



# San Diego County After School Consortium

## ASES Evaluation Report

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*Word cloud report cover is from student and parent survey comments*

## Table of Contents

<i>Program Background</i> .....	4
<i>Key Impact Questions</i> .....	4
<i>Survey Results</i> .....	5
<i>Trend Data</i> .....	5
<i>Student Survey Results Summary (3<sup>rd</sup> – 9<sup>th</sup> grade)</i> .....	7
<i>Parents Survey Results Summary</i> .....	8
<i>Staff Survey Results Summary</i> .....	10
<i>Principals Survey Results Summary</i> .....	12
<i>District Contact Survey Results Summary</i> .....	13
<i>Recommendations</i> .....	14
<i>Appendix A – 2011 Survey Results for Program Results by Program Goals and Respondents</i> .....	15
<i>Appendix B – After School Staff Success Stories</i> .....	17

## ***Program Background***

In 1998 the California Department of Education (CDE) established Assembly Bill AB 2284 and subsequently Proposition 49, to fund the After School Education and Safety Program (ASES). ASES is a competitive grant program providing funding for before and after school programs. The San Diego County After School Consortium is a collaborative of school districts, the San Diego County Office of Education, and The Children's Initiative. The San Diego County After School Consortium has provided continuous funding, leadership, technical assistance, and evaluation for San Diego County ASES programs over a decade.

The mandated goal of the before and after school program is to provide academic enrichment, provide youth a safe and nurturing environment before and after school, in equal proportion (50%) with cultural and youth development programs that increase student resiliency and improve neighborhood safety. The legislative mandates require program accountability through the collection and reporting of student demographics, attendance, and academic outcomes indicators. In addition, annual Perception Surveys are conducted to gather multiple perspectives of program quality and impact from students, parents, school principals, after school staff, and district representatives. Hoffman Clark & Associates a local evaluation firm was contracted by the San Diego County Office of Education provide technical assistance in the area of evaluation. This report summarizes the 2010-2011 Perception Survey results.

### ***Results of Key Impact Questions***

#### *Are students better prepared to learn?*

- **86%** of After School District Contacts reported their ASES programs perform well at providing youth opportunities for relationships, safety, involvement, skill building and expression.
- **74%** of ASES staff reported student improvement in academic skills.
- **73%** of elementary students reported they do better in school when they come to the after school program.

#### *Are students receiving high quality academic assistance?*

- **87%** of all students reported received homework help while in the program.
- **78%** of parents noticed an improvement in their child's academic performance.
- **58%** of principals rated the after school's alignment with the regular school day as great.

#### *Are schools and neighborhoods safer?*

- **89%** of elementary students reported they feel safe while in the after school program.
- **72%** of middle school parents say the after school program has decreased their child's participation in unsafe/risky activities.
- **68%** of ASES staff reported improvement in school safety as a result of the program.

## ***Survey Results***

The after school evaluation plan requires that annual satisfaction/perception surveys are collected to measure student and school changes in academic, behavioral, and program quality outcomes. This report summarizes the countywide aggregated data collected during the spring of the 2010-2011 school year. Individual district and school level results are provided upon request. Yearly survey revisions are made with the advice of key school and administrative personnel. Some survey items were maintained for cross year comparison.

Surveys were collected from a purposive sample of program stakeholders (n=7,885). The survey protocol instructed after school district contacts to facilitate online survey completion for students, parents, after school program staff and school principals. Hard copy surveys were completed whenever electronic surveys were not available. Table 1 displays the numbers of surveys collected by respondent type.

**Table 1 2010 Respondent Type and Number**

<b>Respondent Type</b>	<b>Number of Surveys</b>
Students (grades 3-9)	5,113
Parents	1,409
Principals	217
School Staff (After School Program staff & school staff)	1,124
After School District Contacts	22

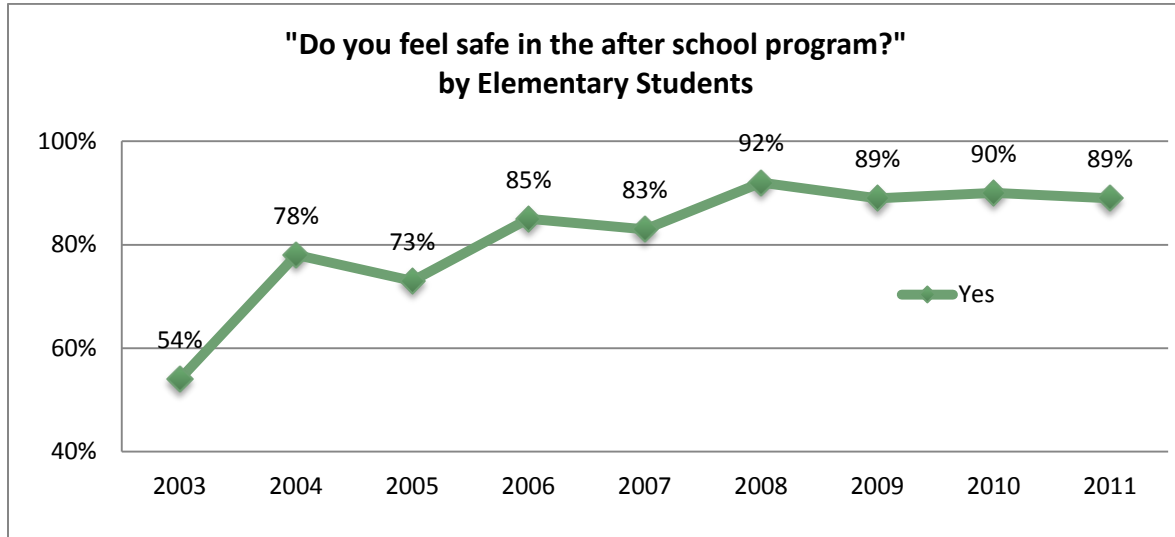
Tables and charts are included for outcome and program quality areas (see Appendix A). Also reported are Success Stories recounted by after school staff on program impacts in the lives of students and parents (See Appendix B). This results summary provides a snapshot of program satisfaction, quality, and self reported behavioral changes. The intention of the report is to provide a catalyst and focus for districts and county staff to reflect on program improvements for the upcoming year.

## ***Trend Data***

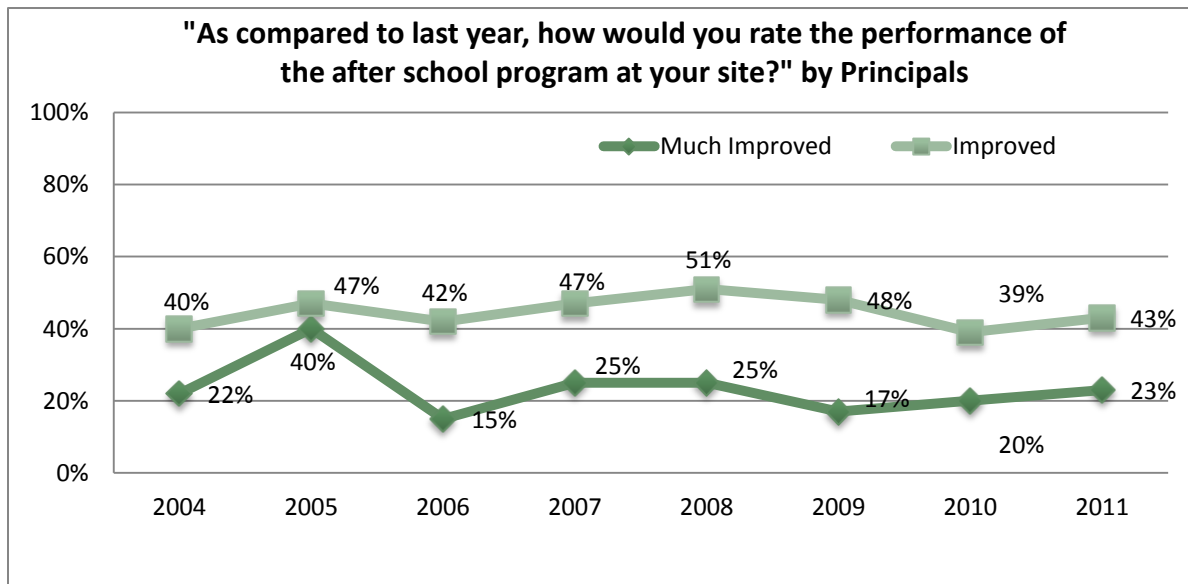
Specific questions from students and school principals were examined for overall trends related to ASES grant objectives. Figures 1 & 2 display results from surveys beginning in 2003. Data over time shows a significant increase in the percentage of students who reported they felt safe in the after school program (54% in 2003 to 89% in 2011).

The percent of principals who rated the after school performance as 'much improved' also increased in this last programming year (20% in 2010 to 23% in 2011).

**Figure 1 Students Perceived Safety by Grade Level 3-6**



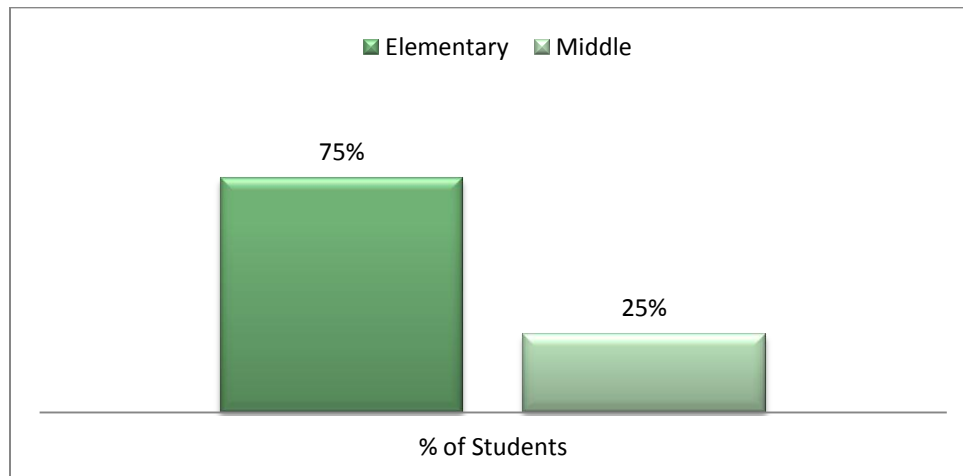
**Figure 2 Program Improvement by Principal**



## Student Survey Results Summary (3<sup>rd</sup> – 9<sup>th</sup> grade)

Over 5,000 student surveys, grades 3-9, were collected during 2011 (n=5,113). Figure 3 shows 75% (n=3,844) of students surveyed were elementary (grades 3-6) and 25% (1,269) were middle (grades 6-9). Survey items such as program satisfaction, homework assistance and safety are displayed for each middle and elementary students.

**Figure 3 Percent of Student Surveys by Elementary and Middle**



Sixty-percent of elementary students rated their after school program as 'great'; a higher percent compared to middle school students (45%). Over half of both elementary and middle school students rated the program staff as 'great'. An average of 93% of students rated the activities as 'great to okay'. Only 41% of middle school student rated the homework help as 'great' while 60% of elementary students rated it 'great'. Tables 2 & 3.

**Table 2 Elementary Students - Satisfaction with staff, activities and homework help.**

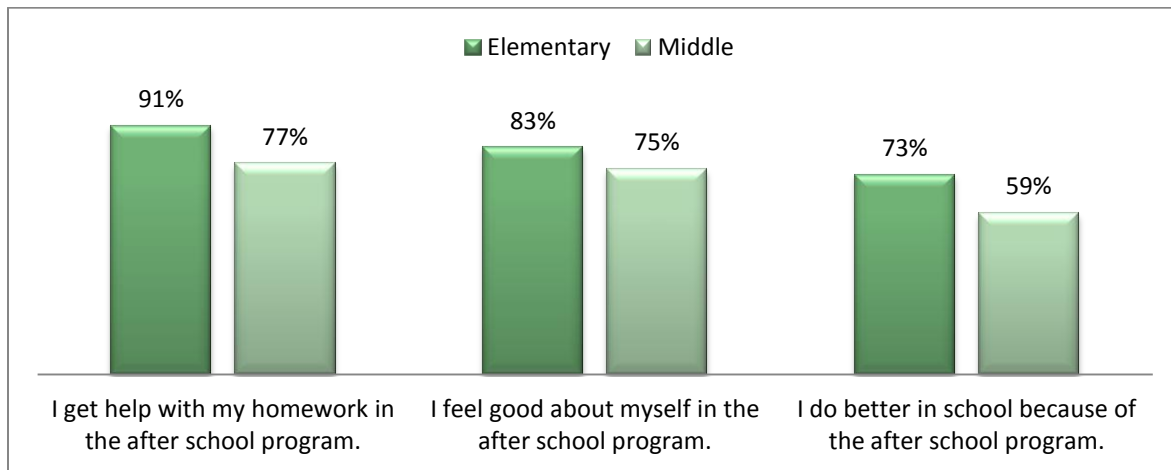
	Great	Okay	Not Okay
The after school program at my school is . . .	60%	36%	4%
The after school program staff are . . .	67%	30%	3%
The activities (music, arts, sports, computers) are . . .	68%	28%	4%
The homework help is . . .	60%	35%	5%

**Table 3 Middle School Student - Satisfaction with staff, activities and homework help.**

	Great	Okay	Not Okay
The after school program at my school is . . .	45%	45%	10%
The after school program staff are . . .	55%	40%	5%
The activities (music, arts, sports, computers) are . . .	52%	37%	11%
The homework help is . .	41%	46%	13%

A series of yes/no questions were asked about perceived skills, homework assistance, and perceived academic performance. Ninety-one percent of elementary students said they get help with homework in the after school program while 77% of middle schools reported yes to receiving homework help. For both groups 83% elementary and 75% middle reported they felt good about themselves while in the program. Seventy-three percent of elementary students said they do better in school when they come to the after school program; as did 59% of middle school students (Figure 4).

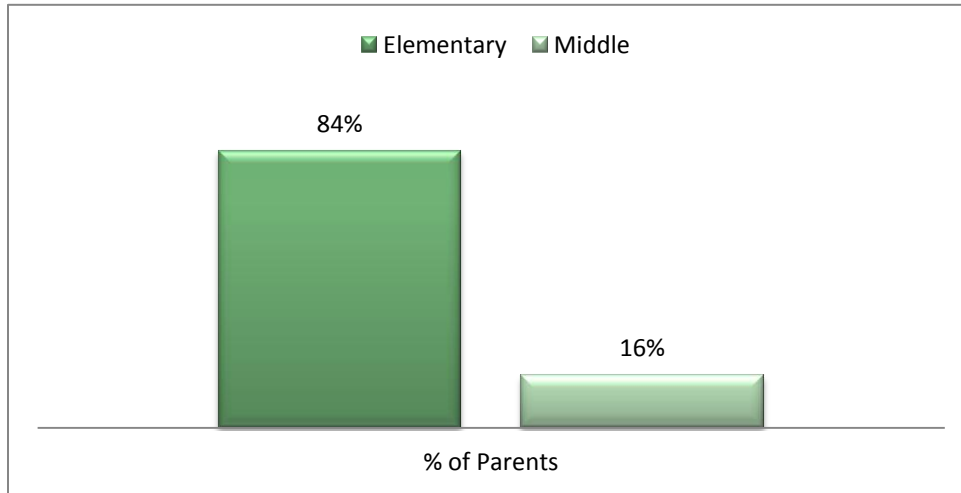
**Figure 4 Students Perceived Skills, Homework Assistance and Safety by Elementary and Middle**



**Parent Survey Results Summary**

A total of 1,409 parent surveys were collected. Parent survey data were also disaggregated by school type to examine similarities and differences of elementary and middle. Data showed 84% (n=1,180) were parents of elementary students and 16% (n=229) were middle school parents.

**Figure 5 Percent of Parent Surveys by Elementary and Middle**



A majority of all parents reported various aspects of the after school program as ‘great’. This included the overall quality; homework assistance and promoting their child’s positive and social behaviors (Table 4 & 5). Figure 6 displays the percent of elementary and middle school parents who responded positively to after school academics, enrichment and safety. Ninety-five percent of elementary parents reported that the after school program provides a variety of enrichment activities while 96% of middle school parents reported the same. Eighty-one percent of middle school parents and 88% of elementary parents had noticed an improvement in their child’s academic performance since joining the after school program. Eighty-four percent of middle and 80% of elementary parents think the program decreases their child’s exposure to unsafe activities.

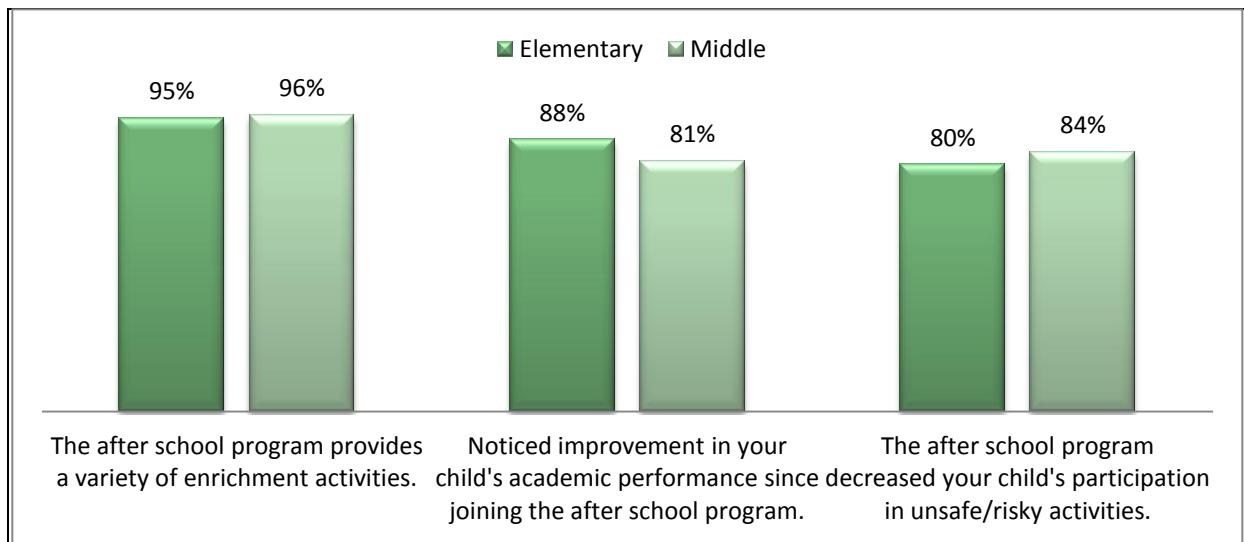
**Table 4 Parent Satisfaction Responses for Elementary**

	<b>Great</b>	<b>Okay</b>	<b>Not Okay</b>
Relationship between your child and program staff	85%	15%	0%
Quality of academic activities	79%	21%	0%
Quality of homework assistance	75%	23%	2%
Quality of enrichment activities	78%	21%	1%
After school program's success in promoting your child's positive behavior	82%	17%	1%
After school program's success in promoting your child's social skills	82%	18%	0%
Overall quality of your school's after school program	84%	16%	0%

**Table 5 Parent Satisfaction Responses for Middle**

	Great	Okay	Not Okay
Relationship between your child and program staff	78%	22%	0%
Quality of academic activities	68%	31%	1%
Quality of homework assistance	64%	34%	2%
Quality of enrichment activities	75%	23%	2%
After school program's success in promoting your child's positive behavior	78%	21%	1%
After school program's success in promoting your child's social skills	77%	22%	1%
Overall quality of your school's after school program	79%	21%	0%

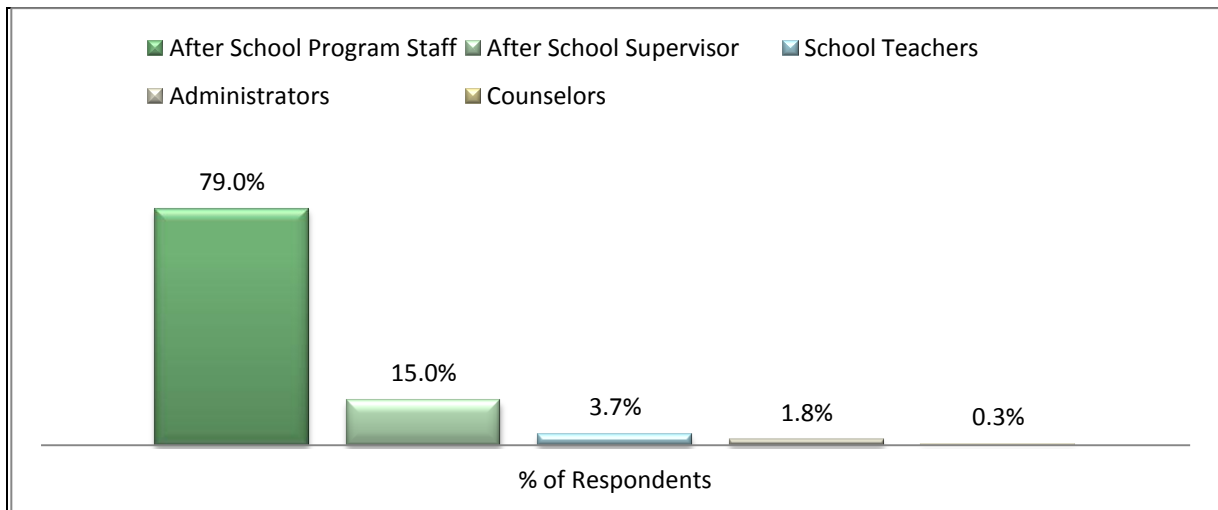
**Figure 6 Parent's Perception of Academics, Enrichment and Safety by Elementary and Middle**



**Staff Survey Results Summary**

The After School Staff survey link was given to of both after school staff and regular school day staff at each school site (n=1,124). The largest percent of respondents were after school program staff (79%) and the second largest response group was after school site supervisors (15%). The remaining surveys were from regular school day teachers (3.7%), administrators (1.8%) and counselors (.3%). (Figure 11).

**Figure 7 Percent of Surveys by School Position**



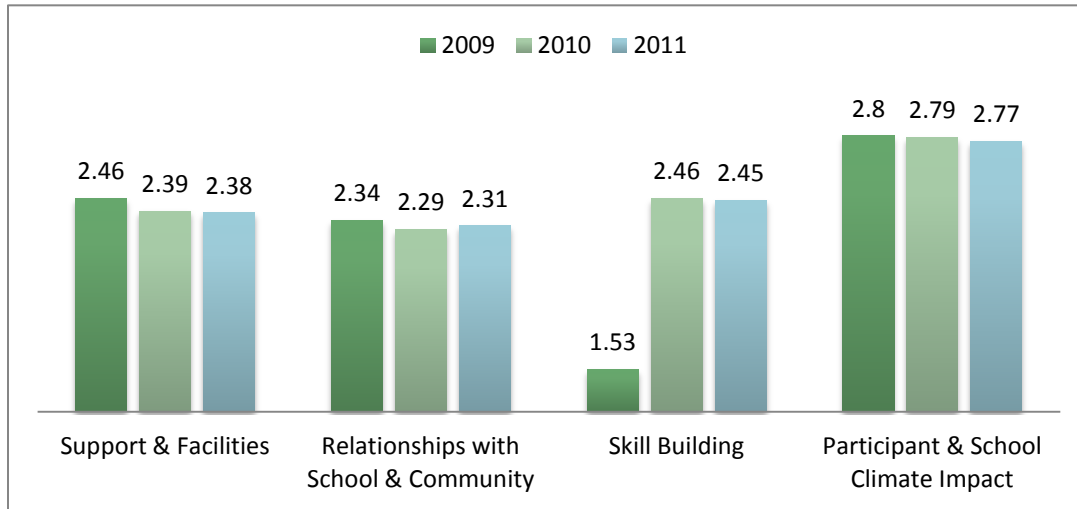
In 2009 and new survey items were introduced to increase the validity of staff reporting on program quality and impact. There were four survey constructs: Support and Facilities (7 items), Relationships with School and Community (5 items), Student Skill Building (4 items), and Participant and School Climate Impact (5 items). These constructs refine the measure of program components and provide more reliable measures of program improvement. Reliability analysis was conducted for each subscales using Cronbach's Alpha and found to correspond to a high degree of reliability. Missing data were replaced with the series mean. See Table 6 for reliability results. All subscales contained a rating of 1 to 3; *a higher mean score denotes a positive result*. Participants who responded 'don't know' were not included in the analysis.

Mean scores from 2011 data ranged from 2.31 to 2.77. Figure 6 demonstrates mean scores over time by subscale (2009 to 2011). Although there have been slight decline in mean scores for Support and Facilities ( = 2.46 in 2009 to = 2.38 in 2011), there has been a dramatic increase in Skill Building ( =1.53 in 2009 to =2.45 in 2011). Mean scores for Participant and School Climate Impact have remained high over time ( = 2.8 in 2009 to = 2.77 in 2011).

**Table 6 Subscales and coefficients**

Subscale	Scaling	# of Items	Alpha
Support & Facilities	Needs Improvement to Great	7	.81
Relationships with School and Community	Needs Improvement to Great	5	.81
Skill Building	Needs Improvement to Great	4	.83
Participant and School Climate Impact	Declined to Improved	5	.82

**Figure 8 Mean scores by subscale**



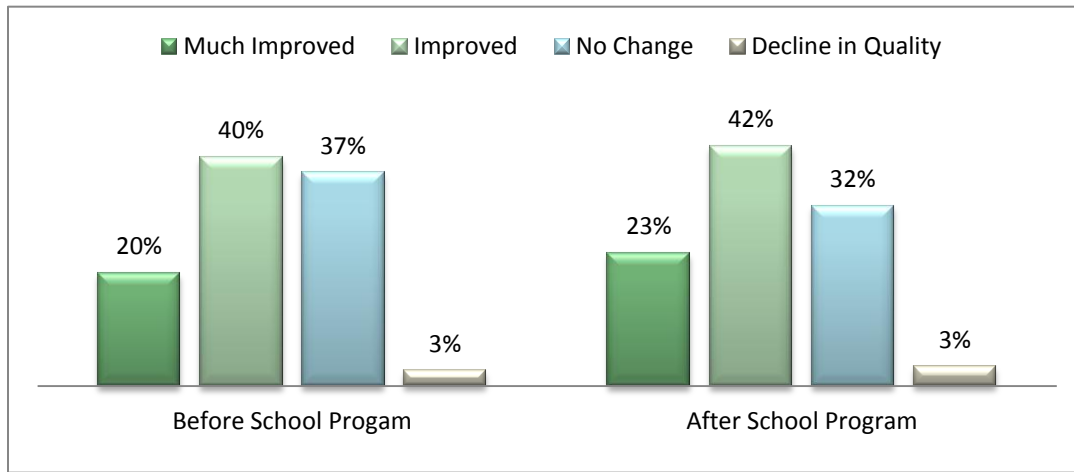
### ***Principal Survey Results Summary***

Two hundred and seventeen principals completed an after school survey online. Seventy-five percent of all principals reported they had 3 or more years of experience with the after school program at their school site; only 16% had 1-2 years and 9% had less than 1 year experience. About 49% to 61% of principals rated all of the statements as ‘great’ (quality of program, enrichment component, variety of activities and alignment with regular school day). However, only 38.5% of principals rated the quality of the academic component as ‘great’ with 14% reporting ‘needs improvement’ (Table 7). Percent of responses for ‘N/A’ were not included in the table below.

**Table 7 Principal Satisfaction Results**

	Great	Adequate	Needs Improvement
Overall performance of the after school program	61%	34%	5%
Quality of academic component	39%	47%	14%
Quality of enrichment component	51%	41%	8%
Variety of enrichment activities	49%	41%	10%
Alignment with regular school day	58%	35%	7%

**Figure 9 Improved School Climate/Safety as a result of Before/After School by Principals**



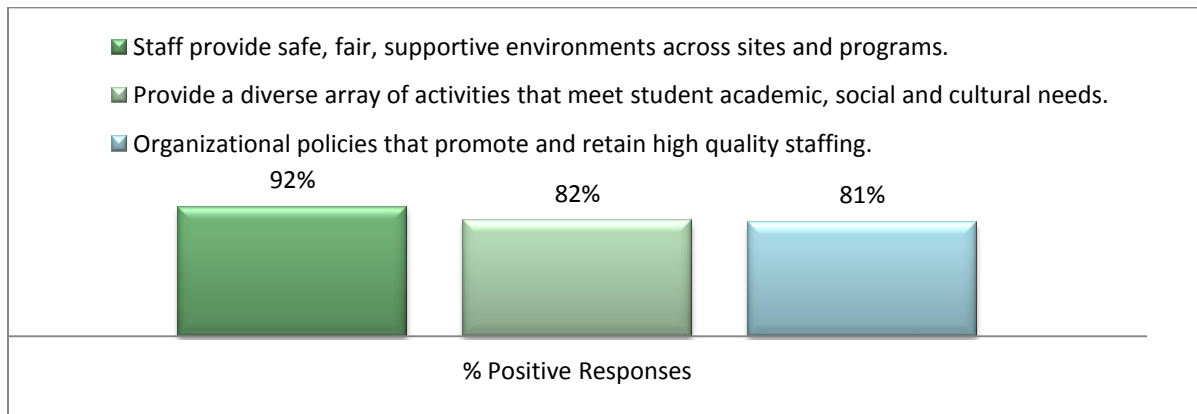
### ***District Contact Survey Results Summary***

Twenty-two After School District Contacts completed a 2011 perception survey. A majority (91%) reported the quality of academic enrichment in their program(s) as ‘good’ or ‘outstanding’ and 52% reported that the program’s success in positive student behavior management skills was also ‘good’. When asked about the quality of resources provided by the Regional After School Consortium, 73% reported ‘outstanding’ (Table 8). Figure 7 displays the percent of district contacts that rated their program performing really well to okay at providing a diverse array of activities that meet student academic, social and cultural needs; their staff provides safe, fair, supportive environments across sites and programs; and, there are organizational policies that promote and retain high quality staffing and retention.

**Table 8 After School District Contacts Satisfaction Results**

	Outstanding	Good	Needs Improvement
The quality of academic enrichment provided by your after school program	32%	59%	9%
Program's success in implementing positive student behavior management skills	38%	52%	10%
The quality of resources and support provided by the Regional After School Consortium	73%	23%	4%

**Figure 10 After School Service Provision Practices**



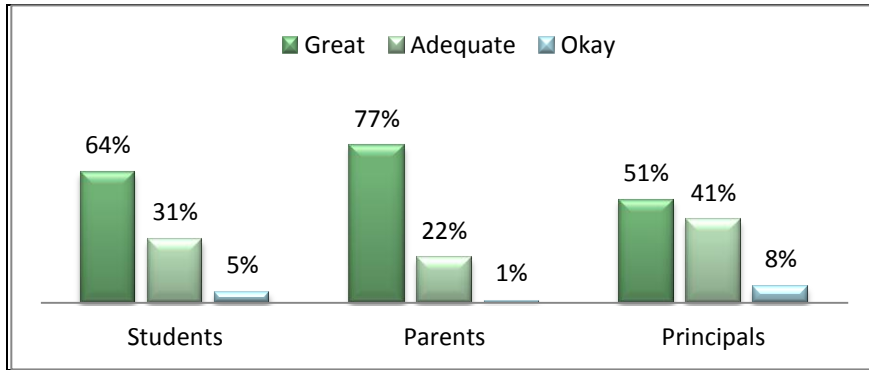
**Recommendations**

Recommendations for the upcoming year are intended to further enhance evaluation utilization and program improvement efforts are:

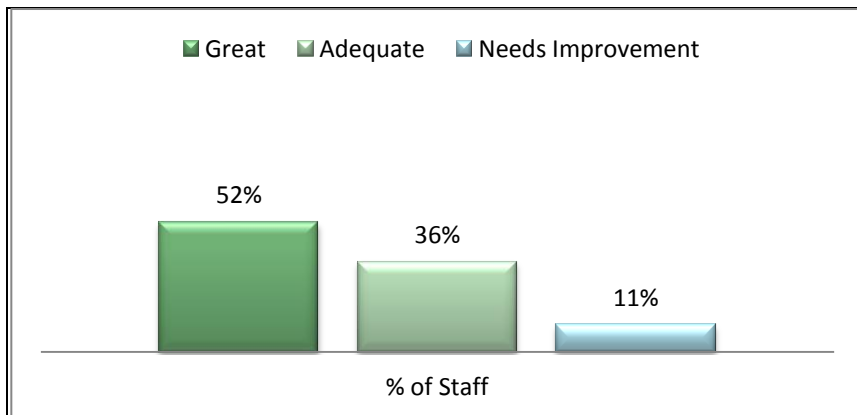
- Create an after school program manual for all Consortium members on how to use evaluation results discovered from mandated data collection;
- Conduct a focus group among staff to uncover the reason for the dramatic increases in staff perception of student skill building including student achievement;
- Explore using the University of California’s new online system for data collection regarding program perception and student behavioral outcomes;
- Target technical assistance and training to address needs identified by the Perception Survey, site visits and the use of the Program Quality Tool.

**Appendix A – 2011 Survey Results for Program Results by Program Goals and Respondents**

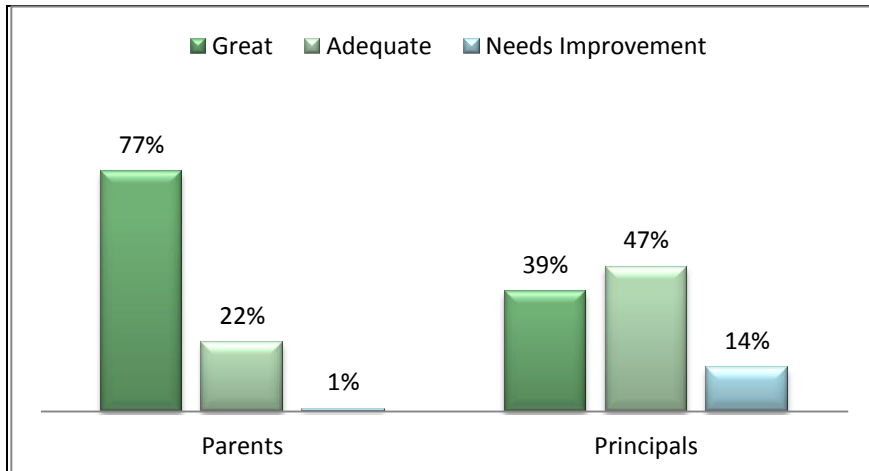
**Figure 11 Quality of Enrichment Activities by Students, Parents & Principals**



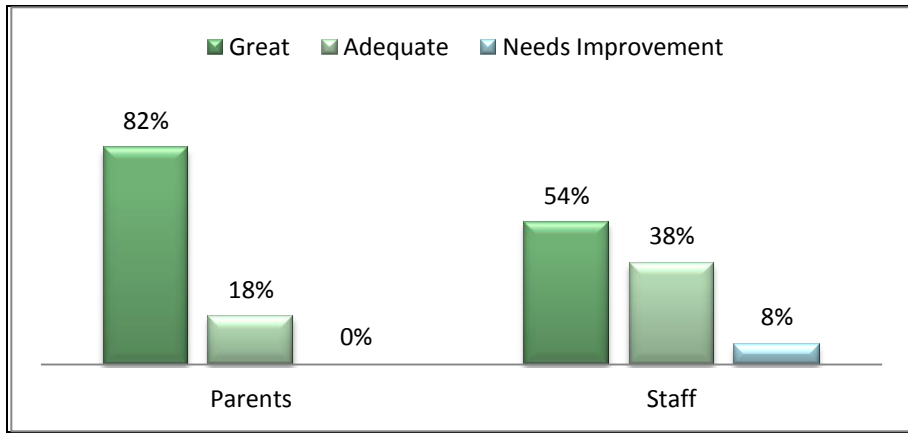
**Figure 12 Program's Ability to Support Staff in Providing a Full Complement of Enrichment Activities by Staff**



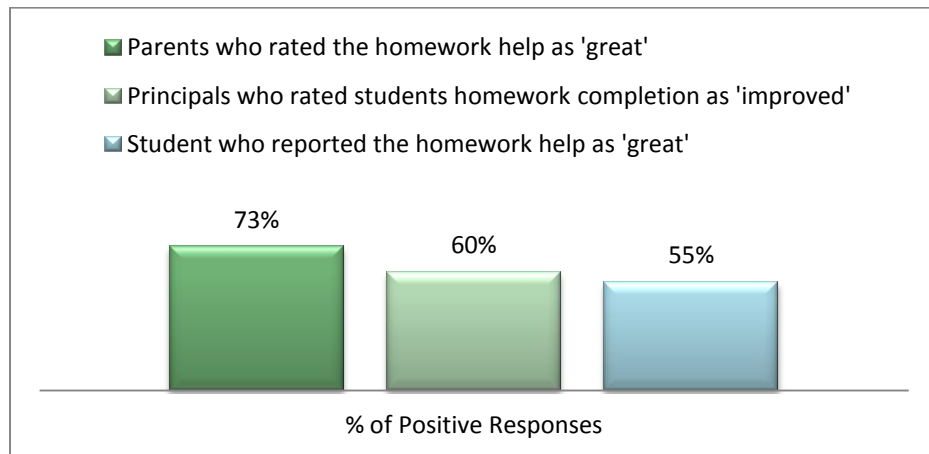
**Figure 13 Quality of Academic Component by Parents & Principals**



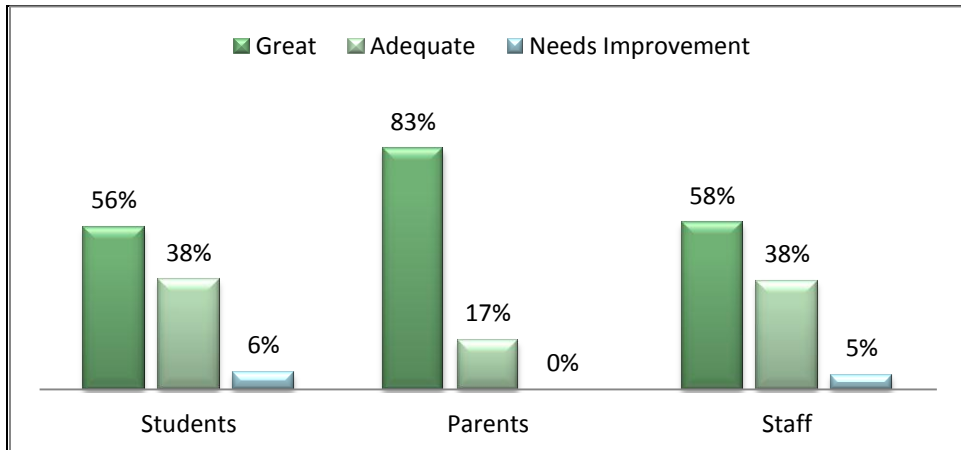
**Figure 14 Program's Success in Promoting Student Positive Behavior by Parents & Staff**



**Figure 15 Perception Homework Help/Completion by Student, Parent & Principal**



**Figure 16 Overall Quality of After School Program by Students, Parents & Staff**



**Appendix B – After School Staff Success Stories**

*The following story collection is a representative summary of comments for reporting purposes.*

<b>Please relate a brief story that illustrates the positive impact that the before or after school program has had on a participating student or family.</b>
There are many examples of how our program has positively impacted our students, especially their work habits. I have seen specific improvement in a particular 2nd grade student. When he first joined the program he rarely completed his work, now he is one of the first ones finished and it's correct!
Our after school participants are now more able to approach situations in a positive; respectable manner without being aggressive or rudely out-spoken.
We had a boy going through depression and behavior issues, after the parents let us know what was going on we put him in our sports activities behavior changed and parents said he was getting out of his depression
Most parents in our program work more than one job. It is a great convenience to have the program.
Students are being more involved in the performing arts. Parents are involved by watching their performances.
A child's father, who was out of work, volunteered in our ASES golf class. Over several years, he became interested in game, bringing his children to our golf center to practice on weekends and later to the golf course. He is now enrolled in Academy of Golf to become a golf professional- with part time work on a golf course. His son, who is a natural athlete, participates in all of our sports, especially golf classes. His aggressive behavior has shown improvement to the point that he can take part without disrupting and can now share his skills with the younger students.
When the staff taught students different songs and attention getters they would continually ask to pick, lead, and perform in front of the group and parents. Students felt confident, comfortable, and were able to act as positive role models for their peers and leaders to their parents.
In increase in students ability to complete their homework on time and have it done correctly. Also several students showed an increase in their reading and writing skills and ranked higher than their peers when it came to those subjects.
There is an increase in student behaviors and how students treat their peers and interact with authority. Also parents are satisfied that staff is willing to stay after if an emergency occurs. And there is great communication between the parents and the program, which stresses the importance of a family oriented program.
Talking to the parents on children's accomplishments as well as needs of improvements. It has changed the program because children know that you have more communication with their parents, and it is not necessary negative remarks but also positive.
Our school has many English Language Learners, many times there are no family members at home that can help these students with school projects, homework, English language development, computer access, etc. The after school program has given these students the opportunity to be able to get help on all of these areas. Not only academically but also in the areas of fine arts, sports, and educational games.

<p>Many students come from complicated family lives and they (the students) are thankful, happy and want to be at our after school program rather than going home. Many parents have expressed their own happiness that we are here to not only help them (the parents), but their children when they would have no one or would be all alone when the parents are at work.</p>
<p>A child entered our program with mild autism. He did not do well in large groups. After developing a positive behavior plan for him, he is now functioning well in all aspects of the program. He can now interact with the other students, play sports without exploding when he loses, and no longer runs away from the program.</p>
<p>I have seen great improvement in the students behavior during our homework hour. The students are communicating their needs with myself and my fellow staff members frequently, which has allowed us to better address their needs.</p>
<p>We had noticed a family of 3 siblings that seemed tired and hungry all the time. We spoke with the parents to find out they were going through a divorce and needed help with housing and food. We referred them to our office and they were able to help them.</p>
<p>On a homework assignment, a student wrote for one of her sentences that we had helped her build good homework habits. She had learned a lesson on finishing homework and turning it on time. Not only that, but that she felt she could find good friends in us.</p>
<p>A few children know more English and learn it faster with help of the after school program.</p>
<p>Every year we experience wonderful growth and improvement not only in our students' education but also in their enrichment and interaction with other students. This year particularly, one student comes to mind when reflecting on a positive impact our program has helped. This student came new to the school with zero friends and what looked like zero prospects. But with the help of the after school program our new student worked on what it meant to be a friend and how to interact with other students. Now at the end of the year he fits in wonderfully with the rest of the fourth grade!</p>
<p>A student while in the 7th and 8th grade attended career luncheons. Her favorite career topic was law. Presently, she is a graduate from UCLA law school and is taking the BAR exam. She has also been a mentor and role model to students while at MVH and UCLA.</p>
<p>There is a student who came to us straight from Mexico. He was very timid and didn't speak very much English. I am proud to say, he is one of our student leaders and had improved greatly in the English language.</p>
<p>During Christmas, when we do the adopt a family the families are very grateful. We had a mother cry and say, "You have no idea what this means to me, I have been stressing over the last few weeks trying to figure out how to buy my kids gifts. I will never forget this." This was the highlight of the year for me.</p>
<p>We had a student who would always say something negative about the program, but one day i was watching him play basketball by himself. I saw that he kept missing the basket so i went up to him and I started cheering him on saying that he could do it he just needed to practice, so then after a while he made a basket and was super happy. After that he wrote me a letter saying that he really appreciated it when I was cheering him on.</p>

<p>When I first started in this job there was a young boy that did not interact much with others, he isolated himself from the rest of the children. This student got my attention and I began to talk to him and ask questions, he told me he was shy and the reason he didn't interact was because he was in special ed. I began to push him to begin to interact with others and know he is still shy and reserve but he is more open to others and I feel that this child has some sort of trust in me because he tells me about things he is interested in and other things. This is how I know that programs like this do make a powerful impact on children.</p>
<p>Teaching science to all grades brought out curiosity in shy students. Students with behavior problems excitedly followed directions and learned the scientific method. They came up with their own creative additions to experiments.</p>
<p>The after school program allows families to have a safe haven for their children after school. Multiple families depend on the program to keep their children off the streets and in a positive educational environment where they are helped with homework and academic enrichment activities.</p>
<p>We have two girls who come from a very low economic background and are being raised by their father only. Before the girls came to the program they were left home alone until dad came back from work and would have no help completing homework assignments. They girls were very shy and introverted too. Since attending the program the girls have improved in academics and social skills. For Christmas our program was able to provide them with a Secret Santa and the girls were able to open presents Christmas morning.</p>
<p>We began the year having major problems between a group of 4/5th grade girls. They were extremely disrespectful to each other on a daily basis and this has improved dramatically. As a result, we have seen improvements in students' attitude, self-esteem and general happiness at the program. One student in particular went from getting in trouble every day to being one of our best students.</p>
<p>The multicultural Art Fair where students, families and staff participate. It brings a very positive impact because we learn about different cultures around the world. We make our children's imaginations travel and learn how we share the same planet Earth with different culture, language, food and music.</p>
<p>One 5th grade boy dropped out of the program. I spoke with his mom and invited her son back to the program. Our staff made the positive changes to support his needs and he continues to be an active participant with his parents' approval.</p>
<p>This winter I taught the kids how to weave and a few wanted to learn how to knit, so offer the students the opportunity to learn. I was pleasantly surprised at how the boys were so interested in learning how to weave they made a scarf for the moms. They were very excited to learn. It was exciting to watch.</p>
<p>There was a student who was being taken out of school about an hour before dismissal because parent's work schedule did not allow for the student to be picked up at regular dismissal. Parents communicated that they did not have friends or family members that could help them out so their only option was to take their son out. We communicated this to the STRETCH supervisor and worked out a plan to have the child enrolled in the program. Working together (family, school, and after school program) we were able to avoid a situation that would have affected a student and his family.</p>
<p>Parents always congratulate our school for the creative celebrations we do every two months and they leave happy with their kids.</p>
<p>When our site does big holiday parties, the parents love to come and help.</p>