

2014-2015 BEFORE/AFTER SCHOOL PROGRAMS

Prepared for Council Bluffs Community School
District

September 2015



In the following report, Hanover Research presents a summary of results from the 2014-2015 student, parent, teacher, and staff Before/After School Program surveys.



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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In this report, Hanover Research presents the results of the 2014-2015 Before/After School Program Survey administered by the Council Bluffs Community School District. The District administered the survey throughout the school year to students, parents, and staff who attended, or had a student attending, Before/After School programs in either of the two middle schools, Kirn or Wilson. Teachers evaluated performance of students involved in the Before/After School at the conclusion of the 2014-2015 school year. As for survey responses, there were 682 responses to the student survey, 319 responses to the parent survey, 486 responses to the teacher survey, and 141 responses to the staff survey.

The results of this survey are presented in the following sections:

- **Section I: Student Results** presents survey data related to student experiences in the Before/After School programs.
- **Section II: Parent Results** reports parent opinions on their students' experiences in the Before/After School programs.
- **Section III: Teacher Results** presents student behavioral changes due to the Before/After School programs, according to teachers at Kirn and Wilson Middle Schools.
- **Section IV: Staff Results** reports survey results from staff participants of the Before/After School programs.

METHODOLOGY

For this report, Hanover conducted significance tests for the following respondent groups: school, grade, and the number of programs a student participated in. These group comparisons indicate whether the overall survey item is statistically significant based on Pearson's chi-square test results, as well as whether specific cells (e.g., the percentage of people who strongly agree between different groups) are different based on the cell residuals. For this report, the overall results are displayed for each question, followed by results where the following conditions are met:

- The overall question is statistically significant across populations, as indicated by the chi-square statistic of less than .05 *and* the standardized residual for the "top 2" or "top 3" cells — pertaining to the total number of respondents that both "agree" and "strongly agree" with a statement or who saw "strong," "moderate," or "slight" improvement — is significant;
- OR *only* the standardized residual for the "top 2" cells — pertaining to the total number of respondents that both "agree" and "strongly agree" with a statement — is significant.

We used this approach to highlight the most practical and statistically salient results from the Council Bluffs Before/After School surveys.

In addition to this report, Hanover provides a data supplement that segments the results by school, grade, number of programs, and program type. These segments are not displayed for each survey population within this report, but for survey populations where this information was available and where there were significant differences in the results for these group comparisons. For complete results of all segmentations, including non-significant findings, consult the data supplement. Throughout the data supplement, we marked numbers in bold to indicate statistically significant differences across segments at the 95 percent confidence level. The data supplement also contains raw responses for the various open-ended questions categorized by response set (i.e., student, parent, or staff).

KEY FINDINGS

- **Survey respondents are generally favorable of the Council Bluffs Before/After School programs.** Students (93%), parents (92%), and staff (99%) agree that Before/After School activities offer a “good balance of fun and learning.” Additionally, 93 percent of parents would recommend Before/After School programs to other parents.
- **While respondents think positively of nearly every aspect of the Before/After School programs, there are some potential areas of improvement.** Only 43 percent of students learned how to use computers and technology through the Before/After School activities; however, students involved in technology or academic programs were significantly more likely than those in other programs to increase their computer knowledge. In addition, only 40 percent of all parent respondents attended family engagement events.
- **Wilson student respondents involved in Before/After School programs are generally more likely to become hopeful about their future education and career compared to Kirn student respondents.** Moreover, across a variety of measurements, significantly more teachers who work at Wilson indicate that students’ behavior improved over the course of the school year compared to teachers who work at Kirn.
- **Students may benefit from participating in more than one Before/After School program a month.** Eighty-one percent of parent respondents who had a student involved in only one program believed that participating in the Before/After School activities made their student more hopeful about their future education and/or career, while 94 percent of parents with a student involved in three or more programs agreed with the statement.
- **For students that are in need improvement, teacher respondents report that the greatest improvements in students are in their:**
 - Class participation (37%);
 - Completing homework satisfactorily (34%); and

- Academic performance (32%).
- **Student respondents who participate in Before/After School programs indicate that they are most involved in fine arts (37%), academic (29%), and athletic (29%) programs.** Similarly, parent respondents with students involved in Before/After School programs report their students are most involved in fine arts (39%), athletics (34%), enrichment (27%) and academic (25%) programs. Staff respondents most frequently managed academic (24%), enrichment (18%), and athletic (17%) programs.

SECTION I: STUDENT RESULTS

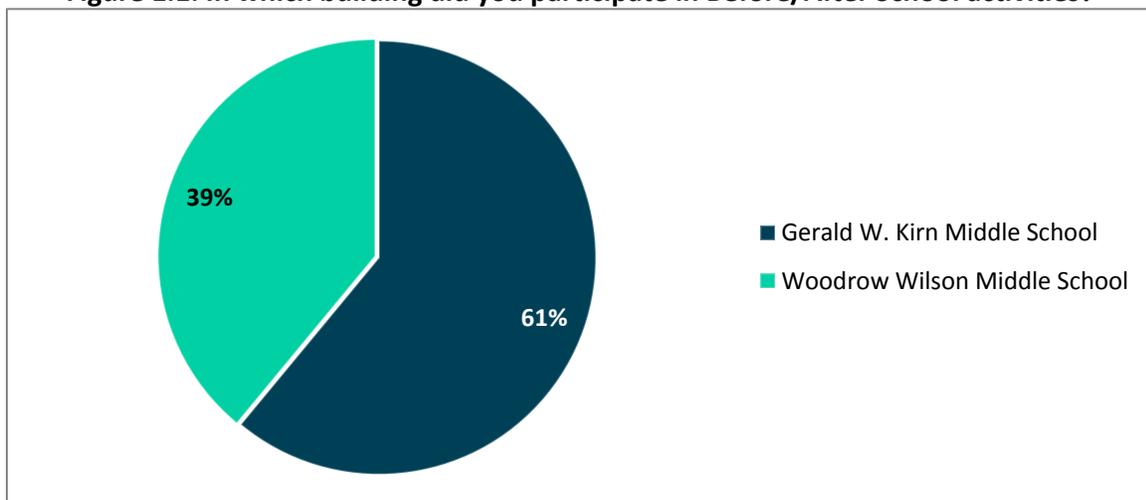
Kirn Middle School students comprise 61 percent of the student responses for this survey (Figure 1.1). **Student respondents who participate in Before/After School programs are most involved in fine arts (37%), academics (29%), and athletics/intramural activities (29%).** Enrichment activities and career/college exploration/visits are the least attended programs, at 9 and 12 percent respectively (Figure 1.2).

Student respondents are generally favorable of Before/After School programs. Ninety-three percent of students believe that the activities offer a “good balance of fun and learning” and 90 percent of students like the variety of programs offered. While students think positively of nearly every aspect of the programs, only 43 percent of students indicate that they learned how to use computers and technology through the Before/After School activities (Figure 1.4). However, students who participated in technology or academic programs are significantly more likely than those in other programs to increase their computer knowledge (Figure 1.6).

When we compare these differences by groups, we find that Kirn students are significantly more likely than Wilson students to participate in fine arts and technology programs, while Wilson students are more likely to participate in academic activities (Figure 1.4). Wilson students are generally more likely to become hopeful about their future as a result of Before/After School programs (88%) than their Kirn counterparts (80%). Similarly, Wilson students involved in Before/After School programs learn more about computers (53%) than Kirn students (37%) (Figure 1.5).

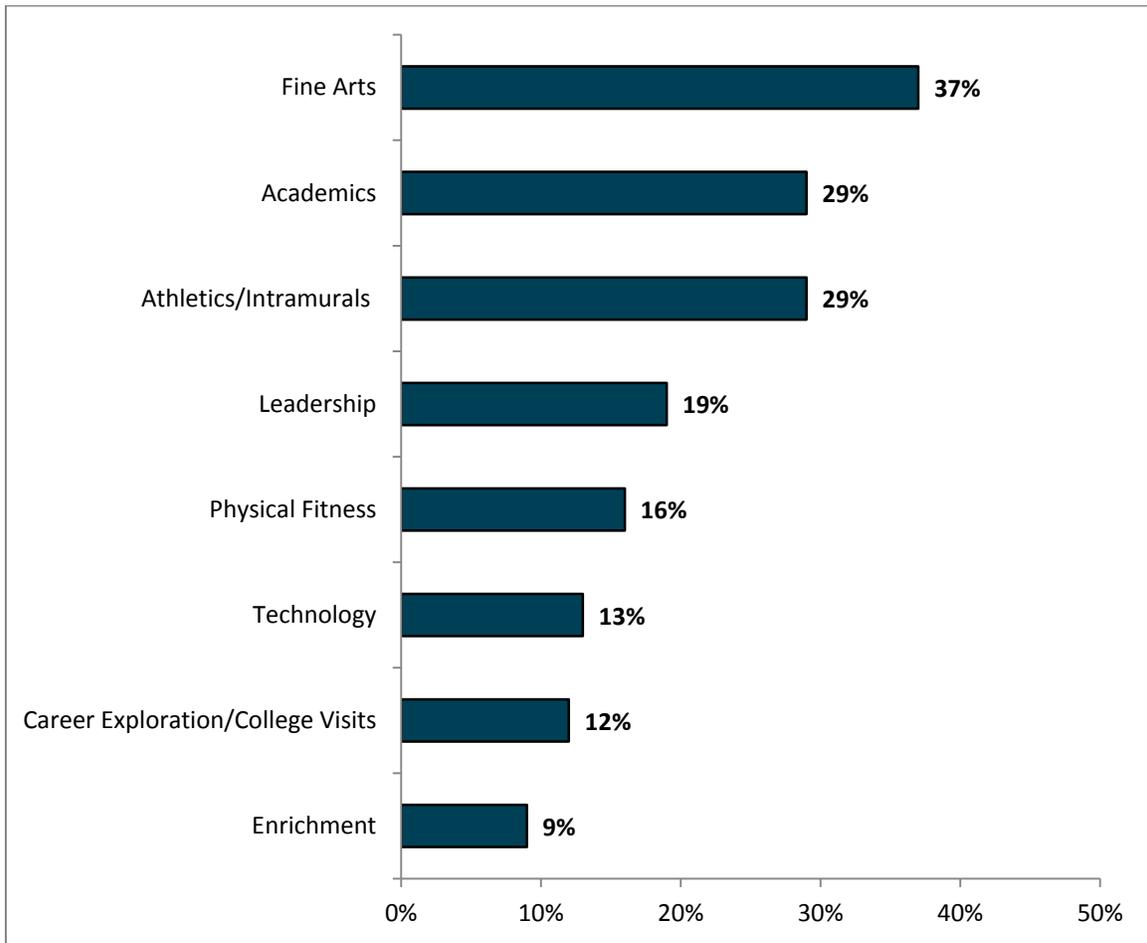
AGGREGATE RESULTS

Figure 1.1: In which building did you participate in Before/After School activities?



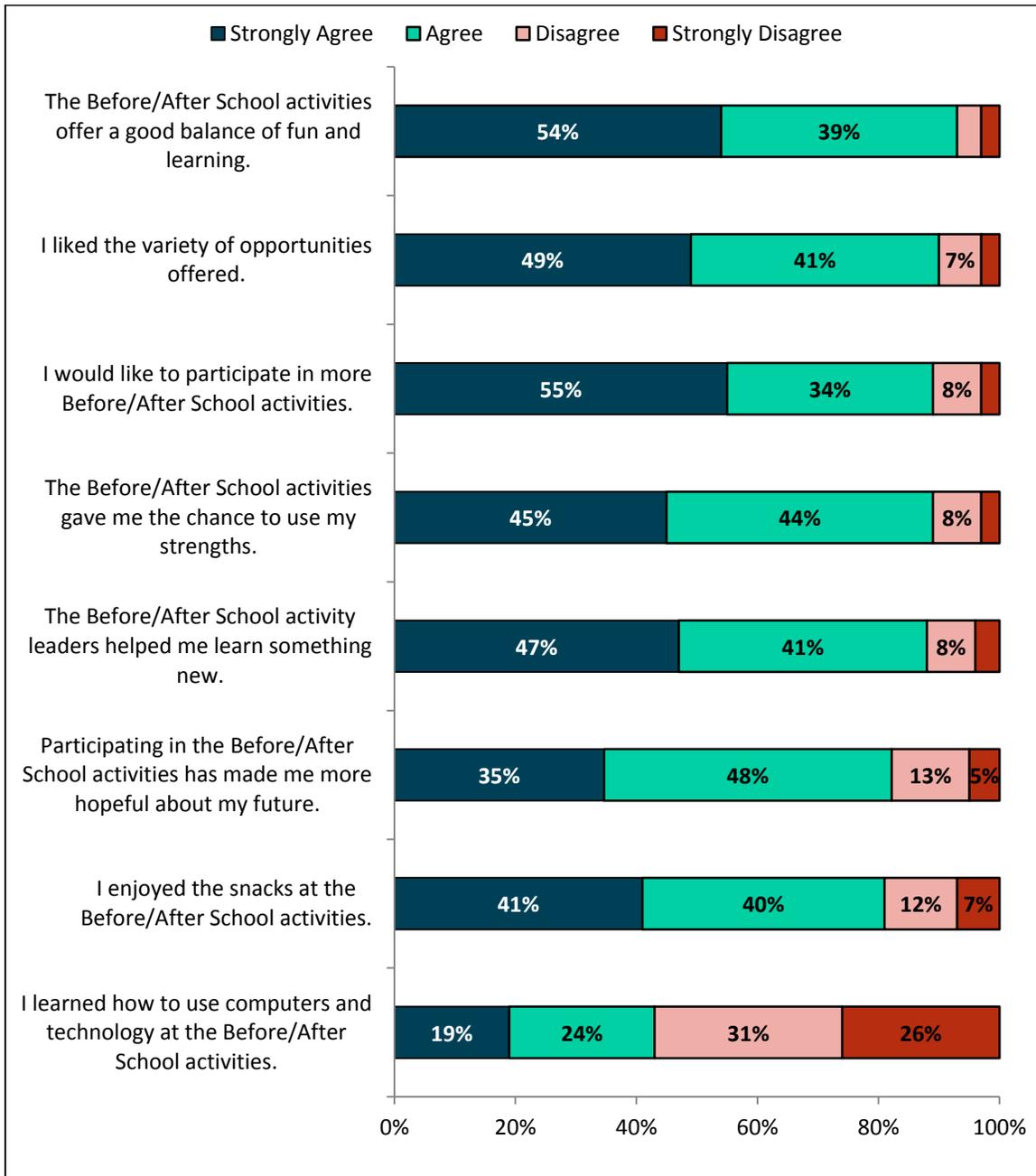
N=656

Figure 1.2: In which types of Before/After School activities did you most recently participate?



N=652; Totals may be greater than 100% because students were allowed to choose more than one response.

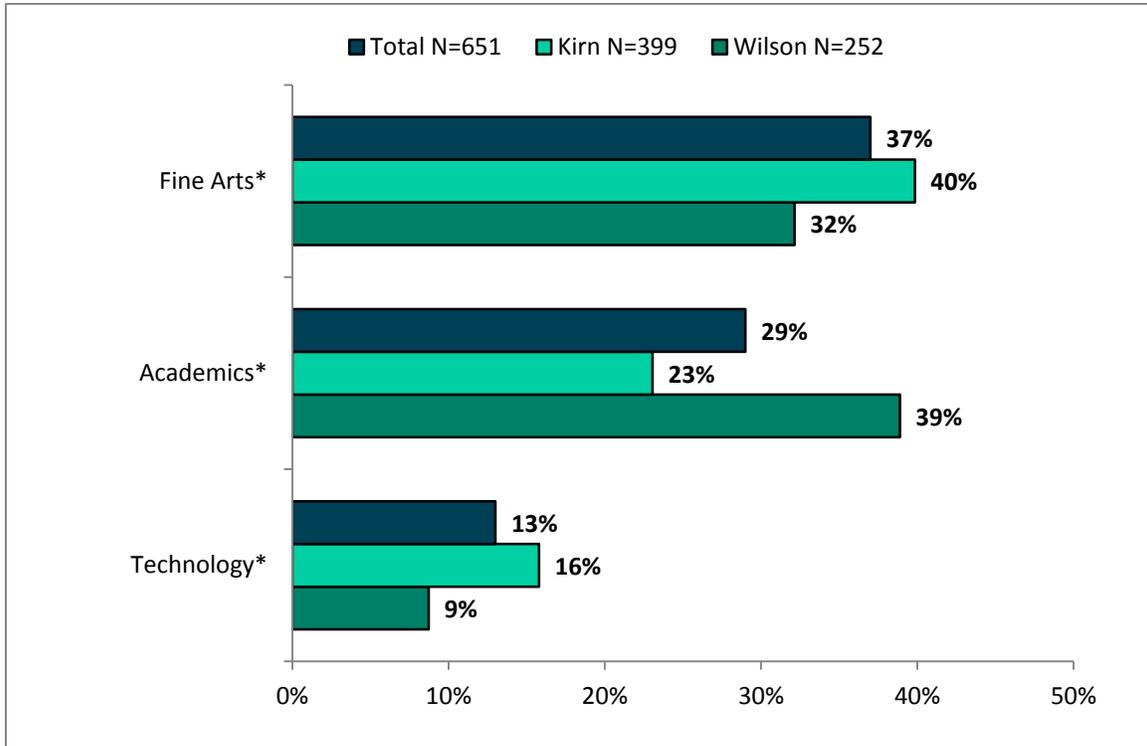
Figure 1.3: Please rate the degree to which you agree or disagree with the following statements.



N=611-613

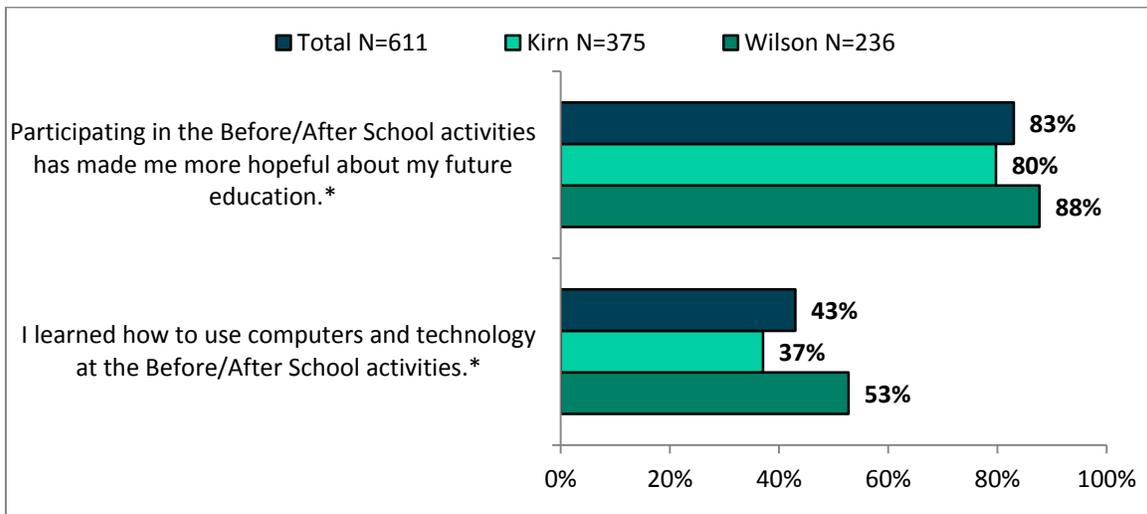
SCHOOL/PROGRAM DIFFERENCES

Figure 1.4: In which types of Before/After School activities did you most recently participate? by School



*Significantly different across groups.

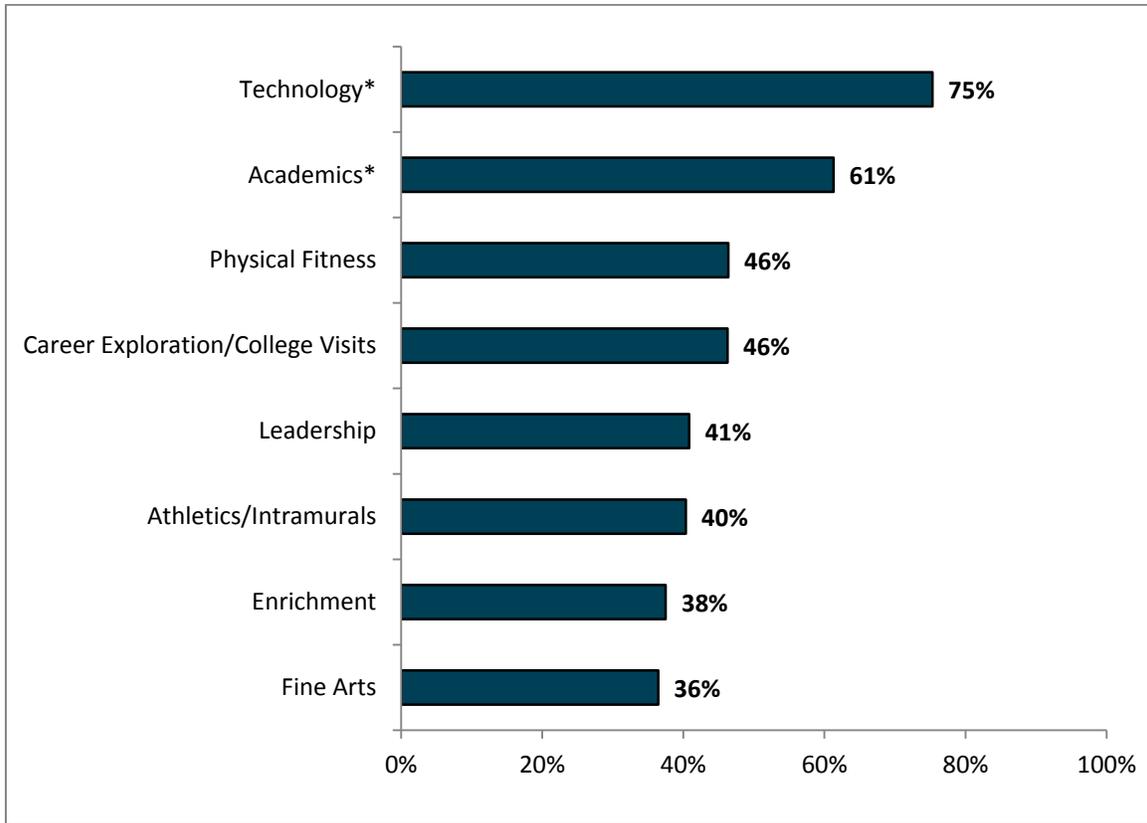
Figure 1.5: Measured School Differences by School
Percentage of People who Agree or Strongly Agree



*Significantly different across groups.

Figure 1.6: Percentage of Students who Learned to Use Computers and Technology, by Program Type

Percentage of People who Agree or Strongly Agree



N=612

SECTION II: PARENT RESULTS

Parent survey respondents consist of 68 percent with children attending Kirn Middle School and the remaining 32 percent attending Wilson Middle School (Figure 2.1). **Parent respondents with students involved in Before/After School programs report that their students are mostly involved in fine arts (39%), athletics (34%), and enrichment (27%) activities.** Parents report career/college exploration/visits and leadership as the least attended programs, at 14 and 15 percent, respectively (Figure 2.2). Parents with students at Wilson are significantly more likely than parents with students at Kirn to report that their student participated in leadership programs (Figure 2.4).

Ninety-three percent of parent respondents would recommend Before/After School programs to other students. Parents are most favorable of the following aspects of Before/After School activities (Figure 2.3):

- Variety of opportunities offered (95% strongly agree or agree)
- Good balance of fun and learning (93% strongly agree or agree)
- Gave student the chance to use his/her strengths (92% strongly agree or agree)

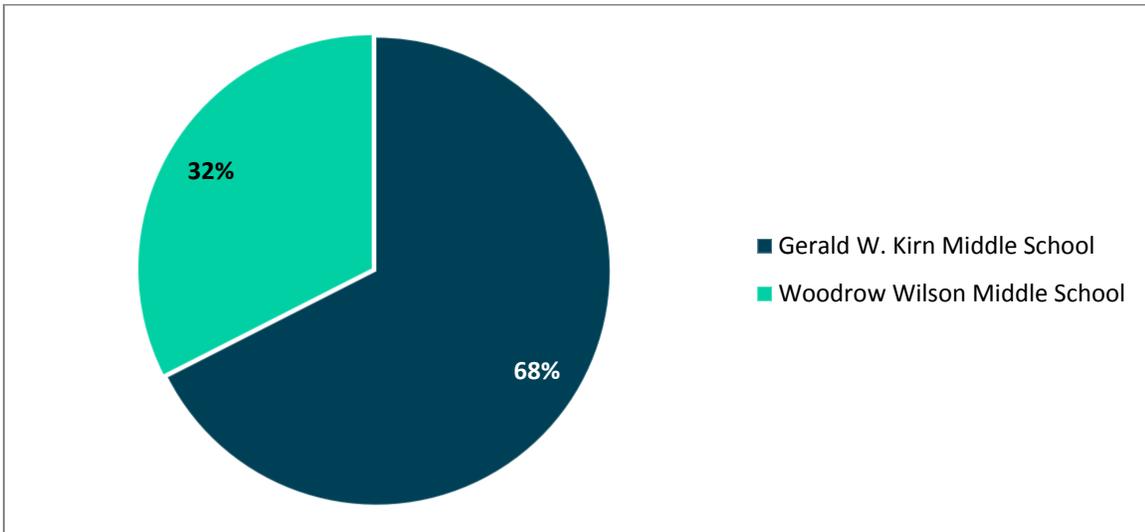
While parents like Before/After School programs, only 40 percent of parent respondents attended family engagement events (Figure 2.3).

We find that more parent respondents feel that the programs are beneficial if their student attends more than one program in a month. For example, 81 percent of parents who had a student involved in only one program in a month believed that participating in the Before/After School activities made their student more hopeful about the future, while 94 percent of parents with a student involved in three or more programs agreed with the statement. Similarly, 97 percent of parents with students involved in three or more programs in a month believe their student knew how to work as a team because of the Before/After School program, as opposed to 85 percent of parents with students involved in one program (Figure 2.5).

Parent respondents with students involved in fine arts programs are significantly more likely to be hopeful about their future education and/or career compared to parents with students involved in athletics, enrichment, and technology programs (Figure 2.6).

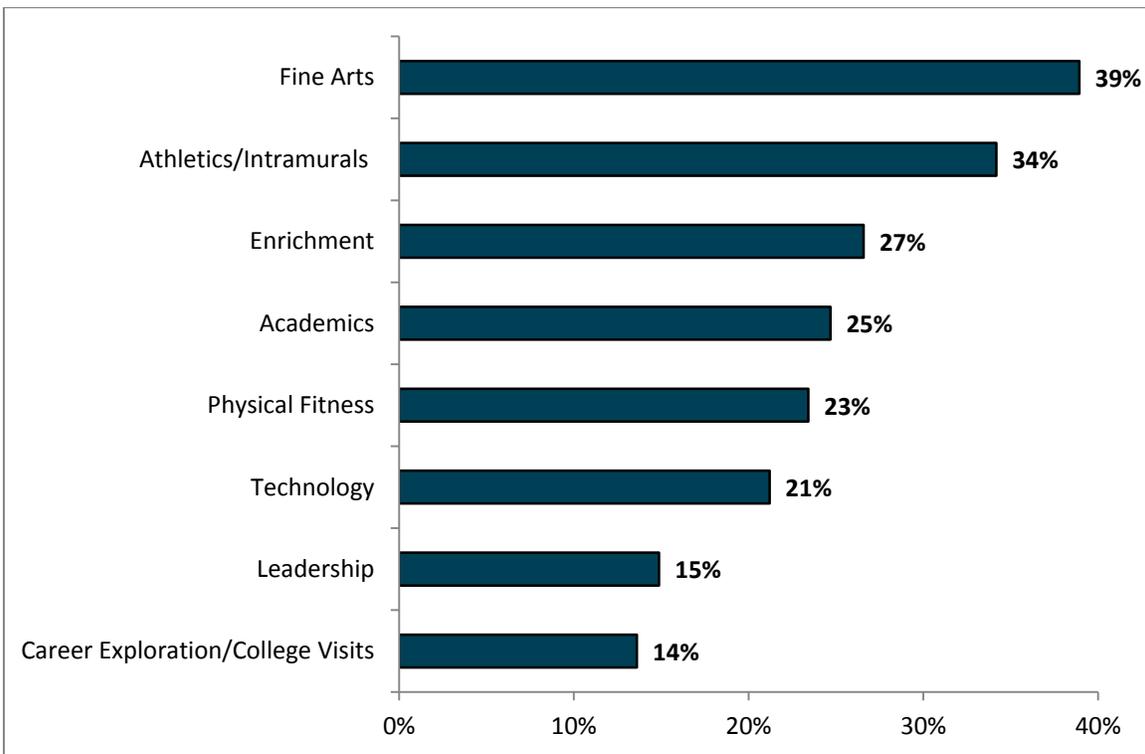
AGGREGATE RESULTS

Figure 2.1: In which building did your child participate in Before/After School activities?



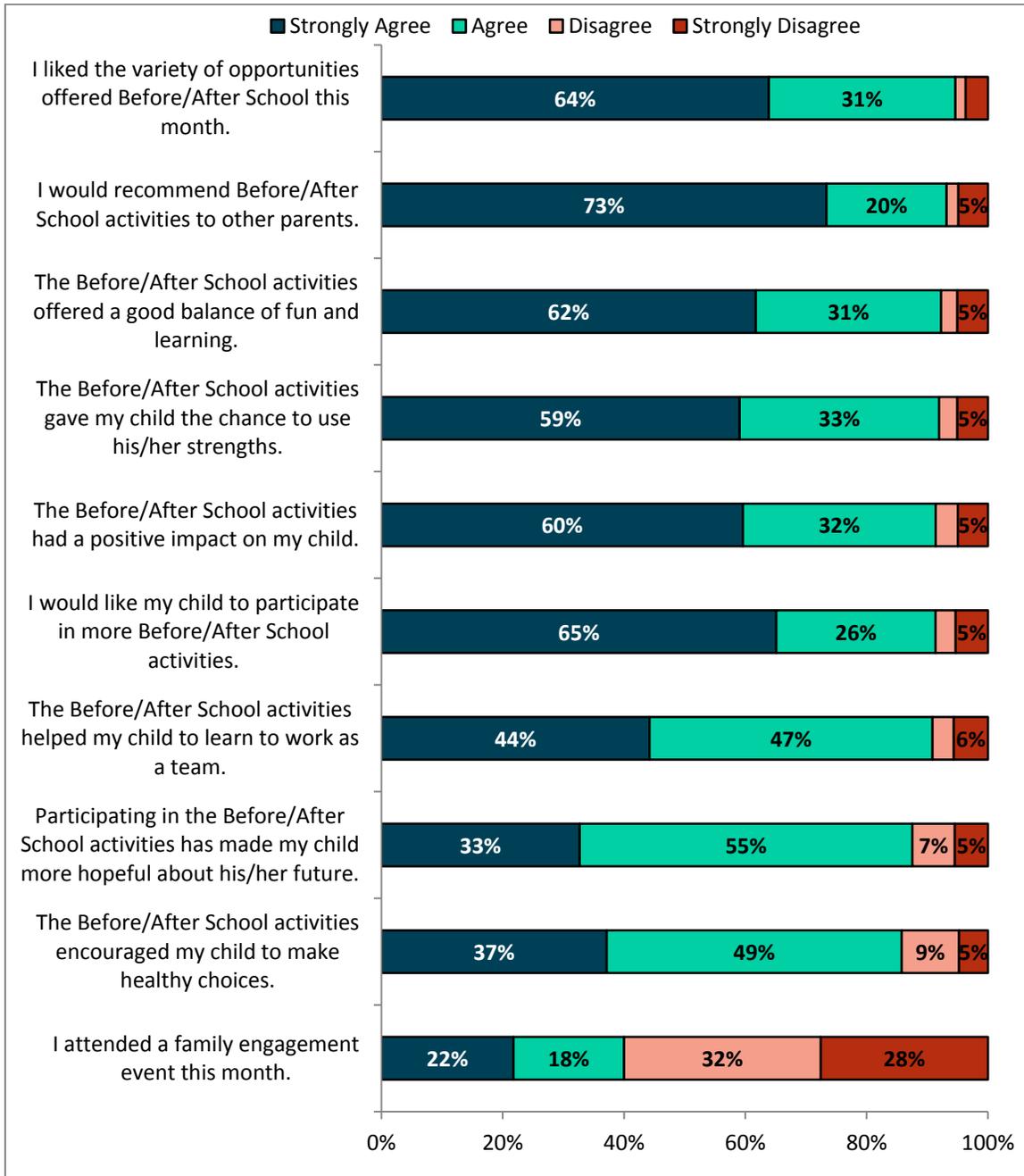
N=317

Figure 2.2: In which types of Before/After School activities did your child participate in this month?



N=316; Totals may be greater than 100% because students were allowed to choose more than one response.

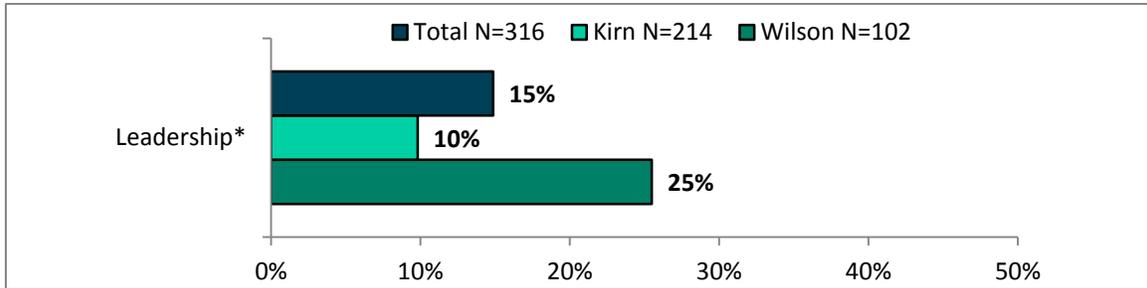
Figure 2.3: Please rate the degree to which you agree or disagree with the following statements.



N=225-308

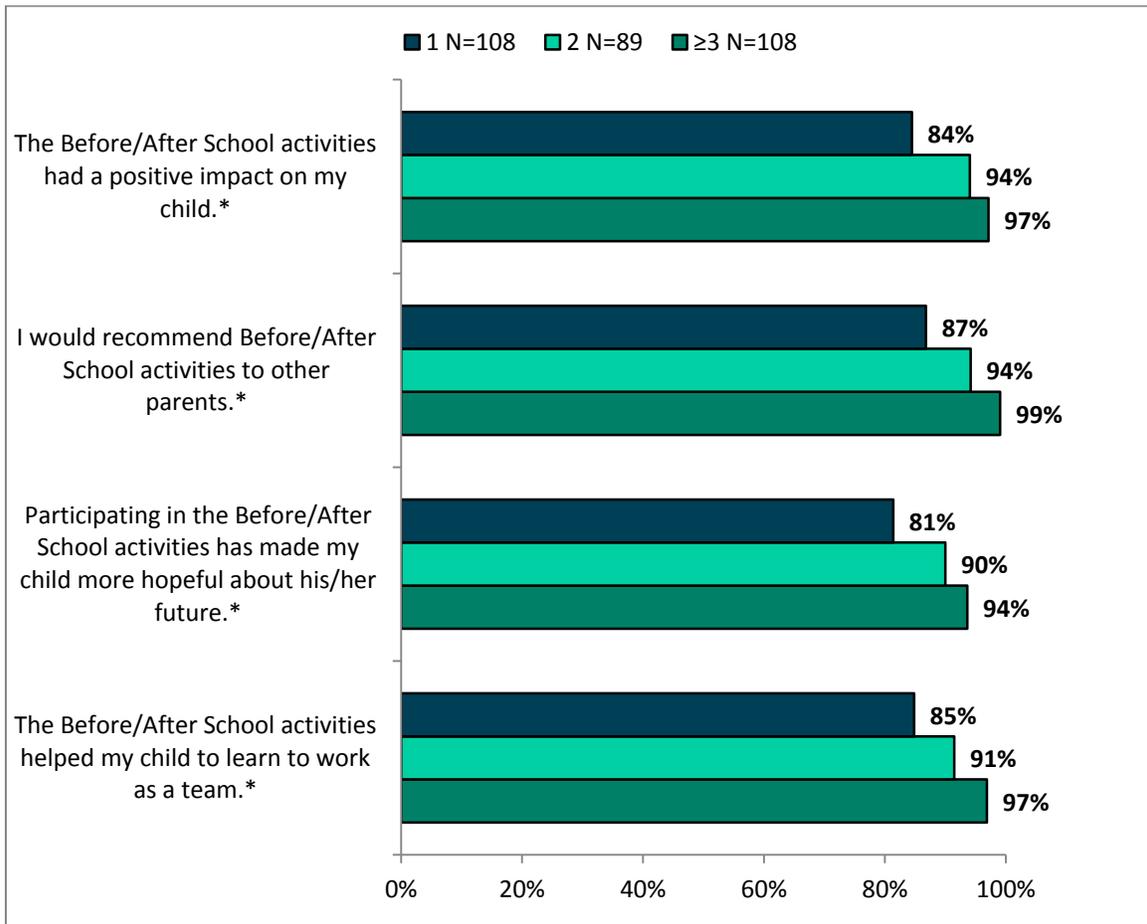
SCHOOL/PROGRAM DIFFERENCES

Figure 2.4: In which types of Before/After School activities did you most recently participate? by School



*Significantly different across groups.

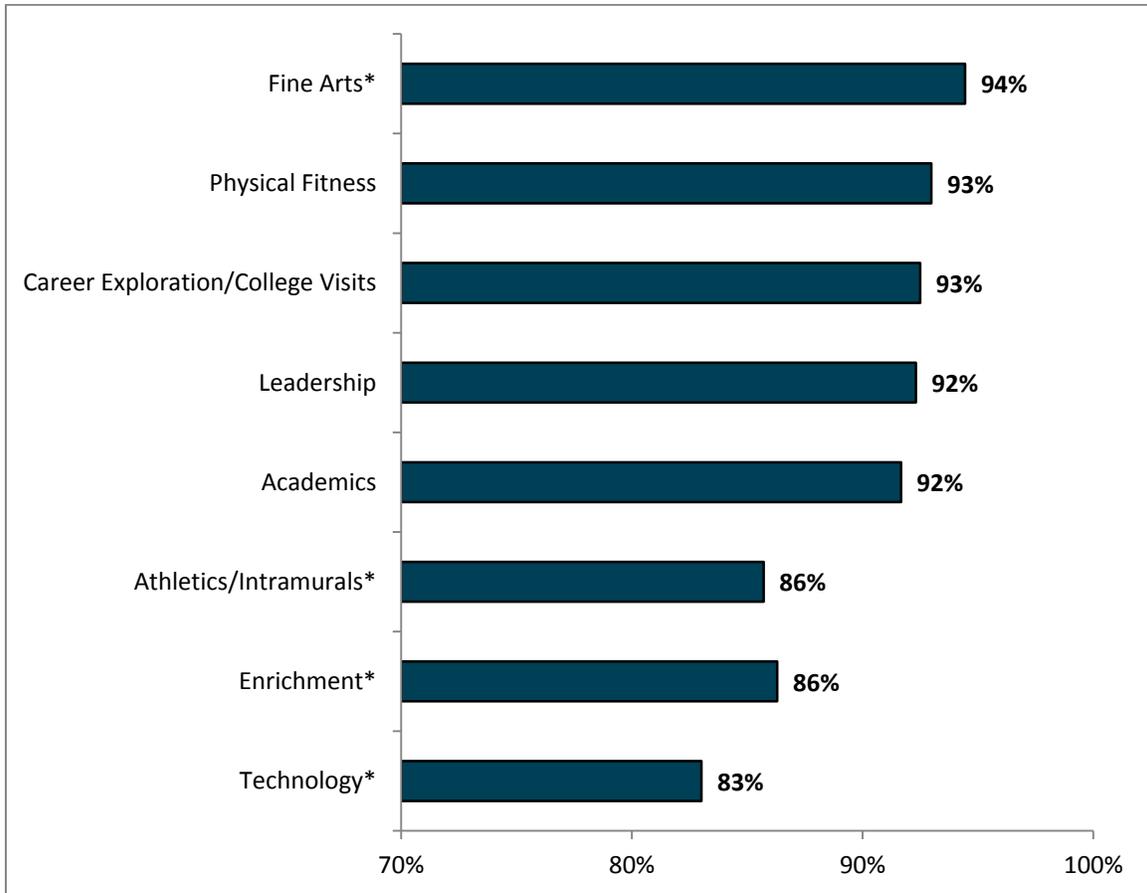
Figure 2.5: Differences in the Number of Programs in a Month
Percentage of People who Agree or Strongly Agree



*Significantly different across groups.

Figure 2.6: Percentage of Parents who feel More Hopeful about their Student's Future Education or Career, by Program Type

Percentage of People who Agree or Strongly Agree



N=257

SECTION III: TEACHER RESULTS

Fifty-five percent of teacher respondents were from Gerald W. Kirn Middle School, with the remaining 45 percent coming from Woodrow Wilson Middle School. Forty-four percent of teacher respondents teach Grade 6, 31 percent teach Grade 7, and 24 percent teach Grade 8 (Figure 3.1).

Teacher respondents reported that approximately half of the students did not need to improve in school-related activities. **Of students who were deemed to need improvement,¹ teachers indicate that these students improved most in class participation (37%), completing homework to teachers' satisfaction (34%), and academic performance (32%).** As indicated by teacher respondents, some students declined in certain measures, such as in being attentive and behaving well in class (11% in both measures) (Figure 3.2).

Across a variety of survey questions, significantly more teacher respondents affiliated with Wilson (compared to Kirn) indicate that students improved their behavior over the course of the school year. The largest difference between schools was class participation; 44 percent of teachers affiliated with Wilson indicate that students improved their participation as opposed to only 31 percent of teachers affiliated with Kirn (Figure 3.3). Teachers teaching Grade 7 students report that significantly fewer students show improvement across various measurements compared to teachers that teach students in Grades 6 and 8 (Figure 3.4).

¹ Identified by adding the percentage of respondents who selected "slight improvement," "moderate improvement," and "significant improvement."

AGGREGATE RESULTS

Figure 3.1: Teacher School and Grade

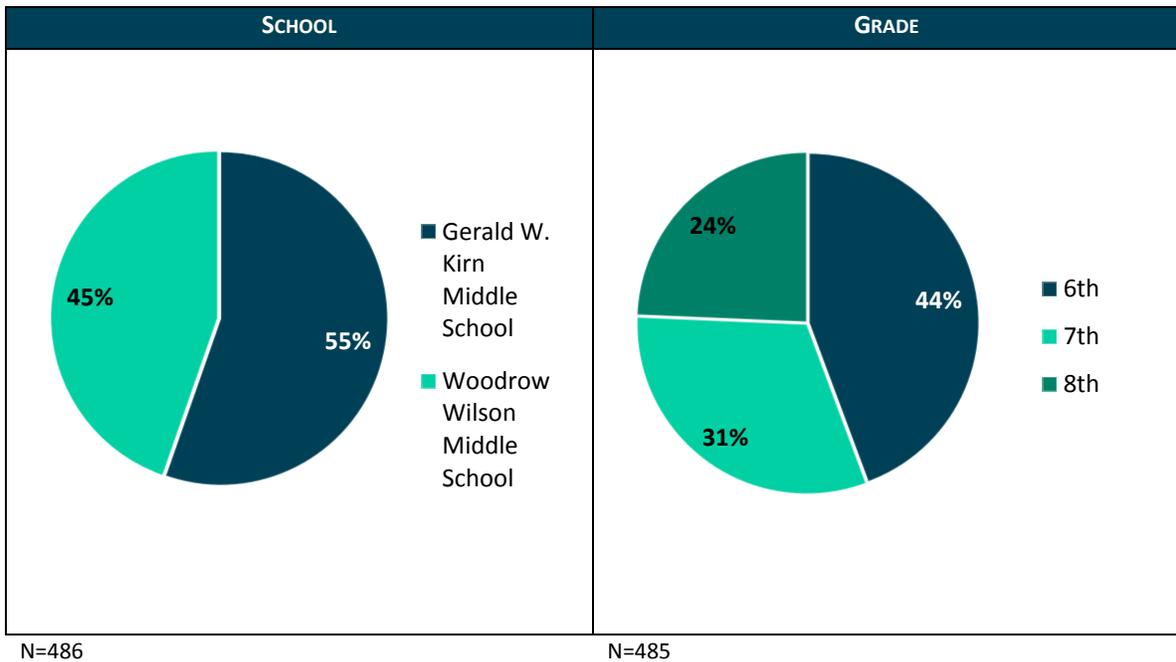


Figure 3.2: To what extent has your student changed their behavior in terms of...

	IMPROVE*	NO CHANGE	DECLINE**	DID NOT NEED TO IMPROVE
<i>Participating in class</i>	37%	12%	7%	44%
<i>Completing homework to your satisfaction</i>	34%	14%	9%	44%
<i>Academic performance</i>	32%	13%	9%	46%
<i>Getting along well with other students</i>	31%	12%	8%	50%
<i>Turning in his/her homework on time</i>	30%	14%	9%	46%
<i>Volunteering</i>	30%	23%	5%	42%
<i>Being attentive in class</i>	29%	13%	11%	47%
<i>Behaving well in class</i>	27%	11%	11%	51%
<i>Coming to school motivated to learn</i>	27%	14%	9%	49%
<i>Attending class regularly</i>	22%	13%	4%	62%

N=485-486

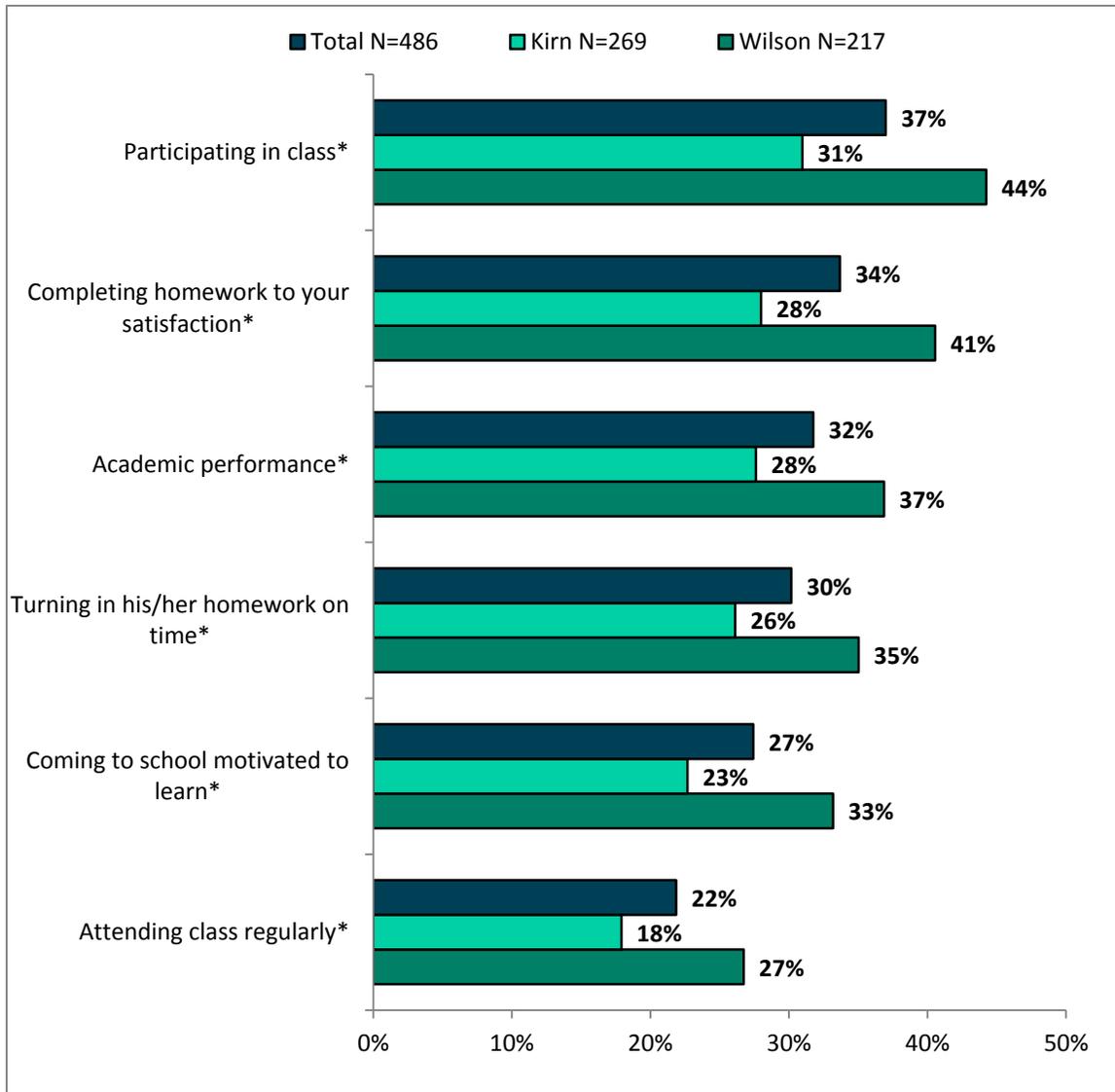
*Calculated by adding the percentage of respondents who selected "slight improvement," "moderate improvement," and "significant improvement."

**Calculated by adding the percentage of respondents who selected "slight decline," "moderate decline," and "significant decline."

SCHOOL/PROGRAM DIFFERENCES

Figure 3.3: Student Improvements by School

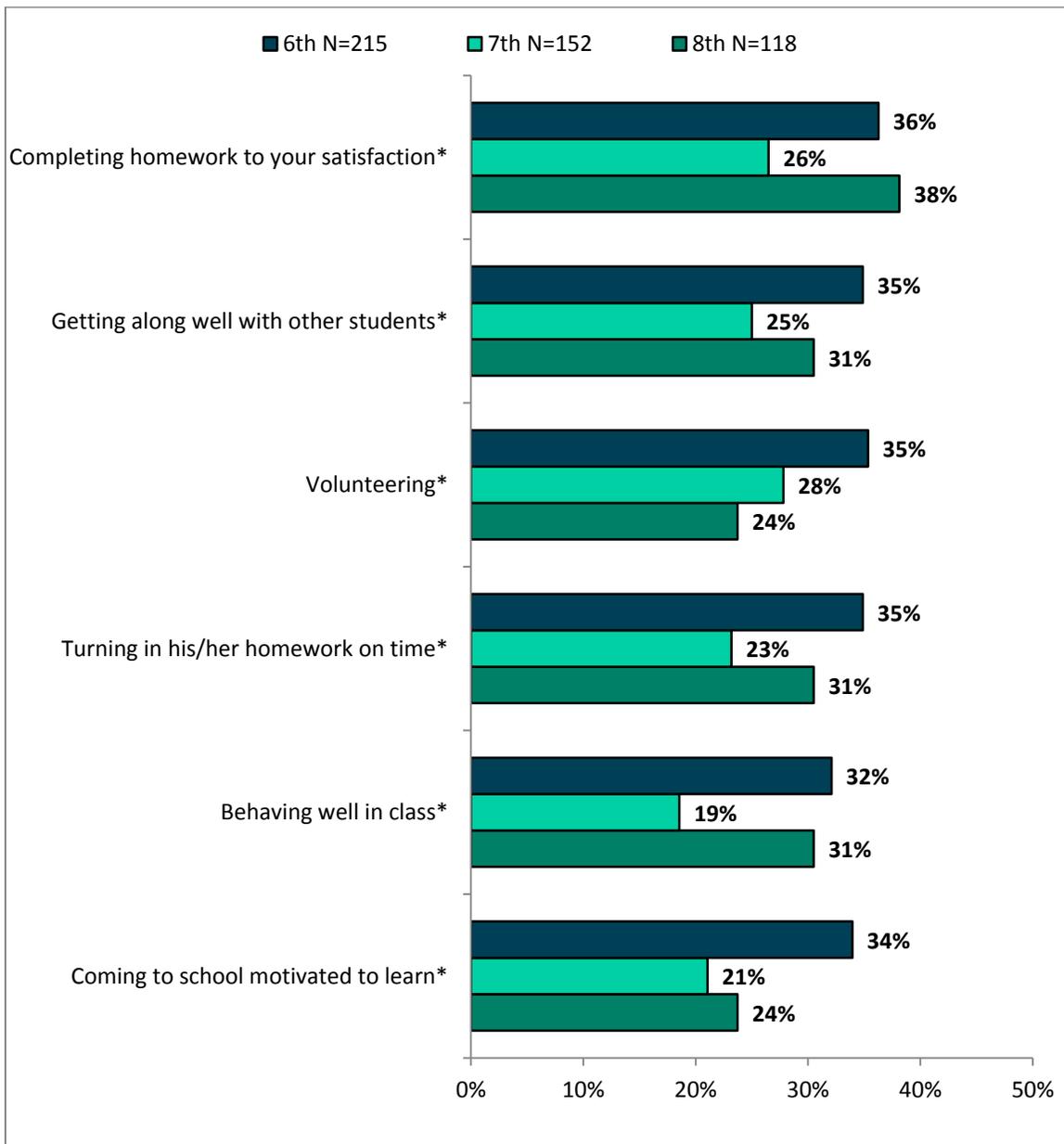
*Percentage of students who improved***



*Significantly different across groups.

**Calculated by adding the percentage of respondents who select “slight improvement,” “moderate improvement,” and “significant improvement.”

Figure 3.4: Student Improvements by Grade
*Percentage of students who improved***



*Significantly different across groups.

**Calculated by adding the percentage of respondents who select “slight improvement,” “moderate improvement,” and “significant improvement.”

SECTION IV: STAFF RESULTS

Fifty-four percent of the staff participated at Kirn Middle School and the remaining 46 percent participated at Wilson Middle School. In addition, 18 percent of the program staff were from an organization that partners with Council Bluffs. The remaining 82 percent of staff are from within the school district (Figure 4.1). **Staff respondents most frequently participated in academic (24%), enrichment (18%), and athletic/intramural (17%) programs (Figure 4.2).**

When results were examined by location, staff members that participated at Wilson were significantly more likely to participate in an academic program, while Kirn staff participants were significantly more likely to help with enrichment activities (Figure 4.4). Differences between staff and program type were also found. For example, community partners participated in career exploration and leadership activities most frequently, and staff members from within the District were most likely to participate in athletic/intramural, physical fitness, and fine arts programs (Figure 4.5).

Ninety-nine percent of all staff believed the Before/After School programs provide an appropriate balance of fun and learning. Staff also felt that they used their strengths to lead activities (99%) and believed the activities allowed students to use their strengths (99%) (Figure 4.3).

AGGREGATE RESULTS

Figure 4.1: School and Staff Origin

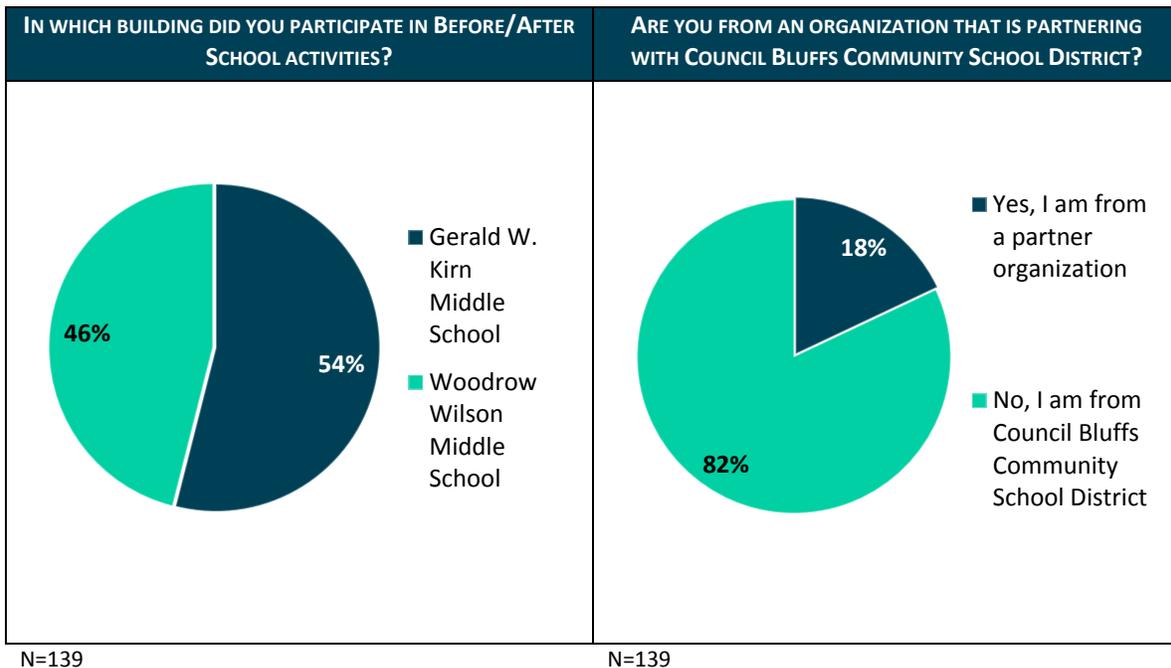
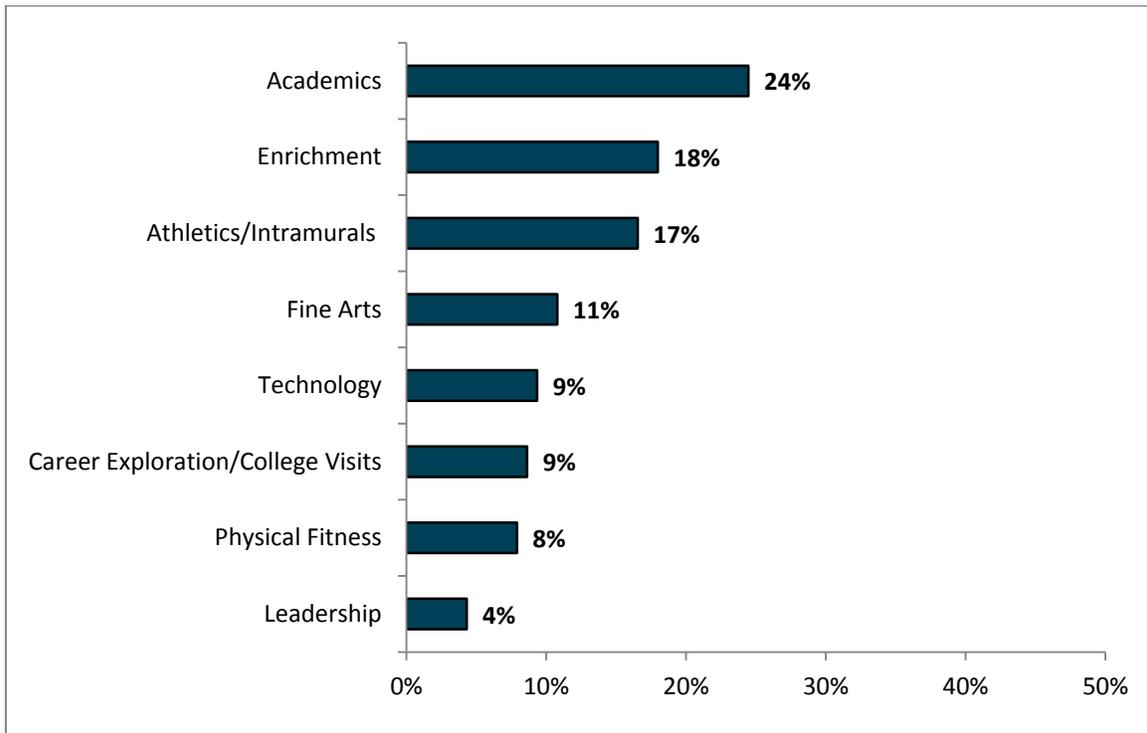
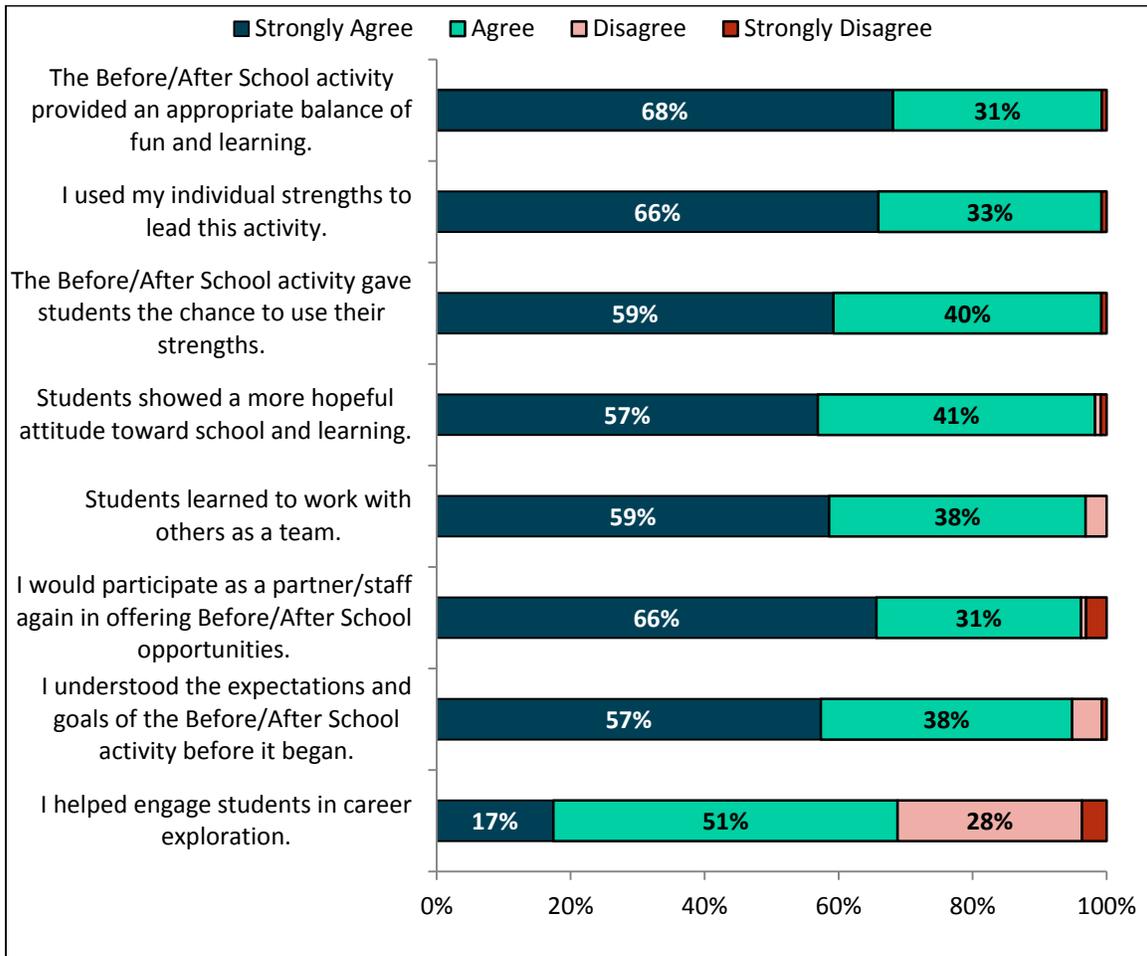


Figure 4.2: In which types of Before/After School activities did you most recently participate?



N=139; Totals may be greater than 100% because students were allowed to choose more than one response.

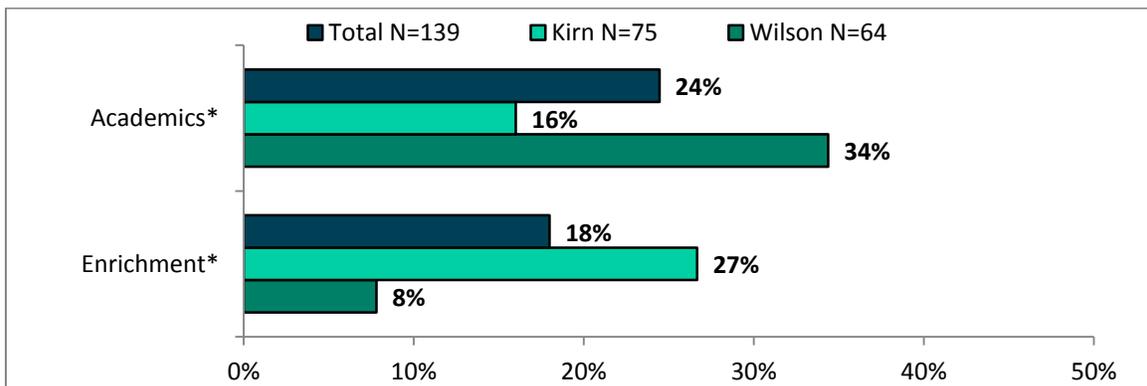
Figure 4.3: Please indicate the degree to which you agree or disagree with the following statements.



N=109-138

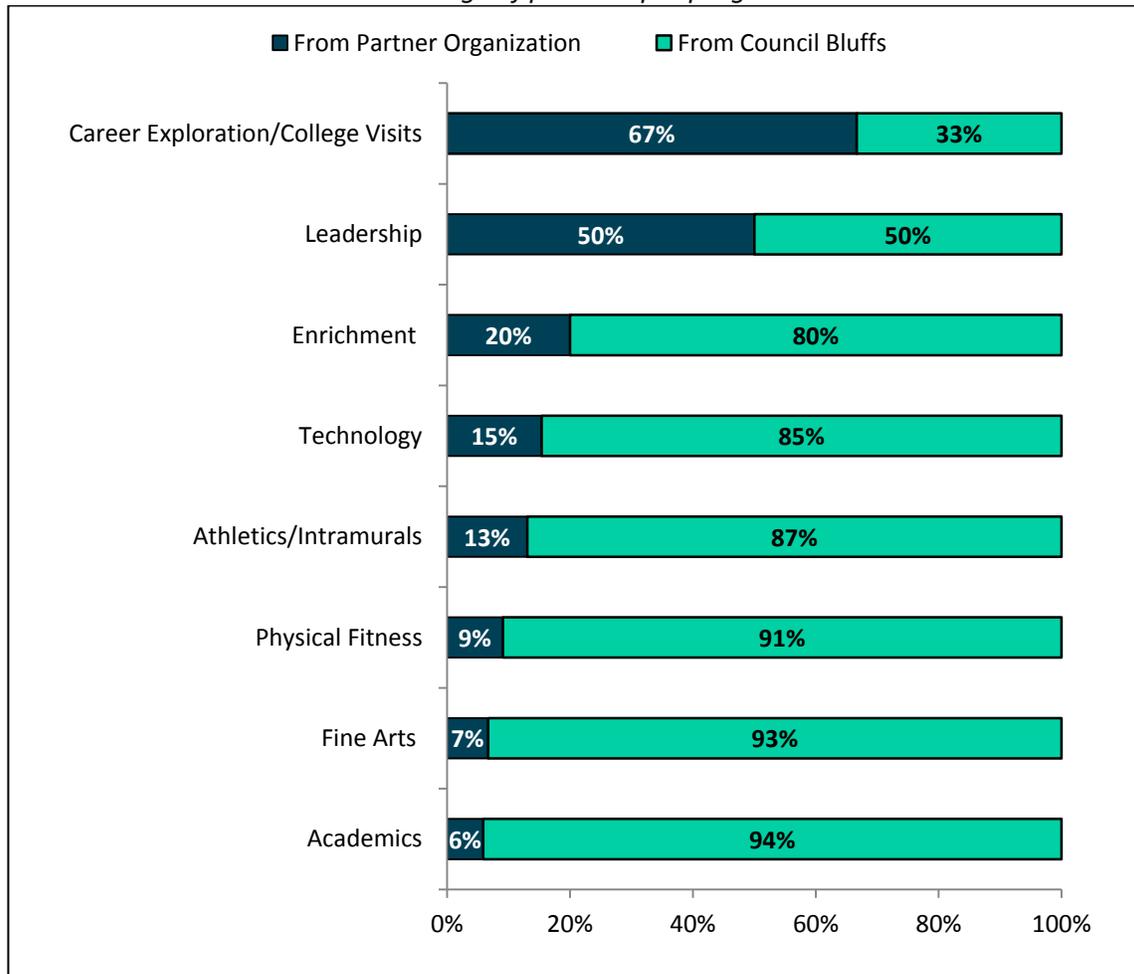
SCHOOL/PROGRAM DIFFERENCES

Figure 4.4: In which types of Before/After School activities did you most recently participate? by School



*Significantly different across groups.

Figure 4.5: Community Partner or Council Bluffs Staff and Program Type
Percentage of partners per program



N=139

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