

Fort Worth After School
2007-08 Evaluation Report
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After School

Year 8 Evaluation

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Executive Summary

Fort Worth After School (FWAS) operates at 74 Fort Worth Independent School District (FWISD) elementary (N=52), middle (N=17) and high school (N=5) sites. Program support is received through three main sources: FWISD and City of Fort Worth (FWISD/CFW: 45 sites) and the Texas Education Agency (TEA) 21st Century Community Learning Centers (21st CCLC: 29 sites).

FWISD/CFW programs have operated for eight years and 21st CCLC programs for the past seven years. Programs at all sites make a significant impact on students. FWISD/CFW sites are open Monday through Thursday from the time school is dismissed until 6:00 p.m. Most 21st CCLC sites are open Monday through Friday before and after school, with some centers operating on Saturdays. TEA requires all 21st CCLC sites to operate at least 15 hours per week. In addition, all 21st CCLC sites offer a three to four week summer program. FWISD/CFW sites generally are limited to 50 children per day, while many 21st CCLC sites serve over 100 students per day. The 21st CCLC sites receive significantly more funding per site (approximately \$50,000 versus \$125,000 per year).

Between August 2007 and May 2008, 14,083 students enrolled at one of the FWAS sites. However, 2,552 of these students enrolled for four or less days in the program. Thus, the number of students with five or more days of attendance was 11,531 (3,878 FWISD/CFW; 7,653 21st CCLC). This was a 9.5% decrease from the 12,738 who attended five or more days the previous year. However, means of entering “participants” may have accounted for some of the decrease. Many of the 21st CCLC programs register students for special day-long events, thus skewing the registration. The 5+ day students are a better representation of students who actually participate in FWAS.

For students participating at least five days, participant breakdown by grade shows: 13.4% in grades PK-2, 31.8% in grades 3-5; 41.6% in grades 6-8; 13.1% in grades 9-12. Most of the students (79.8%) were eligible for the free or reduced lunch program; 65.8% were classified as at-risk, and 24.5% were classified as limited English proficiency.

Research Done Right: No matter what the question or quest, Manuel Jara Elementary students know how to find the right answers. Several projects throughout the year give students the tools they need to find the information they want. Countries Around the World was a social studies project where students selected a country from the globe and then used an atlas, library books, and the internet to gather information about their country. After the research, students created a power point presentation to share their country with other students. Another project involving research skills was “Education Rocks.” For this, students were assigned a college or university and were required to find specific information - history, geographic location, degree plans, and admission requirements. Their research projects were posted in the display case for their school sponsored college night. In “PAWS,” students were able to explore career options through the use of a software program that generated a profile of careers they might find interesting based on their answers to questions. One thing is for certain, when these students don’t know the answer to something, they have the skills to find it!

For students participating in the program at least five days, the average number of days students participated in the program decreases after elementary school. Students in grades PK-K averaged 94.2 days of participation, grades 1-3 88.1 days, and 4-5 85.7 days. After elementary school, students in grade 6 averaged 51.1 days, students in grades 7-8 averaged 38.8 days and high school students averaged 31.0 days.

Since the inception of the program, more than 38,101 students are in the database as registered during at least one program year. However, when the numbers are adjusted to include only students attending at least five days in any one year, the number of registrants drops by 5,466 to 32,635. On the other hand lack of firm registration and attendance numbers for year 1 at FWISD/CFW sites and for the 21st CCLC sites for years 2 and 3 might boost the bottom line by up to 3-5,000 additional registrants.

For all registrants since the inception of the program, 57.7% have attended for one year; 26.1% for two years; 11.4% for three years; and 4.9% for four or more years. (Of these students, 23 have participated 7 years in the program). The percentage of students attending multiple years has been increasing, suggesting better retention of students from year to year.

For the 2007-08 registrants who attended 5+ days, 41.9% participated only this year; 30.5% participated this year and one previous year; 19.6% participated this year and two previous years; and 8.1% participated this year and from three to seven additional years.

Parents of elementary students usually register their children with the intent that they will come to the program regularly. As students enter middle school they have much greater latitude in choosing whether or not they are going to participate. Thus, it is critical that programs for middle and high school students solicit student input about preferred activities and offer activities in a way that will help recruit students and maintain their involvement once they have signed up for the program.

Programming is offered through several different models. Schools operate approximately 60% of the FWISD/CFW sites themselves, with the rest using a Community Based Organization (CBO) to direct their programs. CBOs include City of Fort Worth Parks and Community Services, Camp Fire, Clayton Y.E.S!, Communities in Schools, Knowledge Learning Corporation, and the YMCA. Each 21st CCLC site has a cooperating CBO. At these sites, an academic liaison employed by the school and the site supervisor employed by the CBO work together to recruit students and staff for the program and develop programming.

As part of the commitment to continuous improvement, comprehensive evaluations have been conducted since the inception of FWAS. Evaluations have been designed to gain a better understanding of the need for the program, quality of program implementation, student satisfaction, and program impacts. For 2007-2008, data were collected via surveys, program observations, an attendance database, and academic and school attendance data available through FWISD Accountability and Data Quality.

Program Need

There is a strong need for the program. Student responses to a survey two years ago of middle and high school students at the participating schools indicated that a high percentage of students' time was spent watching TV (often alone), talking on the phone and/or hanging out with friends (e.g., talking, watching TV, or at the mall). While "down time" for young people is important, it can have negative developmental consequences if young people are not also involved to some degree in more constructive, adult-facilitated programs.

FWAS appears to play an important compensatory function for students who have few resources for positive involvements after school in their neighborhoods. In our 2008 survey, 11.1% of parents indicated that children would be home alone without supervision if their child was not in the program. Another

12.0% of children would be with other children, but without an adult present. These two situations leave children without adult supervision during the after-school hours.

Student survey results also reveal that the more children agree that there is nothing to do in their neighborhood, the more they indicate that if they were home they would be getting into trouble. In addition, the more children fear hanging out in their neighborhood, the more they see being in the after-school program as better than other things they could be doing. Data from parents confirm these relationships. Thus, the after-school program can provide children with a place to go after school that is more secure and provides a more positive environment than just hanging out in their neighborhood or being alone at home unsupervised. FWAS sites provide opportunities for children to participate in meaningful activities in a safe environment, while also providing tutoring and enrichment activities that have the potential to teach activity skills, increase school engagement, and improve school attendance and academic performance.

Program Outcomes

Approximately 90% of children who attended FWAS in both 2006-2007 and 2007-2008 had school attendance of 90+%. In comparison, students who only attended one of the two school years (years 7 or 8) had a lower percentage of students attending school 90+% of the time (Year 7 only, 84.0% with 90+% school attendance; Year 8, 87.3%). For those students who were not enrolled in FWAS during years 7 and 8, but had attended FWAS sometime in the previous six years, only 77.1% had school attendance of 90+%.

Further analyses of the data found greater differences between those not attending the program and those attending one or more of the last two years for students in grades 7-8 and grades 9-12. These results suggest some advantage in involving children in the after-school program, and if involved, involving them on a continuing basis. Greater attention to attracting and retaining children after sixth grade seems warranted.

Not surprisingly, the more a child attends school, the more days he/she attends FWAS. As the percentage of school days attended goes up, average days attending FWAS increases. For example, for students who attend school 84.9% of the time or less, average days attending the after-school program is 43.1%. But for those students who attend school 95%+ of the time, average days attending FWAS is 73.6%. Getting some of these low school-attending students interested in FWAS might have the potential of increasing school attendance.

A significant positive relationship emerged between the number of days students attended the after-school program and passing the math portion of the Texas Assessment of Knowledge and Skills test (TAKS). For math:

- Students who did not meet the standard averaged 50.3 days of program attendance.
- Students who met the standard averaged 61.7 days.
- Students who met the standard at the commended level averaged 72.3 days.

For Science,

- Students who did not meet the standard averaged 50.1 days.
- Students who met the standard averaged 55.0 days.
- Students who met the standard at the commended level averaged 73.9 days.

Students also reported important impacts as a result of their attending the program. Approximately 85.2% of middle and high school students indicated that as a result of being in the program, they better understood the importance of graduating from high school. In addition, for students from grades 3 to 12, 67.9% indicated that they liked school more; came to school more often (84.0%), and got better grades (84.2%). However, these results differed by school grade, with almost all outcome ratings falling from third to fifth grade, increasing for students in grade six and then falling again for students in grades 7 to 12. Results

suggest a particular need to target seventh and eighth grade students for additional attention as they transition from middle to high school. These efforts would be similar to the attention paid to sixth grade students transitioning from elementary to middle school.

World Stage: If ‘the world’ is a stage, then Eastern Hills Elementary has raised the curtain on a daily basis. Centering after school program activities on Fine Arts, the site exposes students to a variety of performance and visual arts. Giving the activities ‘catchy’ names like Scottie Steppers, Confetti (visual arts), Keys of E (music keyboards), and Chatter Box (drama), the site staff have made an effort to invite and engage students in a creative way. The students are taught by teachers and professional artists and provide students with fine arts skills, self-confidence, coordination, and team work.

There are three major student productions each year. The original productions are written by the Site Supervisor, with input from the students, and cover a variety of subjects. The productions are very well organized and include costumes, lighting, live music and sets. Students perform all of the roles of production including performers, technicians, stage hands, and set building. Each production includes evening performances filled to capacity with parents and community members who attend to support the students and school. The group has also been invited to perform in events throughout Fort Worth community. Broadway here they come!

Parents of children in FWAS reported that since their children had been in the program they were doing better on their homework (3.36 on scale of 1=strongly disagree to 4=strongly agree), looked forward to going to school (3.27), and were getting better grades in school (3.23). Parents of elementary school students in general reported more impact for their children than parents of middle and high school students.

Classroom teachers indicated that children, who at the beginning of the year were performing poorly in areas such as turning homework in on time, participating in class, and attending class, showed considerable improvement by the end of the year. For example, classroom teachers indicated that 67.9% of students not doing well in turning in their program on time at the beginning of the year were doing better by the end of the year. This also applies for participating in class (67.4%); getting along with other students (65.5%) and the teacher (68.3%); and having satisfactory classroom performance (61.4%).

Program Quality and Satisfaction

Staff involved in the program continue to rate the program as a safe place for children to be and note the high quality of communication between staff and the site supervisors. Program participants viewed the program positively, giving high ratings to the quality of the program staff and the interactions between children and staff. In addition, principals at the program sites generally praised the program, while noting the need to continue focusing attention on enrichment activities that can contribute to achieving school objectives. Special mention was given to the need for science-based enrichment activities science since science is now a critical component of the TAKS. Principals also recognized the need for children to be involved in sports, art, technology, and community service related activities, but indicate that more attention should be given to offering activities that can contribute to student learning.

Student ratings of the program were positive. Participants indicated that they liked the after-school

activities (mean = 3.43, 1= strongly disagree to 4=strongly agree); got help with their homework (3.43); and liked the after-school teachers (3.34). Children were not bored during the program (1.97). However, students in grades 3-6 felt more positively than students in grades 7 to 8. As students enter high school, their program satisfaction ratings began to increase back to the grade 3-6 levels.

While efforts have been made to improve the variety of activities offered and means for responding to students' interests, additional efforts are warranted. Keeping children involved for a significant period of time is critical since there appears to be some relationship between how often children participate in the program and program outcomes. Presently middle school (especially grades 7 and 8) and high school students attend the programs fewer total days during the school year than do elementary school students. Lower attendance is in part due to competing demands on students' time, but there is a need for additional activities that engage student interest and have the potential to draw them away from just hanging out.

Programs are formally observed at least three times each year and rated on an observation form designed for the FWAS program. For 2007-2008, observers gave satisfactory marks to the degree of communication between school and program personnel, and to the degree of coordination of services with other after-school programs. Observers also noted the overall quality of the offered activities and reported that in most cases activities appeared to be developmentally appropriate and had the potential to teach new skills. However, there still needs to be more effort given to improving program intentionality (*i.e.*, program content and processes designed to accomplish specific goals, particularly in the area of recreation activities).

The Bottom Line

FWAS programs continue to have a significant impact in a number of areas considered crucial to the social and academic success of children. For all children the programs provide a safe place to be after-school, a place with more resources than are typically found in many of the communities in which children live, and alternatives to just hanging out or being involved in negative behaviors. Parents, principals, program staff and school teachers feel that program participants are benefiting academically through their participation. Data suggest connections between how often students attend FWAS and school attendance and performance on the TAKS, especially the math portion. The programs also appear to impact the social and activity skills of participants. To garner increased participation, there needs to be increased opportunities, particularly in secondary schools, for children to help shape program content. Efforts should be continued to formulate programming that can boost the number of days students attend the program, and increase school engagement and success. FWAS has made a strong commitment to continuous program improvement and monitoring; however, there still needs to be a stronger alignment of program content with curriculum standards. With a stable program that has been existence for eight years, there is a great opportunity to continue to build upon already successful program content and quality.

FWAS Report Year Eight

Introduction

This report contains information about program quality and outcomes for Fort Worth After School (FWAS), which consists of FWISD/City of Fort Worth funded sites (referred to as FWISD/CFW) and the 21st Century Community Learning Center sites (referred to as 21st CCLC).¹

Program Background

In 2000, the Fort Worth Independent School District and the City of Fort Worth created an after-school program which they jointly funded. The program was offered initially at 52 sites (48 elementary schools and four middle school or 6th grade campuses; Table 1).

In 2001, FWISD received Federal grant funds through the 21st CCLC program to support additional after-school programs at six middle schools. In 2003-2004, the federal funding ended and FWISD/CFW provided limited programming at three of the previous 21st CCLC sites. In addition, in that same year, funding was received from the Texas Education Agency to fund five more schools.

By 2005-2006, FWAS had programs at 69 sites with 50 sites funded through FWISD/CFW and 19 sites through 21st CCLC funding. During 2006-07, Fort Worth After School (FWAS) programs were offered at 74 schools: 52 elementary, 17 middle or 6th grade, and five high schools. The majority of schools (45) were funded through Fort Worth ISD/City of Fort Worth (FWISD/City), with another 29 schools funded using 21st CCLC funding. FWISD/City sites were funded at approximately \$50,000 per year, while 21st CCLC sites received approximately \$125,000 per site.² Consequently, 21st CCLC sites have funding to include more children in their programs than FWISD/CFW funded sites. During 2007-08, the distribution of schools was the same as 2006-07.

Table 1: Number of Schools Offering Programs by Program Year

Program Year	Date	Total Schools	FWISD/CFW			21 st CCLC			All		
			ES	MS	HS	ES	MS	HS	ES	MS	HS
1	00-01	52	47	5	0	0	0	0	47	5	0
2	01-02	56	47	3	0	0	6	0	47	11	0
3	02-03	56	47	3	0	0	6	0	47	11	0
4	03-04	59	46	2	0	2	9	0	48	11	0
5	04-05	65	42	4	0	6	11	2	48	15	2
6	05-06	69	45	5	0	6	11	2	52	16	2
7	06-07	74	42	3	0	10	14	5	52	17	5
8	07-08	74	42	3	0	10	14	5	52	17	5

¹ The FWAS label was previously used to refer to only the FWISD/CFW funded sites. In 2005-06 the administration of the FWISD/CFW sites and 21st CCLC sites was combined and the FWAS designation is now being used for the entire program.

² TEA reduces the funding for 21st CCLC sites by 20% during year four of funding and an additional 20% for year five. Grants end after year five, but current TEA procedures have allowed some year five sites to be included in new grants.

The original FWAS sites were funded in response to the growing consensus among parents, schools, children, police officials, and community leaders that after-school programs were needed to serve children of all ages. 21st CCLC funding began through a federal grant program tied to the No Child Left Behind Act. Funds are now administered by each state (for Texas, the Texas Education Agency) with increasing expectations for academic impacts through tutoring, academic enrichment, and social and physical activities.

What does the Program Look Like?

FWISD/CFW Funded Sites

Most of the 45 FWISD/CFW sites operate four days per week (Monday through Thursday) from the time school is dismissed to 6:00 p.m. In a few cases, parent-pay and free programs are offered at the school sites on Fridays. However, FWAS is free to participants, most of whom come from families that qualify for the federal free lunch program.

FWAS's day-to-day operations are overseen by an administrative staff, which consists of a director and two program coordinators. Each program coordinator is responsible for approximately half the schools. A site supervisor manages the program at each site.

FWISD/CFW goals include increasing educational competence, physical and social development, and decreasing opportunities for children to become victims or perpetrators of crime. At each site, children receive a snack and an opportunity to complete their homework with program staff assistance.

Schools also offer programming in at least 3 of 5 other areas: (i) academic enrichment/tutoring/ homework help, (ii) recreation/youth development, (iii) fine arts, (iv) service learning, and (v) technology tools/skills.

21st CCLC Sites

The 21st CCLC program is offered to students at 29 sites (10 elementary schools, 14 middle schools or 6th grade campuses, and five high schools). Funding received from TEA supports between 100 and 150 participant slots at each campus per day depending on the site. Some sites are additionally supported with a small amount of FWISD/CFW funds.

Most sites operate five days per week (Monday through Friday) and some operate on Saturdays. Program times vary at the campuses. Elementary schools and high schools operate from the time school is dismissed until 6:00 or 6:30 PM. Middle schools operate from 8:00 to 9:00 AM and from the time school is dismissed until approximately 6:30 PM. Day-to-day operations are overseen by an administrative staff,

Lending a Hand: Service learning activities give students an opportunity to give back to their communities. At Como Elementary they know that community service is about more than picking up trash. Staff incorporates caring by exposing students to a variety of projects and causes each year. Students at the school have adopted the senior citizens at the senior retirement and nursing home in the Como community. Adopting the seniors' means more than an annual trip to the center, Como does it right by staying involved throughout the year. Students visit the center multiple times per year, entertaining seniors and working on projects. Students make cards and gifts for the seniors' birthdays, as well as major holidays.

During the spring the students participated in the annual Como Community Clean-Up. This project allowed the students to assist with the cleaning and beautifying of the Como Community. Students walked many blocks in teams throughout the neighborhood picking up trash and assisting in other projects associated with the day. Como students definitely give back and understand its importance!

which consists of the FWAS director and a program coordinator for each of the six TEA 21st CCLC grants.

The mission of the FWISD 21st Century Community Learning Centers is to foster a community of life-long learners. To accomplish this mission, the centers have developed programs to meet three specific goals and six objectives.

<i>Goals</i>	<i>Objectives</i>
<ul style="list-style-type: none"> • Provide opportunities for academic enrichment to meet state and local student academic achievement standards in core academic subjects • Offer students a broad array of additional youth development services that are designed to reinforce and complement the regular academic program for participating students • Offer families of students and other adults opportunities for literacy and educational development 	<ul style="list-style-type: none"> • Increase the number of students who demonstrate increased proficiency in reading and math • Increase the number of students passing reading and math in TAKS • Increase the number of students promoted to the next grade • Reduce annual dropout rates • Reduce disciplinary referrals • Increase the number of families participating in family literacy activities

During the year, centers provide programming for students from their host school, and also provide ESL, GED, family literacy, and other programs for parents and adult family members.

Programs at the centers are a collaborative effort between the school and Community Based Organizations (CBO: Communities in Schools; Clayton Y.E.S.!.; Knowledge Learning Corporation; City of Fort Worth Parks and Community Services; the YMCA; Camp Fire U.S.A). Each school employs the academic liaison, and the CBO employs the site supervisor. These individuals work together to develop a plan for recruiting students and staff for the program. They also develop programming at each site, with input from principals, students, teachers, and parents. The academic liaison facilitates communication with the principal and access to school facilities.

Activities at all centers can be placed in seven broad categories:

- tutoring/homework
- academic enrichment
- fine arts
- technology tools/skills
- service learning
- recreation/youth development

The offered classes are quite varied (Table 2). For example, activities to support academic enrichment have included Lightspan Reading and Math, Lego Lab, Kidzlit, Brainchild, Science Club, and History Alive. Specific activities offered at each campus differ depending on local resources and site programming efforts.

Table 2: Types of Activities Offered at FWAS Sites

	Activities	
Students	Tutoring/ Homework	Math, Science, Reading, and Social Studies Tutoring; and Homework Assistance, Study Island, Plato
	Academic Enrichment	School Newspaper, Lightspan Reading, Lightspan Math, Lego Lab, PlayStation, Kidzlit, Brainchild, Science Club, and History Alive.
	Fine Arts	Glass Art, Dance, Drama, Music, Drumming, Drawing, Art Club, Ceramics, Jewelry Making, Poetry and Poetry Slam, Drumline and Scrap-booking.
	Recreation	Boxing, Basketball, Football, Soccer, Walking, Nutrition, Martial Arts, Step, Drill Team, Track, and Sports Clubs.
	Technology	Computer Building, Keyboarding, Internet Surfing, Web Page Development, Video Production, Robotics and Lego Lab
	Service Learning	School Beautification, Environmental Club, Recycling, and Gardening Club.
	Other Youth Development	Juvenile Crime Prevention, Character Development, Life Skills, Sisters with Pride, Civil Air Patrol, Boy Scouts, Girl Scouts, Alcohol and Drug Prevention, Violence Prevention, Health Education, Other Youth Leadership, Photography, Cooking, Sewing and Games.
Adults	GED, ESL, Computer, Cooking, Home Improvement, Parenting Skills, TAKS Preparation Nights, and Other Family Literacy Activities	

Section 1: Program Evaluation

Sources of Data

Table 3 shows the types of surveys administered and number of respondents at the FWISD/CFW and 21st CCLC sites.³

Table 3: 2007-08 Surveys Collected

	Survey Content	Possible (N)	Actual (N)	Collected (%)
Principals	Program quality, satisfaction	74	65	12.2
Site Supervisors	Program quality, satisfaction, perceived program support	74	58	21.6
Academic Liaisons	Program quality, satisfaction, perceived program support	29	26	10.3
Staff	Program quality, satisfaction, perceived program support	510	397	22.2
Parents	Program quality	~10,000	3828	~25%
Classroom Teachers	Changes in student behavior and academic performance	~6000	1860	~30%

³ Program staff were very responsive in returning completed surveys. However, site staff encountered problems in contacting parents and getting them to complete the parent survey. Elementary school parents were easier to contact since they often are the ones picking up their children from the program. However, in most cases middle school students go home on their own at the end of the program and thus, their parents are less accessible.

In addition, FWAS program attendance data, TAKS scores and school attendance data were collected and added to a database covering the eight years of the FWAS program.

Section 2: Who Attends FWAS?

Table 4 includes a snapshot of the demographic characteristics of FWAS attendees for year eight of the program.⁴ Figures are provided for all registrants and then only students who attended FWAS during year eight who participated five (5) or more days. When FWAS sends 21st CCLC data to TEA, it uses the 5+ day criteria as a cut-off for student registrants to include. This criterion seems equally applicable to the FWISD/CFW funded sites.

Yearly statistics vary depending on the mix of schools counted in the analyses and the number of schools offering a FWISD/CFW or 21st CCLC program in a given year. The following are selected characteristics for registrants participating at least five days.

- For the FWISD/CFW sites: 24.6% of the enrollees were in grades PK-2; 62.0% were in grades 3-5; and 13.3% in grades 6-8.
- For 21st CCLC Programs: 7.9% were in grades PK-2; 16.3% were in grades 3-5; 56.9% were in grades 6-8; and 19.9% were in grades 9-12

Overall,

- 79.8% of the enrollees were eligible for the free/reduced lunch program.
- 65.8% were classified by TEA criteria as at-risk.
- 24.5% were listed as having limited English proficiency.

Hitting the Books: Homework time is probably one of the least favorite times for any student, but Sagamore Hill Elementary makes this time as ‘painless’ as possible for their students. The key to successful homework assistance is organization. Students do their homework in the cafeteria, sitting in designated areas by grade level. First, a homework check is performed by staff - asking students to open their folders and show their homework assignments. If they have homework, they begin immediately. For students without homework, every student has a grade specific folder that contains worksheets and activities that reinforce academic skills being covered in their classes. The room is kept quiet and staff walks around and helps students individually when they need assistance. Once homework is completed and checked by staff, their paper is stamped with a “Homework Checked” in the after school stamp. This notifies teachers and parents that homework was completed after school. In addition to this individual attention during homework time, staff checks student report cards regularly to ensure that students are succeeding and to determine if more assistance is needed.

⁴ Registrants for 2000-01 are not included since only an approximation of the number of days is available. In addition, data for years two and three for the five 21st CCLC funded sites were not recorded in a retrievable format, thus the registrants for these two years are probably understated.

Table 4: FWAS Enrollment Statistics

	All Registrants			Registrants with 5+ Days of Participation		
	General Funded	21st CCLC	Total	General Funded	21st CCLC	Total
Enrollment						
Year 8: 2007-08	4,261 (45 sites)	9,822 (29 sites)	14,083 (74 sites)	3,878	7,653	11,531
Year 7: 2006-07	4,376 (45 sites)	9,580 (29 sites)	13,956 (74 sites)	4,288	8,450	12,738
Year 6: 2005-06	4,763 (50 sites)	7,346 (19 sites)	12,110 (69 sites)	4,656	6,061	10,717
Year 5: 2004-05	4,347 (50 sites)	5,947 (11 sites)	10,294 (61 sites)	4,210	5,175	9,385
Year 4: 2003-04	4,074 (50 sites)	3,922 (11 sites)	7,996 (61 sites)	3,935	2,997	6,932
Gender (2007-08)						
Females	50.9%	48.4	49.1	48.7	52.1	50.9
Males	49.1	51.6	50.9	51.3	47.9	49.1
Ethnicity (2007-08)						
Native American	0.2%	0.2	0.2	.3	.2	.2
Asian – Pacific Islander	0.6	1.4	1.2	.7	1.4	1.2
African American	32.1	32.3	32.1	29.9	34.4	32.8
Hispanic	62.1	60.5	61.1	63.9	58.6	60.4
White	5.0	5.6	5.4	5.3	5.4	5.4
Grade (2007-08)						
PK-2	26.5%	6.4	12.5	24.6	7.9	13.4
3-5	60.5	13.4	27.3	62.0	16.3	31.8
6-8	13.6	57.2	44.1	13.3	56.9	41.6
9-12		22.9	15.9		19.9	13.1
School Lunch Status (2007-08)						
Full Pay	16.5%	23.1	21.1	16.6	22.2	20.2
Free/Reduced	83.5	76.9	79.9	83.4	77.8	79.8
At-Risk Status (2007-08)	65.5%	65.7	65.6	65.7	65.8	65.8
LEP Status (2007-08)	31.4%	19.9	23.4	32.3	20.5	24.5

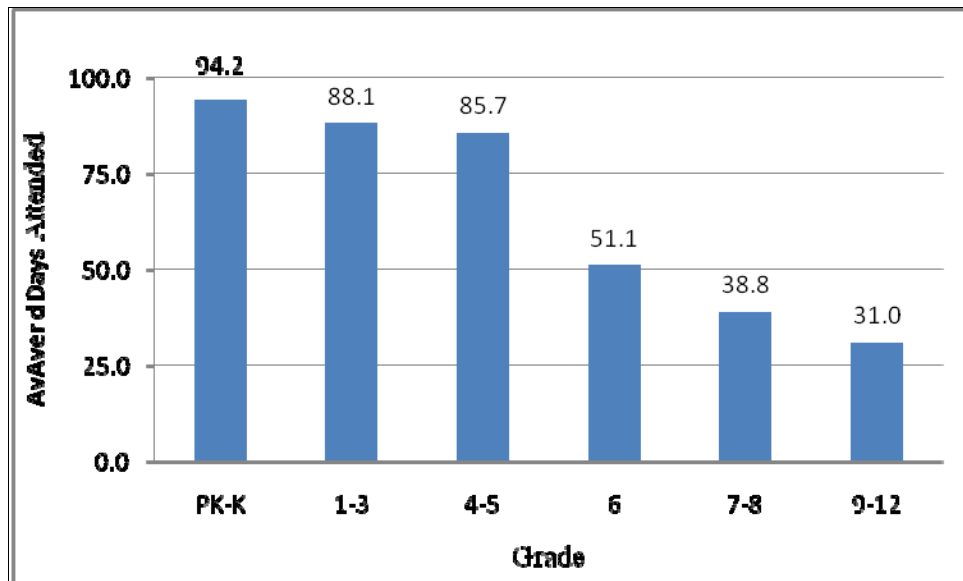
The percentage of students registered for 4 or less and 5 or more days are listed by program year in Table 5. Year 8 shows a considerable number of students (2,552) registered for one to four days compared to the other program years. A number of one day events were held during 2007-08 with all participants registered in FWAS database. However, a large number of students were not actual attendees of the after-school program. Thus, of the 14,083 after-school program registrants, 2,552 (18.1%) attended 4 or less days.

Table 5: Number and Percentage of Students Registered and Registered Five or More Days

Program Year	Year	Total Registrants	Number of Registrants (≤ 4 days)	Adjusted Registrants (Total Registrants Original total minus those ≤ 4 days)	Percent ≤ 4 days attendance
2	2001-02	4,654	151	4,503	3.2
3	2002-03	4,525	103	4,422	2.3
4	2003-04	7,995	1,063	6,932	13.3
5	2004-05	10,293	907	9,386	8.8
6	2005-06	12,090	1,373	10,717	11.4
7	2006-07	13,853	1,115	12,738	8.0
8	2007-08	14,083	2,552	11,531	18.1

For students participating in the program at least five days, the average number of days students participated in the program decreased after elementary school (Figure 1). Students in grades PK-K averaged 94.2 days of participation, grades 1-3 88.1 days, and 4-5 85.7 days. After elementary school, students in grade 6 averaged 51.1 days, students in grades 7-8 averaged 38.8 days and high school students averaged 31.0 days.⁵

Figure 1: Average Days Attend Program by Grade



⁵ Grade 6 students were categorized separately from students in grades 7-8. Some of the grade 6 students attended grade 6 only campuses. In addition, subsequent data analyses found some important differences in program perceptions and outcomes between grade 6 students and those in grades 7-8.

When considering only students attending 5 or more days, 12.0% attended from 5-10 days, with another 21.8% of the registrants attending from 5-10 days (Table 6). Looking at specific grade groups, children in lower grades in general attended more days.

Table 6: Percentage of Students Attending by Days and Grade

Days Attend Categories	Percent by Grade						
	PK-K	1-3	4-5	6	7-8	9-12	All
5-10	1.9	4.6	3.2	11.9	18.8	25.8	12.0
11-29	6.3	8.8	9.5	26.7	33.1	36.1	21.8
30-59	13.6	15.8	19.1	24.1	25.7	23.5	21.4
60-89	13.9	14.4	15.0	19.1	12.2	9.5	13.8
90-119	26.6	25.7	24.9	12.3	7.4	4.7	15.8
120+	37.7	30.7	28.3	5.9	2.9	.5	15.2

Since the inception of the program, more than 38,101 different children have attended at least one year of the FWAS program. However, when the numbers are adjusted to include only students attending at least five days in any one year, the number of registrants drops by 5,466 to 32,635. On the other hand lack of firm registration and attendance numbers for year 1 and for the CCLC sites for years 2 and 3 might boost the bottom line by up to 3-5,000 additional registrants.

For the 2007-08 registrants who attended 5+ days (Table 7),

- 41.9% participated only this year;
- 30.5% participated this year and one previous year;
- 19.6% participated this year and two previous years; and
- 8.1% participated this year and from four to seven additional years.

Table 7: Pattern of Enrollment for All Children Attending the Program Since Inception and in 2007-08

Total Number of Years Enrolled for Registrants who Participated 5+ days in the Program	Percent Years 1-8 Registrants	Percent Year 8 Only Registrants
1 Year	57.7	41.9
2 Years	26.1	30.5
3 Years	11.4	19.6
4 Years	3.3	5.2
5 Years	1.0	1.9
6 Years	.4	.8
7 Years	.1	.2
N for Year 8 (2007-08)	32,635	11,531

Section 3: Program Impacts

Data from students, parents, and classroom teachers were used to assess program impacts including academic performance, school attendance, and improved classroom performance.

How did Students Rate the Impact of the Program on Their School Performance?

FWAS participants were asked to rate eight outcomes that might be attributed to after-school program attendance (As a result of participating in the after-school program, I...1=strongly disagree to

4=strongly agree). Table 8 provides the results for each of the items for students who completed the survey (grades 3+).

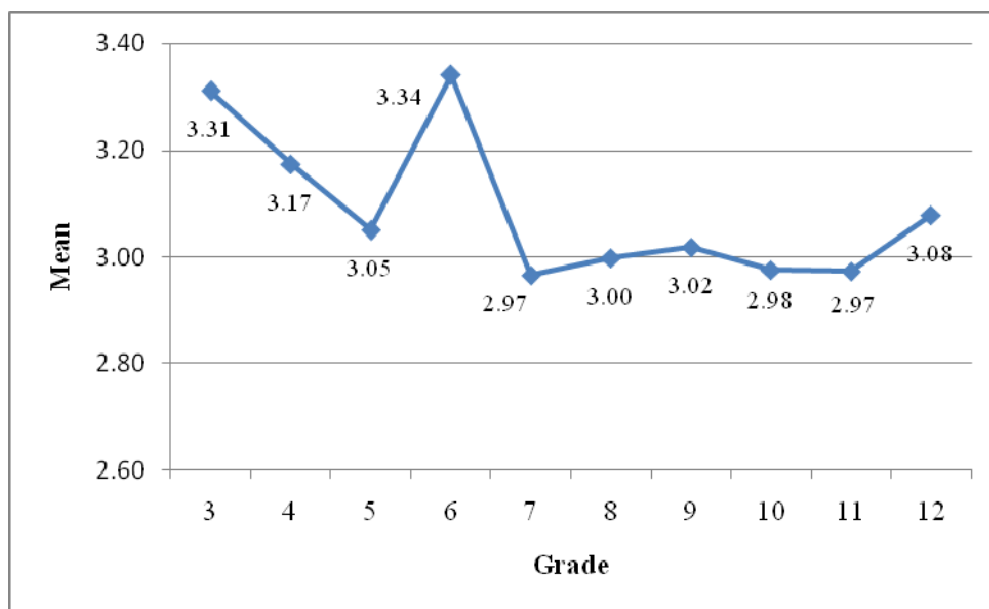
Table 8: Student Perceptions of Gains in Attitudes and Behavior Associated with Program Participation

As a result of participating in the after-school program, I...	Mean
Feel better about myself	3.31
Come to school more often	3.21
Work better with other students	3.27
Get better grades	3.19
Behave better at school	3.10
Talk to my teachers more	2.98
Like school more	2.86
Better understand the importance of graduating from high school (middle and high school students only)	3.32

The mean of student outcomes across the first seven items were analyzed by grade level (Figure 2). There was a steady decline in the mean of the outcome scores from grades 3 to 5. Ratings then improved for grade 6, but then declined for grade seven and remained at a similar level through grade 12. It is not clear from the results whether students become more negative about the impact of the program or that other activities they are involved with begin to have more impact on their lives. However, the results are troubling if they mean that students see themselves as getting less out of their participation in the program over time, but do not have other sources of support.

The increase in scores in grade 6 is also interesting. The students have transitioned from elementary school and this is often a difficult transition. It could be that participation in the after-school program is a particularly positive experience for these students and helpful in the transition process.

Figure 2: Mean Student Ratings of Program Outcomes by Grade Level



Is Program Attendance Associated with Passing the TAKS?

A critical question is whether FWAS program attendance is related to passing the TAKS. While the program is designed to provide opportunities to complete homework and participate in enrichment activities, it is not clear what role participation has on academic outcomes such as passing the TAKS.

Analyses were completed to determine if students who attended the after-school program more often were more likely to meet or meet-commended the passing standard for the reading and math portions of the TAKS. Students were included in the analyses who attended the program 5 days or more during the fall 2007 and spring 2008 semesters combined. Students were grouped by whether they did not meet the TAKS passing standard, whether they met the standard at the threshold level, and whether they achieved the commended level. Analyses were also done to determine if there were differences in results by grade level.

For the reading TAKS, there were no differences by grade level (Table 9). Across all grade levels, those students who did not meet the standard averaged 58.9 days of program attendance, those meeting the standard averaged 59.3 days, and those who met the standard at the commended level averaged 56.0 days. The number of days attended increases for those meeting the reading portion of the TAKS compared to those who do not pass, but the average days attended decreases for students who passed-commended. These results are surprising, since we might expect that if the program was making a contribution to improved performance, then those students who met the standard at the commended level would attend the program more often than students who only met the standard. On the other hand, these are small differences and not useful from a planning perspective.

For math, those who did not meet the standard averaged 50.3 days, those who met the standard averaged 61.7 days, and those who met the standard at the commended level averaged 72.3 days ($p \leq .001$; Figure 3). This pattern was generally the same across elementary and middle school students, and while the pattern was the same for high school students, the differences between TAKS performance categories were quite small. Thus, for math it appears that there is a possible advantage ES and MS students in how often they attend FWAS and their ability to pass the math TAKS.

Poet's Corner: Students at I.M. Terrell Elementary know the difference between a haiku and a sonnet. The after school program's Poetry component started as a vehicle to encourage and develop student writing and creative expression and quickly evolved. From simple writing exercises to an exploration of authors, self-expression, listening and speaking activities, the students have found the vehicle to express themselves through poetry. In partnership with the Thank You Darlin' Foundation [TYDF] students learn many styles, forms and genres of poetry each week. The students keep journals of their writing and are given constructive tips on how to improve their writing and performance. Student writing improved throughout the year.

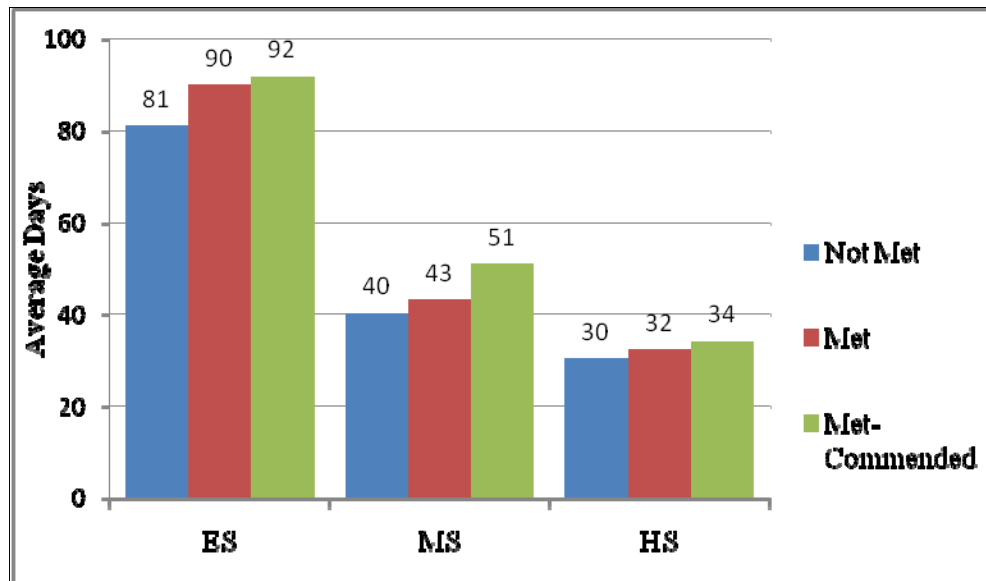
To celebrate this new found voice, the site developed an annual "Poetry Slam" competition in collaboration with TYDF to coincide with National Poetry Month in April. This year was the second contest and the event included elementary, middle, and high school student poets from schools throughout FWISD. In addition to the annual poetry slam, student poems were published in "Giving Voice to Youth" an Anthology of Poetry by Young Texas Poets.

For Science, students who did not meet the standard averaged 50.1 days, those who met the standard averaged 55.0 days and those who met the standard at the commended level averaged 73.9 days ($p \leq .001$).

Table 9: Average Days Attended by TAKS Passing Category

	Reading	Math	Science
Did not Meet Standard	58.9	50.3	50.1
Met Standard	59.3	61.7	55.0
Met Standard Commended	56.0	72.3	73.9
Significant Differences	$p \geq .05$	$p \geq .001$	$p \geq .001$

Figure 3: Differences in Days Attend FWAS by Whether Students Met TAKS Standards



Is There a Relationship Between Program Attendance and School Attendance Rates?

Approximately 90.1% of children who attended FWAS in both years 7 and 8 had school attendance of 90% or more. In comparison, students who only attended one of the two school years had a lower incidence of 90%+ school attendance (Table 10). Thus, for those who attended year 8 only, 87.3% had school attendance of at least 90%; for those attending year 7 only, 84% had at least 90% school attendance; and those who attended FWAS prior to 2006-2007 only 77.1% had 90+% school attendance.

High School students had a spread of 10.8% between those not attending the program either years 7 and 8 and those attending the program both years 7 and 8. For Elementary and Middle School students the spreads were 4.9% and 9.1% respectively. Analyses of the data found greater differences between those not attending the program and those attending one or more of the last two years among children in grades 7-8 and grades 9-12. These results suggest some advantage in involving students in the after-school program, and if involved, involving them on a continuing basis. Greater attention to attracting and retaining children after sixth grade is also warranted.

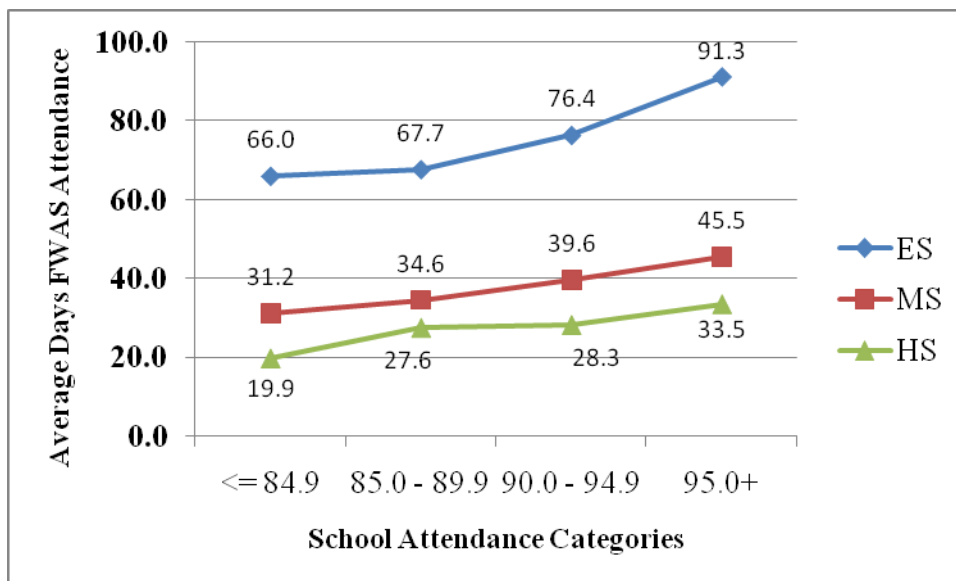
Table 10: Percentage of Students Attending School More Than 90% by Grade

School Level	Years of Program Attendance			
	Neither Years 7 or 8	Year 7 Only	Year 8 Only	Both Years 7 and 8
Elementary School	90.4	90.9	92.1	95.3
Middle School	78.5	83.5	86.1	87.6
High School	73.5	78.7	78.2	84.3
All Grade Levels	77.1	84.0	87.3	90.1

Not surprisingly, the more a child attends school, the more days he/she attends FWAS. Figure 4 displays the relationship between percentage of school days attended and average days of program attended for ES, MS, and HS students. As the percent of school days attended goes up, average days attending FWAS increases. For example, for ES students who attend school 84.9% of the time or less, average days attending the after-school program is 66.0. But for those students who attend school 95%+ of the time, average days attending FWAS is 91.3.

These data should be interpreted with caution. From these data it is not clear if higher program attendance leads to higher school attendance or if students who attend school more often have a greater opportunity to attend the after-school program. The ideal case would be if after-school attendance influenced school engagement, which in turn led students to want to come to school more often. Since one must be present at school in order to attend the after-school program, it is possible that increased school attendance occurs because even if students do not like school they want to come so that they can attend the after-school program.

Figure 4: Average Days FWAS Attendance by School Attendance Groups



What Changes did Classroom Teachers Observe in 21st CCLC Participants from the Beginning to the End of Year?

At the end of the 2008 spring semester, middle school teachers were asked to rate changes in student academic habits and outcomes over the past school year for students who were in their regular school-day classes and who had attended FWAS five or more days. Ten items were rated on a scale of 1=very poor to 4=very good. Teachers provided a rating for how the students were doing currently (May) and how they had been doing at the beginning of the school year. Comparing scores at the end of the year with those from the beginning provided a measure of the amount of change in behavior for each of the rated areas (Table 11).

Ratings were completed for 1860 students. Of these, 49.7% were in grades 3-5, 34.2% grades 6-8 and 16.0% in grades 9-12. For each item, a change score was calculated by subtracting the rating at the beginning of the school year from the rating at the end of the school year. Resultant change scores ranged from -3 to 0 to +3 (e.g., -3 indicated that teachers decreased their rating by three categories from the beginning to the end of the school year for the student; +3 indicated that teachers increased their rating by three categories from the beginning to the end of the school year).

There were no significant differences between the three grade groups in the amount of reported improvement from the beginning to the ending ratings. Thus, Table 8 reports combined results across the grade groups.

A Cautionary note: Teacher ratings were only sought for children who attended FWAS. Data from students who had not attended the program were not sought. Thus, it was not possible to determine if students would have been rated by teachers as improving in their behavior even if they did not attend the program or attended very little. None-the-less, teacher ratings are a promising way of assessing the impact of FWAS involvement. However, fully assessing the impact of program attendance on teacher ratings will require collection of teacher ratings for both students participating and not participating in the program.

From the results, it is clear that there were substantial improvements in all areas for students who were initially rated as poor or very poor for a given item. Depending on the item, between 49.0% and 84.0% of the initially low performing students showed positive changes by the end of the year. Items with the largest percentage of positive changes were “having a good attitude about school” (84.0%), “turning in her/his homework” (67.9%) and “participating in class” (67.4%).

Ensuring Educational

Transferability: The site supervisor at Richard J. Wilson Elementary knows that taking on after school programming on top of the regular teaching day can create additional pressures on classroom teachers. With students at the school needing assistance in math and science, she has found a plan that work for everyone, to provide creative science, math and other activities that incorporate creative thinking and research skills. First, after school curriculum and lesson plans are created for part time hourly staff and teachers by the site supervisor. This allows staff to be creative and focus on aligning the lesson plans with program goals/themes. The staff is trained every 7-8 weeks on new activities and this time also serves as planning time on program logistics, staff expectations, policies, and procedures. Certified teachers provide support staff with training on implementation and focus on lessons that are fun and engaging. and retain students.

Table 11: Teacher Student Behavior Rating Changes from Beginning to End of the Semester (30+ days of FWAS Attendance)

	Beginning of the Year Rating Very Poor or Poor			Beginning of the Year Rating Well or Very Well		
	Neg Change	No Change	Positive Change	Neg Change	No Change	Positive Change
Turning in her/his homework on time.	2.0	30.2	67.9	8.4	71.0	20.6
Completing homework to your satisfaction.	2.0	35.2	62.9	7.6	72.9	19.5
Participating in class.	.7	31.9	67.4	4.8	74.3	20.9
Volunteering (e.g., for extra credit/more responsibilities).	.9	50.1	49.0	4.4	77.1	18.6
Attending class regularly.	2.3	39.8	57.9	3.7	85.2	11.1
Being attentive in class.	2.6	37.3	60.1	7.9	74.9	17.2
Having satisfactory classroom academic performance.	2.3	36.3	61.4	8.4	71.6	20.0
Coming to school ready/prepared to learn.	2.2	38.2	59.6	6.5	77.7	16.4
Getting along well with other students.	3.8	30.6	65.5	4.8	80.4	14.8
Getting along well with me as a teacher.	5.5	26.2	68.3	18.2	68.6	13.2
Having a good attitude towards school.	1.6	14.4	84.0	5.3	69.3	25.4

There was a relationship between teacher mean ratings of students' end-of-year behavior averaged across all 11 items and reading and math TAKS scores (Table 12). Average teacher ratings were significantly higher for students who met or met/commended for the Reading, Math and Sciences portions of the TAKS.

Table 12: Teacher Ratings by Met TAKS Standards (Attendance ≥ 5 Days)

	Average Teacher Ratings		
	TAKS Read 2008	TAKS Math 2008	TAKS Science 2008
Not Met	2.89	2.93	2.97
Met	3.30	3.34	3.42
Met Commended	3.50	3.60	3.57
Level of Significance	p≤.001	p≤.001	p≤.001

Do Parents of Children in the FWISD/CFW Program Feel that their Children were Positively Impacted by Participating in the Program?

Parents of children in the FWISD/CFW program reported that the program is making a difference in their children's lives (Table 13). Parents indicate that since their children has been in the after-school program, they are doing better on their homework (3.36; 1=strongly disagree to 4=strongly agree), looks forward to going to school (3.27), and is getting better grades in school (3.23). Parents gave slightly lower, though still positive ratings, for getting into less trouble at school (3.10). There was a significant difference in ratings for ES vs. MS+HS students for doing better on homework and getting into less trouble at school, Parents of ES students also gave higher ratings for whether the program impacted the amount their children talked about finishing high school.⁶

Table 13: Parent Ratings of Attending FWAS After-School Impacts on Students⁷

<i>As a result of my child attending the after-school program, he/she...</i>	Elem School	Middle School	p≤
is doing better on their homework	3.39	3.09	p≤.001
looks forward to going to school	3.29	3.15	p≥.005
Is getting better grades in school	3.24	3.13	p≥.005
is getting into less trouble at school	3.16	2.67	p≤.001
talks about finishing high school	3.22	2.93	p≤.014
talks about going to college	3.37	3.28	p≥.005
Is learning new activities they can do at home besides watching TV or playing video games	3.39	3.09	p≤.004

Section 4: Do Parent and Student Survey Responses Confirm the Need for the After-School Program?

One of the goals of FWAS funding is to reduce the number of children who are victims of crime or who are in situations after school that could increase the probability of them committing crimes. While direct measures of crime victimization and involvement are not available, student survey data supported the premise that unsupervised time, lack of after school resources and exposure to other children in the neighborhood who are getting in trouble can lead to children getting into trouble.

Students were asked if they were at home would they have little to do, and whether they got in trouble at home (1=strongly disagree to 4=strongly agree). Results indicated that the more elementary, middle and high school students felt there was nothing to do in their neighborhood the more they indicated that if they were at home they would be getting into trouble. However, middle and high school students in general saw themselves as getting into more trouble than elementary school students.

Friends can both positively and negatively influence the behavior of children, especially if there are no adults present to influence and monitor behavior. For example, children were asked if their friends in their neighborhood got into trouble (1=strongly disagree to 4=strongly agree). Children reported that if

⁶ Parent responses are probably only as good as their communication with their children. However, responses in any case provide what the parents think about how the program is impacting their children.

⁷ There were only 4 responses from parents of high school students. Parents do not pick up their children and it is hard to get students to take a survey home and return it.

their friends in the neighborhood get into trouble, they were more likely to report that if they were at home they would be getting into trouble.

Parents are also concerned that their children are spending too much time watching TV or playing video games. In response to the end-of-the-year survey, parents indicated that as a result of their children being in the after-school program, they are learning new activities that they can do at home besides watching TV or playing video games. Parents of elementary students felt this more strongly than parents of middle school students (overall mean=3.36; Elementary School=3.39, Middle School=3.09; 1=strongly disagree to 4=strongly agree).

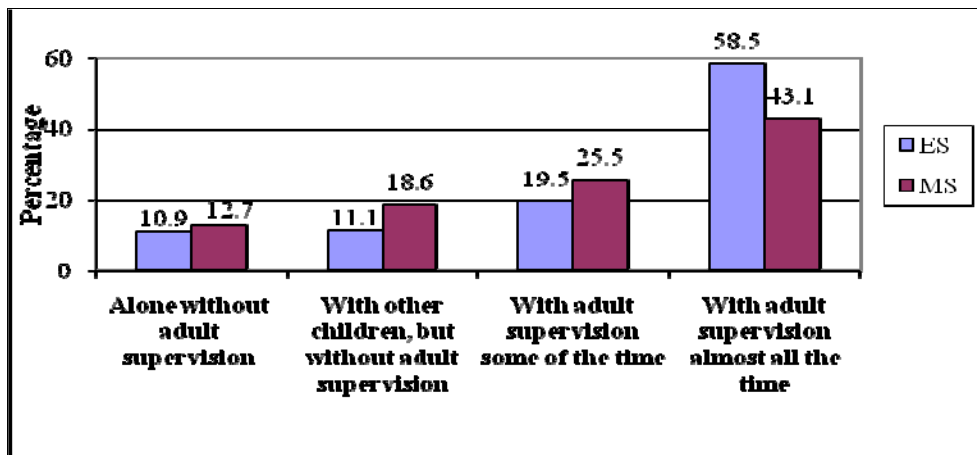
What Kind of Supervision Would Children be Receiving if They Were Not in the AfterSchool Program?

Parents were asked to indicate who would be supervising their children after school their children were not in the after-school program (Figure 5). Parents indicated that 56.6% of the children would be supervised by an adult all of the time, while 20.2% of the children would be supervised by an adult some of the time. However, 11.1% of the parents indicated that their oldest child would be alone without any adult supervision and 12.0% indicated that their child would be with other children, but without an adult present.

However, the pattern differed between Elementary and Middle School students (p=.020). Parents indicated that Middle school students spent more time without adult supervision or without adult supervision some of the time. More Middle School students spend time alone without adult supervision or with other children, but without adult supervision.

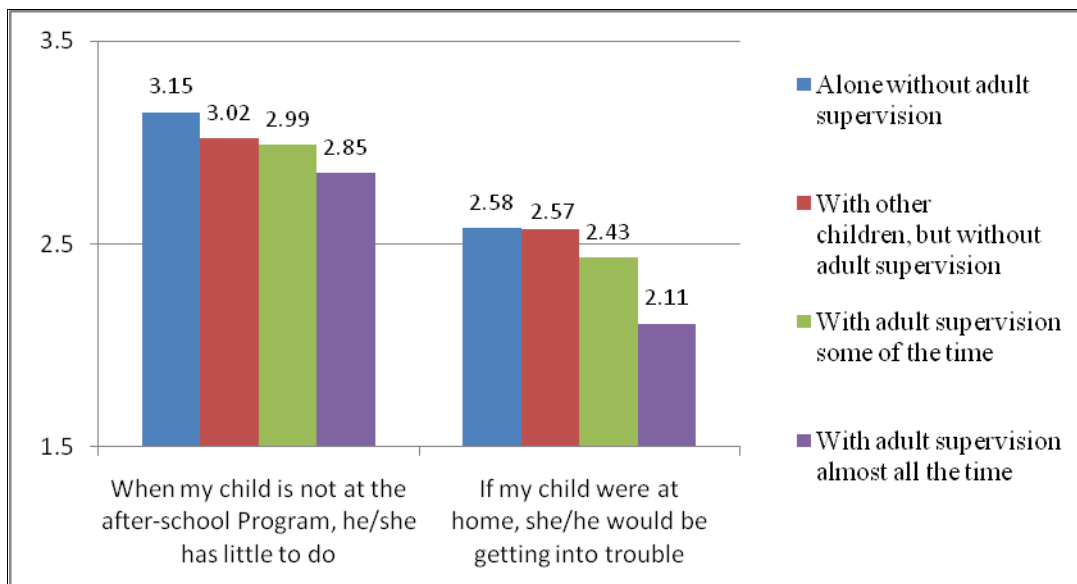
Yu-Gi-Oh! Rosement Middle School found a new way to involve students in the program – offer them one of their favorite games to play. Staff at the program in the morning noticed a group of students who were always at the school early and wondered why they never participated in the program. Since the MS programs were operating morning programs, the staff person asked what they could do to get the students involved. Yu-Gi-Oh was the answer. This group of students now attends the program every morning rain or shine to play games and be a part of the program. What a great way to promote interest in the program and retain students.

Figure 5: Supervision Arrangement if Child Not in FWAS



Importantly, parents of children with adult supervision almost all the time were less likely to report that their children would have little to do if they were not in the after-school program than children in the other supervisory arrangements, and especially children who were alone without adult supervision. In addition, adults were more likely to indicate that their children would be getting into less trouble if the children had adult supervision all or some of the versus children without adult supervision (Figure 6). Thus, it appears that the after-school program plays an important compensatory function by helping children in less than ideal after-school supervision arrangements to be in situations where they are more likely to have positive activities in which to participate and less likely to get in trouble..

Figure 6: Parent Perceptions of Child Getting Into Trouble and Having Things To Do After School By After-School Supervision Arrangements



Overall, there appears to be strong need for the program. After-school programs can provide a safe venue for meaningful activities and have the potential to keep children out of trouble and in settings that have the possibility of improving educational, social, and other outcomes.

Section 5: Program Observations

Program Coordinators and Accountability and Data Quality staff visit each program during the fall and spring semesters. For 2007-08, the number of visits depended on work load, program quality and other factors. Table 11 provides means for the last observation made for each site during the spring semester. During each visit observers completed an observation form with each item receiving a 1 to 4 rating. Programs were rated with regard to staff, safety, activity planning and structure, youth voice, facilities, and communication and school-provider relationships. Lower scores indicated that progress was needed for an area and a higher score meant that a site was doing well for a given item. The rationale for including only the last observation in these analyses was that they provide a snap shot of how programs were doing after having had most of the program year to develop and respond to feedback provided in earlier site visits.

Overall sites were doing well in most areas. However, there were some schools getting lower ratings scores in some areas even during the spring semester of the program. In general, program coordinators were working with staff at the sites to correct any deficiencies. For some of the items, program coordinator s' ratings agreed with the concerns voiced by student participants. For example, there appears to be room for improvement in student choice and variety of activities offered. But clearly, most sites were doing well, many in all of the rated areas. The scores provide strong evidence of the positive role being played by program coordinators in site supervision (Table 14).

In addition to these ratings, the staff attended specific activities at each site during each visit. Activities were characterized as academic, recreation and youth development, fine arts, technology, or service learning/community service (Table 15). In each area ratings were done regarding the potential of the activity to enhance skills and engage youth. In addition, ratings were completed to demonstrate whether there was evidence of planning and whether the activity was developmentally appropriate.

Academic activities were rated as having the greatest potential to increase skills, showed the greatest evidence of planning, and were rated as the most developmentally appropriate. All activities were rated positively with regard to their ability to engage youth. Recreation and youth development activities had the lowest means in each area. Thus, there appears to be room for significant improvement in how recreation activities are designed to make them more developmentally appropriate and more able to develop skills.

If I Had a Hammer: Building birdhouses at Stripling Middle School is not just for the birds. A reading teacher at the school asked a group of 6th grade teachers what students most needed assistance with in their classes. The concept most troubling students at the moment was measurement. The teacher decided that a woodworking project was in order; it encompassed a LOT of measurement, use of scale, and would be fun for the students. So, he asked the principal what the students could build for the school and received the reply – birdhouses for the new garden. So he and the students set out to create birdhouses for the garden. First, the students had to design the bird house, draw it to scale (all that math!), create a pattern, cut the wood, and then they finally assembled the houses. Each step required measuring, re-measuring, and doing the math. The students had a lot of fun and improved math skills in the process, and the school acquired birdhouses for the new garden. The students began brainstorming immediately for their next project.

Table 14: Program Observation Data

	Mean Last Observation
Staff Items	
Staff to Student Ratio	3.87
Supervisors Interact Effectively with Staff	3.85
Staff Relate to Youth in Positive Manner	3.81
Staff appear qualified to provide programming for students	3.72
Staff Involvement/Engagement	3.65
Program Engages Families	3.62
Safety and Supervision	
Sign-In and Sign-Out Procedures	3.99
Youth Adequately Supervised	3.79
Communication Devices	3.60
Health and Safety	
Nutritious Snacks and Drink (water, etc)	4.00
Physical Environment	3.88
Activity Planning and Structure	
Variety of Activities on Schedule	3.69
Flexible Schedule—Substitute Availability	3.53
Youth Voice	
Evidence of Student Involvement in Planning	3.64
Facilities	
Adequate Programming Space	3.75
Adequate Storage Space	3.65
Communication and School/Provider Relationship	
School and Provider develop and adhere to a plan for shared use of key partnership	3.79
School and Program have open communication.	3.76
Paperwork is submitted to the FWAS Coordinator by the provider in a timely manner.	3.75
School and Provider work consistently to support the interaction of the core school day and the program.	3.69
School and Provider share pertinent educational information about students' needs and successes.	3.69
Paperwork is submitted to the FWAS Coordinator by the site-based site supervisor /academic liaison.	3.59

Table 15: Activity Ratings

	Potential to increase skills	Evidence of Planning	Ability to engage youth	Developmentally appropriate
Academic Activities	3.73	3.61	3.66	3.81
Recreation and Youth Development Activities	3.32	3.36	3.63	3.57
Fine Arts Activities	3.46	3.57	3.65	3.65
Technology Activities	3.64	3.48	3.73	3.73

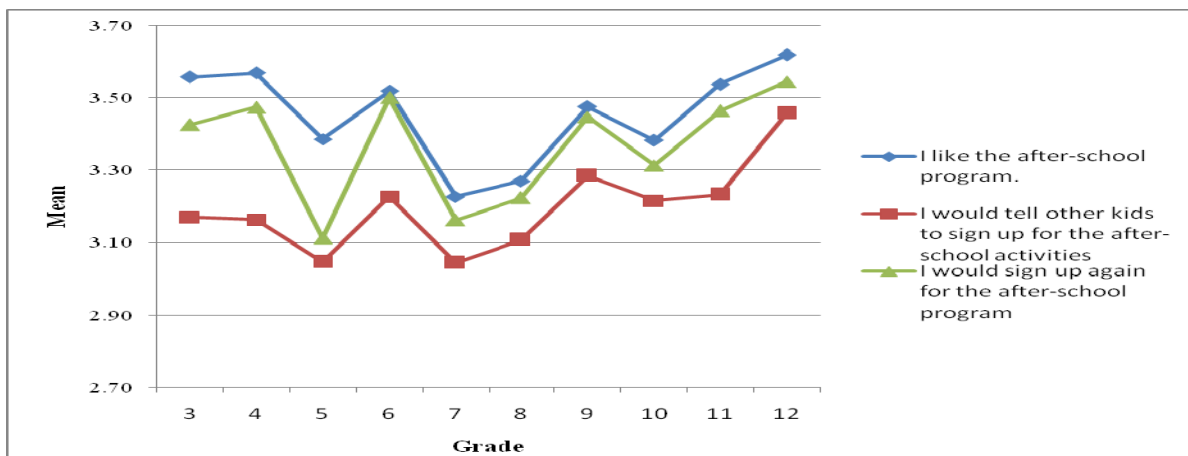
Section 6: How did Students Rate Program Quality and Their Satisfaction with the Program?

FWAS participants filled out an end-of-the-year survey designed to gain information about their perceptions of program quality and their satisfaction with the program. Overall, student ratings of the program were positive, but showed room for improvement. Students indicated that they liked the after-school activities (mean=3.43, 1= strongly agree to 4=strongly agree); got help with their homework (3.20); and liked the after-school teachers (3.34). Students indicated that they were not bored during the program (1.88).

Several different questions on the student survey related to students’ satisfaction with the program.⁸ Responses were combined into a mean program satisfaction score. The overall mean was 3.31.

Analysis of the responses by grade for the three satisfaction related items is quite revealing (Figure 7). In general, satisfaction ratings declined from grades 3 to 5, then increased in grade six, and show marked declines for students in grades 7 and 8, before steadily increasing across grades 9 through 12. The steep decline in scores for students in grades 7 and 8 suggest the need for greater attention to the developmental needs and interests of this age group. The more positive ratings by high school students suggest that programs are doing a good job of meeting the needs of students who seek out this type of program at the high school level.

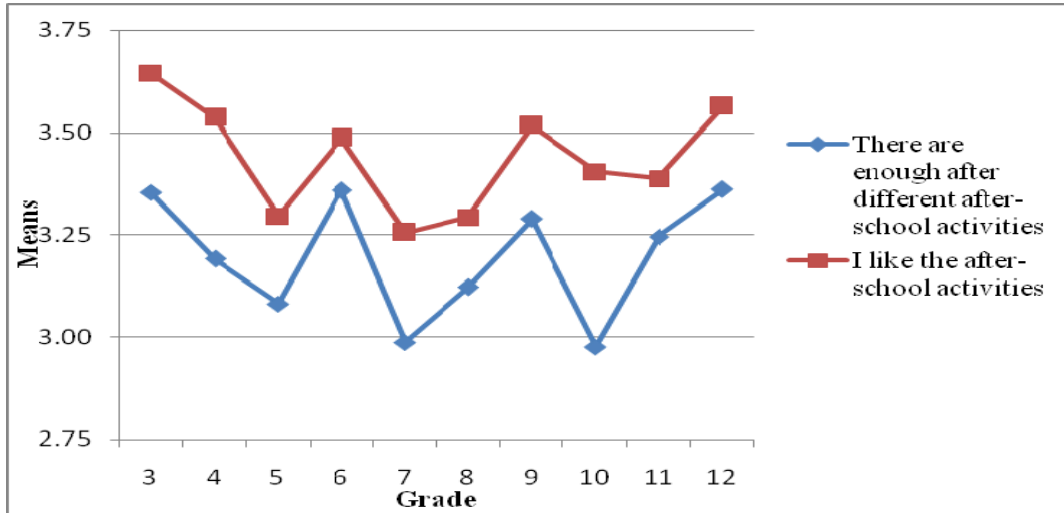
Figure 7: Program Satisfaction by Grade



⁸ “I would sign up again for the program”; “I would tell other kids to sign up for the program;” and “I like the after-school program.”

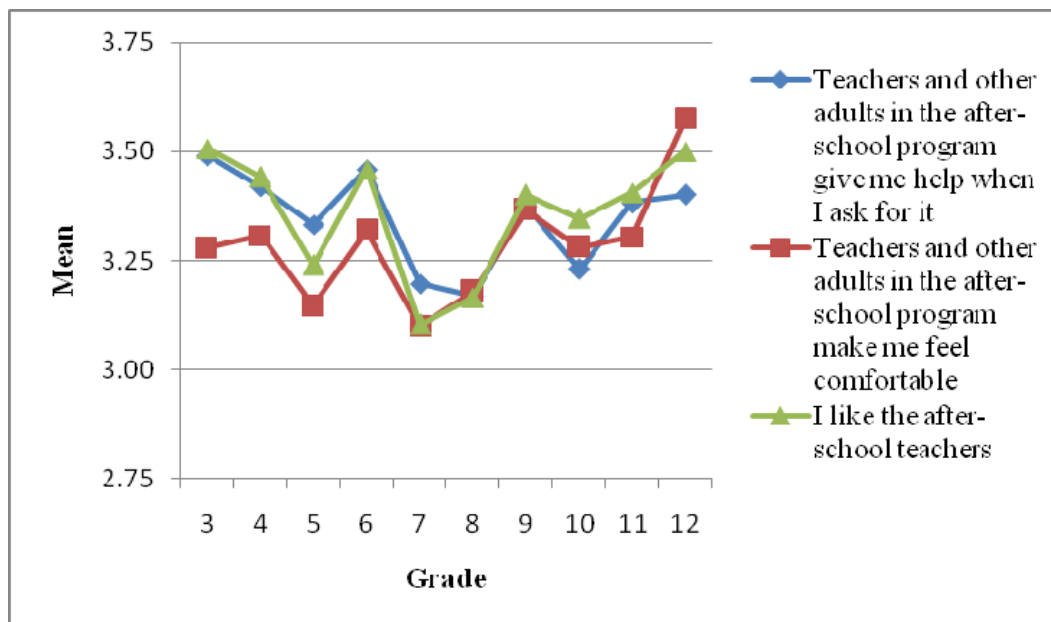
The response pattern for questions related to whether students consider that there are enough different after-school activities and whether students like the after-school activities reinforce the satisfaction item ratings (Figure 8). Student ratings for these items generally decline from grades 3 to 5, then increase for grade 6, decline for grades 7 and 8, and then show improvement through high school, except for grade 10 students. Thus, satisfaction may be partially related to whether students like the activities that are offered.

Figure 8: Students' Attitudes Toward Activities



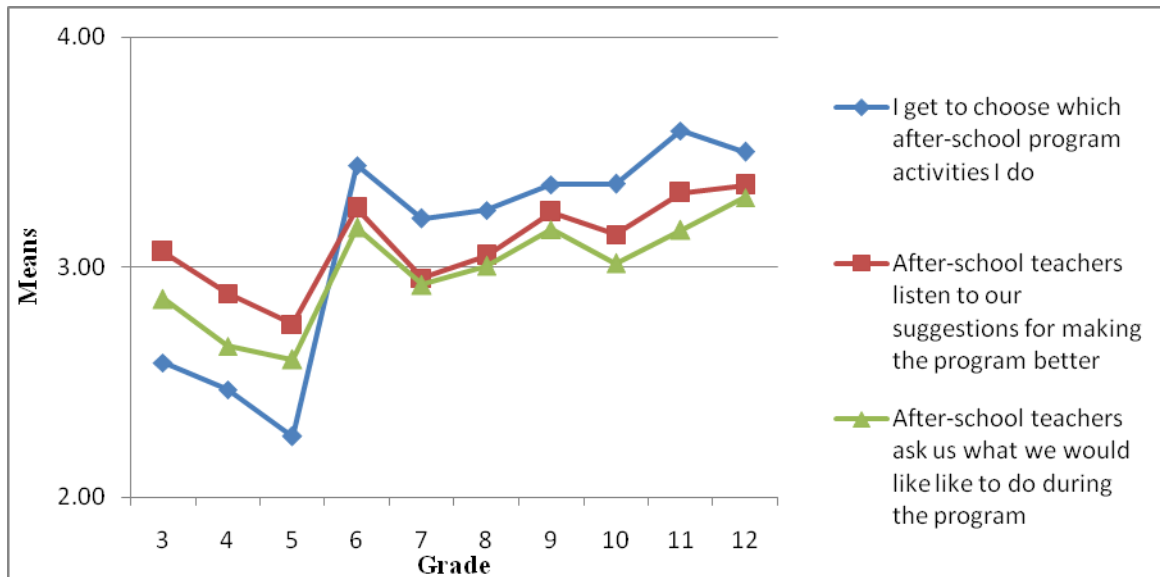
A related factor is how students at the various grade levels perceive the program staff. Again, ratings decline through grade 5, improve for grade 6, decline for grades 7 and 8, and then improve through high school (Figure 9).

Figure 9: Student Ratings of Program Leaders



Finally, it is important that students feel they get to choose the activities in which they participate; feel that staff ask them what they would like to do during the after-school program; and feel that their suggestions for making the program better are acknowledged. Voice and choice are important issues for youth when they judge whether a program will truly meet their needs. Based on the student survey, students generally have a low perception of voice and choice across the elementary school grades, but an increasing perception during middle school and as they move into high school (Figure 10). Staff may assume that elementary school students are a captive audience, having been signed up for the program by their parents, with little choice about whether they come each day. The improved perceptions of middle school students are positive and coincide with students having more choice about whether or not they will participate. Even higher ratings by high school students are critical since students at this level often have many other options about what they do after school, with even less pressure for mandatory attendance. However, even though the survey data suggests improved voice and choice ratings by older students, the reality is that middle and high school students are still attending the program less often than their elementary school students.

Figure 10: Student Ratings of Voice and Choice



Taken together, program planners need to pay careful attention to the developmental needs of participants across all grade levels. What works programmatically (e.g., program content, and leadership style) for elementary school students probably will be less applicable for middle and high school students. The 2007-08 data suggest clear differences by grade in students' program satisfaction, activity, and leader ratings. Since students' level of choice about whether or not to participate increases, especially beginning with middle school, retaining students in the program requires meeting their activity interests and employing leaders who can relate to students in a positive and proactive manner.

Section 7: Principal Program Ratings

Principals were asked to rate the importance of having each of several program components at their school (1=not important to 4=very important) and how well the program at their school was performing to meet each goal (1=performs very poorly to 4=performs very well; Table 16). Increasing the number of students passing the science portion of the TAKS was rated the most important (3.90), followed closely by increasing school attendance (3.88); increasing the number of students passing the math (3.87); and reading (3.85) sections of the TAKS. and increasing the number of students being promoted to the next

grade (3.81). Reducing disciplinary referrals (3.78) and the drop-out rate (3.65) were also seen as important. Increasing the number of students passing social studies was rated less important (3.15), but mainly by elementary school principals. In all of the above areas the Principals indicated that there was need for better performance.

Table 16: Principal Importance-Performance Ratings of Specific Program Goals

Program Goals	Mean Importance Score (1=Not important to 4=Very important)	Mean Performance (1=Needs a lot of improvement to 4=Performs very well)
Increase the number of students passing Science TAKS.	3.90	2.86
Increase school attendance.	3.88	3.32
Increase the number of students passing Math TAKS.	3.87	2.93
Increase the number of students passing Reading/ELA TAKS.	3.85	3.05
Increase the number of students promoted to the next grade.	3.81	3.19
Reduce disciplinary referrals.	3.78	3.07
Reduce annual drop-out rate.	3.65	3.15
Increase the number of students passing Social Studies TAKS.	3.15	2.83

Principals were also asked rate the importance and performance of specific after-school program components (Table 17). Academic tutoring (21st CCLC programs only), academic enrichment, and homework assistance were seen as the most important components, followed by fine arts activities, youth development and sports and fitness activities. Performance ratings ranged from 2.56 to 3.27 indicating that principals perceive that there is substantial room for improvement in almost all programming areas. Interestingly, the highest performance ratings (3.16 to 3.25) were in the four areas rated the most important (3.41 to 3.75; academic tutoring, academic enrichment, homework assistance, and fine arts activities). However, there is considerable room for improvement in each of these areas.

Table 17: Principal Importance-Performance Ratings of Program Component

Program Components	Mean Importance (1=Not important to 4=Very important)	Mean Performance (1=Needs a lot of improvement to 4=Performs very well)
Academic Enrichment	3.94	3.10
Homework Activities	3.81	3.18
Fine Arts Activities	3.45	3.27
Youth Development	3.36	3.00
Technology	3.27	2.69
Sports and Fitness	3.26	3.16
Community Service	3.19	2.56
Service Learning	3.08	2.58

Principals were also asked about the importance and performance on several staffing issues (Table 17). Principals placed importance on all of the listed staffing issues: having staff with classroom management/discipline skills (3.90), qualified staff (3.88), staff who model responsible, positive behavior (3.84), staff with high expectations for students (3.82), and a low staff turnover rate (3.69). Considerable room for improvement was indicated in each of these areas.

Table 18: Principal Importance-Performance Ratings of Selected Staffing Issues

Staffing Issues	Mean Importance Score (1=Not important to 4=Very important)	Mean Performance (1=Needs a lot of improvement to 4=Performs very well)
Staff with classroom management/discipline skills	3.87	3.08
Qualified Staff	3.85	3.24
Staff who model responsible, positive behavior	3.84	3.29
Staff with high expectations of our students	3.82	3.15
Low staff turnover	3.69	3.19

Section 8: Site Supervisor and Academic Liaison Ratings

The Site Supervisors (SS: all sites) and Academic Liaisons (AL: 21st CCLC sites only) were asked a series of questions about the quality of the FWAS program at their school and the quality of communication between staff involved in the program. Responses were made on a scale of 1=strongly disagree to 4=strongly agree. There were no statistical differences between responses from the SSs and ALs when they rated common items. The following is a summary of the SS and AL responses.

- Some concern continues to be expressed by ALs about their comfort level when using the program attendance database (3.00). SSs express less concern (3.46). This is a definite area that needs to be worked on. A new database and interface may solve the problems. Slightly higher ratings were given to whether both groups had been adequately trained to complete required paperwork (3.50).
- Both groups reported effective communication between the program staff and the campus staff regarding student needs (SS: 3.52; AL: 3.62).
- The ALs felt the principal at their site was involved in the program at their school on a consistent basis (3.69), while SSs gave lower ratings (3.39). The difference in ratings may be due to the fact that the ALs are school staff who already have open lines of communication, where SSs may be non-school staff.

Student Voice: Listening to student input is a valuable way for programs to gather information critical to the retention of students in the program. The Meadowbrook Elementary program, operated by Clayton Y.E.S.!, used surveys during the past program year to solicit activity ideas directly from their students. Use of these surveys allowed the program to broaden the variety of activities, as well as an opportunity to offer activities of interest to students. The surveys allowed the students to have a voice in their program, and worked as advertisement to other students. One of the best outcomes was the atmosphere of community among staff and students as students' felt "heard" by staff and staff were able to create activities that they had never considered.

- Both ALs (3.89) and SSs (3.74) report that the after-school program is provided with adequate space/facilities. ALs (3.72) are more likely to report they have adequate workspace at the site than SSs (3.49), while both groups express lower ratings for there being enough storage space for supplies (AL: 3.36. SS: 3.30). Adequate storage space has been a consistent issue during prior year survey responses as well.
- Both groups felt supported by the FWAS coordinator for their site (3.70) and that the coordinator visited their site on a regular basis (3.70). Both groups also felt there was open communication between the FWAS office staff and the site staff (3.61).
- SCs were asked several additional questions. SSs gave lower ratings for the adequacy of the pay scale relative to their responsibilities (2.92), but also indicated they were likely to work for the program in the future (3.71).

Section 9: Staff Ratings

FWAS program staff (not including site supervisors and academic liaisons) responded to several questions regarding program mechanics and relationships (1=strongly disagree to 4=strongly agree; Table 19).

Findings included:

- Staff indicated that they had regular contact with their supervisor (3.80).
- Slightly lower ratings were received for whether staff felt the pay scale was adequate for the position (3.30). However, high ratings were given to whether staff would work for the program again in the future (3.68). Staff felt that the school staff were generally supportive of the after-school program (3.58).
- In general ratings indicate a positive perceived relationship between the program and school staff.
- They also felt that the after-school program was being provided with adequate space/facilities to conduct the program (3.58). Previous evaluations have indicated that programs have the least access to school libraries, computer facilities and classrooms. This issue requires continued attention at some sites.
- 69.9% of the staff reported that they were provided with pre-service and 65.3% indicated they had received in-service training. Staff who had not received in-service after they were hired gave a lower rating to whether the program provides adequate training to do their job (3.19) versus staff who received training on an in-service basis training=3.82).

Table 19: Staff Ratings

	Mean
I have regular contact with my supervisor.	3.80
I would work for the program in the future.	3.68
The after-school program is provided with adequate space/facilities in which to provide the program.	3.58
I have worked with the same people for the entire school year.	3.53
The school staff are supportive of the after-school program.	3.51
There is a strong partnership between our program staff and school staff.	3.50
I feel the pay scale is adequate	3.34

Section 10: Comments from Principals, Site Supervisors and Academic Liaisons

Surveys for Principals (P) Site Supervisors (SS), Academic Liaisons (AL; only 21st CCLC) and program staff (S) provided space for comments. Respondents were asked about the strengths of the program and areas of needed improvement. Some of the comments from these sources are summarized below. The included comments are representative of comments on the surveys and were often made in some form by more than one respondent.

Identified Program Impacts/Outcomes

Keeps Children Safe:

- AL-I believe in the after-school program's goal of keeping the kids safe and off the dangerous streets where they might get in trouble.
- S-Program provides a service to the children in a community that might otherwise be left alone.
- Program provides a safe/fun learning place for the children at the most critical hour of the day
- AL-The program provides a welcoming and safe environment that encourages students to stay.

Opportunities for Enrichment

- S-Program provides the students with enrichment activities that might not be afforded if they could not be here before and after school.
- SC-Activities are offered to students that they would otherwise not be able to experience due to their low economic status.
- P- It allows students the opportunity to exhibit additional skills.
- S-The students have so many different activities to participate in and the staff use their time to make sure the students are enjoying the activities.

Homework and Academic Impacts

- SC-Students nearly always complete their homework. This enables them to spend quality time with family in the evenings and turn in their homework the next day at school.
- AL-The program has improved the academic achievement of the students involved; also parent involvement
- AL-I like the interaction with the students. After school the students respond to academics a different way than they might during the school day.
- S-Strength is that the students have time to do their homework with support from helpers.

Developing Social Skills, Character, Self-Esteem:

- S-This program helps build the character and self-esteem of the students...
- S-Program brings out the best in all our children. Encourages them to do and try things they would not otherwise be able to do.
- AL-As a teacher, I see the program as an extension of our children's needs, especially social and leisure.

Quality of Program Staff

Staff Experience

- P- I think that the coordinators need to be experienced and not new, it takes them too long to develop an understanding

- SC-The use of qualified teachers has been a vital part of our program. Their familiarity with students and the opportunity to do things they enjoy doing has made the program more structured and less cumbersome.

Staff Excellence

- S-The personnel are assets to the after-school program. Strong teachers and dedicated staff work well together.
- S-Where there is a good site supervisor it is a great strength. Also, on the other hand when there is a weak one it is a great weakness
- AL-The teachers and the staff love to be around students
- AL-We have talented and caring teachers. The teachers care about the academic success of each student.
- SC-I really appreciate my coordinator. She is great and my program could not be the success that it is without her continued support and guidance.
- SC-Program has a strong staff that loves the kids and wants to see them succeed and a good working relationship among staff and between after-school staff and the school.
- SC-Our Academic Liaison is very committed to getting students involved, suggesting activities the students will enjoy, finding curriculum for teachers and bringing in excellent staff.

Program Coordinators

- AL-The FWAS staff is personable and hard-working.

Connecting with Students

- S-A strength is the connection the students make with the faculty....positive adult interactions and stronger, positive school atmosphere. Greater accountability for the students.
- AL-Teacher's positive interaction and influence with students.
- SC-I believe the strengths of the after-school program at my school are connections made between students and teachers, various programs, and parental support.

Parents R Us: Ever wonder how to get more parents involved in the after-school program? C.C. Moss Elementary may have stumbled upon the answer. From the first day of the program, C.C. Moss has high expectations of parents and doesn't let up for a moment. If a child is going to participate in the after school program, a parent or guardian is required to attend an orientation. This orientation defines expectations, goals of the after school program, and a request for the parent to volunteer throughout the year to help the program meet its goals. The site holds multiple events throughout the year that provide information about the after school program, school day information, and serves as an opportunity for parents to network and build a sense of cooperation and community. Last year, C.C. Moss held eight (8) family events ranging from festivals to math and science nights. Every event included food (including 2 potluck dinners) and activities. Students served as greeters, provided entertainment (fine arts oriented from after school activities), and participated in the evening activities with their parents.

Activities

Specific Activities

- AL-A strength is the enrichment classes that we offer the students.
- AL-The Saturday camps were great. Our parent involvement has really improved this year.
- AL-Open gym, weight room, photography.
- S-The kids love the cooking class. It would be great if we had more classes to help the students learn life skills and/or hobbies.
- S-I would like to see more social and character development activities for the kids. Field trips to locations where kids could not normally go
- P- I would like to see the inclusion of field trips, and an increase in technology and community service activities.

Kids Café

- AL-We are especially grateful to have Kids Cafe as part of our program. Parents and kids have commented that the meals make a difference as to whether they get dinner or not.

What it Takes to Offer a Better Program

- AL-We need to offer more parent activities
- AL-Need better supplies
- S-The small class sizes were good.
- S-When the teachers give homework to the students provide the after-school program with the work that is being given
- S-A more structured plan to involve parents and community.

More Choice of Which Activities to Participate in

- S-Give the students the opportunity to choose activities (self-select); A better selection of activities for the students.
- S-Need to really listen to the students to find the things they would like to be challenged with
- S-Need something "catchy" to make kids want to be here, increase motivation and participation. P-More variety in programming related to academics and fine arts

Mad Science: The students at Oakhurst Elementary are expanding their views and knowledge about science. By working with Mad Science, students are introduced to new and exciting ways to learn about topics ranging from molecules to wildlife. The students participated in hands-on activities in order to experience life as an insect. The goggles they wore gave them an opportunity to view life as a fly would. Although science is a challenging subject for many, these presentations gave students a chance to enhance their scientific knowledge and to boost their confidence in the

Coordination

Between School and Program

- S-There needs to be a better understanding between the school staff and program staff on what is allowed and what isn't allowed as far as games and activities that are played and cleanliness of used areas.
- S-The site supervisor, principal, and academic liaison have good communication. Worked well as a team.
- AL-Need better communication and support of program from school staff.
- AL-Program has strong administrative support.

- AL-Good communication between supervisor, CBO and principal.
- S-Need more cooperation from higher-ups and advanced information.

Better Exchanges of Information

- P-It would help to have FWAS Coordinators present at Faculty meetings on a monthly basis in order to get input from teachers on student academic needs and reading, math or science interventions they can provide.
- SC-I would like to have more school support. Even though I teach at the school, I am often out of the loop on things that will affect the after-school program.
- AL-Have more staff meetings to discuss expectations .
- SC-We need to know about deadlines further in advance.
- AL-We need more teacher involvement in planning and aligning activities with the TEKS and school-day objectives.

Other Issues

- SC-POs need to be processed with more accuracy and speed.
- AL-Program needs paid planning time for teachers.

Facilities

- S-Need academic space so we have better control of the students such as classrooms. Not too big not too small. A computer and internet for the staff to help plan and better activities.
- S-My recommendations would have to be to get the gym, more space for staff, and more equipment for sports

Student Discipline

Policy Issues

- S-I recommend new guidelines for students and discipline policies
- S-Discipline is a major issue. Not seem to follow through so kids continue to be bad.
- AL-Need more consistent discipline control
- SC-We need to try to be more consistent on discipline.
- S-There needs to be better supervision of the children.
- S-More coordination is needed at the beginning-- more rules for parents, consequences for behavior issues.

Talent Show: What does a Talent Show have to do with Community Service?...a lot actually, if you are a student at Wedgewood MS. The program held a talent show in April that was a huge success. Students developed their own acts and organized the event. The initial show was for program participants and their families but a lot of the students at the school, who are not in the program, wanted to attend as well. The interest level was high enough that, the show was repeated for the entire school. Again, there was an excellent turnout, and the students had a wonderful time. Overall, the students gained different experience and skills including advertisement production (PA announcements, posters, flyers). Students of this class were able to choose talent acts for program from general student body, use reasoning and communication skills, exercise planning and technical skills, and demonstrate teamwork skills by planning, preparing and serving meal to FWAS students and parents. A Leadership Class developed out of the event and school faculty commended FWAS students for the show itself and student

Discipline Training

- AL-Need better training for after-school staff in classroom management.
- AL-Need better trained CBO staff; especially on how to handle behavior.

Training

Training Content

- SC-Invest more time at the trainings to find vendor for activities we are not strong in.
- SC-Need different trainings in classroom management and activities.
- AL-Need Additional training for staff on enrichment activities
- P-Creating higher expectations for student behavior and academic performance and understanding that after-school program is not babysitting.
- SC-It would have been very helpful last year if there had been training provided specifically for site supervisors...I recommend letting new site supervisors "shadow" an experienced site supervisor at another school for a day or two. Then the experienced person could also come to the new person's site perhaps the next week to answer any questions that have arisen. Even though the coordinators are available to answer questions, they haven't all actually managed a program at a school. It would be valuable to have a resource who's "been there, done that."

Training Schedule and Processes

- S-The Saturday training with the breakout classes should happen BEFORE the program begins at the school.
- SC-Would it be possible to offer options for the required trainings; instead of having them on one Saturday only?
- S-The trainings provided this year were overcrowded and I feel like the information given was not valuable to our program. The location was very confusing. The past location worked out better.

Student Selection

- SC-Taking the children from the year before first, leaves almost no room for new students. It should be on need basis.

Use of Community Resources

- SC-The next year should include more assistance from outside providers. The resource is provided but there has just been no real time for me to work on that part of the program
- S-Other sources, outside programs should come and teach so that the students have a wide variety of classes for them to choose.

Conclusions and Recommendations

The evaluation results support the value and impact of FWAS. Ratings have been fairly consistent, especially over the last three years. The following conclusions and recommendations are based on the collected surveys, program attendance data, observation data, and student record information (socio-demographic, TAKS and school attendance data).

- FWAS has now finished its eighth program year (seven years with 21st CCLC programming). During that period, there have been refinements in programming, program management and supervision, data management, and evaluation processes. The program clearly plays a significant role in meeting the needs of FWISD students for safe places to be during the after school hours,

opportunities to undertake enrichment activities to enhance academic performance, and opportunities to improve social and physical skills. Efforts should continue to work with sites where improvement in programming and administration are warranted. Overall the program director and coordinators have done a good job of working with sites on continuous improvement.

- Survey respondents feel that students benefit academically from their involvement in FWAS. The program clearly provides a safe environment for students and is better than the alternatives of being home alone or not having anything to do and potentially being negatively influenced by peers. In addition, analyses indicated that children who pass the math and science TAKS spend more days in FWAS during the year. However, while the program is designed to be supportive of efforts by schools to increase academic performance, not all of the impact can be directly measured by TAKS scores. Efforts to increase school engagement should lead to students feeling more positively about school, thus leading to better interactions with teachers and subsequent improvement in test scores. Increasing school engagement may come about through more relaxed interactions between students and teachers in the after-school environment; and opportunities to receive homework help, thus increasing confidence in abilities and seeing oneself as capable of success. Well planned enrichment activities may also provide the motivation, interest, and skills that can support success in the academic environment.
- Having well designed enrichment programs is a key to helping FWAS achieve its goals. FWAS program and site supervisors continue to do an excellent job of upgrading the intentionality of programming (i.e., planning and delivering activities in a manner that increases the probability of achieving desired objectives). However, like all good programs, additional upgrading is still possible. Efforts should include increased training of site supervisors, and subsequently site staff, in principles of intentional programming and then carefully monitoring sites to make sure that program enhancements are taking place. Additional training in child management procedures would also be helpful.
- Over 11,500 children attended five or more days of the FWAS program during 2007-08. Many children spent a considerable amount of time at the program, while others participate for a more limited number of days. Increased attention should be given to recruitment of students (particularly middle and high school), identifying why students come to the program and then drop out, and the kind of program adjustments that would need to be made to recruit and retain students.
- Schools differ dramatically in the average number of days that students attend. While the circumstances of each school are different, the range of average days of yearly program

Culture Club: Students at Polytechnic High School were interested in learning more about their own culture. Rather than separating the students into like cultural groups, the program created the culture club. This club allowed students to explore their own culture as well as learn about the culture of others. The program had very good attendance that was steady throughout the year and culminated with a Cinco De Mayo program that was a huge success. What could have been an opportunity to divide students, united them and allowed them to

attendance across schools suggests that schools with lower average days of attendance have much to learn from those who have managed to encourage students to average more days per year in attendance. Conversations between sites and with students at sites would help generate useful information that could help generate more sustained involvement at some of the sites. For example, students at one of the middle schools average 111.7 days of attendance per year. What they are doing programmatically and administratively to achieve this level of student involvement should be thoroughly shared between schools. The middle and high school programs face some of the typical problems other youth-serving agencies experience when trying to offer after-school programs for adolescents. Attracting and retaining adolescents to programs is challenging for youth development programs generally, and adolescents are increasingly likely to have to work, take care of younger siblings, or simply want to hang out with friends in unstructured settings.

- FWAS sites have continued to improve program offerings. At most sites students are involved in creative and interesting activities. However, at some sites, there appears to be a need to become more imaginative about what programs are offered. For example, some of the offered enrichment programs are not fully planned to enhance non-academic and academic skills. Program coordinators need to continue to work with the site staff to avoid programs becoming routine and stagnant, especially at long-established sites. Carefully researching quality after-school offerings in other programs around the country could provide useful ideas for fun, creative, and enriching activities.
- Training is a problem in all youth development oriented programs. More efforts to provide training at the beginning of the program year and throughout the year is warranted. While FWAS has substantially improved its training efforts over the years, principals and staff still voice some specific concerns in areas such as student management and specific activities. Behavior management is a particular area of training emphasis for all non-school related staff. Principals and other school personnel have consistently voiced concerns that non-school staff do not have the training or experience to successfully manage participant behavior, especially disciplinary issues. Part of the problem is that some of the FWAS staff are young and have not worked with children in the school environment before. Another problem may be that staff may come from different backgrounds than program participants and consequently might not understand issues related to ethnicity or low socio-economic status. In addition, staff training needs to be improved for staff that begin work after the initial fall trainings and orientations. Perhaps a staff checklist for trainings could be developed with procedures put in place to ensure that all new staff receive the expected modules no matter when they are hired.

Real World Application: One way to ensure student success in life is to offer activities with “*real world*” application. Meadowbrook Middle School is flying above others with their “Flight Simulator Class.” Taught by a certified flight instructor, Meadowbrook students have the opportunity to learn about various aircraft, instrument panels, flight planning, and actual flight practice through the use of the simulator. Students have the opportunity to test their skills flying different airplanes, altering airport/weather conditions, and different flight patterns. Students who develop appropriate skill levels may have the opportunity to “land themselves” in small aircraft at Meacham Air Field and eventually earn a pilot’s license.

- There are a few structural and administrative issues that also need to be addressed by FWAS staff.
 - ❖ The databases used to collect enrollment and attendance data need to be replaced. (Efforts are underway to do this in fall 2008). The enrollment database in place, in particular for the 21st CCLC sites, has caused major headaches and delays over the past several years. A system that is more user-friendly and easier to manage would enable staff at all levels to devote more time to programming and other administrative issues.
 - ❖ Some sites are still raising issues about problems with purchasing supplies, and more particularly about having them delivered in a timely manner.
 - ❖ FWISD, TEA, and the UIL [University Interscholastic League] have a variety of rules about what money can be spent for and what activities can be offered. In some cases the rules have restrained programs from offering the type of programming that program staff and students would like to see offered. It is gratifying to see FWAS administrators working to find creative ways to deal with some of the restrictions.

Overall, FWISD, the City of Fort Worth, and the Texas Education Agency have demonstrated commitment to implementing and finding the funding to support FWAS. Additional funding received for 2008-09 will ensure that additional sites will be added. FWAS has been a program model that is well thought of among those in the after-school programming field. However, like all programs, there is always room for improvement. As the program enters the 2008-09 program year, it has a full complement of administrative staff to help support the program, sites that have been running programs for at least one year, and in many cases up to seven years. Program staff at all levels should use this platform to maintain the quality initiatives that are already underway and continue to find ways to improve program practices.

Appendix One: Program by School (2007-08)

School	ES, MS or HS	% Free/ Reduced Lunch	Slots	School Enrollment	Program Days	Provider	CBO
Carter Riverside HS	HS	76.0	75	938	149	21st CCLC	SB
Diamond Hill Jarvis HS	HS	77.6	75	899	152	21st CCLC	YMCA
North Side HS	HS	73.2	120	1509	136	21st CCLC	YMCA
Polytechnic HS	HS	70.4	60	1017	152	21st CCLC	SB
INTL Newcomers Acad.	HS	80.1	85	367	143	21st CCLC	SB
Daggett MS	MS	77.8	100	342	160	21st CCLC	CFW
Dunbar 6th	MS	74.3	90	296	143	21st CCLC	YMCA
Dunbar MS	MS	69.1	90	473	143	21st CCLC	SB
Forest Oak	MS	72.2	120	701	137	21st CCLC	YMCA
Glencrest 6th	MS	74.7	90	395	143	21st CCLC	SB
Handley MS	MS	54.1	100	689	136	21st CCLC	Clayton
JP Elder MS	MS	80.1	125	1072	150	21st CCLC	YMCA
Kirkpatrick MS	MS	88.7	50	443	153	FWISD/CFW	SB
Meacham MS	MS	84.0	50	676	116	FWISD/CFW	SB
Meadowbrook MS	MS	74.6	100	889	146	21st CCLC	SB
Morningside MS	MS	85.0	70	441	143	21st CCLC	SB
Riverside MS	MS	81.5	150	960	137	21st CCLC	Clayton
Rosemont MS	MS	82.7	120	898	137	21st CCLC	CFW
Rosemont 6 th	MS	86.8	50	433	122	FWISD/CFW	SB
Stripling MS	MS	70.7	125	536	151	21st CCLC	Clayton
Wedgwood MS	MS	57.1	100	882	143	21st CCLC	CF
William James MS	MS	73.6	125	1095	147	21st CCLC	YMCA
Alice Contreras	ES	85.1	125	841	143	21st CCLC	SB
AM Pate	ES	82.1	50	535	123	FWISD/CFW	Clayton
Carroll Peak	ES	89.6	125	479	147	21st CCLC	YMCA
Carter Park	ES	86.7	100	573	151	21st CCLC	YMCA
CC Moss	ES	80.1	50	417	121	FWISD/CFW	SB
Charles Nash	ES	72.0	50	246	112	FWISD/CFW	YMCA
Como	ES	83.1	80	449	122	FWISD/CFW	CFW
D McRae	ES	87.8	90	885	144	21st CCLC	Clayton
De Zavala	ES	85.9	50	432	103	FWISD/CFW	CF
Diamond Hill	ES	86.7	50	640	119	FWISD/CFW	CIS
Dolores Huerta	ES	86.7	50	542	123	FWISD/CFW	CIS
East Handley	ES	68.5	50	400	116	FWISD/CFW	SB
Eastern Hills	ES	84.9	50	497	135	FWISD/CFW	SB
Edward J Briscoe	ES	90.6	50	424	104	FWISD/CFW	SB
EM Daggett	ES	85.8	50	627	119	FWISD/CFW	Clayton
George C Clarke	ES	85.3	50	600	127	FWISD/CFW	Clayton
Glen Park	ES	85.0	50	773	127	FWISD/CFW	Clayton
Greenbriar	ES	80.6	50	566	122	FWISD/CFW	Clayton

School	ES, MS or HS	% Free/ Reduced Lunch	Slots	School Enrollment	Program Days	Provider	CBO
Hubbard Heights	ES	84.5	50	729	115	CIS	KLC
IM Terrell	ES	83.3	50	263	103	FWISD/CFW	SB
Lowery Road	ES	64.3	50	804	123	FWISD/CFW	SB
Luella Merrett	ES	70.0	50	553	123	FWISD/CFW	Clayton
Manuel Jara	ES	90.6	50	673	120	FWISD/CFW	SB
Maude I Logan	ES	85.7	50	544	123	FWISD/CFW	SB
Meadowbrook ES	ES	85.5	125	866	143	21st CCLC	Clayton
MH Moore	ES	88.2	50	364	127	FWISD/CFW	CIS
Mitchell Blvd.	ES	88.2	50	459	125	FWISD/CFW	SB
ML Kirkpatrick ES	ES	88.6	50	446	123	FWISD/CFW	YMCA
ML Phillips	ES	68.8	50	571	112	FWISD/CFW	SB
MM Walton	ES	68.2	50	446	123	FWISD/CFW	SB
Natha Howell	ES	77.3	50	427	108	FWISD/CFW	Clayton
North Hi Mount	ES	72.1	50	265	120	FWISD/CFW	SB
Oakhurst	ES	87.3	50	655	123	FWISD/CFW	CIS
Oaklawn	ES	83.1	50	355	124	FWISD/CFW	SB
Richard J Wilson	ES	89.7	50	718	115	FWISD/CFW	SB
Rufino Mendoza	ES	83.1	50	456	153	FWISD/CFW	SB
Sagamore Hill	ES	84.2	50	772	123	FWISD/CFW	Clayton
Sam Rosen	ES	84.1	50	515	123	FWISD/CFW	CIS
Seminary Hills Park	ES	88.0	50	543	124	FWISD/CFW	SB
South Hi Mount	ES	67.5	50	670	118	FWISD/CFW	SB
SS Dillow	ES	81.9	150	509	137	21st CCLC	YMCA
Sunrise-McMillian	ES	82.4	50	410	132	FWISD/CFW	Clayton
TA Sims	ES	87.4	50	792	111	FWISD/CFW	SB
Van Zandt-Guinn	ES	83.5	50	278	126	FWISD/CFW	SB
VL Williams	ES	85.2	100	506	146	21st CCLC	Clayton
Washington Heights	ES	91.3	50	381	123	FWISD/CFW	YMCA
Westcreek	ES	68.5	130	686	151	21st CCLC	Clayton
Western Hills ES	ES	79.8	130	479	151	21st CCLC	Clayton
Western Hills Prim	ES	81.3	50	771	127	FWISD/CFW	Clayton
WJ Turner	ES	88.7	90	531	144	21stCCLC	YMCA
WM Green	ES	89.3	50	616	153	FWISD/CFW	SB
Worth Heights	ES	85.6	50	839	108	FWISD/CFW	SB

Appendix Two: FWISD/CFW Report Card

0=Program does not Exhibit characteristic

1=Program exhibits characteristic a little

2=Program exhibits characteristic somewhat

3=Program exhibits characteristic a lot

4=Program exhibits characteristic a great deal

Characteristic	Description	Year								Evaluators' Comments
		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	
1) Statement of Need Program is intended to meet	Program is conceived to meet clear individual or community needs.	4	4	4	4	4	4	4	4	Assessing community needs and designing a program to meet identified needs continues to be a major focus of the FWAS coordinating board. The program has received high ratings every year for their continuing efforts in this area. This year, 74 schools were served: 52 elementary, 17 middle schools, and 5 high schools. FWAS held successful summer programs for the third year in addition to required 21st Century summer programming. Cycle 5 TEA funding for 21st Century has increased the total number of schools for FWAS to 84 for 2008-2009 (9 HS, 23 MS, and 52 ES).
2) Program Cost	Program is provided to participants at a reasonable cost.	4	4	4	4	4	4	4	4	The FWAS staff and Coordinating Board have reviewed options regarding program fees and found no fee to be the best option at present. The program is going to continue to remain a free program as outside funding has been available to provide funding for additional schools. As long as the program is able to provide the service, there are no plans to charge participants.
3) Safe and Secure Environment	Program creates a safe and secure environment for children during the after-school hours.	4	4	4	3.7	3.6	3.5	3.6	3.8	During site observations, FWAS coordinators and evaluators monitor supervision of students, safety hazards, communication devices (2-way radios, cell phones, etc), as well as sign-out procedures and other safety items to ensure that children are safe from harm. This score has continued to increase each year as more sites improve their use of communication devices. Although the district did not get grant for the "push to talk" devices, they did invest in 2 way radios which opened an avenue for the district to upgrade from previous devices.

4a) Statement of Goals	Program has a clear set of written goals	3	3+	3+	3+	3+	4	4	4	The program established and currently utilizes a set of goals created at the onset of the program. The program staff continue to set and meet yearly objectives for program implementation and continuous improvement. As the program grows and changes, there is continued effort to review and revise objectives to improve program quality.
4b) Evidence of Planning	Program staff are prepared for daily activities.	3+	3+	3	3.3	3.4	3.3	3.5	3.5	Evidence of staff and student planning is apparent in program activities, although student participation in planning is rated somewhat lower than staff planning during site observations. Some sites have processes in place to incorporate student input and others do not. Overall, the program has started building activities around FWISD curriculum frameworks in an effort to align after school activities to school day curriculum. This provides a better framework for academic enrichment activities and builds upon what students are learning during the school day.
4c) Activities Consistent with Goals	Program activities are designed to achieve the stated goals.	3	3+	3 -	3.2	3.4	3	3.5	3.6	FWAS understands the importance of intentional programming in order to meet the needs of students and provide the intended impact. Each year the FWAS administrative staff challenges site staff to implement programming that would provide rewarding experiences for students. FWAS has always done this well, as the program has moved toward curriculum alignment, more of the activities will be consistent with goals.
4d) Working Relationship Between Program and School Principal and Staff	The Program is a recognized program within the school and has support from principal and other school personnel. Programs are included as full participating members on site-based management committees.	2+	3	3+	3.5	3.5	3.4	3.5	3.7	The relationship between the program staff and their school gets better each year. Continued effort by FWAS Coordinators, Site Supervisors and Academic Liaisons to keep the lines of communication open between principals and their staff has made a difference. Site observation data and monthly meetings that include principals have created a better exchange of information. As always, efforts should be made to increase the amount of program information being sent to principals to make them more aware of program goals and the ongoing efforts to improve outcomes for their students.

4e) Schedule of Activities	Program follows a weekly schedule.	3+	3+	3+	3.3	3.4	3.2	3.5	3.5	Most programs understand the importance of weekly schedules and are prompt in entering the data into the online database. The FWAS coordinators continue to identify enrichment opportunities being offered by other community groups and offer these opportunities to the after-school program sites. Continued training opportunities have helped sites deliver contingency programming. Sites are much better equipped to alter programming if the need arises.
4f) Variety of Activities	Program offers a variety of activities in the 3 of the 5 program content areas.	N/A	N/A	3	3.1	3.3	3.1	3.3	3.6	There is a better mix of activities across all programs with the amount of time spent in Homework, Fine Arts, Character Development/Life Skills, Academic Enrichment and Sports/Recreation. Performance measures will be the focus of training in the upcoming year. As activities are aligned with school day curriculum, the focus will be concentrating on how each activity programmed helps the overall program meet its goals.
4g) When Program Offered	Program is offered at necessary and convenient times.	3	3+	4	4	4	4	4	4	Programs offer children the opportunity to attend 4 to 5 days per week from when school gets out until 6:00 p.m. at most campuses. Uniform beginning and ending dates have been implemented the last five years. Programming is also available on Saturdays and summer at some sites. This past year, it was necessary that an adjustment be made for middle schools to coincide with a change in school day start and end times. The programs at middle schools now offer morning and afternoon activities so that students have an opportunity to participate in activities.
4h) Student Recruitment	Program has a procedure for recruiting participants	2+	3	3+	3+	4	3+	4	4	FWAS seeks to offer the program to latchkey students first and then for other needs as identified by school staff. Participation continues to be good at all programs. The program works with principals and school staff to ensure that the students most in need have the opportunity to participate in the program.
4i) Selection of participants	Program has a procedure for selecting participants.	3	3	3+	3+	4	4	4	4	FWAS asked again this year, where possible, that children from the previous year be retained in their enrollment and that all new youth enrolling be latchkey children, enroll students with supervision needs, and then enroll for other needs. Beyond those criteria, sites were free to choose children in keeping with campus goals and with student recruitment listed in 4h.

4j) Registration Process	Program has registration forms and appropriate processes.	4	4	4	4	4	4	4	4	4	Site staff use a registration form that includes permissions and other contact information. Student data is entered into the online data system using an encrypted ID and is linked to school demographic data. This past year, the registration form was revised to make it more user-friendly. The program also streamlined the form and made it more appealing for HS/MS students who indicated that it looked like a form for elementary students.
4k) Attendance	Program has an attendance policy.	3	3	3+	3+	3+	4	4	4	4	All of the programs have an attendance policy, though the policies vary from campus to campus. Policies range from no consequence for missed days to three days and out. Some programs have a waiting list and replace children who are not attending regularly. This policy continues to be administered differently by campus. Feedback groups continue to say that this is the best policy. The sites staff like to have the support of program administration but want to create their own policies as - one size does not fit all.
4L) Disciplinary Policy	Program has a disciplinary policy.	3	3+	4	4	4	4	4	4	4	All programs must comply with the FWISD Code of Conduct. All sites use this policy in conjunction with program specific rules that augment the district Code of Conduct. Much like 4k, the program has indicated that site control of this policy is necessary for school differences.
4m) Campus Advisory Committee	Program has a site-based committee that meets on a consistent basis and plays an active role in program planning and/or oversight.	2	3	3	3	3	3	3	3	3.5	Most sites are now including FWAS agenda items in the Site Based Decision making team meetings at each campus. It has been difficult for providers and campuses to maintain a separate committee. Some sites do have student advisory committees (high school sites in particular) that operate separately.
5) Participant Attendance	Program records attendance on a daily basis and maintains attendance sheets over time.	3	3	3+	3+	3+	3+	3+	3+	3+	Data entry of registration, attendance, and other required data continues to improve but is always an issue. FWAS is considering a new database attendance system for next year to create a more end-user friendly environment. Ongoing training and more expertise is needed from the FWAS coordinators to ensure that program and attendance data are entered in a timely manner.

6) Selection of Providers and Sites										
6a) Selection of Program Providers	Coordinating Board has a policy and procedures in place for selecting program providers.	N/A	3	3+	3+	4	4	4	4	The Coordinating Board has an established process for Agencies to be approved as potential program providers. Staff review all applications and make recommendations to the CB. During year 8, feedback regarding the RFP process was positive.
6b) Selection of Program Sites	Coordinating Board has a policy and procedures in place for selecting program sites.	N/A	3	3+	3+	3+	4	4	4	The FWAS coordinating board acts on staff recommendations in making funding decisions. FWISD/City of Fort Worth funded schools are added based on the criteria used to establish the program in Year 1. Schools funded through 21st Century grants are selected in the grant application process.
7) Program Supervision										
7a) Staff to Participant Ratios	Program maintains staff to participant ratios appropriate for achieving program goals. (ES - 1:15, MS - 1:20)	4	4	4	3.9	4	4	3.7	3.7	Overall, the program met the recommended staff to student ratio (1:15 [ES] or 1:20 [MS]). All sites have adhered to the mandated ratios. There is rarely a violation of this policy. Only in rare cases where a site was unable to secure a substitute or an unexpected event occurred was this policy not followed.
7b) Daily Supervision	Participants are adequately supervised during program activities.	4	4	4	3.6	3.6	3.4	3.7	3.7	Students continue to be well supervised during all program time.
7c) New for year 3 based on FWAS raising programming expectations	Children are actively engaged in program activities.	N/A	N/A	2+	3.2	3.4	3.2	3.7	3.7	FWAS continues to provide engaging activities for the participants. Some activities are more engaging than others and effort is made through site observations and coordinator feedback to keep staff focused on this issue. The program activities should be something that students can enjoy as well as helping them develop skills or increased success.
7d) Quality of Program Staff	Program employs staff with backgrounds, experience and credentials necessary to carry out program goals.	3	3	3	3.3	3.4	3.1	3.4	3.7	Based on observations, program sites and agencies continue to hire quality staff that, with training, provided good programs. Training recommendations noted during site observations were in the areas of discipline/classroom management, engaging youth in activities, and providing developmentally appropriate activities.
8a) Staff On Time	Program staff arrive on time to site.	N/A	N/A	3+	3+	3+	3+	3+	N/A	This item is no longer rated on the observation form as the program decided it was not an issue as staff are consistently on time for program activities.

8b) Engagement of Students	Staff are actively engaging students in program activities.	N/A	N/A	2+	3.2	3.4	3.3	3.6	3.6	The program ratings have consistently improved even though expectations for staff have risen. The program continues to make progress in relating the importance of staff actively engaging with youth in activities rather than being passive observers.
8c) Interaction with participants	Staff interact with program participants appropriately.	N/A	N/A	3	3.5	3.6	3.3	3.6	3.8	This area is much improved as FWAS coordinators relate the importance of greeting children as they arrive, engaging youth in conversation, and working with students on etiquette and greeting others. Positive communication can be seen between staff and students, staff and parents, as well as staff to staff.
8d) Staff Turnover	Program operates with minimal staff turnover during the program year.	N/A	N/A	3	3	3+	3+	3+	3+	FWAS continues to have high retention rates. Some CBO sites have a small amount of turnover - but most sites have the same program staff all year. There has been some turnover administratively and but effort is made to fill these positions as quickly as possible.
8e) Quality of Pre-Service and In-Service Training	Program offers adequate pre-service and in-service staff training.	3	3+	3+	4	4	4	4	4	FWAS staff coordinated two very successful trainings for program staff during the year. Training one in October included information on a wide range of topics, and while good, the content was not as strong as previous. The second training was for program leaders and focused on wrap around services, administrative alignment, and targeting specific youth. Effort was made to increase connections with services within and outside of the district to provide students and their/her families with a continuity of services.
9) Parent Involvement	Parents are involved in designing and contributing to the success of the program.	2	3	3	2+	3	3	3	3+	In 2007-2008, FWAS was very focused on parent involvement. Every program site was required to do at least 6 events. These events ranged from Math and Science nights, to festivals, to informational meetings. Next year, the program will continue to work with the FWISD Office of Parent Engagement and Parent Liaisons to continue highlighting these kinds of events that will engage parents in the schools.
10) Quality and Availability of Facilities	Program has adequate and well-maintained facilities in which to provide program services.	2+	3	3+	3.4	3.5	3.4	3.9	3.73	Most schools have access to facilities within the school that are appropriate for the program activities provided at the campus. There are still a few schools that limit access to gym/cafeteria or auditorium, but those are now a small portion of the overall access provided to FWAS.

11) Equipment and Supplies	Program has needed equipment and supplies for the planned activities.	4	4	4	3.2	3.4	3.3	3.5	3+	Program coordinators and staff do a good job of ordering and maintaining equipment and supplies for program activities. All programs operate with access to necessary supplies and equipment.
12) Stability of Funding	Program has stable sources of funding.	3	3	3	3	3+	3+	3+	3+	Program funding through the City of Fort Worth and FWISD continues to be a stable source for the FWAS program. FWAS staff continues to search for additional funds and write small grants to supplement programming. Community partnerships bring in donations and in-kind services to supplement program activities. Additional funding through 21st Century grants from TEA has expanded after-school services to 10 new campuses for 2008-2009 (This will bring the total schools served to 84 for the next programming year). The Coordinating Board is focusing on long-term sustainability and growth to ensure continued program success.
13) Evaluation	Program has means in place to assess program quality, satisfaction, and achievement of outcomes.	3	3+	3+	3+	3+	3+	4-	4-	An annual evaluation is conducted utilizing qualitative and quantitative data from interviews, surveys from the various stakeholders, information from the attendance database, and discussions with FWAS staff. A cumulative database containing enrollment, attendance, and academic data over the seven program years is being utilized to determine the impact of the program on participants.
14) Goal Attainment	Program meets its major goals.	2+ to 3	3	3+	3+	4	4	4	4	The program continues to meet and exceed all current goals. Sites are showing improvement in providing juvenile crime prevention programs that will enable the program to achieve more success in this area.