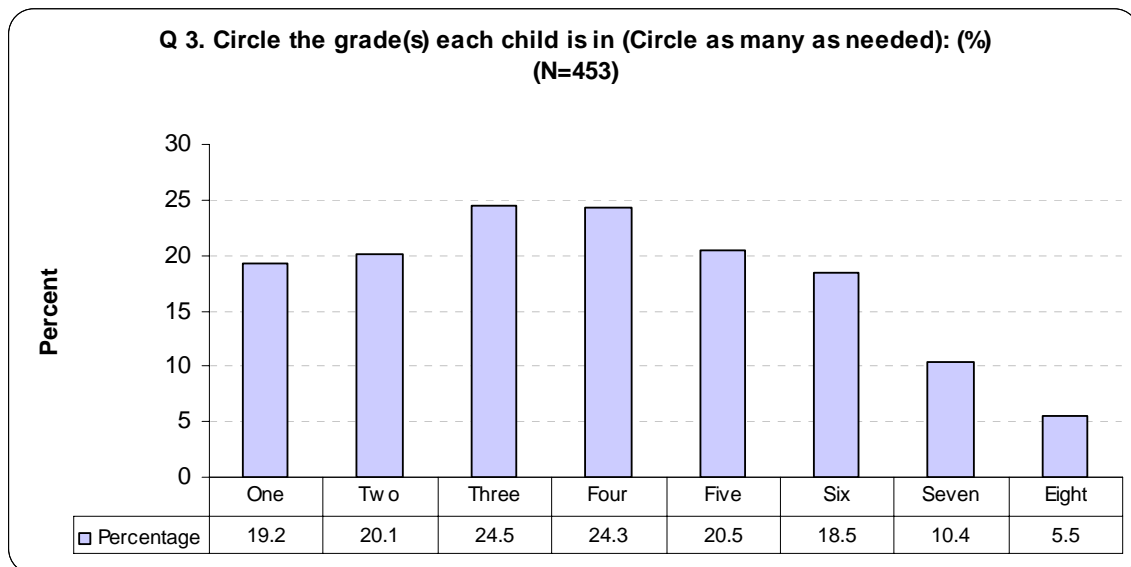
In addition to social demographics of the population, economic characteristics must also be considered. The economic situation of a family is critical to the stability of the child's household. Unemployment for instance presents financial difficulties for a household that clearly affect the prospects of a child's success in school and later in life. On the other hand, a parent with multiple jobs is also less likely to be able to spend as much time with

the child. While avoiding financial problems possibly, children in this environment often suffer from a lack of attention which presents its own unique bundle of difficulties.

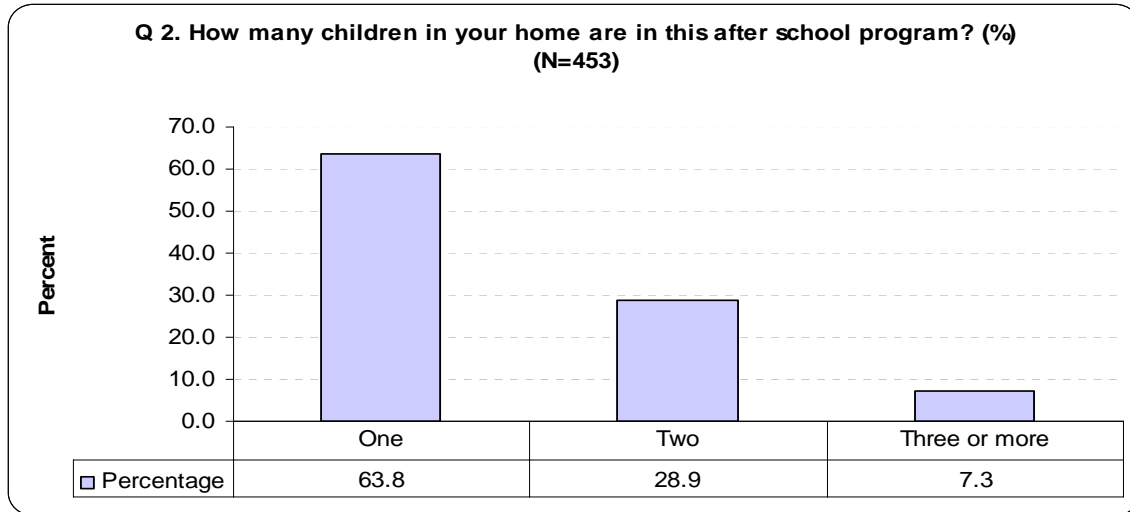
The proportion of parents with one full-time job is quite substantial with 71.3% of respondents accounted for in this category; an additional 9.5% have one part-time job. Finally, 16.9% of parents do not work outside of the house and 2.3% have more than one part-time job. Considering that a large majority of respondents are female, it is clear that many children are likely to be in households where both parents work. This certainly expands the financial horizons of the parents and their household but exposes many children to an environment with less supervision and possibly less attentive care. After-school programs are invaluable to such a group. The value of this service cannot be underestimated considering this demographic reality.

3.2.7.2) Information Regarding Respondent’s Child(ren)

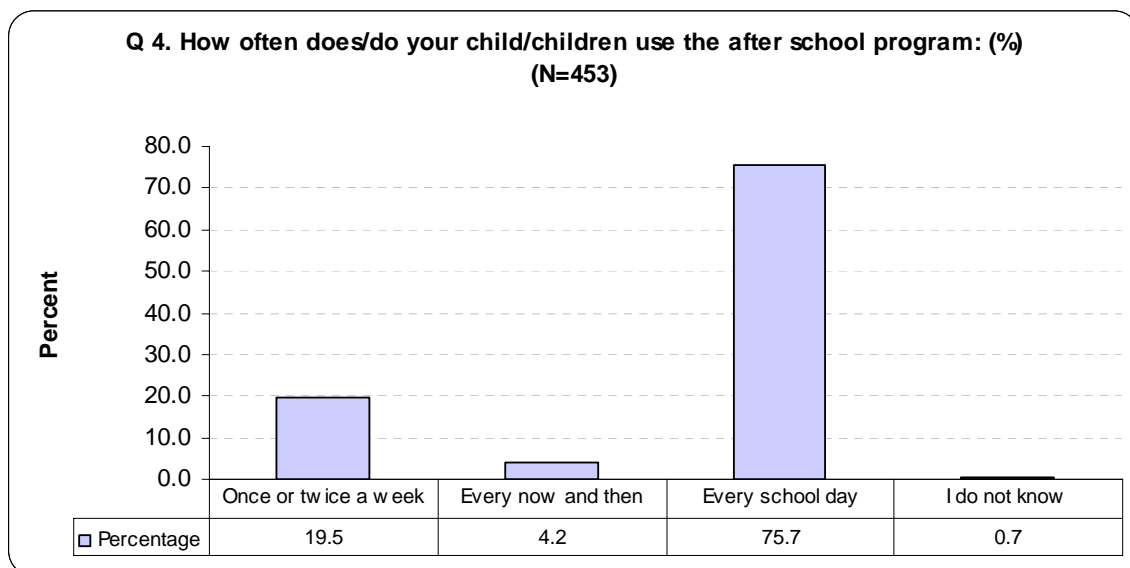
While significant information about children can be gathered directly through the student survey, some information is better collected from the parent. The following graphs and summaries illustrate parents’ responses about their children.



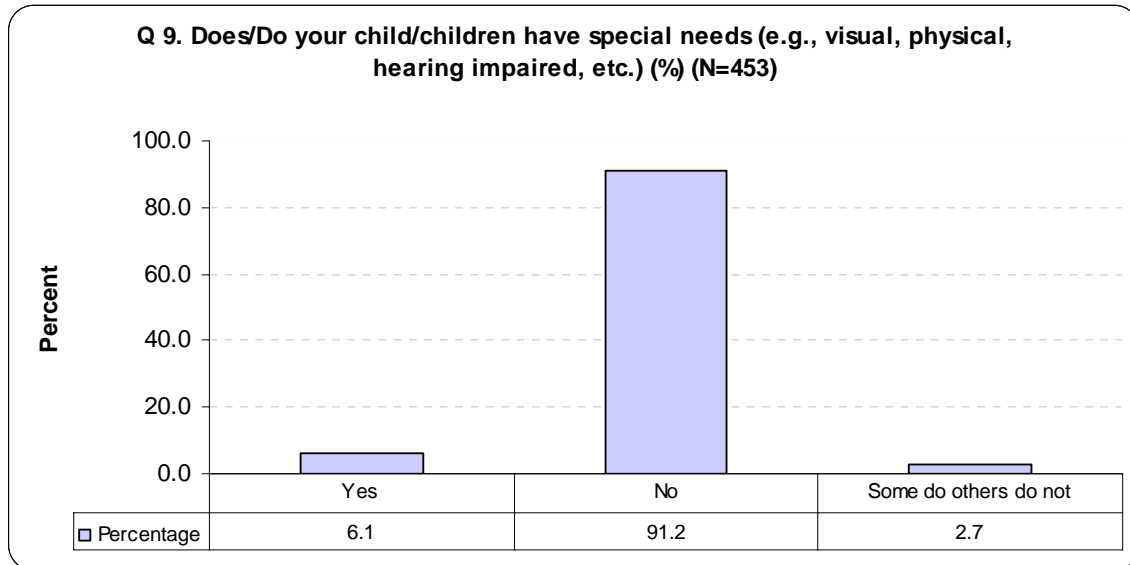
This shows a proportionate distribution of responses from parents based on the grades of their children. The bulk of responses come from parents with children in second to fifth grades and this proportionate to the distribution of students seen in the previous sections of this report.



Another question we asked parents is about the number of children they have enrolled in the program. While close to two-thirds of parents (63.8%) have only one child in the program, 28.8% and 7.3% have either two or three plus children, respectively, in the program. While a minority, these parents with more than one child in the program benefit greatly from this program since the burden of caring for multiple children after school without this program would be substantial.



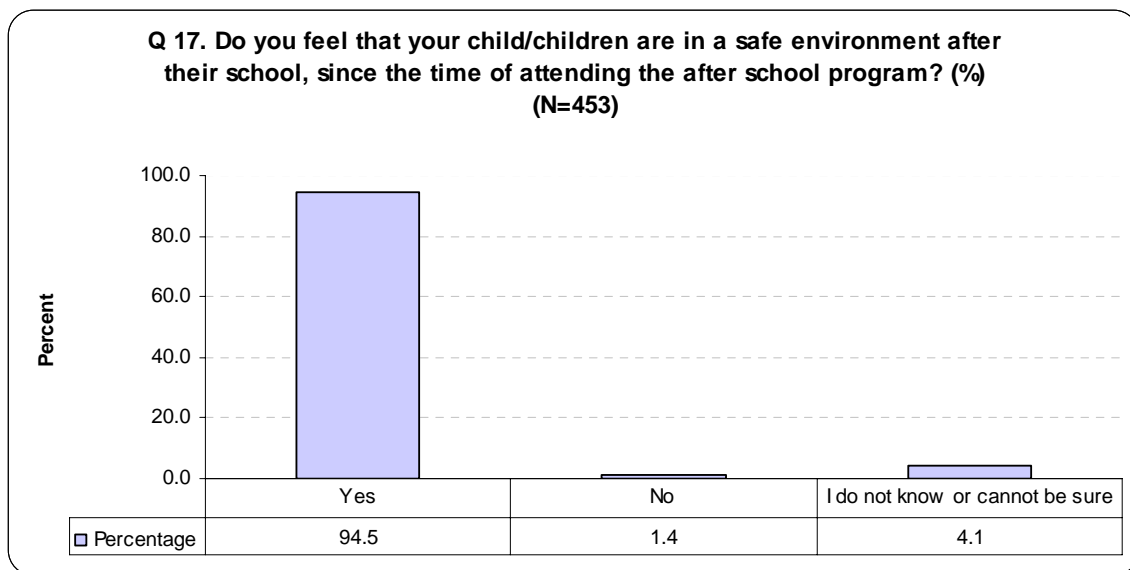
The importance of this program in the lives of these parents is also demonstrated by how much they depend on the program. With 75.7% of parents having their children present everyday, it is clear that the after-school program is a part of daily life for many families. Only 4.2% take their children “every now and then.” Without this after-school program, it is clear that the daily life of many families in the local community would be greatly disturbed.



It is important to note the proportion of children participating in the program who have certain special needs. Special needs can include visual, physical, or other such impairments. While a minority of 6.1% have such special needs, it is nevertheless important to consider the possible needs of this group.

3.2.7.2) Child Safety

Child safety is an important concern for many parents. The administrators of the program ought to do all that they can to create an environment where parents can feel is safe for their children. Parents are in good position and highly motivated to evaluate the success of the program with regard to its safety.



A strong majority (94.5%) of parents feel that their children are in a safe after-school environment since enrolling their children in the program. This data demonstrates that the

program has succeeded in creating a safe environment for most of the children in the program based on the views of their parents. A minority of 1.4% of parents feel that the after-school environment is not safe while 4.1% of parents are not sure. Although these numbers are small, they indicate that a handful of students might be facing extenuating circumstances despite the generally safe environment. On the other hand, it is hard to be sure that the opinion of these parents are necessarily based on their direct experience. There is always a clear difference between having direct experience to express an opinion and having a perception on how a situation might be or being influenced by other information at the time of answering a survey. The final comment in here is that safety is the most important priority for ASES and there is always room to increase the safety and along the way provide greater assurance for the children and their parents that the children are safe.

3.2.7.3) Changes in Child Behavior

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

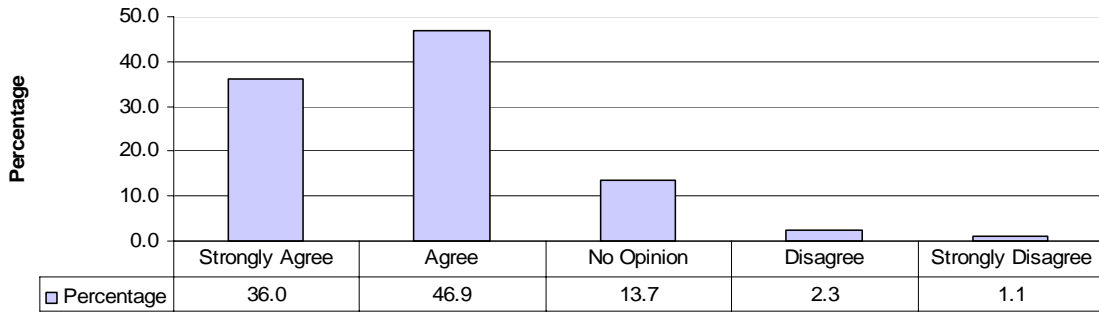
We collected data testing a variety of areas. The greatest improvement that has been observed is in the ability of children to make friends as 94.1% of parents agreed or strongly agreed that this was the case. Such improved social skills are a vital contribution of the after-school program to children. Students that have attended the after-school program have also benefited from emotional growth in other areas including greater self-confidence. 91.3% of parents observed that their children have more confidence since coming to the after-school program

Students also seem to have benefited academically by attending the after-school program. 88.3% of parents of have observed some degree of improvement in their child's performance in school while 88.8% of parents believe that their child seems to enjoy going to school more since attending the program.

While the mechanisms for all these improvements are hard to trace, there are several possible explanations. For academic improvements, the availability of tutoring services likely account for the children's growth. Emotional and social growth demonstrated by self-confidence and a greater ability to find friends can likely be explained by the various enrichment activities sponsored by the program that lead to the children interacting with one another.

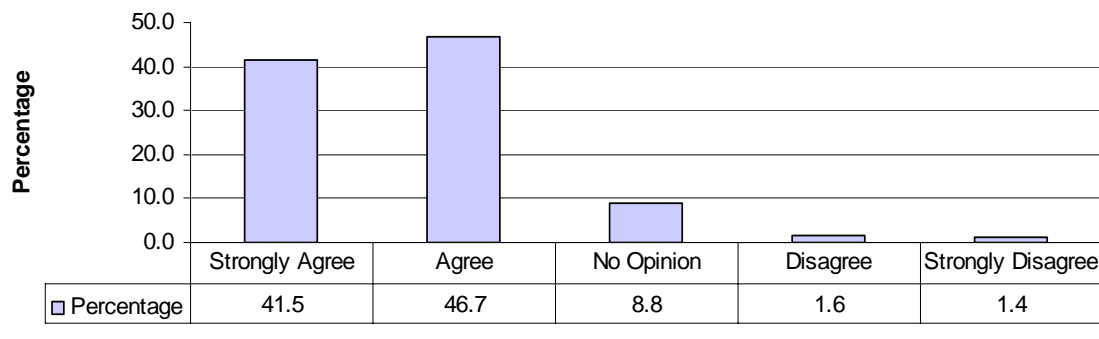
Below are the results for the full spectrum of categories for which we measured changes in child behavior:

Q 10.a. Below are listed some statement. Please check the box matches your feelings toward that statement. Since coming to the after school program..My child is braver about trying new things. (%) (N=453)



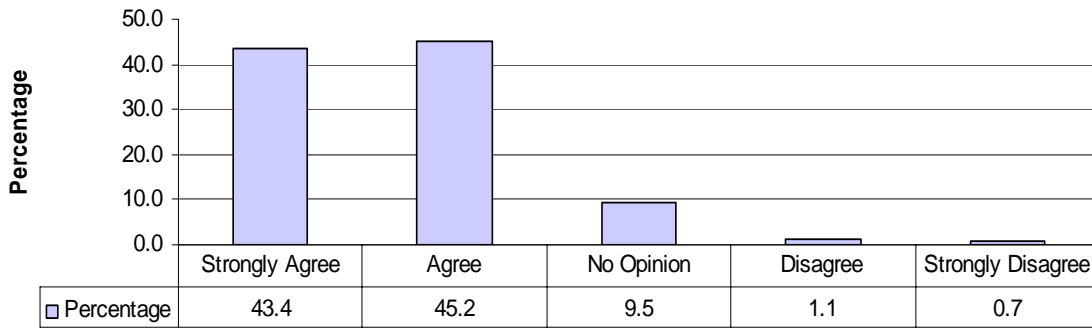
82.9% of parents either strongly agree or agree that their child is braver about trying new things since coming to the after-school program. Another 13.7% of parents had no opinion on the matter while only 3.4% of parents either disagreed or strongly disagreed with this statement.

Q 10.b. Below are listed some statement. Please check the box matches your feelings toward that statement. Since coming to the after school program..My child has a greater ability to make friends. (%) (N=453)



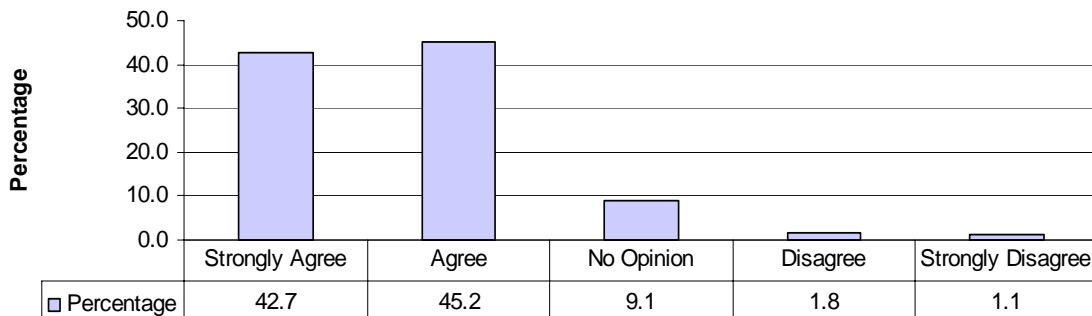
As discussed above, 88.2% of parents either agreed or strongly agreed that their child has a greater ability to make friends since coming to the after-school program. Another 8.8% of parents had no opinion while only 3.0% disagreed or strongly disagreed with this statement.

Q 10.c. Below are listed some statement. Please check the box matches your feelings toward that statement. Since coming to the after school program..My child is showing more confidence in him/herself. (%) (N=453)



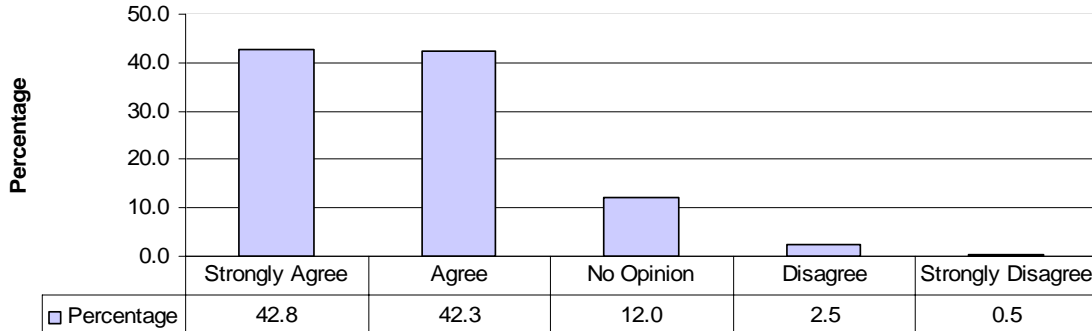
As discussed above, 88.6% of parents either agreed or strongly agreed that their child has more self-confidence since coming to the after-school program. Another 9.5% of parents had no opinion on the matter while only 1.8% either disagreed or strongly disagreed with that statement.

Q 10.h. Below are listed some statement. Please check the box matches your feelings toward that statement. Since coming to the after school program..My child has shown improved school performance. (%) (N=453)



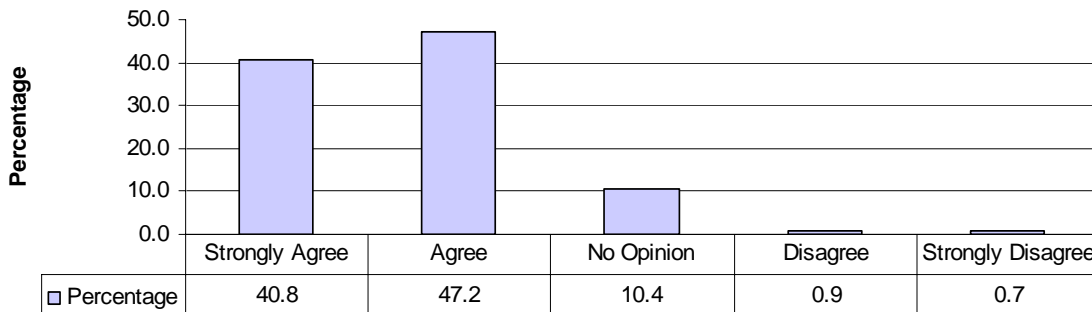
87.9% of parents either agreed or strongly agreed that their child's performance in school has improved since coming to the after-school program. Another 9.1% of parents had no opinion on the matter while 2.9% either disagreed or strongly disagreed with that statement.

Q 10.i. Below are listed some statement. Please check the box matches your feelings toward that statement. Since coming to the after school program..My child seems to enjoy going to school more. (%) (N=453)



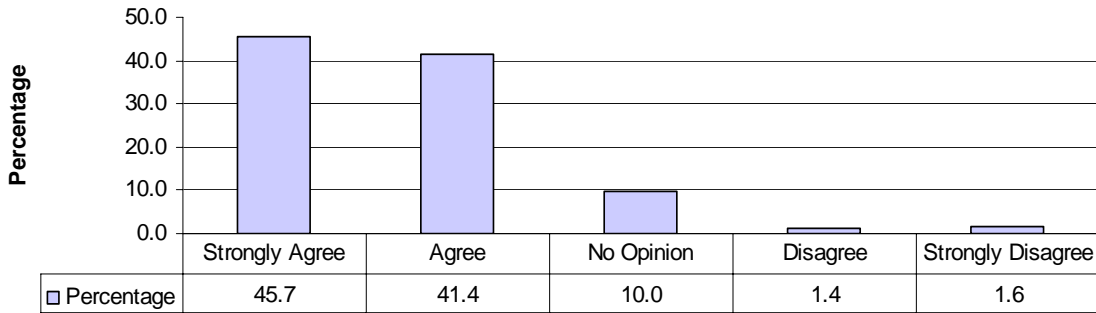
85.1% of parents either agreed or strongly agreed that their child seemed to enjoy going to school more since coming to the after-school program. Another 12.0% of parents had no opinion on the matter while 3.0% either disagreed or strongly disagreed with that statement.

Q 10.o. Below are listed some statement. Please check the box matches your feelings toward that statement. Since coming to the after school program..My child has found new friends at school. (%) (N=453)



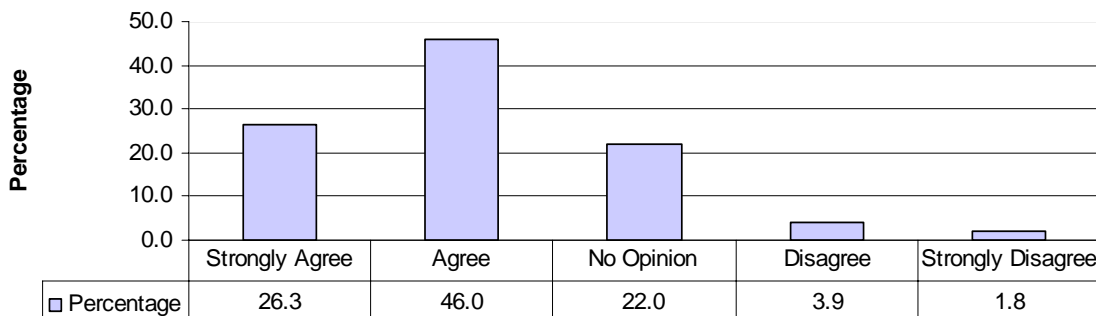
88% of parents either agreed or strongly agreed that their child has found new friends at school since coming to the after-school program. Another 10.4% of parents had no opinion on the matter while only 1.6% strongly disagreed with that statement. This data further corroborates the fact that students participating in the program have improved social skills with their peers.

Q 10.p. Below are listed some statement. Please check the box matches your feelings toward that statement. Since coming to the after school program..My child looks forward to going to the after school program. (%) (N=453)



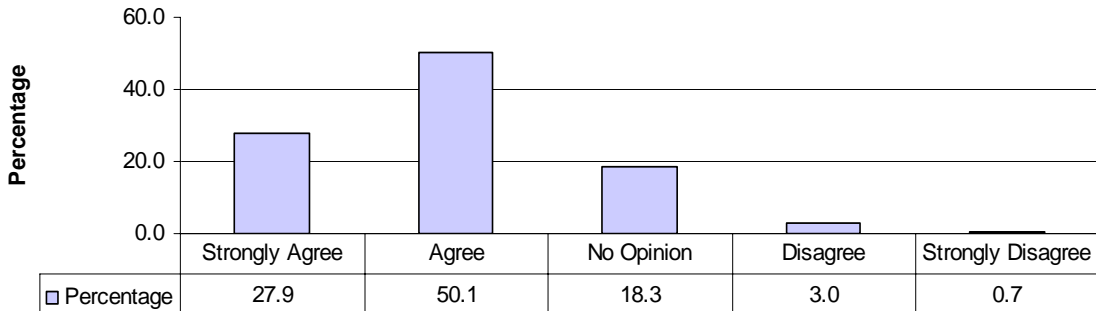
87.1% of parents either agreed or strongly agreed that their child looks forward to going to the after-school program. Another 10.0% of parents had no opinion on the matter while only 3.0% strongly disagreed with that statement. The fact that students look forward to the after-school program shows that the administrators and volunteers have succeeded in creating an environment that is welcoming and nurturing for the children they serve.

Q 10.s. Below are listed some statement. Please check the box matches your feelings toward that statement. Since coming to the after school program..My child is less impulsive (thinking before acting). (%) (N=453)



Impulsive behavior can create problems for a child since it can lead the student to act without considering the consequences of their actions. A reduction in such behavior is a positive sign of maturity. 72.3% of parents either agreed or strongly agreed that their child is less impulsive since coming to the after-school program. Another 22.0% of parents had no opinion on the matter while only 5.7% of parents either disagreed or strongly disagreed with that statement.

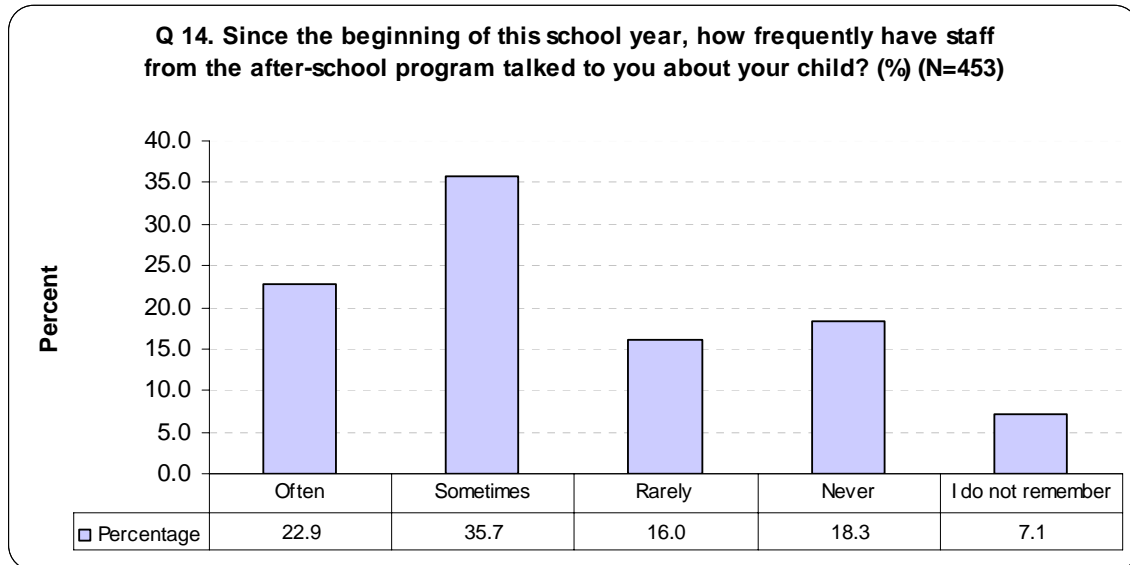
Q 10.u. Below are listed some statement. Please check the box matches your feelings toward that statement. Since coming to the after school program..My child is showing greater conflict resolution skills. (%) (N=453)



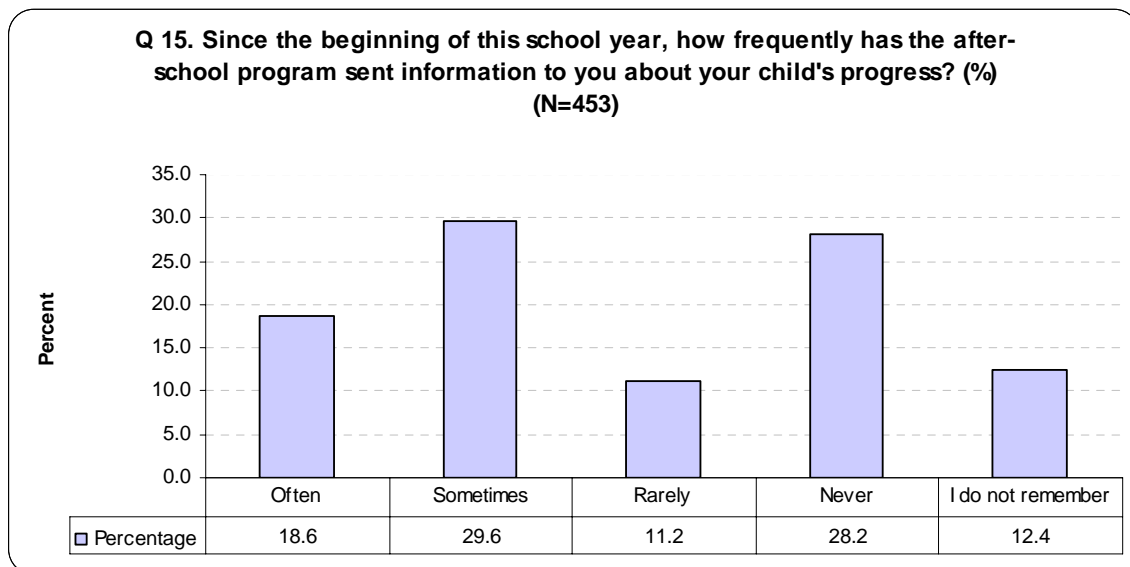
The ability to peacefully resolve conflict is an invaluable skill that can help children avoid potentially dangerous and difficult situations. 78% of parents either agreed or strongly agreed that their child is showing greater conflict resolution skills since coming to the after-school program. However almost one-fifth of parents (18.3%) had no opinion on whether their children had improved in this area. Only 3.7% either disagreed or strongly disagreed that the program improved their child’s skill-set in this area.

3.2.7.4) Parent Involvement and Relationship with Program

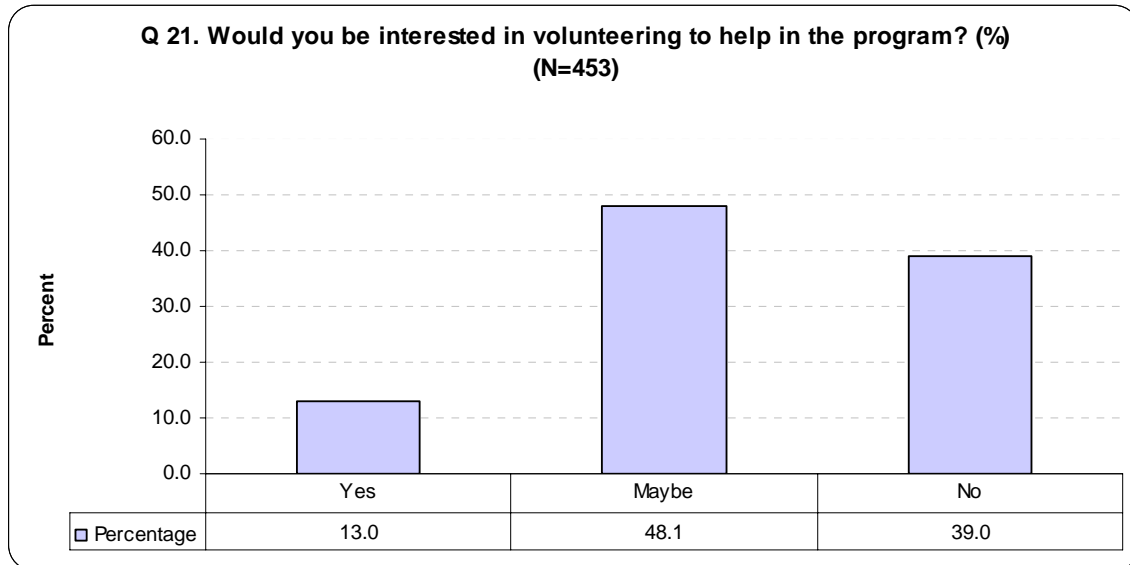
Another important factor to consider when gauging the success of the program is the overall involvement of parents with the program. Parent involvement can take a variety of forms. It can range from casual discussions with members of the staff about their children to receiving information about their child’s progress in the after-school program. Perhaps the greatest involvement could also be considered a parent wanting to volunteer; of course, such a commitment cannot be feasible for some even if they would want to help considering professional and educational commitments. In the following section, we summarize the findings of our survey about the level of parent involvement with the program.



It is a good sign that 74.6% of parents report and remember at least some communication with staff about their children. While only 22.9% report such communication as occurring often, this is much larger than the proportions that never have such communication (18.3%).



Another way to gauge the strength of the relationship between parents and program staff is the frequency with which parents report receiving information about their children's progress from the program. Of all categories, the highest response level is with 29.6% reporting sometimes receiving such progress information. However, 59.4% of parents report receiving at least some information about progress with 18.6% reporting that they receive such information often.



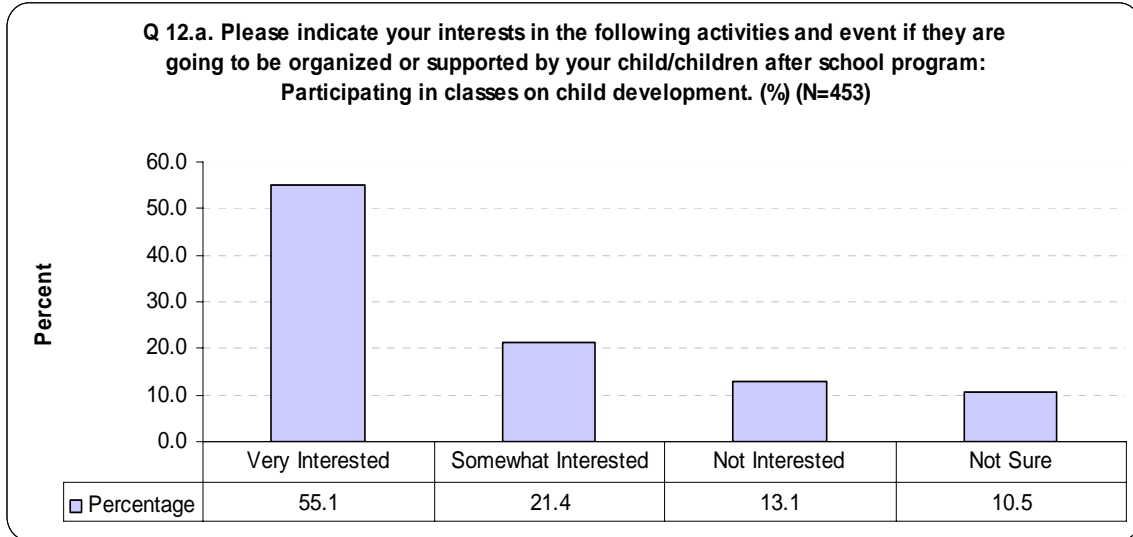
There is strong interest amongst parents in volunteering. 48.1% of parents are considering the possibility on volunteering with 13.0% particular committed to doing so. This interest in volunteering must be taken as a positive sign about parents’ desire to help out with a program that has likely been a positive influence in their own lives. Only 39.0% of respondents were not open volunteering but this is understandable considering other obligations that restrict their ability to get involved.

3.2.7.5) Parents’ Interest in Events and Activities

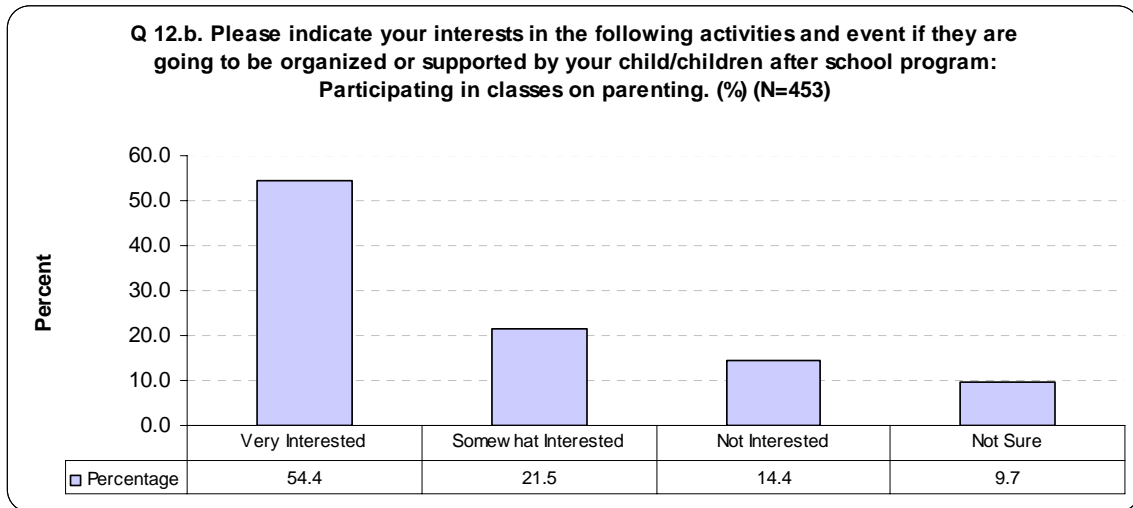
This section investigates parental interest in different possible events and programming organized by the after-school program. The three most popular events include bringing children to a multicultural event, participating in classes on child development, and participating in classes on child safety. It is important to note the popularity of programs aimed at training parents about such issues like child development and safety. This demonstrates that parents are interested in improving their abilities to raise their children. Furthermore, these three categories have remained the three most popular areas of interest for parents over the last several years.

On the other hand, the three least popular event ideas include having a social worker visit the family’s home, having a child development specialist visit the family’s home, and talk to a counselor about family and personal issues. The unpopularity of programs that involve home visits is clear. Since privacy seems to be an important concern, the after-school program ought to respect parents’ wishes. These results also seemed to have been consistent over the last several years.

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

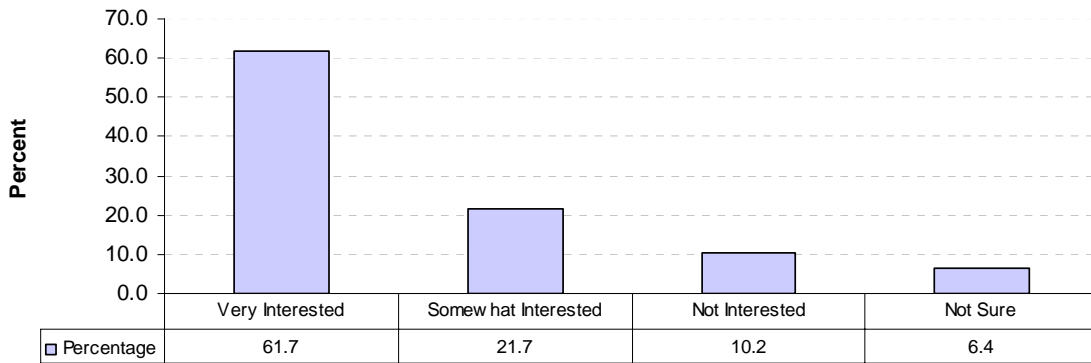


76.5% of parents indicated some degree of interest in participating in classes on child development. Another 10.5% were not sure about their interest while only 13.1% were not interested. The interest of parents in such programming shows that parents have a genuine interest in improving their parenting skills by learning more about their children.



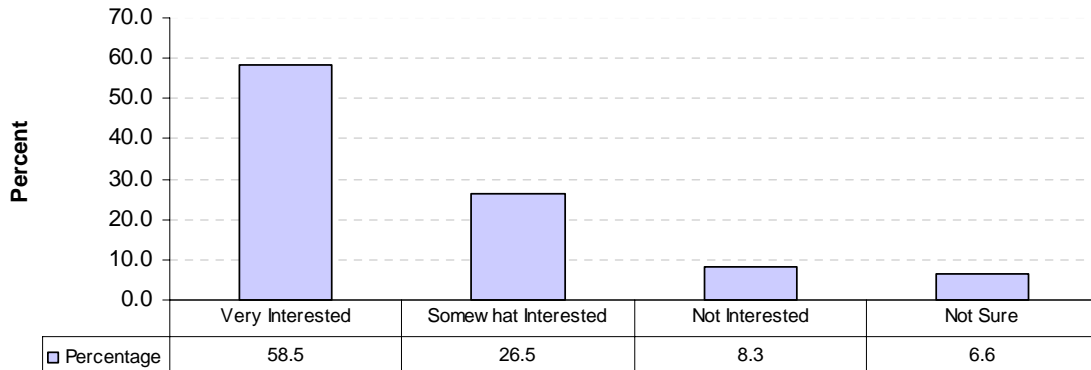
The interest in events to improve parenting skills is demonstrated further by the interest of parents in classes on parenting. 75.9% of parents indicated some degree of interest in such classes. Another 9.7% were not sure about their interest while 14.4% were not interested.

Q 12.c. Please indicate your interests in the following activities and event if they are going to be organized or supported by your child/children after school program: Participating in classes on child safety. (%) (N=453)

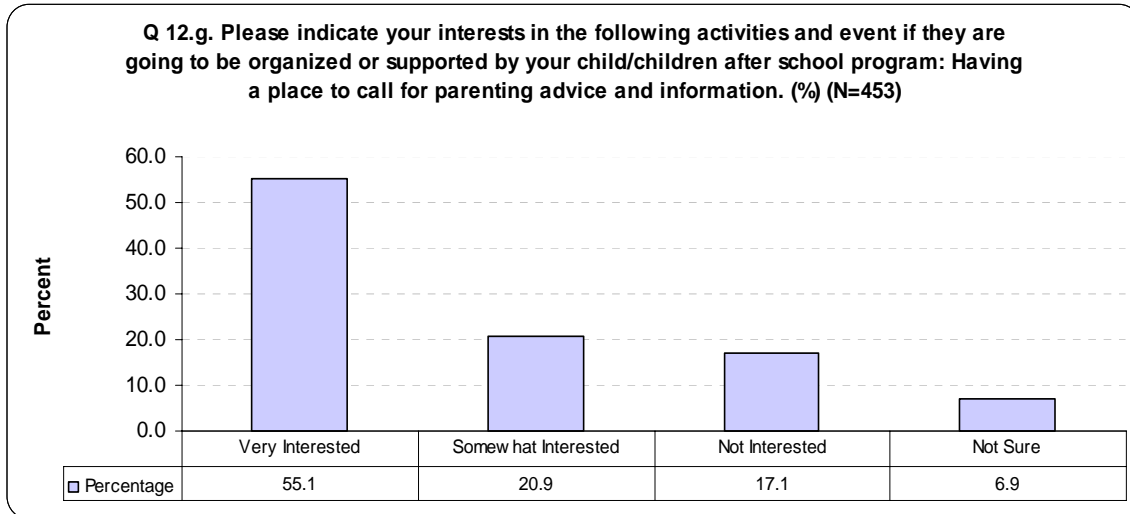


Child safety is a topic of interest for many parents. Survey results demonstrate that parents are looking for ways to learn how to keep their children safe. 83.4% of parents indicated some degree of interest in such classes. Another 6.4% were not sure about their interest while only 10.2% were not interested.

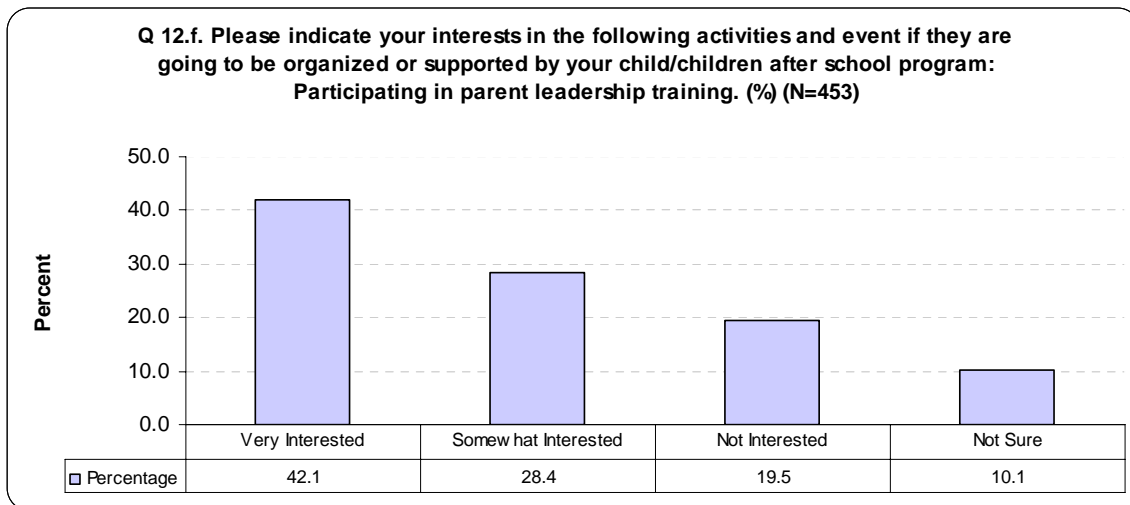
Q 12.d. Please indicate your interests in the following activities and event if they are going to be organized or supported by your child/children after school program: Bringing your child to a multicultural event. (%) (N=453)



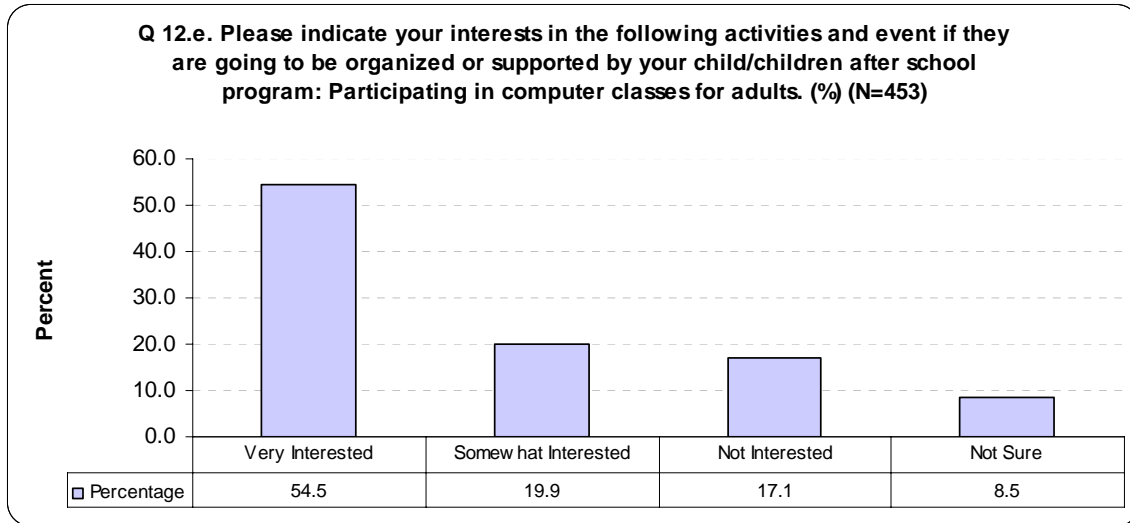
85.0% of parents indicated some degree of interest bringing their children to a multicultural event. Another 6.6% were not sure about their interest while only 8.3% were not interested. It is important to note that this is the event that garnered the most interest from parents. This shows that parents desire an event that celebrates cultural diversity. Not only could this be fun for those participating but it could also be educational.



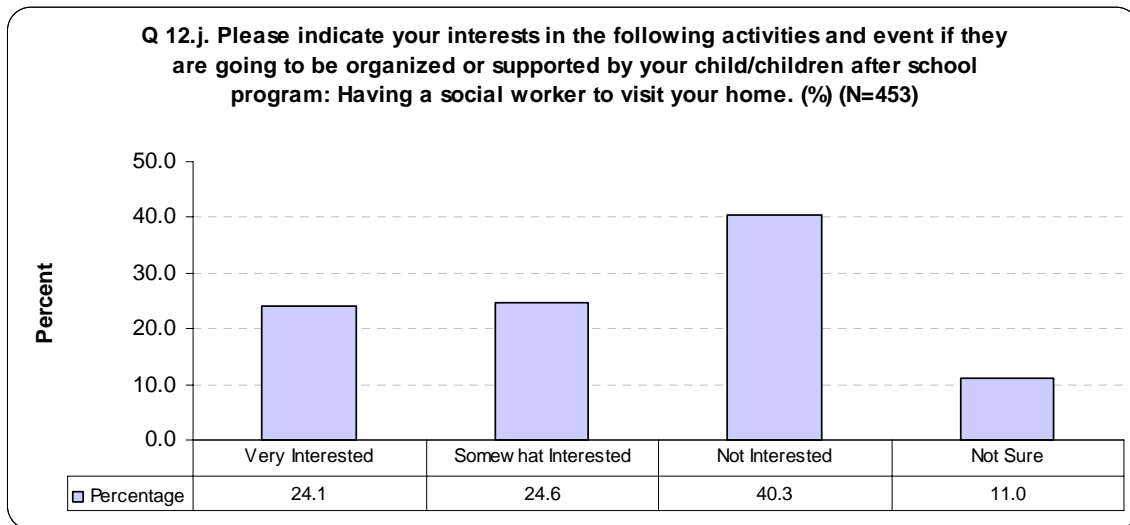
Parents also seem to desire resources to support their parenting skills further beyond after-school services. 76.0% of parents are either very interested or somewhat interested in having a place to call for parenting advice while 6.9% are not sure. The remaining 17.1% of parents are not interested.



Another parenting resource desired by parents would be parent leadership training. Some 70.5% of parents are either very or somewhat interested in such programming while 10.1% are not sure. The remaining 19.5% are not interested.



Beyond parenting skills, there also seems to be interest in acquiring computer skills. Some 74.4% of parents are either very or somewhat interested in such programming while 8.5% are not sure. The remaining 17.1% are not interested.



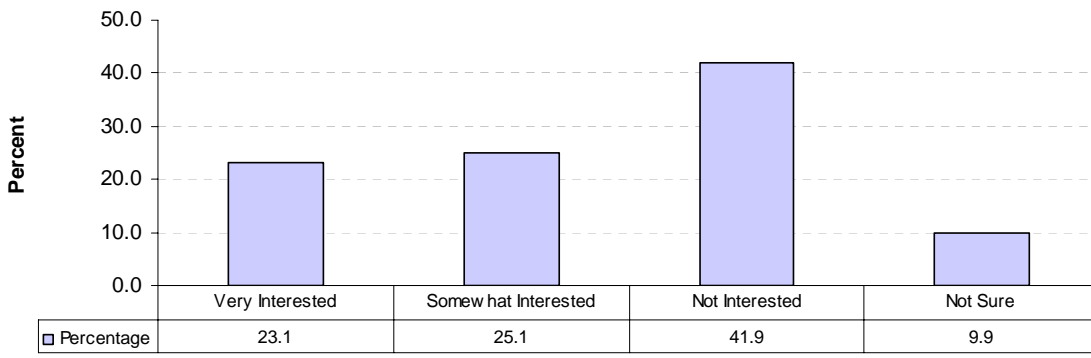
One of the less popular suggested events and activities was the idea of having a social worker visit the parent's home. 40.3% of parents indicated that they were not interested in such a visit while 48.7% were either somewhat interested or very interested in such a visit. An additional 11.0% were not sure.

Q 12.k. Please indicate your interests in the following activities and event if they are going to be organized or supported by your child/children after school program: Talk to a counselor about personal and family issues. (%) (N=453)



Parents gave mixed results regarding whether they would like to speak to a counselor about personal and family issues. The most common response was “not interested” with 41.8% of parents indicating this preference. Altogether, 57.9% of parents indicated that they were somewhat interested or very interested in such a service. Although this category was relatively less popular than other activities it is important to note that more parents indicated some level of interest than those parents who were not interested.

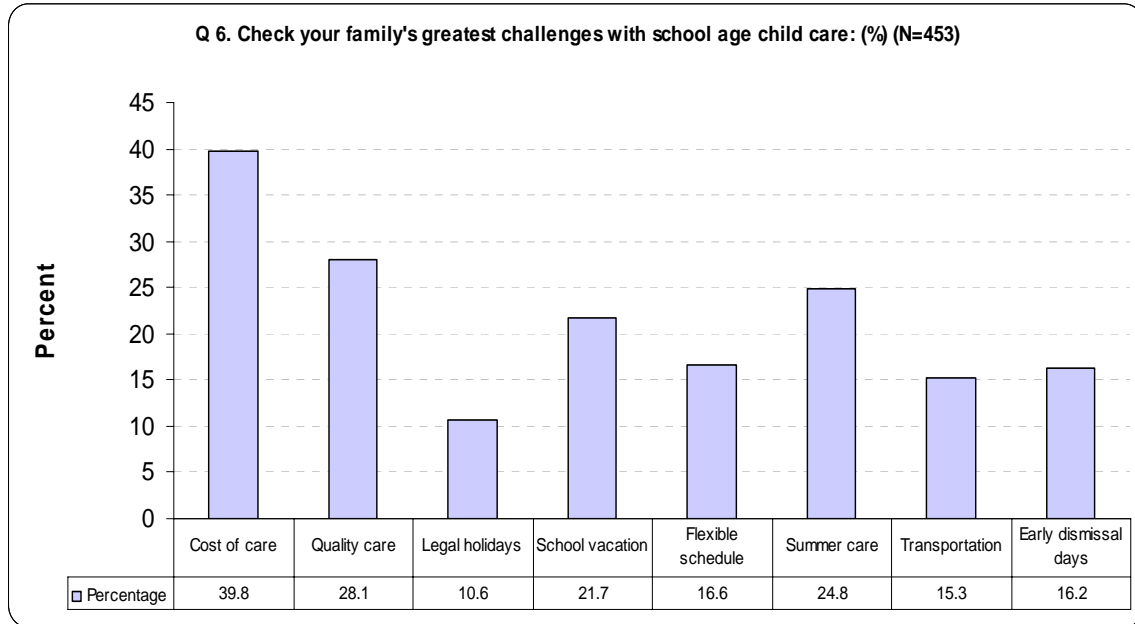
Q 12.l. Please indicate your interests in the following activities and event if they are going to be organized or supported by your child/children after school program: Having a child development specialist visit your home . (%) (N=453)



Parents were split evenly about whether they would like to have a child development specialist visit their home. 41.9% of parents indicated that they were not interested in such a visit while the same proportion (48.2%) indicated that they were either very interested or somewhat interested. An additional 9.9% were not sure. The division in parent responses is likely due to competing values of different families on privacy on the one hand and receiving the advice of a trained specialist on the other hand.

3.2.7.6) Parents’ Constraints, Needs and Preferences

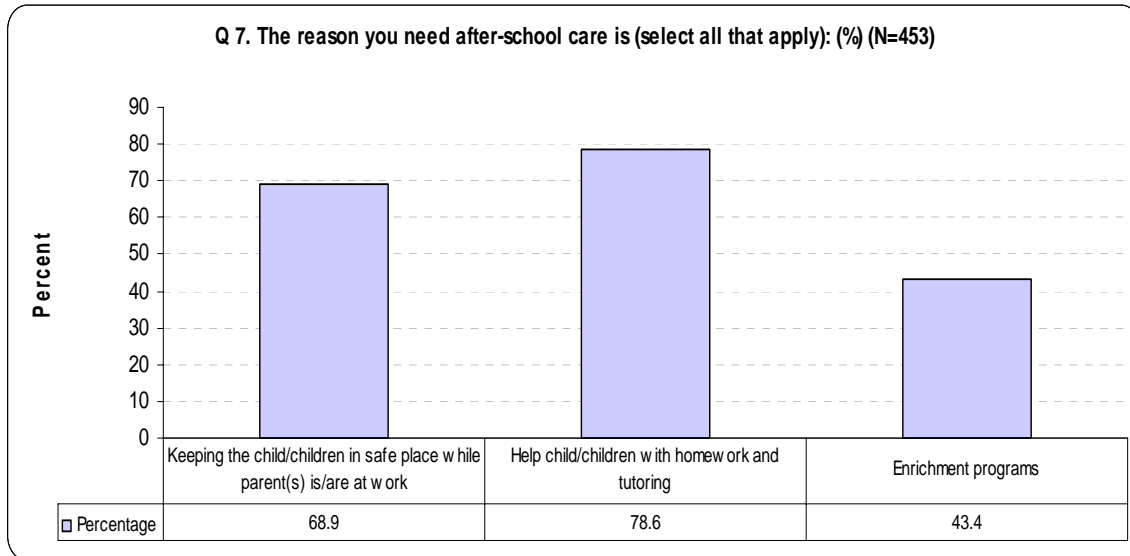
Another important consideration for the after-school program must be the constraints, needs, and preferences of parents. By understanding these factors, program directors can get a better idea about ways to serve the children in the program. It can also provide interesting insight for the reasons why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



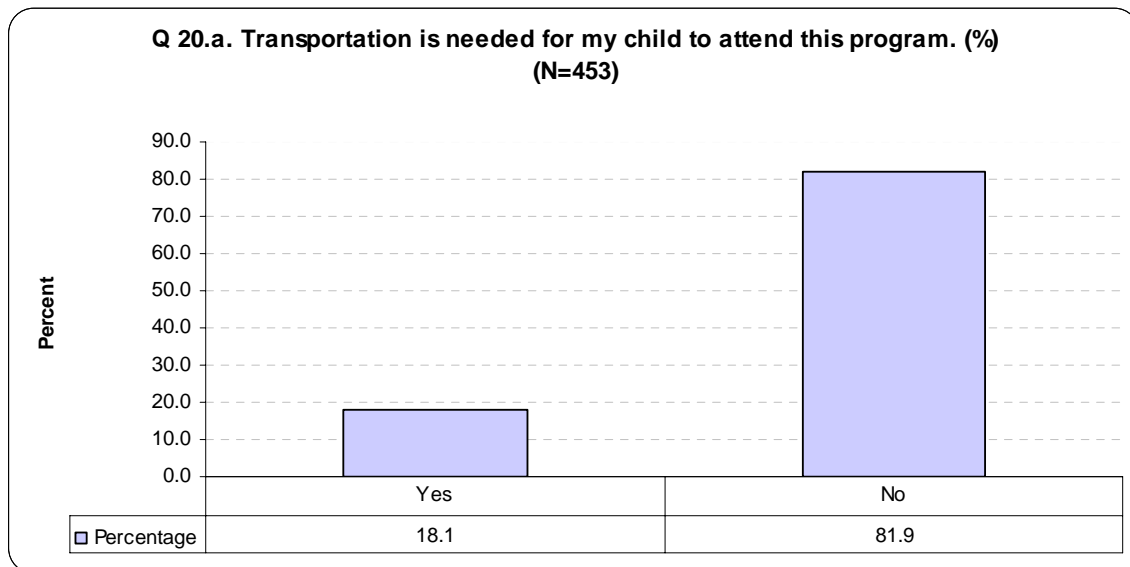
By understanding the challenges that face parents in caring for their children, the after-school program can evaluate how it can best serve parents. Cost of care is by far the greatest concern for parents with 39.8%³ of parents indicating this as a challenge. Quality of care and summer care are also concerns with 28.1% and 24.8%, respectively, of parents indicating these as challenges. Fortunately, the after-school program stands out as an example of child-care that provides quality and cost-effective care to children.

Other concerns facing parents are ways of taking care of children during school vacations, flexible schedules, and early dismissal days; together the aggregate of these similar overlapping concerns reaches a level of 54.5%. Clearly, parents are stretched for time and this again demonstrates the instrumental nature of this after-school program in helping parents find more time in their schedules.

³ Note that the total of these responses is over 100% because respondents had the option of marking more than one field in the survey. Refer to the appendix for a copy of the survey if necessary.

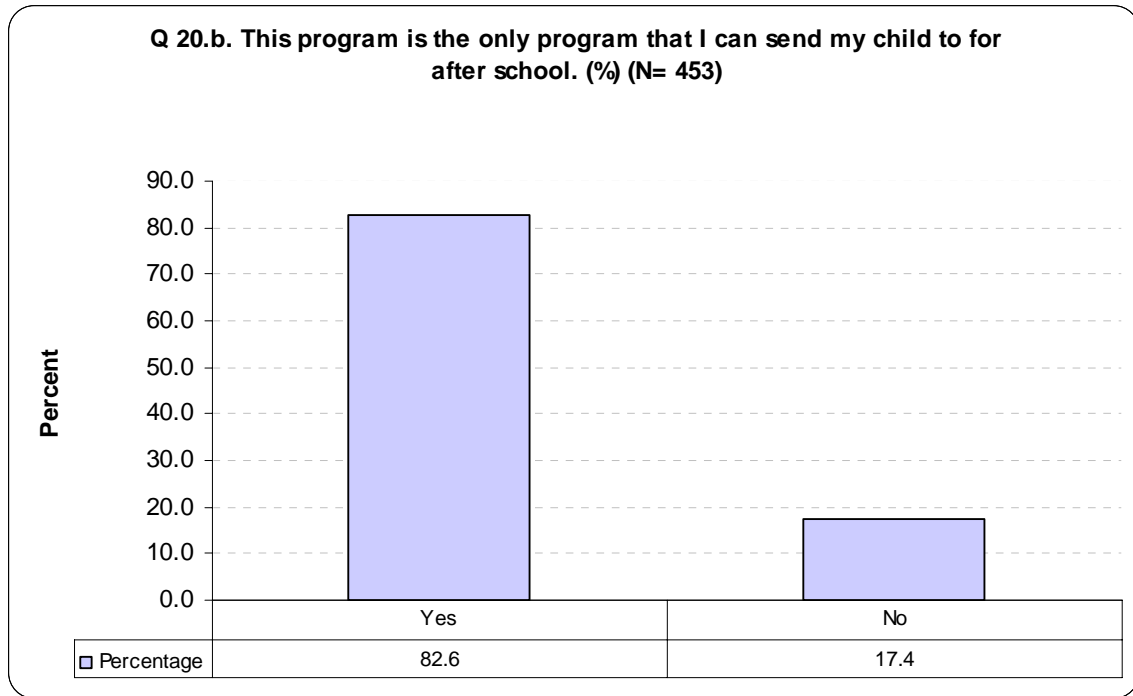


The above diagram represents the priorities of why parents feel they need the after-school program. Not surprisingly, the leading reason is “keeping the child/children in safe place” with 68.9%⁴ of respondents indicating this statement as true. Another significant need for the program is that it is a way of providing children help with homework through tutoring (78.6%). While substantial, fewer parents indicated that Enrichment Programs are why they need the program (43.4%). Of course, all these concerns are strong but the emphasis on homework over enrichment program clearly demonstrates that parents seem to give greater weight to academic concerns.

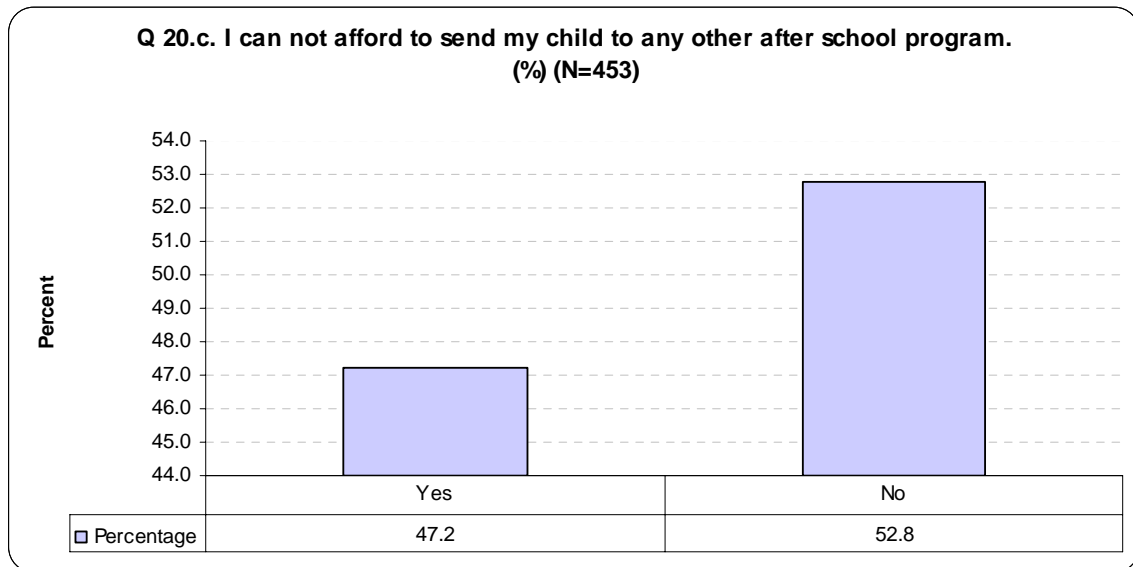


⁴ Refer to Footnote 2.

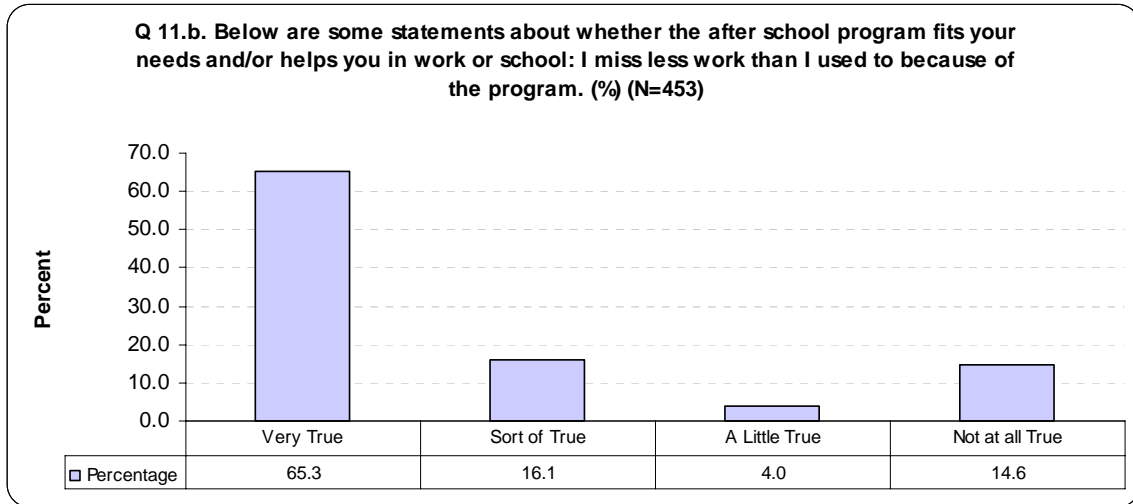
Although the vast majority (81.9%) of parents does not have a problem with transportation for their children to attend the program, about a quarter of parents say that they face this problem.



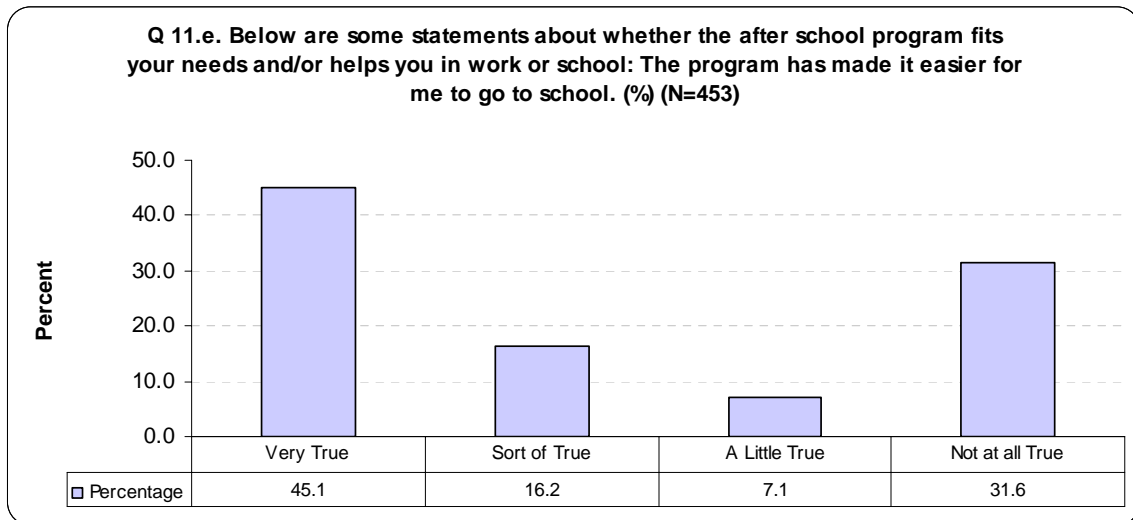
It is important to understand that the after-school program is the only option for most parents. 82.6% of parents indicate that it is their only option. This shows that the program is providing a vital service to families who would otherwise face considerable hardships were this service not available.



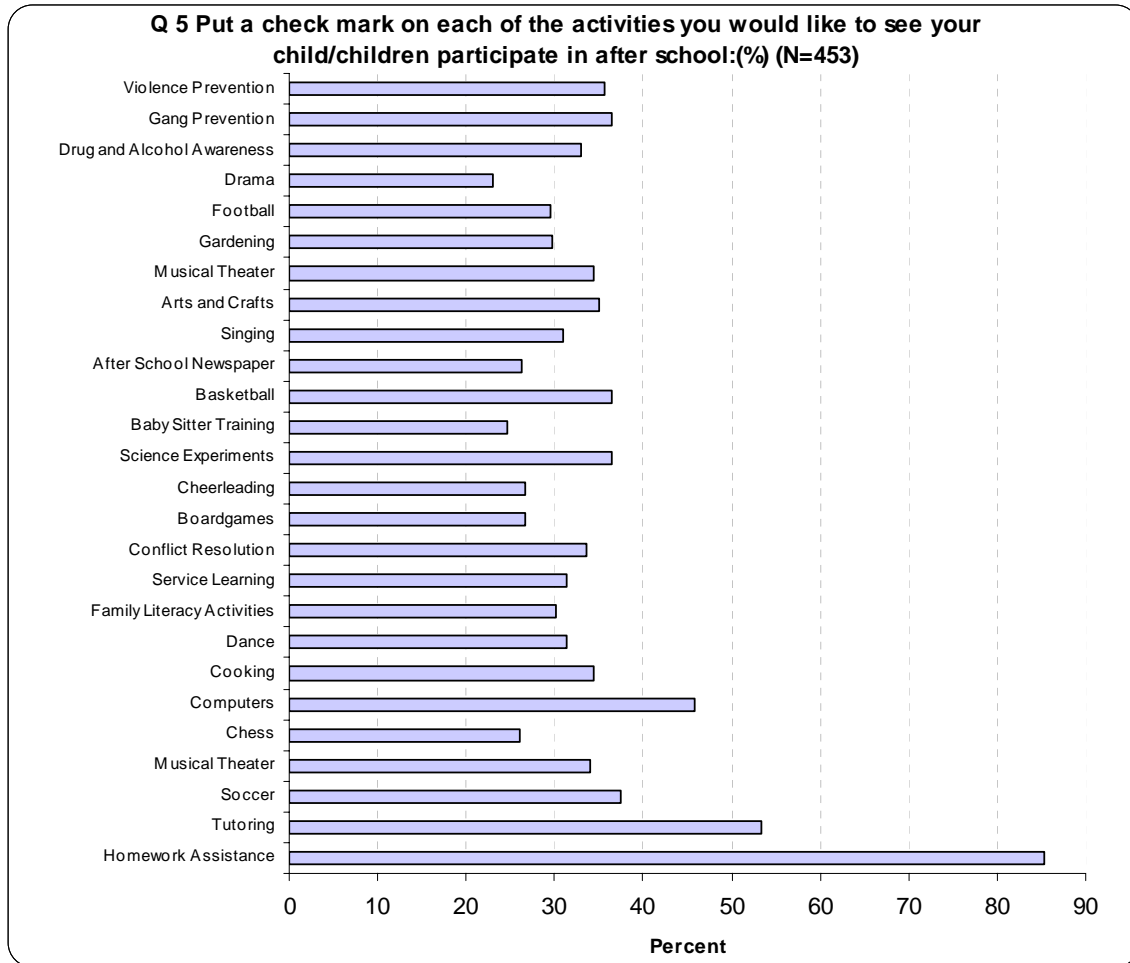
A variety of reasons may account for why this program is the only option for many parents. Cost seems to be a concern for many. 47.2% of parents indicate that they cannot afford to send their children to any other after-school program.



The after-school program makes an important economic contribution to the local community. By providing its services to parents, this enables parents to be more productive and miss less work. 85.4% of parents stated that it is true to some degree that they miss less work than they used to because of the program. Only 14.6% of parents said that this was not true.



In addition to serving parents who work, the after-school program also gives some parents the opportunity to pursue further education thereby better the socio-economic position of themselves and their families. 68.4% of parents believed that it is true that the program has made it easier for them to go to school while the remaining 31.6% found this not to be the case.



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

The two leading program areas are homework and tutoring activities. This demonstrates the importance parents place on their child’s academic growth. The next most popular category of programming related to the health and safety of children; parents saw activities relating to violence, drugs and alcohol, and gang prevention as important goals for the program.

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

3.2.7.2) Open Ended Comments of Parents from Port Hueneme District for Academic Year 2007-2008

Verbatim Comments of Parents

General Comments of Parents About Various Aspects of Their After School Program

After school programs are great

After-school is a lifesaver the boys love their coordinator and teachers

All I want to say is thank you for having the after school program because of if my son has improve with his learning skills and did get better test scores.

All the workers are very efficient

ASES is a good program

Boys enjoy afterschool a lot

Don't wait till 5:45 to open the doors. We are an tight schedule to pick up other children and meet with therapist

Everyone at the after school program seems very nice and helpful. My child loves school & after school

Has Hueneme District thought of providing transportation home after the program is over at the end of the day? Also, what programs are offered to your special ed students?

I' m hoping that the school continue having the after school program. For sure it helps a lot of parents like me and I really appreciate this program

I am happy that the after school program exists. Tyler has improved so much since attending and his confidence level has gone.

I am very grateful to all the teachers, staff and city for their time, patience and commitment to the kids

I am very pleased with the program. It has helped my children improve in many ways. Thank you

I do not like having to wait till 5:40-5:45 for them to release my child

I do not like the turn over of this program. I think the teachers need to be better trained. Teachers should not be chatting on cell phones while working. Teachers should plan age appropriate activities and realize these kids have had a full school day.

I greatly appreciate the services you have provided to my family. It's an easier year and would have a hardship. Thanks

I have really enjoyed Joseph being in the program. I really like all the teachers; everyone has always been pleasant and very helpful.

I just want to tell all the people from the after school program thanks for helping with my child

I know it is a big responsibility for the after school program teachers and volunteers to be in charge of so many kids. I do feel they should not punish the whole class when only a couple of kids are acting up. That is one of the complaints the kids have brought up.

I am really pleased with the program and the staff. Is really helped my kids look forward to school

I notice that the children's inside activities seem to be limited. Not enough games, not enough homework time or any reviewing homework with children. Help in correcting homework

I think this program help a lot of parents like myself and that the staff there does a great job. Miss Merizza is real nice and she cares for the children. She interacts with them and knows them pretty well. That is great because the kids get to like her a lot.

I wish to see your after school program to continue. It has provided a values service to our family. Thank you

I would like to get a progress report on my child's behavior and academic achievements

I would like to have some where in the cafeteria a sign where kids are at. I go pick up my daughter and I don't know where she is at & have to go looking for her so if there is a sign it would be easier to pick up my child faster. Thanks

I would like to receive a progress report on my child's behavior and academic achievements at least twice a school year

I would like to see work that is done during after school If any improvement from beginning of school year.

I would like to thank Mrs.Vasquez and her staff for their help and support.

I would love to work like a snack time for like the after school program students that would be so nice.

I would really like if my child could take the AR tests during the after school program. He struggles in reading. Helping him shortly after he reads the AR book would benefit greatly. Some assistance with homework as well.

It would be nice to be able to have a meeting to get to know the teacher and progress info.

Just would like to say that I m really grateful for the school to provide the after school program, knowing our children are in a secure place plus it really does help all the working parents able to work shifts do to the flexible hours that were able to pick up our children from the program.

Keep up the good work.

More educational programs instead of games

Mr.Tony and company are excellent for teaching kids

My daughter is enrolled in the after school program only for reading assistance 3 times a week.

My son enjoys the after school program. Thank you, everyone for all you do for the kids. His grades have been improving. He is becoming less shy.

Need more time for homework/review/correcting

Probably we can make a party for special days, like mothers day, father day or teacher day

Really pleased with program. Program has really made a difference in my children's education

Thank you

Thank you for all your help and support for my child

Thank you so much for this program. It is a great and a safe place for my children themselves

Thank you to all of the teachers. You are greatly appreciated! Thank you

Thanks for all help and support with this after school program

The after school program is wonderful

The only complaint would be that if needing to pick up my child after the office has closed but before 5:30 there's no way to get hold of the staff incase of an emergency. If the cafeteria is empty its next to impossible to find someone there should be a general number for parents to call if need be.

The program has helped my children and me in so many ways. I just hope that this program will continue to assist the families. All the staff are good so nice. Special mention Ms.Lola. More power & thank you very much

The program is the best thing that could of happened, to us low income families that need a safe place for our children to attend while we parents go and work with the assurance that their children are going to be safe

This program has really worked out for me since I have a full time job. I don't have to worry to pick up my daughter on time because I'm always on time. After school program hours are perfect I don't have to miss work at all

Very good program

Very good program. My son is happy going to the program and the staff are wonderful.

We have been thrilled with our son's participation in the after school program. He enjoys his time and learning from the staff members they have helped him pick up new hobbies and interests

We would love to see the program expanded to cover vacation time from school

4) Conclusion and Policy Recommendations

The outcome of this annual evaluation revealed a similar remarkable degree of satisfaction expressed by parents and teachers compared to past years dating back to 2004-2005. This shows a continuation of the great impact that after school program is making on the lives of students and their families in Port Hueneme District.

As the foregoing segments of the report have shown, we gathered and conducted some analyses based on the state recommended data in addition to four separate surveys for students, parents, teachers, and program administrators. A brief list of what we have learned from our data and analyses is presented below:

4.1) Conclusion and Recommendation based on analyses of academic performance from standardized test scores and teachers' evaluations

- A significant proportion of students for whom we had consistent academic performance data showed some improvement. We need to relate their academic performance to other data pertinent to their regular attendance of after-school and regular day school and show that attending after-school helped them reach a greater level of academic performance. This can be achieved over the next few years as we collect comprehensive yearly data similar to the very successful record of this year. The data gathered over year will allow us to run multivariable regression analyses and find statistically significant relationship between attending after-school program and reaching a better academic outcome.
- As stands we have seen improvement based on individual student performance and overall school performance in academic scores in all the following areas:
 - ELA and Math both level and scaled for individual students participating in both base and current years.
 - CAT/6 for the school district for the level that is was given by comparing the scores from the base year with the current year.
 - Attendance both for the day school and for the after-school.
- Based on the teachers' survey Hueneme Elementary School (18.8%) and Sunkist School (18.0%) had the highest rate percentage of response in the pool of total responses and Conejo School had the lowest rate (0.1%).
- Grade distribution was close from 3rd to 5th grade ranging from 28.57% to 39.28%. A smaller number of teachers responded for students in the 1st and 2nd grade each with a representation of 1.8% and 7.1%, respectively.
- In almost every category of the responses to each of the questions asked, teachers believed that students showed a greater percentage of improvement than decline. Teachers also attested that in some areas there was need for improvement. Details of the findings can be seen in the text of report.
- Among the areas showing the most significant improvement we can mention the following:

- Academic Performance (67% improvement⁵)
- Competing homework to the satisfaction of teachers (48.7% improvement)
- Behaving Well in Class (44% improvement)
- Class Participation (51.1% improvement)
- Being Attentive in Class (44% improvement)

The overwhelmingly positive results indicate a high level of satisfaction among teachers regarding the benefits attributed to attending the after-school program. The after-school program must maintain its current standards with its programs such as its tutoring and homework assistance programs to continue these results in coming years.

4.2) Conclusion and Recommendations based on the analyses of student survey

- Some 80.5% of students attend the after-school program every day while nearly a third of students (28.3%) report inconsistent parental supervision on days that they do not attend the program. This indicates that children depend on the program as a place to stay after school while their parents work or study.
- Some 62.1% of students indicate that they like going to the after-school program always or most of the time. Students also demonstrated a general appreciation for various activities and services available in the program.
 - Enrichment activities (64.6% enjoy these always or most of the time)
 - Tutoring programs (54.6%)
- Some 51.4% of students enjoy the food served at the program either always or most of the time. However, a substantial number of students discussed the need for better snacks in the “Other Comments” section of the report. This seems to be one area requiring further attention in the coming years.
- An overwhelming majority of students (72.0%) indicate that they feel safe while they are in the after-school program either always or most of the time.
- Students also report having friendly and good relations with the program staff. Some 62.9% of students feel that the staff are more like friends than teachers either always or most of the time.
- Some 81.9% of students always have friends at the after-school program. Such friendships help students in the after-school program develop social skills.
- Performance and feelings about regular day school is impacted positively by attending the after-school program. Students report enjoying school more, improved performance in schoolwork, and better conflict resolution skills with students at school since attending the program. Full results can be found in the report.
- The data indicates that the homework assistance programs are a success since the staff is knowledgeable, students have enough time for the homework, and the program

⁵ Overall “improvement” is defined as a summation of all categories indicating improvement which includes the following responses to the survey question: Significant Improvement, Moderate Improvement, and Slight Improvement.

serves their needs. This may be one of the most important aspects of the program since it directly improves students' academic achievement.

- Those who help students are knowledgeable (79.5%⁶)
- Students have enough time for homework (73.5%)
- The program helps them with their needs (67.4%)
- Mentors play an important role in helping students to excel in school, deal with personal problems, and be in better spirits. Although the after-school program does not have a mentoring program, 68.8% of students report having a mentor who helps in the following ways:
 - Inspires student to work harder in school (86.6% of students agree)
 - Helps student with personal problems (76.5%)
 - Lifts students' spirits (73.7%)
 - Makes the after-school program more special for student (71.8%)

It is important to consider the feedback of the students that are ultimately the ones most directly impacted by the program. To the credit of program administrators and management, the results of the student survey were quite positive and indicate that the children appreciate the opportunity of attending the program. The program management ought to maintain the current high standards that it demonstrates.

The above results indicate a need for further attention in a couple areas. First, the positive impact of mentors in the lives of students is illustrated clearly by the data. The program should consider creating a formalized mentoring program that could bring the benefits of mentoring relationships to those students who have not had that opportunity yet. Second, combined with the administrator feedback regarding the snack program, steps seem to be needed to improve the snack program in order to increase the satisfaction level of students with the food.

4.3) Conclusion and Recommendations based on the analyses of administrator survey

- Administrators from ten different locations filled out the survey with relatively equal participation from all the after-school program locations. This means that these results represent a fair cross-section of the district.
- Some 71.6% of administrators believe that the overall effectiveness of the program administration is either excellent or good. This is a positive sign that employees are confident in the quality of the program and its management
- Program administrators evaluated the following seventeen distinct program areas: Program Policy and Procedures, Staff-to-Child Ratios, Safety, Activities Offered, Internal Communications, Snack Program, Tutoring and Homework Assistance Programs, Enrichment Programs, Parents' Assistance Programs (such as literacy, parenting, and other classes), Indoor Space, Outdoor Space, Technology Utilization, Program Administration, Professional Development Opportunities, Resources and Materials, School/Community Relations, and Potential Growth

⁶ This represents the proportion of students who believe the preceding statement to either be true always or most of the time.

- The five areas of greatest strength are:
 - Safety (37.3% of administrators agreed with this)
 - Tutoring and Homework Assistance Programs (37.3%)
 - Program Policy (34.9)
 - Outdoor Space (31.3%)
 - Program Policies and Procedures (24.1%)
- The five areas in need of the most improvement are:
 - Activities Offered (41.0%)
 - Enrichment Programs (37.3%)
 - Resources and Materials (27.7%)
 - Parents' Assistance Programs (26.5%)
 - Technology Utilization (10.8%)
- Some 64.3% of administrators believed that the child-to-student ratio was either excellent or good.
- Some 69.9% of administrators felt that the food in the program was either good or excellent.

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

When considering the pattern of areas of strength and areas in need of improvement, a clear pattern emerges. Safety and tutoring programs are both areas that require the care and dedication of well-trained staff. This shows that the management of the after-school program has effectively utilized its human capital consisting of dedicated staff and volunteers.

Areas such as parents' assistance programs, resources & materials, snacks, and technology are probably amongst the most resource-intensive and costly areas to improve. For instance, there is a higher fixed cost to acquiring computers for technology utilization. As such, in order to improve effectively these areas of the program, management needs to create a strategy to secure resources to fund such improvements. But, due to the costly nature of such programs, the management ought to be careful and manage its expenditures judiciously so that the most improvement can be obtained for as little cost as possible.

4.4) Conclusion and Recommendations based on the analyses of parent survey

- Some 77.3% of respondents are mothers while 19.9% are fathers. This demonstrates a comparatively greater expression of views and desires by mothers rather than fathers.
- Some 78.1% of respondents identified themselves as Hispanics, showing a good representation of ethnic make up of the district, their needs, and expectations.

- A majority of the respondents were between ages of 30 to 39 (53.6%). Nearly a fifth of the respondents (17.3%) were between ages of 20 to 29. This shows that much of the needs and desires of the parents and guardians are wishes of young parents in the Port Hueneme district community.
- Some 73.1% of the parents said they are married; the remaining 26.9% were either single or divorced.
- Majority of respondents said they have either full time (71.3%) or part-time (9.5%) jobs. This shows the needs and desires expressed are by far the needs and wishes of working parents in our community.
- A significant group of parents/guardians; some 28.9% said they have two or more children in the program. Some 63.8% had only one child in the program.
- Some 75.7% of respondents take their children to the after school program every school day. This shows that the after-school program is a major help for working families and is something that they rely upon everyday.
- Cost of care and quality of care were the top two challenges facing the family's in the survey in regards to childcare (39.8% highlighted cost of care while 28.1% mentioned quality of care). The hi-quality, low-cost services of the after-school program play a much-needed role in the lives of these parents.
- In a different question, some 68.9% of respondents they need after school to keep their children in a safe place while they are working. Some 78.6% mentioned that they need an after school program to help their children with their homework while they are at work.
- Some 82.6% of parents indicated that this after-school program is the only one to which that they can send their children. Without the program, one can only imagine the consequences that these parents and their children would face.
- The findings of the study clearly show the tremendous value of the after-school program in helping parents to work and provide for the family, miss their work less, and continue their education for improving their lives in the years ahead. Full results to support this finding are available in the report.
- When asked about the activities they would like their children to be involved with in the program, the most popular programs were homework and tutoring services. This demonstrates the importance parents place on the academic performance of their children. In general, there seem to be a high level of desire for all the activities that were listed and the full results are available in the report.
- Parents' assessment in every question ranging from improvement in behavior to academic achievement, self-confidence, ability to find friend, solve conflicts, and every aspect of behavior is outstandingly supportive of the program in achieving its stated objectives.
- There seems to be a great level of interest among parents in having special educational and training programs for family members. Some of the percentages below are very significant. Catering for the needs and desires of parents expressed in their answers and reflected in this report deserve much more attention in the year ahead. The following areas of interest are the ones that parents think after school programs can help them with:
 - Participating in classes on child development (55.1% are very interested)
 - Participating in classes for child safety (61.7%).

- Bringing their children to a multicultural event (58.5%)
- Participating in classes on parenting (54.4%)
- Having a place to call for parenting advice and information (55.1%).
- Participating in computer classes for adults (54.5%)
- Participating in parents' leadership training (42.1%)
- The data also indicates that parents are relatively less open to activities or programming which might infringe upon the family's privacy such as having a child development specialist or social worker visit the family's home.
- The after-school program seems to have successfully improved the level of interaction between parents and staff over past years. 59.4% of parents report at least some communication with the staff about their children.
- Answers to the questions about the income, family situation, needs and economic possibilities of parents clearly show that almost the entire population of respondents is working families with high levels of dependency on the existing after-school program. For some 82.6% of the respondents this program is the only one that they send their child to after school program. Some 47.2% cannot afford any other after school program for their children. Some 18.1% need transportation assistance for their children to attend this program.

These findings demonstrate the vital role of the program in improving the daily life of parents. It helps them manage their lives, balance work and childcare, and be assured that their children are getting high quality care. The data shows that these parents could face hardships in their childcare without the availability of these after-school services.

Program administrators must continue to meet the high standards that they have already set for themselves. Programs such as those desired by parents ought to continue to be a top priority of the program management.

APPENDIX I

After School Education and Safety Program (ASES)

Port Hueneme School District

STUDENT SURVEY

Academic Year 2007/2008

For Office Use ONLY (Please do not write anything in the following Table)

Name of the School or Center	Center/School's Code	Date Received	Center's Phone Number	Contact person from the Center	Type of the Survey	Code of the Survey
					<input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Teacher	

INTRODUCTION:

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

Thank you again.

1) What is your grade?

- First Second Third Fourth
 Fifth Sixth Seventh Eight

2) What is your gender?

- Female
 Male

3) What school do you go to?

4) Your ethnicity?

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

5) Your age?

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

- One year
 Two years
 Three or more years

Number of months is it is less than a year _____

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

- Always
 Most of the time
 Sometimes
 Never

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

- Almost everyday during the week
- At least three times a week
- Mostly less than three days a week
- Very rarely

9) I like being in the after school program.

- Always
- Most of the time
- Sometimes
- Never

10) Since joining this program, have your feelings about your day school changed?

- Like school more
- Like school the same
- Like school less

11) The following questions are about how homework assistance in the after school program helped you with your needs:

	Always	Most of the time	Sometimes	Never
a. We have enough time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Those who help us are knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I can finish my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I feel the program is effective in helping me with my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12) The following questions are about what you like about your after school program.

	Always	Most of the time	Sometimes	Never
a. Do you like going to the after school program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you like the adults at the after school program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you have friends at the after school program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you like the food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Do you like the tutoring program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do you like going to the enrichment activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Do you think you have learned something new since you started the after school program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Do you feel safe when you are at the after school program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

i. Do you get bored at the after school program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Do you get to choose what you want to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Are the staff at the after school program more like your friends than teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Do the staff at your after school program let you be yourself whenever you want?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Do the staff in your after school program go out of their way to help students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Do the staff in your after school program treat you with respect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Do you like other kids at the after school program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Can you trust other kids at your after school program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Yes
 No (skip question 13)

14) If you have a mentor or mentors check “Yes” if the following is true, and “No” if it is not.

	Yes	No
My mentor inspires me to work harder in school.	<input type="checkbox"/>	<input type="checkbox"/>
My mentor makes the after-school program more special to me.	<input type="checkbox"/>	<input type="checkbox"/>
My mentor helps me with personal problems.	<input type="checkbox"/>	<input type="checkbox"/>
My mentor often lifts my spirit	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

- a. The most favorite _____
- b. The second most favorite _____
- c. The third most favorite _____

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

- a. The most disliked _____
- b. The second most disliked _____
- c. The third most disliked _____

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

	Always	Most of the time	Sometimes	Never
a. I feel good when I am in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I feel safe when I am in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers in my school show that they care about how students feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers in my school work hard to help students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I feel accepted by other students at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel accepted by the teachers at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I join in discussions and activities at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. When work is hard, I keep going until I have done my best to finish everything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I finish my homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. It is important for me to get a good education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Doing well in school is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I think I am a good student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I think I will get good grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I can learn even the hardest work in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I think my after school program is helping me with my school work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. I get into a fight with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Since attending after school program I can better handle a problem with other students in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Since attending after school program I can handle a problem with my family members better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have now completed the survey. Thank you for your help. The information you have provided will help to make improvements in your after school program. We have left space at the bottom of the page for you to include any comments or suggestions you may have.

Comments, if any:

Thank you again for your time and effort

APPENDIX II

After School Education and Safety Program (ASES)

PARANT SURVEY

Port Hueneme School District

Academic Year 2007/2008

For Office Use ONLY (Please do not write anything in the following Table)

Name of the School or Center	Center/School's Code	Date Received	Center's Phone Number	Contact person from the Center	Type of the Survey	Code of the Survey
					<input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Teacher	

INTRODUCTION:

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

1) Name of the center/school you child attend for the after school program?

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

- One
- Two
- Three or more

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

1 2 3 4 5 6 7 8

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

- Once or twice a week
- Every now and then
- Every school day
- I do not know

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

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

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

- Cost of care
- Quality care
- Legal holidays
- School vacation
- Flexible schedule
- Summer care
- Transportation
- Early dismissal days
- Other, please specify: _____

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

- Keeping the child/children in safe place while parent(s) is/are at work
- Help child/children with homework and tutoring
- Enrichment programs
- Other: _____

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

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

- Yes
- No
- Some do others do not

10) Below are listed some statements. Please check the box best matches your feelings toward that statement.

Since coming to the after school program.....	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
a. My child is braver about trying new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My child has a greater ability to make friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My child is showing more confidence in him/herself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My child tells the truth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My child is talking more about future plans about school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My child's ability to communicate within the family has improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. My child is demonstrating a greater ability to get along in the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My child has shown improved school performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My child tells me what he/she learned in school more often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. My child shows me his/her completed homework more often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. My child shows me his/her test scores more often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. My child seems to enjoy going to school more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. My child has shown an increased interest in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. My child's grades have improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. My child has found new friends at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. My child looks forward to going to the After School Program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. My child is completing homework assignments more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. My child is taking more responsibility for his/her actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. My child is less impulsive (thinking before acting).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. My child is showing greater problem solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. My child is showing greater conflict resolution skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. I believe my child has a better self-image.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very True	Sort of True	A Little True	Not at all True
a. The program hours fit my needs				
b. I miss less work than I used to because of the program				
c. I have been able to work because of the program				
d. The program has made it easier to keep my job				
e. The program has made it easier for me to go to school				
f. The programs allowed me to go back to school and I am getting a higher certificate/diploma/degree.				

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

	Very Interested	Somewhat Interested	Not Interested	Not Sure
a. Participating in classes on child development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Participating in classes on parenting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participating in classes on child safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Bringing your child to a multicultural event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Participating in computer classes for adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Participating in parent leadership training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Having a place to call for parenting advice and information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Participating in a one-to-one parent mentoring program to get advice and information from another parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Meeting with other parents to talk about parenting and family issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Having a social worker to visit your home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Talk to a counselor about personal and family issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Having a child development specialist visit your home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- a. Talked on the phone with a teacher from the after-school program _____
- b. Been invited by the program to attend a parent meeting _____
- c. Been invited by the program to attend an event _____

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

- Often
- Sometimes
- Rarely
- Never
- I do not remember

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

- Often
- Sometimes
- Rarely
- Never
- I do not remember

The following two questions; 16 and 17 relate to safety of your child/children:

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

- Yes
- No
- I prefer not want to answer

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

- Yes
- No
- I do not know or cannot be sure

18) Are you working for pay outside the home?

- Yes, I have one full-time job
- Yes, I have one part-time job
- Yes, I have more than one part-time job
- No, I am not working for pay outside the home

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

- Job
- Child support/alimony
- Temporary Aid for Needy Families (public assistance)
- Other _____

20) Please answer the following questions about the program: Yes No

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

- Yes
- No

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

- Yes
- No

c) I can not afford to send my child to any other after school program

- Yes

No

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

Yes

Maybe

No

If yes, please provide contact information:

Name: _____

Daytime phone: _____

Evening phone: _____

22) Marital status:

Married

Single

Divorced

23) Relationship to the child:

Mother

Father

Foster mother

Foster father

Grandmother

Grandfather

Other: _____

24) Ethnicity:

Hispanic

White

African American

Native American

Asian and pacific Islander

Other

25) Age:

20-29

30-39

40-49

50-59

Over 60

26) Gender:

Female

Male

You have now completed the survey. Thank you for your help. The information you have provided will help to make improvements I your child's after school program. We have

left space at the bottom of the page for you to include any comments or suggestions you may have.

Comments, if any:

Thank you again for your time and

APPENDIX III
After School Education and Safety Program
(ASES)

Port Hueneme School District

TEACHERS' SURVEY

Academic Year 2007/2008

ASES Annual Performance Report (APR)-Teacher Survey

Name: _____

Grade/School: _____

Subject taught: _____

		Acceptable Level of Functioning Not demonstrated Early in School year - Improvement Warranted						
To What extent has your student changed their behaviors in terms of:	Did not need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing homework to your satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering (e.g., for extra credit or more responsibilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending class regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being attentive in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaving well in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coming to school motivated to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting along well with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX IV

After School Education and Safety Program (ASES)

Port Hueneme School District

ADMINISTRATORS AND STAFF SURVEY

Academic Year 2007/2008

For Office Use ONLY (Please do not write anything in the following table)

Name of the School or Center	Center/School's Code	Date Received	Center's Phone Number	Contact person from the Center	Type of Respondent	Survey's Serial Number
					<input type="checkbox"/> School Administrator <input type="checkbox"/> Site Coordinator <input type="checkbox"/> School Staff <input type="checkbox"/> After School Staff <input type="checkbox"/> Other _____	

INTRODUCTION:

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

Thank you again.

1) Name of your school/center?

2) Your current daytime position

- Administrator (Principal, Assistant Principal)
- Counselor
- Non-instructional staff (clerical and security)
- Site coordinator
- Do not have a position at daytime school
- Other _____

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

- High school diploma/GED or equivalent
- Associate degree
- Bachelor degree
- Masters degree
- Doctorate degree
- None of the above

4) Your current position in the after-school program

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

5) I have worked in the after-school program

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

6) Please give your opinion by checking the appropriate box in the following table and comment on each if applicable.

Bases on my experience and observations, I can provide the following assessment about the after school program. Its.....	Excellent	Good	Fair	Insufficient observation to form an Opinion	Needs improvement
a. Program policies and procedures are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
b. Staff- to- child ratio is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
c. Safety is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
d. Offered activities are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
e. Internal communications are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
f. Snack program is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
g. Tutoring and homework assistance program is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
h. Staff attention and respect shown in their daily contact with students:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
i. Enrichment programs are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain

j. Parents' assistance programs (such as literacy, parenting and other classes) are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
k. Indoor space is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
l. Outdoor space is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
m. Technology utilization (computer) is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
n. Program administration effectiveness is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
o. Opportunities for professional development are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
p. Resource and materials are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
q. School/Community relations are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
r. School/Parents relations are:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain
s. Potential for future growth is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> please explain

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

Program policy and procedures

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

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

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

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

- Nutrition
- Health and safety
- Classroom management
- Indoor play
- Outdoor play
- Fiscal operation
- Community relations

- Interpersonal skills/leadership
- Exceptional/gifted students' education
- Development of research based management methods
- Adoption of research/best practices
- Cultural sensitivity
- Grants/funding opportunities

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

- English
- Spanish
- Other _____

You have now completed the survey. Thank you for your help. The information you have provided will help to make improvements in our after school program. We have left space at the bottom of the page for you to include any additional comments or suggestions you may have.

Comments, if any:

Thank you again for your time and effort