

Dr. Melody Johnson
Superintendent

Fort Worth After School
2005-06 Evaluation Report

FWAS Program Administrator
Miguel Garcia

Evaluator, Texas A & M University
Peter A. Witt, Ph.D.

FWISD Accountability and Data Quality

Terri C. King
Jaime Skultety
Project Evaluators

Anne Ware, Ph.D.
Director

Fort Worth After School

Year 6 Evaluation

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Peter A. Witt
External Evaluator
Texas A&M University

2005-06 Evaluation Report

Executive Summary

Fort Worth After School operates (FWAS) at 69 Fort Worth Independent School District elementary, middle and high school sites. The program is funded through three main sources of funding. Fort Worth ISD and City of Fort Worth (FWISD/CFW: 50 sites) and the Texas Education Agency (21st Century Community Learning Centers – 21st CCLC: 19 sites).¹

FWISD/CFW programs have been operating for six years and 21st CCLC programs for the past five years. Programs at all sites are making a significant impact on students. FWISD/CFW sites are open Monday through Thursday from the time school is dismissed to 6:00 p.m. 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, a three to four week summer program is offered at all of the 21st CCLC sites. FWISD/CFW sites generally are limited to 50 children per day, while many 21st CCLC sites serve over 100 children per day. The 21st CCLC sites receive significantly more funding per site.

12,110 students enrolled at all FWAS sites between August 2005 and May 2006 (4763 – 39.3% FWISD/CFW; 7346 – 60.7% 21st CCLC). This was a 17.4% increase from the 10,294 students served the previous year. Much of the increase was due to the increased number of 21st CCLC sites funded by TEA. 14.4% of the participants were in grades PK-2, 31.6% in grades 3-5, 45% grades 6-8, and 9.0% grades 9-12. 85.2% of the students are eligible for the free or reduced lunch program, 62.3% are classified as at-risk and 24.6% as limited English proficiency. 53.5% of the students have been involved more than one year in the program.

¹ Previously FWAS was used to label the FWISD/CFW funded sites, but the FWAS label is now being used to refer to both the FWISD/CFW and 21st CCLC sites.

One of the goals of the program is to keep students involved (30+ days per year). 85.6% of elementary school program enrollees participated 30+ days, with 49.9% of middle school and 37.1% of high school students in the 30+ day category. Elementary students are usually registered by their parents, with the intent that their children 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 at the various FWAS sites. About half of the FWISD/CFW sites are operated by the schools themselves (site-based), with the rest using a Community Based Organization (CBO) to direct their program. CBO's include City of Fort Worth Parks and Community Services, Camp Fire, Clayton YES!, Communities in Schools, Cultural Centro de las Americas 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.

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 2005-06, data were collected via surveys, program observations, an attendance database and academic and school attendance data available through FWISD Research and Evaluation. 2005-06 was the first year that a comprehensive report covering all FWAS sites has been developed. Previously separate reports were developed for the FWISD/CFW and 21st CCLC

sites. The following are some of the significant evaluation findings.

Program Need

There is a strong need for the program. Student responses to a survey of all 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 program appears to play an important compensatory function for students who have few resources for positive participation after-school in their neighborhoods. 11.5% of parents indicate that children would be home alone without supervision if they were not in the program. Another 7.6% 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.

In addition, 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 feel afraid 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. Being in the after-school program provides children with a place to go after school that is more secure and provides a more positive environment than hanging out in their neighborhood or being alone at home unsupervised. The FWISD/CFW and 21st CCLC programs 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 Quality

Staff involved in the program continue to rate the program as a safe place for students 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 students and staff. In addition, principals at the targeted sites generally praise the program, while noting the need to continue focusing attention on enrichment activities that can contribute to achieving school objectives. Principals also recognize the need for students to be involved in sports, art, technology, and community service related activities.

While efforts have been made to improve the variety of activities offered and means for responding to student's interests, especially for middle and high schools, additional efforts in these areas are warranted. Keeping students involved for a significant period of time is critical since there appears to be some relationship between program outcomes and how often students participate in the program. Presently middle 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 student's time, but there is a need for additional activities that engage student interest and have the potential to draw students 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 2005-06, observers gave high marks to the degree of communication between school and program personnel and the degree of coordination of services with other after-school programs. Observers also noted the overall quality of the offered activities and reported that activities appeared to be developmentally appropriate and had the potential to teach new skills.

Program Satisfaction

In general, students feel positively about the FWAS program, but students in grades 3-5 feel more positively than students in grades 6-8. For example, 78.6% of the students in grades 3 to 5 said they liked the program almost always

or always, compared to 67.1% of the children in grades 6-8. However, for both age groups, around 55% of the students indicate they would sign up again or would tell their friends to sign up for the program, with a number of others indicating “maybe.” Additionally, in a separate survey of middle school students, the program was seen as a place that has good activities for kids and the “buzz” was that students should go there. Not surprisingly, students in the program were more positive about the program than children who were not in the program.

The results suggest the need for adding to the types of activities that are offered for older students to both increase the satisfaction of children that are already in the program and attract non-participants to the program.

Program Outcomes

Middle school and high school 21st CCLC program participants also reported important impacts as a result of their attending the program. 83.7% indicated that as a result of being in the program they better understand the importance of graduating from high school and 66.6% indicated that they like school more. Students also believed that as a result of the program they came to school more often (75.0%) and got better grades (71.6%).

Parents of children in the FWISD/CFW program reported that since their child had been in the program, he/she looked forward to going to school, was doing better on their homework, and was doing better in school.

4.3% more students in grades 3-5 who attended the program in both years 04-05 and 05-06 had school attendance above 90% compared to students who did not attend the program during either of those two years. For students in grades 6-8 and 9-12 there was an 11.0% and 16.4% difference. Students in grades 6-8 and 9-12 attending the program over the last two years also had higher school attendance rates than students who had only attended one of the two previous years.

Classroom teachers at the 21st CCLC schools indicated that students who at the beginning of the year were performing poorly in a number of areas such as turning homework in on time, participating in class and attending class showed the most improvement by the end of the year. Thus, one of the primary purposes

of the program, to increase homework completion, is being achieved and at the same time, the program is seen by classroom teachers as leading students to be more engaged with the school.

For students in grades 6-8, more children who attended both years 04-05 and 05-06 passed both the TAKS math and reading tests than children who had not attended the program in the past two years or only attended one of the past two years. The same pattern was observed for math for children in grades 9-12. There were no significant differences in TAKS passing rates by attendance groups for children in grades 3-5.

The number of days students attended the program appeared to have an impacted on whether students passed the reading and math sections of TAKS, particularly for grade 3-5 students who participated more than 90 days. Sustained involvement seemed to be important for this age group.

The Bottom Line

The FWISD/CFW and 21st CCLC programs are having a significant impact in a number of areas considered critical for the success of children. For all children, the programs provide a safe place to be after-school, a place with increased resources than 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 suggests connections between program attendance and school attendance and performance on the TAKS. The programs also appear to impact the social and activity skills of participants. To garner increased participation, ongoing efforts will need to be made to increase positive “buzz” about the program and provide increased opportunities for non-participants, particularly in secondary schools, to help shape program content. There also appears to be the need to continue upgrading the quality of the programs being offered. FWAS has made a strong commitment to continuous program improvement and monitoring. This will no doubt lead to even more positive impacts for students in the future.

FWAS Report

Introduction

This report contains information about program quality and outcomes for Fort Worth After School (FWAS), which consists of FWISD/CFW funded sites (referred to as FWISD/CFW) and the 21st Century Community Learning Center sites (referred to as 21st CCLC).² In previous years, a separate report was completed for sites funded under each of these programs. For 2005-06, a combined report is being written.

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 fifty-two sites (48 elementary schools and four middle schools or 6th grade campuses).

In 2001, FWISD received Federal grant funds through the 21st Century Community Learning Center program to support additional after-school programs at six middle schools. In 2003-04, the Federal funding ended and FWISD/CFW provided limited programming at three of the previous 21st Century sites. In addition, in that same year, funding was received from the Texas Education Agency to fund five more schools.

By 2005-06, FWAS had programs at 69 sites with 50 sites funded through FWISD/CFW and 19 sites through 21st CCLC funding. Appendix One provides a listing of all FWAS sites for 2005-06.

The original FWAS sites (funded by FWISD and the City of Fort Worth) were funded in response to the growing consensus among parents, schools, children, police officials, and community leaders that after-school programs are needed to serve children of all ages. This consensus was based on concerns about:

- (a) the lack of safe and enriching environments available to children after school;
- (b) the lack of financial resources for families to place their children in quality after-school programs;
- (c) the need to facilitate educational attainment through means such as homework completion and to improve student attachment to school;
- (d) the need for enrichment activities for children who might otherwise be watching TV, playing video games, eating junk food, or otherwise attracted by negative or non-growth producing involvement; and
- (e) the need to increase children's contact with positive and caring adult role models.

CCLC funding began through a Federal grant program tied to the No Child Left Behind Act. Funds are now administered by each state with increasing expectations for academic impacts through tutoring, academic enrichment, and social and physical activities.

² 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 whole program.

What does the Program Look Like?

FWISD/CFW

The FWISD/CFW program is offered to pre-K to 8th grade students at 50 sites in Fort Worth (45 elementary schools and 5 middle schools or 6th grade campuses). Funding is allocated to support between 50 and 75 participation slots per day depending on the site. Some sites are supported in conjunction with the 21st CCLC program.

Most 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, 85.8% of whom come from families that are eligible for the Federal free lunch program.

The program is overseen by a Coordinating Board, which is made up of City, FWISD and community representatives. FWAS's day-to-day operations are overseen by an administrative staff, which consists of a Director and two Program Coordinators. Each program coordinator oversees programs at 25 schools. A site supervisor coordinator 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 the assistance of program staff.

Schools also offer programming in at least three of five other areas: (i) academic enrichment, (ii) sports and recreation, (iii) cultural and fine arts, (iv) community service, and (v) character development and life skills

21st CCLC

The 21st CCLC program is offered to students at 19 sites in Fort Worth (6 elementary schools, 11 middle schools or 6th grade campuses, and 2 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 supported in conjunction 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 with the elementary schools and high schools operating from 3:00 to 6:00 PM and middle schools operating from 8:00 to 9:00 AM and from 4:00 to 6:00 PM. Day-to-day operations are overseen by an administrative staff, which consists of the FWAS Director and a Program Coordinator for each of the four 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 provided ESL, GED, family literacy, and other programs for parents and other adults.

Programs at the centers are a collaborative effort between the school and Community Based Organizations (CBO: Clayton YES!, Camp Fire, Cultural Center of the Americas, City of Fort Worth Parks and Community Services and the YMCA). Programming at each site is developed by an academic liaison and the site-supervisor with input from principals, students, teachers, and parents. The academic liaison is employed by the school, and the site supervisor is employed by the CBO. The Academic Liaison and Site Supervisor work together to recruit students and staff for the program. Communication with the principal and access to school facilities is facilitated by the academic liaison.

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

<ul style="list-style-type: none"> • tutoring/homework • academic enrichment • fine arts • sports and fitness 	<ul style="list-style-type: none"> • technology • community service • other youth development
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The classes offered are quite varied (Table 1). 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 planning efforts.

Table 1: Types of Activities Offered at 21st CCLC Sites

	Activities	
Students	Tutoring/ Homework	Math, Science, Reading, Social Studies Tutoring, Homework Assistance
	Academic Enrichment	Lightspan Reading, Lightspan Math, Lego Lab, PlayStation, Kidzlit, Brainchild, Science Club, History Alive
	Fine Arts	Dance, Drama, Art, Art Club, Ceramics, Jewelry Making, Scrapbooking
	Sports & Fitness	Basketball, Football, Soccer, Walking, Nutrition, Martial Arts, Step, Track
	Technology	Keyboarding, Internet Surfing, Web Page Development, Video Production
	Community Service	Environmental Club, Recycling, Gardening Club
	Other Youth Development	Boy Scouts, Girl Scouts, Alcohol and Drug Prevention, Violence Prevention, Health Education, other Youth Leadership, Photography
Adults	GED, ESL, Computer, Cooking, Parenting, other Family Literacy Activities	

Section 1: Evaluation Plan

Until 2005-06, FWAS referred to the sites funded by FWISD and the City of Fort Worth. But beginning in 2005-06, FWAS is being used to designate all sites funded by FWISD and the City of Fort Worth and the 21st CCLC sites funded by TEA. Additionally, until this year, separate evaluation reports have been written for the two types of programs. However, with the merger of the FWISD/CFW and the 21st CCLC programs under a single administrative structure, one report was written to cover both programs. The decision to merge the administration of the two programs was not made until midway through the 2005-06 program year. Thus, there are some differences in the survey instruments used to evaluate the two programs. In the future common instruments will be utilized for both programs, thus enabling additional comparisons between the two programs.

Sources of Data

Table 2 shows the types of surveys administered and number of respondents at the FWISD/CFW and 21st CCLC sites.

Table 2: 2005-06 Surveys Collected

	Survey Content	Number of Responses	
		FWISD/ City	21st CCLC
Principals	Program quality, satisfaction	46	17
Site Supervisors	Program quality, satisfaction, perceived program support	40	19
CBO Program Supervisors	Program quality, satisfaction, perceived program support	-	19
Academic Liaisons	Program quality, satisfaction, perceived program support	-	19
Staff	Program quality, satisfaction, perceived program support	175	227
Parents	Program quality, satisfaction	984	-
Classroom Teachers	Changes in student behavior and academic performance during academic year	-	1645
End of Year Student Survey (3 rd grade and up)	Program quality, satisfaction, opportunities for undertaking activities and perceived level of safety in their communities	1673 Elementary, 299 Middle School	500 Elementary; 1291 Middle School*
All Student Survey at Selected Middle Schools	Student activity patterns during non-school time, future goals, perceptions of the FWISD/CFW and 21st CCLC middle school programs	3880	

*Middle school 21st CCLC survey used a different form than was administered at 21st CCLC elementary schools or FWISD/CFW sites.

In addition, FWAS program attendance data, TAKS scores and school attendance data were collected and added to a database covering the first six years of the FWAS program (both FWISD/CFW and 21st CCLC sites). Observations of both FWISD/CFW and 21st CCLC program sites were also completed.

Section 2: Who Attends FWAS?

Table 3 includes a snapshot of the demographic characteristics of FWAS attendees for year six of the program.³ 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.

- Approximately 50% of enrollees were females and 50% males.
- For FWISD/CFW, 58.1% of the enrollees were in grades 3-5 and 15.3% in grades 6-8, while for 21st CCLC, 14.3% were in grades 3-5 and 64.4% were in grades 6-8. These differences reflect differences in the number of elementary and middle schools surveyed by each program.
- 85.2% of the enrollees were eligible for the free/reduced lunch program, 62.3% were classified by state TEA criteria as at-risk, and 24.6% were listed as limited English proficiency.

³ Earlier years are not included because only an approximation for year one of (FWISD/CFW is available and year two and three data for 21st CCLC were not recorded in a retrievable format.

Table 3: FWAS Enrollment Statistics

	FWISD/CFW	CCLC	Total
Number of Sites 2005-06	50	19	69
Enrollment			
2005-06	4,763	7,346	12,110
2004-05	4,347	5,947	10,294
2003-04	4,074	3,922	7,996
Gender 2005-06			
Females	49.8	50.1	50.0
Males	50.2	49.9	50.0
Grade 2005-06			
PK-2	26.6	6.4	14.4
3-5	58.1	14.3	31.6
6-8	15.3	64.4	45.0
9-12	0.0	14.9	9.0
School Lunch Status			
Full Pay	14.2	15.2	14.8
Free/Reduced	85.8	84.8	85.2
At-Risk Status	55.8	65.9	62.3
LEP Status	27.1	23.0	24.6

For both the FWISD/CFW and 21st CCLC programs, students in grades PK-2 and 3-5 attended the program more days over the school year than students in middle school and high school.

- 86.8% of grade PK-2 students attended 30+ days, while 83.6, 49.9 and 37.1% of students in grades 3-5, 6-8 and 9-12 respectively attended 30+ days (Table 4).
- Middle and high school students attended fewer days than elementary school students (e.g., 90+ days: 58.4% of grade Pk-2 students, 52.4% of grade 3-5 students, 15.2% of grade 6-8 students; and 10.7% of grade 9-12 students).

One important consideration when viewing these numbers is that for the 21st CCLC sites, programs might only be offered for grades Pk-2 on selected days of the week. Thus, few grade PK-2 children in the 60-89 and 90+ day's categories.

Table 4: Average Days Attending Program by Grade

Days in Program	FWISD/CFW				21st CCLC			
	PK-2	3-5	6-8	9-12	PK-2	3-5	6-8	9-12
1-29	10.5%	15.3%	49.0%	-	20.6%	19.5%	50.3%	62.9%
30-59	13.4	18.1	23.9	-	23.4	17.7	21.5	16.7
60-89	10.3	11.2	11.2	-	17.4	18.3	13.2	7.7
90+	65.7	55.4	15.9	-	38.5	44.5	15.1	14.7

Since the inception of the program, more than 26,385 different children have attended at least one year of the FWAS program.⁴ 46.5% of registrants who attended the program for 2005-06 had not attended the program previously (Table 5).⁵ 32.2% of the 2005-06 registrants had enrolled for two years, 13.6% three years, and 7.7% four years or more.⁶ From analyses conducted of prior year data we can expect that about a third of the children who have only participated in year 2005-06 will participate during year 2006-07, with younger students being retained more than older students. These patterns are similar for both FWISD/CFW and 21st CCLC programs.

Table 5: Pattern of Enrollment for All Children Attending (FWISD/CFW or CCLC) FWAS in 2005-06

Number of Years Attending for Children Attending FWAS 2005-06	Percentage of Children Who Attended FWAS in 2005-06
2005-06 Only	46.5%
2005-06 and one previous year	32.2
2005-06 and two previous years	13.6
2005-06 and three or more previous years	7.7

Section 3: Do Parent and Student Survey Responses Confirm the Need for the After-School Program?

One of the goals of FWISD/CFW funding was to reduce the number of children who were victims of crime or committing crimes. While direct measures of crime were not available, parent and 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. Data from both the FWISD/CFW parent survey and the year end survey of children in the FWISD/CFW and 21st CCLC programs confirmed this relationship.

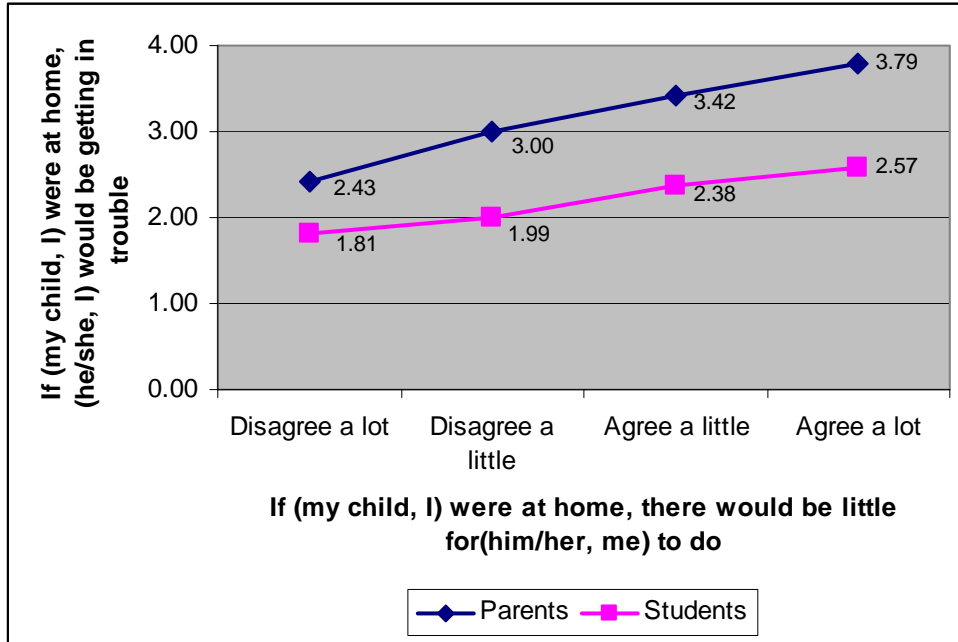
Parents of children in the FWISD/CFW program were asked "When my child is not in the after-school program, he/she has very little to do" (1=strongly disagree to 4=strongly agree). Students in the FWISD/CFW and 21st CCLC programs were also asked this question. For parents, the more they agreed that their children would have little to do at home after school the more they indicated that if their children were at home he/she would be getting into trouble. The children gave similar answers to the same two questions. Interestingly parents saw their children as getting into more trouble than the children themselves did.

⁴ As noted previously, exact numbers of students enrolled in year one included in the database is understated. The true number is probably around 4,000. In addition, 21st CCLC attendance for the first two years of the program was not documented correctly. Thus, another 5,00 children may also have participated in the program for one of those years. Thus the total number of different children enrolled in the program is probably closer to 32,000

⁵ This percentage will decrease once individuals who only registered in year 2005-06 have a chance to register in 2006-07.

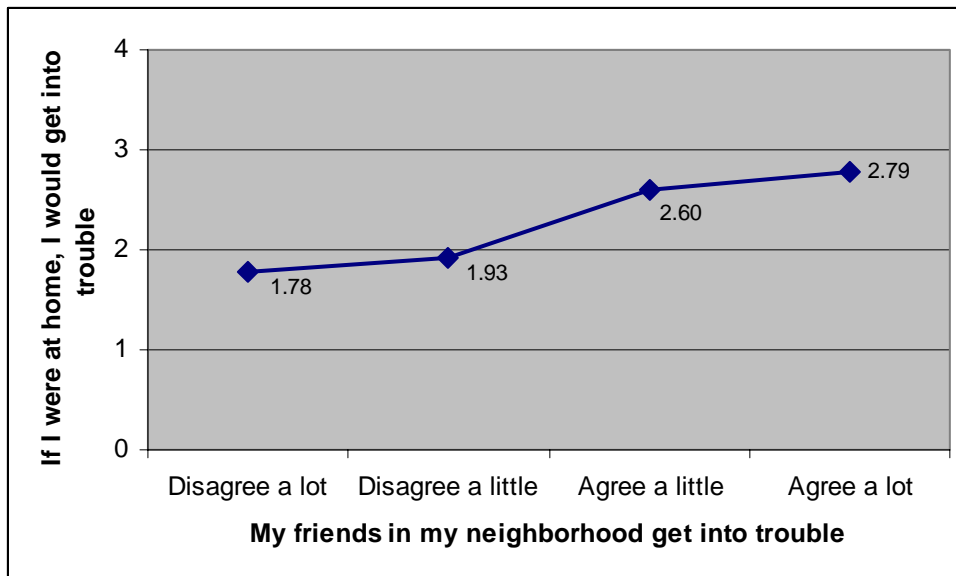
⁶ The number of students enrolling for two or more years might have been slightly higher if the 21st CCLC attendance data were available for years 2 and 3 of FWAS.

Figure 1: Getting into Trouble at Home by Little to do at Home



Friends can both positively and negatively influence the behavior of children, especially if there are no adults present to influence children's behavior. For example, children were asked whether their friends in their neighborhood got into trouble (1=strongly disagree to 4=strongly agree). The more children reported that their friends in the neighborhood got into trouble, the more likely they were to report that if they were at home they would be getting into trouble.

Figure 2: Getting into Trouble at Home by Friends Getting into Trouble



Parents are also concerned that their children are watching too much TV or spending too much time 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 (mean=3.60; 1=strongly disagree to 4=strongly agree).

Finally, children, especially secondary school students need "down time," without always having to be in organized activities, involved in taking care of siblings, or involved in doing household chores. To obtain information about student time use, both middle school students were asked to indicate the degree of their involvement in 10 major categories of activities (Table 6). Children at a selection of FWISD middle schools were asked to respond to the survey (n=3880 responded). Three activities stood out as occupying a large portion of middle school students' time after school: hangin' with friends (58.9% indicated participation more than half the time or most of the time); watching TV or talking on the phone (56.1%); and doing homework at home (53.7%). On the other hand, students spent considerably less time participating on their school's sport team (26.0% more than half the time or most of the time), attending an after-school program at their school (22.6%), and attending an after-school program at places other than their school (19.4%). Thus, ways need to be found to convert some of the down time to more productive, meaningful, adult mediated activities.

Additionally, 88.2% of individuals for whom hanging out with friends as a major activity say they plan to graduate from college, while 94.4% of students involved in the other listed activities plan to graduate from college ($p \leq .001$), again supporting the developmental advantages of activity involvement beyond just hanging out.

Table 6: Percentage of Respondents by Activity Involvement Category

	Very Seldom	Less than Half the Time	Half the Time	More than Half the Time	Most of the Time
Hangin' with my friends (talking, watching TV, at the mall, etc.)	7.6%	15.0%	18.5%	19.6%	39.3%
Watching TV or talking on the phone	7.8	17.9	18.2	18.9	37.2
Doing homework at home	12.3	21.2	22.7	12.2	31.5
Taking care of a younger sibling	25.6	20.4	18.0	15.3	20.6
Doing household chores	13.3	21.4	24.6	17.2	23.5
Participating on my school's organized sport team	52.6	10.5	10.9	9.9	16.1
Attending an after-school program at my school	51.4	13.8	12.0	9.0	13.6
Attending after-school programs at places other than my school (Church, YMCA, Boys and Girls Club, etc.)	59.7	11.4	9.6	8.8	10.6
Working for pay	44.5	17.1	15.3	8.3	14.8
Volunteering	45.6	20.4	15.7	8.4	10.0

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 4: Program Observations

FWAS administrative staff conducted formal site visits to all FWAS sites during the 2005-06 program year. A separate form was used for FWISD/CFW and the 21st CCLC sites.⁷ The purpose of the visits was to provide formal feedback to site supervisors and academic Liaisons and serve as the basis for discussions of program improvement at the specific school sites.

FWISD/CFW

Schools were visited three to nine times during the 2005-06 program year, with an average of 4.76 visits per site. Programs were rated in 12 different areas (and related sub-areas) during each visit. All observations were scored on a scale of 1=seldom/poor to 4=all the time/excellent. Table 7 provides means for each of the 12 areas over all schools over all observation periods. The highest areas of performance were staff to student ratio (3.71); safety, health and nutrition (3.58); facility availability and use (3.44); and staff-participant-family interactions (3.40). The lowest areas of performance were opportunities for service to others (2.04), character/development/life skills (2.05), recreation activities (2.53) and academic activities (2.56).

Table 7: Summary of FWISD/CFW Structural and Activity Ratings

Observation Area	Mean¹
Staff to Student Ratio and Parent Involvement	3.71
Safety, Health, Nutrition	3.58
Facility Availability and Use (Adequacy of facilities, appropriate use of facilities)	3.44
Staff-Participant-Family Interactions	3.40
Training (Quality and Type)	3.22
Activities (Variety, developmentally appropriate, youth engagement, planning)	3.22
School/Provider Communication	3.18
Fine Arts Activities (availability and quality)	3.04
Academic Activities (Enhancement of cog. development and academic success)	2.56
Recreation Activities (Mastery of new skills, mix of structured and unstructured activities)	2.53
Character Development/Life Skills (incorporation of life skills)	2.05
Opportunities for Service to Others	2.04

¹Scale: 1=seldom/poor to 4=all the time/excellent.

21st CCLC

A different form was used to rate the 21st CCLC programs. Ratings occurred in two parts. First, general observations were made about the program. Then the program observer selected an offered activity and observed that activity in depth. 32 general site visits were completed, along with 63 different activity observations. For both types of observations, ratings were from 1=low to 4=high, with precise definitions given for each category for each rating level (Table 8). Raters were staff from FWISD Accountability and Data Quality.

⁷ In future years, a single observation form will be used.

For the general program observations, high ratings were given for the degree of communication between the program and the school (3.8), adequacy of storage space and variety of activities offered. Lower ratings were for providing homework assistance in small groups and providing quality student-teacher interaction (2.9) and coordination of program with other after-school programs offered at the school (2.5).

For the activity ratings, ratings were all good, with the highest ratings for appropriateness of the facility (3.7), the degree of youth engagement within the activity (3.6). Staff involvement, evidence of planning, staff relationships with youth, and the degree to which programs are designed to promote academic success were also given good ratings.

Table 8: 21st CCLC General and Program Ratings

	Mean¹
General Program Ratings	
School and program have open communication	3.82
Adequate storage space	3.71
Variety of activities offered	3.76
Back up plans for substitutes and flexibility if students arrive early	3.58
Adequate supervision of youth	3.31
Homework assistance in small groups and quality supervision	2.96
Coordination of program with other programs	2.53
Activity Ratings	
Facility Appropriate	3.71
Youth Engagement	3.62
Staff Involvement	3.56
Evidence of Planning	3.53
Staff Relationship to Youth	3.58
Enhances Academic Success	3.55
Reinforces Activity Objective	3.46
Developmentally Appropriate	3.43
Teaches new Skills	2.79

¹Scale: 1=low to 4=high, with precise definitions given for each category for each rating level

Section 5: How did Students Rate the Quality of the Program?

FWISD/CFW and 21st CCLC elementary school participants filled out a similar end of the year survey designed to gain information about student perceptions of program quality and satisfaction.⁸ Overall, student ratings of the program were positive.

Students indicated that they felt safe in the program (mean=3.65, 1= strongly agree to 4=strongly agree); got help with their homework (4.13); and liked the after-school teachers (3.56). Students were not bored during the program (2.18).

⁸ The same survey formats will be used for all FWAS participants in future years. Analyses for (FWISD/CFW Middle School students using Form A are not included due to the small number of survey responses.

Two questions asked students to rate their satisfaction with the program. 53.0% of the students indicated that they wanted to sign up again for the program (34.2% Maybe) and 55.3% of the students indicated they would tell other kids to sign up for the after-school program. More children in grades 5 and 8 indicated would not sign up again than children in grades 3, 4, 7, and 8. Children in grades 5 and 8 graduate and go onto another school. They may be less positive about signing up again since (a) they might not know if their new school will have an after-school program or (b) they might feel that after-school is not appropriate for children at the next school level.

Section 6: Principal Program Ratings

FWISD/CFW Principals

Principals (n=47/50) at FWISD/CFW sites were asked to rate the performance of the after-school program at their schools (1=performs very poorly to 4=performs very well). Principals also were asked to rate the importance of having each of several potential components at their school (1=strongly disagree to 4=strongly agree) and how well programs were performing in each of these areas (1=needs a lot of improvement to 4=performs very well). Table 9 lists the components in order of rated importance. Homework assistance and academic enrichment were seen as the most important components, followed by fine arts activities and character development. Despite ratings above 3.0 (on a scale of 4.0), principals did see room for improvement in program performance. Community service received the lowest performance rating, but this area was also seen as less important than the other program components.

Table 9: FWISD/CFW Principals' Program Component Ratings

Program Components	Mean Importance Score (1=Not Important to 4=Very Important)	Performance Mean (1=Needs a Lot of Improvement to 4=Performs Very Well)
Homework Assistance	3.81	3.24
Academic Enrichment	3.68	3.02
Fine Arts Activities	3.60	3.27
Character Development	3.55	2.90
Sports and Fitness Activities	3.45	3.20
Community Service Activities	3.17	2.69

Principals were also asked to rate the importance of selected program goals (1=not important to 4=very important) and how well the programs were performing in achieving each of these goals (1=needs a lot of improvement to 4=performs very well). All of the goals were seen as important, with increasing academic performance and school attendance given the highest ratings. Principals indicated that programs were performing fairly well in meeting the listed goals (Table 10).

Table 10: FWISD/CFW Principal Importance-Performance Ratings

Program Goals	Mean Importance Score (1=Not Important to 4=Very Important)	Performance Mean (1=Needs a Lot of Improvement to 4=Performs Very Well)
Increase Academic Performance	3.83	3.36
Increase School Attendance.	3.74	3.44
Decrease Juvenile Crime	3.66	3.55
Reduce Annual Drop Out Rate.	3.50	3.39

21st CCLC Principals

Principals at 21st CCLC (n=17 of 19 responded) sites were asked to rate the importance each of several components for a quality after-school program at their school (1=strongly disagree to 4=strongly agree) and how well programs were performing in each of these areas (1=needs a lot of improvement to 4=performs very well). Table 11 lists the components in order of rated importance. Principals felt that academic tutoring (3.94), academic enrichment (3.82), homework assistance (3.72) and variety of programming (3.76) were the more important program components. Programs were given the highest performance ratings in areas that were considered the most important.

Table 11: 21st CCLC Principal Program Component Ratings

Program Components	Mean Importance Score (1=Not Important to 4=Very Important)	Performance Mean (1=Needs a Lot of Improvement to 4=Performs Very Well)
Academic Tutoring	3.94	3.53
Academic Enrichment	3.82	3.53
Homework Assistance	3.82	3.27
Variety of programming	3.76	3.27
Sports and Fitness Activities	3.59	3.27
Fine Arts Activities	3.47	3.27
Youth Development Activities	3.47	3.07
Technology Related Activities	3.41	2.93
Community Service Activities	3.29	2.67
Service Learning Activities	3.18	2.87

Table 12: 21st CCLC Principal Program Goals Ratings

Program Goals	Mean Importance Score (1=Not Important to 4=Very Important)	Performance Mean (1=Needs a Lot of Improvement to 4=Performs Very Well)
Provide opportunities for academic enrichment to meet State and local student academic achievement standards in core academic subjects.	3.93	3.50
Increase number of students passing math TAKS.	3.80	3.25
Increase school attendance.	3.80	3.25
Offer students a broad array of additional youth development services designed to reinforce and complement the regular academic program of participating students.	3.73	2.75
Increase number of students passing reading TAKS.	3.73	3.25
Offer families of students and other adults learning opportunities for literacy and educational development.	3.67	2.75
Increase number of students promoted to the next grade.	3.67	3.25
Increase families participating in family literacy and other activities.	3.67	2.50
Increase number of students passing science TAKS.	3.64	3.00
Reduce annual drop out rate.	3.64	2.75
Reduce disciplinary referrals.	3.53	3.17

Summary of Principal Ratings

Overall, at both FWISD/CFW and 21st CCLC sites, Academic tutoring and academic enrichment activities were rated as most important by principals at the two different types of sites. However, principals at the 21st CCLC sites gave higher performance ratings than principals at the FWISD/21st CCLC sites. These differences may be due to differences in the program models used at the two different types of settings (homework vs. tutoring).

For 21st CCLC sites, all of the goals were seen as important, with performance seen as best for the top rated goals of providing academic enrichment opportunities to meet state achievement standards in core academic subjects. Goals for which performance was rated lowest were increasing families participating in family literacy and other activities, offering families of students and other adults learning opportunities for literacy and educational development, and reducing the annual dropout rate.

Section 7: FWISD/CFW Site Coordinator and 21st CCLC Site Coordinator and Academic Liaison Ratings

The FWISD/CFW Site Supervisors (SSFW), 21st CCLC Site Supervisors (SSCC), and 21st CCLC Academic Liaisons (AL) were asked a series of questions about the quality of the 21st CCLC program at their schools 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 SCs and ALs when they rated common items (Table 13).

The following is a summary of the SSFW, SSCC and AL responses.

- ALs and SSs felt the program provided adequate supplies and program materials, training, and facilities. Some concern, however, was expressed about the training available to improve knowledge of how to use the 21st CCLC database. (Note: site staff turnover creates a problem for keeping people up-to-date on database entry requirements.
- All three groups indicated that the program provided homework help, tutoring activities, and academic enrichment activities.
- The three groups indicated that there were good working relationships between the program and the school principal, but some questions were raised about the relationship between the school and CBO staff.
- Respondents for all groups expressed some concern about the timeliness of ordering supplies and the adequacy of storage space for program supplies and materials.
- Respondents expressed satisfaction with the relationship they had with the program coordinator for their grant, but some indicated they would like the FWAS program coordinators to visit their site more often.

Table 13: Site Coordinator and Academic Liaison Ratings

In your judgment, to what extent does the after-school program:	FWAS/ City Site Super.	21st CCLC Site Super.	21st CCLC Academic Liaison*
Provide adequate supplies and program materials for you to do your job?	—	4.00	4.00
Provide adequate training for you to do your job?	3.74	3.63	3.84
Provide access to facilities needed to conduct scheduled activities?	—	3.84	3.79
Provide homework help?	4.00	3.72	3.84
Provide academic tutoring activities?	3.90	—	3.79
Provide academic enrichment activities?	—	3.95	4.00
Work with teachers to assess needs of students?	—	—	4.00
Administer Pre/Post tests to students to track increased proficiency?	—	—	3.84

*All responses on a scale of 1=not at all to 4=very much

Do you agree or disagree with the following statements about the relationship between your school and the CBO partner?	21st CCLC Site Super.	CCLC Academic Liaison¹
The principal is involved in our program on a consistent basis.	3.63	3.68
There is a good working relationship between the site supervisor and myself.	3.67	3.53
I have regular meetings with the CBO staff.	—	3.53
I have adequate workspace at the school.	3.47	3.50
At our campus, the custodial staff supports the program.	3.42	3.37
There is effective communication between our program staff and the campus staff regarding student needs.	3.32	3.28
There is a strong partnership between our school staff and the CBO staff.	3.53	3.22
There is good communication between the CBO and the after-school staff.	3.53	
The CBO purchases supplies in a timely manner.	—	3.00
There is enough storage space for supplies.	2.84	2.79
The CBO is supportive of the program.	3.63	—
I have worked with the same people for the entire school year.	3.11	—
I would work for this agency again in the future.	3.42	—
I feel the agency pay scale is adequate for the position.	2.53	—

¹Responses on a scale of 1=Strongly disagree to 4=Strongly agree

Do you agree or disagree with the following statements about the relationship between the program at your school and the 21st CCLC program administrative staff.	21st CCLC Site Super.	21st CCLC Academic Liaison¹
I am adequately trained to submit payroll.	3.11	4.00
I am given adequate training to complete the required paperwork.	3.53	3.79
There is open communication between the 21 st Century office staff and our staff.	3.47	3.68
I feel supported by the program coordinator for my grant.	3.61	3.58
I visit all activities on a regular basis.	—	3.58
The program coordinator visits our program regularly.	3.37	3.37
I am comfortable using the program attendance database.	3.47	3.00

¹Responses on a scale of 1=strongly disagree to 4=strongly agree

Section 8: FWISD/CFW Staff and 21st CCLC Program Instructors' Ratings

FWISD/CFW 21st CCLC program instructors and program staff responded to several questions regarding the degree of communication they had with the program staff, the school principal and teachers from the school at which they worked (1=strongly disagree to 4=strongly agree; Tables 14 and 15). Instructors also felt they had access to needed school facilities and sufficient materials and supplies for their classes. Respondents reported a strong working partnership between the school staff, principals and program staff.

Table 14: 21st CCLC Program Instructor Ratings

	21st CCLC
I have good communication with the site coordinator.	3.60
I have good communication with the academic liaison,	3.58
The after-school program has adequate support from the principal.	3.50
Teachers at the school are willing to collaborate with the after-school staff.	3.39

Table 15: FWISD/CFW Staff Ratings

	FWISD/ City
The school staff are supportive of the after-school program.	3.64
There is a strong partnership between our program staff and school staff.	3.51

Section 9: Comments from Program Staff and Principals at 21st CCLC Sites

Table 16 provides a summation of comments regarding program strengths and areas of needed improvement made by program staff and principals at the 21st CCLC sites. In general, strengths of the program noted by principals and staff were the level of communication between staff and program managers, the variety of activities, and the provision of safe places for children to be after school. There were common concerns expressed about the program database, especially in regard to the ease of use (although abundant training is available), and the program tracking requirements. It should be noted that TEA requires considerable data to be collected and reported about the program. These requirements necessitate extensive internal data collection about program content, attendance, staffing, and outcomes.

Table 16: 21st CCLC Comments

	Strengths	Improvements Needed
Academic Liaisons	<ul style="list-style-type: none"> • Cooperation between CBO, school staff and 21st CCLC office staff • Involvement of teachers in program • Variety and types of programming 	<ul style="list-style-type: none"> • Get CBO staff more attuned to school goals, possibly let schools have total control for program • Better ways of keeping track of attendance • Increase parent involvement
Program Supervisors	<ul style="list-style-type: none"> • Good communication between all staff involved with the program • Positive student response to program 	<ul style="list-style-type: none"> • Increase staff training • Only hire staff who are committed to the program • Make it easier to enter data in the attendance database • Improve program marketing
Instructors/ Teachers	<ul style="list-style-type: none"> • Variety of activities • Quality of staff • Safe place for students • Quality of leadership • Academic enrichment 	<ul style="list-style-type: none"> • Address student behavior • Increase funds (especially where there are more students) • Improved database entry and other paperwork processes
Principals	<ul style="list-style-type: none"> • Variety of activities • Provision of homework assistance • Cooperation between CBO, school staff and 21st CCLC office staff 	<ul style="list-style-type: none"> • Make entering attendance in database easier...too time consuming. • Greater variety in activities (fine arts and physical activities) • Decrease changes in CBO staff during school year • Improve disciplinary skills of non-school staff.

Section 10: Program Impacts

Data from students, parents, and classroom teachers were used to assess program impacts related to academic performance, school attendance, and improved classroom performance (as rated by classroom teachers).

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

Students also felt the after-school program was contributing to how they were doing in school. 59.6% indicated that since they have been in the after-school program they like school more or a lot more. 69.4% indicated that they were getting better grades since they started attending the after-school program, though differences were observed between students in grades 3-5 (80.9%) and middle school students (68.4%).

Is there an impact of program attendance on TAKS scores?

Analyses were done to determine if program attendance was related to whether students passed the TAKS tests in reading and math for 2005-06. Students were divided into four groups:

- (a) not in the program years 2004-05 or 2005-06 (but had attended the program at some point in the past);
- (b) in the program year 2004-05 not 2005-06;

- (c) in the program year 2005-06 but not 04-05; and
- (d) in the program both 2004-05 and 2005-06.

There were no significant differences in TAKS reading and math passing rates by attendance groups for children in grades 3-5 (Table 17). However, for children in grades 6-8,

- significantly more children who attended both years 2004-05 and 2005-06 passed the TAKS reading test (74.2%) or only the most recent year, 2005-06 (72.1%), than children who had attended only for 2004-05 (69.6%) or neither of the past two years (69.4%); and
- significantly more children who attended both years 2004-05 and 2005-06 passed the TAKS math test (57.2%) or only the most recent year, 2005-06 (53.3%), than children who had attended only for 2004-05 (48.9%) or neither of the past two years (48.1%).

For students in grades 9-12, no meaningful pattern of passing rates emerged for the reading portion of the TAKS. However, for math, significantly more children who attended both years 2004-05 and 2005-06 passed the TAKS math test (54.0%) than children in the other three groups.

These results provide some support for the impact of sustained program attendance on TAKS passing rates for students in grades 6-8 and partial support for students in grades 9-12. It appears that attending the program during the year the TAKS is taken boosts TAKS passing rates, and attending both the testing year and the previous year boosts the passing rates even further in some instances.

Table 17: Percentage of Students Passing the TAKS by Grade

	Not in Program yrs 04-05 or 05-06	In program year 04-05 not 05-06	In program year 05-06 not 04-05	In program both years	All Students	Significance
Reading						
Grades 3-5	71.9	68.7	73.6	71.6	71.9	0.075
Grades 6-8	69.4	69.6	72.1	74.2	71.5	0.005*
Grades 9-12	77.2	80.2	76.8	81.5	78.4	0.114
Math						
Grades 3-5	72.5	69.9	71.7	74.3	72.4	0.119
Grades 6-8	48.1	48.9	53.3	57.2	52.3	0.001*
Grades 9-12	41.6	40.5	42.1	54.0	42.4	0.001*

*Significant at $p \leq .05$

Does the amount of time children spend in the after-school program impact whether they pass the reading and math portion of the TAKS?

Program participants for year 2005-06 were divided into four attendance groups: those attending 1-29, 30-59, 60-89, and 90+ days. The percentage of students passing the TAKS reading and math tests were determined for each attendance group by grade groups (3-5, 6-8 and 9-12).

Students in grades 3-5 who attended FWAS 90+ days had higher TAKS passing rates on the math and reading TAKS tests than students who attended less than 90 days. There were no significant differences by attendance groups for students in grades 6-8. For students in grades 9-12, there were significant differences in reading passing rates by program attendance group but the results did not show a discernable pattern across the attendance groups.

Table 18: Percentage of Students Passing TAKS by Program Attendance Groups

Math	Program Days				Total	P
	1-29	30-59	60-89	90+		
Grades 3-5	69.3%	69.4%	69.0%	76.2%	73.0%	0.001*
Grades 6-8	54.7	55.1	54.7	55.0	54.8	0.994
Grades 9-12	42.1	56.6	45.6	56.8	47.1	0.004*
Reading						
Grades 3-5	69.3	70.2	69.4	75.1	72.6	0.005*
Grades 6-8	71.8	73.4	74.5	74.3	72.9	0.380
Grades 9-12	75.7	82.0	83.1	85.1	78.8	0.107

*Significant at $p \leq .05$

Is there a relationship between program attendance and school attendance rates?

Students were divided into the same four program attendance groups used in the previous analyses. School attendance was then compared between students in each of the four program attendance patterns. Table 19 includes the percentage of children with 90%+ attendance for each program attendance group by grade group (Pk-2, 3-5, 6-8, 9-12). For example, 93.7% in grades PK-2 who attended the after-school program in both years 2004-05 and 2005-06 had school attendance above 90%.

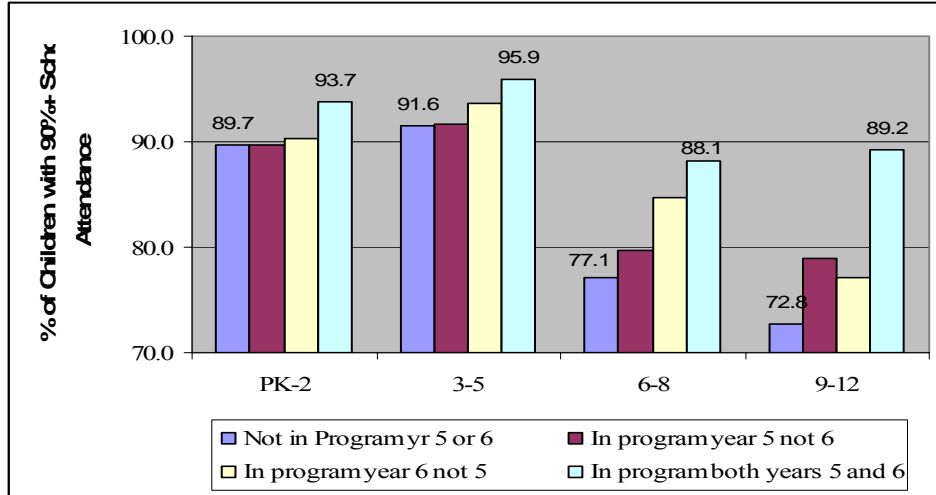
For students in grades each grade groups, a higher percentage of students had attendance above 90% if they attended the after school program in both 2004-05 and 2005-06 than if they did not attend the program both of those years. The compared to the latter group, 4.0, 4.3, 11.0, and 16.4% more students for the four age groups respectively had attendance above 90% if they attended both years compared to those who did not attend either year. The differences were most pronounced for children in grades 6-8 and 9-12.

Table 19: Percent School Attendance by Grade Groups

Grade	Not in Program yrs 04-05 or 05-06	In program year 04-05 not 05-06	In program year 05-06 not 04-05	In program both 04-05 and 05-06	Total	p
PK-2	89.7	89.7	90.3	93.7	91.0	0.001*
3-5	91.6	91.6	93.6	95.9	93.6	0.001*
6-8	77.1	79.7	84.7	88.1	82.8	0.001*
9-12	72.8	78.9	77.2	89.2	76.6	0.001*

*Significant at $p \leq .05$

Figure 3: Relationship of Program Attendance to School Attendance



Analyses were also done to determine the relationship between the number of days students attended the program in 2005-06 and school attendance. Students attending the after-school program in 2005-06 were also divided into four program attendance groups: 1-29, 30-59, 60-89, and 90+ days of program attendance.

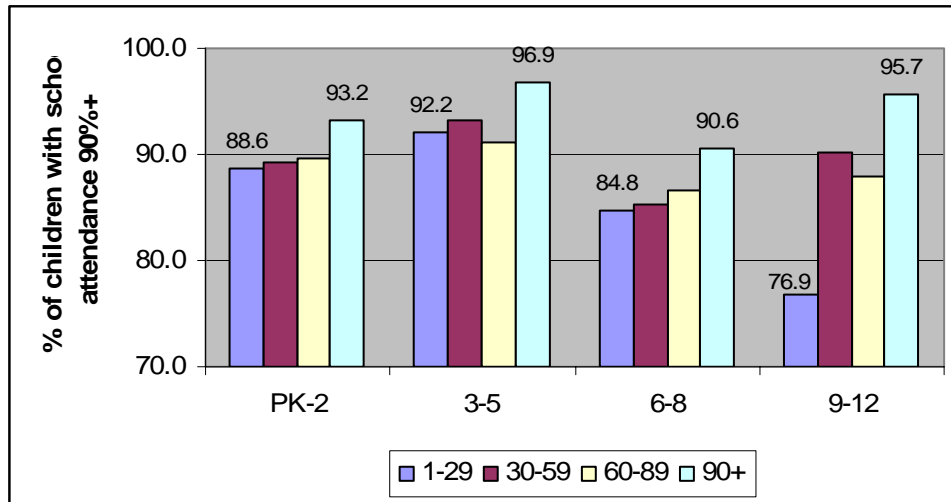
For all grade groups, students attending the program 90+ days had higher school attendance than children who attended the program fewer days (Table 20). In addition, for students in the 9-12 grade group, there was a significant difference in school attendance between children who attended FWAS 1-29 days vs. those who attended more than 90 days during the 05-06 school year (76.9% vs. 95.7%).

Interpreting these data should be done 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 more 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.

Table 20: Percentage of Children with at Least 90% School Attendance by Days of After-School Program Attendance

Grade	FWAS Program Attendance Days				p=
	1-29	30-59	60-89	90+	
PK-2	88.6%	89.2%	89.6%	93.2%	0.033
3-5	92.2	93.1	91.2	96.9	0.001
6-8	84.8	85.2	86.7	90.6	0.001
9-12	76.9	90.1	88.0	95.7	0.001

Figure 4: Program Attendance by Grade Group



What changes did classroom teachers observe in 21st CCLC participants from beginning to end of year?

At the end of the 2006 spring semester, middle school teachers were asked to rate changes in student academic habits and outcomes over the past school year for 21st CCLC students who were in their regular school-day classes and who had attended the 21st CCLC program 30 or more days during the past school year. Ten items were rated on a scale of 1=very poor to 4=very good (Table 21). 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.

Ratings were completed for 1,548 students who had attended the 21st CCLC 30+ days during the 2005-06 school year. Of these, 498 were in grades 1 to 5 and 1114 in grades 6 to 12. For purposes of analysis, data for students in these two grade groups were analyzed separately.

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 differences between students in the two grade groups in the amount of reported improvement from the beginning to the ending ratings. For students in grades 1 to 5, depending on the item, 68.1% to 79.8% of the students rated as low performing (at the beginning of the year (1=very poor or 2=poor) improved their ratings by the end of the year. For students in grades 6 to 12, there was also considerable improvement for those rated as low performing at the beginning of the year. The percentage of those with improved scores for those in the older grades was lower than for those in the younger grades (47.2% to 64.1%). Those students in the younger grades showed from 7 to 26% more improvement, depending on the item, than for the students in the older grades.

For students who were already performing at an acceptable level (3=well or 4=very well) more students in grades 1 to 5 than grades 6-12 improved their ratings (3 to 4) by the end of the year. These students already were being highly rated by their teachers.

Teacher ratings were not sought for children who were not in the 21st CCLC program or attended less than 30 days. Without these comparison groups, it is difficult to know if positive changes in teacher ratings are partly attributable to attending the 21st CCLC at least 30 days. It could be that students would have been rated by teachers as improving in their behavior even if they did not attend the program or attended very little.

Among students attending the CCLC program, the teaching ratings provided useful insights into the relationship between perceived student behavior and school performance (TAKS scores). For example,

- those students who did not pass the TAKS reading test had lower ($p \leq .001$) ending behavior ratings summed over all items (32.0; covariate beginning behavior ratings) than students who passed (33.2); and
- those students who did not pass the TAKS math test had lower ($p \leq .001$) total ending behavior ratings summed over all items (31.6; covariate beginning behavior ratings) than students who passed (33.6).

For the reading test, the interaction between grade level and passing was not significant. However, for the math test, students in grades 3 to 5 showed greater differences between those who did not pass and those who passed (32.1 vs. 34.8) than students in grades 6-12 (31.2 vs. 32.3).

Teacher ratings show promise as a way of assessing the impact of 21st CCLC program involvement. However, assessing this impact will require collection of teacher ratings for both students participating and not participating in the 21st CCLC program.

Table 21: Teacher Student Behavior Ratings 2005-06 (30+ days 21st Century Program Students)

	Grades	Beginning of the Year Rating Very Poor or Poor			Beginning of the Year Rating Well or Very Well		
		<i>Negative change</i>	<i>No change</i>	<i>Positive Change</i>	<i>Negative Change</i>	<i>No change</i>	<i>Positive Change</i>
Turns in homework on time	1-5	0.5	19.9	79.6	2.5	62.5	35.0
	6-12	6.6	35.0	58.4	14.7	65.8	19.5
Completes homework to your satisfaction	1-5	0.5	19.4	80.1	2.6	65.2	32.2
	6-12	4.2	38.9	56.9	12.8	68.4	18.8
Participates in class	1-5	0.5	19.7	79.8	0.7	67.5	31.8
	6-12	3.8	32.1	64.1	10.5	69.5	20.0
Volunteers (e.g., for extra credit/ more responsibilities)	1-5	0.0	31.9	68.1	1.7	68.6	29.7
	6-12	2.8	50.0	47.2	6.9	74.9	18.2
Attends class regularly	1-5	0.0	20.7	79.3	4.1	77.7	18.2
	6-12	6.7	33.3	60.0	7.1	80.8	12.1
Is attentive in class	1-5	1.5	25.4	73.1	2.2	69.7	28.1
	6-12	3.8	37.0	59.2	11.1	72.4	16.5
Has satisfactory classroom performance	1-5	0.9	26.2	72.9	1.9	65.5	32.6
	6-12	4.5	36.7	58.8	12.4	69.4	18.2
Comes to school ready/prepared to learn	1-5	0	22.2	77.8	3.3	72.8	23.9
	6-12	3.9	45.1	51.0	11.2	72	16.8
Gets along well with other students	1-5	3.1	26.8	70.1	3.1	75.7	21.2
	6-12	2.4	34.9	62.7	5.7	80.6	13.7
Gets along well with teacher	1-5	1.8	26.8	71.4	2.9	75.4	21.7
	6-12	1.7	34.3	64.0	5.8	78.4	15.8

What kind of supervision would children receive if they were not in the after-school program?

Parents of children in the FWISD/CFW program were asked to indicate who would be supervising their oldest child after-school if the child was not in the after-school program⁹. Results indicated that 64.7% of the children would be supervised by an adult all of the time, while 17.1% of the children would be supervised by an adult some of the time. However, 11.0% of the parents indicated that their oldest child would be alone without any adult supervision and 7.2% indicated that their child would be with other children, but without an adult present.

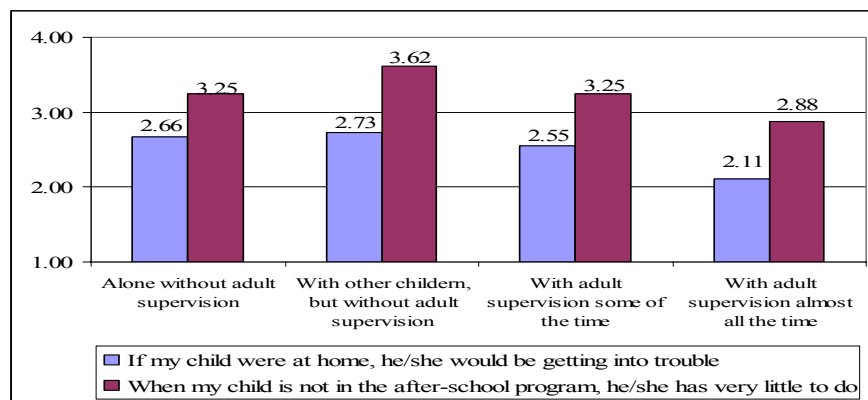
There were no significant differences in the distribution of responses by grade ($p > .05$). This result is surprising, since, based on data from other studies, as children got older they would be expected to spend more time alone or supervised by other children without an adult present after school. However, the sample of students in grades 6-8 is small and the results might not be representative of middle school students in general.

Table 22: Parent Ratings of Child Supervision by Grade if Child Not in the After-School Program

Grade	Alone without an adult	With other children without an adult	With adult supervision some of the time	With adult supervision almost all the time
1-5	10.8	7.1	17.3	64.9
6-8	14.3	9.5	14.3	61.9

Importantly, adults were less likely to indicate that their children would be getting into trouble, if the children were at home without adult supervision almost all the time versus children who were in the other three after-school supervision groups (Figure 5). At the same time, 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. 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 a situation where they are less likely to get in trouble and more likely to have positive activities in which to participate.

Figure 5: Parent Perceptions of Child Getting Into Trouble and Having Things To Do After School By After-School Supervision Arrangements



⁹ Parent surveys will be done for 21st CCLC program in 2006-07.

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 child's life. Parents indicate that since their child has been in the after-school program, he/she looks forward to going to school (3.67; 1=strongly disagree to 4=strongly agree), is doing better on their homework (3.60); and he/she is doing better in school (mean=3.57). Overall, 79.3% of parents indicate that since their child has been in the after-school program he/she likes school more or a lot more.

Do students feel that they were positively impacted through their participation in the 21st CCLC program?

Middle school and high school 21st CCLC program participants were asked a series of questions about the outcomes they associated with program participation (Table 22). 83.7% indicated that as a result of being in the program they better understood the importance of graduating from high school and 66.6% indicated that they liked school more. Students also believed that as a result of the program they came to school more often (75.0%) and got better grades (71.6%).

Table 23: 21st CCLC Secondary Students Gains from Program Participation

As a result of participating in the 21st CCLC program, I...	Disagree or Strongly Disagree	Agree or Strongly Agree
Like school more	33.4	66.6
Come to school more often	25.0	75.0
Get better grades	21.8	78.2
Behave better at school	28.4	71.6
Work better with other students	22.2	77.8
Feel better about myself	18.2	81.8
Talk to my teachers more	30.4	69.6
Better understand the importance of graduating from high school	16.3	83.7

Is there a relationship between selected neighborhood and program attribute ratings and selected program outcomes?

Analyses were conducted to determine if student survey responses were related to program outcomes. In particular, analyses were done to determine if there was a relationship between four categories of program and neighborhood ratings and three outcomes including making positive school attributions, TAKS scores and school attendance. The predictor variables included: perceptions of (a) one's neighborhood as a negative environment; (b) the after-school program as a safe and caring environment; (c) the after-school program as a place where homework help is available; (d) satisfaction with the after-school program. These four variables used in the analysis resulted from a factor analysis of the student survey questions.

Hierarchical linear regression analyses were undertaken to assess the relationship between the four predictor variables and the outcome variables.

The original assumption was that (1) both perceptions of the program as a safe and caring environment and seeing the program as a place to receive homework help would be predictive of

program satisfaction, and (2) the indirect effect of each of these factors on positive school attributions, TAKS scores and school attendance was mediated through these relationships with program satisfaction. Only the model predicting youth-reported positive school attributions was significant.

The analysis for positive school attributions showed that program satisfaction was by far the strongest predictor and accounted for the greatest portion of the variance in positive school attributions (R^2 change=.335, $p<.001$, $\beta=.323$), followed by the program being perceived as a safe and caring environment (R^2 change=.057, $p<.001$, $\beta=.230$), and the program being perceived as a place for homework help was available (R^2 change=.023, $p<.001$, $\beta=.200$). While negative neighborhood environment was a predictor of positive school attributions, it accounted for only a negligible amount of the variance in positive school attributions (Table 24).

Table 24: Regression Coefficients and Predictive Model for Positive School Attributions

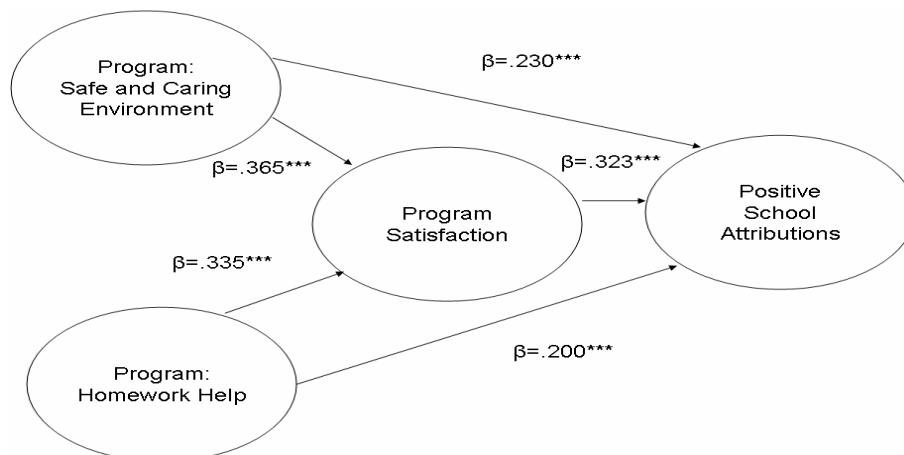
Model	R^2			
	Δ	B	SE B	β
DV Positive School Attributions				
1. Program Satisfaction	.335***	.312***	.022	.323***
2. Negative Neighborhood Environment	.002*	-.002	.021	-.002
3. Program: Safe and Caring Environment	.057***	.265***	.027	.230***
4. Program: Homework Help	.023***	.198***	.022	.200***

* $p < .05$, ** $p < .01$, *** $p < .001$

Figure 6 presents the path diagram that illustrates the mediating model predicting positive school attributions. Results indicated that the effects of a program’s safe and caring environment ($t=89.35$, $p<.001$) and a program’s homework help ($t=107.13$, $p<.001$) were both partially mediated by program satisfaction.

The results indicate that perception of the program as a safe and caring environment and as a place that helps with homework significantly predicted program satisfaction and accounted for approximately 44% of the variance in program satisfaction. Given program satisfaction’s strength in predicting positive school attributions, it is reasonable to suggest that these two program elements are critical to fostering program satisfaction and positive school attributions for FWAS program participants. Finding ways to increase the salience of these program characteristics and ultimately program satisfaction appear to be critical for improving student’s positive school attributions.

Figure 6: Model Reflecting the Partial Mediation of Program Elements by Program Satisfaction on Participant Reported Positive School Attributions



Conclusions

The evaluation results support the value and impact of FWAS and suggest the following conclusions.

- Significant numbers of children are served by the program. Many children spend a considerable amount of time at the program, while others participate for a more limited number of days. Continuing efforts to increase involvement in the program, especially for secondary school students, is warranted. These efforts should include increased conversations with secondary school students about program content and characteristics which would best meet their needs.
- There is considerable evidence that program participation is associated with desired positive outcomes. Students, parents, and classroom teachers feel that students benefit academically from program involvement. The program clearly provides a safe environment for students and is better than the alternatives of being home alone or not having any thing to do and potentially being negatively influenced by peers. Principals also note the social and physical benefits that accrue to program participants.
- FWAS has recently combined the administration of its FWISD/CFW and 21st CCLC funded programs. While the two programs have slightly different emphases, coordinated management will enable both programs to improve the delivery of service. FWAS has finished its 6th program year (the last five of which have included 21st CCLC programs). During that period, there have been refinements in programming, program management and supervision, data management, and evaluation processes. Under combined leadership, the program should continue to improve and play a significant role in meeting the needs of FWISD students for safe places to be during the after-school hours, opportunities to undertake activities to enhance academic performance, and opportunities to improve social and physical skills.

Appendix One: Program by School

School	MS or ES	% Free/ Reduced Lunch	Slots	School Enrollment 2005-06	Provider 2000-01	Provider 2001-02	Provider 2002-03	Provider 2003-04	Provider 2004-05	Provider 2005-06	Provider 2006-07
Carroll Peak	ES	94.4	100	448	Site-Based	YMCA	YMCA	YMCA	21stCCLC	21stCCLC	21stCCLC
Carter Park	ES	89.7	100	574	Stone Soup	Stone Soup	YMCA	YMCA	21stCCLC	21stCCLC	21stCCLC
Daggett MS	MS	85.9	100	405	Stone Soup	21stCCLC	21stCCLC	21stCCLC	21stCCLC	21stCCLC	21stCCLC
Dunbar 6th	MS	81.2	150	282	YMCA	YMCA	YMCA	21stCCLC	21stCCLC	21stCCLC	21stCCLC
Riverside MS	MS	88.9	100	949	CIS	21stCCLC	21stCCLC	21stCCLC	21stCCLC	21stCCLC	21stCCLC
SS Dillow	ES	91.3	100	495	CIS	CIS	Site-Based	Site-Based	21stCCLC	21stCCLC	21stCCLC
VL Williams	ES	87.1	100	513	CFW	Site-Based	Site-Based	Site-Based	21stCCLC	21stCCLC	21stCCLC
William James	MS	79.0	100	979	--	21stCCLC	21stCCLC	21stCCLC	21stCCLC	21stCCLC	21stCCLC
WJ Turner	ES	91.9	150	558	YMCA	YMCA	YMCA	21stCCLC	21stCCLC	21stCCLC	21stCCLC
Forest Oak	MS	82.5	100	720	--	21stCCLC	21stCCLC	21stCCLC	21stCCLC	21stCCLC	21stCCLC
D McRae	ES	94.1	150	887	--	--	--	21stCCLC	21stCCLC	21stCCLC	21stCCLC
Morningside	MS	86.4	100	506	--	--	--	21stCCLC	21stCCLC	21stCCLC	21stCCLC
Glencrest 6th	MS	80.1	100	436	--	--	--	21stCCLC	21stCCLC	21stCCLC	21stCCLC
North Side HS	HS	74.8	100	1619	--	--	--	--	21stCCLC	21stCCLC	21stCCLC
Rosemont	MS	86.2	100	869	--	--	--	--	21stCCLC	21stCCLC	21stCCLC
JP Elder	MS	85.2	100	1103	--	21stCCLC	21stCCLC	21stCCLC	21stCCLC	21stCCLC	21stCCLC
Handley	MS	56.1	100	708	--	--	--	--	21stCCLC	21stCCLC	21stCCLC
Stripling	MS	69.6	100	645	--	--	--	--	21stCCLC	21stCCLC	21stCCLC
Diamond Hill Jarvis HS	HS	81.0	100	886	--	--	--	--	21stCCLC	21stCCLC	21stCCLC
De Zavala	ES	91.8	50	424	Stone Soup	Stone Soup	Camp Fire	Camp Fire	Camp Fire	Camp Fire	Camp Fire
George C Clarke	ES	90.8	50	661	Stone Soup	Stone Soup	Camp Fire	Camp Fire	Camp Fire	Camp Fire	Clayton
TA Sims	ES	94.8	50	810	Site-Based ¹	Camp Fire	Camp Fire	Camp Fire	Camp Fire	Camp Fire	Site-Based
Como	ES	85.3	80	488	CFW	CFW	CFW	CFW	CFW	CFW	CFW
Charles Nash	ES	88.2	50	228	Cult Centro	CIS	CIS	CIS	CIS	CIS	YMCA
Diamond Hill	ES	89.9	50	670	CIS	CIS	CIS	CIS	CIS	CIS	CIS

School	MS or ES	% Free/ Reduced Lunch	Slots	School Enrollment 2005-06	Provider 2000-01	Provider 2001-02	Provider 2002-03	Provider 2003-04	Provider 2004-05	Provider 2005-06	Provider 2006-07
Dolores Huerta	ES	93.0	50	528	--	--	--	--	--	CIS	CIS
Hubbard Heights	ES	90.2	50	717	Clayton	CIS	CIS	CIS	CIS	CIS	CIS
Manuel Jara	ES	93.6	50	683	YMCA	YMCA	CIS	CIS	CIS	CIS	CIS
Meadowbrook ES	ES	86.4	50	779	YMCA	Stone Soup	CIS	CIS	CIS	CIS	21stCCLC
MH Moore	ES	86.2	50	333	CIS	CIS	CIS	CIS	CIS	CIS	CIS
ML Kirkpatrick ES	ES	92.6	50	407	CIS	CIS	CIS	CIS	CIS	CIS	YMCA
Natha Howell	ES	77.6	50	398	CIS	CIS	CIS	CIS	CIS	CIS	CIS
Oakhurst	ES	92.5	50	649	CIS	CIS	CIS	CIS	CIS	CIS	CIS
Sagamore Hill	ES	88.1	50	856	BT Sparks	BT Sparks	BT Sparks	CIS	CIS	CIS	CIS
Sam Rosen	ES	88.8	50	493	Cult Centro	CIS	CIS	CIS	CIS	CIS	CIS
Seminary Hills Park	ES	93.9	50	560	--	--	--	--	--	CIS	Site-Based
Washington Heights	ES	89.7	50	378	CIS	CIS	CIS	CIS	CIS	CIS	Clayton
AM Pate	ES	89.3	50	524	YMCA	YMCA	YMCA	CIS	Clayton	Clayton	Clayton
EM Daggett	ES	89.1	50	589	Stone Soup	Stone Soup	Clayton	Clayton	Clayton	Clayton	Clayton
Glen Park	ES	89.9	50	751	BT Sparks	Clayton	Clayton	Clayton	Clayton	Clayton	Clayton
Luella Merrett	ES	70.1	50	562	Clayton	Clayton	Clayton	Clayton	Clayton	Clayton	Clayton
Rosemont 6th	MS	94.6	50	392	CIS	CIS	CIS	CIS	Clayton	Clayton	Site-Based
Sunrise-McMillian	ES	80.9	50	430	--	--	--	--	--	Clayton	Clayton
Van Zandt-Guinn	ES	91.5	50	304	Stone Soup	Stone Soup	Clayton	Clayton	Clayton	Clayton	Site-Based
Western Hills ES	ES	77.6	50	410	YMCA	Clayton	Clayton	Clayton	Clayton	Clayton	21stCCLC
Western Hills Prim	ES	83.8	50	742	Clayton	Clayton	Clayton	Clayton	Clayton	Clayton	Clayton
Alice Contreras	ES	89.3	50	856	Stone Soup	Stone Soup	Site-Based	Site-Based	Site-Based	Site-Based	21stCCLC
CC Moss	ES	88.1	50	393	BT Sparks	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based
East Handley	ES	61.8	50	340	Stone Soup	Stone Soup	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based
Eastern Hills	ES	85.0	50	586	BT Sparks	BT Sparks	BT Sparks	Site-Based	Site-Based	Site-Based	Site-Based
Edward J Briscoe	ES	90.3	50	465	CIS	CIS	CIS	CIS	Site-Based	Site-Based	Site-Based
Greenbriar	ES	83.4	50	560	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based

School	MS or ES	% Free/ Reduced Lunch	Slots	School Enrollment 2005-06	Provider 2000-01	Provider 2001-02	Provider 2002-03	Provider 2003-04	Provider 2004-05	Provider 2005-06	Provider 2006-07
IM Terrell	ES	96.2	50	239	BT Sparks	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based
Kirkpatrick MS	MS	87.8	50	507	B&GC	B&GC	B&GC	Site-Based	Site-Based	Site-Based	Site-Based
Lowery Road	ES	63.4	50	748	YMCA	YMCA	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based
Maude I Logan	ES	92.0	50	448	BT Sparks	BT Sparks	BT Sparks	Site-Based	Site-Based	Site-Based	Site-Based
Meacham MS	MS	89.0	50	766	--	21stCCLC	21stCCLC	21stCCLC	Site-Based	Site-Based	Site-Based
Meadowbrook MS	MS	84.8	50	1020	--	21stCCLC	21stCCLC	21stCCLC	Site-Based	Site-Based	21stCCLC
Mitchell Blvd.	ES	90.4	50	489	Site-Based ¹	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based
ML Phillips	ES	70.7	50	570	Clayton	BT Sparks	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based
MM Walton	ES	82.4	50	466	BT Sparks	BT Sparks	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based
North Hi Mount	ES	81.6	50	294	Site-Based ¹	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based
Oaklawn	ES	87.2	50	368	Site-Based ¹	BT Sparks	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based
Richard J Wilson	ES	92.0	50	683	Camp Fire	Stone Soup	Camp Fire	Site-Based	Site-Based	Site-Based	Site-Based
Rufino Mendoza	ES	87.4	50	467	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based
South Hi Mount	ES	75.1	50	683	Site-Based ¹	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based
Wedgwood MS	MS	55.2	50	1030	--	--	--	--	--	Site-Based	21stCCLC
WM Green	ES	87.8	50	689	YMCA	YMCA	YMCA	YMCA	Site-Based	Site-Based	Site-Based
Worth Heights	ES	89.7	50	858	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based	Site-Based
International Newcomers Academy	M/H	86.7	100	465	--	--	--	--	--	--	21stCCLC
Dunbar MS	MS	74.5	100	652	--	--	--	--	--	--	21stCCLC
Polytechnic HS	HS	71.6	100	1109	--	--	--	--	--	--	21stCCLC
Carter Riverside HS	HS	71.6	100	998	--	--	--	--	--	--	21stCCLC
Westcreek	ES	72.9	150	731	--	--	--	--	--	--	21stCCLC

¹In 2000-01, six sites offered the Voyager Program, but were considered site-based

Appendix Two: FWISD/CFW Report Card - The Bottom Line

0 = Program does not exhibit characteristic	3 = Program exhibits characteristic a lot
1 = Program exhibits characteristic a little	4 = Program exhibits characteristic a great deal
2 = Program exhibits characteristic somewhat	

FWAS has developed a set of standards for program design and implementation. During site visits, staff use a Standardized Observation Form to rate the degree to which FWAS sites are adhering to program standards. Most of the ratings in the report card reflect the average ratings for each program standard area over all site visits. Ratings have steadily increased since the first year of the program.

Characteristic	Description	Rating 2001	Rating 2002	Rating 2003	Rating 2004	Rating 2005	Rating 2006	Evaluators' Comments
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	The FWAS Coordinating Board and Staff continue to do a good job of assessing community needs and designing a program to meet identified needs. The program has received high ratings every year for their continuing efforts in this area. This year, 4 new sites were added (3 elementary and 1 middle school) and continuation funding was approved for programming at 2 middle schools that were previously funded through the 21 st Century program. FWAS is currently piloting a summer program.
2) Program Cost	Program is provided to participants at a reasonable cost.	4	4	4	4	4	4	FWAS is still a free program for participants. 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 used funds from a positive fund balance to add additional schools for 05-06 and to pilot a summer program.
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	Last year, the use of a Standardized Observation Form based on the FWAS Standards determined the rating for this item. During site observations, FWAS coordinators and evaluators monitor supervision of students, safety hazards, communication devices, as well as sign-out procedures and other safety items to ensure that children are adequately supervised and safe from harm. Like last year's score, the lower score is a reflection of the lack of observed communication devices at program sites.

Characteristic	Description	Rating 2001	Rating 2002	Rating 2003	Rating 2004	Rating 2005	Rating 2006	Evaluators' Comments
4) Program Implementation								
4a) Statement of Goals	Program has a clear set of written goals	3	3+	3+	3+	3+	4	The program has an established set of goals, created at the beginning of the program, that continue to be utilized. The program staff continues to set and meet yearly objectives for program implementation and continuous improvement.
4b) Evidence of Planning	Program staff are prepared for daily activities.	3+	3+	3	3.3	3.4	3.3	Program staff continue to be prepared for program activities most of the time. Programs tend to have the necessary equipment and supplies and there is evidence of staff and student planning. Staff enters program activities into the internet based data system although not all schools maintain this data in a timely manner.
4c) Activities Consistent with Goals	Program activities are designed to achieve the stated goals.	3	3+	3 -	3.2	3.4	3.0	Each year, FWAS has raised the level of expectation in this area. Staff continues to improve program-wide trainings focusing on program content and intentional program planning to ensure that program activities help FWAS achieve its goals. 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. More site level training is needed to bring all sites up to the level of expectation.
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	Principals, school staff, and program staff continue to have better communication each year of implementation. Overall, most principals are pleased with the activities at their campus and have opened the door to more cooperation between teachers and program staff. FWAS staff continues to facilitate these relationships to ensure open communication between outside agency providers and the schools. The FWAS program coordinators were a little disconnected from principals this year and efforts need to be made next year to keep the lines of communication open.
4e) Schedule of Activities	Program follows a weekly schedule.	3+	3+	3+	3.3	3.4	3.2	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.

Characteristic	Description	Rating 2001	Rating 2002	Rating 2003	Rating 2004	Rating 2005	Rating 2006	Evaluators' Comments
4f) Variety of Activities (New)	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	Programs are consistently providing homework assistance and programming in 3 of the 5 program content areas. Many sites offer programming in each of the required areas. 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 falling between 16% to 22% of all programmed after school time. Time spent in Community Service is the lowest at less than 2% of programmed time. Efforts should be made to separate Community Service time from other activities to ensure that it is being counted.
4g) When Program Offered	Program is offered at necessary and convenient times.	3	3+	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 three years. MS programs were affected by a change in school hours and some sites chose to offer before school programming to engage students in homework and academic enrichment activities so that after-school time could be spent in less academic programming.
4h) Student Recruitment	Program has a procedure for recruiting participants.	2+	3	3+	3+	4	3+	FWAS seeks to offer the program to latchkey students first and then for other needs as identified by qualified school staff. Participation continued to be up across most sites this year, but 3 ES and 3 MS sites struggled to maintain 50 students per day. The program averaged 59 students per day across all sites and had an average waiting list of 15 students (based on recorded observations).
4i) Selection of participants	Program has a procedure for selecting participants.	3	3	3+	3+	4	4	FWAS asked again this year, where possible, the 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.
4j) Registration Process	Program has registration forms and appropriate processes.	4	4	4	4	4	4	Site staff uses 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.
4k) Attendance	Program has an attendance policy.	3	3	3+	3+	3+	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. FWAS needs to be more specific about policies for children giving up their program spot if not attending regularly, particularly at sites where attendance is a problem.

Characteristic	Description	Rating 2001	Rating 2002	Rating 2003	Rating 2004	Rating 2005	Rating 2006	Evaluators' Comments
4L) Disciplinary Policy	Program has a disciplinary policy.	3	3+	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.
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	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.
5) Participant Attendance	Program records attendance on a daily basis and maintains attendance sheets over time.	3	3	3+	3+	3+	3+	Data entry of registration, attendance, and other required data continues to improve. Sites must still maintain daily attendance and enter the attendance into the system on a weekly basis. Some program sites are not prompt in entering data in the system. Better training to ensure timeliness and accurateness of data is needed to ensure accurate reports. Written procedures for FWAS administrative staff would be beneficial to help them get the most out of available data and reports.
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	The Coordinating Board has an established process for Agencies to be approved as potential program providers. Staff reviews all applications and makes recommendations to the CB. During year 6, feedback from agency personnel indicated that the RFP process was much easier and more streamlined.
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	The Coordinating Board selected 52 schools to receive funds for 5 years of the program based on specific criteria. During 05-06, FWAS provided funding to 2 former 21st Century program sites and 4 new sites (3 ES and 1 MS). Although no specific written policy or procedure dictates additions or changes in program sites (other than site eligibility criteria), the FWAS coordinating board acts on staff recommendations in making funding decisions.

Characteristic	Description	Rating 2001	Rating 2002	Rating 2003	Rating 2004	Rating 2005	Rating 2006	Evaluators' Comments
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	Overall, the program met the recommended staff to student ratio (1:15 [ES] or 1:20 [MS]) 95% of the observed time. 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 (even if they had a policy) 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	Students continue to be well supervised during all program time.
7c) New for year 3 based on FWAS raising programming expectations (New)	Children are actively engaged in program activities.	N/A	N/A	2+	3.2	3.4	3.2	Most students are engaged during program activities. Although the expectations for this area were even higher this year than during the past 4 years, most sites rose to the challenge to provide activities that held the students' interest and attention. Trainings held in September and January were specifically designed to enhance the ability of staff to actively engage youth.
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	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 and engaging youth in activities.
8) Staff Qualities (New)								
8a) Staff On Time (New)	Program staff arrive on time to site.	N/A	N/A	3+	3+	3+	3+	Staff are consistently on time for programs.
8b) Engagement of Students (New)	Staff are actively engaging students in program activities.	N/A	N/A	2+	3.2	3.4	3.3	A focus on pushing the staff to actively engage the youth in activities rather than acting as an observer has led to higher expectations in this area. Staff seem to have taken the message to heart and provide quality enrichment opportunities for the students. Trainings that are focused upon practical application rather than theory have helped.
8c) Interaction with participants (New)	Staff interact with program participants appropriately.	N/A	N/A	3	3.5	3.6	3.3	FWAS partners continue to hire quality staff that interact well with students and their families. The staff model positive interaction with students, as well as with each other. In speaking with parents, students and non-FWAS staff, FWAS staff members build excellent rapport.
8d) Staff Turnover (New)	Program operates with minimal staff turnover during the program year.	N/A	N/A	3	3	3+	3+	FWAS continues to have high retention rates. This is especially true with the Site-Based sites. Familiarity with staff and programming helps student participants perform much better. Provider based sites also have a high retention rate.

Characteristic	Description	Rating 2001	Rating 2002	Rating 2003	Rating 2004	Rating 2005	Rating 2006	Evaluators' Comments
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	FWAS staff coordinated two very successful trainings for program staff during the year. These trainings included local as well as nationally recognized trainers to provide information on a wide range of topics. Most topics were centered on engaging youth and implementing hands on activities. Issues dealing with FWAS Standards and database issues were also addressed at Networking meetings.
9) Parent Involvement	Parents are involved in designing and contributing to the success of the program.	2	3	3	2+	3	3	More activities were designed to engage parents with the after-school program this year. Parent nights, recruitment of parents as volunteers for activities, and multiple presentations geared toward parents generated better parent involvement.
9) 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	Great strides have been made in this area over the last five years. As communication between schools and agencies improved, so did access to the facilities within the school. Many programs now utilize any area within the school to provide program activities. FWAS coordinators have been instrumental in gaining access to facilities for programs.
10) Equipment and Supplies	Program has needed equipment and supplies for the planned activities.	4	4	4	3.2	3.4	3.3	Program coordinators and staff do a good job of ordering and maintaining equipment and supplies for program activities.
11) Stability of Funding	Program has stable sources of funding.	3	3	3	3	3+	3+	Program funding through the City of Fort Worth and FWISD continues to be a stable source of funding 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 21 st Century grants from TEA has expanded after school services to 29 other campuses.
Evaluation Evaluation of Program Quality and Outcomes	Program has means in place to assess program quality, satisfaction, and achievement of outcomes.	3	3+	3+	3+	3+	3+	Yearly evaluation is conducted utilizing 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 six years of the program is being utilized to determine the impact of the program on participants.
13) Goal Attainment	Program meets its major goals.	2+ to 3	3	3+	3+	4	4	The program continues to meet and sometimes exceeds all major program goals.