



**A4A MDUSD ASES Program Evaluation Report**

*Grant ID: 07-23939-6175-EZ*

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# Mt. Diablo Unified School District Evaluation Report

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**2017-2018 School Year**

**Grant #07-23939-6175-EZ**



**Prepared by:**

**Resource Development Associates**

**December 2018**





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This report was developed by Resource Development Associates under contract with the Mt. Diablo Unified School District.

## **About Resource Development Associates**

Resource Development Associates (RDA) is a consulting firm based in Oakland, California, that serves government and nonprofit organizations throughout California as well as other states. Our mission is to strengthen public and non-profit efforts to promote social and economic justice for vulnerable populations. RDA supports its clients through an integrated approach to planning, grant-writing, organizational development, and evaluation.





### Schools Included in Evaluation

School Name	CDS Code
Bel Air Elementary	07617546003974
Cambridge Elementary	07617546003982
Delta View Elementary	07617540106088
El Dorado Middle	07617546004030
El Monte Elementary	07617546004048
Fair Oaks Elementary	07617546004055
Holbrook Language Academy	07617540135822
Meadow Homes Elementary	07617546004154
Oak Grove Middle	07617546004196
Rio Vista Elementary	07617546096226
Riverview Middle	07617546004261
Shore Acres Elementary	07617546004295
Sun Terrace Elementary	07617546004329
Wren Avenue Elementary	07617546004402
Ygnacio Valley Elementary	07617546004410

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## List of Acronyms

Several acronyms are used throughout the report. The following list defines each frequently used acronym.

Acronym	Full Name
<b>A4A</b>	Afterschool 4 All Collaborative
<b>ADA</b>	Average Daily Attendance
<b>ASES</b>	After School Education and Safety
<b>ASP</b>	Afterschool Program
<b>ASW</b>	Afterschool Web
<b>CARES</b>	Collaborative for Academics, Recreation & Enrichment for Students
<b>CDE</b>	California Department of Education
<b>CQI</b>	Continuous Quality Improvement
<b>QIP</b>	Quality Improvement Plan
<b>PC</b>	Program Coordinator
<b>SBAC</b>	Smarter Balanced Assessment Consortium
<b>STEM</b>	Science Technology Engineering and Math
<b>STEAM</b>	Science Technology Engineering Art and Math
<b>TL</b>	Teacher Leaders



## Executive Summary

### Background

This report examines the performance of the Collaborative for Academics, Recreation & Enrichment for Students (CARES) Afterschool Programs at 15 schools in the Mount Diablo Unified School District (MDUSD) for the 2017-2018 school year. CARES is a participant in the Afterschool 4 All (A4A) Collaborative, a collaboration of publicly-funded afterschool programs in three districts throughout Contra Costa County. Funded primarily through After School Education and Safety Programs (ASES), A4A provides high-quality afterschool programs to thousands of students throughout the County.

While a comprehensive, rigorous evaluation of all publicly-funded afterschool programs is no longer mandated by the California Department of Education (CDE), MDUSD continues to participate in an annual evaluation. This report serves the twofold purpose of aggregating and assessing site data, in accordance with previous CDE annual performance reporting (APR) requirements, and to propose recommendations that can help improve the afterschool program across program sites.

The evaluation was designed and carried out by Resource Development Associates (RDA), a local, mission-driven consulting firm that brings an inclusive, collaborative approach toward evaluation. In partnership with CARES leadership, staff, and stakeholders, RDA developed and executed a research approach that integrated qualitative and quantitative data, including:

#### MDUSD CARES SCHOOLS

- ✓ Bel Air Elementary
- ✓ Cambridge Elementary
- ✓ Delta View Elementary
- ✓ El Dorado Middle
- ✓ El Monte Elementary
- ✓ Fair Oaks Elementary
- ✓ Holbrook Language Academy
- ✓ Meadow Homes Elementary
- ✓ Oak Grove Middle
- ✓ Rio Vista Elementary
- ✓ Riverview Middle
- ✓ Shore Acres Elementary
- ✓ Sun Terrace Elementary
- ✓ Wren Avenue Elementary
- ✓ Ygnacio Valley Elementary



Interviews with Staff and Program Coordinators (PCs)



Site Visits and observations



Stakeholder Surveys



Analysis of ASW and SBAC data

### Program Strengths

**Progress toward Goals:** CARES made progress toward or achieved all of its goals during the 2017-2018 school year. More specifically, CARES has been successful in meeting 13 of its program objectives and made solid progress toward meeting the other three objectives. Two objectives that CARES had made progress toward but did not meet in the previous year (i.e., 1.1 and 2.3) were met in the 2017-2018 school year.

**Activities and Enrichment:** Feedback from Staff, Program Coordinators (PCs) and parents highlighted the strengths of CARES' program activities. PCs generally agreed that their sites offer a rich and balanced array of activities, noting in survey responses that progress has been made in the realm of balanced program planning. Over 96% of staff reported that CARES provides considerable value to students through activities ranging from nutrition, academics, creativity, to community involvement. Parent feedback additionally





indicated that CARES provides enrichment that students may not otherwise participate in. Students felt that CARES helped them the most with exercise and play, and with helping them make choices that keep them out of trouble. Moreover, family events and activities offered by CARES activities offer secondary benefits for families and the community.

**Stakeholder Satisfaction:** MDUSD A4A stakeholders were enthusiastic about the program and expressed a high level of satisfaction with CARES. Among stakeholders surveyed, parents expressed a notable degree of satisfaction across program components. In addition, teachers' rankings of their satisfaction with CARES improved considerably when compared to the 2016-2017 academic year across a multitude of areas including leadership, enrichment, diversity of activities, among others. More than 85% of staff expressed satisfaction with CARES' performance especially concerning management, enrichment, and the program's structure.

**Reinforcing Behavior Expectations:** The extent to which each site is integrated varied with the school day varies; nevertheless, PCs generally reported improvements promoting regular school day behavioral expectations, as well as communication with regular day staff. Most teachers (95%) are familiar with CARES activities and a majority (84%) believe that behavior management in ASP is consistent with the school day.

### Areas for Improvement

**Staffing and Retention:** While PCs reported success with regard to staff diversity and staff development, they also noted challenges retaining high-qualified staff and volunteers. During this year, half of the PCs returned to work at CARES, representing a decline in retention as compared to the previous year (during the 2016-2017 school year, 56% of PCs returned to CARES). In the previous school year, CARES experienced a large staff turnover and in 2017-2018, some sites continued to struggle retaining staff through the full year. At the time of evaluation site visits in early spring, 15 of the 15 sites reported being fully staffed, but eight sites (53%) indicated having issues with staff turnover. This According to PCs, 34% of staff members were new to the program this year, and 56% of all staff worked the entire school year.

**Youth Development:** PCs gave a higher ranking to Youth Development as compared to last year; however, during site visits, evaluators noted youth development as an area for continued growth based on site visits. Responses from students, teachers, and parents alike reflect that volunteering and community service remains an area of growth for CARES. Youth leadership barriers are also reflected in students' lower rankings about their ability to choose what they do and whether they help others in the program reflect.

**Homework and Content Standards:** CARES provides many avenues for staff support and professional development. Nevertheless, the various surveyed stakeholders identified staff development as needed further support. This is especially true in the realm of homework and common core. Program Coordinators' responses concerning specific practices that strengthen linkages with the regular school day reinforce the need for training on content standards and increased support regarding students' homework. With regard to regular school day integration, coordinators' rankings also reflect some challenges establishing understanding of the school-day academic curriculum.



## Recommendations

Having collected and reviewed the findings from stakeholder feedback, RDA developed a series of recommendations for the CARES program that leverage the program’s strengths in order to address this year’s challenges. The recommendations are written with particular consideration of CARES’ three prioritized Quality Standards for the 2018-2019 school year. CARES’ Program Coordinators and Leadership developed the Quality Standards in collaboration with RDA, and have committed to implement the Standards across their sites.

### 2018-2019 CQI Quality Standards

#### Youth voice and leadership

- The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.

#### Collaborative partnerships

- The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals.

#### Quality staff

- The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs.

### 1. Continue providing innovative, age-appropriate curriculum and programming, and consider opportunities for youth to participate in curriculum design.

CARES staff should develop an inventory of contributing and potential partners and curriculum resources to promote knowledge sharing across sites. This may be most useful for middle school sites, where PCs noted it can be challenging to adapting curriculum to the older age group. CARES staff should also consider curriculum development processes that promote youth voice and leadership by identifying opportunities for youth participation in the development of lessons and activities. Currently, most sites implement some form of “club day” where students get to select and participate; however, staff should consider ways to further youth involvement in curriculum design beyond club days, particularly with older youth. Establishing more consistent and formal processes for students to contribute to curriculum design is one avenue through which CARES can address multiple QIP goals.

### 2. Continue to identify specific staff development needs and implement accessible program and/or site-specific trainings and professional development for CARES staff.

PCs and the CARES leadership team may consider finding additional innovative ways to not only build staff skills but promote retention, such as developing a more comprehensive and consistent staff orientation process with shadowing and coaching, implementing formal mentorship processes, or scheduling site visits so staff can observe other sites. Comparable to PCs’ use of external resources and partners for curriculum support, sites may consider using a similar approach to bringing in partners for trainings. If this is not a feasible option, they can consider using the Academic Liaison as a resource for trainings on topics like Common Core Math, STEM in middle school, or how to facilitate variability in homework requirements during homework zone time. Increased training opportunities may improve staff quality and promote retention, as they have the potential to build buy-in and incentivize continuing to work with CARES.



Bringing in external partners and/or tools and resources can also support the program's CQI goal of improving its collaborative partnerships with external stakeholders.

**3. Identify opportunities to leverage the new Academic Liaison role to a) continue promoting integration with the regular school day and b) build staff competency in academic content standards.**

The 2017-2018 academic year was the first year with a full-time Academic Liaison who oversaw the TLs across sites and provided curriculum and academic support to CARES staff and PCs. Now that there has been a full school year of implementing this new role, CARES should gather additional specific feedback from the Academic Liaison, staff, PCs, and TLs to understand ways in which the position has strengthened the program, and ways to further leverage the role. Findings from this year's evaluation indicate that there continue to be challenges integrating the CARES program with the regular school day at some sites, and that staff continue to need support understanding and applying academic content standards. The Academic Liaison is a valuable resource who can help bridge these challenges through meetings, trainings, and resource development to help address these gaps.

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## I. Introduction

This afterschool program evaluation report examines the performance of the Collaborative for Academics, Recreation & Enrichment for Students (CARES) Afterschool Programs at 15 schools in the Mount Diablo Unified School District (MDUSD), which completed its 19th year of programming in 2017-2018. The report considers all participating MDUSD schools as of the 2017-2018 school year:

- Bel Air Elementary
- Cambridge Elementary
- Delta View Elementary
- El Dorado Middle
- El Monte Elementary
- Fair Oaks Elementary
- Holbrook Language Academy
- Meadow Homes Elementary
- Oak Grove Middle
- Rio Vista Elementary
- Riverview Middle
- Shore Acres Elementary
- Sun Terrace Elementary
- Wren Avenue Elementary
- Ygnacio Valley Elementary

The MDUSD CARES Afterschool Program is an integral part of a larger, countywide effort, the Contra Costa County Afterschool 4 All Collaborative (A4A). The A4A Collaborative represents a unique collaboration of three jurisdictional agencies: the County Office of Education, the County Public Health Department, and Region IV. The Collaborative consists of over 20 elementary, middle and high schools throughout Contra Costa County. Member sites are supported by a variety of public funding sources, including state After School Education and Safety Program (ASES) grants, private foundation grants, and County funds. A4A programs target students in high-need schools and provide diverse academic, enrichment, and recreational support.

### Report Contents

This report outlines the program's progress in implementing activities and achieving goals, presents stakeholder views of the program, and sets forth recommendations for making improvements. It is organized as follows:

- Part I provides an overview of MDUSD CARES and describes the program evaluation.
- Part II summarizes program implementation, including a program description, student participation, staffing and retention, and integration with the regular school day.
- Part III highlights the status of goals and objectives, program results, and changes in student academic performance and behavior.
- Part IV describes stakeholders' perceptions of and satisfaction with the CARES program.
- The last section, Part V, presents recommendations for program improvement.
- The Appendix provides site-specific results of demographic information, program attendance and test scores, as well as discussion of CARES partners and site visit observations.



### A. District and School Profiles

MDUSD is located in Contra Costa County, California and serves 31,317 students in 31 elementary schools, nine middle schools, five high schools, 16 alternative schools, and five schools of choice. As Table 1 demonstrates, the 15 CARES (i.e., “cluster”) schools represent approximately 8,163 students, or more than a quarter of the district enrollment. Students are primarily from low-income households, with 82% of students identified as socioeconomically disadvantaged.<sup>1</sup> Almost half of the students attending the cluster schools are classified as English language learners.

Table 1. Demographic Overview of Host Schools<sup>2</sup>

	Grade level	Enrollment	SEO Disadvantaged	English Language Learners	African American	Asian/Pacific Islander	Latino	White	Other
Bel Air ES	K-5	482	95%	58%	12%	7%	67%	5%	8%
Cambridge ES	K-5	617	97%	77%	1%	4%	89%	3%	2%
Delta View ES	K-5	635	50%	29%	10%	37%	36%	7%	10%
El Dorado MS	6-8	883	65%	23%	4%	9%	57%	23%	6%
El Monte ES	K-5	432	59%	34%	4%	9%	50%	25%	12%
Fair Oaks ES	K-5	341	82%	49%	7%	14%	57%	10%	12%
Holbrook Academy	K-5	189	53%	31%	3%	10%	52%	23%	5%
Meadow Homes ES	6-8	836	95%	73%	1%	7%	82%	2%	7%
Oak Grove MS	K-5	773	93%	47%	2%	6%	85%	4%	4%
Rio Vista ES	6-9	521	93%	56%	7%	4%	80%	2%	2%
Riverview MS	K-5	852	89%	37%	11%	8%	75%	2%	4%
Shore Acres ES	K-5	480	93%	68%	5%	3%	83%	3%	6%
Sun Terrace ES	K-5	486	77%	37%	3%	9%	57%	15%	15%
Wren Avenue ES	K-5	404	78%	47%	4%	9%	62%	15%	10%
Ygnacio Valley ES	K-8	421	85%	56%	0%	6%	81%	6%	6%
<b>Cluster-wide</b>	<b>K-12</b>	<b>8,163</b>	<b>82%</b>	<b>48%</b>	<b>5%</b>	<b>9%</b>	<b>69%</b>	<b>9%</b>	<b>7%</b>
<b>MDUSD</b>	<b>K-12</b>	<b>31,317</b>	<b>46%</b>	<b>23%</b>	<b>4%</b>	<b>13%</b>	<b>42%</b>	<b>31%</b>	<b>10%</b>

Since its inception, A4A’s ongoing mission has been to improve academic achievement and provide safe and healthy environments and activities for children and youth. In service of this mission, each MDUSD CARES Afterschool Program provides a mix of academic, enrichment, and recreational activities aimed at achieving the following set of goals:

1. To improve academic performance.
2. To create a safe, healthy, and nurturing environment.
3. To help students develop life skills, including leadership and appreciation of cultural and ethnic diversity.

<sup>1</sup> According to the State Board of Education, a student identified as “socioeconomically disadvantaged” meets either one of two criteria: 1) neither of the student’s parents has received a high school diploma or 2) the student is eligible for the free or reduced-price lunch program.

<sup>2</sup> California Department of Education. (2016). Enrollment by ethnicity for 2017-18. California Longitudinal Pupil Achievement Data System. Retrieved from: data1.cde.ca.gov





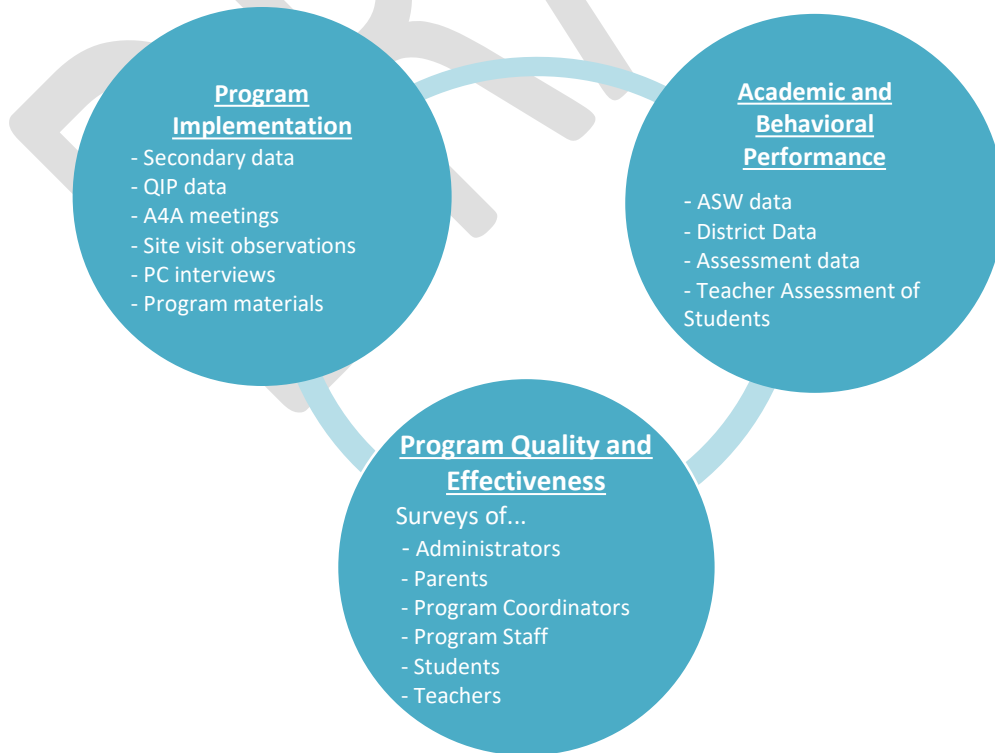
4. To engage students in nutrition, fitness, and enrichment activities.
5. To provide families of A4A participants with multiple opportunities to participate in literacy and educational development activities.

## B. Evaluation Description and Methodology

The MDUSD CARES Afterschool Program evaluation is designed to assess progress toward A4A and site goals, and to inform programmatic decision making. While a comprehensive, rigorous evaluation of all publicly-funded afterschool programs is no longer mandated by the California Department of Education (CDE), MDUSD continues to participate in an extensive annual evaluation to ensure program quality and inform continuous improvement efforts. This evaluation is therefore designed with the twofold purpose of aggregating and assessing site data, in accordance with previous CDE annual performance reporting (APR) requirements, and to proposing recommendations that can help improve the afterschool program across program sites.

This evaluation was designed and carried out by Resource Development Associates (RDA), a local, mission-driven consulting firm that brings an inclusive, collaborative approach toward evaluation. In partnership with CARES leadership, staff, and stakeholders, the RDA evaluators developed and executed a mixed-methods approach that integrates qualitative and quantitative data spanning three key areas: academic and behavioral performance, program implementation, and program quality and effectiveness. Figure 1 displays each evaluative lens and lists the data sources that were collected under each approach.

**Figure 1. MDUSD A4A Evaluation Approach and Sources**







## II. Program Implementation

### Program Implementation Key Findings:

- During the 2017-2018 school year, MDUSD CARES served a multi-ethnic student body with a higher proportion of Latino/a students relative to the MDUSD student population. CARES employed diverse staff that closely resembled the demographic makeup of the CARES student population.
- With regard to best practices in afterschool programming, PCs ranked Balanced Program Planning as CARES' greatest strength. PCs also gave a higher ranking to Youth Development as compared to last year; however, during site visits, evaluators noted youth development as an area for continued growth.
- PCs reported success with regard to staff diversity and staff development, but also noted challenges retaining high-qualified staff and volunteers.
- PCs reported improvements promoting regular school day behavioral expectations during afterschool program, as well as communication with regular day staff.
- Academic aspects including awareness of curriculum, homework, and Common Core content knowledge were cited across PCs, staff, and teachers as the greatest obstacles for linkages with the regular school day.

### A. Program Description

CARES offers a rich, diverse array of activities spanning academic, enrichment, recreation, and family events. RDA systematically reviewed activities detailed in site-specific calendars and during PC interviews to explore the balance of activities at each site and across CARES as whole. Altogether, activities can be grouped into the following categories:

- **Academic** – these activities are primarily oriented toward building students' academic skills, such as homework help, tutoring, or subject-oriented classes. Academic activities provide support to strengthen students' command of the core content areas. CARES particularly emphasize competencies in STEM (Science, Technology, Engineering, and Math) by dedicating program time to innovative activities that build these skills.
- **Enrichment** – these activities are primarily oriented toward exposing participants to new experiences or skills, including arts-related programs, nutrition, gardening, and cooking.
- **Recreational** – these activities are primarily oriented toward physical activity and play, such as sports and games.
- **Family** – these activities are primarily oriented toward involving and empowering caretakers and families, such as family reading nights and adult education classes.

*I work in the after-school program to help bring enrichment activities to our students. I enjoy helping make the activities that students are participating in afterschool fun and interactive while still being academic.*

- CARES staff member



Site visits and PC interviews revealed that sites offer activities spanning each of these activity categories on a daily basis. Most programs provided an hour of academic programming each day (homework sessions, academic support), as well as a combination of recreation (SPARK/PLAY and sports) and enrichment (nutrition, cooking, science and technology) typically lasting an hour and a half to two hours. The sample schedule below highlights a typical week of activities offered at the programs. While categories are useful for characterizing activities, successful activities integrate elements from each category.

*[CARES] provides the students extended learning opportunities through engaging units of study. CARES offers activities that enhance and complement the students' school days. It also offers a structured and safe afterschool environment that is a practical solution for working families and for families that are not capable of providing an enriching afternoon.*

– CARES staff member

**Table 2. Sample Weekly Calendar of Activities**

Monday	Tuesday	Wednesday	Thursday	Friday
Check-In/Snack	Check-In/Snack	Check-In/Snack	Check-In/Snack	Check-In/Snack
SPARK/PLAY	SPARK/PLAY	SPARK/PLAY	SPARK/PLAY	SPARK/PLAY
Homework	Homework	Silent Reading	Homework	Art
Garden	STEM	Homework	Focus Zone	Clubs
Nutrition	Cooking	Gardening	Computer Lab	Themed Games
Check-Out	Check-Out	Check-Out	Check-Out	Check-Out

**Program Coordinators rank CARES as especially strong in balanced program planning and continuous improvement.** During the site visit interviews, PCs were asked to rank the extent to which their site was implementing best practices in afterschool programming. When asked to describe their program’s progress in each practice, they used the following scale:

1. This is an area of weakness for our program.
2. Our program has made some progress in this area.
3. This is an area of strength for our program

Figure 2 provides a summary of PC interview responses about site achievements in best practice areas. Based on responses to the PC interview, the afterschool programs were strongest in Balanced Program Planning and Continuous Improvement. PCs detailed their efforts to reinforce balanced programming, including organizing activities around central themes, allowing flexibility and support for staff in lesson planning, and building collaboration between staff for developing curriculum. They also noted related efforts to foster a culture of continuous improvement, including engaging staff with the site-

*We work as a team and communicate as a team, and that includes student voice. We brought back clubs to allow students more voice and choice. We get ideas from teacher liaisons and the principal. For example, they suggested we make time for students to practice the recorder because they were so excited about it during the day. We focus on flexibility and incorporating what the students want to do.*

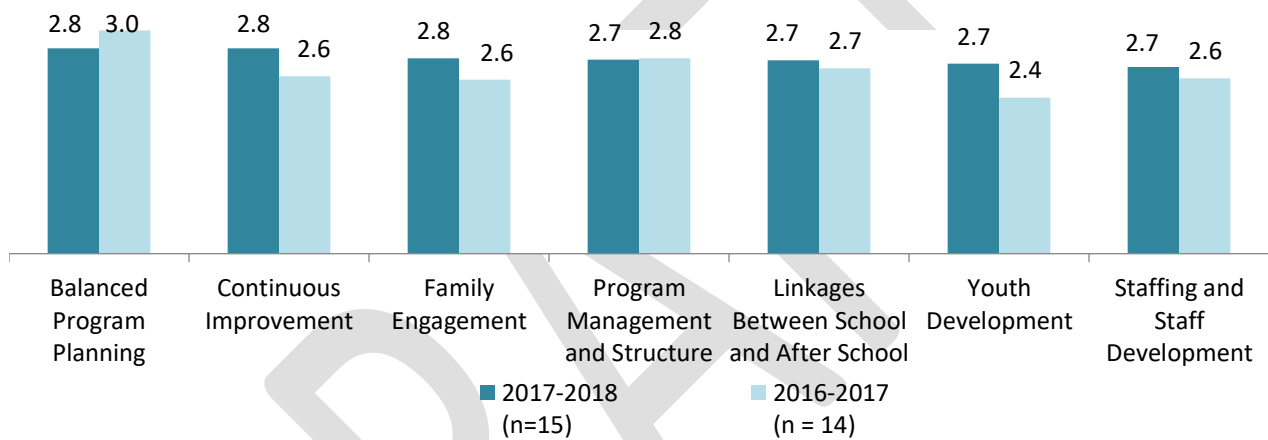
– CARES staff member



specific Quality Improvement Plan (QIP)<sup>3</sup> and using the QIP to build focus, holding weekly meetings for problem solving and collaborating, and embedding continuous improvement tenets into program planning.

**PCs reported improvements in strengthening youth development.** PCs' rankings of their sites' achievement in best practice areas largely mirrored the distribution from the 2016-2017 school year. The most notable change in PC's rankings was toward youth development. Several PCs noted that their site had either established or reinstated a student council or youth advisory council, while other PCs observed that family activities proved to be a successful avenue for getting students involved and building their planning, organizing, and leadership skills.

**Figure 2. Mean Responses of Program Coordinators to Best Practices in Afterschool, by Topic**



<sup>3</sup> ASES Funded expanded learning programs are required to engage in a data-driven program Quality Improvement process. In support of this process, each site builds their own Quality Improvement Plan that prioritizes the Quality Standards and activities that they would like to focus on for the year.



### A Staff Member's Success Story: Activities Make a Difference

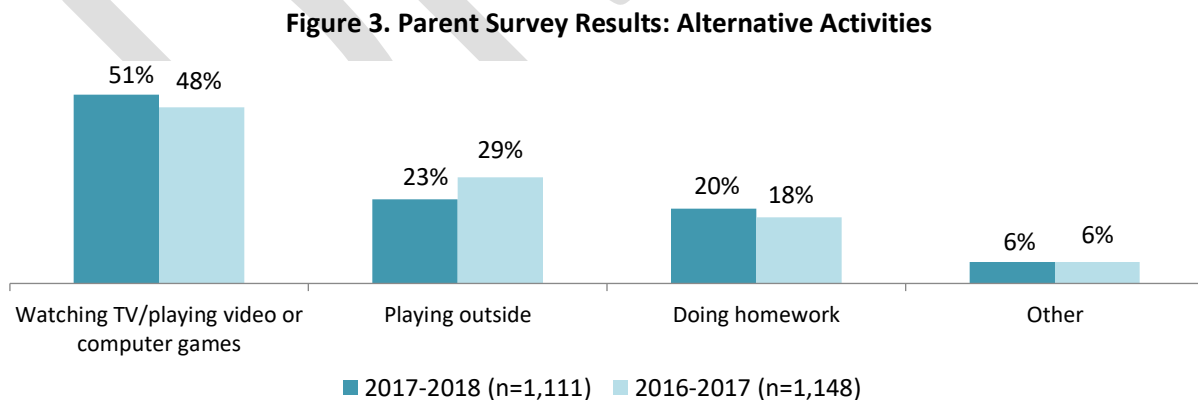
Each evaluation year, PCs submit a success story about participants' academic and behavioral progress. The following story from a PC highlights how activities boost self-esteem, give a sense of belonging, and build leadership for students facing behavior management issues.

In the beginning of the year, a CARES student by the name of Tiffany<sup>4</sup> was already struggling with getting along with other students. This has been a reoccurring issue for Tiffany, as her character and humor is not to everyone's liking. Tiffany at times got very excited and would hug someone without their permission, and lose friends because she was too loud.

To help Tiffany through this situation, CARES gave her the opportunity to participate in an extracurricular activity that I organized myself. I wanted to give students the opportunity to shine on stage by dancing ballet Folklorico, a long-time passion of mine that I have practiced on my own. Tiffany took on the challenge because she really wanted to dance.

Tiffany's behavior has changed since she joined the dance activity. Her participation in the dance group was an incentive for her to behave well. Tiffany's mother, as well as Tiffany's school day teachers, have commented on how her participation in the dance group has boosted her self-esteem and given her a new sense of belonging.

**ASP offers enrichment that students may not otherwise participate in.** Parent input suggests that CARES offers alternative and enriching activities for 51% of students who would otherwise be watching TV or playing video games. Figure 3 expands on the activities that parents' child(ren) would be involved in if they were not participating in the afterschool program. The results reflect that a large portion of students in program would otherwise not partake in enrichment if they were not part of the program.



**CARES activities offer secondary benefits for families and the community.** In addition to CARES' daily student activities, host schools provide a variety of other activities in the family activity category. During site visit interviews, multiple PCs cited family activities as a strong avenue for getting parents involved, in

<sup>4</sup> Name changed to preserve confidentiality.



addition to providing students with leadership opportunities. Table 3 offers a sample of family activities highlighted by PCs during site visit interviews.

Table 3. Sample Family Events

Regular or Academic Events	Holiday Events	Special Events
Back to School Night	Carnival	Talent Show
Orientation	Haunted House Night	Movie Night
Literacy Night (reading together and book exchange)	Ornament making	Dance Performance
Coding Night	Thanksgiving Potluck	Astronomy Lesson
		Art Show
		Family Fitness Event
		Theatre Plays

PCs created family activities that built on curriculum from broader efforts including the “Rethink Your Drink” Public Health Initiative, the annual Lights On Afterschool event by the Afterschool Alliance, or other family fitness events.

## B. Student Participation

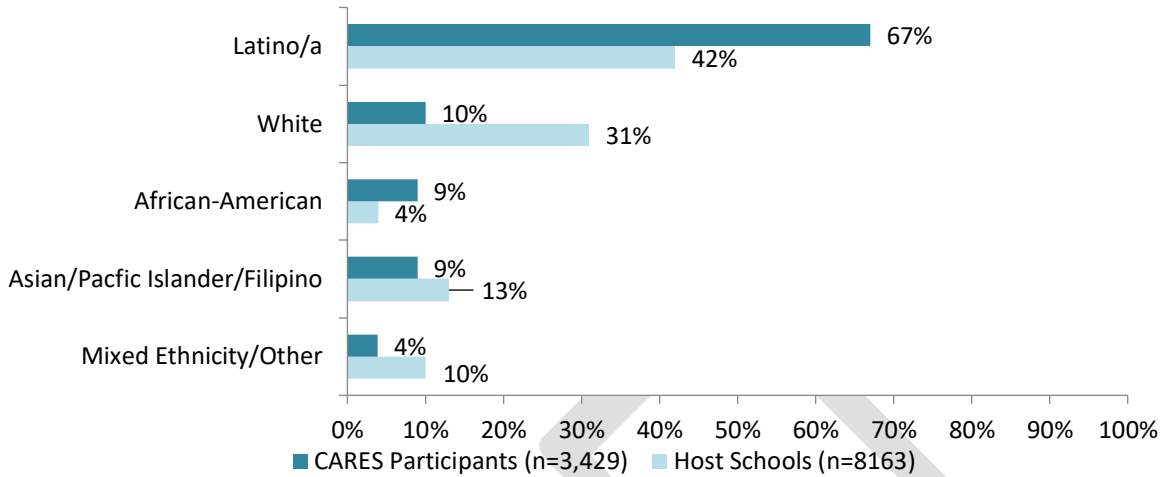
### Participant Profile

CARES serves a multi-ethnic student body that mostly reflects MDUSD diversity, with a higher proportion of Latino/a students as compared to the broader MDUSD student population. During the 2017-2018 school year, 3,429 students participated in CARES, representing 42% of all students attending CARES participating schools. Similar to MDUSD enrollment, which declined by approximately 500 students from the previous school year, CARES enrollment in the 2017-2018 school year declined by 281 students when compared to the 2016-2017 school year.

Figure 4 displays the ethnic composition of students served by the program. While the program serves a diverse array of students, the greatest majority of participants were Latino/a. Latino/as had greater representation in CARES than in the broader school district, with 67% Latino/a students in the program as compared to 42% in MDUSD schools. More broadly, afterschool participants mirrored the student populations at host schools (See Table 1 for school-by-school demographics). Approximately 35% of CARES participants were classified as English Language Learners (ELLs), whereas host schools enrolled a student body with a 48% ELL population. In addition, 12% of students in CARES received Special Education Services.



Figure 4. Cluster-Wide Ethnicities: Afterschool Participants and All Students in Host Schools



### Program Attendance

Per state requirements, CARES tracks and reports their average daily attendance (ADA), which is the total days of attendance by all students, divided by the total available days of instruction.<sup>5</sup> As a whole, CARES had an average of 1,668 students per day during the 2017-2018 school year. The target for the district was 1,933. MDUSD CARES achieved 86% of their target ADA, which slightly exceeds the goal of 85% of target ADA in 2017-2018. School-by-school attendance figures are included in the Outcomes by CARES Site section of the Appendix.

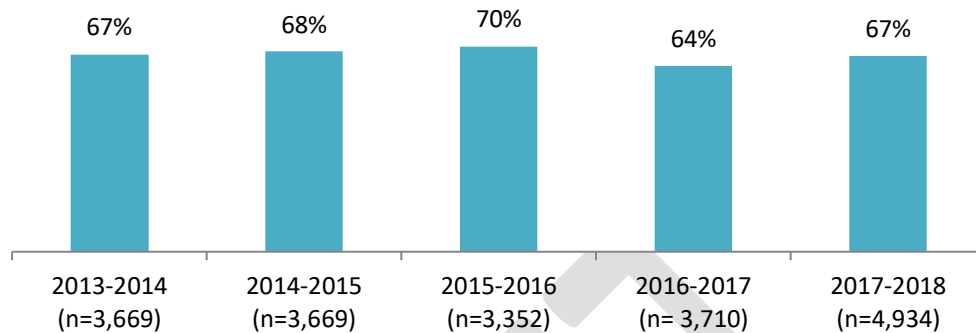
Figure 5 illustrates the proportion of all program participants ( $n = 4,934$ ) who attended the program regularly (30 days or more) in each school year, over the past five school years. For the 2017-2018 program, the majority of participants (67%) were regular attendees. Typically, between 67% to 70% of students attend the program regularly. Regular attendance was higher this year when compared to last year.

<sup>5</sup> California Department of Education. *Current expense of education*. Retrieved from <https://www.cde.ca.gov/ds/fd/ec/currentexpense.asp>





Figure 5. Percent of Participants Who Attended the Program Regularly (30 days or more)



### C. Program Staff

Each site has at least one staff member who is designated as the *Program Coordinator (PC)*. These staff members have experience managing comprehensive afterschool programs. PCs are responsible for the day-to-day management of the program, and are the primary point of contact with district-level administrators.

Each site also has at least one full- or part-time credentialed staff member who is designated as the *Teacher Leader (TL)*. Teacher Leaders are responsible for supporting the academic components of the program by introducing curriculum to staff, communicating with the school, and working with students that face greater academic needs. For the 2017-2018 school year, CARES created a new role for an *Academic Liaison*. This position coordinates and oversees ASPIRE, the afterschool academic intervention program; oversees TLs; develops and coordinates curriculum, including oversight of STEM activities resources and support for implementing standards-based curriculum; and provides general curriculum and academic support to program staff and PCs.

In addition, academic intervention sessions are provided by *credentialed/certificated classroom teachers*, recruited either from the school site or from the district’s pool of qualified substitute teachers. These teachers work closely with the Program Coordinators to develop and implement lessons that build upon activities that take place during the regular school day.

Table 4 shows the level and type of staff at each school site during the 2017-2018 program year.<sup>6</sup> Each school has at least four *youth development workers (also line staff)*, although Bel Air, Cambridge, El Dorado, El Monte, Meadow Homes, Sun Terrace, and Wren Avenue have at least 10 youth development workers. Recreation and enrichment activities are led by staff under contract with local service provider, Bay Area

<sup>6</sup> It is worth noting that survey responses are missing from Cambridge, Meadow Homes, and Oak Grove. Information for these participants are filled out based on program coordinator’s comments in the site visit survey. Nevertheless, the accuracy for these schools may be compromised.



Community Resources. Staff members with these organizations are generally college-aged adults who have experience working with youth, and many intend to pursue long-term careers working with youth.

**Table 4. MDUSD CARES Program Staff Characteristics**

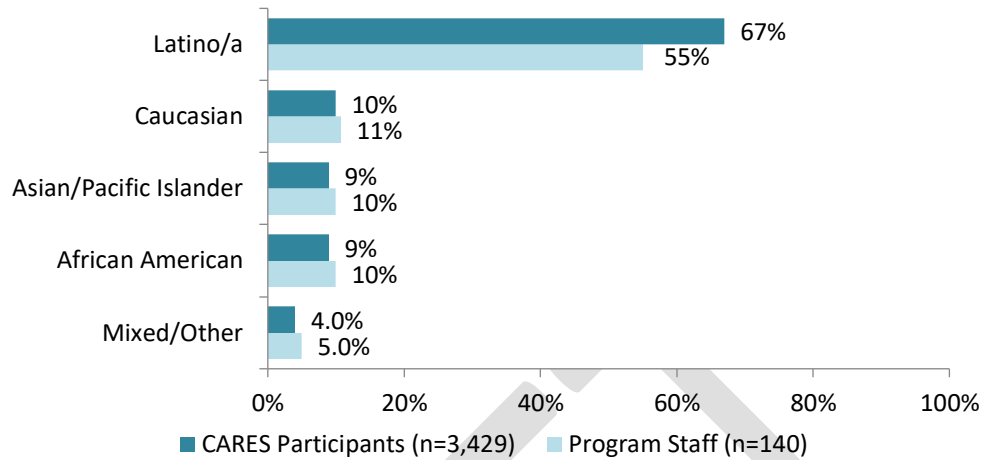
School	Program Coordinator	Credentialed Teachers	Youth Development Workers
Bel Air	1	0	12
Cambridge Elementary	1	1	10
Delta View	1	2	9
El Dorado	1	1	13
El Monte Elementary	1	3	8
Fair Oaks Elementary	1	2	7
Holbrook Language Academy	1	0	4
Meadow Homes Elementary	1	1	10
Oak Grove Middle	1	1	4
Rio Vista Elementary	1	0	8
Riverview Middle School	1	0	6
Shore Acres	1	0	9
Sun Terrace Elementary	1	0	10
Wren Avenue Elementary	1	2	10
Ygnacio Valley Elementary	1	0	5
Total	15	15	125

During the 2017-2018 school year, CARES employed staff with varied backgrounds that closely resembled the demographic makeup of the CARES student population. Figure 6 compares staff and program participants' racial/ethnic backgrounds. Altogether, the racial/ethnic composition of program staff reflected a similar distribution to CARES participants during 2017-2018. The share of Latino/a staff has notably grown from 40% of all staff in the 2016-2017 school year, to the current figure of 55% in the 2017-2018 school year. As discussed in the following Staff Development and Retention section, PCs particularly reported strengths in staff reflecting students' diversity characteristics during the 2017-2018 school year (see Figure 7). In addition, data provided by Program Coordinators indicate that over 61% of the staff members were bilingual. PCs noted that the gender representation of staff could be more aligned with program participants, as about 86% of CARES staff members were female and about 14% were male. All staff members were paid employees.





Figure 6. Racial/Ethnic Composition of Participants and Afterschool Staff



### Staff Development and Retention

Overall, CARES provides many avenues for staff support and professional development, whether through trainings offered by partners and regional networks, or through initiatives from PCs at each CARES site. CARES offers ongoing professional development to management and line staff members throughout the school year. Staff development opportunities are provided through a variety of sources, including partner agencies, MDUSD, Region IV of the California Afterschool Network, Best of Out-of-School Time (BOOST) Collaborative, and other trainings developed specifically for the A4A Collaborative.

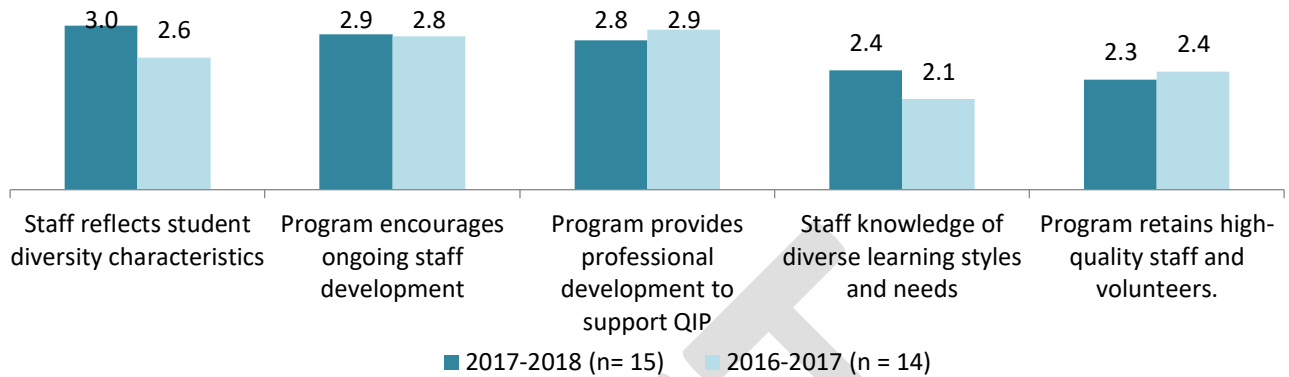
During site visit interviews, PCs cited various efforts at their sites to support and encourage staff's professional development. PCs reported the following staff development topics at their programs: behavior and classroom management, strategies for students with special needs, activity planning (SPARKS, STEM, cooking/nutrition), Common Core, homework assistance, strategies for maintaining enrollment, and how to better communicate with teachers. Furthermore, PCs at some sites incorporate additional strategies to promote staff development and transitions, including:

- Having new staff shadow the PC and TL in their interactions with students and parents
- Pairing new staff with a mentor who can offer support and answer questions
- Keeping a kit with training materials and resources that staff can consult throughout the year
- Holding staff meetings for knowledge sharing and problem solving classroom challenges
- Leveraging TLs for help identifying classroom management strategies

PCs noted improvements in staff knowledge of students' learning styles and needs. PCs were asked about the extent to which their programs were implementing best practices in staffing and staff development. Figure 7 provides a summary of Program Coordinator Interview responses about their site's achievement in best practice areas. While PCs reported the greatest outcomes in staff reflecting students' diversity characteristics, they also noted an improvement in staff knowledge of diverse learning styles and needs from the previous year. They credited their trainings and staff development activities for this improvement.



Figure 7. Program Coordinators' Ratings of Best Practices in Staffing and Staff Development



**PCs reported challenges with retaining high-quality staff, a concern that was echoed by stakeholders.** As noted in Figure 7, PCs reported the least amount of progress made towards retaining high-quality staff and volunteers. This may have resulted from continued staffing turnover challenges that PCs discussed during interviews. In the previous school year, CARES experienced a large staff turnover and in 2017-2018, some sites continued to struggle retaining staff through the full year. At the time of evaluation site visits in early spring, 15 of the 15 sites reported being fully staffed, but eight sites (53%) indicated having issues with staff turnover. This According to PCs, 34% of staff members were new to the program this year, and 56% of all staff worked the entire school year.

*The people running the program at my site are great. Our site's program coordinator is excellent at her job, and she runs an organized, well-rounded program... There is a lot of [staff] turnover. I think this problem is related to salary. They just don't get paid enough, so many of those hired are very young with little or no experience managing children.*

- MDUSD Teacher

During the 2017-2018 school year, half of the PCs returned to work at CARES, representing a decline in retention as compared to the previous year (during the 2016-2017 school year, 56% of PCs returned to CARES). Returning staff are typically able to provide continuity in programming, stronger relationships with school and district staff, and management expertise. Those who indicated having an issue with staff turnover said this was due to salaries, staff being transferred, and/or staff pursuing different career or educational endeavors.

**Staff Development Spotlight:  
A4A Collaborative County-wide ASP Training**

Ever school year, the A4A Collaborative hosts county-wide trainings that are available for all CARES program staff. During the day-long training, A4A delivers a series of sessions and workshops to help staff gather new programming ideas, receive instruction on best practices, and share lessons learned. During the 2017-2018 school year, A4A held their training event on April 2, 2018. Among the workshop topics were youth development, reclamation therapy, creating positive climates, gardening, SPARK, and

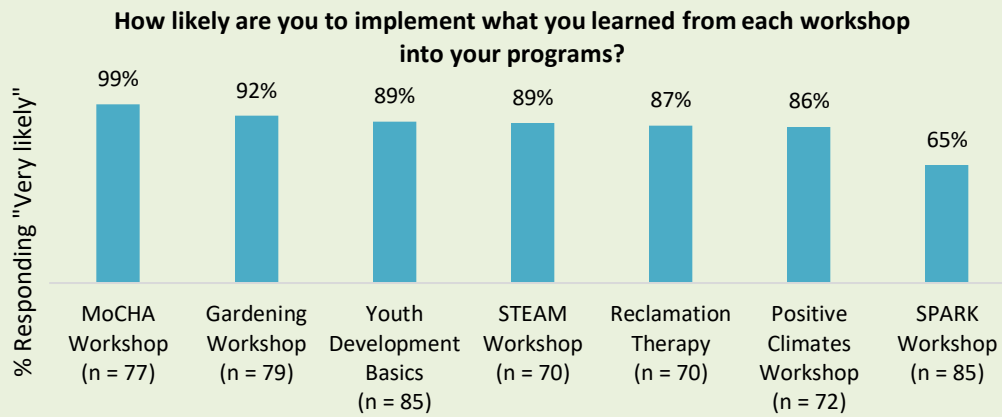




STEAM. The training was well-attended by line staff, program coordinators, and various other staff across several districts served by the A4A Collaborative.

Training attendees were asked to complete a feedback survey regarding training effectiveness. A total of 89 staff members completed the survey, including 13 out of all 15 CARES PCs, 16 Lead Recreation Specialists, and 58 line staff. As highlighted in Figure 8, the majority of survey respondents reported that they would likely implement what they learned into their programs. The highest rated workshops were with the Museum of Children’s Art (MoCHA) and Gardening. When asked what they liked best about the workshops, attendees praised the workshops for being engaging, participatory, informative, and interactive. In particular, guests expressed appreciation toward new presenters and the distribution of handouts that may be used as resources.

**Figure 8. A4A Training Workshop Effectiveness April 2018**



The A4A Collaborative training workshops provide lessons that staff can immediately implement in their sites. Through workshops, staff reported that they will implement more activities, offering examples including ice-breakers, games, Gardening, and STEAM activities. Staff additionally noted that they will utilize strategies for classroom management, team-building, homework procedures, and strengthening communication. For future workshops, trainees recommended more physical tools to take home, binders and folders for collective information, and more training opportunities for veteran staff.



PCs, parents, staff, and teachers frequently cited staff development as an important area that would benefit from for further support. PCs and teachers expressed a need to hire and train staff to ensure that new staff are qualified and equipped to support students, especially with regard to homework and academics. Common Core and behavior/classroom management were primarily cited as areas of need, mirroring the comments received during the 2016-2017 evaluation. As later discussed in the section “Integration with the Regular School Day,” a large share of PC (43%) reported that they and staff are not trained in the academic content standards within their particular school during the 2017-2018 school year (see Figure 10).

*I know [CARES] can't pay much, but the people they get are not always qualified. I have seen them grow tremendously in the time they are here, but why can't they come IN with the classroom management skills? Why can't they be trained BEFORE they come on to the job? [The PC] has worked really hard with all the teachers he has and they have done much better, but it takes months for that to happen...It's a great program that needs more money put into it, so we can get quality and experienced people.*

- MDUSD Teacher

#### D. Integration with Regular School Day

Integration with the regular school day is critical to CARES' success, and the program incorporates processes to encourage collaboration between afterschool staff and school staff. To ensure continuity with the school day, most PCs or TMs meet regularly with principals and administrators, and attend faculty meetings. To broker stronger relationships, the Academic Liaison also supports these communications. Such meetings are used to address specific issues (e.g., classroom sharing or supporting homework help) and coordinate communication between the afterschool program and regular school staff. More broadly, these interactions ensure that the CARES site's programming emphasizes the academic and behavioral expectations that are maintained by their host school. PCs report that these meetings have been helpful in supporting the connection between afterschool programming and the regular school day.

*"It feels like ASP is part of the school day. It's taken a long time to get to this point and we've worked really hard on it. The program rules align with the school rules. Our TMs are supportive of the program, and provide a lot of help to our staff."*

- Program Coordinator

CARES promotes integration with the regular school program through additional avenues, including but not limited to:

- Some academic instructional components are staffed by certificated teachers from the regular school day program and/or by qualified substitute teachers;
- The academic component and educational aspects of the program have been devised to meet the CDE Content Standards, including alignment with Common Core;



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- Each site provides a set time and place to complete homework, where students' work from the regular day is reinforced and supported;<sup>7</sup>
- Each site adopts and reinforces the behavioral expectations of the regular day;
- At most sites, students referred for academic intervention in the regular school day program are enrolled automatically in the afterschool program;
- Enrichment activities that meet the interests of participating students are often thematically aligned to the regular school day instructional program; and
- Teacher Leaders help build relationships with regular school day personnel.

**While CARES encourages connections with the regular school day, the extent to which each of these efforts are successful varies at each program site.** This section dives more deeply into the extent to which afterschool programs are integrated with their host schools by reviewing survey responses from PCs, classroom teachers, and principals. The section additionally incorporates interviews from site visits and information about program practices for building relationships with host schools.

### Program Coordinators

In coordination with each site's administration, information about the afterschool program is distributed to all staff at each site, usually through memos and flyers in teachers' boxes. The PC and/or TLs work directly with each school's classified staff, particularly in communications with parents, planning and implementation of family events, and reservation of rooms when needed (e.g., the library or computer lab) for specific activities. PCs also conduct ongoing communication with custodial staff to ensure the security of program materials, and to address any issues of concerning facility maintenance and clean up.

**Program Coordinators ranked awareness of behavioral expectations and communication with other staff as the greatest strengths in their integration with the regular school day.** Figure 9 summarizes the results of PC interviews about their sites' integration with regular school day activities and expectations. During interviews, PCs noted that communication with TLs and principals was especially helpful for building connections with the regular school day. There was a slight decrease in the strength of communication with teachers, which, as some PCs observed, is needed for strengthening rules and norms surrounding behavioral expectations. For example, one PC noted that communication with regular school day teachers helps her anticipate behavioral issues from certain students on a given day.

*We're a complete unit. The teachers and principal have our back. We can go to teachers to talk about behavior issues, they can come to us to say what's working in their class so we can try it.*

- Program Coordinator

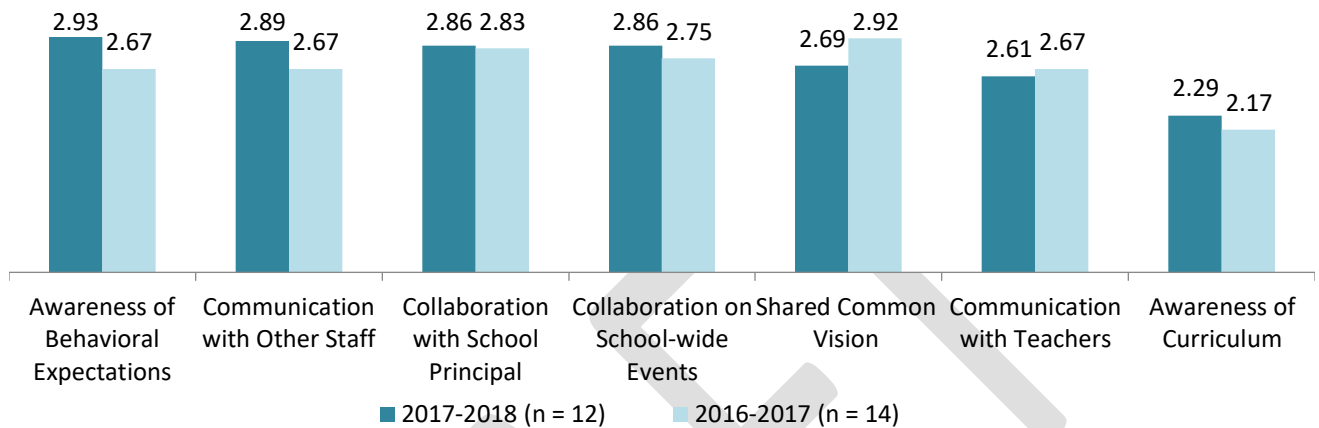
**Coordinators' rankings also reflect some challenges establishing understanding of the school-day academic curriculum.** As in the previous school year, PCs also reported low outcomes with regard to awareness of curriculum. During interviews, several PCs expressed a desire to extend communication and

<sup>7</sup> Sun Terrace Elementary is the only exception to this integration as they no longer have a homework period. Instead, they have included additional STEM activities to align with the school's recent transition to become a STEM magnet.



relationships to more teachers beyond those who they collaborate with on a regular basis. Several PCs cited needing additional support with homework, particularly with regard to Common Core math.

Figure 9. Mean Responses of Program Coordinators to Best Practices Related to Integration with the School Day

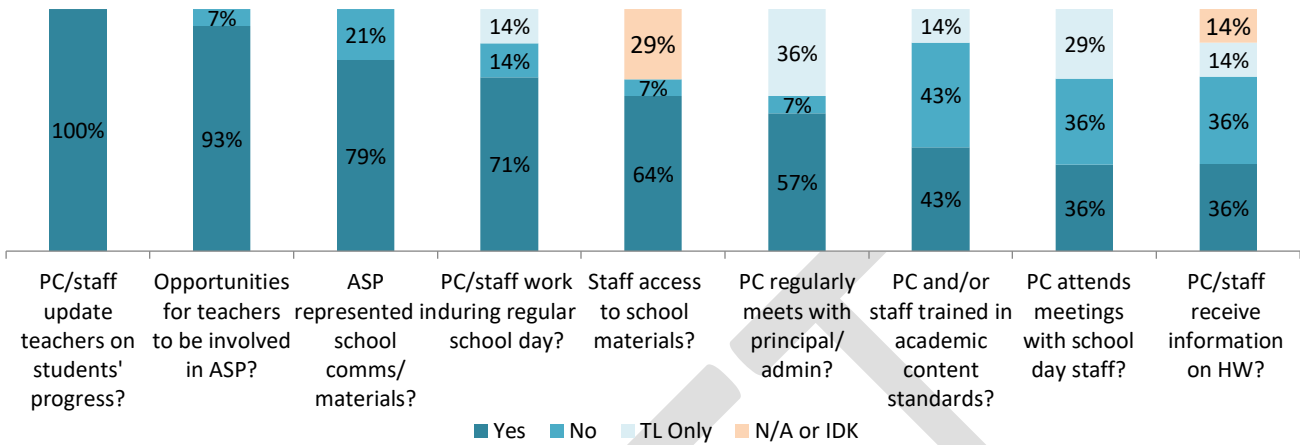


Program Coordinators’ responses concerning specific practices that strengthen linkages with the regular school day reinforce the need for training on content standards and increased support regarding students’ homework. As shown in Figure 10, 43% of the PCs responded “no” when asked whether they or their staff are trained in the academic standards, and 36% answered “no” when asked whether they attend meetings with school day staff and whether they receive information on homework. These responses regarding linkages around homework and the Common Core underscore PCs’ low rankings with regard to awareness of curriculum as highlighted in Figure 9. Notably, all PCs reported that they report updates to teachers on student progress and almost all reported that their sites offer opportunities for regular school day teachers to be involved in the afterschool program. Fewer noted that the afterschool program is represented in school communications and/or materials.

*Our staff and I need help with the curriculum. It would be great if we could have a training with school day teachers to help us with the math, so we can support students better during homework.*  
- Program Coordinator



Figure 10. Program Coordinators' Responses to Linkages Between School and Afterschool



**A Staff Member's Success Story: Positive Impact of CARES on School Day**

Each evaluation year, PCs submit a success story about participants' academic and behavioral progress. Robby's<sup>8</sup> story demonstrates how individualized attention and time on behalf of program staff strengthens students' achievement in both ASP and the regular school day.

When the school year began, my [second-grade] student was disruptive, aggressive physically, and enjoyed bullying others. His daytime teacher had the same issues, and felt that she had tried all options to reach the student and create positive changes in his behavior. He would often argue with adults; showing no remorse for his actions and actively trying to exacerbate situations.

To help Robby, I worked on developing a personal relationship with him, and talking through issues in a frank, open manner. This student was very anti-authority, and didn't react well to rules that he felt were arbitrary or unfair. When he was able to ask questions and have an open dialogue, he was much more receptive. Students like this need to feel that they are being heard and can give their opinions without judgment. We also worked on communicating his emotions in a truthful yet respectful way so that he could build friendships with his peers. Time is also made each day to check in with him; see how his day went, what happened, and how he feels.

Soon, Robby started to make positive changes in his behavior and began helping out the staff; in turn, this helped him to feel that he had a place in the program. There has been marked improvement in his behavior and emotional well-being. He has been improving steadily during the day as well, and recently shared his behavior chart. He is able to recognize his emotions and share when he is feeling irritable or upset, and talk it through with an adult before he reaches a point where he wants to explode.

<sup>8</sup> Name changed to preserve confidentiality.





## Program Staff

Although PCs and TLs meet regularly with school day administrators and/or teachers, some PCs indicated school day teacher and administrator schedules do not often allow for much direct contact between program staff and afterschool staff. As such, many of the meetings between staff and regular school day are informal and conducted on an as-needed basis.

**The majority of staff received some information about participants' academic and behavioral progress; however, approximately half only received the information if they requested it.** Program staff members were surveyed regarding the amount of integration and collaboration they have with school staff at their respective CARES sites. Approximately 90% of staff respondents reported receiving information about participant academic and behavioral progress from regular school day teachers; among these respondents, approximately half (49%) reported that they receive information only if they ask for it. About one-third (33%) of the staff respondents also reported being in contact with regular school day staff or teachers an average of five days per week.

## Classroom Teachers

Certificated teachers from the regular school day participate in program activities at all afterschool sites. For students who are struggling academically, the afterschool program staff at some sites consult with classroom teachers to ensure that areas of specific need are addressed by the afterschool program. Afterschool program staff also indicated that regular school day teachers have helped staff to better understand homework requirements and expectations. Some staff indicated that classroom teachers often keep them up to date on any ongoing academic or behavior issues for students in their groups.

**Most teachers (95%) are familiar with CARES activities and a majority (84%) believe that behavior management in ASP is consistent with the school day.**

As shown in Figure 11, the majority of teachers either agreed or strongly agreed that ASP activities supported the regular school day, and that behavior management in ASP was consistent with the regular school day. The proportion of classroom teachers who agreed that academic activities in ASP support the regular school day decreased slightly from the previous school year. In addition to behavioral expectations, several teachers cited challenges around sharing the classroom with staff and communication expectations around cleanliness and respect of shared space.

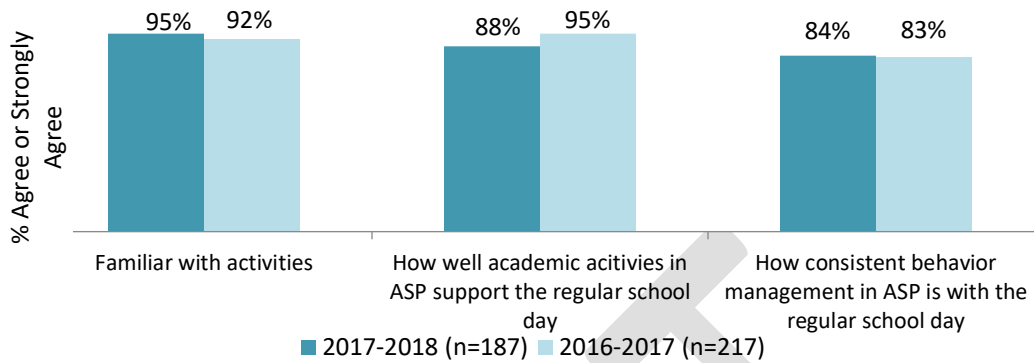
*I would suggest that ASP teachers consistently get feedback from classroom teachers. When ASP was in my room, I had feedback to give, but the forms were left only about half the time. It would improve the program if ASP staff used their own materials instead of the classroom's. I lost crayons, pencils, markers, and paper while ASP was using my room even though I kept telling the ASP teacher (in writing on the feedback forms) not to let the students use them.*

- MDUSD Teacher





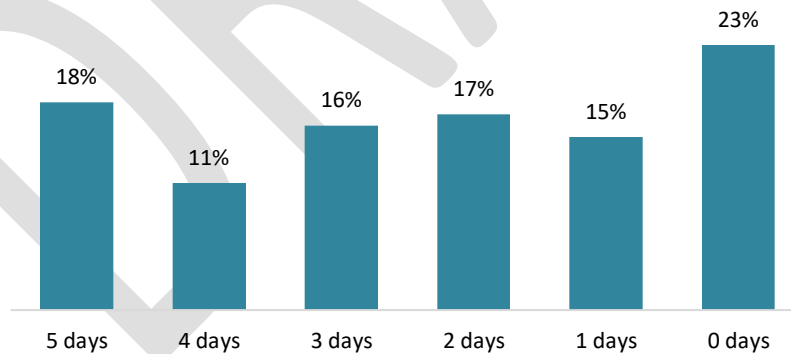
Figure 11. Teachers' Familiarity and Views on Program Integration



While the frequency of contact between teachers and staff varies, close to a quarter (23%) of responding teachers report that they do not experience direct contact from CARES staff. Teachers were also asked how many days per week on average they are in contact with the after/before-school program staff. As shown in Figure 12, approximately a quarter of all regular school-day teachers report that they do not maintain any contact with CARES staff during the week.

*I would like to have updates sent out by email maybe once a month to inform the staff about what's going on in the ASP. I hear amazing things and observe them once in a while but would love to know more.*  
- MDUSD Teacher

Figure 12. On average, how many days per week are you in contact with the after/before-school program staff?



### Principals

Principals consistently expressed strong approval of CARES for reinforcing the academic and behavioral expectations of the regular school day. Principals at participating sites were asked to respond to a parallel set of questions regarding how they felt about the integration between CARES and the regular school day. The results show that 100% of the principals who responded felt that the CARES program at their site supported regular school day academic activities, and 100% felt the CARES program at their site supported regular school day behavior management policies.





### III. Program Outcomes

#### Key Program Outcomes:

- During the 2017-2018 school year, the CARES program made progress toward or achieved all of its goals.
- Responses from students, teachers, and parents alike reflect that volunteering and community service remains an area of growth for CARES.
- Almost half of regular participants either nearly met, met, or exceeded ELA standards, which was a slight increase from the previous school year, while 44% of regular participants either nearly met, met, or exceeded math standards.
- Targeted interventions programs such as ASPIRE led to considerable improvements in assessment scores for participating students.

#### A. Status of Program Goals and Objectives

At the onset of the afterschool initiative, participating sites developed a set of goals and objectives by which all program sites would be evaluated. The following table describes the goals, measurable objectives, and the CARES program’s progress in reaching these goals.

**Table 5. Status of Program Goals and Objectives**

<i>Goal 1: A4A participants will improve their academic performance.</i>	
Objective	Status
1.1. Of A4A students who did not meet standard on the SBAC Math in the baseline year, 33% will improve their scaled score in the follow-up year by at least 30 points; of students who met or exceeded standard on the SBAC Math in the baseline year, 75% will maintain or improve their performance in the follow-up year.	<p><b>Objective achieved.</b></p> <ul style="list-style-type: none"> <li>• Among the 774 regular program participants who did not meet SBAC Math standards in 2016-2017, 36% improved their scaled scores by at least 30 points in 2017-2018.</li> <li>• Among the 126 regular program participants who met or exceeded SBAC Math standards in 2016-2017, 90% maintained or improved their scores in 2017-2018.</li> </ul>
1.2 Of A4A students who did not meet standard on the SBAC ELA in the baseline year, 50% will improve their scaled score in the follow-up year by at least 24 points; of students who met or exceeded standard on the SBAC ELA in the baseline year, 75% will maintain or improve their performance in the follow-up year.	<p><b>Objective progressed.</b></p> <ul style="list-style-type: none"> <li>• Among the 720 regular program participants who did not meet SBAC ELA standards in 2016-2017, 58% improved their scaled scores by at least 30 points in 2017-2018.</li> <li>• Among the 174 regular program participants who met or exceeded SBAC ELA standards in 2016-2017, only 58% maintained or improved their scores in 2017-2018.</li> </ul>
1.3 The achievement gap between English Language Learner (ELL) participants and non-ELL participants will be reduced, as indicated by a greater improvement among ELL participants in their SBAC ELA and Math	<p><b>Objective progressed.</b></p> <ul style="list-style-type: none"> <li>• While the rates of improvement on the SBAC ELA and Math were comparable between non-ELL and ELL students, the gap in overall scaled scores decreased</li> </ul>



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<i>Goal 1: A4A participants will improve their academic performance.</i>	
Objective	Status
mean scaled scores between baseline and follow-up years.	slightly compared to 2016-2017. Last year, there was approximately a 100-point gap between the participant subgroups. This gap stayed at about 100 points between non-ELL and ELL students' ELA scores, but was about 75 points for non-ELL and ELL students' math scores. The average scaled scores of the 608 non-ELL regular participants on the SBAC ELA increased about 1.2%, and ELL students increased 1.5% on SBAC ELA scaled scores. On the SBAC Math, both non-ELL and ELL students' scaled scores increased approximately 0.5%.
1.4 A4A students will improve their homework completion rate as measured by teacher records.	<b>Objective achieved.</b> <ul style="list-style-type: none"> <li>In 2017-2018, teacher surveys indicated that 81% of A4A participants improved their homework completion rate.</li> </ul>
1.5 At least 90% of all A4A participants will successfully complete the academic school year and be promoted to the next grade level.	<b>Objective achieved.</b> <ul style="list-style-type: none"> <li>Nearly all (99.4%) of the regular program participants (<math>n = 2,358</math>) were promoted to the next grade level.</li> </ul>
1.6 At least 50% of teachers responding to the teacher satisfaction survey respond favorably to items that ask about articulation between the school day and the afterschool program.	<b>Objective achieved.</b> <ul style="list-style-type: none"> <li>Of the 187 teachers who returned surveys in Spring 2018, 88% indicated that their site's academic activities support the regular school day "very" or "somewhat well," and 84% indicated that ASP behavior expectations are at least "somewhat" consistent with the school day.</li> </ul>

<i>Goal 2: A4A participants will be provided with a safe, healthy, and nurturing environment.</i>	
Objective	Status
2.1 A4A participants with school-day ADA of 94% or less will show yearly improvement in their regular school-day attendance.	<b>Objective achieved.</b> <ul style="list-style-type: none"> <li>Of the 479 regular program participants who had attendance rates of 94% or lower in 2016-2017, 85% improved their attendance rates, which was a notable increase compared to the 66% who improved their rates from 2015-2016 to 2016-2017.</li> <li>In the 2017-2018 school year, regular participants (<math>n = 2,646</math>) had school day attendance rates of 96%, which is the same average daily attendance for the program in 2016-2017.</li> </ul>



<b>Goal 2: A4A participants will be provided with a safe, healthy, and nurturing environment.</b>	
Objective	Status
<p>2.2 At least 75% of all A4A students and their parents will respond favorably to survey items regarding feeling safe and respected.</p>	<p><b>Objective achieved.</b></p> <ul style="list-style-type: none"> <li>• About 86% of the 1,368 students surveyed responded that they felt safe “all the time” or “most of the time” at the program.</li> <li>• Of the 1,111 parents who responded, 99.9% indicated that their child’s afterschool program is a “somewhat” or “very” safe place and that the A4A staff treat both parents and children with respect.</li> </ul>
<p>2.3 At least 75% of all A4A students, their parents and the teachers in the A4A will respond favorably to survey items regarding satisfaction with the program.</p>	<p><b>Objective achieved.</b></p> <ul style="list-style-type: none"> <li>• About 76% of the 1,368 students who responded reported being happy at the afterschool program at least “most of the time”.</li> <li>• Of the 1,111 parents who responded, over 99% “agreed” or “strongly agreed” that they were satisfied with the program.</li> <li>• Of the 180 teachers who responded, about 79% graded the program as having a “B” or above rating in satisfaction with the after/before school program.</li> </ul>
<p>2.4 At least 75% of all A4A students, their parents and teachers with students in the A4A will respond favorably to survey items regarding positive behavioral changes in the classroom and with their peers.</p>	<p><b>Objective achieved.</b></p> <ul style="list-style-type: none"> <li>• Over 83% percent of the 1,367 students surveyed responded that the afterschool program helped them to get along better with their peers.</li> <li>• In their assessment of 1,070 students reported that 89% of students get along better with others in the classroom following program participation. Teachers also indicated that about 86% percent of their students had better behavior in the classroom.</li> <li>• Among the 1,111 parents surveyed, more than 99% felt that their child(ren) were getting along better with their teachers and other students.</li> </ul>



**Goal 3: A4A participants will develop life skills, including leadership and appreciation of cultural and ethnic diversity.**

Objective	Status
<p>3.1 At least 90% of all A4A students will participate in a community service or youth leadership activity each year.</p>	<p><b>Objective progressed.</b></p> <ul style="list-style-type: none"> <li>• Community service and leadership development opportunities are incorporated into MDUSD A4A programs in a variety of ways, ranging from formal means (e.g., service learning, leadership groups, life skills classes, safety patrol) to informal means (e.g., assisting Program Coordinators, student choice, peer tutoring, etc.).</li> <li>• More than 73% of students reported that the after-school program helped them participate in community services activities.</li> <li>• Nearly all (93%) of parents (n=1,111) reported that the A4A programs helped their child(ren) to improve their community service.</li> <li>• Twelve out of 14 Program Coordinators (85%) reported that their program was “good” or “excellent” for providing participants with opportunities to participate in community service.</li> <li>• Thirteen of the 14 Program Coordinators reported that their program helped participants develop leadership skills.</li> <li>• All (100%) of the 108 staff who responded indicated that the afterschool program has helped participants develop leadership skills.</li> </ul>
<p>3.2 At least 75% of all A4A students will respond favorably to survey items regarding:</p> <ul style="list-style-type: none"> <li>• Healthy choices (e.g., drugs, tobacco, conflict resolution)</li> <li>• Understanding and appreciation of cultures and heritages of their own and/or others.</li> </ul>	<p><b>Objective achieved.</b></p> <ul style="list-style-type: none"> <li>• Over 84% of the 1,368 students who responded reported that participation in the program helped them to get into trouble less frequently.</li> <li>• Nearly 79% of the 1,368 students who responded indicated that the afterschool program has helped them make new friends.</li> <li>• Of the 1,368 students, 80% responded that the afterschool program has helped them hang out with people who are different from them.</li> </ul>



**Goal 4: A4A participants will successfully engage in nutrition, fitness, and enrichment activities.**

Objective	Status
<p>4.1 At least 75% of all A4A students participating in recreation, nutrition and/ or physical activities, i.e. fitness cards, sports, etc. will demonstrate an increased level of physical activity.</p>	<p><b>Objective achieved.</b></p> <ul style="list-style-type: none"> <li>Nearly 99% of the 1,111 parents who responded reported that the afterschool program helped their child(ren) improve their physical activity.</li> <li>Of the 108 staff who responded, 100% agreed that the afterschool program has been valuable for students in improving physical fitness.</li> <li>Of the 1,368 students who responded, 89% agreed that they have learned to exercise or play sports more thanks to CARES.</li> </ul>
<p>4.2 At least 75% of all A4A students who participate in nutrition education will respond favorably to survey items regarding:</p> <ul style="list-style-type: none"> <li>Making healthy eating choices</li> <li>Their participation in at least one enrichment activity each year</li> </ul>	<p><b>Objective achieved.</b></p> <ul style="list-style-type: none"> <li>Of the 1,368 students who responded, 80% agreed that they have learned to eat more nutritious food.</li> <li>All (100%) A4A students participate in enrichment activities as part of their regular participation in the program.</li> </ul>

**Goal 5: Families of A4A participants will have multiple opportunities to participate in literacy and educational development opportunities.**

Objective	Status
<p>5.1 Family members for at least 50% of all A4A students will attend at least one family event each year.</p>	<p><b>Objective achieved.</b></p> <ul style="list-style-type: none"> <li>Over 79% of the 1,111 parents who responded shared that they had attended at least one family event in 2017-2018.</li> <li>Program Coordinators described hosting and supporting many back to school events, family nights, and parent workshops such as holiday celebrations, back-to-school festivals, community service activities, family literacy events, family game night, and parenting skills classes. They estimate that approximately 4,825 students and over 2,387 parents attended one or more of these events in 2017-2018.</li> </ul>
<p>5.2 15-25% of A4A student families will participate in Family Literacy and/or Educational Development activities.</p>	<p><b>Objective achieved.</b></p> <ul style="list-style-type: none"> <li>Half (50%) of the 1,111 parents who responded shared that they had attended at least one family educational workshop in 2016-2017.</li> </ul>



## B. Student Academic Performance

### English Language Arts

**Course Grades:** Teachers were asked to report on participants’ ELA performance during the school year by recording students’ fall and spring course grades. Figure 13 presents the proportion of students whose ELA grades improved, decreased, or stayed the same. Available surveys (n=1,072) indicate that, as with the previous school year, 97% of participants improved or maintained their ELA grades.

**Figure 13. Participants’ ELA Course Grades**

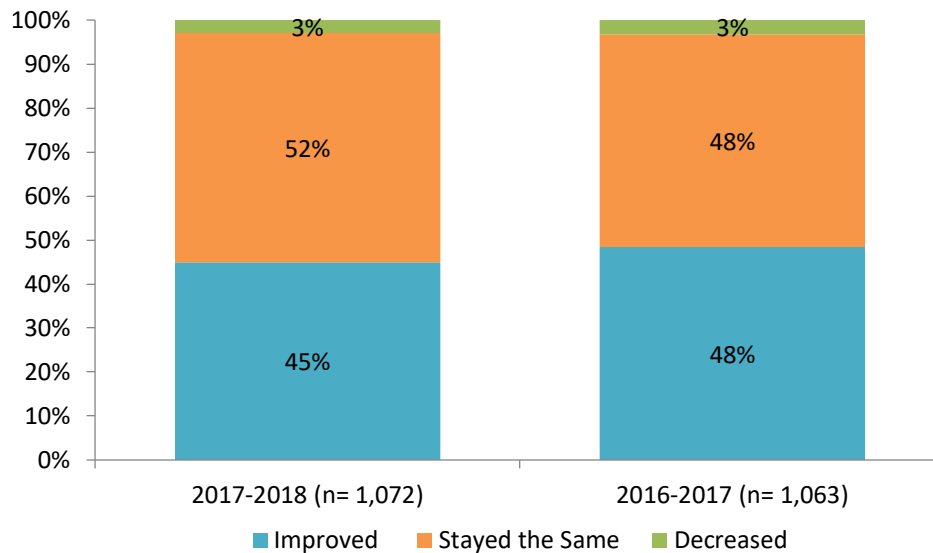


Table 6 highlights changes in course performance for students who had a grade of “C” or lower in the fall, and those who had a grade of “B” or better in the fall. As with the previous school year, almost all (97%) regular participants who received a B or better in the fall, continued to receive a B or better in the spring. Additionally, just over a third (36%) of regular participants who received a C or lower in the fall, improved to receive a B or better in the spring. This is a slight increase compared to the 33% of regular participants who improved from fall to spring in the 2016-2017 school year.

**Table 6. Changes in ELA Course Performance**

		2018 Performance Level (Follow-Up)	
		B or Better	C or Lower
2017 Performance Level (Baseline)	B or Better (n=537)	97%	3%
	C or Lower (n=670)	36%	64%

**Smarter Balanced Assessment:** RDA examined participant performance on the ELA portion of the Smarter Balanced Assessment (SBAC). Student performance is classified into four groups: Standard Not Met,





Standard Nearly Met, Standard Met, and Standard Exceeded. Since the expressed goals of the State of California are to ensure that all students perform at “Standard Met” or “Standard Exceeded,” the MDUSD CARES target levels include Standard Met and above. The 2017-2018 school year was MDUSD’s third year implementing the SBAC to provide comparison to the 2016-2017 baseline. More detail on specific group test score performance can be found in the Appendix to this report.

Figure 14 shows regular participant’s SBAC ELA performance for both the 2016-2017 and 2017-2018 school year, proportioned by the four performance level descriptors explained above. The percentage breakdown for 2017-2018 was comparable to the breakdown in 2016-2017.

Figure 14. Regular Participants’ SBAC ELA Performance

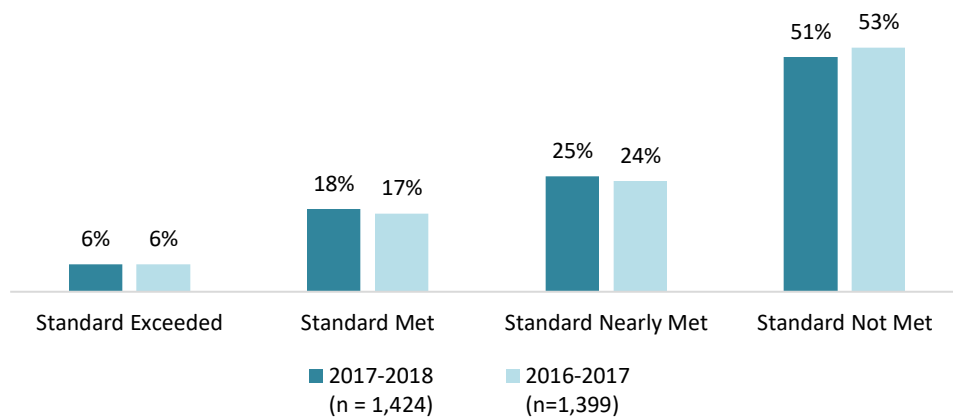


Figure 15 shows the percentage of regular participants that met or exceeded SBAC ELA standards by racial/ethnic subgroups. When compared to the 2016-2017 school year, the majority of racial/ethnic subgroups reflected small gains in the share of students who met or exceeded the SBAC ELA standard. Students of “other” descent saw the greatest gains, going from 14% meeting or exceeding the standard in the previous year, to 26% in the 2017-2018 school year. As in the previous two years, students of Filipino descent had the greatest proportion of students who met or exceeded the SBAC standard (48%).

Figure 15. MDUSD CARES Participants’ SBAC ELA Performance by Ethnicity



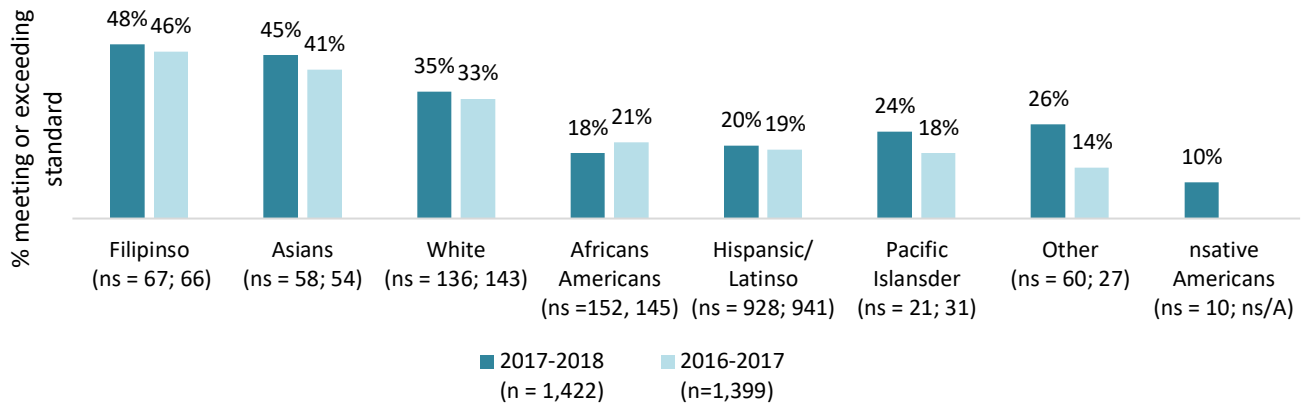


Figure 16 shows the proportions of regular participants scoring “Standard Met” or “Standard Exceeded” on the SBAC ELA by English Language Learner (ELL) and Special Education status. While percentages of students with non-ELL status and students with non-Special Education status meeting or exceeding standard remained largely similar as compared to the previous year, the percentages of students with ELL status and students with Special Education status meeting or exceeding the standard slightly increased over this period.

**Figure 16. ELL & Special Education Students’ SBAC ELA Performance**

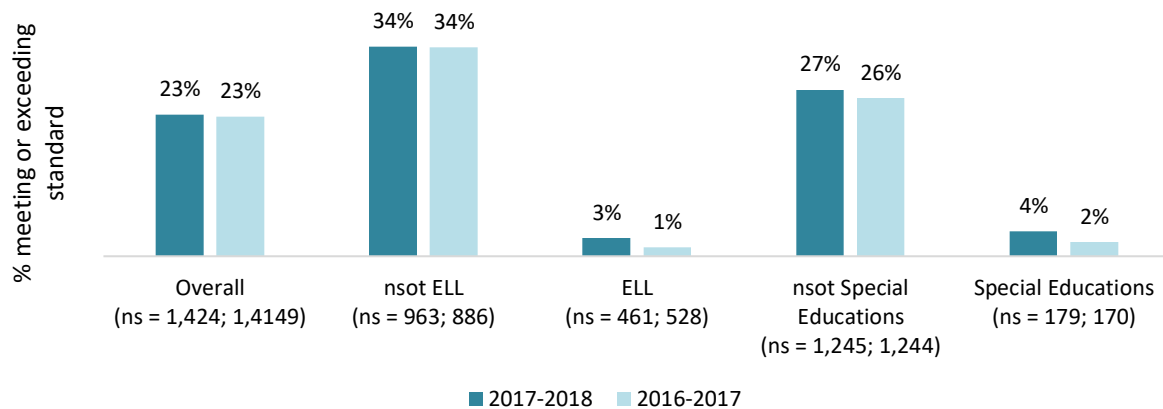
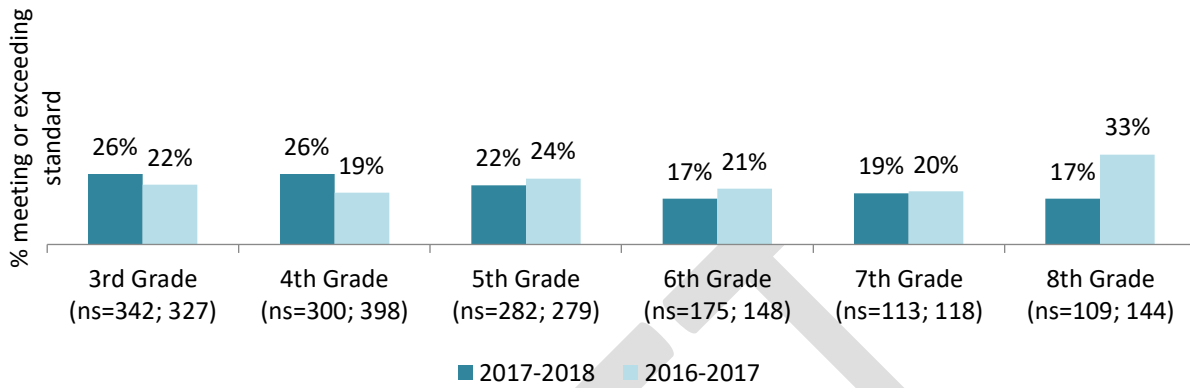


Figure 17 shows the proportion of participants with regular attendance that achieved “Standard Met” or “Standard Exceeded” on the SBAC ELA, organized by grade level. The third and fourth grade levels had the highest proportion of students meeting or exceeding the standard relative to the other grades. They were also the only grades that experienced gains in the share of students who met or exceeded the ELA SBAC standard. The largest decline occurred among eighth graders (16%).



Figure 17. SBAC ELA Performance by Grade Level



### Mathematics

### Mathematics

**Course Grades:** Teachers were asked to report on participants' mathematics performance during the school year by recording participants' fall and spring course grades. Figure 19 presents participants' grades for mathematics courses. As with the previous school year, available surveys ( $n = 997$ ) indicate that 97% of participants improved or maintained their math grades during the 2017-2018 year.

Figure 18. Participants' Mathematics Course Grades

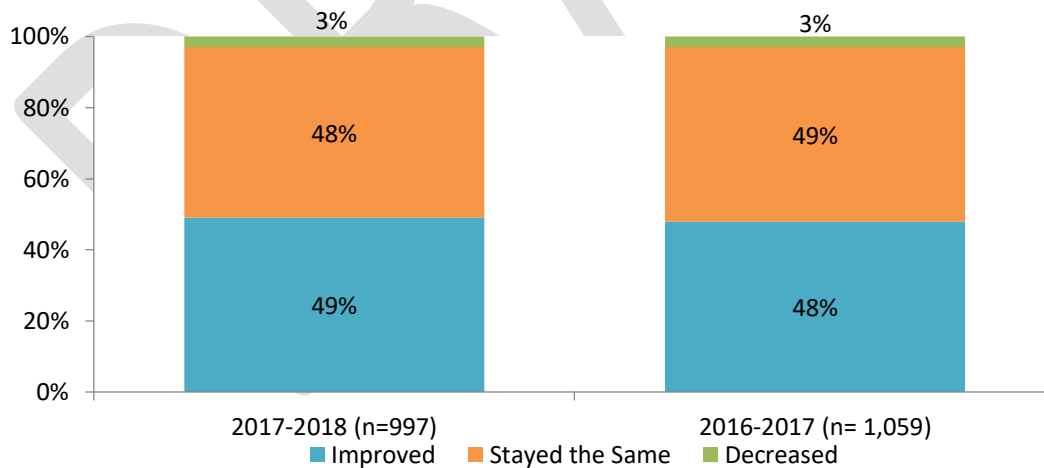


Table 7 highlights the changes in course performance for participants who had a grade of "C" or lower in the fall, and those who had a grade of "B" or better in the fall. Overall, almost all (96%) regular participants who received a B or better in the fall, continued to receive a B or better in the spring. Additionally, 39% of students who received a C or lower in the fall, improved to receive a B or better in the spring. As with students' ELA scores, this is an increase from the 36% of students who improved from fall to spring in the 2016-2017 school year.





Table 7. Changes in Mathematics Course Performance

		2018 Performance Level (Follow-Up)	
		B or Better	C or Lower
2017 Performance Level (Baseline)	B or Better (n = 473)	96%	4%
	C or Lower (n = 636)	39%	61%

**Smarter Balanced Assessment:** RDA examined participant performance on the math portion of the SBAC. As with the ELA section, student performance in the math section is classified into four groups: Standard Not Met, Standard Nearly Met, Standard Met, and Standard Exceeded. Since the expressed goals of the State of California are to ensure that all students perform at “Standard Met” or “Standard Exceeded,” A4A target levels include Standard Met and above. The 2015-2016 school year was MDUSD’s first year implementing the SBAC. More detail on specific group test score performance can be found in the Appendix to this report.

Figure 19 shows regular participants’ SBAC Math performance, proportioned by the four performance level descriptors explained above. The figure demonstrates that the percentage of students both meeting and exceeding the SBAC Math standard has decreased relative to the 2016-2017 school year. This is a change from the first two years of assessment, where an increase was seen from 2015-2016 to 2016-2017.

Figure 19. Regular Participants’ SBAC Math Performance

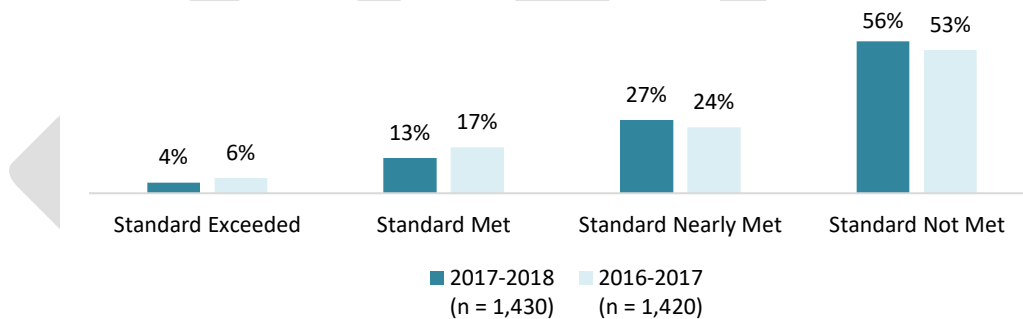


Figure 20 shows the percentage of regular participants who met or exceeded SBAC Math standards by racial/ethnic subgroups. When compared to the 2016-2017 school years, only Asian students and those who self-identified as “other” or did not respond increased the share of students who met or exceeded the SBAC Math standard. Pacific Islander and Filipino students had the largest decreases in the proportion of students who met or exceeded the standard.



Figure 20. MDUSD CARES Participants' SBAC Math Proficiency Level by Race/Ethnicity

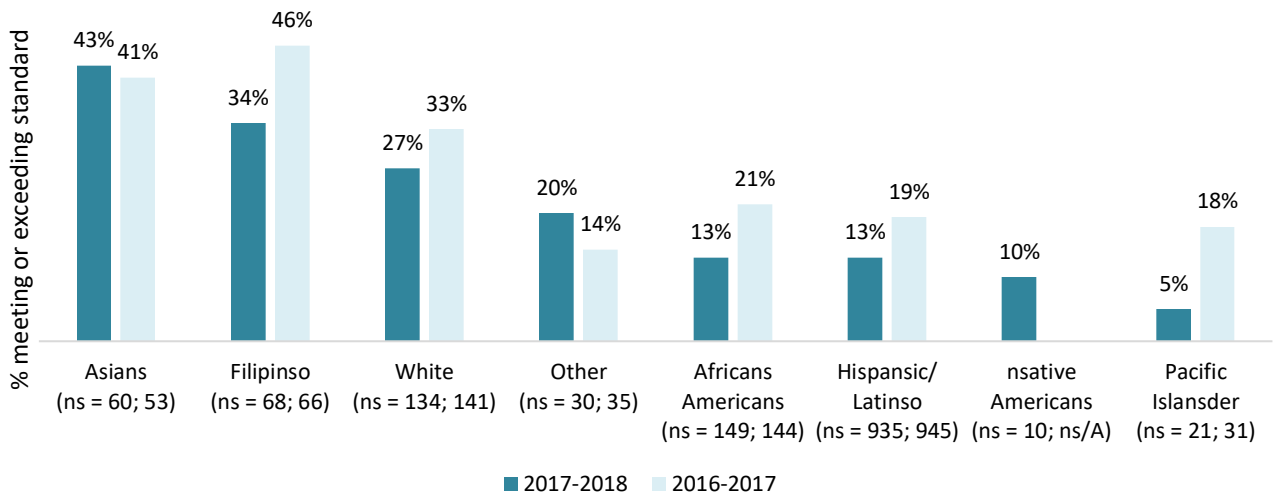


Figure 21 shows the proportion of regular participants scoring “Standard Met” or “Standard Exceeded” on the SBAC Math by English Language Learner (ELL) and Special Education status. In Math, the percentage of students with ELL status meeting or exceeding standard stayed consistent, while the percentage of students with special education status meeting or exceeding standard declined slightly compared to the 2016-2017 school year.

Figure 21. ELL & Special Education Participants' SBAC Math Performance

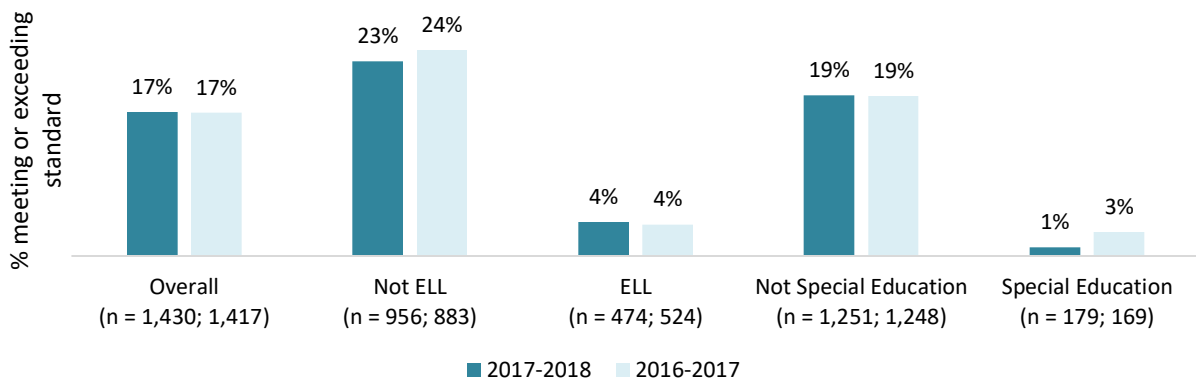
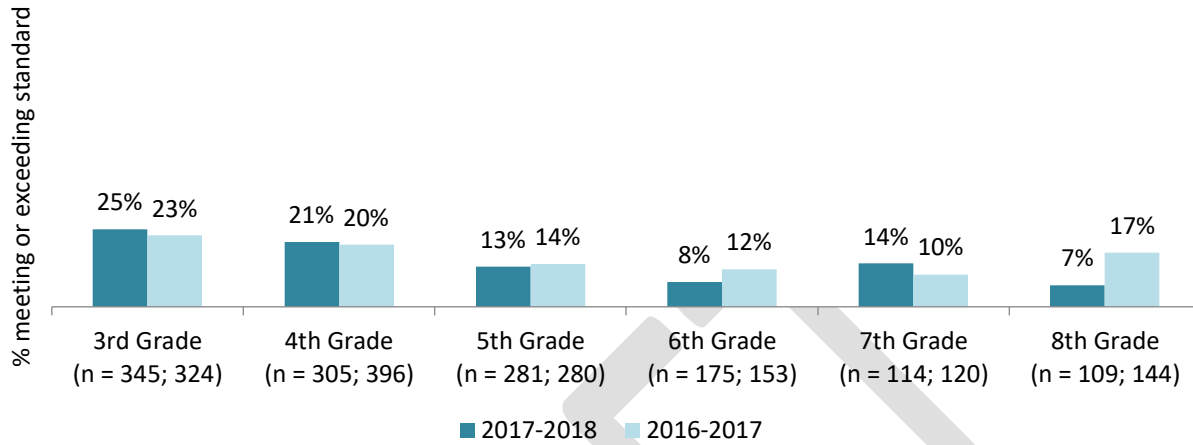


Figure 22 shows the proportion of participants with regular attendance that achieved “Standard Met” or “Standard Exceeded” on the SBAC Math, organized by grade level. Altogether, the third grade level had the highest share of students meeting or exceeding the standard (23%), which was also the case in 2016-2017. Both the seventh and fourth grade levels had slight increases in the share of students meeting or exceeding the standard. The largest decrease occurred among eighth grade level students, who went from 17% meeting the math standard in 2016-2017 to only 7% in the 2017-2018 school year.



Figure 22. Regular Participants' SBAC Math Performance by Grade Level



### Targeted Intervention for Students at Risk of Failing

CARES offers a targeted academic intervention program called ASPIRE for students at risk of failing. Students in ASPIRE are pulled out from part of the afterschool programming and led through a tailored, short-term tutoring process by a certificated teacher who assesses each student's need for support in ELA, Math, or both, using a pre-program assessment. The teacher then measures student progress via a final assessment at the conclusion of the program.

During the 2017-2018 school year, CARES offered two sessions of ASPIRE, using a variety of assessments, including the iReady, DRA, and Level J assessments. Additional assessments formats that were administered on fewer than 10 students were not included. Assessments missing either a pre- or a post-test were also not included. Detailed assessment outcomes by grade level are included in the Appendix of this report.

**Assessment results indicate that enrollment in ASPIRE led to noticeable improvements in participating students' academic performance.** In the first service period, ASPIRE served 238 students. Of those served, 94% received an ELA assessment and 92% of those assessed were included in the following analysis. Based on pre- and post-test data, students showed considerable improvements, with a 13% rate of improvement in iReady ELA scores ( $n = 104$ ) and a 7% rate of improvement on DRA scores ( $n = 56$ ). Students assessed with the Level J ( $n = 59$ ) did not change in their scores. Of the 238 students, 95% were given a math assessment, and 82% were included in the following analysis. Students had similar improvements in their math scores, with a 16% rate of improvement in iReady ELA scores ( $n = 97$ ) and a 9% rate of improvement on DRA ( $n = 35$ ) scores. As with ELA, students assessed with the Level J ( $n = 62$ ) did not change in their math scores.

During the second service period, ASPIRE served 197 students, 92% of whom received an assessment and 84% of whom were included in the following analyses. Based on pre- and post-test data, students showed substantial improvements with an 18% rate of improvement in iReady ELA scores ( $n = 103$ ) and slight





improvements with a 4% rate of improvement on DRA scores (n = 37) and a rate of 1% on Level J (n = 26) scores. Of the 197 students, 97% were given a math assessment, and 86% were included in the following analysis. Students also experienced improvements in their math scores, with an 11% rate of improvement in iReady ELA scores (n = 111) and a 12% rate of improvement on DRA (n = 32) scores. There was a slight 1% improvement in Level J (n = 236) scores.

### C. Student Behavioral Outcomes

#### Student Self-Assessment

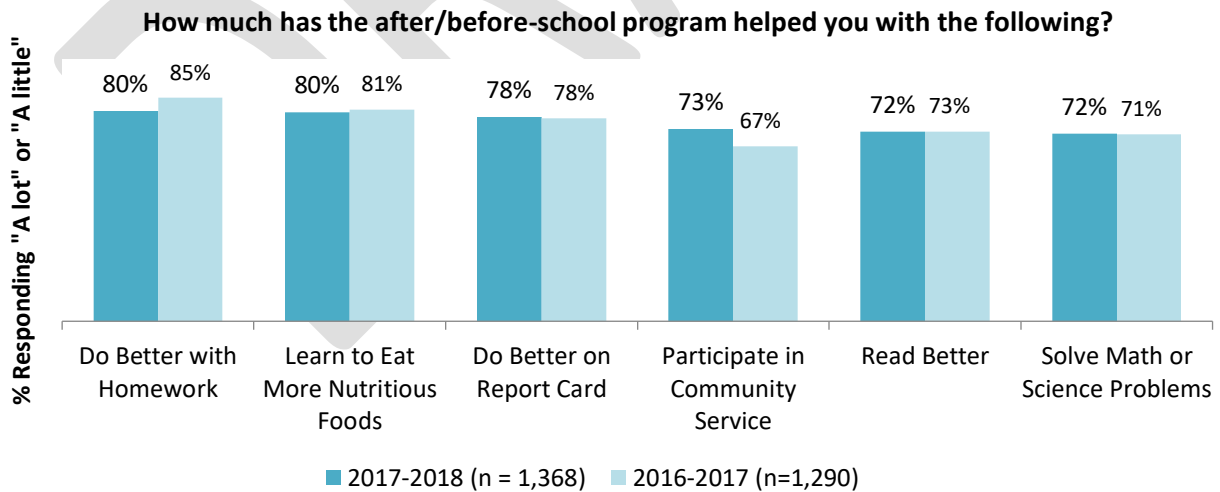
Students ranked CARES as most successful in helping them do better with homework and in eating nutritious food.

CARES participants were given a self-assessment survey in Spring 2018. Surveys included questions about program impacts in several academic and behavioral areas. Figure 23 shows that students reported that the afterschool program helped them the most in doing better with their homework (80%) and learning to eat more nutritious foods (80%). Similar to the previous year, participants reported lower ratings in helping them partake in community service, though the proportion of students who engaged in community service activities did increase (73%).

*The staff have built good relationships with the students, which helps students feel safe and comfortable with program. Staff makes sure that students are being productive, and encourage students to make good choices to positively impact themselves and with everyone around them.*

– CARES staff member

Figure 23. Student Self-Assessment Surveys: Academic Impacts



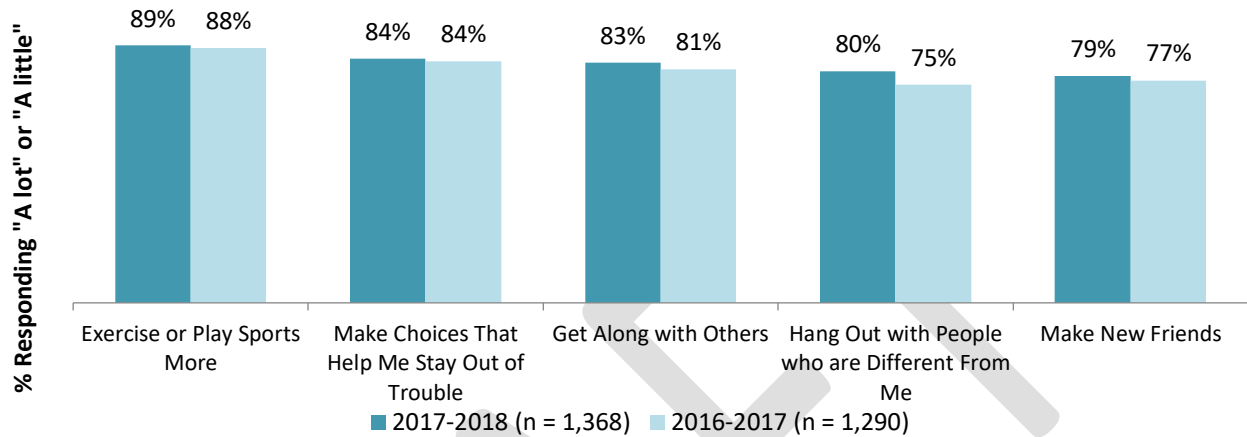
When assessing the program’s impact on their behavior, students felt that CARES helped them the most with exercise and play, and in helping them make choices that keep them out of trouble. Figure 24 shows students’ responses to questions about the program’s impact on their behaviors. Their responses were similar to the previous year, indicating consistency in social-behavioral programming. Nearly 89% of



students felt the program helped them exercise and play sports more often and a little over 84% reported that ASP supported them in making choices that helped them stay out of trouble and get along with others.

Figure 24. Student Self-Assessment Surveys: Behavioral Impacts

How much has the after/before-school program helped you with the following?

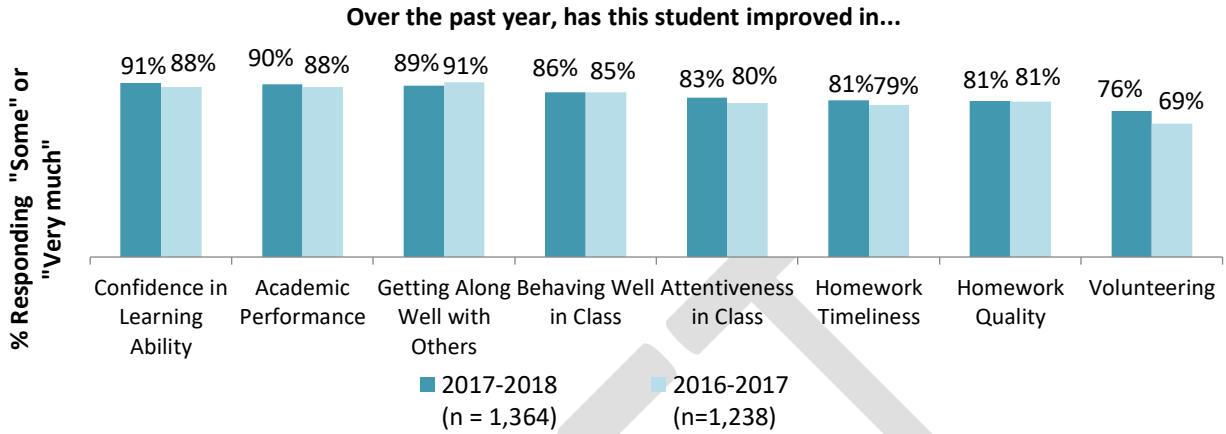


### Teacher Assessment of Students

When it comes to academic and behavioral impacts, teachers rated CARES the highest in its ability to boost students' confidence in their learning ability, and in boosting their academic performance. Teachers completed surveys that asked them to assess participants' improvement in the following eight areas related to classroom and school behavior: timeliness and quality of homework completion; volunteering for extra responsibilities; being attentive in class; behaving well in class; academic performance in class; confidence in learning ability; and getting along with others. The results of the teacher surveys are presented in Figure 25 below. Teachers' responses were fairly consistent with their responses in 2016-2017; the majority reported improvements. Teachers also recorded lower percentage rankings for homework timeliness and homework quality, reinforcing the findings in section E "Integration with the Regular School Day," concerning communication issues between teachers and staff around academics and Common Core.



Figure 25. Teacher Perceptions of Participant Academic and Behavioral Improvements



### Parent Assessment of Students

Overall, parents were the stakeholder group that offered the most favorable view regarding CARES' impact on students' social development while in the program. Parents of CARES participants completed surveys assessing their children's academic and social development over the school year. Figure 26 shows that nearly all 1,111 responding parents (at least 97%) agreed that the afterschool program contributed to improvements in nearly all areas social development. These results are consistent with the previous year, with slight increases across all categories.

*The after school program has helped us so much for my daughter in her studies, homework, and attitude. It's an excellent program, thank you!*

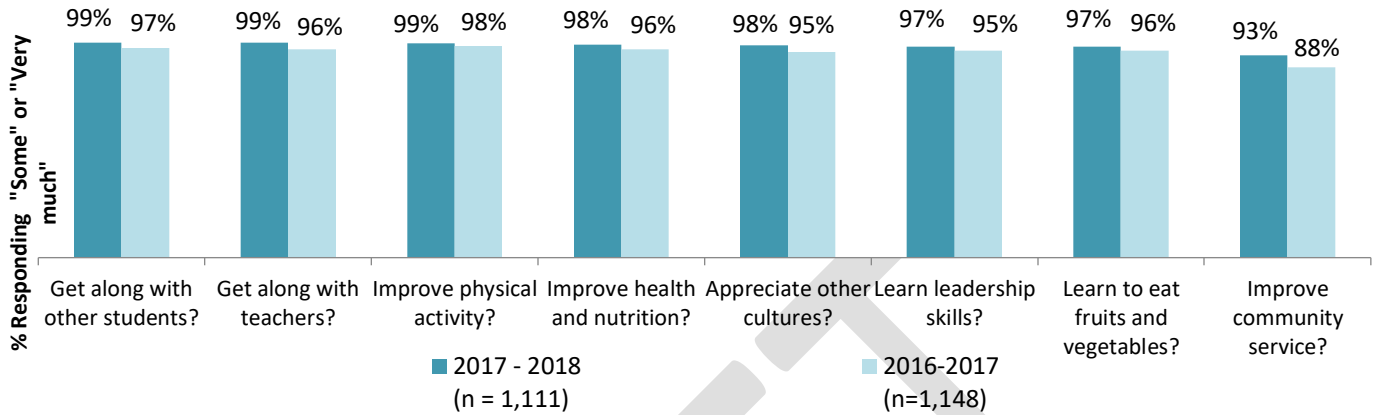
- CARES Parent

Parents' responses, which align with those of students and teachers, suggest that volunteering and community service remain areas of growth for CARES. Similar to students' self-assessed participation in community service, parents noted less participation in volunteer opportunities among students, though the proportion did increase from the previous year.



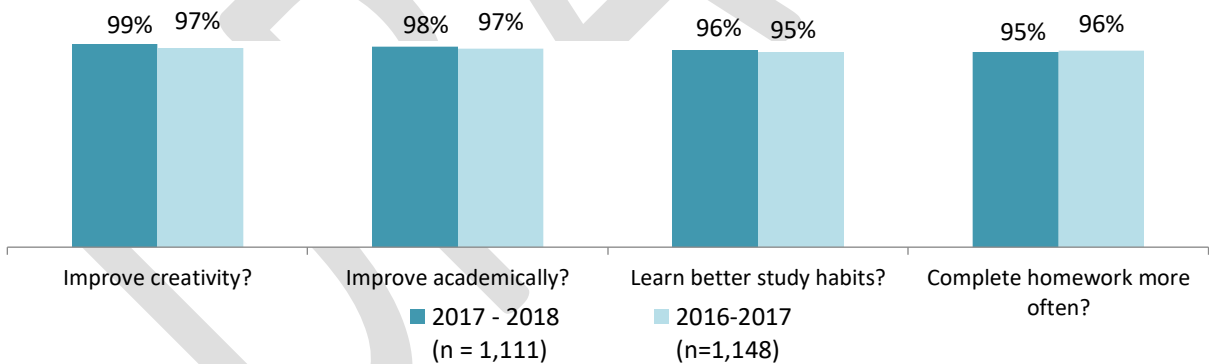


Figure 26. Parent Perceptions of Program Contributions to Students' Social Development



Similarly, parents expressed strong approval toward CARES' impact on their child's academic development. Figure 27 shows that the majority of parents believe the program helped their children make improvements in all areas of academic development, including improving their creativity, academic performance, study habits, and homework completion.

Figure 27. Parent Perceptions of Program Contributions to Students' Academic Development



### Success Story: Leveraging Staff Training to Build Trust from the Community

Each evaluation year, PCs submit a success story about participants' academic and behavioral progress. The following success story demonstrates how a PC can build on new staff to increase connections with the community.

Over the summer, CARES staff had a few challenging interactions with a certain family. The family had expressed frustration with the program the previous school year, and these frustrations carried into summer program. The students also took advantage and did not tell their parents the full story in each situation that came up. More frustrations continued at the beginning of this school year, but then things got better.



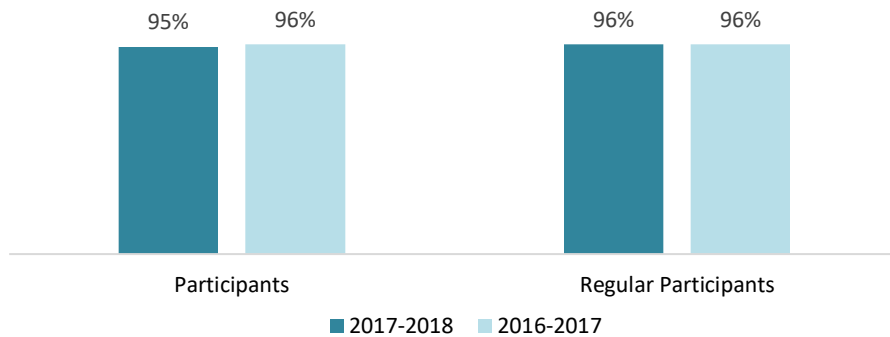
At the beginning of this school year, I had all new staff except my Lead Recreation Specialists. Before the opening of program, we discussed program expectations and rules. We also went over classroom management and positive behavior incentives. We worked on building relationships with all students and parents, to the point where parents felt more open about communicating issues before they bottled up and ended in frustration. My staff and I have built a very strong relationship with both the students and parents.

That family is now one of our strongest advocates for the after school program, helping in any way they can. This was a drastic change from the beginning of summer program till now. I also think that building our relationships with them helped them understand that we just want the best for their students and have made such changes in order to have both structure and empathy.

### School Day Attendance

Participants' school day attendance data was also analyzed to assess attitudinal and behavioral change. Attendance rates were derived from a sample of 3,466 program participants who had attendance school attendance records in 2016-2017 and 2017-2018. Figure 28 shows a year-to-year comparison of school day attendance rates for the participant population ( $n = 3,466$ ) and for the subgroup of regular participants ( $n = 1,902$ ). Attendance rates remained about the same between 2016-2017 and 2017-2018 for all attendees.

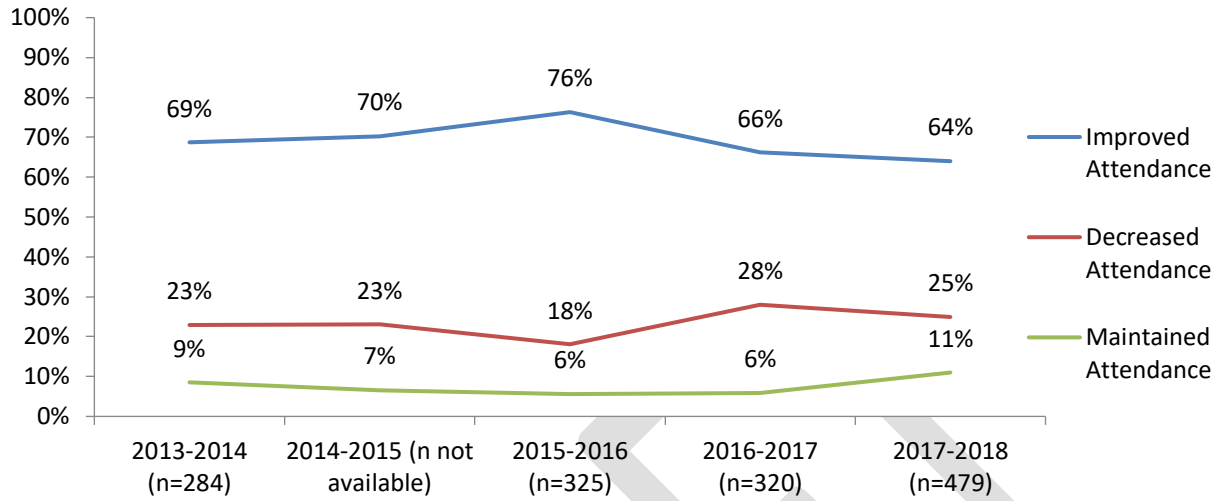
**Figure 28. All Participants' and Regular Participants' Average School Day Attendance Rate**



Changes in school day attendance were further analyzed for regular participants with Average Daily Attendance (ADA) of 94% or less in 2017-2018 ( $n = 479$ ). While there was a slight decrease in the number of students who improved their attendance in 2017-2018, there was an increase of 5% among those who maintained their attendance and a slight decrease in those whose attendance declined from 2016-2017 to the 2017-2018 school year.



Figure 29. Changes in School Day Attendance for Regular Participants with ADA of 94% or Less



DRAFT



## IV. Program Satisfaction

### Program Satisfaction Key Findings:

- Each stakeholder group generally expressed a high level of satisfaction with CARES.
- Students expressed the highest satisfaction ranking regarding their safety, their ability to be heard, and their happiness in the program. Students' lower rankings about their ability to choose what they do and whether they help others in the program reflect youth leadership barriers.
- Parents consistently expressed high levels of satisfaction across program areas.
- More than 85% of staff expressed satisfaction with CARES' performance especially concerning management, enrichment, and the program's structure. Over 96% of staff reported that CARES provides considerable value to students through activities ranging from nutrition, academics, creativity, to community involvement.
- Teachers' rankings of their satisfaction with CARES improved considerably when compared to the 2016-2017 academic year.

Evaluators posed survey questions to understand student, parent, program staff, school day teacher and principal satisfaction with the CARES afterschool program. Survey respondents provided input about program successes, as well as feedback for suggested program improvements. Overall, the feedback stakeholders provided was positive and indicated that CARES stakeholders support the program and look forward to its continued growth and development. Parents, students, staff, teachers and principals agreed that the afterschool programs were strongest in providing a safe, structured environment for participants. Parents, staff, teachers, and principals also strongly valued recreation opportunities offered by the program. In general, stakeholders were in agreement that the afterschool program had a positive impact on the communities they serve.

### A. Student Views

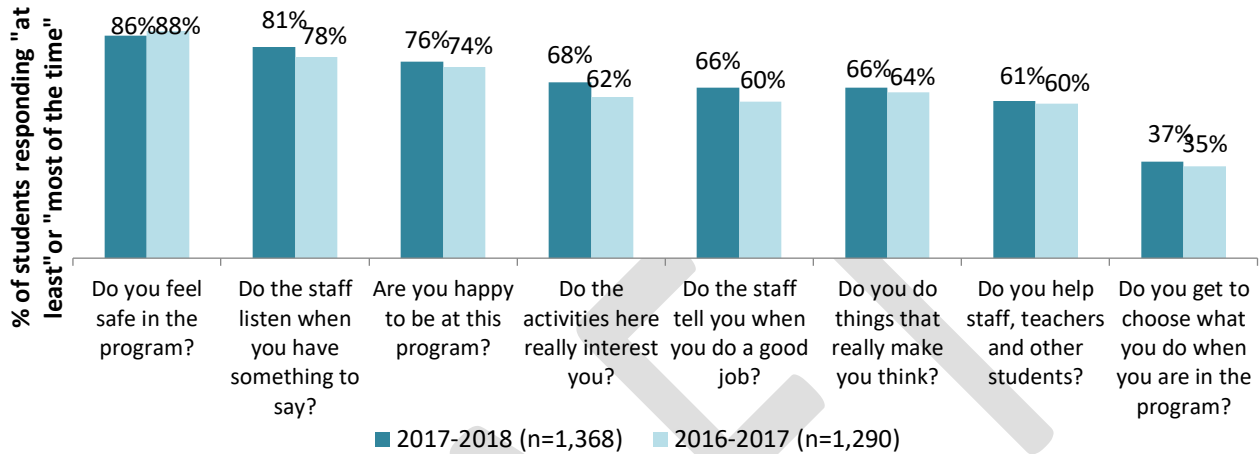
**Similar to the previous school year, students expressed the greatest satisfaction with regard to their sense of safety, their ability to be heard, and their happiness in the program.** Program satisfaction is an important avenue for student input that offers insights for understanding program effectiveness at the ground level. In addition to self-assessment of academic and behavioral assets, a total of 1,290 CARES participants were surveyed regarding the various afterschool program components. Results in Figure 30 highlight that participants' program satisfaction ratings were generally consistent with the results from the 2016-2017 school year. The largest share of CARES participants (86%) reported feeling safe while participating in the program, and 81% felt that staff listened to them when they had something to say.

**Students' outlook toward their ability to choose what they do in the program and whether they help their peers and their superiors, suggests that there are potential challenges providing opportunities for youth development.** Students expressed considerably lower levels of satisfaction when considering whether they get to choose what they do when they are in the program (37% satisfaction). The second lowest ranking (61% satisfaction) concerns whether students help staff, teachers, or peers; this latter



ranking echoes the findings from site visits, during which evaluators observed missed opportunities for staff to request help or assistance from their students.

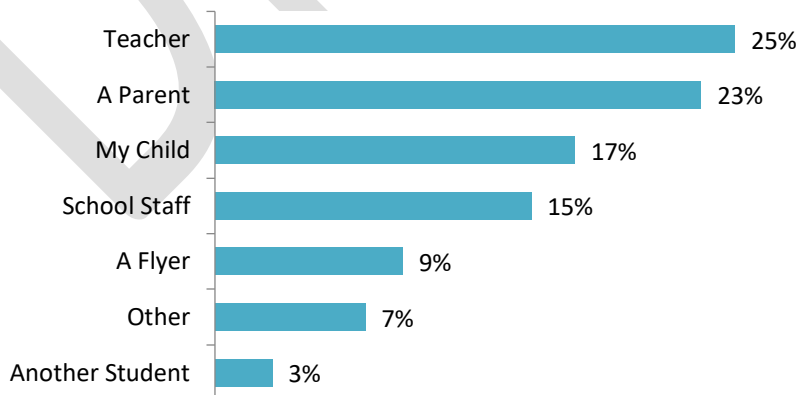
**Figure 30. Student Surveys: Program Satisfaction**



## B. Parent Views

Results from parent surveys suggest that CARES tends to be most successfully promoted via word of mouth. Parents are an important vehicle for their child’s participation and success in the A4A program. For the 2017-2018 school year, a total of 1,111 parents completed surveys regarding their engagement and satisfaction with the afterschool program. As shown in Figure 31, close to 70% of parents learned about CARES from either a teacher, another parent, or from their own child(ren), indicating that CARES tends to be most successfully promoted via word-of-mouth.

**Figure 31. How Parents Heard of the CARES Program**

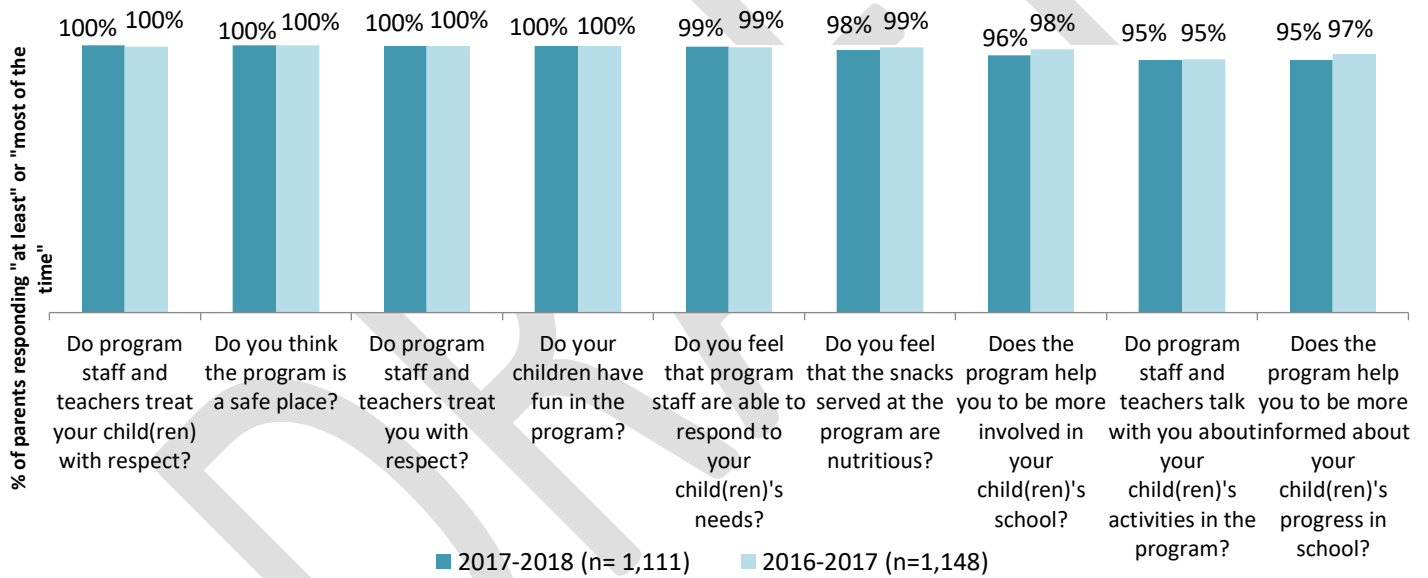




Among stakeholders surveyed, parents expressed a notable degree of satisfaction across program components. Parents reported on the program’s effectiveness in meeting the needs of their child across various dimensions, shown in Figure 32 and at least 95% of parents answered positively to each measure. Specifically, all responding parents agreed that program staff and teachers treat their children with respect, that the program is a safe place, that program staff treat parents with respect, and that their children have fun in the program.

*I love this program, thanks to ASP my children finish their homework, and they have fun. It is an incredible program and I am very grateful.”*  
*The consistency this year has been great and much needed. THANK YOU TO EVERYONE!*  
 - Comments from CARES parents

Figure 32. Parent Surveys: Program Satisfaction



Overall, parents felt that the afterschool programs provide a nurturing and engaging environment that supports and enables their children to succeed socially and academically. The high rankings signal that among stakeholder groups, parents reserve the highest levels of satisfaction toward CARES.

In addition to expressing satisfaction in survey rankings, some parents offered comments focused on parent-staff communication. A portion of parents’ qualitative feedback mirrored observations by CARES staff and teachers, including strengthening academic training, building homework supports, and diversifying recreational activities. In addition, parents recommended that CARES

*It would help to communicate more with parents by providing more resources such as a syllabus, a monthly calendar, and a weekly or daily agenda; just better registration acceptance process to keep parents ‘in- the-know’.*  
 - CARES Parent



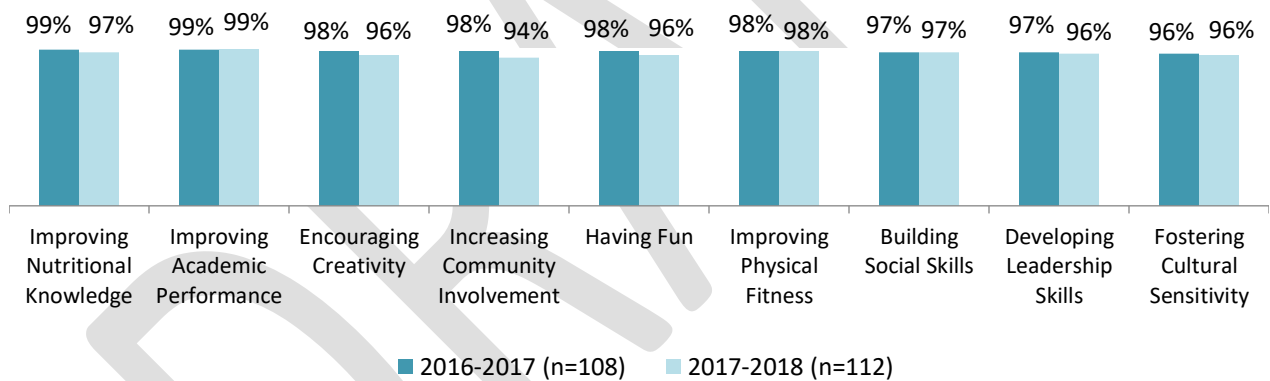
bolster parent communication and outreach through efforts such as flyers or student report cards.

### C. Program Staff Views

Staff members' satisfaction ratings of CARES offers a window into the overall program health and the success of CARES' implementation. Staff's satisfaction with the program are measure by the extent to which CARES benefits students, CARES staff job satisfaction, and the CARES program as a whole.

**More than 96% of staff reported that the afterschool program activities provide considerable value to students in areas such as nutrition, academics, creativity, community involvement, among others.** Staff unanimously agreed that the program improved students' nutritional knowledge, improved their academic performance, and nurtured students' creativity. In addition, nearly all staff reported that the program increases community involvement, improves academic performance, and cultural sensitivity. As highlighted in Figure 33, over 96% of surveyed staff reported that CARES participation increases students' abilities in all categories.

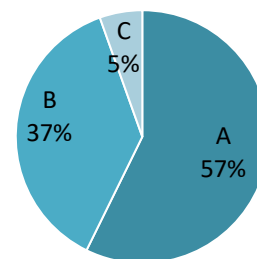
Figure 33. Staff Survey Results: Benefit for Students



**Over 85% of staff expressed that they were “satisfied” or “very satisfied” with CARES’ program performance, particularly as it relates to management, enrichment, and structure.**

When asked to grade the CARES program, the majority of the staff (94%) graded the program with a “B” or higher. Staff expressed the greatest level of satisfaction (89%) toward the management of the program, enrichment (e.g., arts, crafts, STEM, etc.), and the structure of the program. Staff’s rankings of satisfaction varied only by a few points across areas; the lowest rankings (86%) concerned school faculty involvement and academic interventions. The full list of program components, as well as staffs’ levels of satisfaction, are featured in **Error! Reference source not found.** in the Appendix.

Figure 34. Staff Survey Results: Program Satisfaction Grade (n = 113)





CARES staff members were also asked if they enjoyed working for their program; 93% of staff responded that they did “very much.” Staff offered a variety of reasons as to why they choose to work for the afterschool program. Some staff cited the fulfillment that comes with working with children and playing a role in facilitating students’ growth and development. Other staff cited professional development and career advancement as a factor; for instance, different staff expressed their interest in becoming a teacher, a pediatric nurse, or obtaining a college degree in Child and Adolescent development. Staff also commented on program strengths, which included working as team, enriching activities for students, communication throughout the program, and building relationships with students.

*I love working with kids and creating strong, trustful relationships. I see their struggles and I just want to be there for them. I love my kids - I would not trade them for the world.*

- CARES Staff

While staff expressed general satisfaction with CARES, they offered qualitative input into areas that can be improved within the program. Staff’s recommendations for the CARES program fell in categories including strengthening hiring practices, offering better staff pay, development and training around behavior management, and building strategies around changing volumes of homework. Staff also offered unique proposals for improving the program, including:

- Diversifying students’ enrichment options by offering activities between CARES sites.
- Using field trips as a strategy to free up certain staff to support others when needed.
- Leveraging funding for academic intervention to design teacher-led training for CARES staff.

*Handling behavior issues in a professional and non-time consuming way would help a lot. It's difficult for staff to handle middle-schoolers in particular because they each respond and handle situations differently.*

- CARES Staff

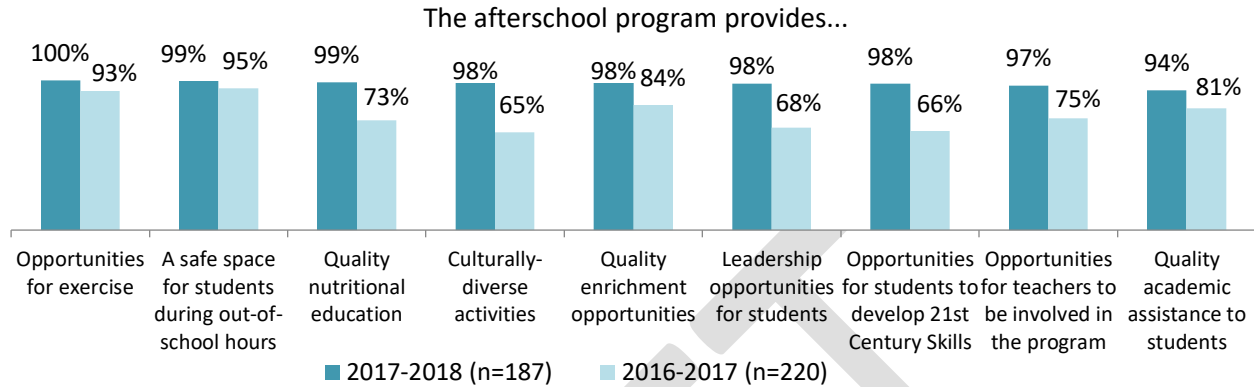
## D. Teacher Views

**Teacher’s rankings of their satisfaction with the CARES program considerably improved when compared to the 2016-2017 academic year.** As they share responsibility over CARES students and the classroom space, teachers can offer insights into the CARES’ impact on students and the overall administration of the program. Surveys asked 220 school day teachers for their opinions about specific components of the afterschool program. Figure 35 highlights survey results from teachers around program satisfaction. Whereas teachers’ satisfaction across these dimensions hovered between 81% and 93% during the 2016-2017 school year, the teachers’ ratings during the 2017-2018 school year grew to a range of 94% to 100%. Teachers especially appreciated CARES for providing opportunities for exercise, as a safe place for students during out of school hours, and a place that offers quality nutritional education.



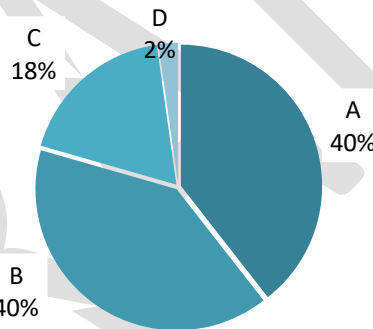


Figure 35. Teacher Survey: Program Satisfaction



Teachers were also asked to grade the overall performance of the afterschool program, and approximately 80% graded the program with a “B” or above (see Figure 36 below).

Figure 36. Teacher Survey Results: Program Satisfaction Grade (n=187)



When asked to offer specific suggestions to improve CARES, teachers largely applauded programs. When given, their specific recommendations focused on strengthening CARES staff’s command of academic content and management of homework time. In keeping with recent evaluations, teachers also expressed concerns around the use of shared spaces, requesting that CARES and schools consider creative alternatives that allow students to participate in a more relaxed, informal setting. Some teachers called for greater emphasis on play and enrichment, expressing concern around the highly structured format of school and afterschool programming.

### E. Principal Views

In spring 2018, school principals were asked to complete a survey regarding their views of the afterschool program. Thirteen principals and administrators<sup>9</sup> from 15 of the participating schools responded to the survey.<sup>10</sup> All respondents agreed that they were very familiar with the program and at least 92% agreed

<sup>9</sup> Administrators may include vice principals and student services coordinators.

<sup>10</sup> Principal surveys were not received from Cambridge, El Monte, and Oak Grove Middle School.





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that they were satisfied or very satisfied with the program along various dimensions, as detailed in Figure 37. Principal Perceptions of MDUSD CARES Participant Improvement (n=13)

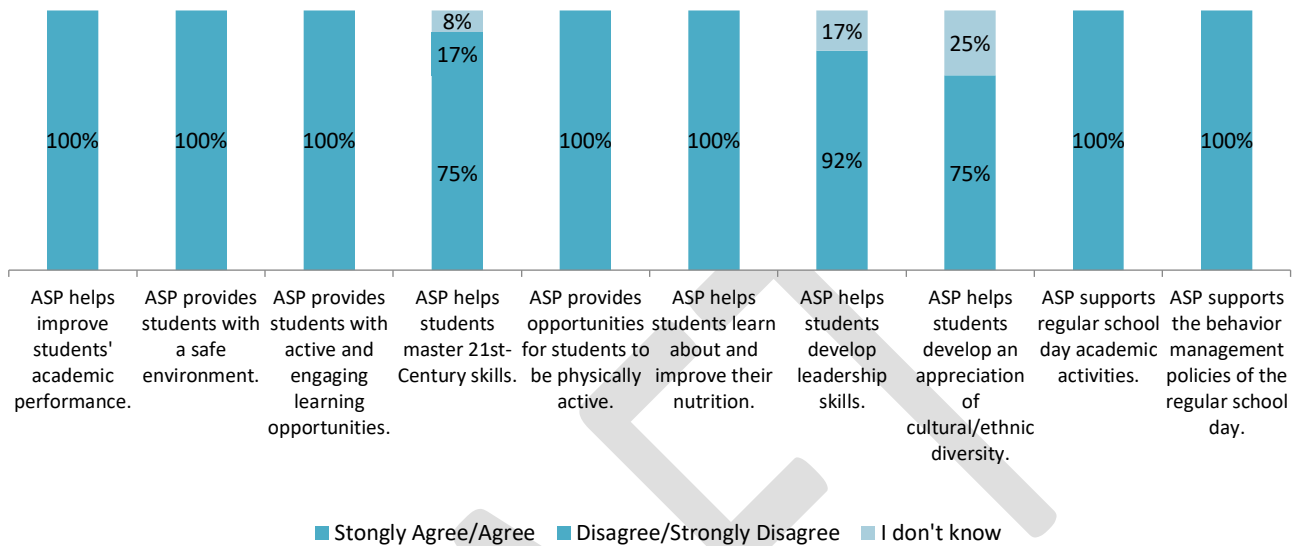
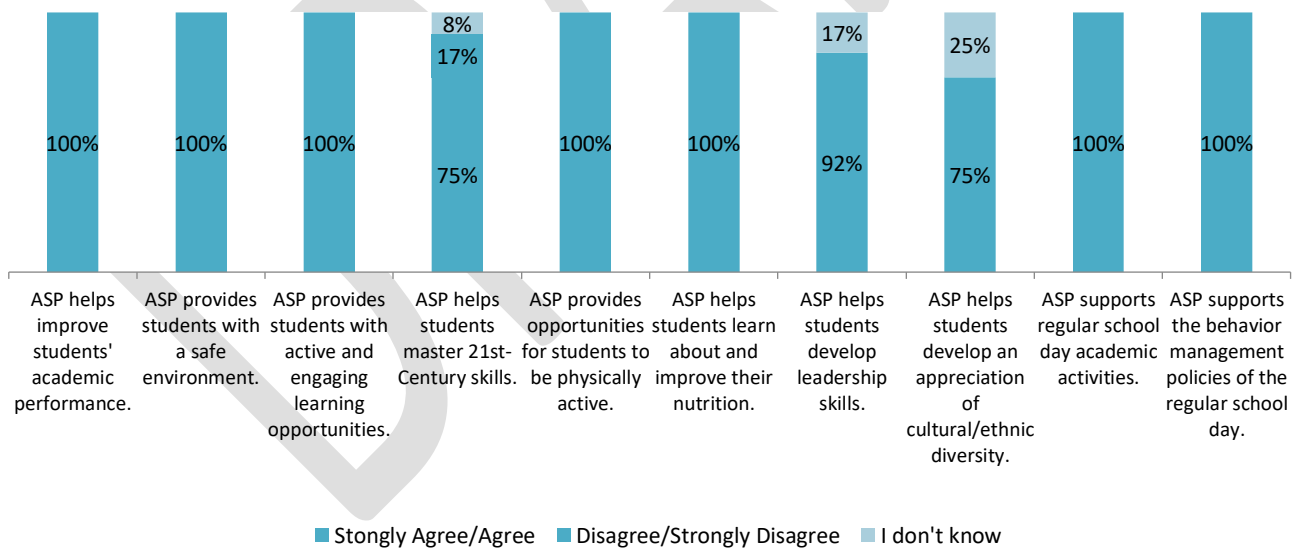


Figure 37. Principal Perceptions of MDUSD CARES Participant Improvement (n=13)



Principals also assessed the strengths and challenges of the afterschool program at their site. Many of the principals commended the dedicated CARES staff and management and cited that the program provides a safe afterschool environment with opportunities for fun, engaging, and supportive activities. Principals reported improvements in communication from program leadership and expressed their appreciation for the program. Many concerns expressed by administration were focused on staffing needs, staff capacity building, and ensuring consistent programs and organization.



## V. Conclusion and Recommendations

In the past program year, CARES has been successful in meeting 13 of its program objectives and made solid progress toward meeting the other three objectives. Compared to last year, two objectives that CARES had previously made progress toward but did not meet (i.e., 1.1 and 2.3) were met in the 2017-2018 school year. The A4A objectives that have been achieved in 2017-2018 include:

- ✓ 1.1: Of A4A students who did not meet standard on the SBAC Math in the baseline year, 33% will improve their scaled score in the follow-up year by at least 30 points; of students who met or exceeded standard on the SBAC Math in the baseline year, 75% will maintain or improve their performance in the follow-up year.
- ✓ 1.4: Participants will improve their homework completion rate.
- ✓ 1.5: At least 90% of A4A participants will be promoted to the next grade level.
- ✓ 1.6: At least 50% of teachers will agree that A4A programs are well-articulated with the school day.
- ✓ 2.1: A4A participants with school-day attendance rates of 94% or less will show yearly improvement in their school-day attendance.
- ✓ 2.2: At least 75% of A4A students and their parents will respond positively to feeling safe and respected.
- ✓ 2.3: At least 75% of A4A participants will respond that they've learned about making healthy lifestyle choices and that they've improved their understanding of other cultures.
- ✓ 2.4: At least 75% of all A4A students, their parents and the teachers in the A4A will respond favorably to survey items regarding satisfaction with the program.
- ✓ 3.2: At least 75% of all A4A students will respond favorably to survey items regarding healthy choices and their understanding and appreciation of cultures and heritages or their own and/or others.
- ✓ 4.1: At least 75% of all A4A students participating in recreation, nutrition and/or physical activities, i.e. fitness cards, sports, etc. will demonstrate an increased level of physical activity.
- ✓ 4.2: At least 75% of all A4A students who participate in nutrition education will respond favorably to survey items regarding making healthy eating choices and their participation in at least one enrichment activity each year.
- ✓ 5.1: Family members for at least 50% of A4A students will attend a family event.
- ✓ 5.2: 15-25% of A4A families will participate in a Family Literacy or Educational Development workshop.

The objectives that the A4A programs have made progress towards include:

- 1.2: Of A4A students who did not meet standard on the SBAC ELA in the baseline year, 50% will improve their scaled score in the follow-up year by at least 24 points; of students who met or exceeded standard on the SBAC ELA in the baseline year, 75% will maintain or improve their performance in the follow-up year.



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- 1.3: The achievement gap between English Language Learner (ELL) participants and non-ELL participants will be reduced, as indicated by a greater improvement among ELL participants in their SBAC ELA and Math mean scaled scores between baseline and follow-up years.
- 3.1: At least 90% of all A4A students will participate in a community service or youth leadership activity each year.

### Recommendations

In August 2018, Program Coordinators and CARES leadership met with RDA to kick off the 2018-2019 school year. During this meeting, PCs reviewed site-level summaries of student, parent, teacher, staff, and administrator survey findings from 2017-2018 and used those findings to prioritize which Quality Standards for Expanded Learning CARES would most benefit from focusing on in the upcoming year of program implementation. Through this activity, PCs identified the following three standards for their quality improvement plans (QIP) that would be prioritized across all sites:<sup>11</sup>

1. **Youth voice and leadership** – The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.
2. **Collaborative partnerships** – The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals.
3. **Quality staff** – The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs.

The following recommendations are rooted in findings from the 2017-2018 report and are written with consideration of CARES' three prioritized Quality Standards for the 2018-2019 school year.

**1. Continue providing innovative, age-appropriate curriculum and programming, and consider opportunities for youth to participate in curriculum design.** When asked about their success implementing best practices, PCs consistently rated “balanced program planning” as their sites’ greatest strength. During site visit interviews, PCs shared examples of innovative programming that enhanced the traditional curriculum by appealing to the interests of the students at the site. For example, one site introduced Folklorico dance as an opportunity for youth to practice physical activity while also learning about different cultures. Additionally, in some interviews, PCs discussed bringing external partners or resources into the site for additional curriculum. For example, the PC at one school introduced the Every Monday Matters curriculum as a supplemental resource to reinforce positive behavior and practices, such as mindfulness and generosity. CARES staff should develop an inventory of similar contributing and potential partners and curriculum resources to promote knowledge sharing across sites. This may be most useful for middle school

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<sup>11</sup> California Afterschool Network. (2014). *Quality standards for expanded learning*. Retrieved from: <http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>.



sites, where PCs noted during site visits that it can be challenging adapting some curriculum, such as STEM lessons, to the older age group.

In alignment with their 2018-2019 QIP priorities, CARES staff should also consider curriculum development processes that promote youth voice and leadership by identifying opportunities for youth participation in the development of lessons and activities. Currently, most sites implement some form of “club day” in which students get to choose what type of activities are available and which ones they want to participate in; however, staff should consider ways to further youth involvement in curriculum design beyond club days, particularly with older youth. While staff and PCs rated youth development highly in survey responses, RDA evaluators did not observe many opportunities for youth voice and leadership during site visits, and PCs continued to prioritize it for their QIP. Establishing more consistent and formal processes for students to contribute to curriculum design is one avenue through which CARES can address multiple QIP goals.

**2. Continue to identify specific staff development needs and implement accessible program and/or site-specific trainings and professional development for CARES staff.** In the 2017-2018 school year, PCs implemented many different staff development activities, ranging from behavior and classroom management and strategies for students with special needs, to activity planning and understanding academic standards. However, conversations with PCs, and survey results from staff, teachers, and parents frequently cited staff development as an important area that would benefit from further support. PCs rated “awareness of curriculum” as their lowest best practice strength. Furthermore, 43% of sites do not have PCs or staff trained in academic content standards, and only 36% of sites receive information on students’ homework. In addition to highlighting the need for more support around academic content, in one-on-one interviews with staff, some mentioned needing additional training support behavioral management. While this was a focus of development during the year, it may be that additional trainings are needed to provide ongoing support.

PCs and the CARES leadership team may consider finding additional innovative ways to not only build staff skills but promote retention, such as developing a more comprehensive orientation process with shadowing and coaching, implementing formal mentorship processes, or scheduling site visits so staff can observe other sites. Comparable to PCs’ use of external resources and partners for curriculum support, sites may consider using a similar approach to bringing in partners for trainings. If this is not a feasible option, they can consider using the Academic Liaison as a resource for trainings on topics like Common Core Math, STEM in middle school, or how to facilitate variability in homework requirements during homework zone time. Increased training opportunities, especially those that may result in certificates of completion or proof of continued education may improve staff quality and promote retention, as they have the potential to build buy-in and incentivize continuing to work with CARES. Bringing in external partners can also support the program’s CQI goal of improving its collaborative partnerships with external stakeholders.

**3. Identify opportunities to leverage the new Academic Liaison role to a) continue promoting integration with the regular school day and b) build staff competency in academic content standards.** The 2017-2018



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academic year was the first year with a full-time Academic Liaison who oversaw the TLs across sites and provided curriculum and academic support to CARES staff and PCs. It was clear from conversations with PCs, TLs, and program staff that the Academic Liaison has already made a positive impact in coordinating and supporting TLs and helping site staff improve their communication and collaboration with school-day teachers and staff.

Now that there has been a full school year of implementing this new role, CARES should gather additional specific feedback from the Academic Liaison, staff, PCs, and TLs to understand ways in which the position has strengthened the program, as well as ways in which the position can be better leveraged. Findings from this year's evaluation indicate that there continue to be challenges integrating the CARES program with the regular school day at some sites, particularly around staff understanding of academic content standards and their communication with teachers who are not the TL. The Academic Liaison is a valuable resource who can help bridge these challenges through meetings, trainings, and resource development to help address these gaps.

DRAFT