



SAN DIEGO
AFTER SCHOOL
CONSORTIUM

WHY AFTER SCHOOL?
EVALUATION REPORT
2010

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San Diego After School Consortium
ASES Evaluation Report
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Program Background

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

Schools are mandated to provide academic assistance and to provide youth with a safe and nurturing environment before and after school. Programs are also required to provide enrichment components that increase student resiliency and improve neighborhood safety. To comply with CDE evaluation requirements and track program progress over time, annual academic outcome indicators are collected from all students who participate in the program. In addition, perception surveys are conducted annually to gather multiple perspectives of program quality and impact from students, parents, school principals, after school staff, and program administrators. Academic indicators are also collected and reported to CDE as part of the mandated evaluation accountability. Hoffman Clark & Associates was contracted by the San Diego County Office of Education to conduct the local evaluation. This report summarizes the 2009-2010 ASES progress of both perception and academic outcomes.

Key Impact Questions

Who are our students?

- 35% of students are classified as English Language Learners.
- 51% of students were new to the program in 2009-2010.

Are the students increasing their academic success?

- 2.7% increase in the percent of all students who scored Basic and above for CST English/Language Arts.

Are students better prepared to learn?

- 85% of After School District Contacts reported their ASES programs perform well at providing youth opportunities for relationships, safety, involvement, skill building and expression.
- 81% of ASES staff reported student improvement in academic skills.

Are students receiving high quality academic assistance?

- 53% of principals rated the after school's alignment with the regular school day as great.
- 90% of students 3-6 reported received homework help in the program.
- 92% of elementary school parents believed the after school program provided a variety of enrichment activities.

- 74% of parents noticed an improvement in their child’s academic performance.

Are schools and neighborhoods safer?

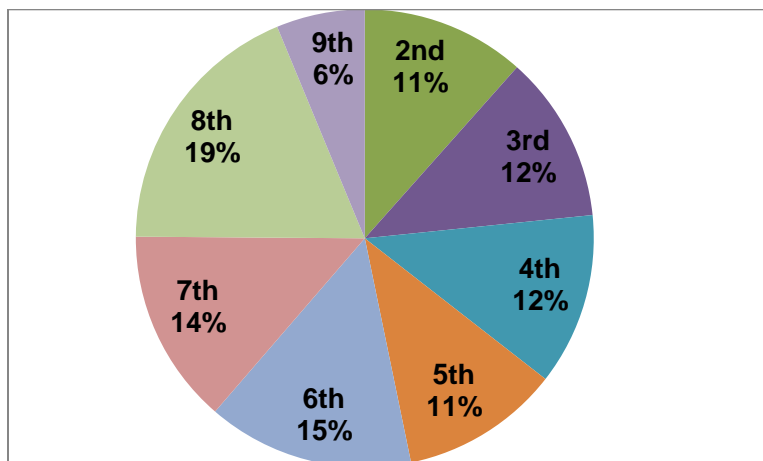
- 85% of middle school students and 90% of elementary students reported they feel safe while in the after school program.
- 74% of ASES staff reported improvement in school safety as a result of the program.
- 72% of middle school parents say the after school program has decreased their child’s participation in unsafe/risky activities.

Student Academic Results

All twenty-seven San Diego After School Consortium school districts are required to submit student level outcome data for CDE’s ASES Statewide Evaluation annually. These data include basic participant information such as grade level, English Language Learner status and the first date of program participation. It also includes standardized test scores, regular school day enrollment, and regular school day absences for the reporting period and the baseline year.

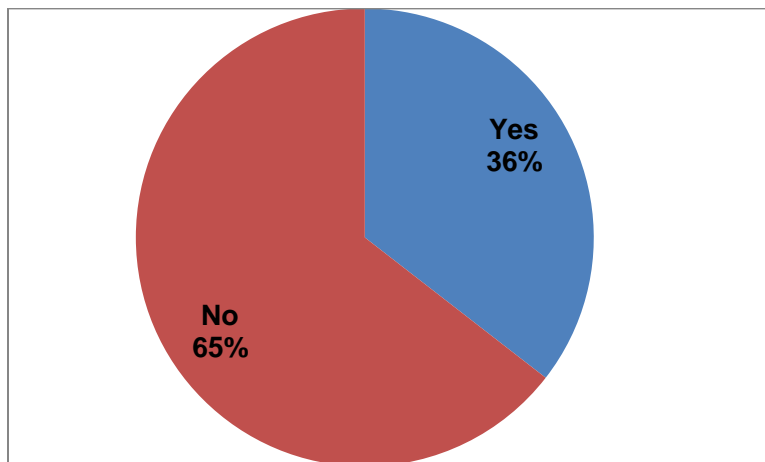
Each of our 27 school districts is required to submit student level outcome data for the California Department of Education’s ASES Evaluation mandate. Last year, we collected over 50,000 individual student records (n=50,322) for those who attended at least one day of programming during the 2009-2010 program year¹. Data from the academic analysis shows participants varying by grade level – 2nd to 9th grades (Figure 1). The tracking of a student’s program intake date revealed that 51.5% of participants were in the program for only one year. 36% of participants were also designated as English Language Learners (Figure 2).

Figure 1 Percent of 2009-2010 students in academic sample by grade level



¹ July 01, 2009 to June 30, 2010.

Figure 2 Percent of 2009-2010 ASES Students Classified as English Language Learners



California Standards Test (CST) performance level scores for Math and English/Language Arts (ELA) were collected for 2010 and baseline (year prior to program intake). Performance level scores are categorical; 1= Far Below Basic, 2= Below Basic, 3= Basic, 4= Proficient, and 5= Advanced. According to ASES education code, the target is to increase the percentage of students performing above the far below basic and below basic levels.

Student records with two points of data were used in the analysis (n=27,167). Overall, results show a 2.7% increase in the percent of students who scored Basic and above for ELA and a less than 1% decrease for Math.

Figures 3 and 4 display CST results when disaggregated by school type; elementary and middle. Elementary results (n=10,617) showed students progressing in both Math and ELA as compared to baseline; 3% increase in Math and a 7% increase in ELA. Middle school results (n=16,550) showed slight decreases over time. There was a less than 1% decrease in ELA scores and a 2% decrease in Math.

Figure 3 Elementary School CST Results

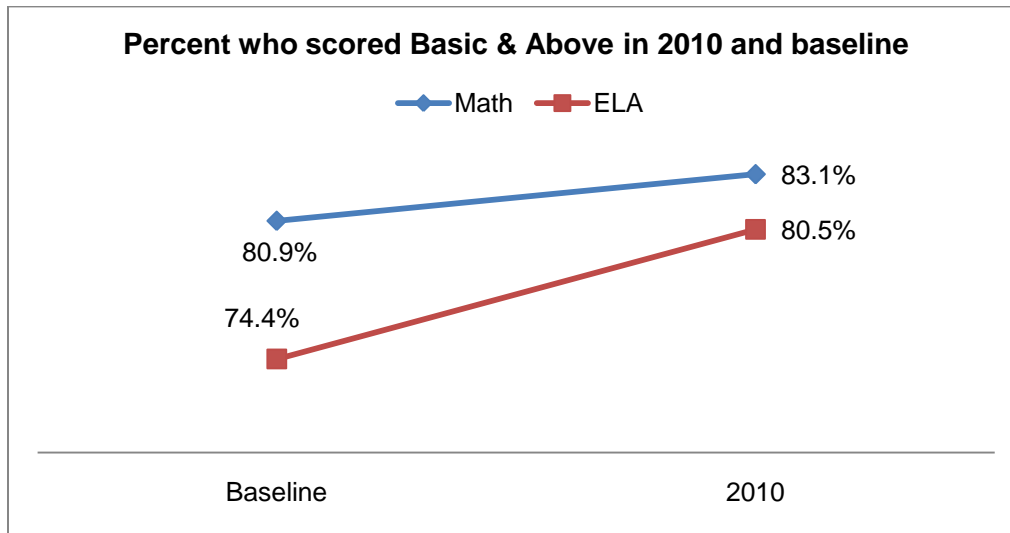
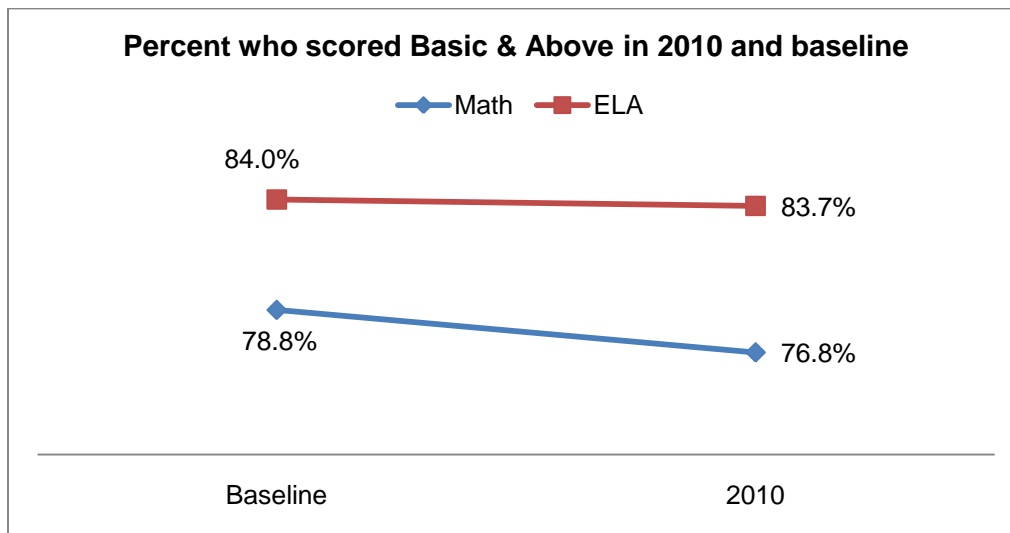


Figure 4 Middle School CST Results



Perception Survey Results

As part of the overall evaluation plan, 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 2009-2010 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 are maintained for cross year comparison.

Surveys were collected from a purposive (non random) sample of program stakeholders (n=10,868). The survey protocol instructed principals, program staff and after school district contacts to complete surveys online and facilitate surveys for students and parents. Table 1 displays the numbers of surveys collected by respondent type

Table 1 2010 Respondent Type and Number

Respondent Type	Number of Surveys
Students (grades 3-9)	5,456
Parents	4,124
Principals	187
School Staff (After School Program staff & school staff)	1,075
After School District Contacts	26

Tables and charts are included for outcome and program quality areas (see Appendix A). After school staff success stories that reflect differences made in the lives of students and parents as a result of the program are also included (See Appendix B). This summary of survey results provides a snapshot of program satisfaction and program quality. The summary can also provide a focus for dialogue around future opportunities.

Trend Data

Specific questions from students and school principals were examined for overall trends related to ASES grant objectives. Figures 5 & 6 display results from surveys beginning in 2003 to 2010. Data shows a significant increase in the percentage of students who reported they felt safe in the after school program (54% in 2003 to 90% in 2010). The percent of principals who rated the after school performance as ‘much improved’ increased in this last programming year (17% in 2009 to 20% in 2010).

Figure 5 Students Perceived Safety by Grade Level 3-6

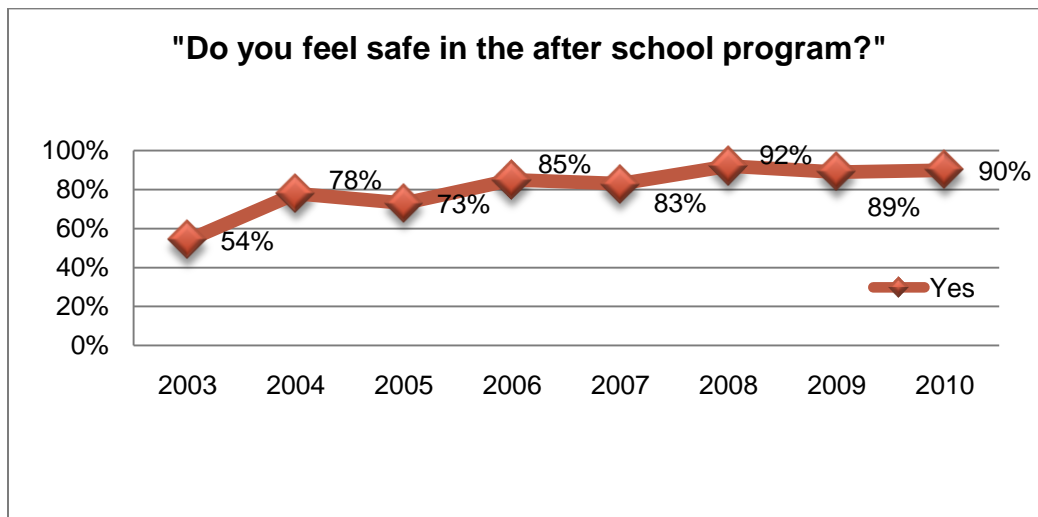
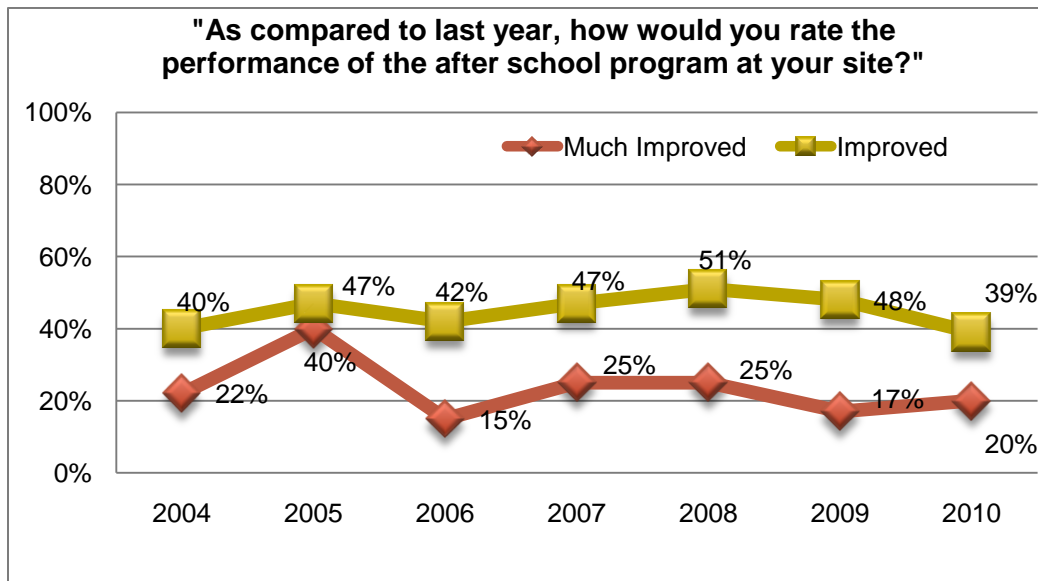


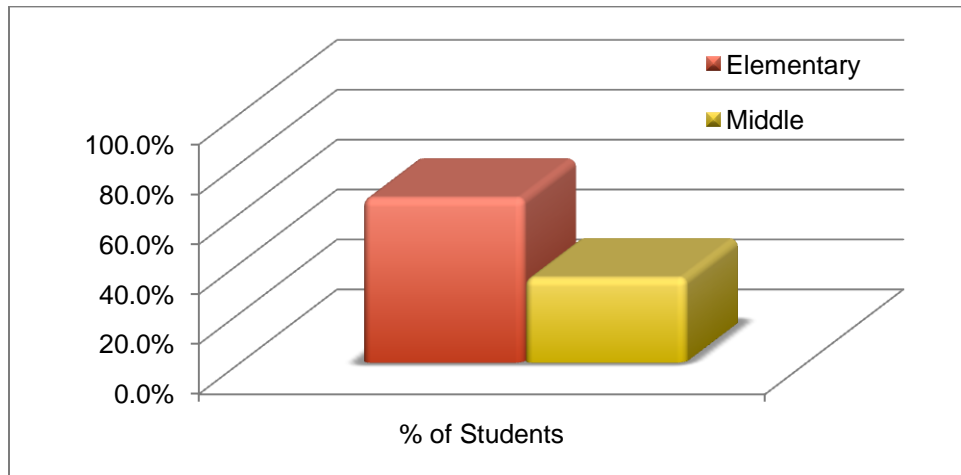
Figure 6 Program Improvement by Principal



Perception Survey - Student Results Summary (3rd – 9th grade)

Over 5,000 student surveys, grades 3-9, were collected during 2010 (n=5,546). Figure 7 displays the percent of students by school type (elementary and middle). Figure 7 shows 66% of students surveyed were elementary (grades 3-6) and 34% were middle (grades 6-9). Survey items such as program satisfaction, homework assistance and safety were analyzed by the two groups of elementary and middle school students.

Figure 7 Percent of Surveys by Elementary and Middle



A higher percent of elementary students rated their after school program as ‘great’ (58.7%) as compared to middle school students (48.9%). Over half of both elementary and middle school students rated the program staff as ‘great’. Homework help was also rated high for both groups (94% for elementary and 89% for middle). Tables 2 & 3.

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

	Great	Okay	Not Okay
The after school program at my school is . . .	58.7%	37.2%	4.2%
The after school program staff are . . .	63.0%	33.6%	3.4%
The activities (music, arts, sports, computers) are . . .	67.7%	28.1%	4.2%
The homework help is . . .	58.3%	36.1%	5.6%

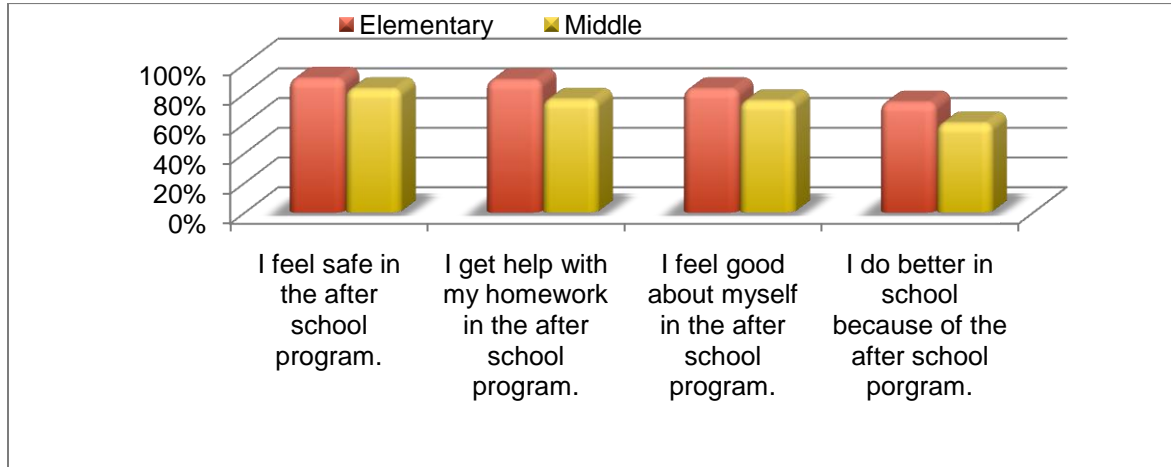
Table 3 Middle - Satisfaction with staff, activities and homework help.

	Great	Okay	Not Okay
The after school program at my school is . . .	48.9%	44.5%	6.7%
The after school program staff are . . .	51.1%	42.5%	6.4%
The activities (music, arts, sports, computers) are . . .	57.3%	36.0%	6.7%
The homework help is . . .	45.8%	42.9%	11.3%

A series of yes/no questions were asked about perceived skills, homework assistance, safety and perceived academic performance. Eighty-three to 90% reported they feel safe in the after school program and 90% of elementary students said they get help with homework in the after school program while 76% of middle schools reported yes to receiving homework help. For

both groups, 75% elementary to 83% middle reported they felt good about themselves while in the program. Seventy-four percent of elementary students said they do better in school when they come to the after school program while only 60% of middle school students reported the same (Figure 8).

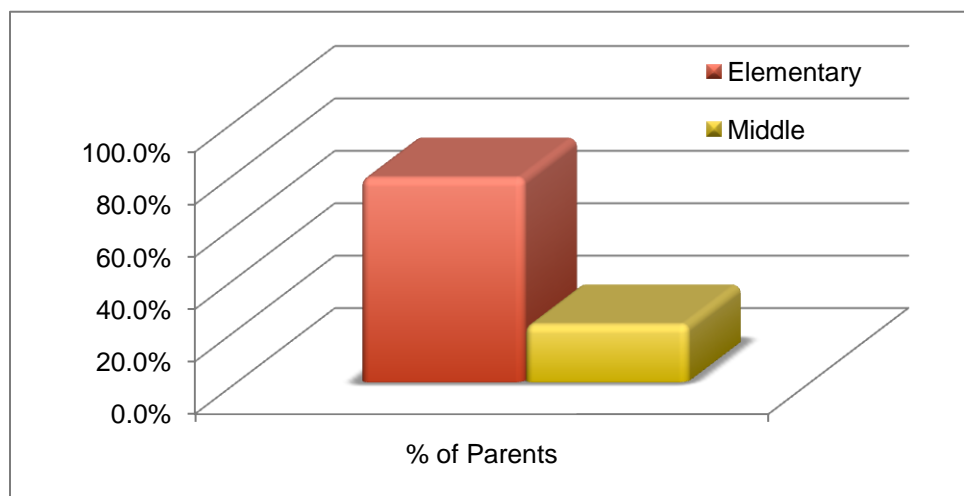
Figure 8 Students Perceived Skills, Homework Assistance and Safety by Elementary and Middle



Perception Survey - Parents Results Summary

A total of 4,124 parent surveys were collected during the 2009-10 survey period; 21% of surveys collected were in Spanish. Parent survey data were also disaggregated by school type to examine similarities and differences of elementary and middle. Data showed 77% were parents of elementary students and 23% were parent of middle school students.

Figure 11 Percent of Parent Surveys by Elementary and Middle



Sixty-nine percent to 83% of all parents reported various aspects of the after school program as 'great'. This included the overall quality of the program, homework assistance and promoting their child's positive and social behaviors (Table 4 & 5). Figure 10 displays the percent of elementary and middle school parents who responded positively to after school academics, enrichment and safety. Ninety-two percent of elementary parents believe the after school program provides a variety of enrichment activities while 89% of middle school parents reported the same. Seventy-four percent of middle school parents and 81% of elementary parents had noticed an improvement in their child's academic performance since joining the after school program. Seventy-one percent of middle and 66% of elementary parents think the program decreases their child's exposure to unsafe activities.

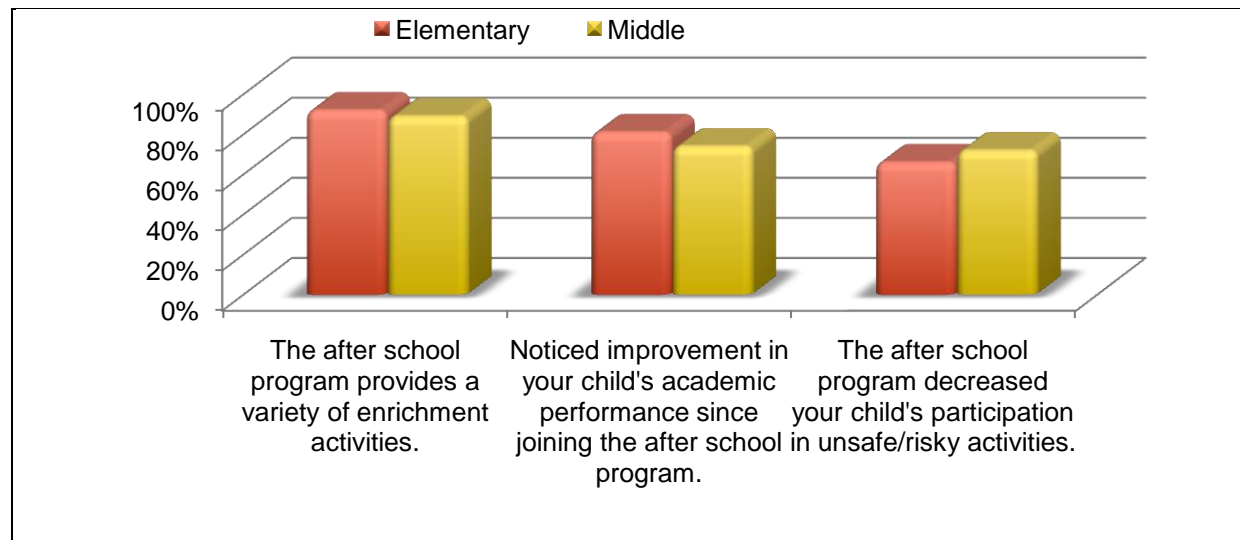
Table 4 Parent satisfaction responses for elementary program

	Great	Okay	Not Okay
Relationship between your child and program staff	82.0%	17.5%	.5%
Quality of academic activities	75.1%	23.6%	.7%
Quality of homework assistance	69.9%	28.2%	1.9%
Quality of enrichment activities	77.8%	21.2%	1.0%
After school program's success in promoting your child's positive behavior	79.6%	19.9%	.5%
After school program's success in promoting your child's social skills	79.6%	19.8%	.3%
Overall quality of your school's after school program	83.1%	16.5%	.3%

Table 5 Parent satisfaction responses for middle school program

	Great	Okay	Not Okay
Relationship between your child and program staff	79.4%	20.1%	.6%
Quality of academic activities	73.1%	25.6%	1.4%
Quality of homework assistance	70.2%	28.1%	1.7%
Quality of enrichment activities	73.5%	24.8%	1.7%
After school program's success in promoting your child's positive behavior	77.3%	22.0%	.7%
After school program's success in promoting your child's social skills	76.1%	22.1%	1.8%
Overall quality of your school's after school program	80.6%	19.1%	.3%

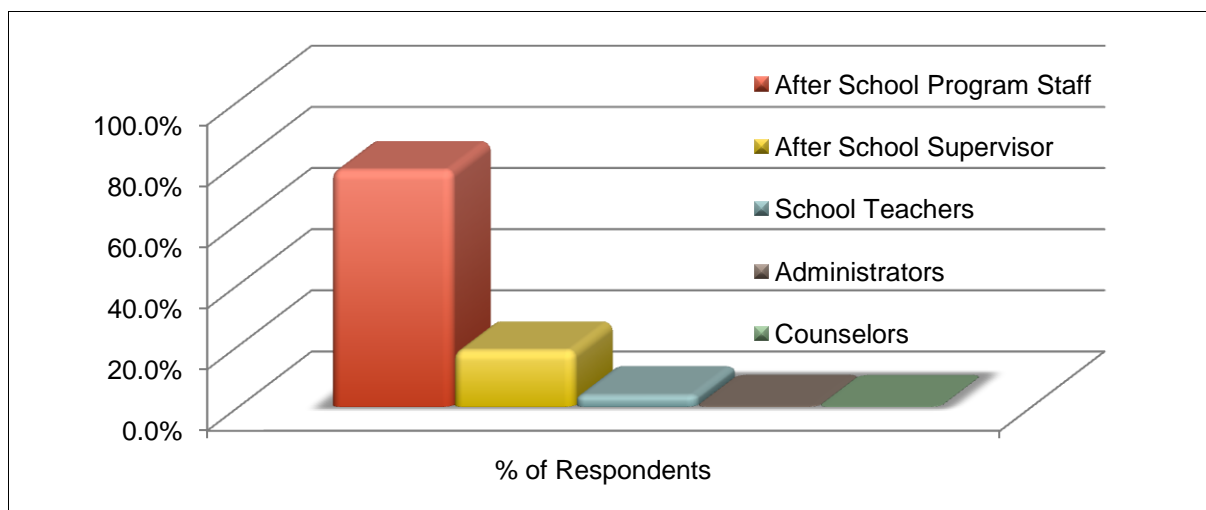
Figure 12 Parent's perception of academics, enrichment and safety by elementary and middle



Staff Results Summary

The After School Staff survey link was given to both after school staff and regular school day staff at each school site (n=1,075). The largest percent of respondents were after school program staff (77%) and the second largest response group was after school site supervisors (18%). The remaining surveys were from regular school day teachers (3.7%), administrators (.3%) and counselors (.2%) (Figure 11).

Figure 9 Percent of surveys by school job title

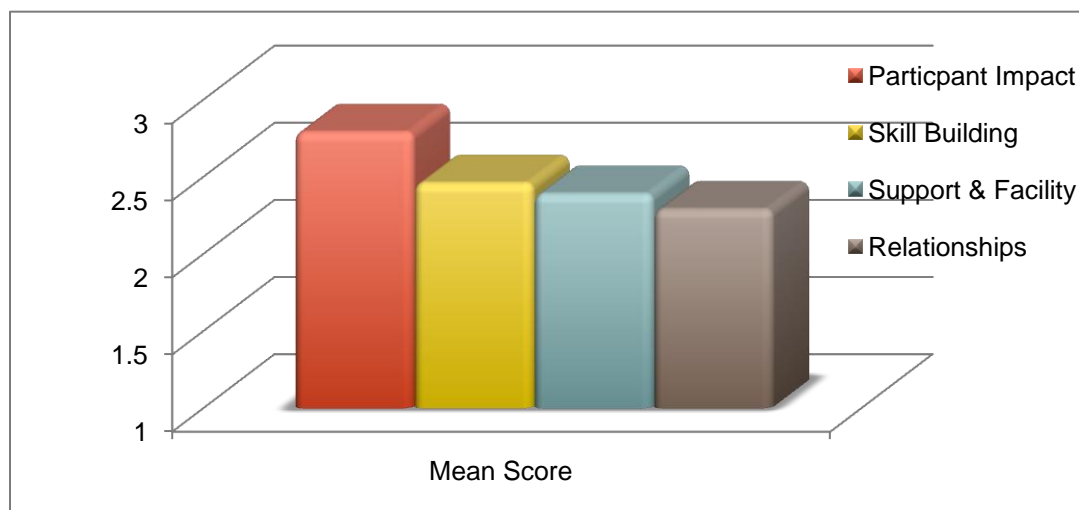


The staff survey included 4 subscale constructs: Support and Facilities, Relationships with School and Community, Skill Building, and Participant and School Climate Impact. These subscale constructs were included to refine the ability to measure program components and contribute to future research efforts. Reliability analysis was conducted for each subscale using Cronbach’s Alpha. This test measures the reliability of a set of survey questions and alpha coefficients of .7 or higher denotes a reasonable 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. Mean scores ranged from 2.29 to 2.79 (Figure 12). A separate section regarding training and technical assistance needs was also added. The results of the former section were reported to the SDCOE for planning purposes.

Table 6 Survey subscales and coefficients

Subscale	Scaling	# of Items	Alpha
Support & Facilities	Needs Improvement to Great	7	.77
Relationships with School and Community	Needs Improvement to Great	5	.78
Skill Building	Needs Improvement to Great	4	.81
Participant and School Climate Impact	Declined to Improved	5	.75

Figure 10 Mean scores by subscale



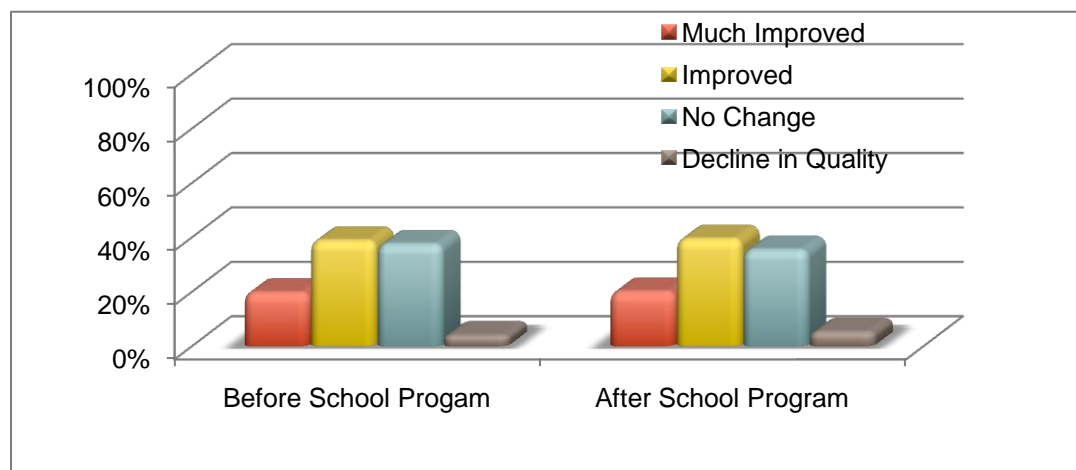
Principals Results Summary

One hundred and eighty-seven principals completed an after school survey online. Seventy-three percent of all principals reported they had 3 or more years of experience with the after school program at their school site; only 18% had 1-2 years and 8% had less than 1 year experience. About 49% to 58% 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 34% of principals rated the quality of the academic component as ‘great’ with 18% reporting ‘needs improvement’ (Table 6). Percent of responses for ‘N/A’ were not included in the table below.

Table 6 Principal satisfaction results

	Great	Adequate	Needs Improvement
Overall quality of after school program	58.1%	33.3%	8.6%
Quality of academic component	34.9%	44.6%	18.3%
Quality of enrichment component	49.5%	40.3%	10.2%
Variety of enrichment activities	49.7%	35.8%	14.4%
Alignment with regular school day	50.3%	35.5%	13.7%

Figure 13 Improved school climate/safety as a result of before/after school by principals



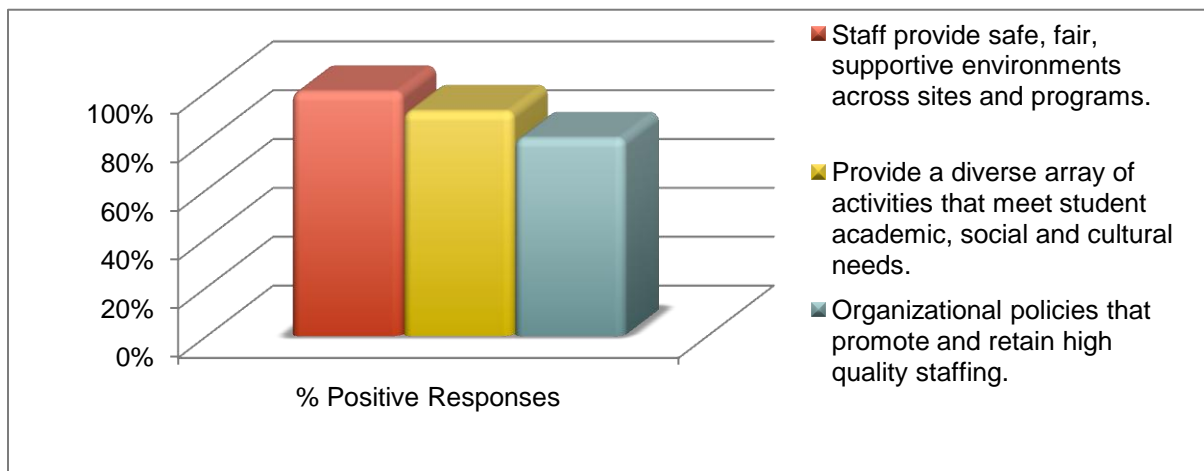
District Contact Results Summary

Twenty-six After School District Contacts completed a 2010 perception survey. A majority (73%) reported the quality of academic enrichment in their program(s) as ‘good’ and 53% 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 After School Consortium, 52% reported ‘outstanding’, while 48% said the resources and support were ‘good’ (Table 7). Figure 14 displays the percent of district contacts that rated their program performing really well 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 7 After school District Contacts satisfaction results

	Outstanding	Good	Needs Improvement
The quality of academic enrichment provided by your after school program	23.1%	73.1%	3.8%
Program’s success in implementing positive student behavior management skills	38.5%	53.8%	7.7%
The quality of resources and support provided by the After School Consortium	52.0%	48.0%	0.0%

Figure 14 District Contact perception of services



Recommendations

Recommendations for the upcoming year are intended to continue to utilize evaluation findings for program improvement and advocacy for program sustainability.

- Actively use data in discussion with staff and participants to reflect on program progress and to then plan areas of programming and staff training.
- Engage school principals in the dialogue of after school programming and integration of academic support within the extended school day.
- Use data to advocate with parents the importance and impact of after school. Encourage them to be community advocates with local legislators.
- Increase public awareness of program success by developing marketing strategies and disseminate results to the community.

Appendix A – 2010 Survey Results by Program Goals and Respondents

Figure 1 Quality of enrichment activities by students, parents & principals

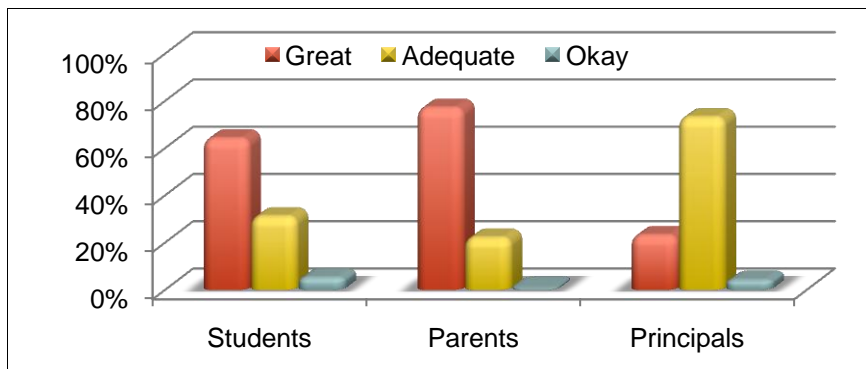


Figure 11 Program's Ability to Support Staff in Providing a Full Complement of Enrichment Activities by Staff

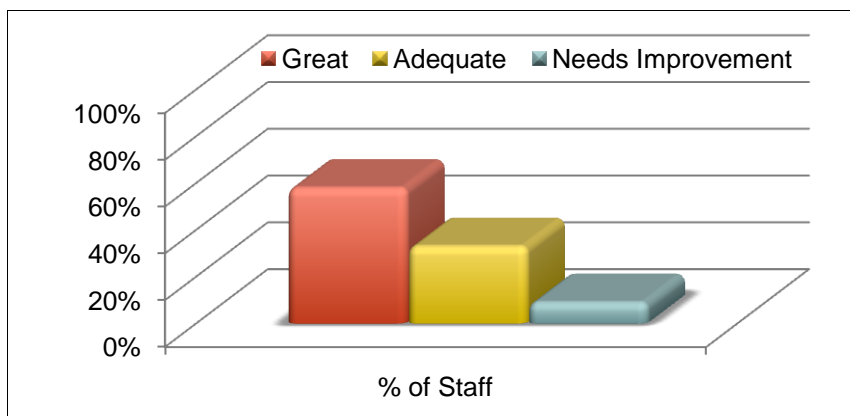


Figure 3 Quality of Academic Component by Parents & Principals

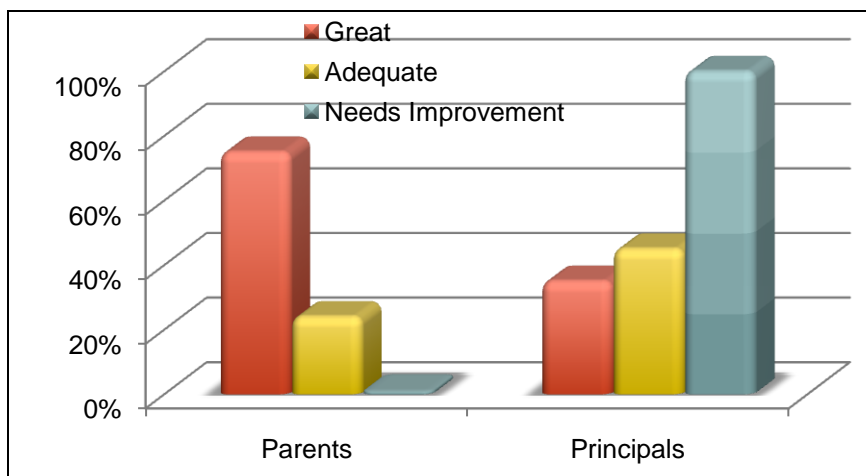


Figure 4 Program's success in promoting student positive behavior by parents & staff

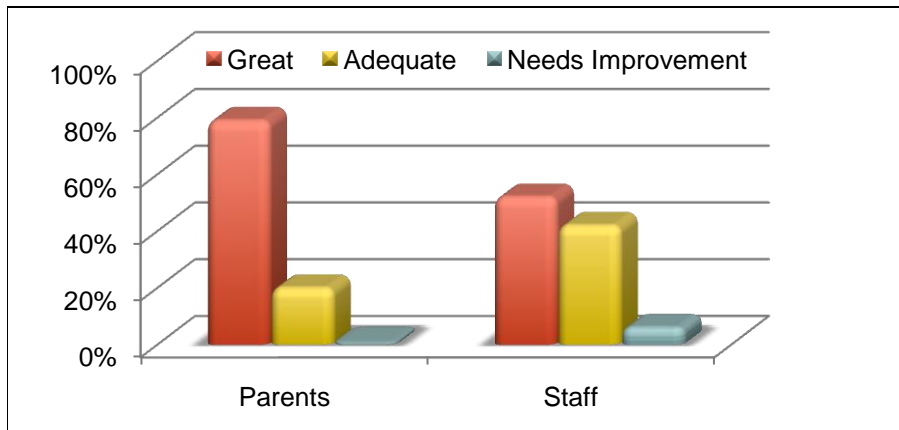


Figure 5 Perception homework help/completion by student, parent & principal

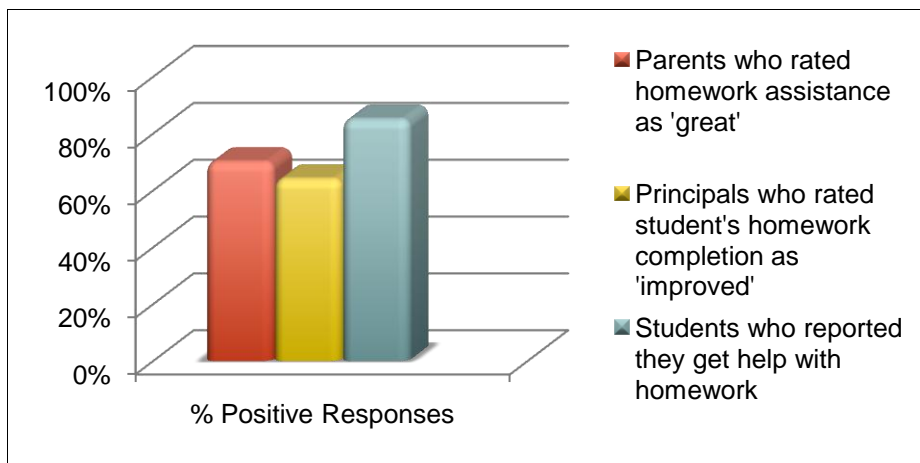
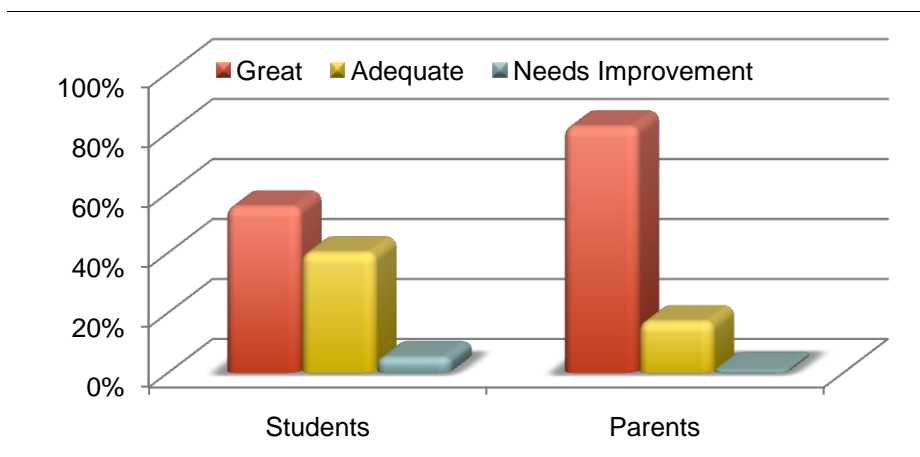


Figure 6 Overall quality of after school program by students, parents & staff



Appendix B – After School Staff Success Stories

The following appendix is a representative summary of comments for reporting purposes.

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.
I get to see children everyday interacting with each other, playing together, and sharing memories together. I love seeing their self esteem grow each day.
At the end of the year, I had parents come and thank us for the academic, recreational, and social services that we provide. I believe that the ASP here has helped its students succeed socially and academically.
Due to the variety of activities we have planned, I have heard from a number of parents that their children often times don't want to leave ASES at the end of the day.
When I was speaking to a parent regarding a sudden change in behavior of their child, the parent explained that his wife was just deployed to Iraq for the 3rd time. He was so appreciative that we were tuned into the needs of his child. He was surprised that with the size of our program we took the time to communicate our concerns.
I know of a few students that have had behavioral issues that have come out of the program handling them better.
This year a student enrolled in our program that was new to the school. She has had a history of getting easily frustrated and throwing temper tantrums. Through the year we have worked with helping her come to understand why she gets upset and how to better manage herself in those situations. We have prepared her for the next school change and she has improved from her almost daily tantrums to only having one every month. These scenes would have been over something as simple as someone asking her to line up. She now has more friends and appears to be happier in general at the program.
Helping the students in their academics has helped the students improve their scores. It has also helped the parents by helping their children with homework and keeping them active.
One of my students really needed help with her math. In the beginning, she was unable to do any of her math homework without help. At the end of the school year she raised her grade from a C to an A. That is why I love to work here.
Last year I ran a theater club that performed a play titled Peggy the Pintsized Pirate. Many of the students had no acting experience and some were very shy. One student in particular was seen as a kid who would play sports and never thought of themselves as being very outgoing. I gave him a role as one of the main pirates. Through theater activities and rehearsals his confidence went up. I believe my theater program had a very positive effect on all the kids that participated. At the end of our play every one of the kids had a huge smile on their face.
At the beginning of the year a particular student could hardly speak English. Now she is not only speaking English, but reading and writing as well. Without the after school program's dedication to supplementing the in-class English instruction, this child would not be at the level she is today.
We have helped one family by providing homework assistance, social skills support, and outside resources such as summer and holiday camps for a single father of four.
Parent involvement has increased greatly and has been evident in family nights, family events, and overall communication with all staff.
We provide a place where kids can make friends, have a good time, and learn how to be positive and well behaved young individuals.
I personally have taken the responsibility to encourage low-performing students to participate in after-school sports programs to foster self-confidence and have an activity at which they feel successful.
We have established close relationships with all of the students and their parents. Students in our program behave better, achieve better grades, and are exposed to new, positive experiences. Our job helps make that difference. We shape our students and set them up for success.

Rather than being home, the members have the opportunity to engage in activities and be part of a positive environment.
There are a few students that do not engage in any extracurricular outside of school. The program provides them with a variety of ongoing activities. Such as sports, drama, dance, science, art and crafts, and fun literacy. etc.
We have seen many students with severe behavior problems and low academic achievements improve in both areas with the guidance of the staff and the incentive of our sports programs. In addition, many socially challenged students have made positive and beneficial friendships, as well as, learn to deal with difficult social situations such as bullying and losing friends.
One positive impact the program has is that it gives children a chance to interact with students in different classes. This creates more unity through regular school classes.
I have noticed that one student - a first grader - has improved interaction with her peers since starting in our program. This was accomplished through staff members guiding her actions and behaviors along with those of her peers.
It gives students an alternative environment instead of sitting at home and not being productive.
Our after school program has made a positive impact specifically related to the child and their home life. The after school program provides a stable environment where they have help to get their homework done. There is a language barrier at our site between parents and students. We help to bridge that gap.
Our program has helped many parents to become more involved with school and their children. I think we do a good job at keeping parents informed of what is going on both in and out of school.
Every day I am a positive role model for children. I take extra time everyday to connect personally with the children and families.
Our program has provided a safe place for the children to be in while parents are at work or no one is home to care for the child. We have provided tutoring for these students who otherwise would not have access to it.
I think that the after school program helps children develop social skills. They get a variety of interactions with other children either older or younger.
Our staff is extremely good about communicating the needs of individual students. There are several students within our program that require extra help and I think that our staff works well together to fit their needs to the best of our ability.
The before and after school program has had a great impact on the participating students and families. It provides different opportunities such as art, dance, crafts, and outdoor activities. The students communicate with their peers and interact with them. The parents are involved by having parent night, weekend events, and end of the year celebrations.
Compliments come in everyday for staff and site supervisor. Everyone is pleased that the children are engaged and are proactive in different activities. They can see that the program has come a long way in such little time. School staff and parents love the structure and the curriculum implemented.
I have a student that has trouble with homework and socializing. As a result of this program, she was able to make friends and build self-esteem and confidence as well as improving in academics.
In our program we have a student who lives in a single parent home. She only has her father with her and he has to work, go to school, and assume the role of father and mother. It is very difficult for him to assist her in her homework and deal with her behavior issues. Thanks to the program and the constant communication between us, our student has been able to keep up with her homework and behavior. As a result, he has more time for his daily routine activities without affecting his daughter's overall well-being.
Our special needs children have blossomed throughout the school year. Positive attitudes toward each other have resulted in many friendships and life lessons were learned in regards to responsibility, discipline and courtesy.
We have two students from Iraq. They have made significant progress in learning and speaking the English language.

<p>One of the schools teachers relayed to me that the only time she has ever seen a particular boy smile is during the after school program.</p>
<p>We have a student who does not have a lot of friends in our program or in school. Because of positive interactions with staff, he has really grown. He seems to be socializing a lot more with other students and opening up a lot more with staff.</p>
<p>One of the greatest positive impacts our after school program has had was on a family who had lost their home due to a fire. Around the Christmas holiday, our site supervisor chose a wonderful family who was in a desperate need of gifts. The family was very grateful. The staff at our site was very moved by this contribution.</p>
<p>We have a student with down syndrome in our program. We have noticed a huge change in her confidence, socialization, and overall functioning since the beginning of the year. She started the year off timid and withdrawn. It was a struggle to get her to cooperate. She now gets excited to sing songs and do motions, helps her leader with tasks around the site, and fully participates in recreational activities. We are tremendously proud of her and she is a happy kid.</p>
<p>We have a family who has very limited resources. Our program has provided a safe place for the students to be. We provide support academically to ensure they get their homework done on a daily basis. The oldest girl has been comfortable enough to talk to staff regarding her family problems and says she feels safe at the program with our leaders.</p>
<p>Our after school program goes out of the way to communicate with the parents in our program. We build positive relationships with the parents and the children in the program.</p>
<p>My students have gained self-confidence. They have learned to be problem solvers by using positive strategies. They have been taught to be role models for smaller age groups and have been taught to be good citizens to their community. This will help our children become well-rounded human beings.</p>
<p>Most families living in the district and service area are desperately in need of the before and after school program. Families thank us every day for being here for them, keeping their kids safe and offering activities for their children.</p>
<p>We have a special needs student who, as a result of our program, has learned to play the drums. He has performed in front of audiences for music concerts and in our musicals. The changes in him are just amazing to see. He has gained confidence. Our program gave him access to musical instruction that he would not have otherwise received. His younger sister has even started taking keyboard lessons with the music teacher. Their mother gives back to the program in volunteer hours.</p>
<p>A family having health and emotional issues has their children in the after school program. The children receive supportive peer and teacher interaction. They also have opportunities to focus on fabulous art projects each day with other positive, engaged, and productive students their own ages. My art classes also build leadership, teamwork, loyalty, friendships, and the meaning of pride in craftsmanship. I REALLY enjoy teaching these children!</p>
<p>When I first started out the year, I was told there was a particular young man, who if provoked, would verbally lash back at you. From the beginning, I have always tried to show the students that if you are respectful to others they will be respectful to you. I have not had a problem with this young man lashing out at me and I have witnessed him be respectful to others around him. Like most kids, he has his moments. However, I feel he has shown me respect when he is near me and can be helpful to his fellow students when they really need help.</p>
<p>This year we were involved in a community project called the Cactus Wren Art Project. Our students painted some art murals that will be displayed near Enactor Trolley Station. There art will be cemented on a wall and will bring awareness to the community about the environment and local species that are endangered. The display will be there for years to come. This brought a sense of involvement to the students and the community. They were excited to be a part of history through their art.</p>
<p>A student who has been attending our program for almost two years was able to participate and compete to become Youth of the Year. He won the competition and has had the opportunity to meet the mayor and other important people of our community. This has helped his self esteem and confidence in stepping into the professional world when is older!</p>

<p>In the club I run in my after school program at my school, I have a unique advantage point that gives me the opportunity to observe adolescents discovering (and oddly, enjoying) vegetables for the first time. Like most adolescents, my students are afraid of vegetables and have no idea how to convert raw ingredients into food. They learn that there's no such thing as a food that just tastes bad--all foods taste good when properly prepared. Seeing students go from "What's a turnip?" to "I hate turnips." to "Can you make that turnip recipe again?" in one school year is pretty amazing.</p>
<p>Throughout this year I have seen a tremendous change in the overall attitude of our students. I have witnessed the children come together as a whole working towards a common goal rather than worrying solely about individual success. I truly believe that with continued work on our program we have the capabilities to truly make a difference in these young children's lives. I look forward to continuing to work here.</p>
<p>I had a parent thank me for the ongoing support that I have given her and her family during the divorce of her and her husband. She mentioned that when they have a personal problem at home with their daughter, we are always there to help. She completely trusts us and is thankful we are a part of her daughter's life.</p>
<p>Our program provides an excellent place for students to learn discipline, life skills, and advice on solving everyday problems that happen in society today. Parents really enjoy having their kids attend the afterschool program. The parents support our staff by providing supplies and nutritional snacks.</p>
<p>During afterschool workshops, such as newspaper or world languages, students will often take more risks and try more things because they feel confident and are not shadowed by too many other students.</p>
<p>I have solved many students' problems that are going on during school time, such as bullying, self confidence, and improving their social skills. Parents are grateful with the changes they have seen in their children.</p>
<p>We had a student who had a very bad family situation. Over the two years we had him he spiraled downward to the point where he was cutting himself. Since we were here and able to listen and interact in a non student-teacher environment, he came to trust us and was able to share some of his problems with staff. We helped him by giving him emotional support and an environment in which he was embraced and listened to. We were also able to guide him to counseling and he has now moved on to high school better prepared because of our time with him.</p>
<p>Each program has its own way of reaching its families, as they have built and lead a certain culture all their own. We take pride in being unique and offering the best quality programs by communicating with our school admin, families, and community members. This helps our students be at their best throughout the school day and program.</p>
<p>We service many families in our program. I feel that all families are positively impacted by this program. We provide a safe environment for students to receive homework help, as well as, a place for the students to interact with a diverse and friendly staff team. We are the link/ bridge between the school and a majority of our non English speaking families.</p>
<p>We had a student with problems at home that was affecting her academics and performance at the program. We sought help for her and her family through counseling. She has a better relationship with her family and her performance in the program has improved. She is so much happier which reflects positively on her school work.</p>
<p>One of my students parent passed away and all the kids from the after school program gave him support.</p>
<p>There was a family in need of some household items and a staff of mine went and used a resource that our agency offers and supplied that family with new items for their house. The parent was very appreciating. It shows that not only are we helping the child, but we are helping the family, as a whole.</p>