

ASAP EXIT SURVEY FINDINGS

FY2010

The Collaboration Council uses the Colorado Trust's Evaluation Tool for Evaluating Positive Youth Development for all funded after school providers.

The questions are intended to be useful across all types of after-school programs promoting positive youth development. The tool is a low burden, low cost option to measure program and staff satisfaction and the following outcomes:

Improved attitudes about school and behaviors related to learning: These questions are on the topics of school attachment, school engagement and the promotion of a general interest in learning.

Increased ability to make positive life choices: These questions are general in nature, focusing on resistance skills and restraint rather than the number of times each undesirable behavior occurs.

Stronger sense of self: These questions relate to how youth view themselves and their abilities to cope with the basic challenges of life; self-concept, sense of empowerment, positive outlook and sense of purpose.

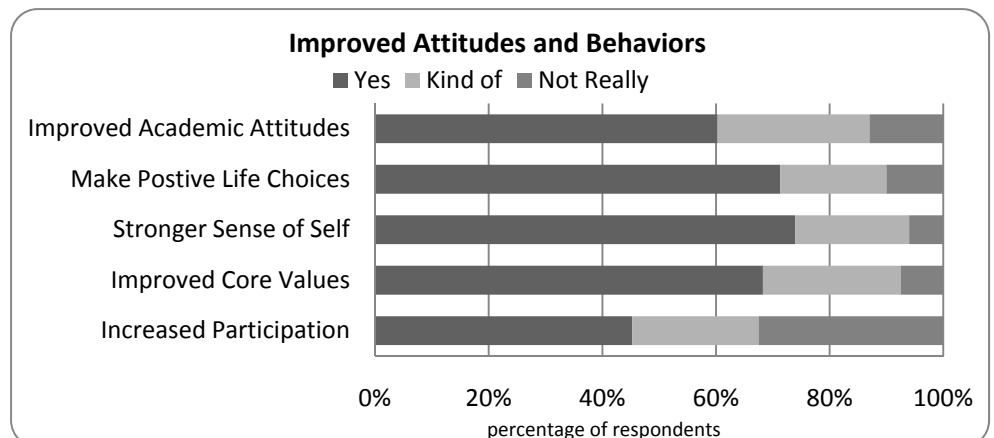
Improved positive core values: These questions relate to the instilment of positive values such as caring, empathy, integrity, honesty, responsibility, equality and fairness.

Increased participation in organized activities: These questions focus on time spent in programs outside of school, sport teams and school clubs other than sports.

Note: 18 of 23 providers submitted Exit Surveys for their programs for a total of 601 surveys out of 1,009 youth served.



- Satisfaction with ASAP programs and their staff was high.
- Of the ten programs with the highest level of satisfaction with staff, seven have had staff participate in the *Advancing Youth Development* trainings.
- On average, students who attended 75% or more of all program sessions available were significantly more likely than those who attended less often to respond "yes" that they liked the activities and learned new things.



- In FY10, there was an increase in the percent of students who responded "yes" to improved academic attitudes, up from 53% in FY09 to 60%.
- Programs made a positive impact on student's positive life choices, core values and sense of self. When asked if coming to the after school program helped:
 - 78% responded "yes" the program helped them "feel better about my future"
 - Three out of four youth responded "yes" the program helped them: "stay away from violence and fighting" and "feel better about myself" and "learn I can do things I didn't think I could do before."
- More younger students (13yrs or younger) than older students, responded "yes" when asked if coming to the after school program helped them "participate more in class activities" and girls were more likely than boys to respond "yes" that coming to the after school program helped them to "better say 'no' to things that I know are wrong."

The Collaboration Council partners with Montgomery County Public Schools to report school-related performance measures. These measures include:

School attendance: The percentage of students who maintained or increased their attendance: had fewer absences from 4th marking period than 1st marking period.

Grades: The percentage of students who maintained or increased their report card grade average for all classes from the 1st to 4th marking period.

Academic eligibility: The percentage of students who maintained eligibility or became eligible to participate in extracurricular activities as defined by MCPS policy. The policy includes a requirement that students have a 2.0 grade average across all classes with no failing grade in the previous marking period. There is no academic policy for participation in ASAP-funded afterschool programs.

Note: Data from MCPS is only available on students with accurate MCPS ID numbers as well as parent permission for data sharing. Participants included 725 of the 1,009 youth served.

ASAP SCHOOL-RELATED PERFORMANCE MEASURES

FY2010

SCHOOL ATTENDANCE

- The average attendance rate for participating students during the 2009-2010 school year was 95 percent.
- Among programs, the average attendance rate ranged from 92 percent to as high as 98 percent among four of funded-organizations.
- Only 57 percent of participating students maintained or increased their attendance from the 1st to 4th marking period. Programs don't often run until the end of the 4th marking period. Extending programs until the end of the school year, might improve overall school attendance.

GRADES

- The end of year grade average for participating students during the 2009-2010 school year was 2.71. A 2.0 grade average for all classes is the cut off for academic eligibility in middle schools.
- Six programs had a end of year grade average of 2.9 or greater.
- Program participation was correlated with end of year grade average. Students who attended 75 percent or more of program sessions had a higher grade average (2.75) than students attending less than 50 percent of sessions (2.65) or 50-74 percent of sessions (2.72).
- Improvement in grade average was low. Half of all participants maintained or improved their grade average from the 1st to 4th marking period. Because funded-programs do not focus on academic interventions, but rather youth development, improvement in grades would be an anticipated result for some students during the participating year. For others, success is often seen after a greater duration of exposure to positive afterschool experiences.

ACADEMIC ELIGIBILITY

- 82 percent of participating students maintained or increased their academic eligibility from the 1st to 4th marking period.
- Of the students ineligible at the first marking period, 37 percent were academic eligible at the fourth marking period.
- Eligibility rates for programs targeting girls were 83 percent and 77 percent for programs targeting ESOL students.