



21st CCLC Subgrantee Evaluation

Delaware Department of Education

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Executive Summary

The Delaware Department of Education (DDOE) partnered with Via Evaluation (VIA) and data dashboard and reporting software company Inciter for a multi-tiered evaluation project of Delaware's 21st Century Community Learning Centers (21st CCLC) program. VIA's primary responsibility was to provide key findings based on existing data collected by DDOE and to design, conduct, and analyze surveys about the practical outcomes of programming and overall satisfaction with program offerings, with particular attention to how activities were supported throughout the Covid-19 pandemic. The Inciter team used their software to extract data from the past two years of subgrantee annual reports and build a reporting dashboard that enables DDOE to more easily monitor subgrantee participation, activities, and outcomes.

This report includes survey results, information about using the Inciter dashboards to understand other results, and some overarching conclusions and recommendations.

Key Insights from Our Analysis

Surveys were developed and administered to subgrantee participants (when age-appropriate), staff, families, and teachers at site-affiliated schools. After analyzing survey data and reviewing the annual report data imported to the Inciter database, there are several key insights to report.



Any Efforts to Continue Programming through COVID-19 were Widely Appreciated

Both students and parents were grateful that programming was able to continue throughout the pandemic. Whether activities were offered in-person or virtually, the programs gave students an opportunity to interact with their peers socially, to a greater degree than they could during the virtual school day.



Behavioral Change May not be an Important Indicator of Success from a Parent Perspective

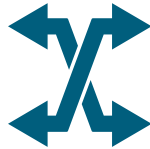
Overall, parents and families were satisfied with the program schedules, activities, and benefits to their child's well-being. The majority of parents reported that their student has exhibited fewer behavioral problems, has improved in school, and shows more interest in school since attending the program. However, a significant number (34%) of parents did not see behavioral improvement as an applicable construct for them to rate and 16% did not believe academic improvement to be applicable. However, a few individual sites showed near unanimous agreement from parents that their child has improved both behaviorally and academically since attending the program. A closer look at the site

level reports and discussion with site directors could explain this observation. For example, if students' behavioral and academic performance was already exemplary, there may not have been room for improvement.



Annual Performance Reporting Could be Improved

The data imported from the APR forms into the Inciter data warehouse is the most valid indicator of programs' success at meeting their attendance goals and program objectives over time. There are a few areas where data reported is either missing or inconsistent in a way that could suggest a misunderstanding of the reporting requirements. Periodically, the status of objectives and calculated costs per student are missing from otherwise complete reports.



Observation Data Can Not Be Reliably Compared

From 2019 to 2021, there were seven versions of the form used to conduct observations, although some of the variations were very minor and others were created out of necessity to conduct observations of virtual activities during the pandemic. Most notably, the offered selections of Content Area, Activity Type, and Materials Used varied between forms.

Recommendations are provided at the end of this report. VIA and Inciter will meet with DDOE in September to discuss findings, implications, and recommendations for this project.



Introduction

The Delaware Department of Education (DDOE) supports afterschool and summer programs in the state through a federal 21st Century Community Learning Centers (21st CCLC) grant. Subgrantees throughout the state provide academic and enrichment programming to thousands of elementary, middle, and high school students. These programs aim to increase school attendance, academic achievement, school connectedness, and the capacity of participants to become productive adults.

DDOE expressed a strong interest in gaining a better understanding of what subgrantees have achieved, and where they need additional support to achieve the state's 21st CCLC goals. But gathering and interpreting cohesive information from all these subgrantees is challenging. Program management requires high-quality information that can be used to make the best decisions for a variety of stakeholders.

To this end, DDOE released a Request for Proposals in mid-2021 seeking an evaluation consultant to help DDOE review existing data and gain a better understanding of program adaptations throughout the pandemic.

In response, Via Evaluation, working with Inciter, designed a unique approach to the evaluation that allows DDOE to benefit from strong 21st CCLC and adaptive evaluation expertise paired with user-friendly online reporting tools.



Evaluation Approach & Methodology

DDOE partnered with VIA and Inciter to complete their statewide program evaluation data reporting.

VIA's Role

The assigned evaluator for this program, Debra Spearing, PhD had primary responsibility for the evaluation, and was supported by a research associate and other evaluators in completion of the evaluation. Emily Hagstrom, VIA's chief out-of-school time evaluation consultant, has over a decade of experience conducting observations, compiling data, and providing reports and recommendations for 21st CCLC programs and was a key advisor on this project.

VIA takes a utilization-focused approach to evaluation. This approach emphasizes the involvement of stakeholders in the project development and evaluation process to enhance the usefulness of evaluation. To this end, VIA worked with staff and program stakeholders to:

- create and review a detailed evaluation work plan;
- review and oversee progress on the work plan;
- create and revise templates for data collection;
- create and review surveys and results;
- facilitate effective communication for successful survey administration;
- compile and analyze program data as soon as available; and
- generally advise program staff and stakeholders about evaluation, collecting high-quality data, and project outcomes.

Inciter's Role

Led by Taj Carson, Inciter is a data reporting and management software company that provides data solutions to non-profits and community-based organizations so that leaders can focus on achieving their outcomes with confidence that their data are being stored appropriately and produce dynamic reports. Inciter has managed data for a number of education and out-of-school time clients, including 21st CCLC funded programs. The Inciter team was responsible for:

- acquiring annual performance reports from DDOE for all current subgrantees,
- determining what data from APRs is most relevant for reporting,
- "scraping" the relevant data from APR documents for import into Inciter database,
- completing core validation of existing data, and
- facilitating DDOE use of data management and reporting software.

Evaluation Planning

The project plan was created at the beginning of the project to detail the data to be collected, by date needed and entity responsible.

It was created to minimize interference with program activities while ensuring sufficient data were collected.

A summary of the plan for the project is provided in Table 1.

Table 1: Project Timeline

Action	Entity Responsible	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JULY	AUG	SEPT
		2021					2022								
Initial Planning/Conversations	VIA and DDOE														
Review and Revise Work Plan (Incl. Survey Dates)	VIA and DDOE														
Draft General Surveys (Directed at Students, Families, Program Leads, Classroom Teachers)	VIA														
Compilation and Delivery of All Existing Data to VIA and/or Inciter	DDOE														
Ongoing Incite Support/Technical Assistant	Inciter														
Incite Data Warehouse Setup	Inciter														
Integration of Existing Data in Incite	Inciter														
Existing Data Validation w/in Incite	DDOE & Inciter														
Create Final Surveys for all Audiences	VIA														
Survey Administration (Tentative)	VIA and DDOE														
Survey Data Analysis and Importing	VIA and Inciter														
Delivery of Supplemental Report Brief	VIA														

Sources & Methods

This section presents data collection and analysis methods for each type of data collected and/or reviewed.

- Annual Performance Reports, 2019-2020, 2020-2021 (source: DDOE)
- Observation Forms 2019, 2020, and 2021 (source: DDOE)
- Satisfaction Survey Results by Staff, Participant, Parents/Guardians, and Teachers (designed by VIA, with DDOE)

Details about survey administration are provided in the next section.

Core Data Validation

Ensuring the precision of the data scraped from the APR documents is critical to producing accurate analysis of data that can lead to the development of valid conclusions and useful recommendations.

Once the existing data were scraped and imported, the Inciter team performed the requisite data cleaning and validation by accounting for missing data, duplicated data, and related errors that could lead to invalid analysis



Findings & Implications

Survey Response Reports

All 20 subgrantee sites requested survey participation from their site staff, parents of participants, and teachers of participants. Sixteen of the sites, which served children of an age appropriate for surveying, requested survey participation from students that attend programming at their site.

The surveys were completed from February through May of 2022. Most of the 21st CCLC sites had been providing more limited services than usual for nearly 2 years as a result of the Covid-19 pandemic. Some programs were delivered virtually during this time and others were able to continue in-person with restrictions.

Surveys elicited responses from 186 program staff members, 229 parents/guardians, 427 students, and 77 teachers.

Overall Survey Results

The following pages show the combined results of all data collected via the participant, staff, family, and teacher surveys. Individual site reports are provided in the Appendix of this report. To avoid the unintentional inflation of data points, site-level surveys that collected 5 or fewer responses are not included at this time. Table 2 below shows the total response numbers to each survey.

As the table shows, some sites had many more responses than others. The over-and under-representation of some sites should be taken into account when reviewing the overall results.

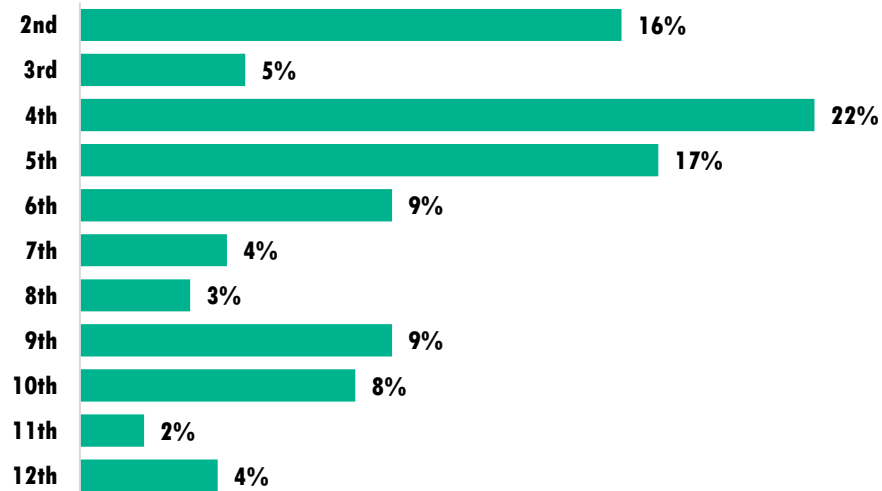
Table 2

Overall Site Response Data

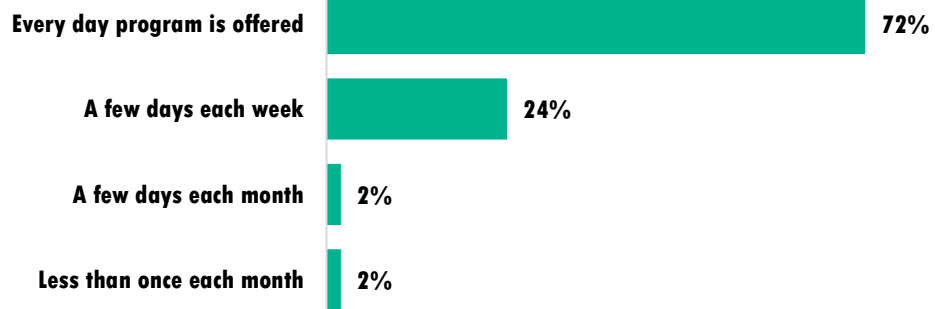
Site Name	Participants	Staff	Parents	Teachers
Booker T Washington Elementary School		7	23	3
Castle Hills and Eisenberg Elementary Schools	1	1	10	
Central Middle School	16	9	6	12
Charter School of New Castle	22	9	4	5
East Dover Elementary School	8	5	11	8
Freire Charter School	66	5	1	10
Glasgow High School Duffy's Hope	46	3	9	
Great Oaks Charter School	12	24		
Kuumba Academy	8	6	12	1
Laurel Boys and Girls Club	49	13	8	1
Milford Academy and Milford High School 4H	5	4	3	1
Red Clay Boys and Girls Club	2	3	22	
Red Clay Latin American Community Center		4	6	2
Seaford Boys and Girls Club	20	19	49	8
Stubbs Early Education Center United Way		8	3	1
The Bancroft School United Way	14	5	8	3
Thomas Edison Charter School	13	28	32	2
William Henry Middle School	46	5	16	4
Woodbridge Phillis Wheatley Elementary School			2	7
Woodbridge Middle School	9	14	1	9

Student Survey Results

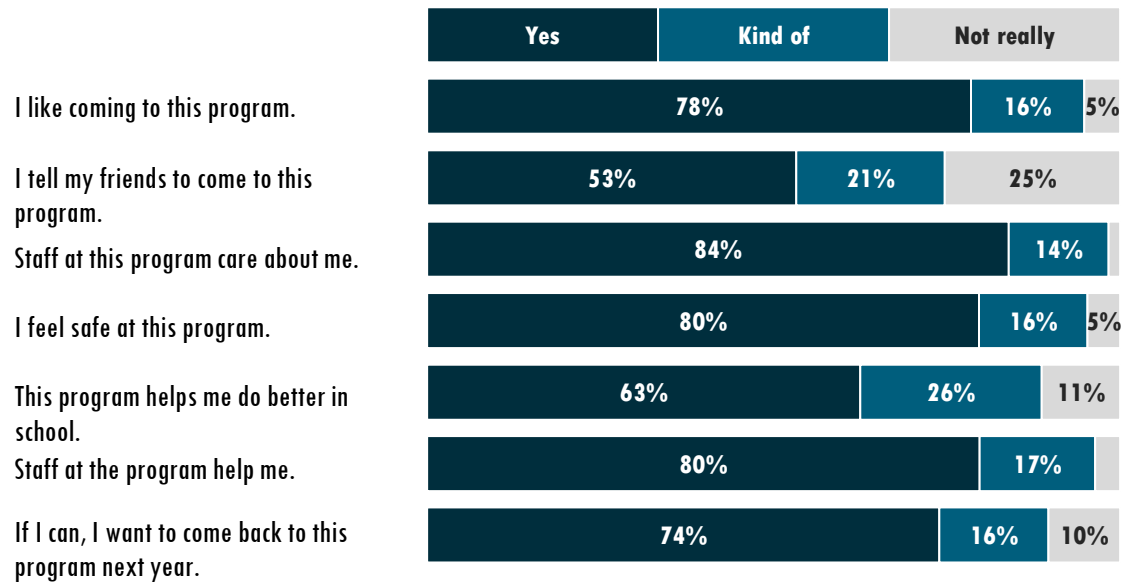
What grade are you in?



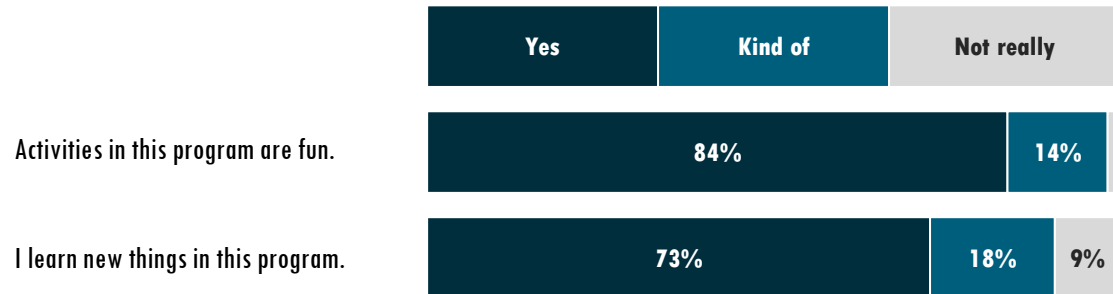
How often do you attend the program?



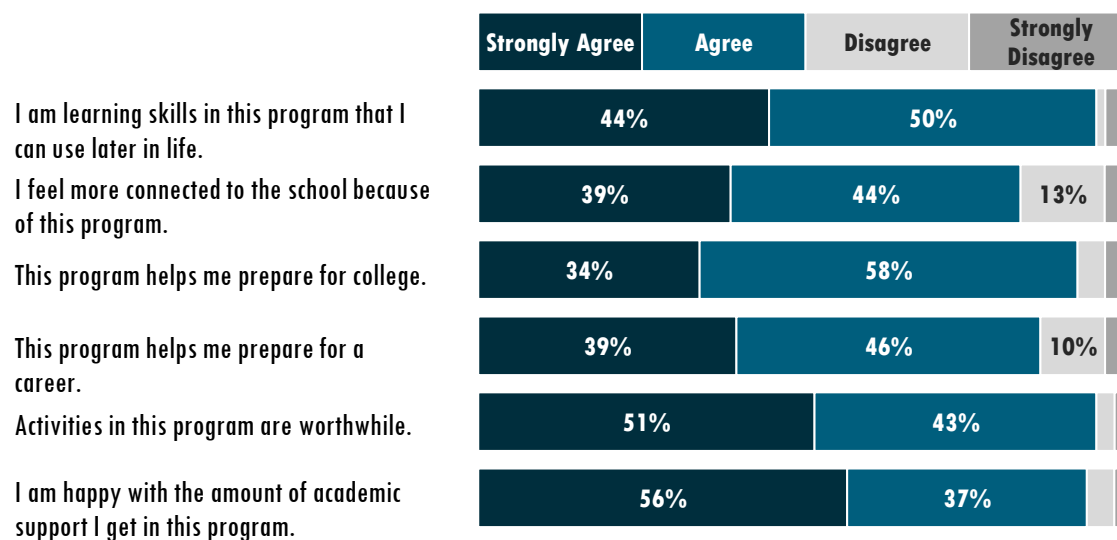
Tell us how you feel about the program? (All Grades)



Tell us how you feel about the program (2nd-8th grade)



Tell us how you feel about the program (9th-12th grade)



Student Feedback from Open-ended Questions

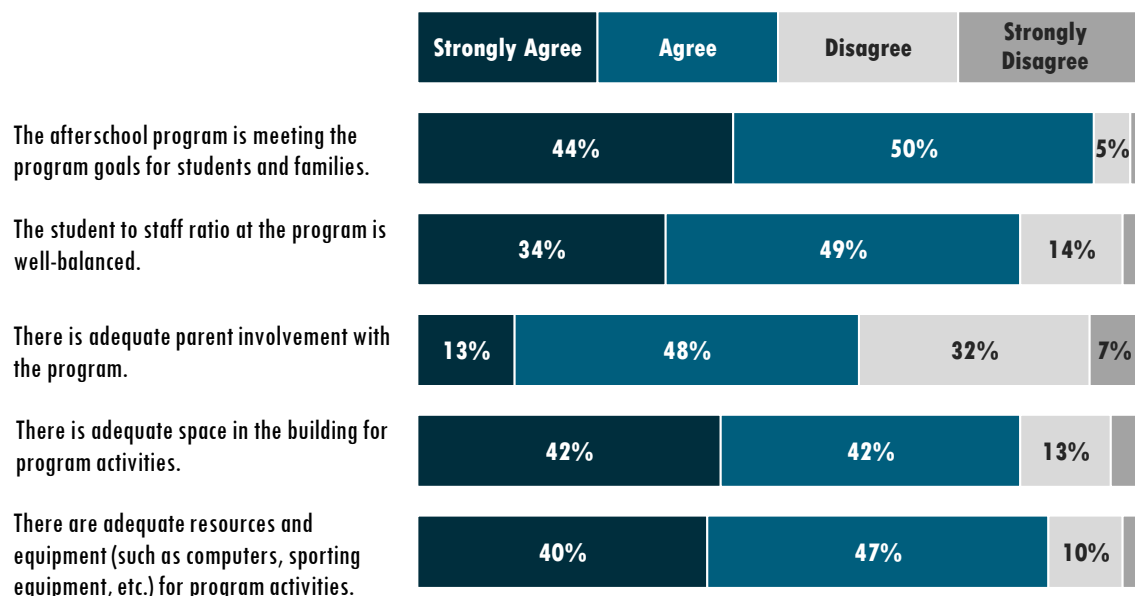
The younger students (2nd-5th grade) said the things they like best about the program are having fun with their friends, participating in lots of sports and activities, and the very nice staff members. Many of these students did not attend the program during the pandemic so their feedback in that regard was limited. However, a few students did mention that they were engaged in activities over Zoom and when they were in person, the staff did a good job of making sure everyone wore their masks properly. The most common requests from elementary students were for better food (mainly snacks, candy, ice cream, and pizza), but there were also a number of requests for niche clubs for specific interests (Roblox, slime, Minecraft, etc.). General sentiments about the program were positive, with many students mentioning their favorite teachers and staff by name. A few students did suggest that bullying can be a problem and the staff should do more to prevent bullying.

The middle group of students (6th-8th grade) talked about how much they enjoy the art and cooking classes, learning new things, and going on field trips. They mentioned getting help with their schoolwork during the pandemic and that the program gave them something to do with their friends. These students felt the program could be improved by recruiting more students, offering different activities that fit their interests, more outside time, and also requested better snacks. Overall, they said that the program was good, and they have a lot of fun attending.

The oldest students (9th-12th grade) shared more detailed feedback that they liked the program because it is a calm and comfortable place to be, they like the activities, and the staff are very supportive of the students. Through the pandemic, the program helped them to relieve or cope with stress, provided support and focus on their schoolwork, and gave them something positive to do. High schoolers would like the programs to be better publicized so more kids would attend and would like programs to have more funding for trips, activities, more staff, and programming offered on Fridays. Some students shared additional comments that the program is great and deserves more recognition.

Site Staff Survey Results

Tell us how much you agree or disagree with the statements below



Staff Feedback from Open-ended Questions

For sites that were able to continue operating in-person, staff agreed that it was extremely valuable to offer children some degree of face-to-face interaction while maintaining safety standards. Virtual programming was most successful when resources could be devoted to appropriately converting activities into a virtual setting and focusing on the activities that were most engaging through virtual meetings. The primary thing that staff thought would help the program meet its objectives was support from the schools they serve, like better promotion of the program and access to more rooms in the school for activities or equipment storage. Some staff also identified a need for more staff and better pay for staff to increase retention.

At the sites that were able to stay open for in-person activity during the pandemic, staff said they provided a vital service to the children who were largely isolated in virtual learning throughout the day and enabled parents to work out of the home. At the sites where programs continued to operate virtually, staff reported receiving additional training for providing virtual learning support and focusing on activities that were more social in nature so that kids could feel connected with one another after attending virtual schooling all day. In general, staff believe that more communication with parents and more events for families to participate in would be beneficial for students and families. Some staff would like to see kids given more

input into what activities are offered and more choices for engaging in activities that better match their age and interests.

Teacher Survey Results

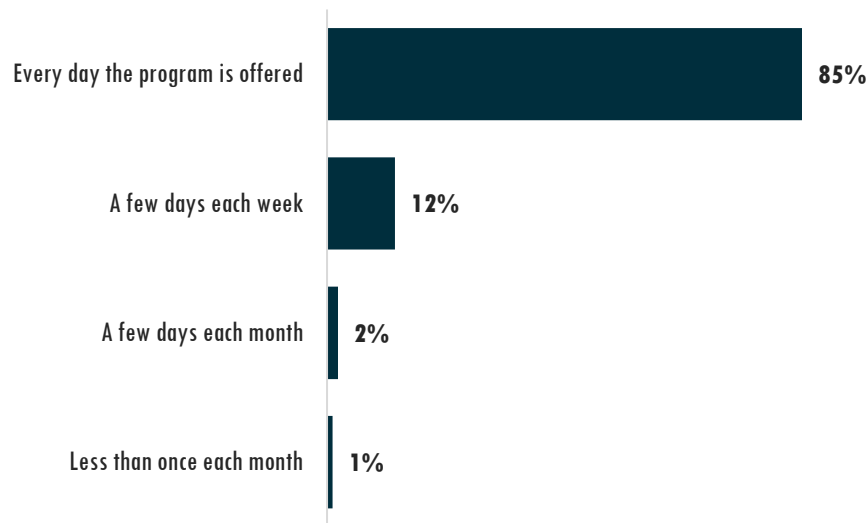
Students participating in the afterschool programs...					
	Strongly Agree	Agree	Disagree	Strongly Disagree	NA/Don't Know
...demonstrate improved academic skills since they started participating in the program.	25%	43%		12%	18%
...demonstrate fewer behavior problems than when they started participating in the program.	18%	36%	16%	9%	21%
...improve their interpersonal interactions through their participation in the program.	26%	51%		9%	13%

Teacher Feedback from Open-ended Questions

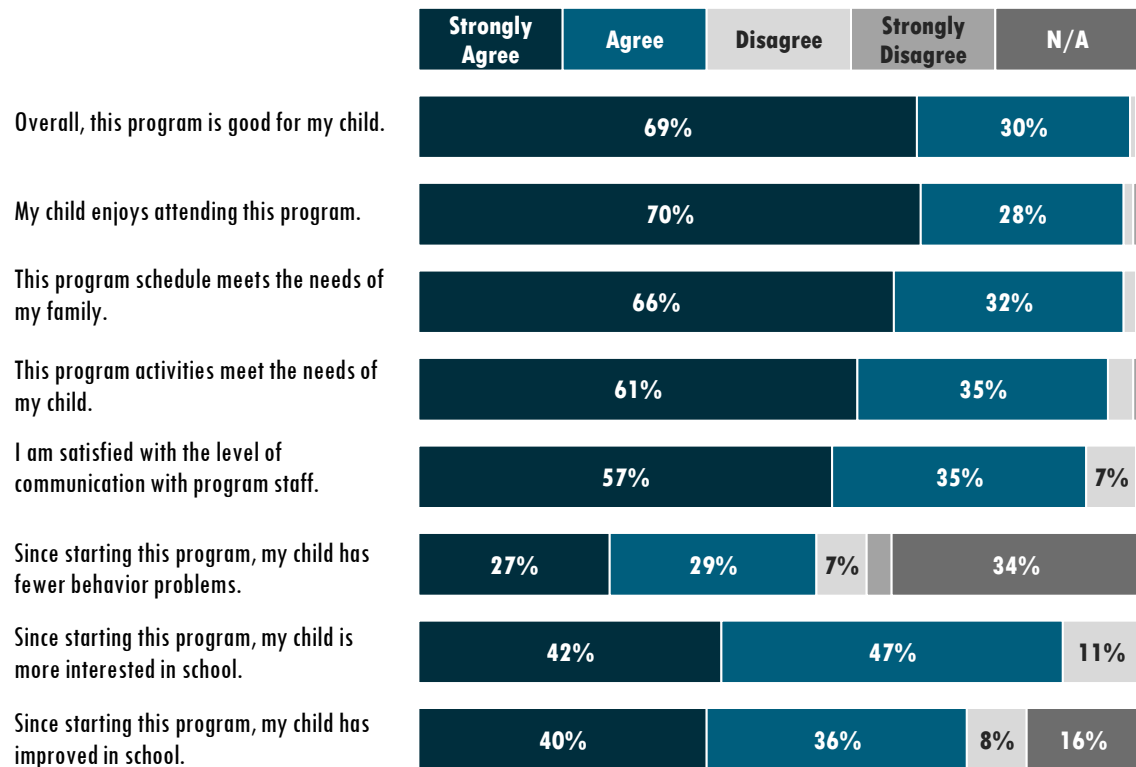
Teacher respondents reflected on how the programs offered students a way to connect socially with others and engage in activities that weren't strictly academic in nature. Some sites that were able to remain open provided a place for students to participate in their virtual school day while parents worked. They believe that programs could be improved with more resources put towards increasing the number of staff on site and having more efficient transportation services or providing busing to programs that do not currently offer transportation. The teachers surveyed reported that the programs are highly beneficial for students; providing academic, social, and emotional support, and those who attend are excelling in their courses.

Parent/Guardian/Family Survey Results

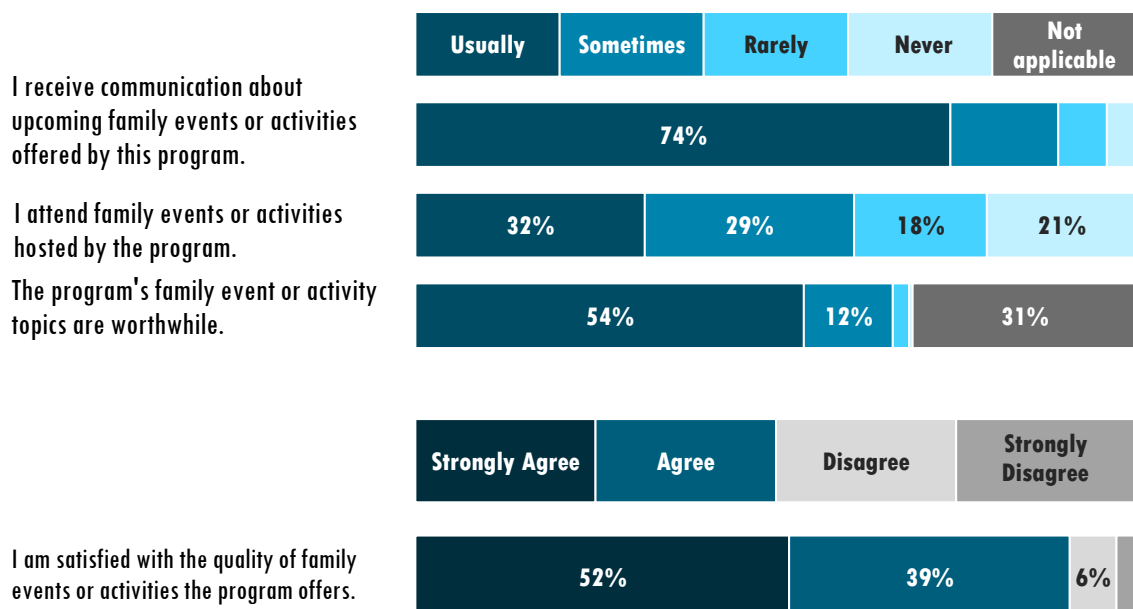
How often did you child(ren) attend the program?



Tell us how much you agree or disagree with the statements below



Tell us how much you agree or disagree with the statements below



Parent/Family Feedback from Open-ended Questions

The responses from families to open-ended survey questions about the programs were largely positive. Many responses gave accolades to site staff and commended the quality and helpfulness of the program content. Across all sites, families said that the main reason the program was helpful during the pandemic was by providing their children with an outlet to socialize with peers and giving them something to occupy their time, stay out of trouble, or allow parents to continue working. They reported that the program could be made better by extending the hours or offering programming 5 days a week (for programs that don't operate on Fridays). Many people requested that programming be better organized and that more family activities were offered; suggestions included things like game night and family cooking classes, but many people wanted to learn how to better communicate with their children and help them cope with stress or trauma.

APR and Observation Forms

All quantitative data from the 2019-2020 and 2020-2021 Annual Performance Reports and the Site Observation Forms from Fall 2019 through Summer 2021 has been imported into the Inciter data warehouse. With Inciter, users can build data visualizations of program information in hundreds of combinations, filtering program data by site, grade level, objective status, number of students, and more.

Inciter staff will be meeting with DDOE leadership in late September 2022 to provide a brief orientation and demonstrate dashboard capabilities. VIA's cursory review of APR data identified a few areas of inconsistent reporting that could likely be improved by a minor increase to oversight of report completion or better communication on the reporting process. For example, the average daily attendance for some programs could be in the single digits while others report an average daily attendance of 200+. Also, the cost per student seems to vary widely between programs (from \$800/per student to nearly \$6,000/per student) and in a limited number of cases, cost per student is not reported at all. It could be worth investigating the accuracy of this data point and what other characteristics of programming correspond with the variations in cost per student served. The Inciter database could be used to visualize the alignment between anticipated daily attendance, actual daily attendance, and costs per student. Similarly, some sites are inconsistent in how they report the status of one or more program objectives, which could indicate that it was not measured or not attempted in that year. In that case, reporting should specify the reason for lack of data, which is typically legitimate.

The subsequent figures (A-C) in the following section show a number of the visualization capabilities for reviewing overall Delaware 21st CCLC APR data and site observation data as well as site-level or site-grouping trends and patterns.



Appearance and Overview of Inciter Dashboard

Subsequent figures (A-C) in this section show a number of the visualization capabilities for reviewing overall Delaware 21st CCLC APR data and site observation data as well as site-level or site-grouping trends and patterns.

Figure A: Dashboard view showing options to view data by multiple groupings (school year, site, grade, etc.)

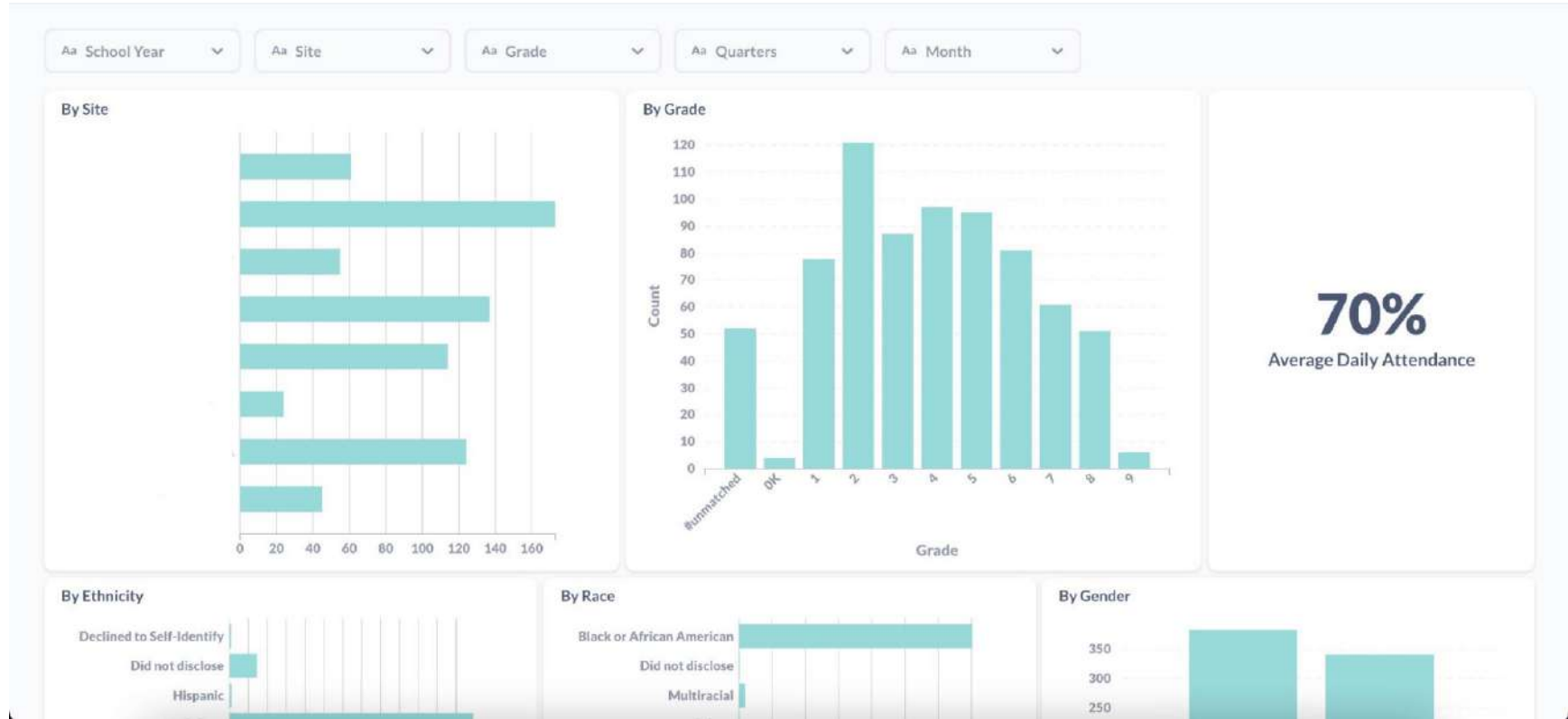


Figure B: Status of programs meeting objectives organized by subgrantee site and funding cohort.

	Cohort #	Status #1	Status #2	Status #3	Status #4	Status #5	Status #6	Status #7	Status #8	Status #9	Status #10	Status #11	Status #12
1	13-01	Did Not Meet	Did Not Meet										
2	13-02	Met	Exceeded	Met									
3	14-01												
4	15-01												
5	15-03	Met	Met	N/A	N/A	N/A	Met	Met	Met	Met	Not Met	Not Met	Met
6	15-04												
7	15-05	Did not meet	Did not meet										
8	16-01	Exceeded	Unable to retrieve data	Exceeded									
9	16-02	Did Not attempt											
10	16-03	Did not attempt (COVID)	Met	Exceeded									
11	16-05	Exceeded	Exceeded	Exceeded									
12	17-01	Exceeded	Exceeded	Met									
13	17-02	Exceeded	Exceeded	Exceeded									
14	17-03	Exceeded	Met	Met									
15	17-04	Exceeded	Did Not Meet	Met	Met	Met							
16	17-05	Exceed	Met	Met		Met							
17	17-08	Met	Did Not Meet	Met	Did not Attempt	Met							

Figure C: Side by side visualization of Cost per Student and Average Daily Attendance grouped by site and cohort

17

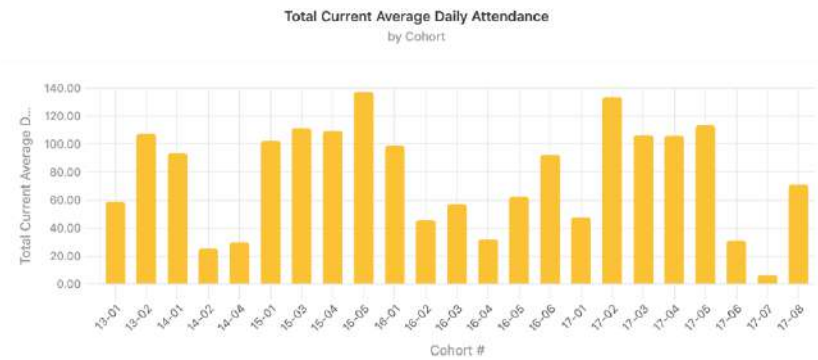
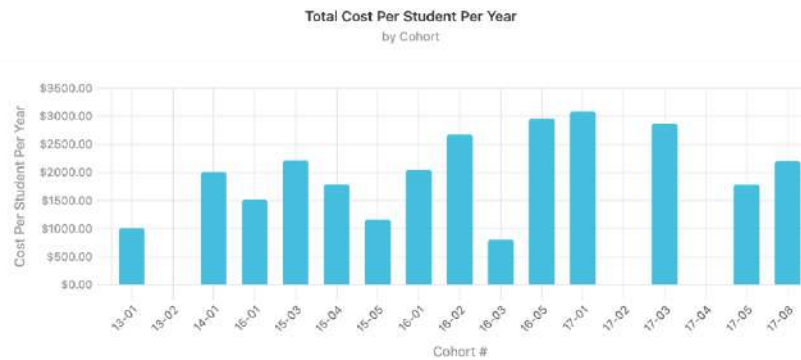
of Annual Evaluations '19-20

71.83

Average Daily Attendance

13

of Annual Evaluations '20-21





Conclusions & Recommendations

The data sources reviewed show that the Delaware 21st Century Community Learning Centers provided supportive, educational, and enjoyable programming that is vital for many students and families who rely on programming for before/after school care and out-of-school time enrichment.

However, the evaluation revealed several gaps in data collection and reporting processes that DDOE should address. The following recommendations are provided to inform future programming activities and standards for data collection, analysis, and reporting of outcomes. VIA will meet with DDOE staff in September to review the findings and recommendations of this report

Program and Reporting Recommendations.



Capitalize on What Programs are Doing Well

The survey responses from program staff, participants, and their teachers and families highlight a few stand-out programs that are perceived to be excelling in areas that many sites struggle with. DDOE should consider having these programs share with other grantees how they are excelling in these areas.

Across nearly all sites, staff report a moderate lack of parent involvement in program activities. More than 85% of staff respondents at **Milton Elementary School** and the **Laurel Boys and Girls Club** agreed (or strongly agreed) that parental involvement was adequate, a significantly greater view of involvement than other sites.

Overall, only about half of all family member surveyed said that their student had fewer behavioral problems since starting the program and about 75% said that their student had improved academically. 100% of families with students attending programming at **Glasgow High School Duffy's Hope** agreed or strongly agreed that their child had improved both behaviorally and academically since starting the program.

Survey participation from teachers was too limited to draw significant conclusions about students at several sites. However, the teachers of students at the **Freire Charter School** program were most likely to agree or strongly agree that, since starting the program, students demonstrated improved academic skills (90%), fewer behavior problems (70%), and improved interpersonal interactions (100%).

Out of the respondents in 2nd-8th grades, students who attended programming at **Charter School of New Castle** and **Kuumba**

Academy were most likely to report feeling safe, doing better in school, having fun, learning new things, and wanting to return to the program next year. Of the respondents in 9th-12th grades, students attending the **Glasgow High School Duffy's Hope** program reported most positively about the skills they are learning, quality of programming, ways the program helps them, and wanting to return to the program next year. This site also collected the most student responses (46) of all programs that served high schoolers.



Consider the Utility of Observation Forms

A number of factors (the transition to virtual programming during the pandemic, the changing availability of activities, the changing interests of program participants, etc.) led to some necessary variation between observation forms between 2019 and 2021. In order to streamline the use of observations data collection in the future, consider making changes that allow the Department of Education to make actionable conclusions and improvements to programming. These changes include using one consistent observation form, creating an electronic version with validation controls (i.e., fields that allow only a number to be entered for a numeric field), and creating a guide for how to do the observations and complete the forms consistently.

It might be helpful to ask the following questions:

- What is the primary purpose of the observation form?
- What elements of the observation are most important to DDOE?
- What do you do with the information you collect?
- How are the goals of the observation communicated to those completing the observations and/or filling out the forms?
- What information do you need to be able to compare across years or between sites?
- Are all the constructs on the form things that can be determined through observation?
- What changes (if any) do programs make from year to year based on the information gathered in observations?



Provide More Guidance about the Completion of APR Forms and Investigate Gaps

Although the majority of sites are completing APR forms in their entirety, a small number of sites per year seem to be missing data

usually included on the form. Early observations suggest sites might not be able to accurately assess costs per student or determine whether objectives have been met. The sites likely have valid reasons for omitting this data, but the Department of Education should work with sites to make sure they are able to provide the most accurate data for the Annual Performance Report. The Inciter database will help to highlight additional gaps in reporting, should any exist in other areas. Designate time throughout the year to review the Inciter reports and assess data quality, emerging trends, and key outcomes. The use of the Inciter database to manage APR (primarily) and observation form data is highly recommended. This organization of data can be used to track progress, determine realistic attainable goals, and support the case for future funding opportunities.



Appendix: Subgrantee Survey Reports

20 individual site-level survey reports will be included as Appendices. Since some sites had low response rates for certain populations; survey results from fewer than 10 total participants are listed as raw values instead of percentages to prevent unintentional inflation of results. Reports for all populations are grouped by site in order of participant (student), site staff, teachers of students served, and parents/guardians of program participants.

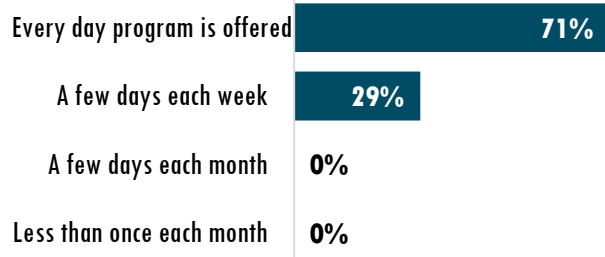
2021-2022 21st Century Student Feedback Survey Report

The Bancroft School United Way

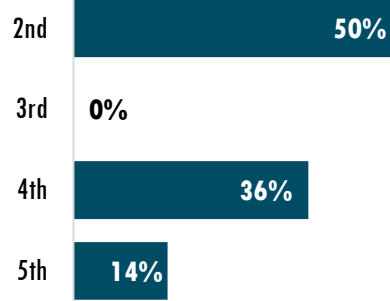


Number of Student Respondents: 14

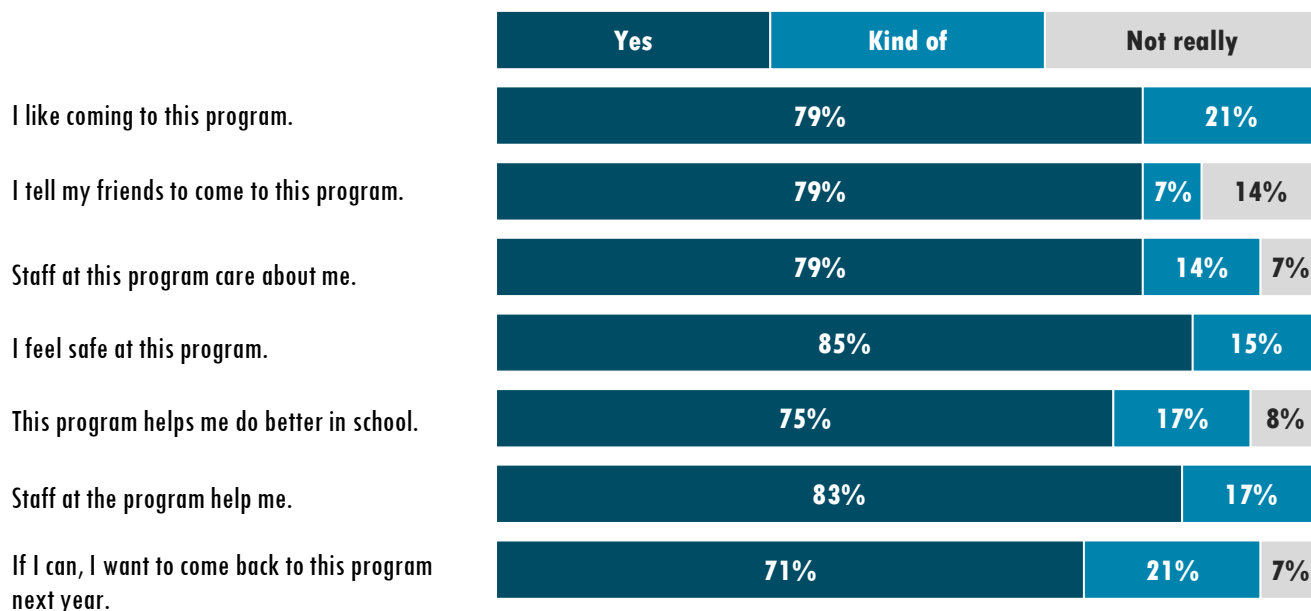
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

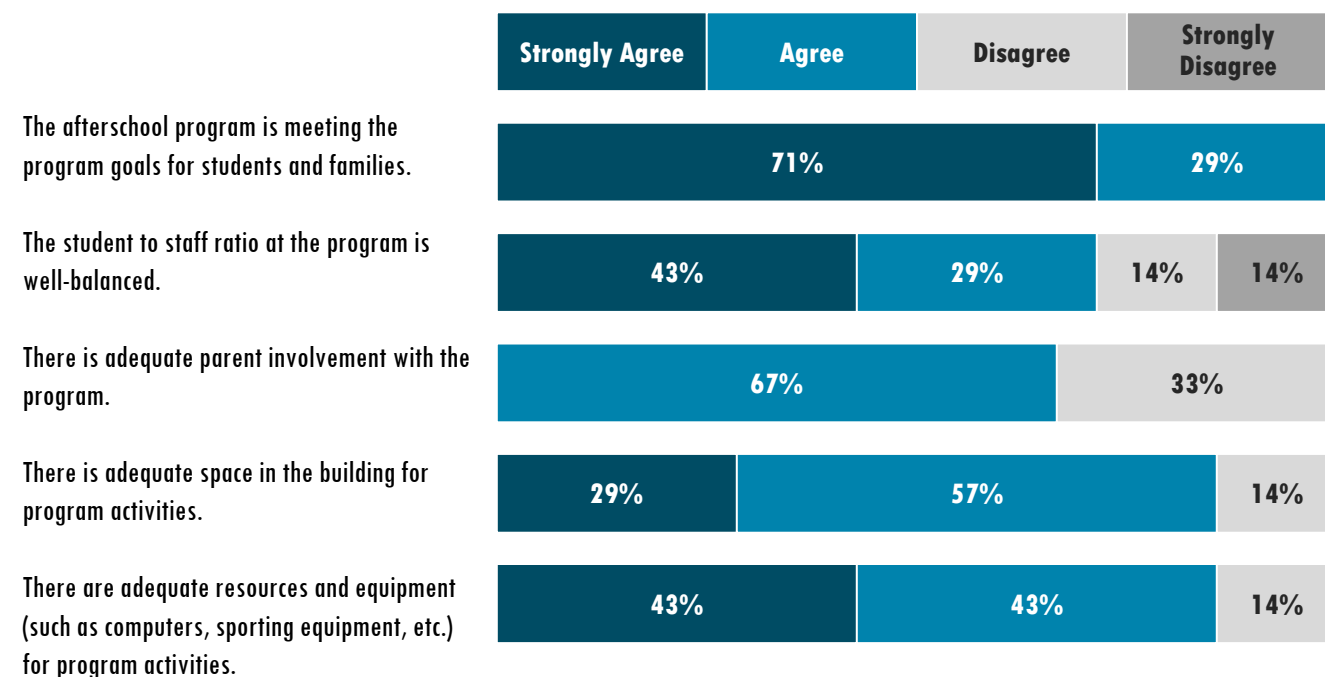
2021-2022 21st Century Site Staff Feedback Survey Report

Booker T Washington Elementary School



Number of Staff Respondents: 7

What do site staff think of the program?



*Bars less than 5% are not labeled on chart

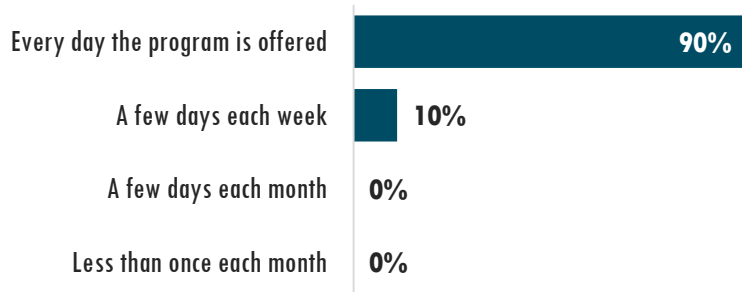
2021-2022 21st Century Family Feedback Survey Report

Booker T Washington Elementary School

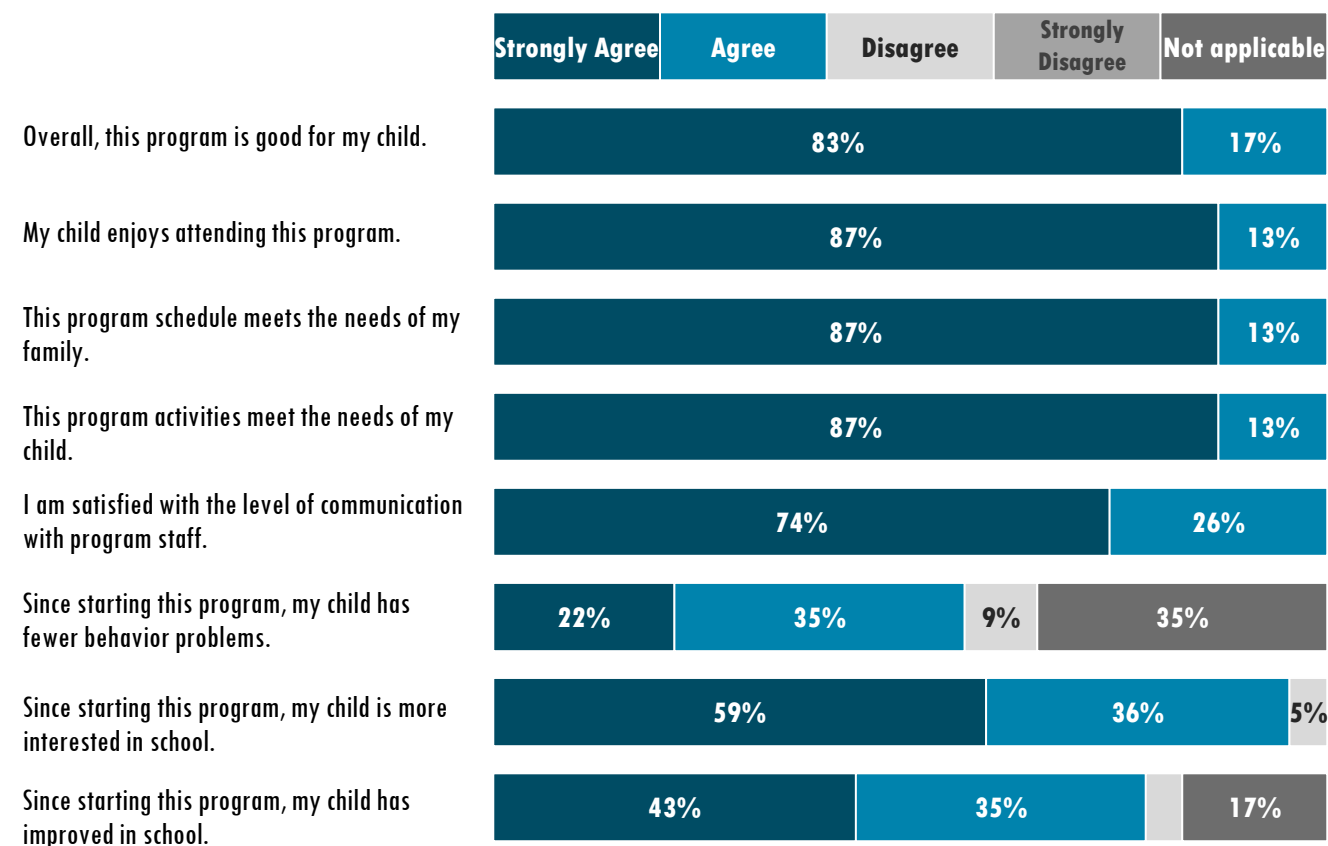


Number of Family Member Respondents: 23

How often do survey respondents' children attend the program?



What do families think of the program?



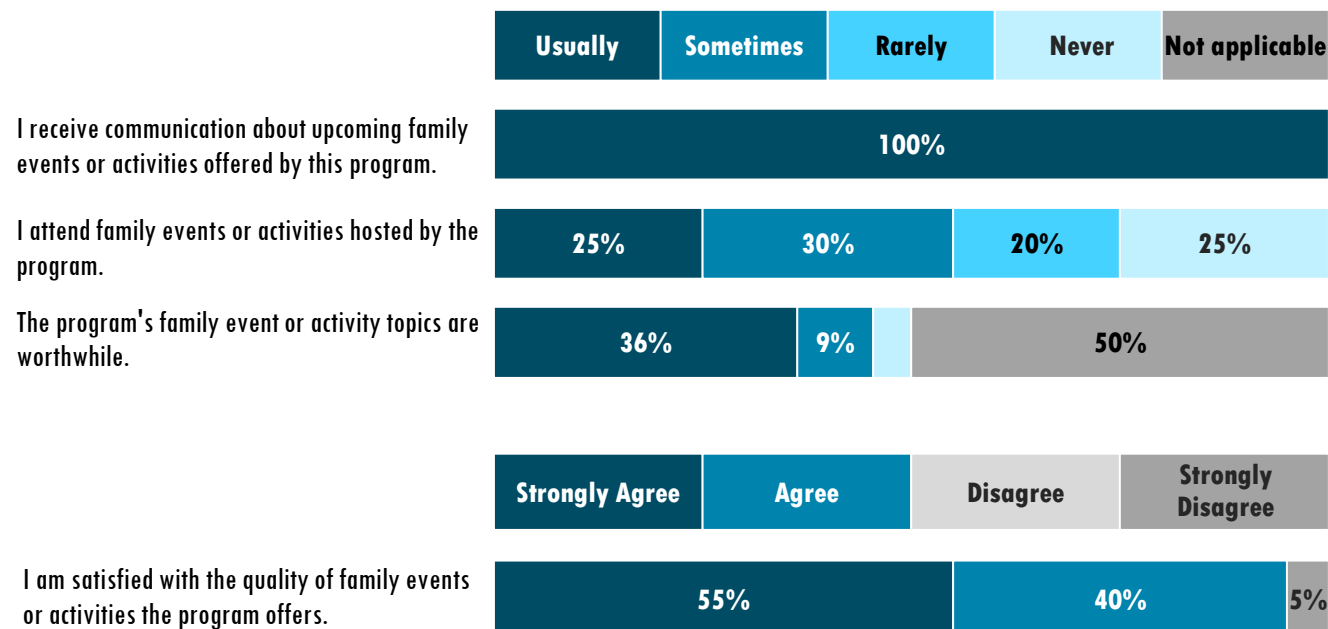
*Bars less than 5% are not labeled on chart

2021-2022 21st Century Family Feedback Survey Report

Booker T Washington Elementary School



What do families think of the afterschool family programs?



*Bars less than 5% are not labeled on chart

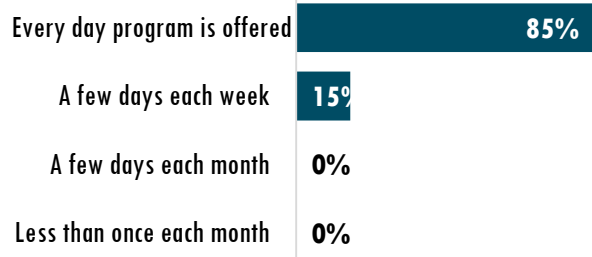
2021-2022 21st Century Student Feedback Survey Report

Central Middle School

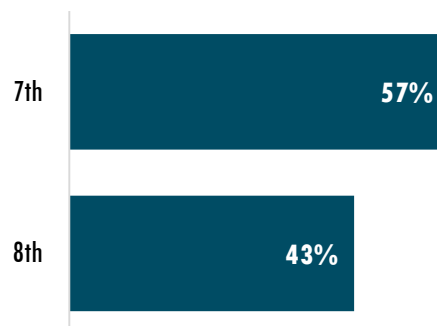


Number of Student Respondents: 14

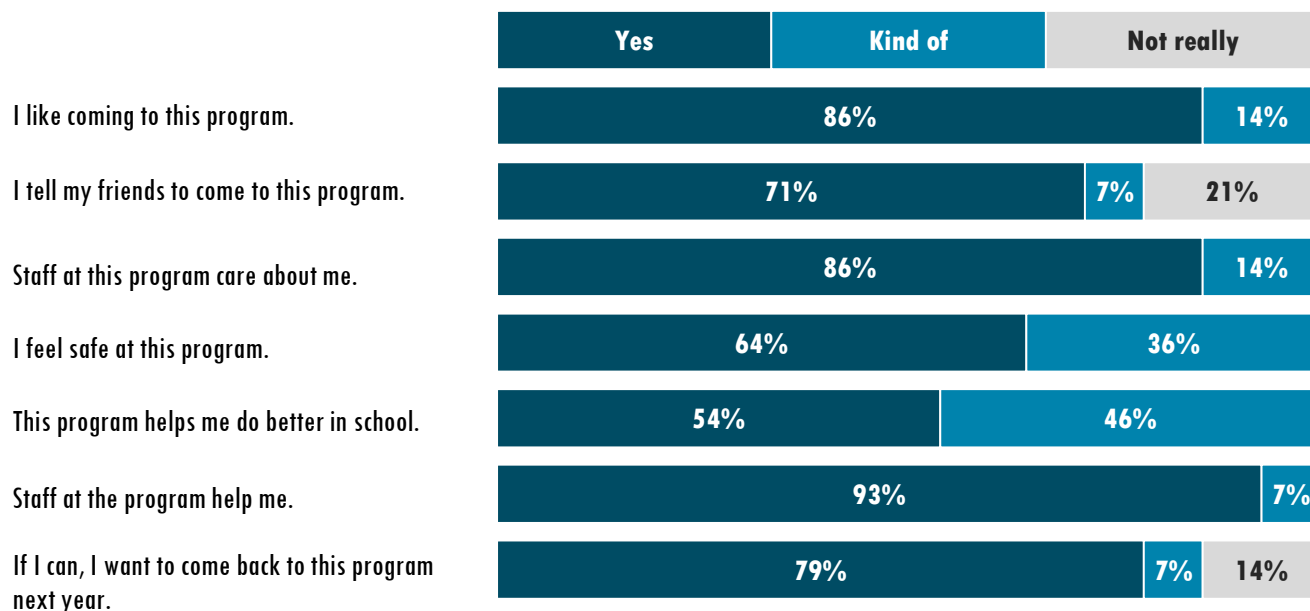
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

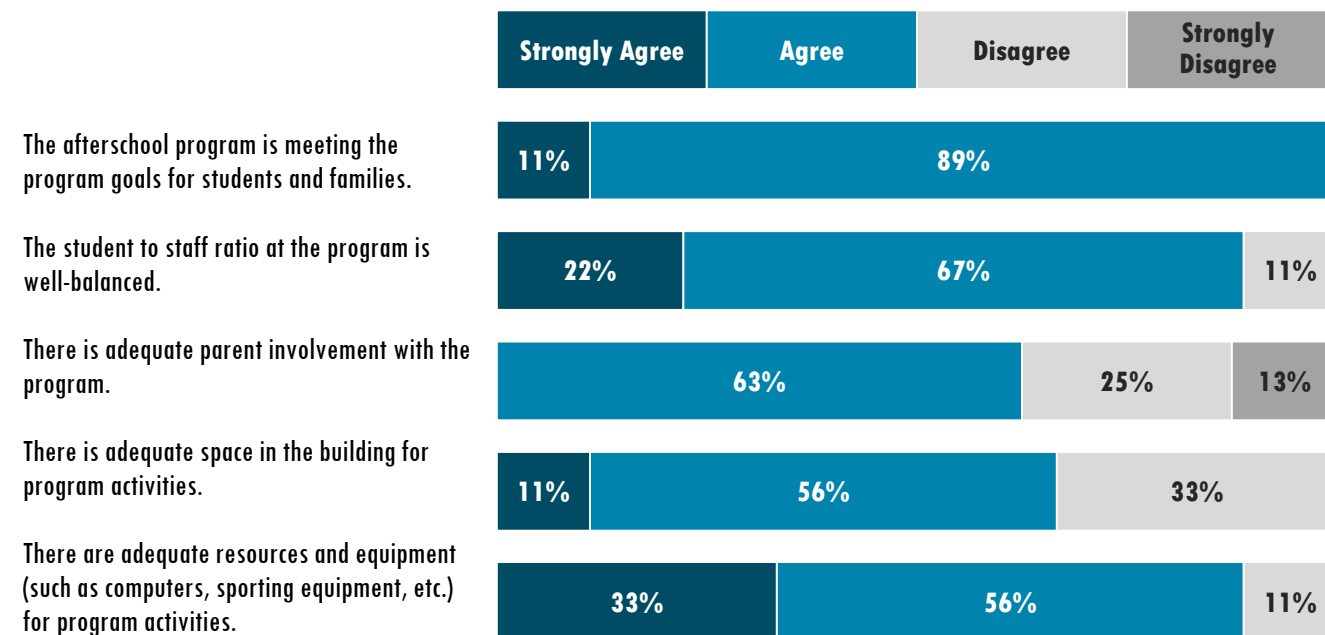
2021-2022 21st Century Site Staff Feedback Survey Report

Central Middle School



Number of Staff Respondents: 9

What do site staff think of the program?



*Bars less than 5% are not labeled on chart

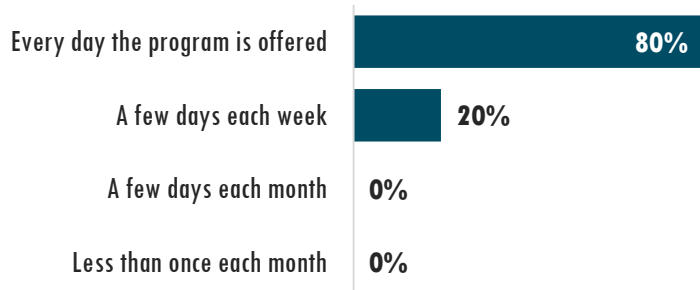
2021-2022 21st Century Family Feedback Survey Report

Central Middle School

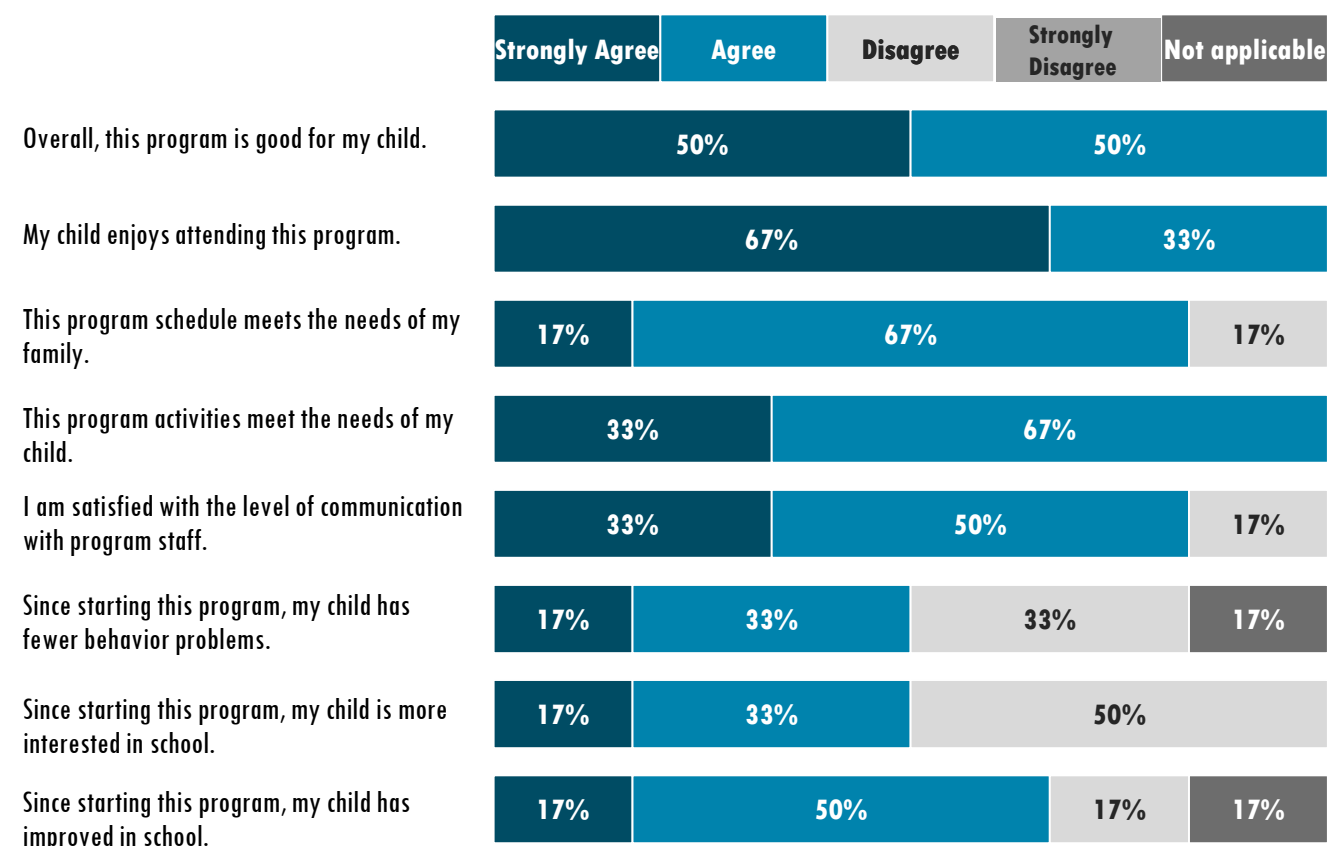


Number of Family Member Respondents: 6

How often do survey respondents' children attend the program?



What do families think of the program?



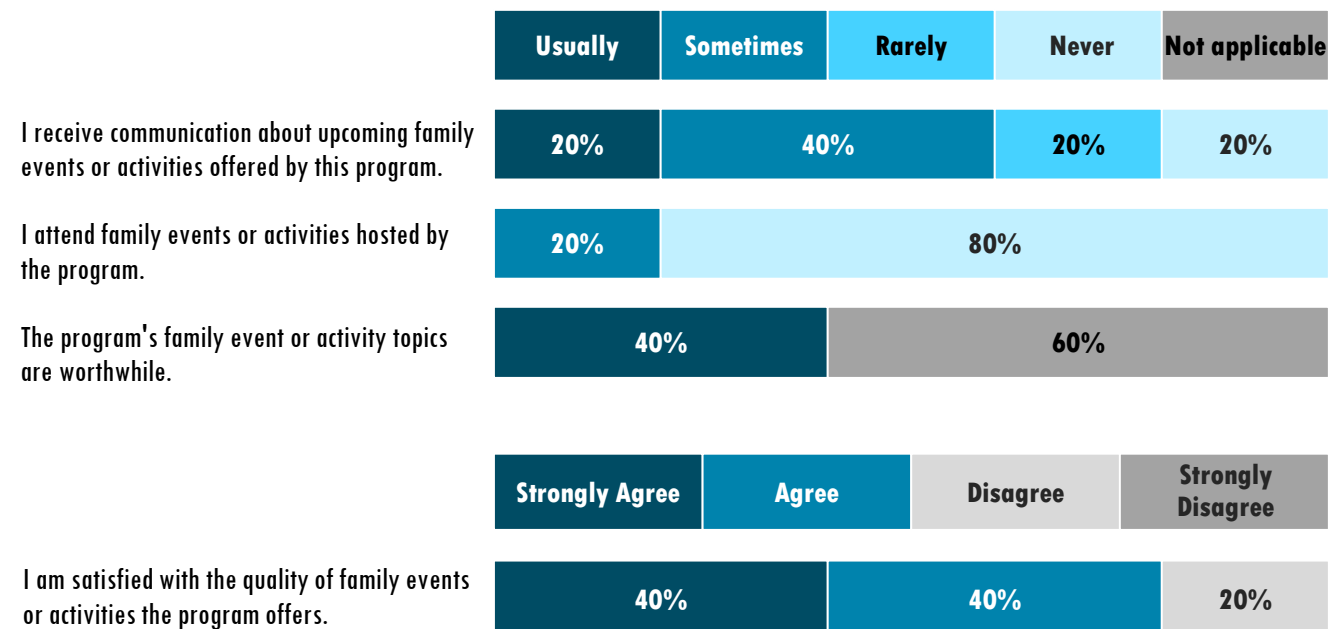
*Bars less than 5% are not labeled on chart

2021-2022 21st Century Family Feedback Survey Report

Central Middle School



What do families think of the afterschool family programs?



*Bars less than 5% are not labeled on chart

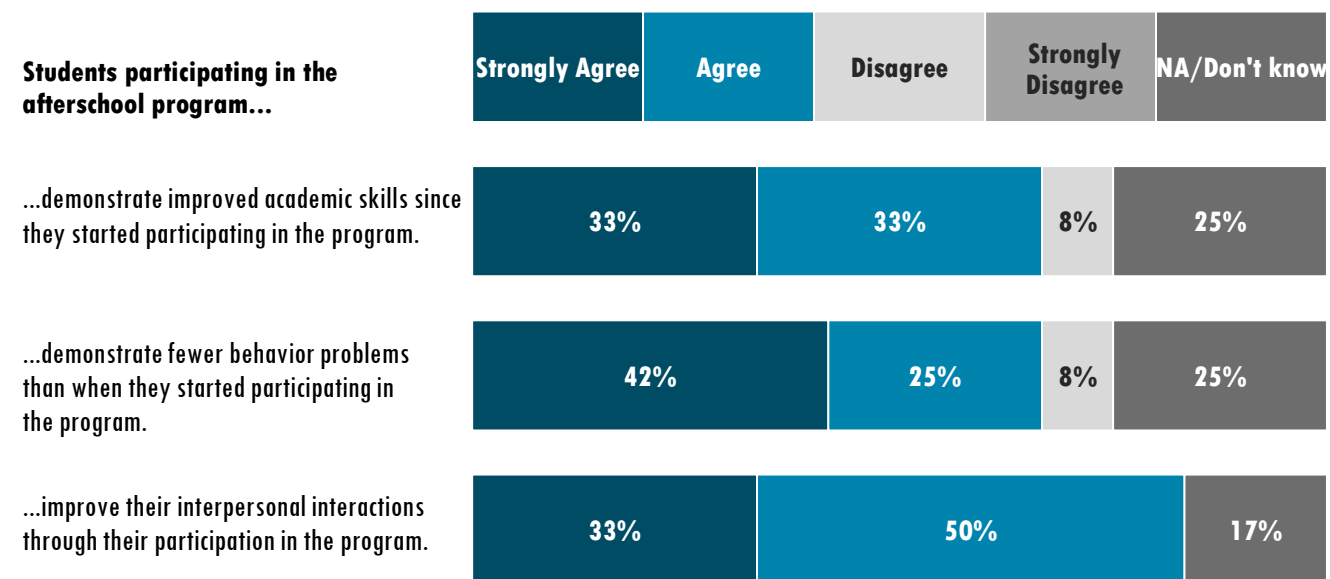
2021-2022 21st Century Teacher Feedback Survey Report

Central Middle School



Number of Teachers Respondents: 12

What impact do teachers observe among program participants?



*Bars less than 5% are not labeled on chart

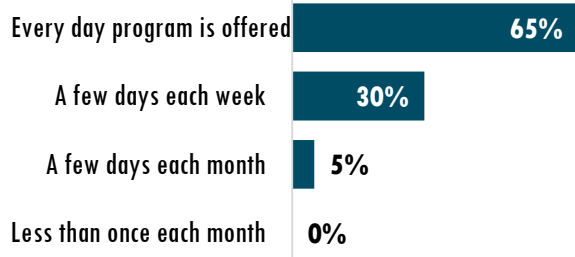
2021-2022 21st Century Student Feedback Survey Report

Charter School of New Castle

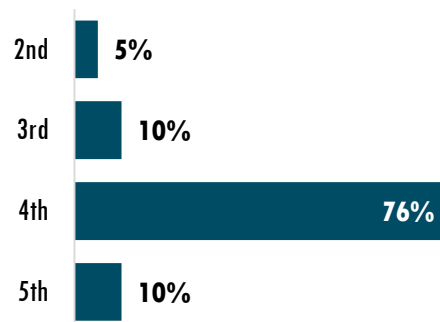


Number of Student Respondents: 21

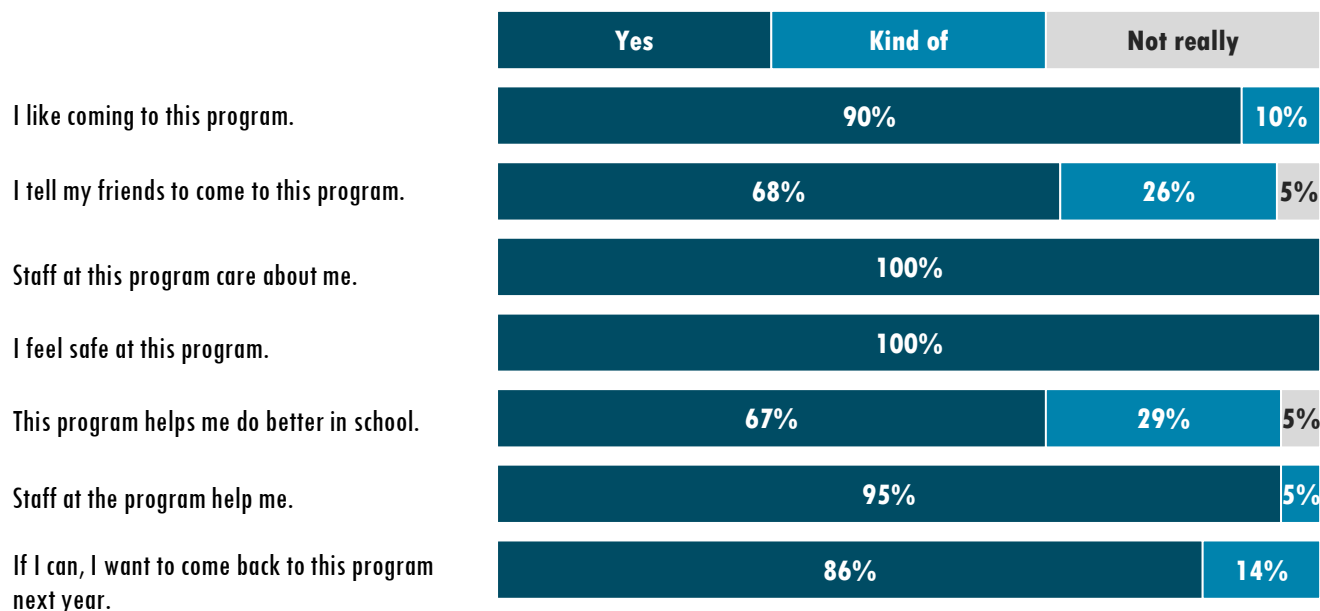
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

2021-2022 21st Century Site Staff Feedback Survey Report

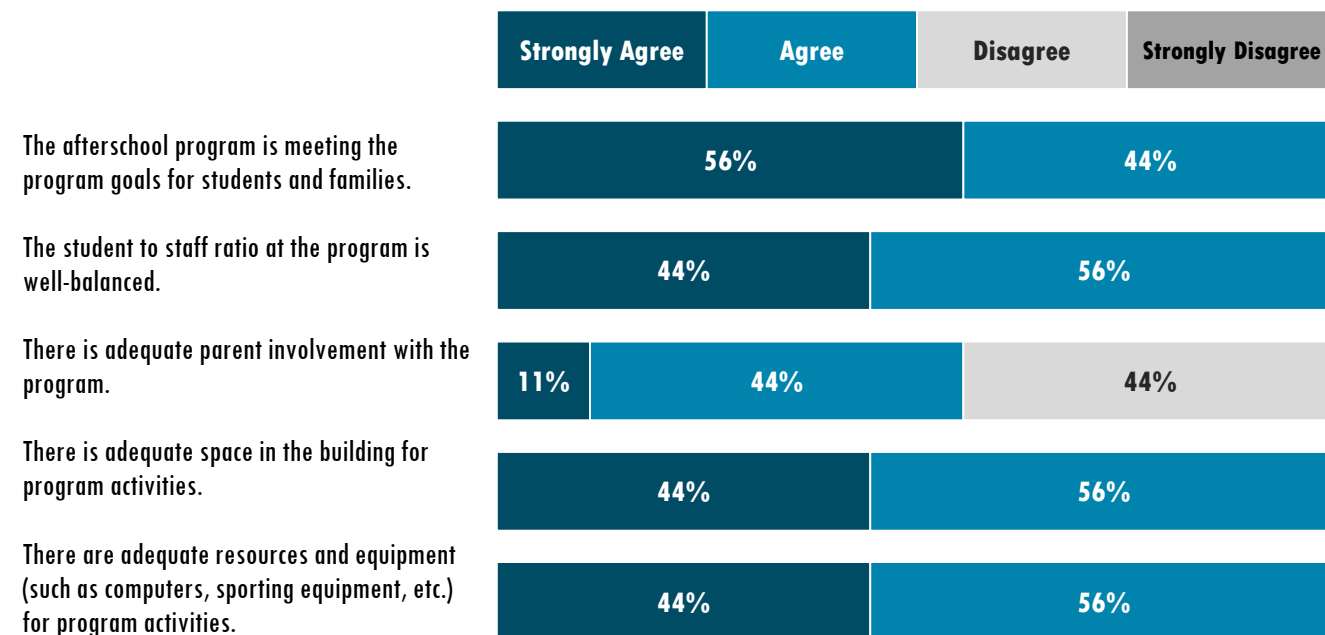
Charter School of New Castle



Delaware
Department of Education

Number of Staff Respondents: 9

What do site staff think of the program?



*Bars less than 5% are not labeled on chart

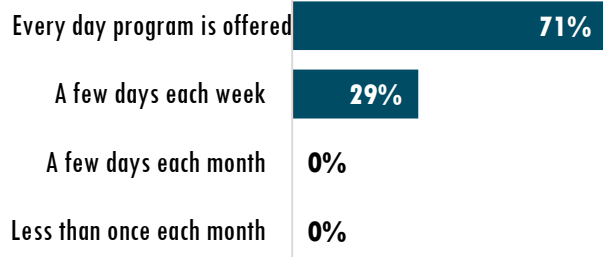
2021-2022 21st Century Student Feedback Survey Report

East Dover Elementary School

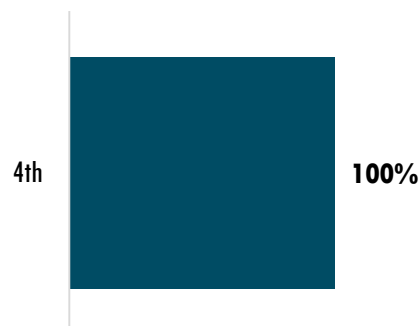


Number of Student Respondents: 8

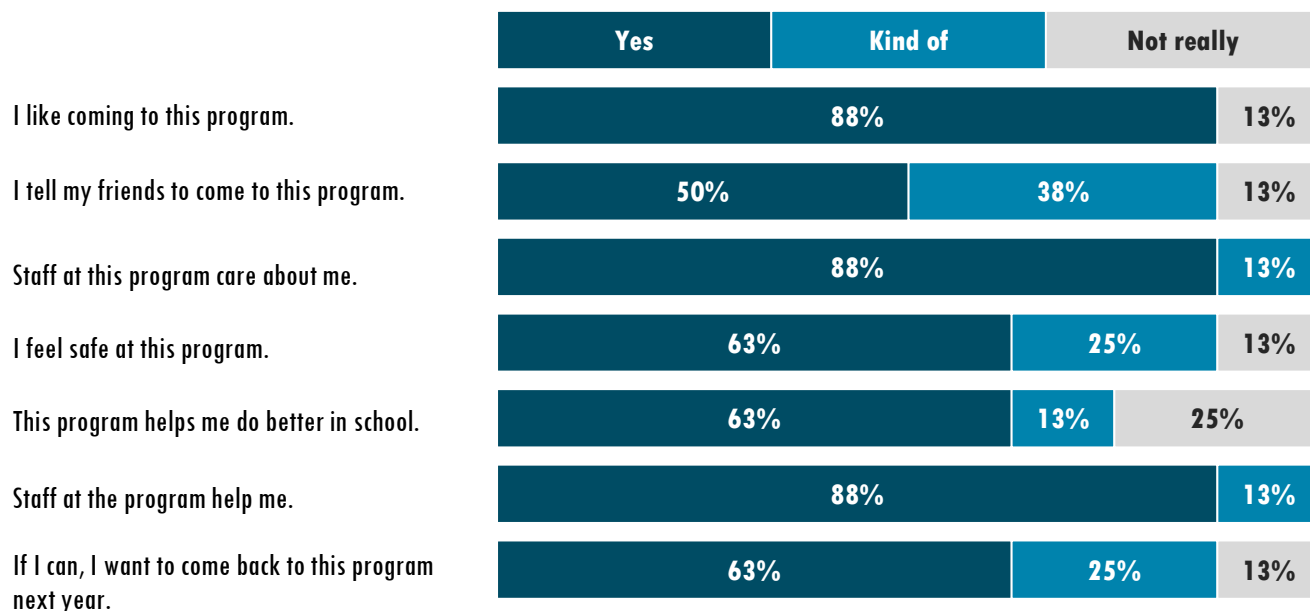
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

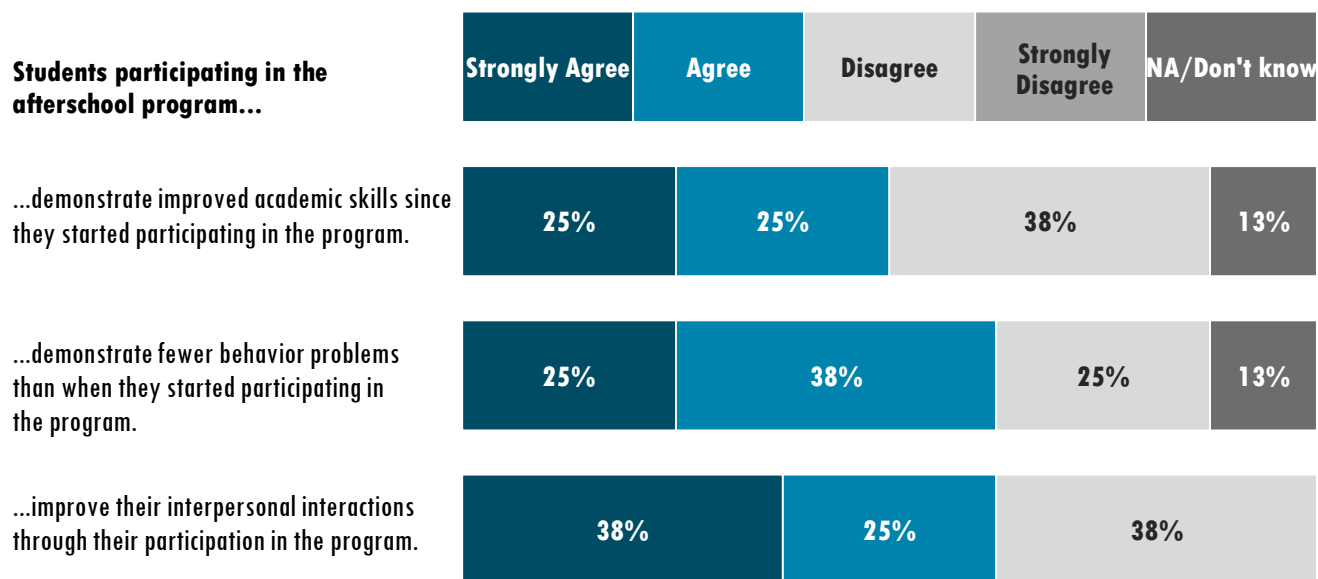
2021-2022 21st Century Teacher Feedback Survey Report

East Dover Elementary School



Number of Teachers Respondents: 8

What impact do teachers observe among program participants?



*Bars less than 5% are not labeled on chart

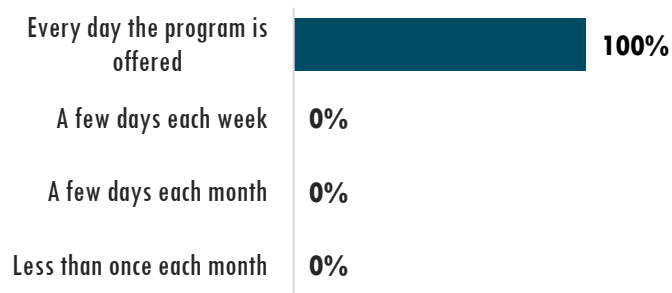
2021-2022 21st Century Family Feedback Survey Report

East Dover Elementary School

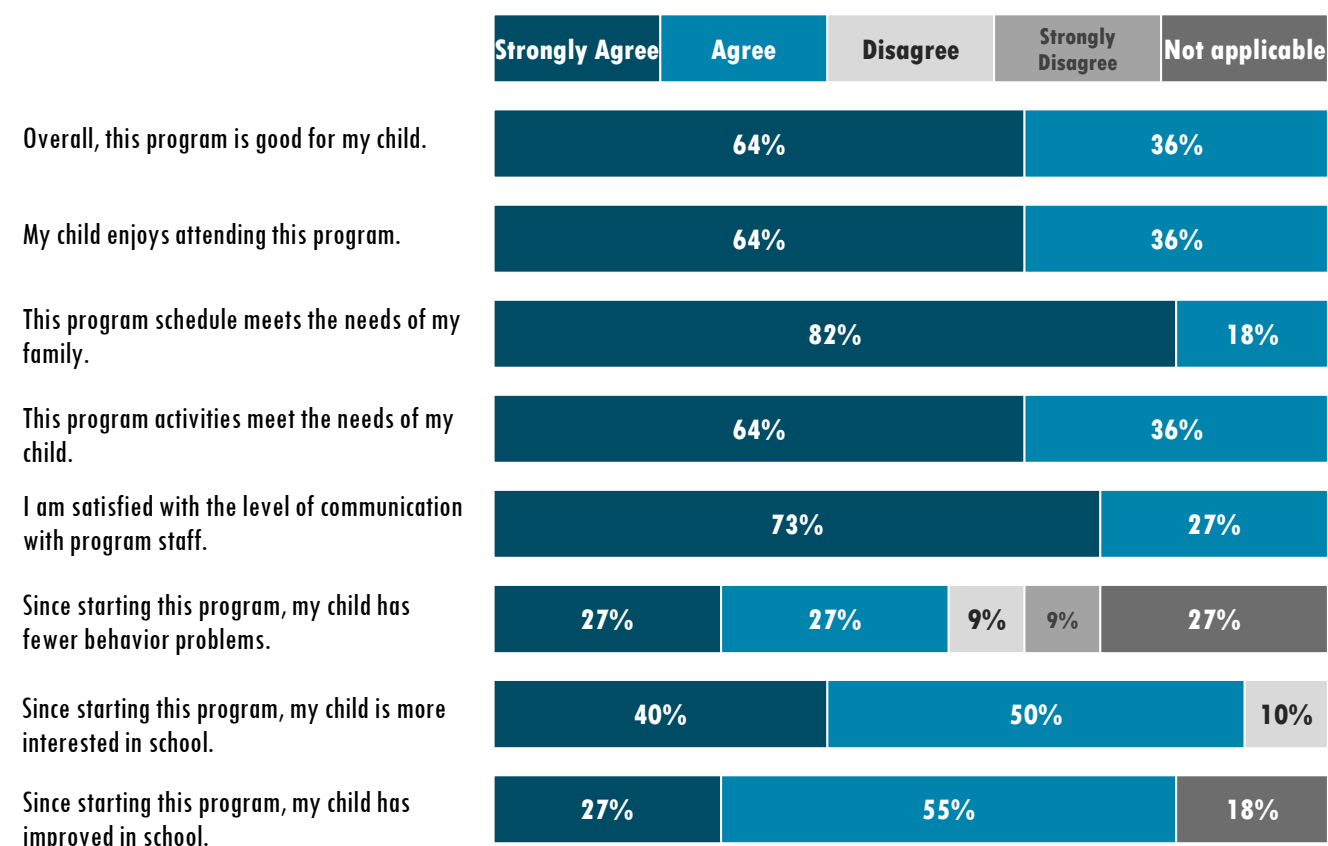


Number of Family Member Respondents: 11

How often do survey respondents' children attend the program?



What do families think of the program?



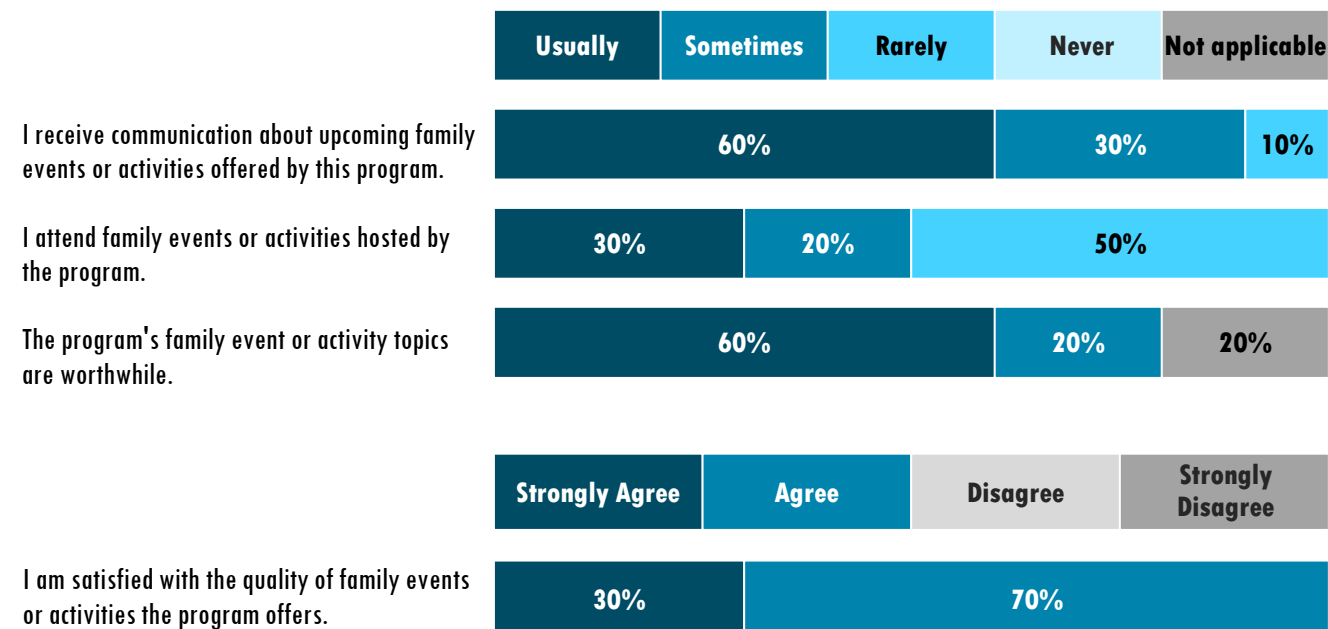
*Bars less than 5% are not labeled on chart

2021-2022 21st Century Family Feedback Survey Report

East Dover Elementary School



What do families think of the afterschool family programs?



*Bars less than 5% are not labeled on chart

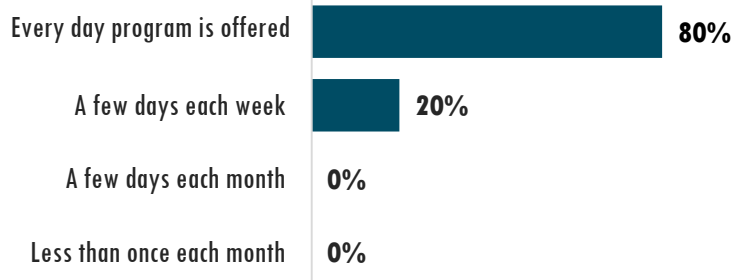
2021-2022 21st Century Family Feedback Survey Report

Eisenberg Elementary Schools

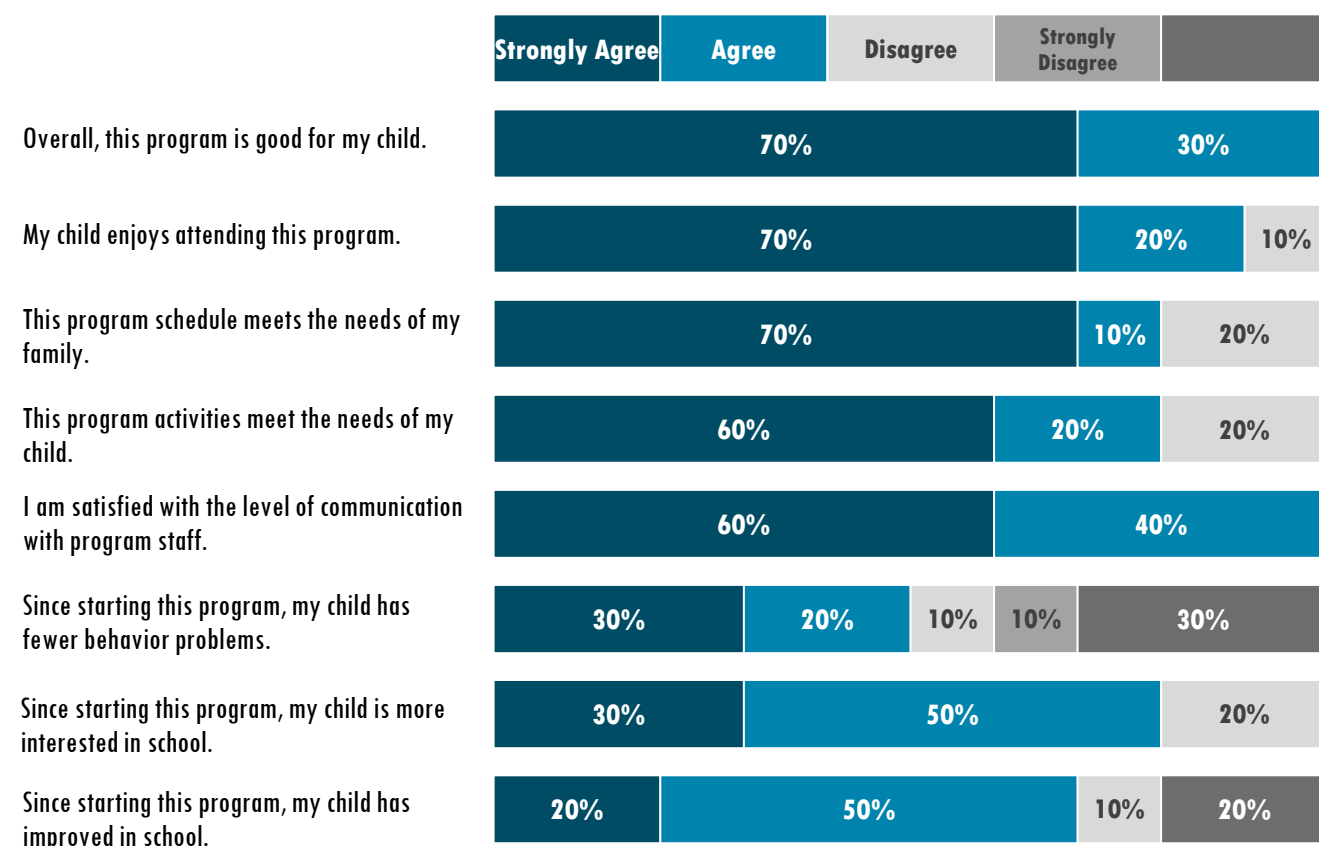


Number of Family Member Respondents: 10

How often do survey respondents' children attend the program?



What do families think of the program?



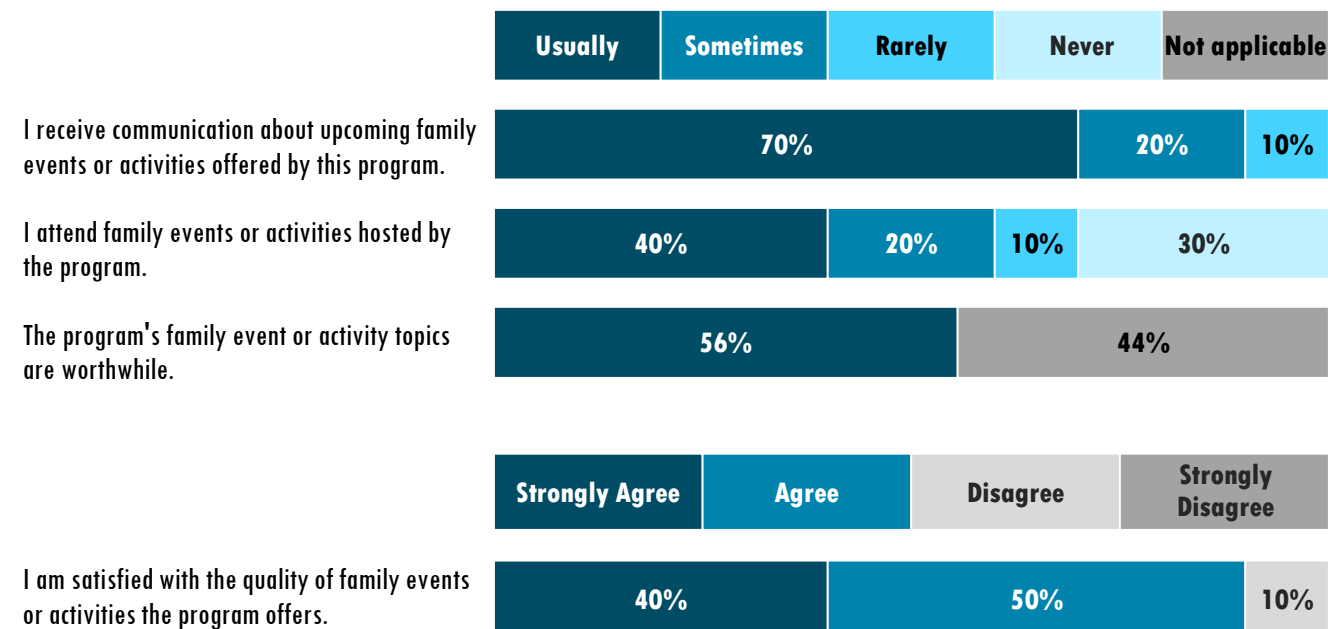
*Bars less than 5% are not labeled on chart

2021-2022 21st Century Family Feedback Survey Report

Eisenberg Elementary Schools



What do families think of the afterschool family programs?



*Bars less than 5% are not labeled on chart

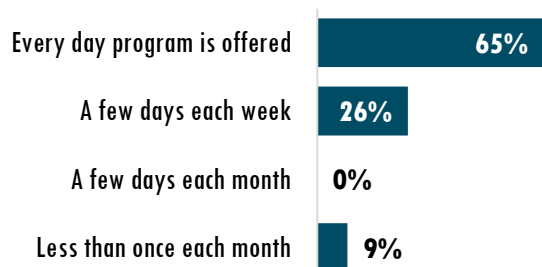
2021-2022 21st Century Student Feedback Survey Report

Freire Charter School

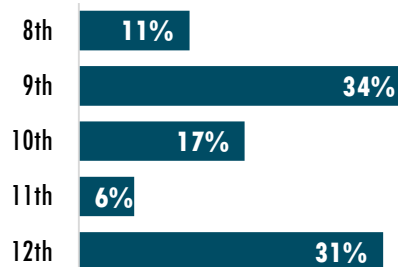


Number of Student Respondents: 35

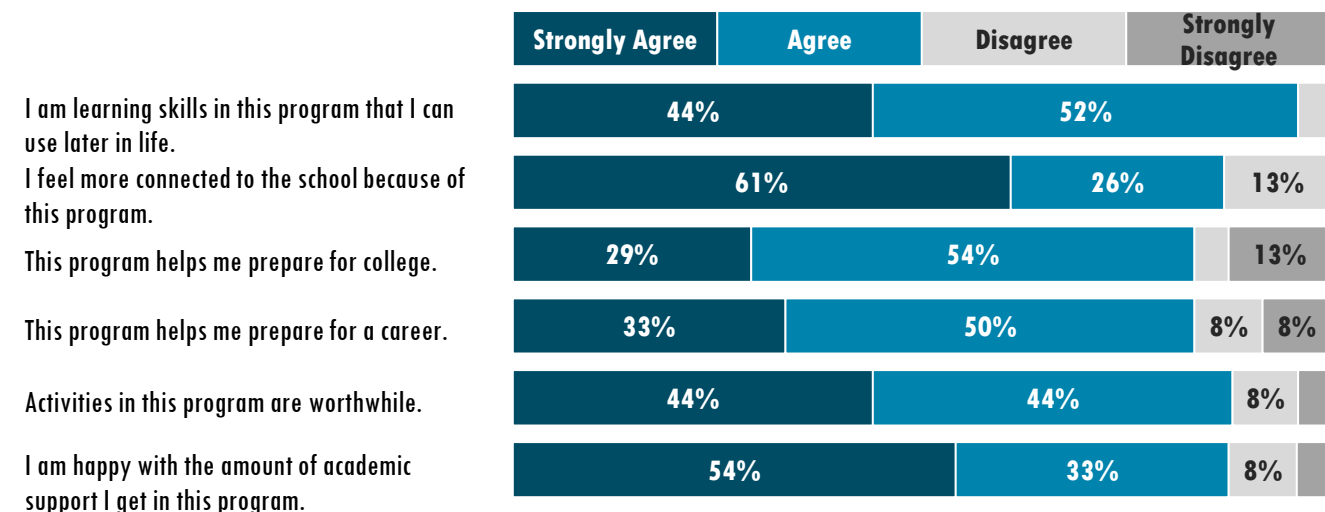
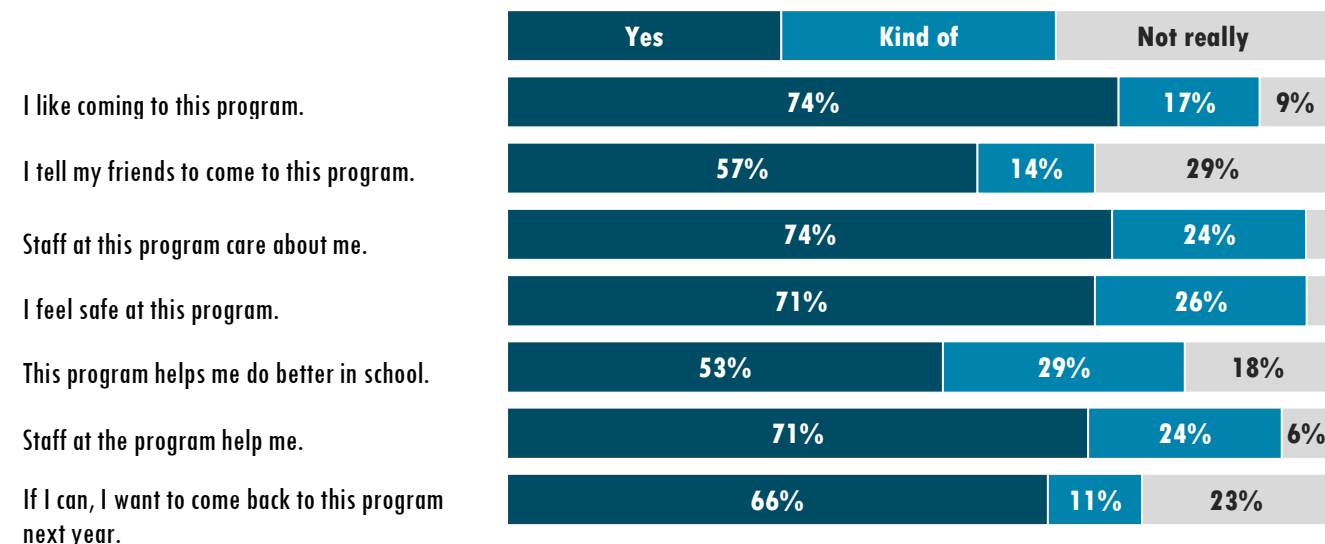
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

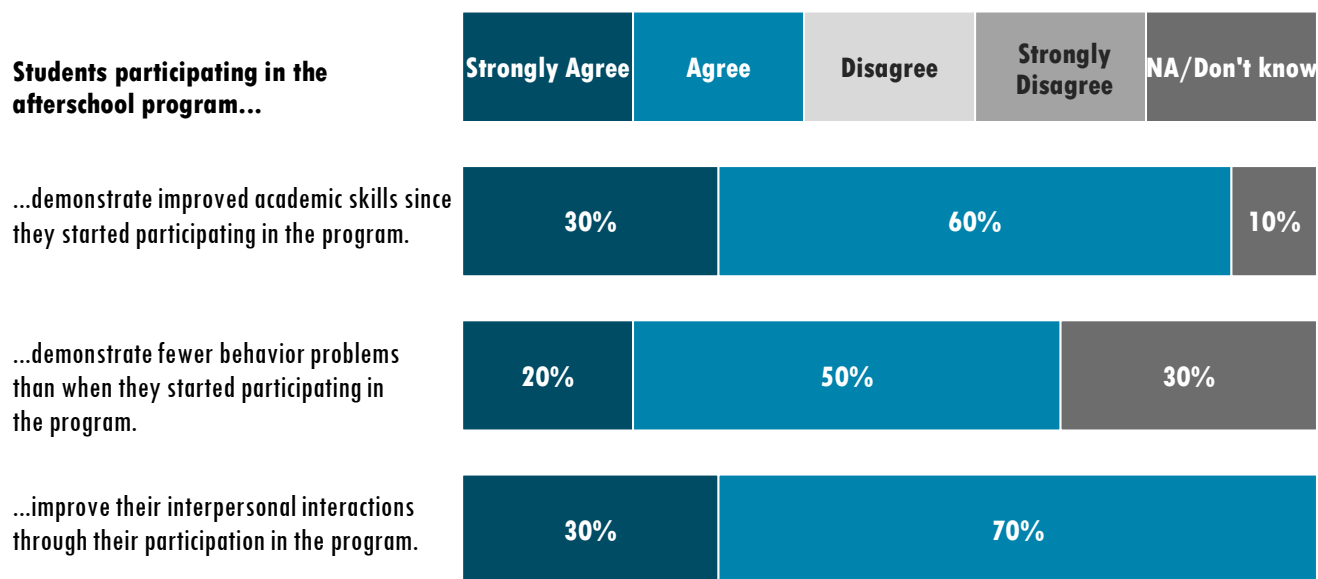
2021-2022 21st Century Teacher Feedback Survey Report

Freire Charter School



Number of Teachers Respondents: 10

What impact do teachers observe among program participants?



*Bars less than 5% are not labeled on chart

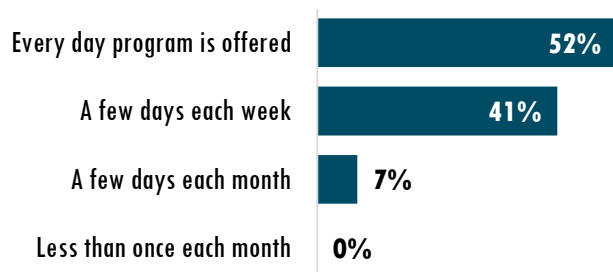
2021-2022 21st Century Student Feedback Survey Report

Glasgow High School Duffy's Hope

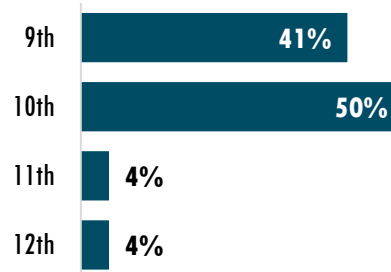


Number of Student Respondents: 46

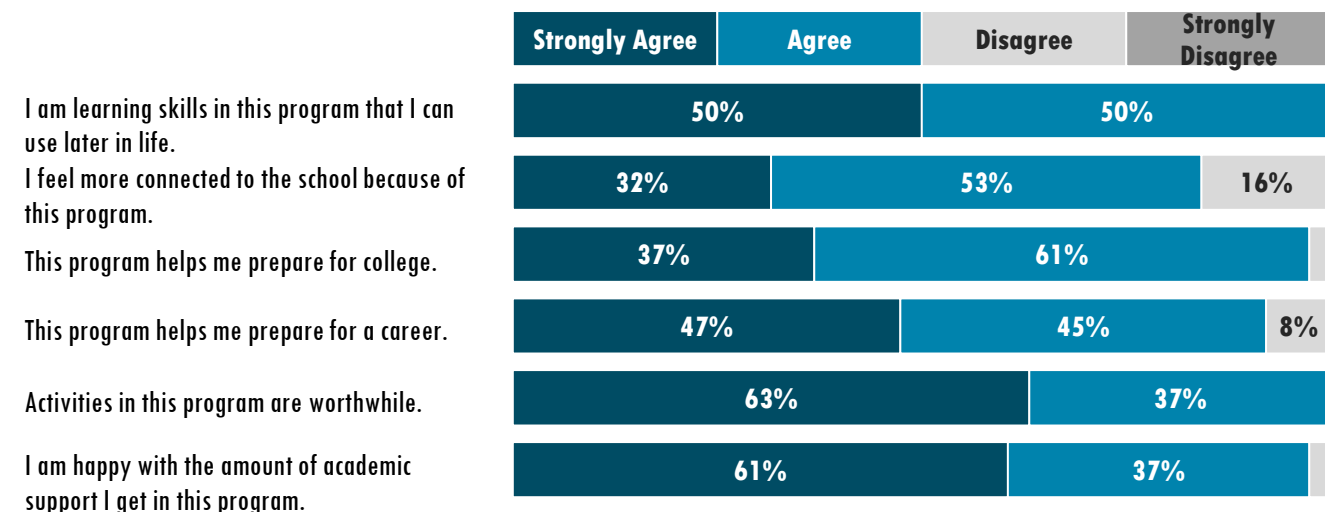
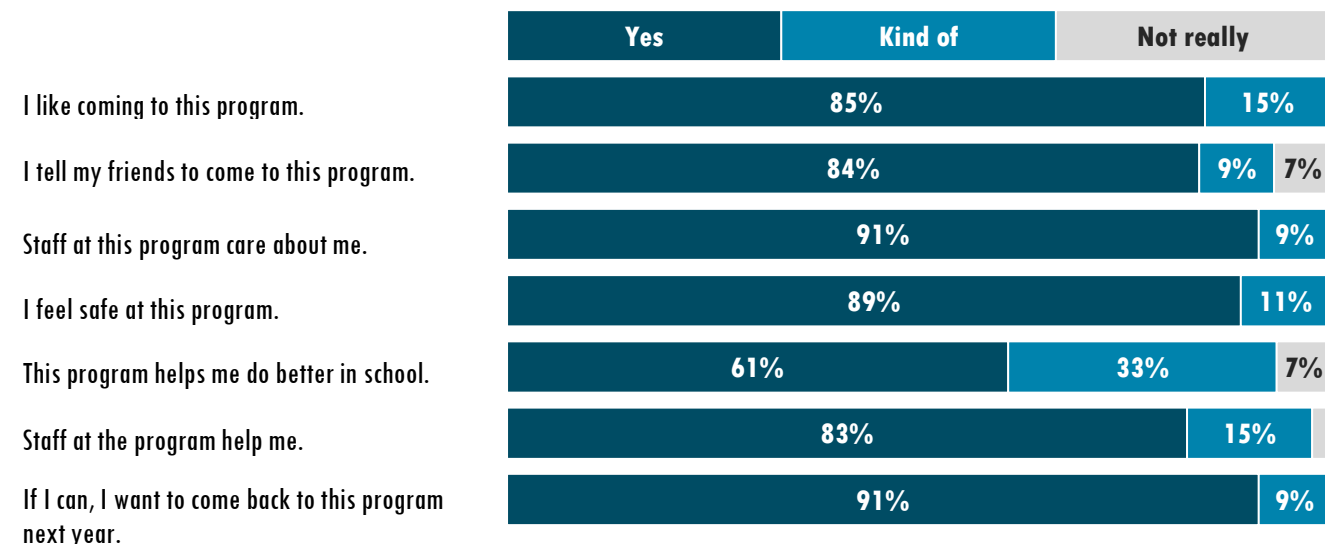
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

2021-2022 21st Century Family Feedback Survey Report

Glasgow High School Duffy's Hope



Number of Family Member Respondents: 9

How often do survey respondents' children attend the program?

Every day program is offered	100%
A few days each week	0%
A few days each month	0%
Less than once each month	0%

What do families think of the program?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
Overall, this program is good for my child.		78%			22%
My child enjoys attending this program.		89%			11%
This program schedule meets the needs of my family.		67%			33%
This program activities meet the needs of my child.		89%			11%
I am satisfied with the level of communication with program staff.		89%			11%
Since starting this program, my child has fewer behavior problems.		56%			44%
Since starting this program, my child is more interested in school.		56%			44%
Since starting this program, my child has improved in school.		67%			33%

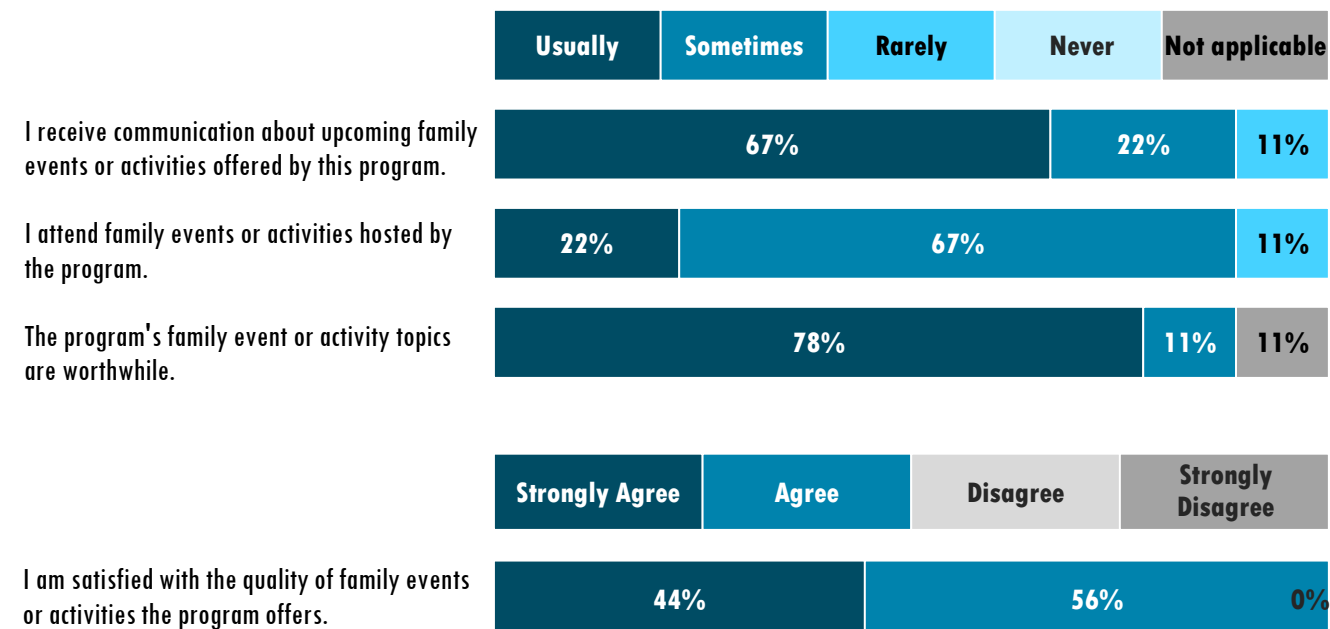
*Bars less than 5% are not labeled on chart

2021-2022 21st Century Family Feedback Survey Report

Glasgow High School Duffy's Hope



What do families think of the afterschool family programs?



*Bars less than 5% are not labeled on chart

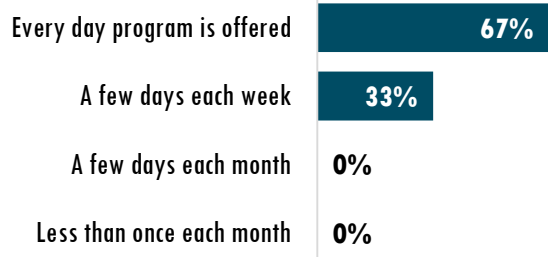
2021-2022 21st Century Student Feedback Survey Report

Great Oaks Charter School

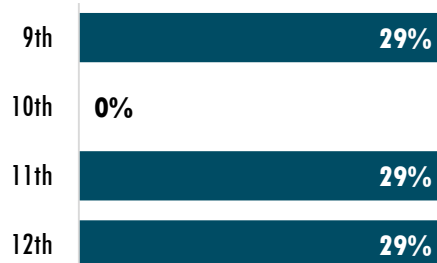


Number of Student Respondents: 7

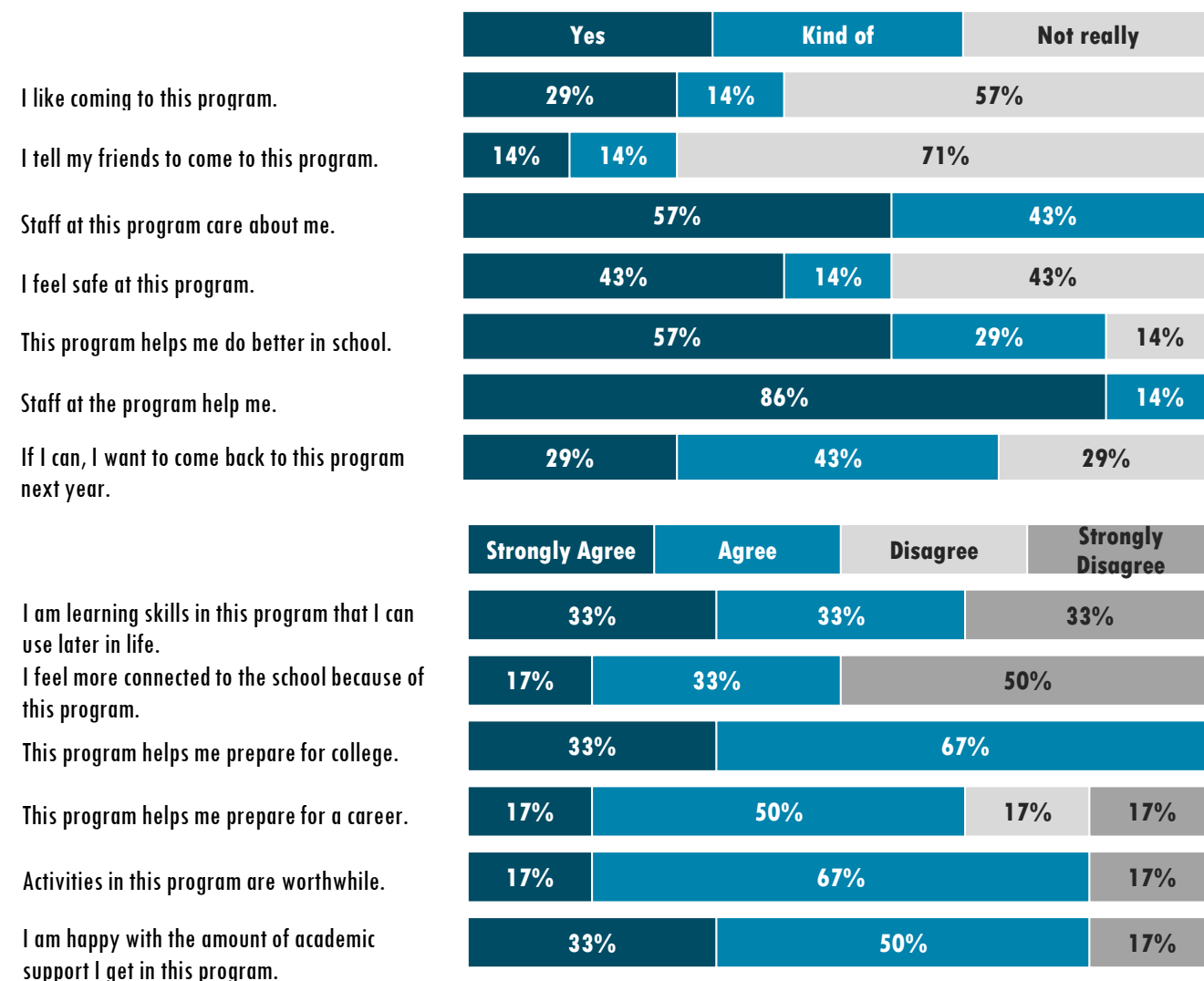
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

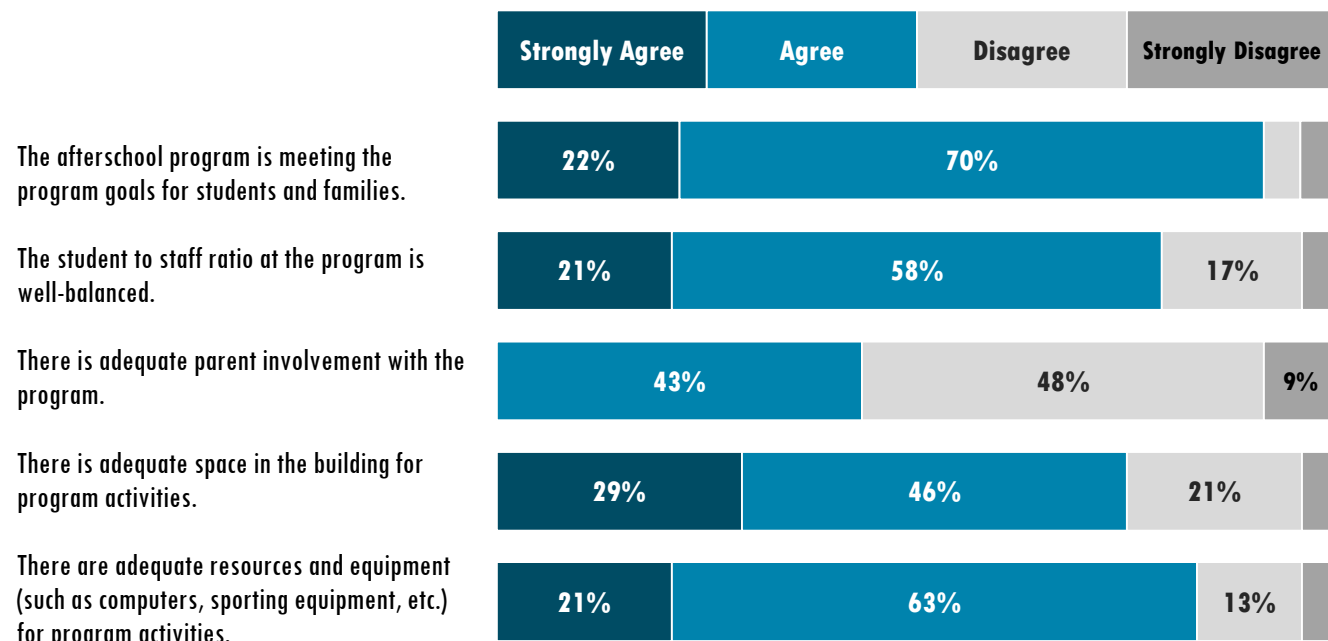
2021-2022 21st Century Site Staff Feedback Survey Report

Great Oaks Charter School



Number of Staff Respondents: 24

What do site staff think of the program?



*Bars less than 5% are not labeled on chart

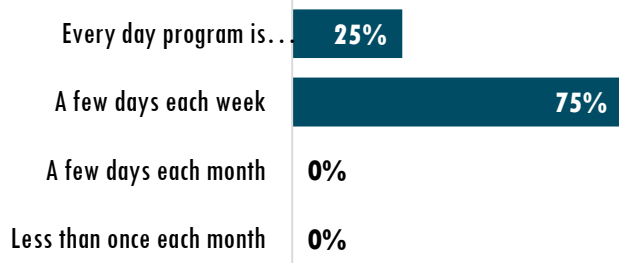
2021-2022 21st Century Student Feedback Survey Report

Kuumba Academy

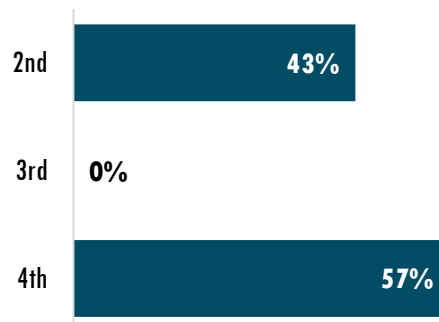


Number of Student Respondents: 7

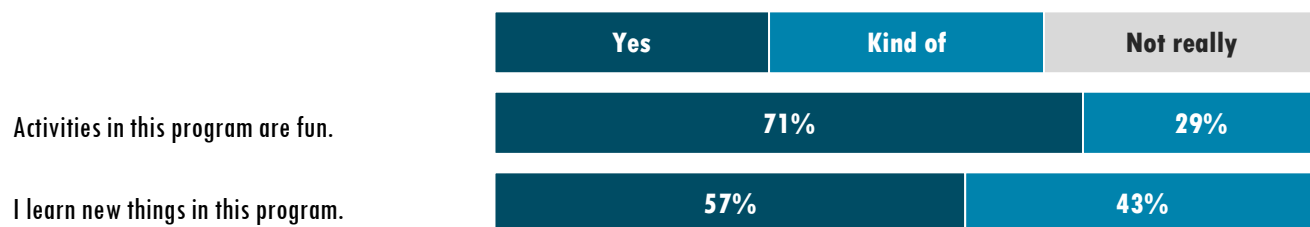
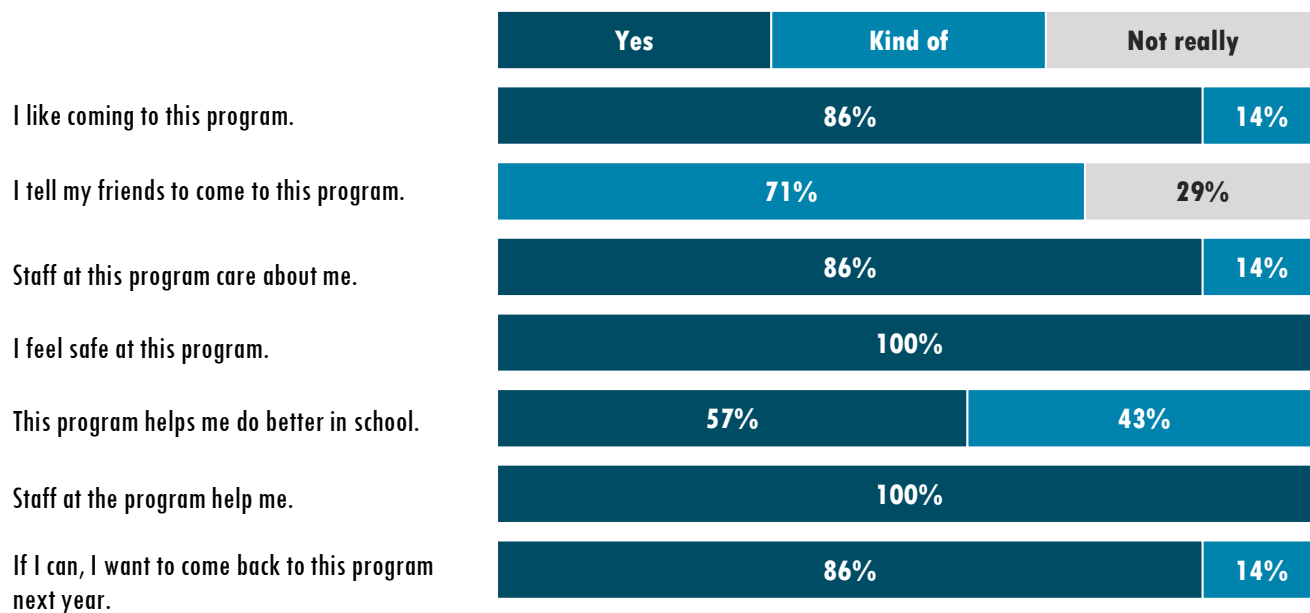
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

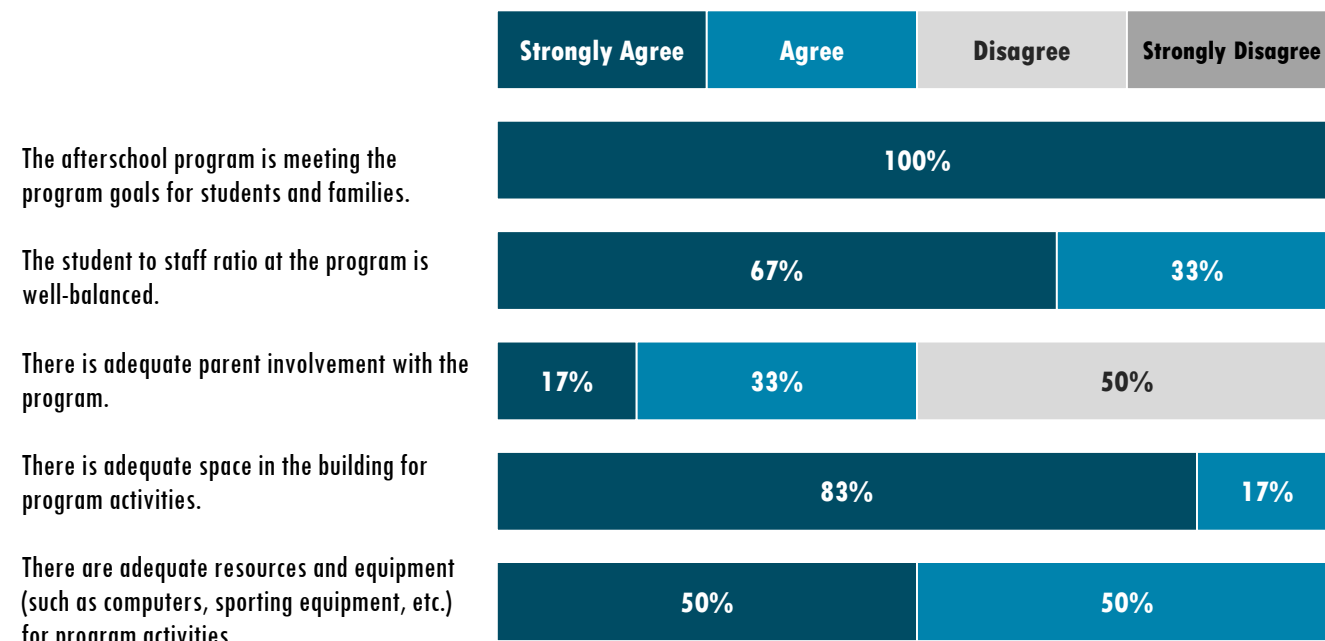
2021-2022 21st Century Site Staff Feedback Survey Report

Kuumba Academy



Number of Staff Respondents: 6

What do site staff think of the program?



*Bars less than 5% are not labeled on chart

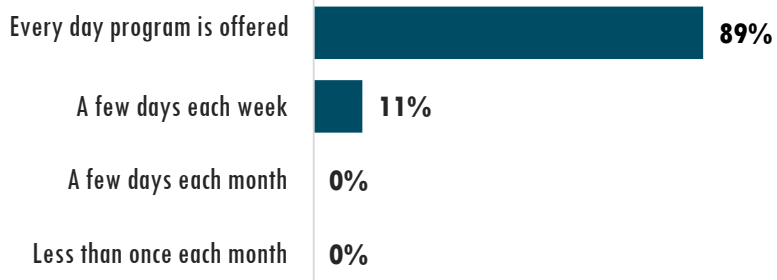
2021-2022 21st Century Family Feedback Survey Report

Kuumba Academy

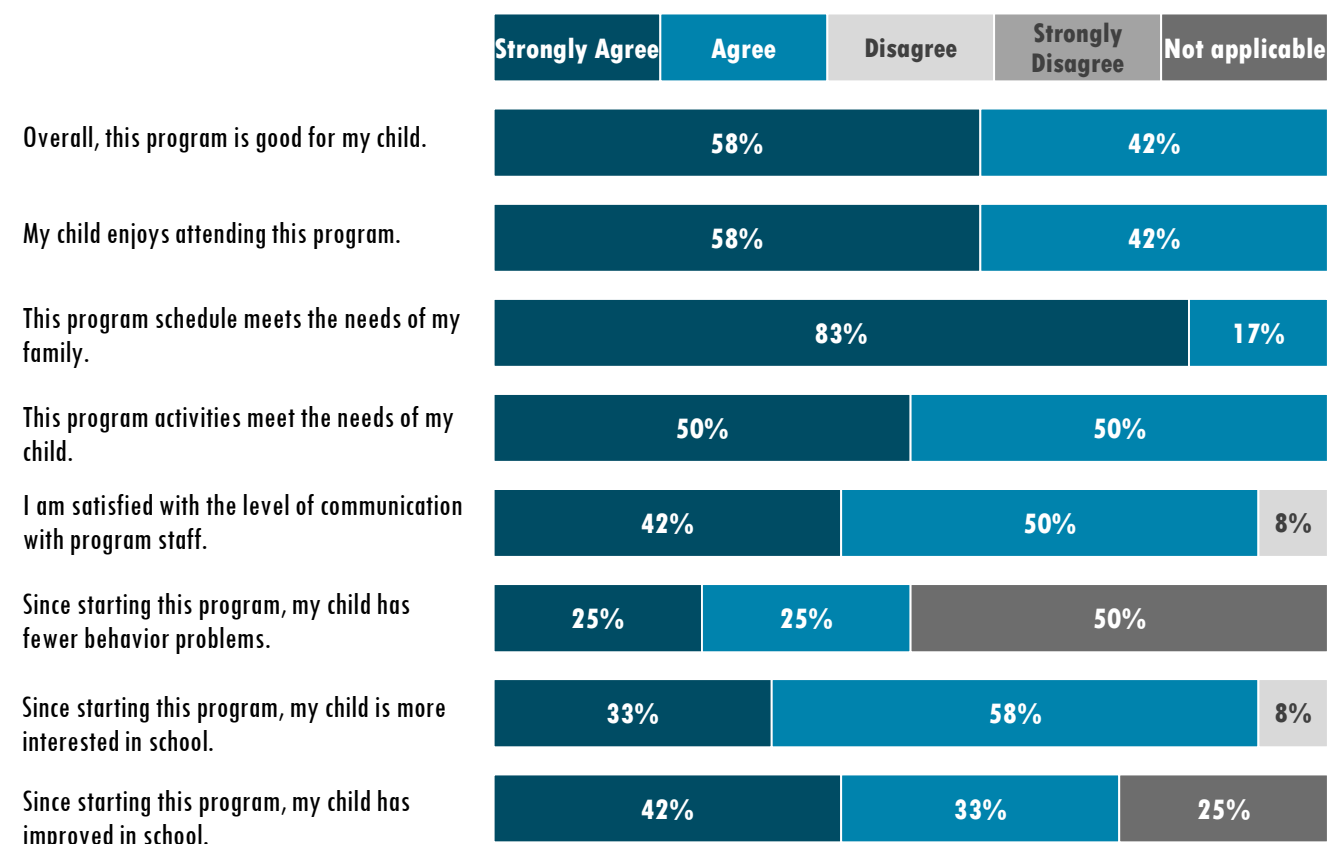


Number of Family Member Respondents: 12

How often do survey respondents' children attend the program?



What do families think of the program?



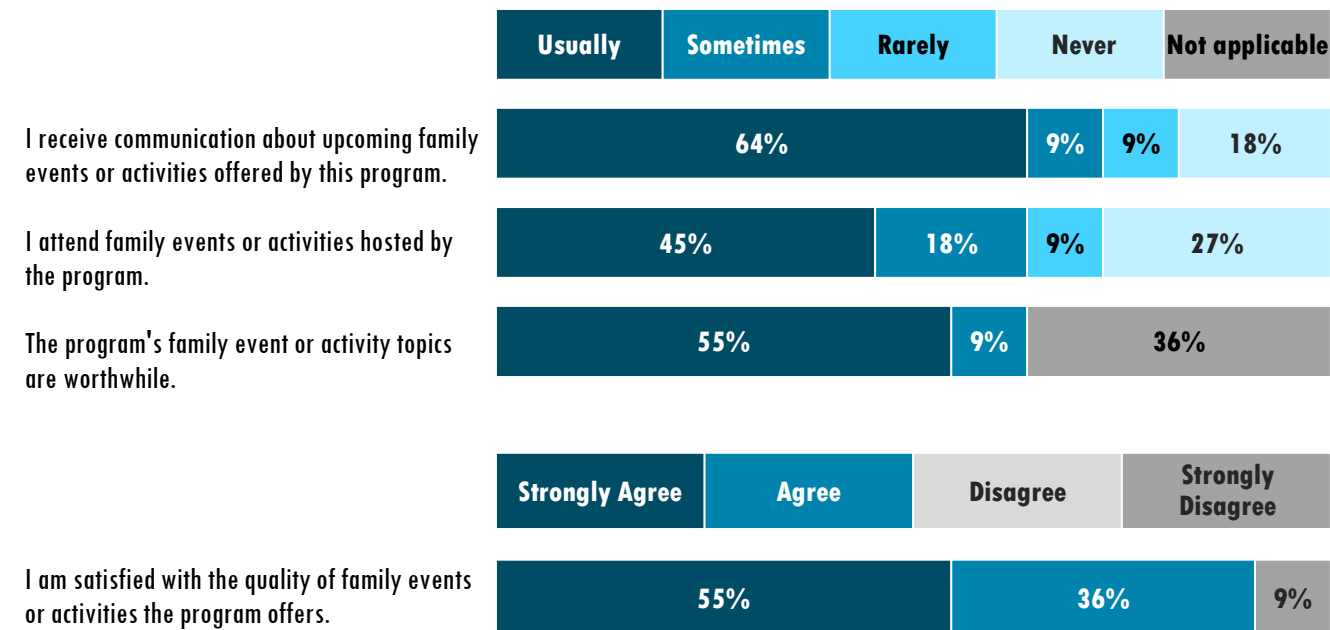
*Bars less than 5% are not labeled on chart

2021-2022 21st Century Family Feedback Survey Report

Kuumba Academy



What do families think of the afterschool family programs?



*Bars less than 5% are not labeled on chart

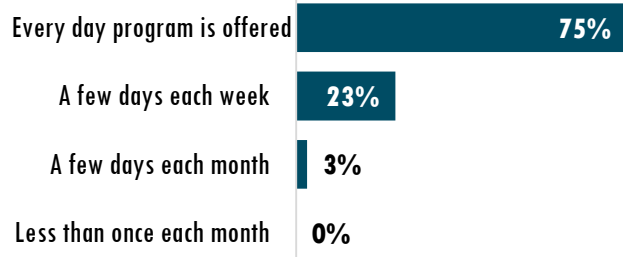
2021-2022 21st Century Student Feedback Survey Report

Laurel Boys and Girls Club

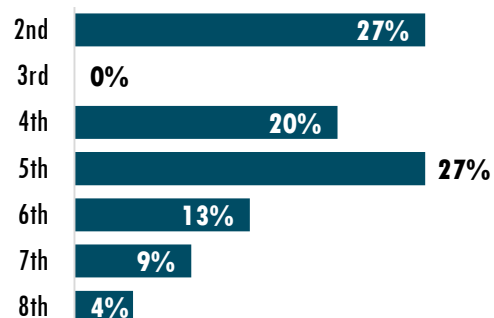


Number of Student Respondents: 45

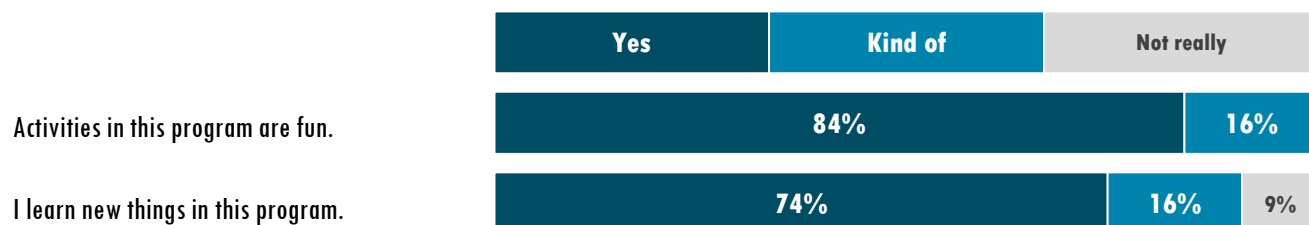
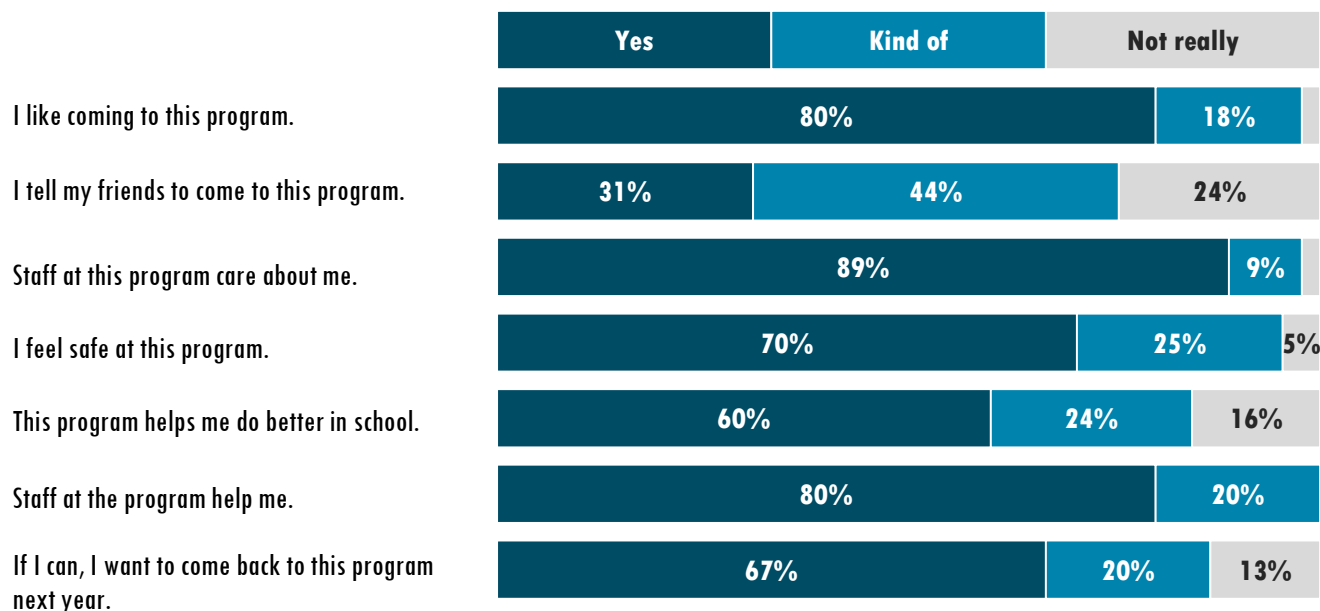
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

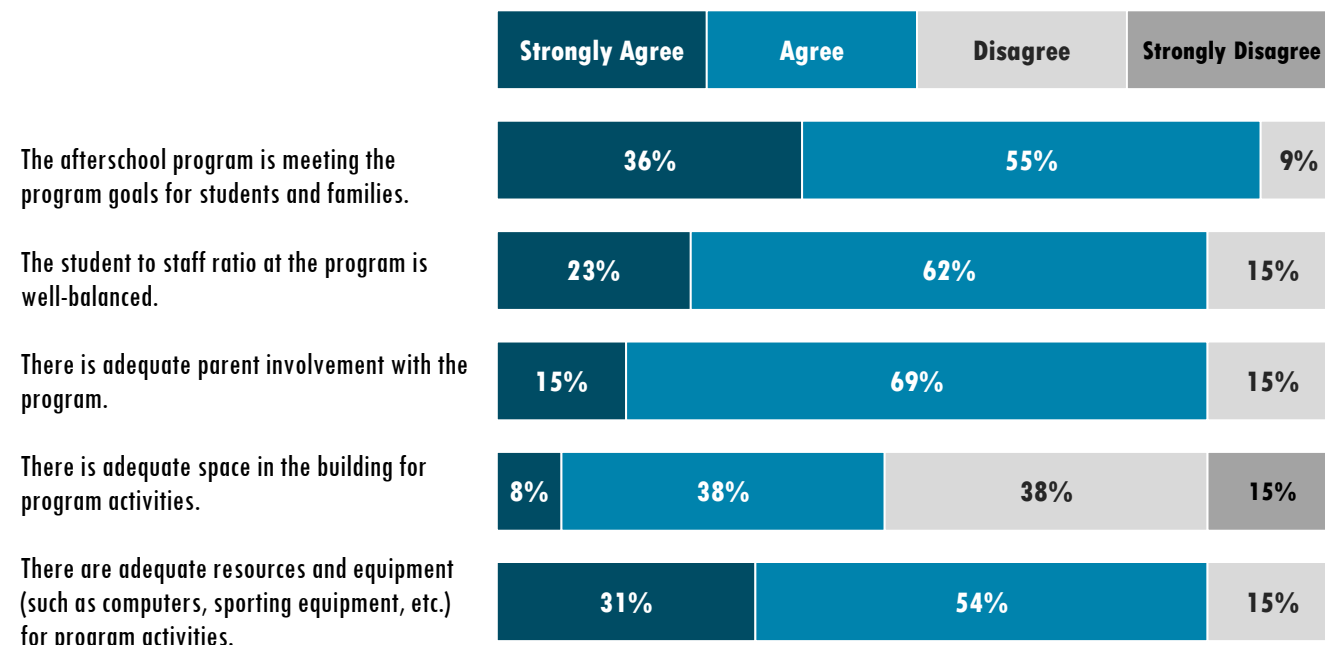
2021-2022 21st Century Site Staff Feedback Survey Report

Laurel Boys and Girls Club



Number of Staff Respondents: 13

What do site staff think of the program?



*Bars less than 5% are not labeled on chart

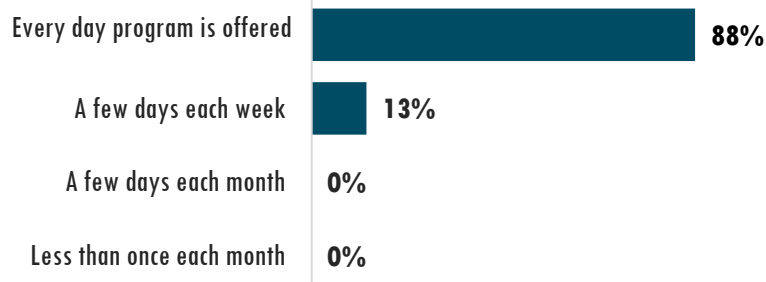
2021-2022 21st Century Family Feedback Survey Report

Laurel Boys and Girls Club

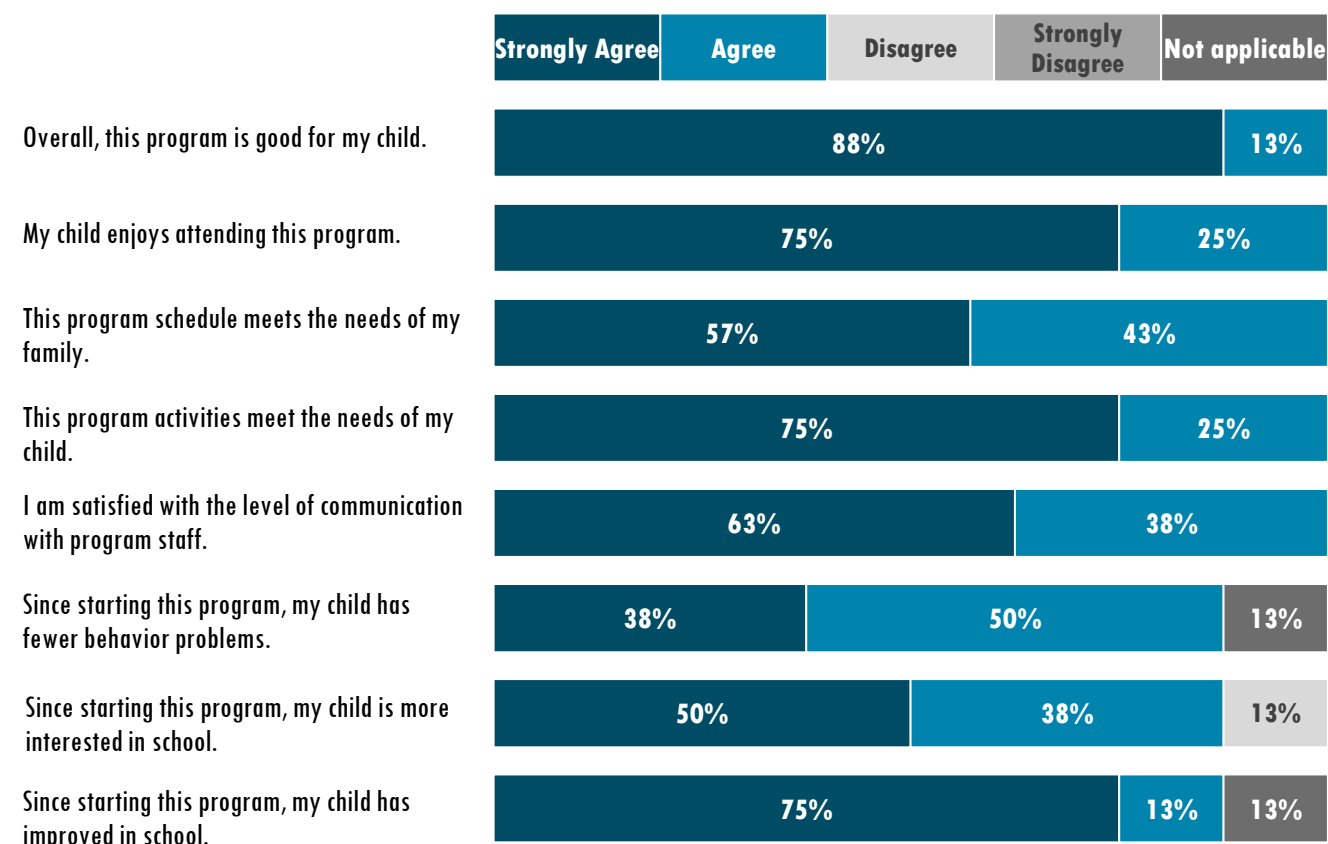


Number of Family Member Respondents: 8

How often do survey respondents' children attend the program?



What do families think of the program?



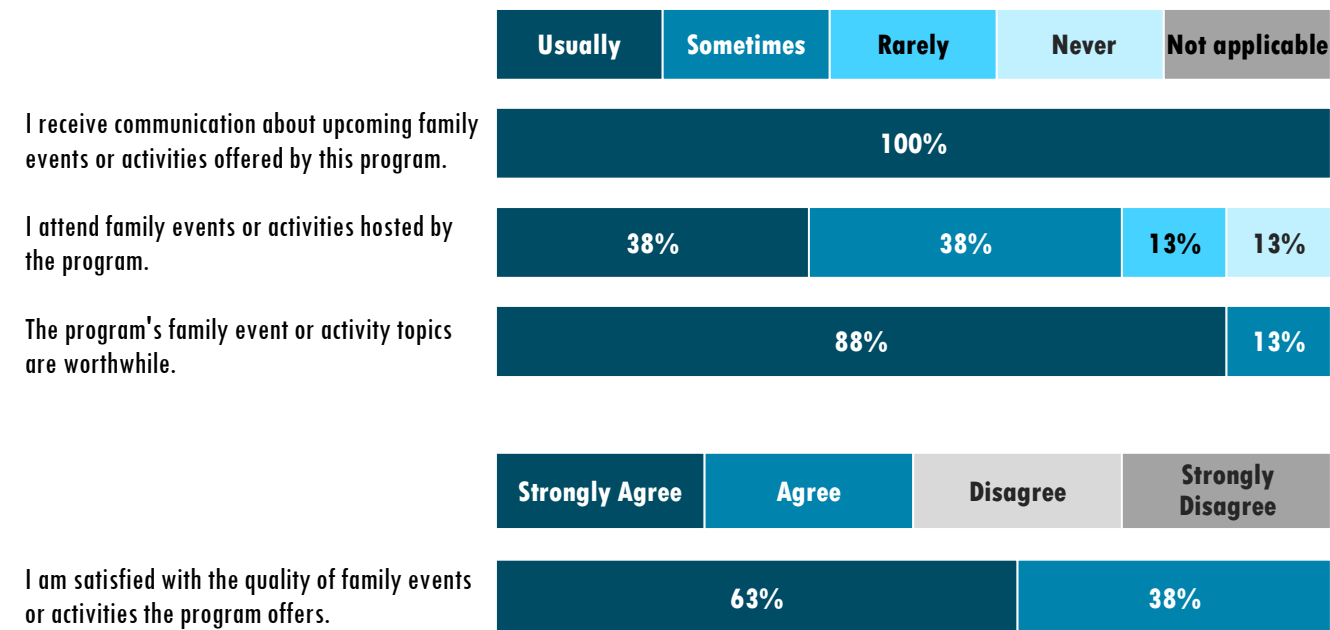
*Bars less than 5% are not labeled on chart

2021-2022 21st Century Family Feedback Survey Report

Laurel Boys and Girls Club



What do families think of the afterschool family programs?



*Bars less than 5% are not labeled on chart

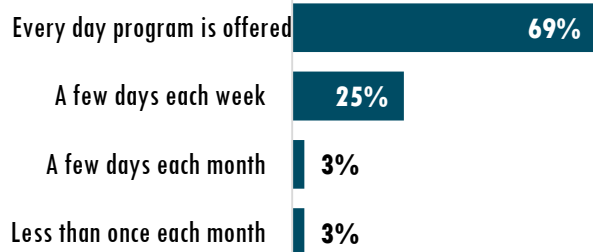
2021-2022 21st Century Student Feedback Survey Report

Milton Elementary School

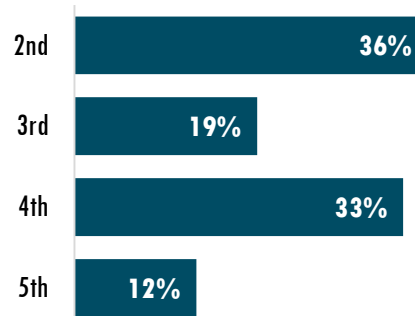


Number of Student Respondents: 81

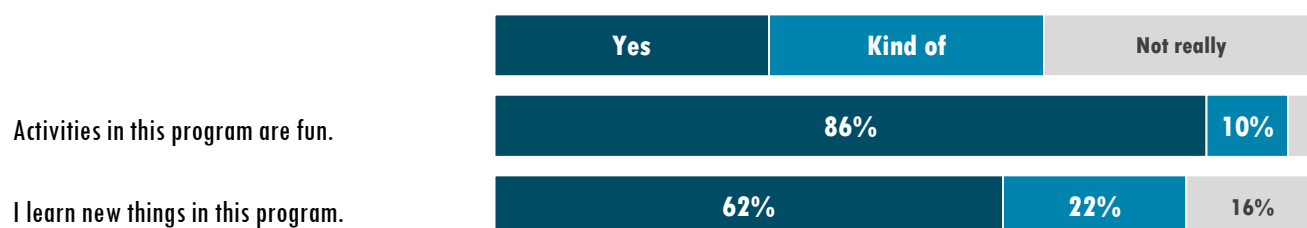
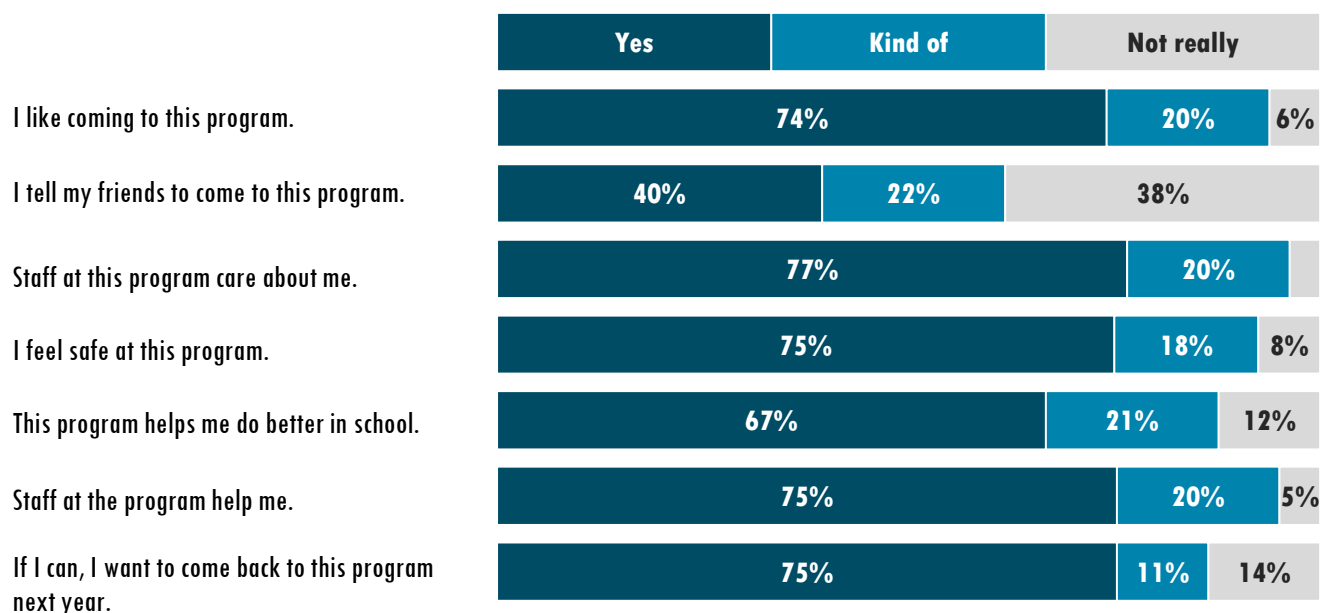
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

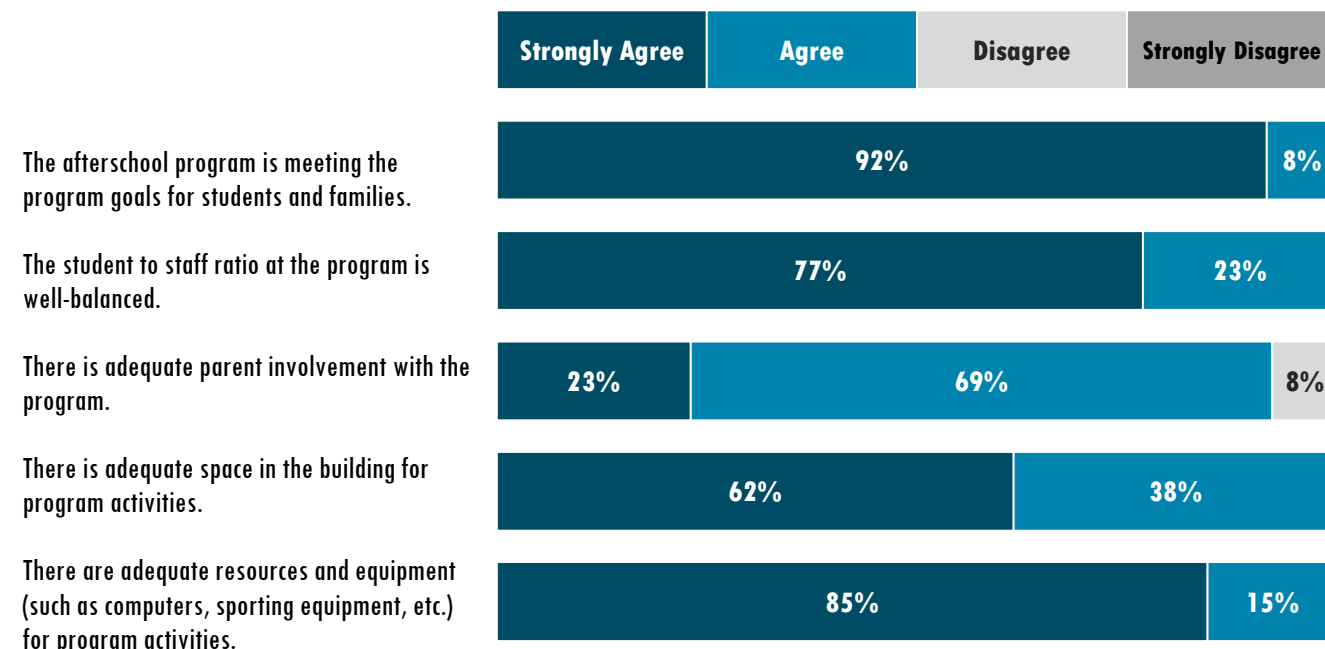
2021-2022 21st Century Site Staff Feedback Survey Report

Milton Elementary School



Number of Staff Respondents: 13

What do site staff think of the program?



*Bars less than 5% are not labeled on chart

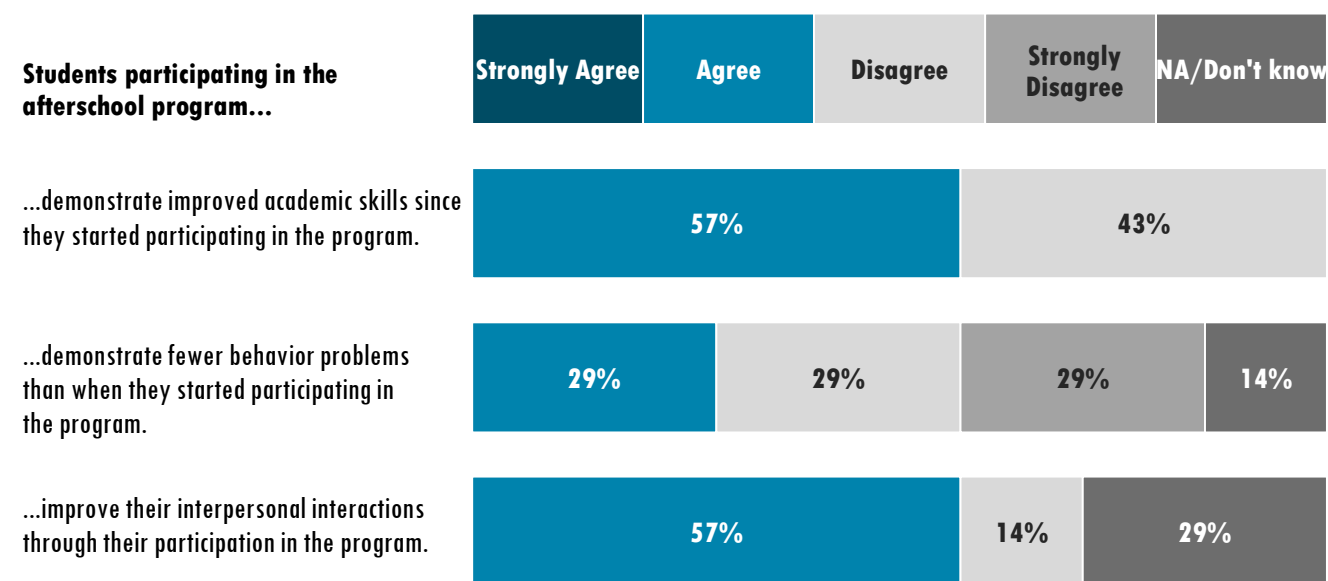
2021-2022 21st Century Teacher Feedback Survey Report

Phillis Wheatley Elementary School Woodbridge



Number of Teachers Respondents: 7

What impact do teachers observe among program participants?



*Bars less than 5% are not labeled on chart

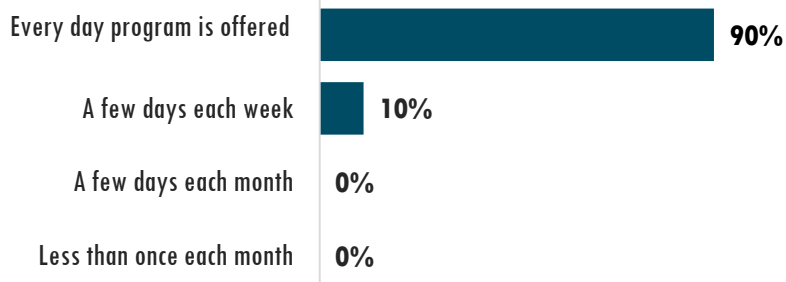
2021-2022 21st Century Family Feedback Survey Report

Red Clay Boys and Girls Club

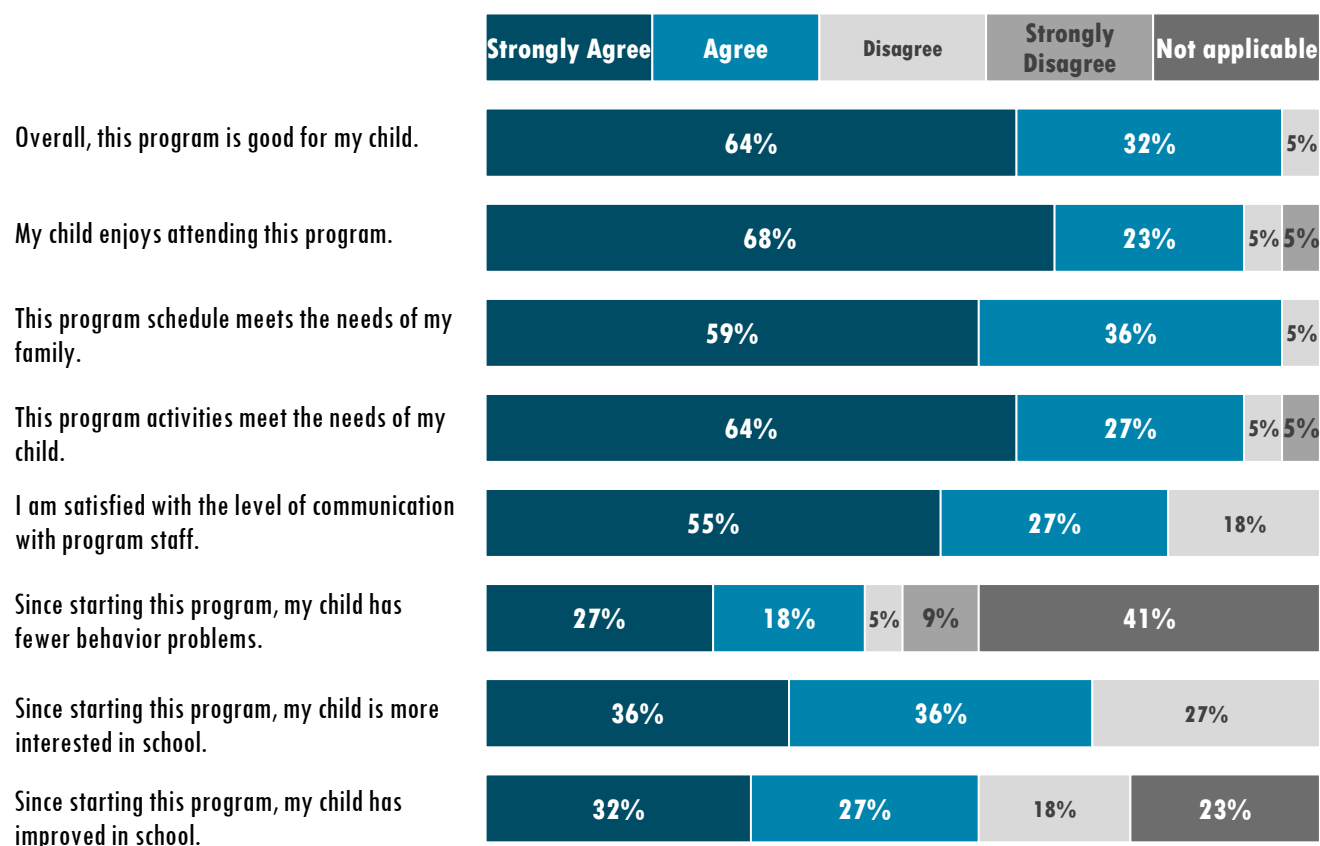


Number of Family Member Respondents: 22

How often do survey respondents' children attend the program?



What do families think of the program?



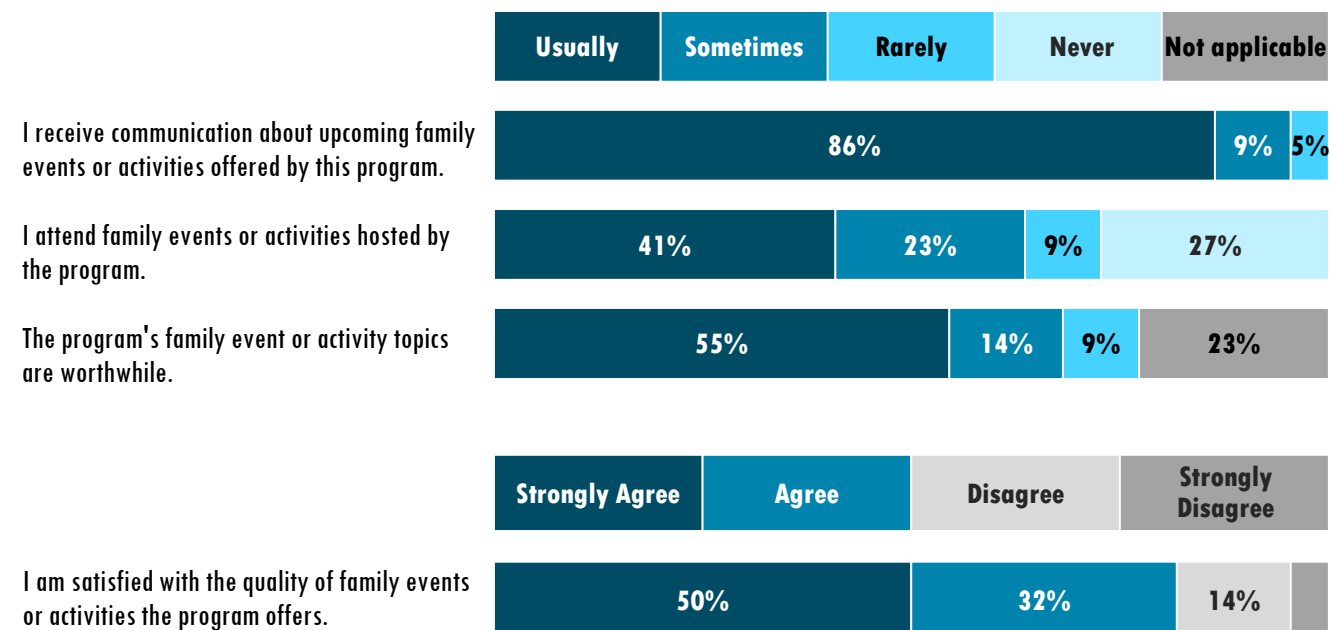
*Bars less than 5% are not labeled on chart

2021-2022 21st Century Family Feedback Survey Report

Red Clay Boys and Girls Club



What do families think of the afterschool family programs?



*Bars less than 5% are not labeled on chart

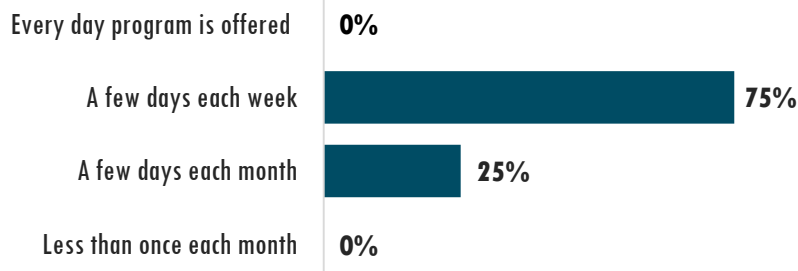
2021-2022 21st Century Family Feedback Survey Report

Red Clay Latin American Community Center

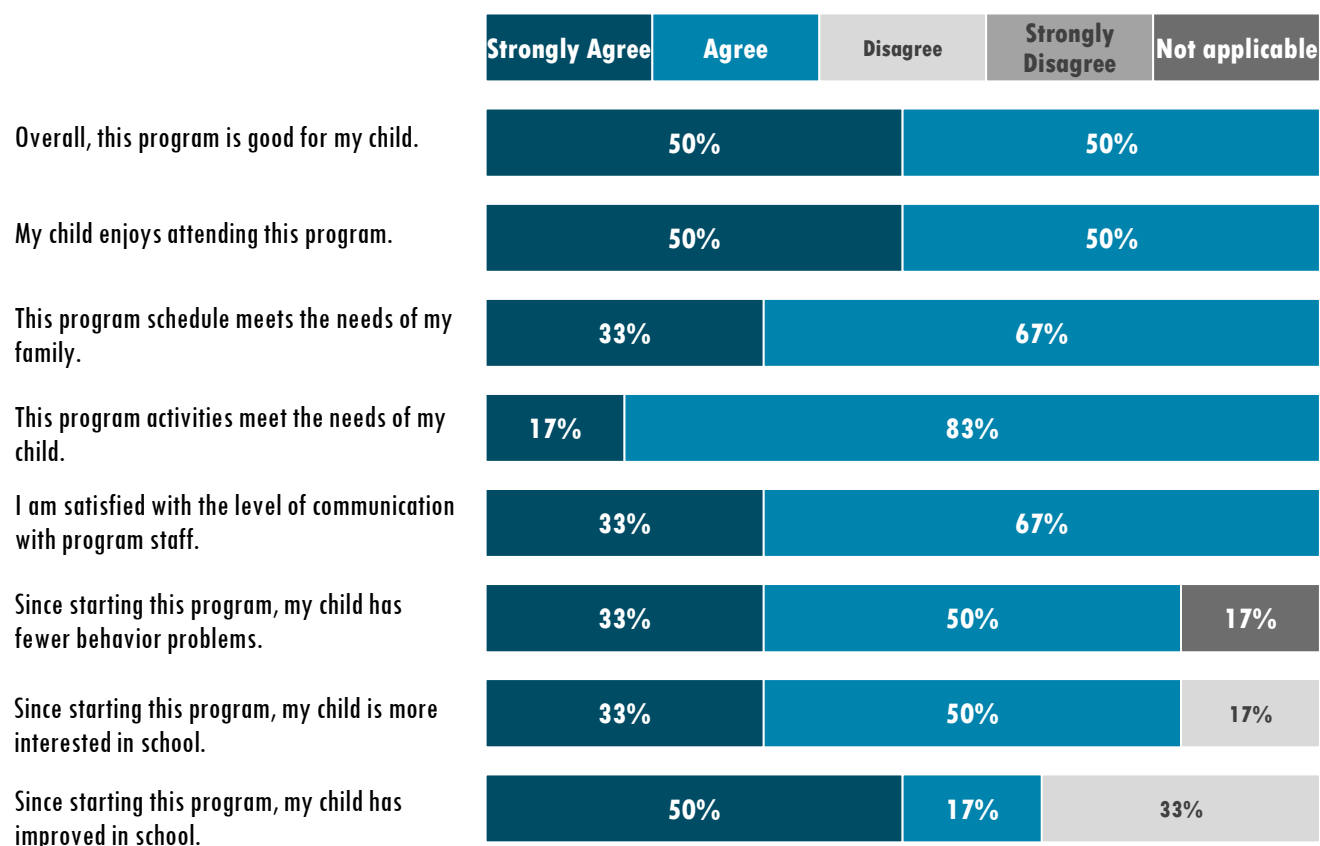


Number of Family Member Respondents: 6

How often do survey respondents' children attend the program?



What do families think of the program?



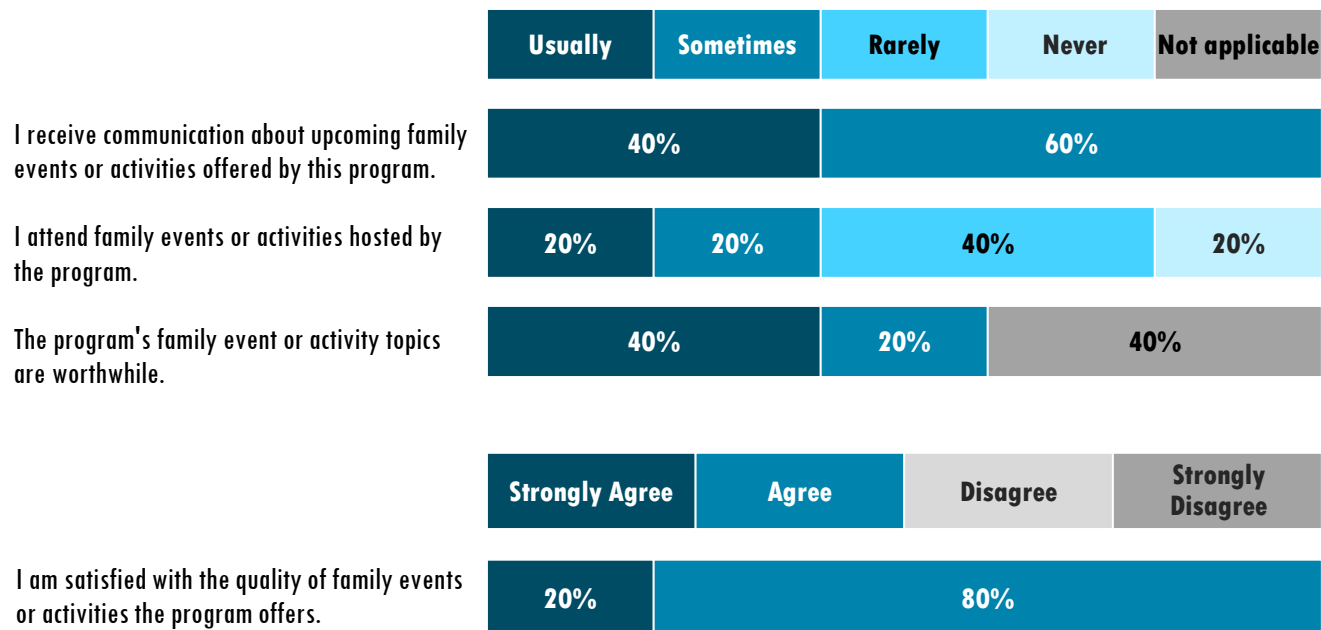
*Bars less than 5% are not labeled on chart

2021-2022 21st Century Family Feedback Survey Report

Red Clay Latin American Community Center



What do families think of the afterschool family programs?



*Bars less than 5% are not labeled on chart

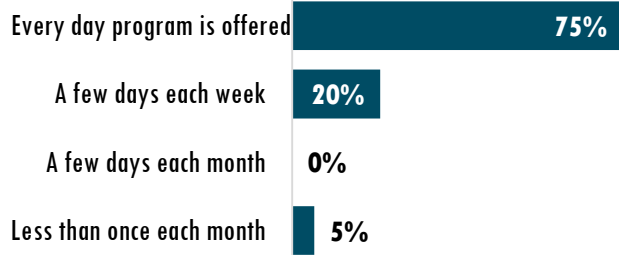
2021-2022 21st Century Student Feedback Survey Report

Seaford Boys and Girls Club

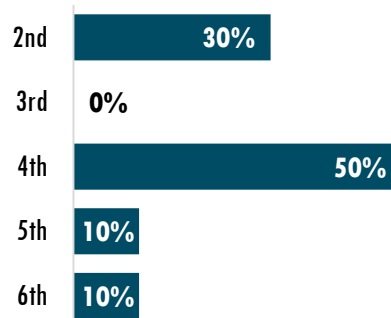


Number of Student Respondents: 20

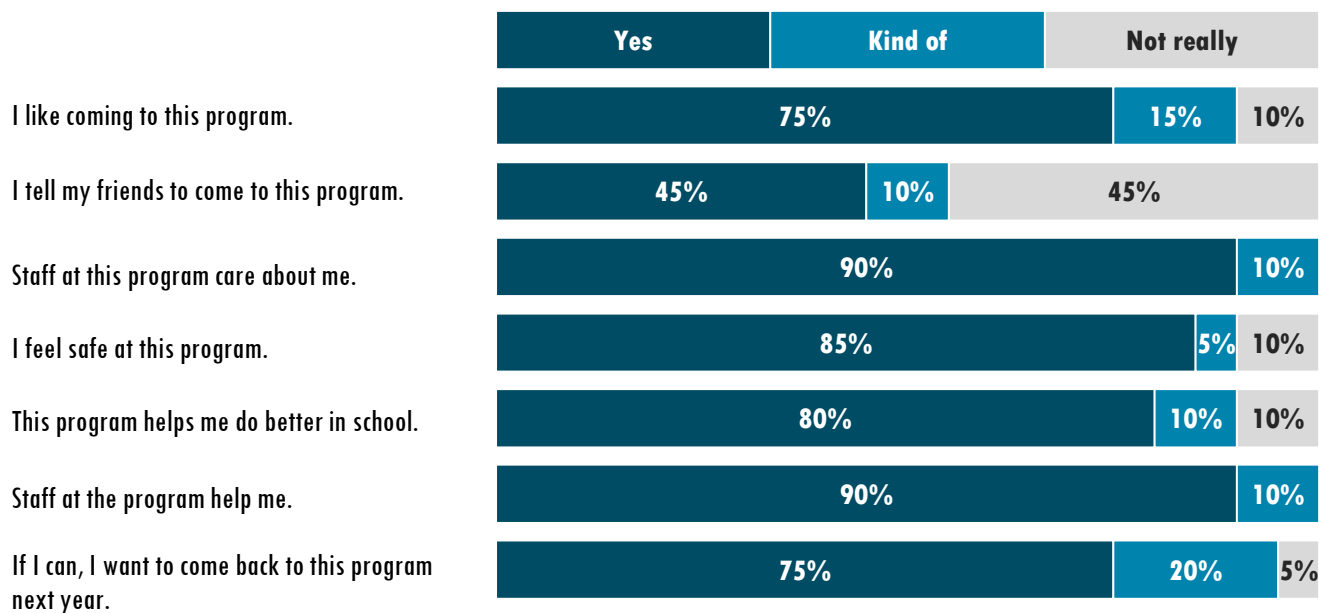
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

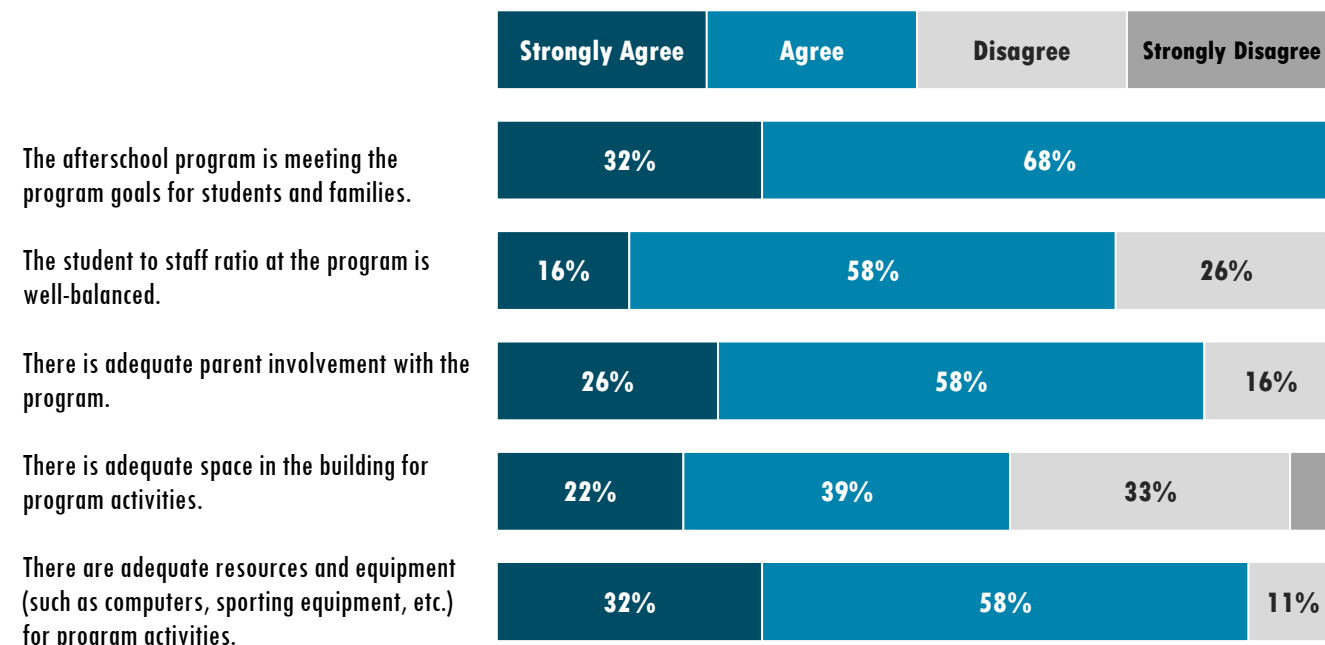
2021-2022 21st Century Site Staff Feedback Survey Report

Seaford Boys and Girls Club



Number of Staff Respondents: 19

What do site staff think of the program?



*Bars less than 5% are not labeled on chart

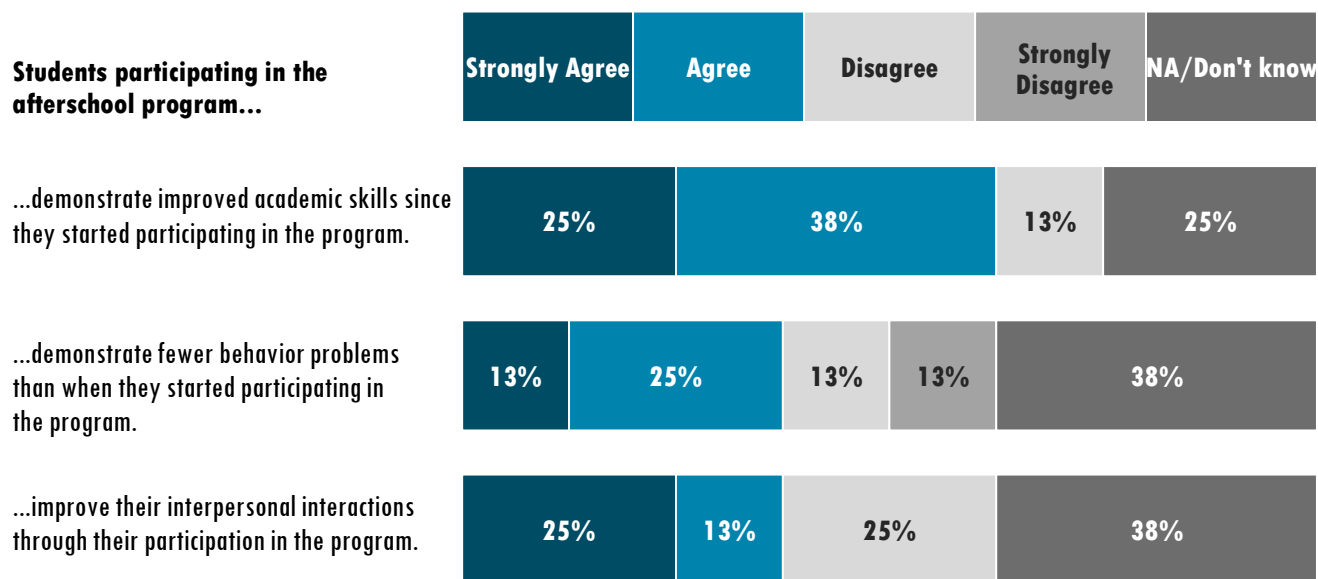
2021-2022 21st Century Teacher Feedback Survey Report

Seaford Boys and Girls Club



Number of Teachers Respondents: 8

What impact do teachers observe among program participants?



*Bars less than 5% are not labeled on chart

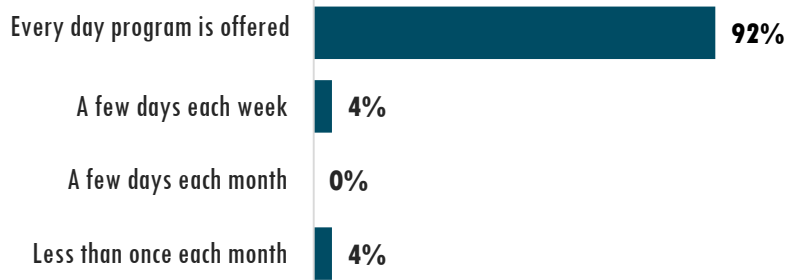
2021-2022 21st Century Family Feedback Survey Report

Seaford Boys and Girls Club

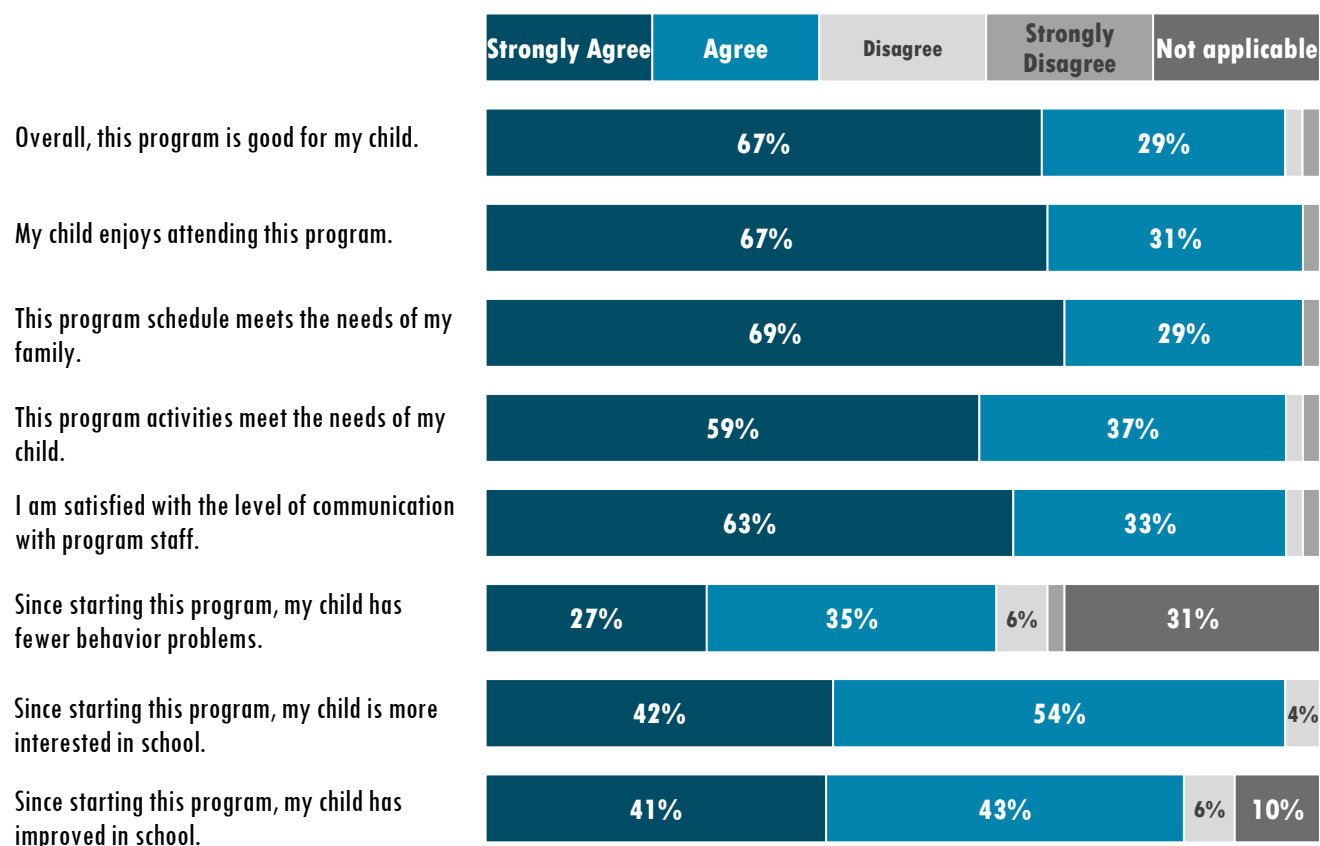


Number of Family Member Respondents: 49

How often do survey respondents' children attend the program?



What do families think of the program?



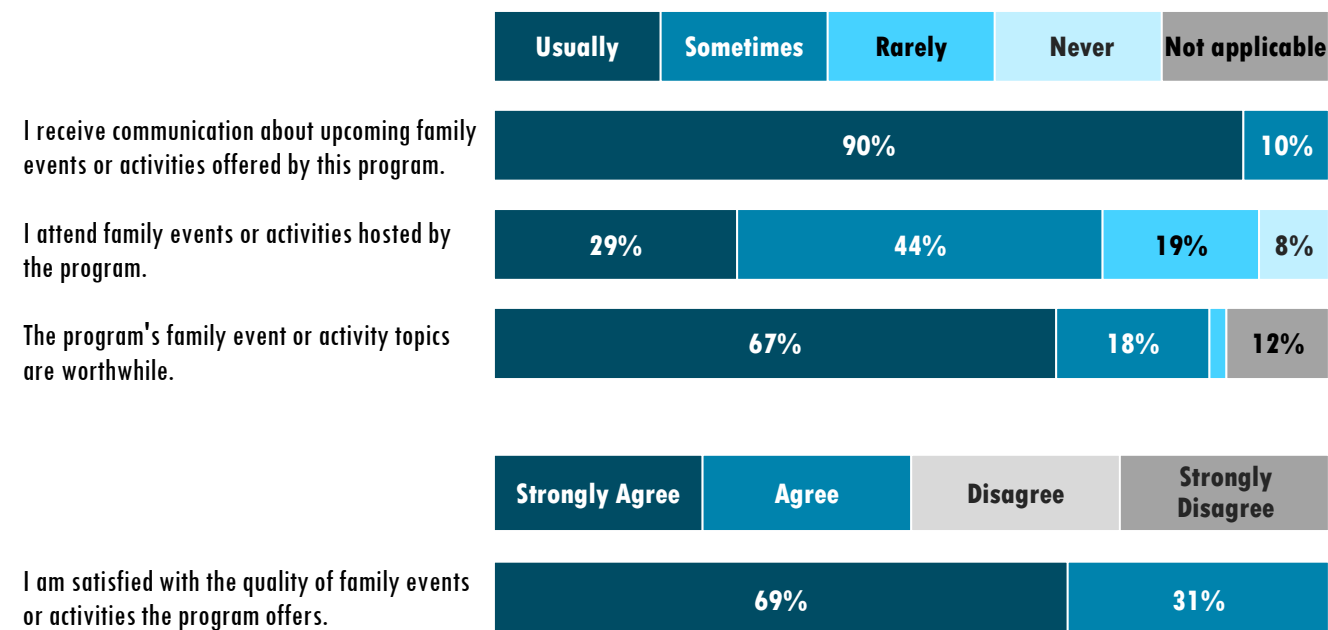
*Bars less than 5% are not labeled on chart

2021-2022 21st Century Family Feedback Survey Report

Seaford Boys and Girls Club



What do families think of the afterschool family programs?



*Bars less than 5% are not labeled on chart

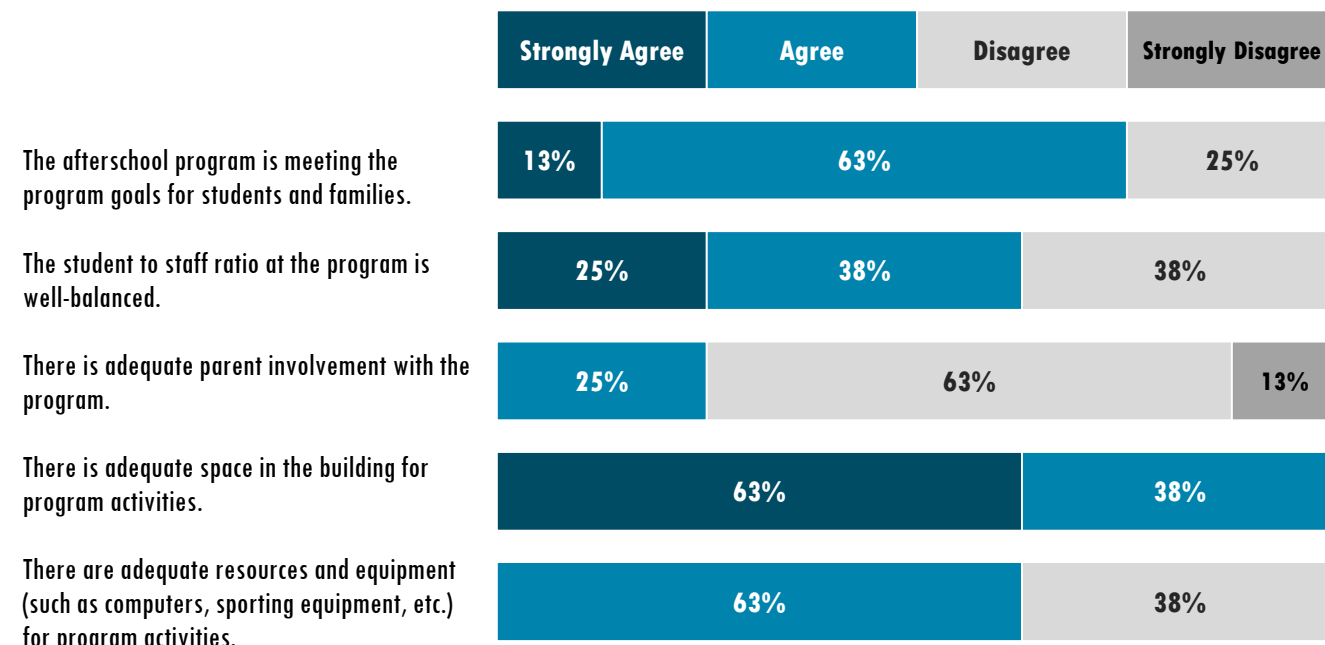
2021-2022 21st Century Site Staff Feedback Survey Report

Stubbs Early Education Center United Way



Number of Staff Respondents: 8

What do site staff think of the program?



*Bars less than 5% are not labeled on chart

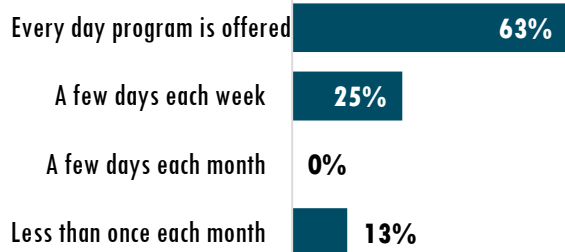
2021-2022 21st Century Student Feedback Survey Report

Thomas Edison Charter School

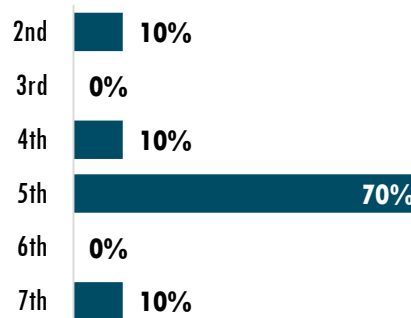


Number of Student Respondents: 10

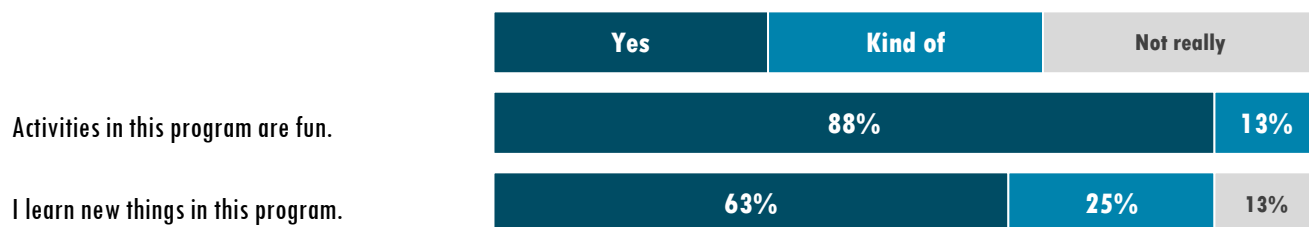
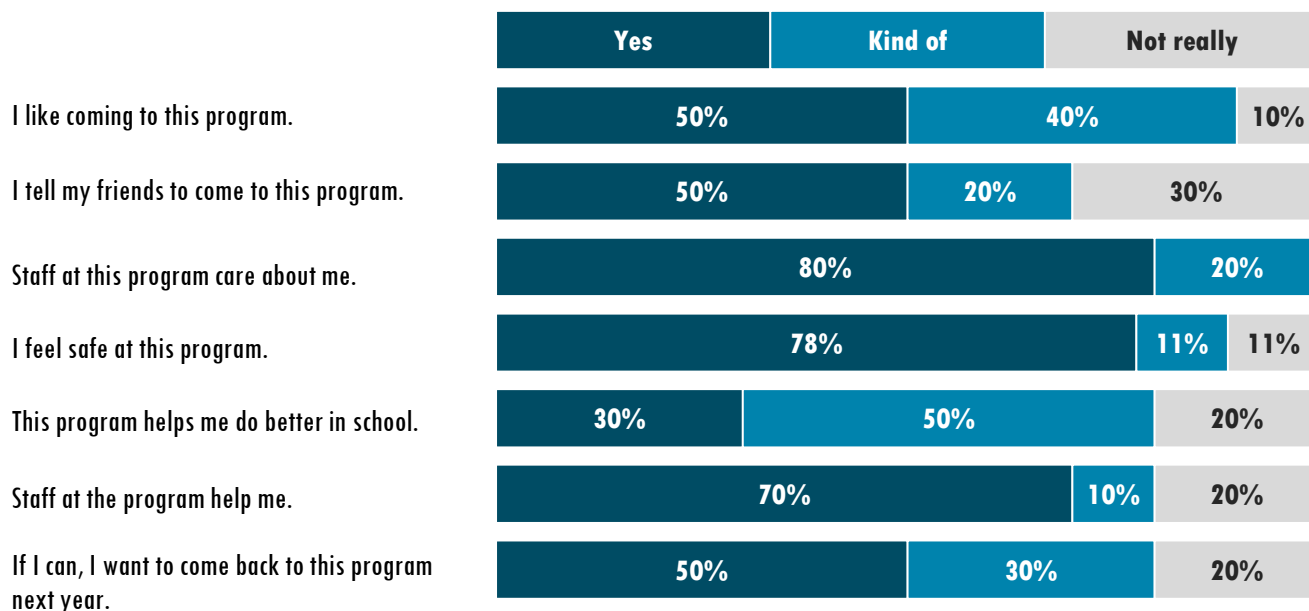
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

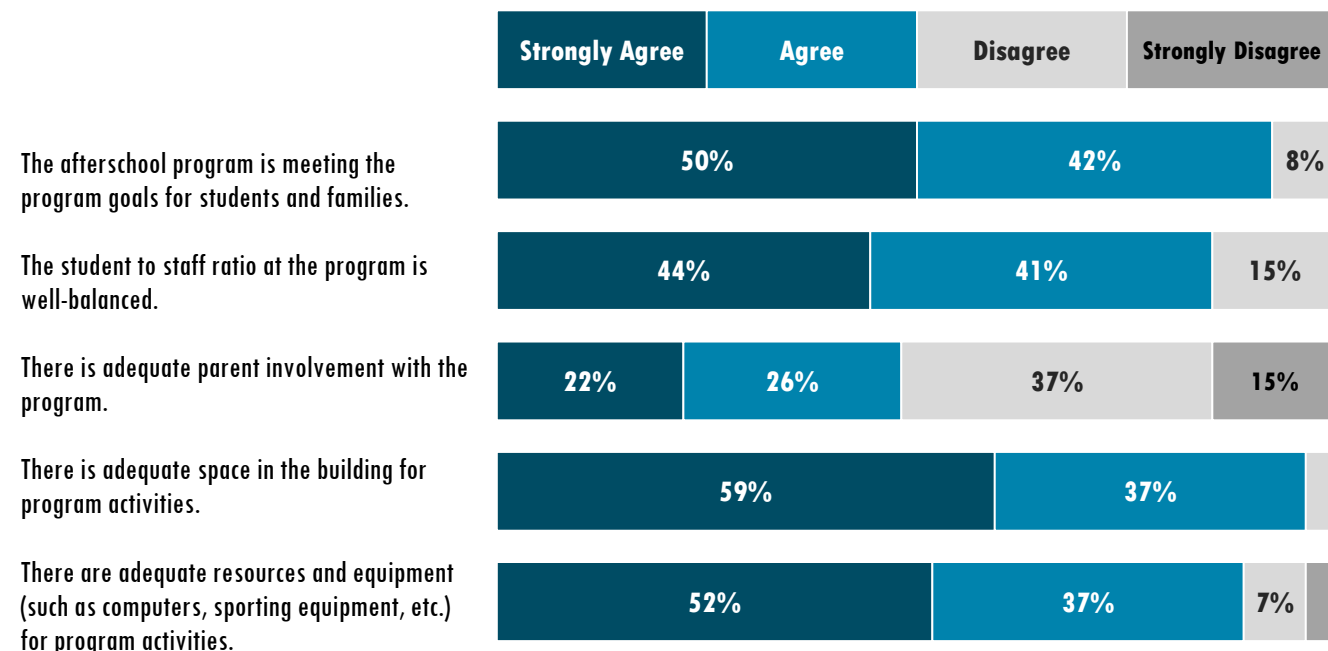
2021-2022 21st Century Site Staff Feedback Survey Report

Thomas Edison Charter School



Number of Staff Respondents: 28

What do site staff think of the program?



*Bars less than 5% are not labeled on chart

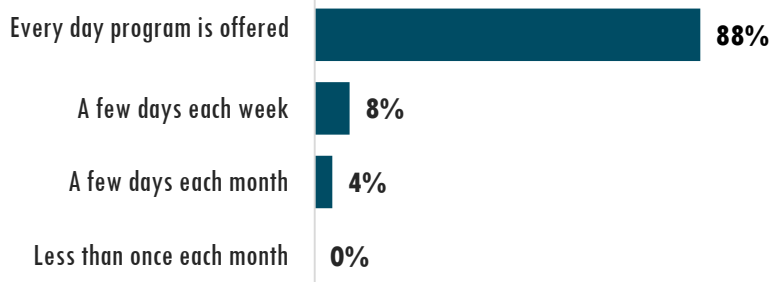
2021-2022 21st Century Family Feedback Survey Report

Thomas Edison Charter School

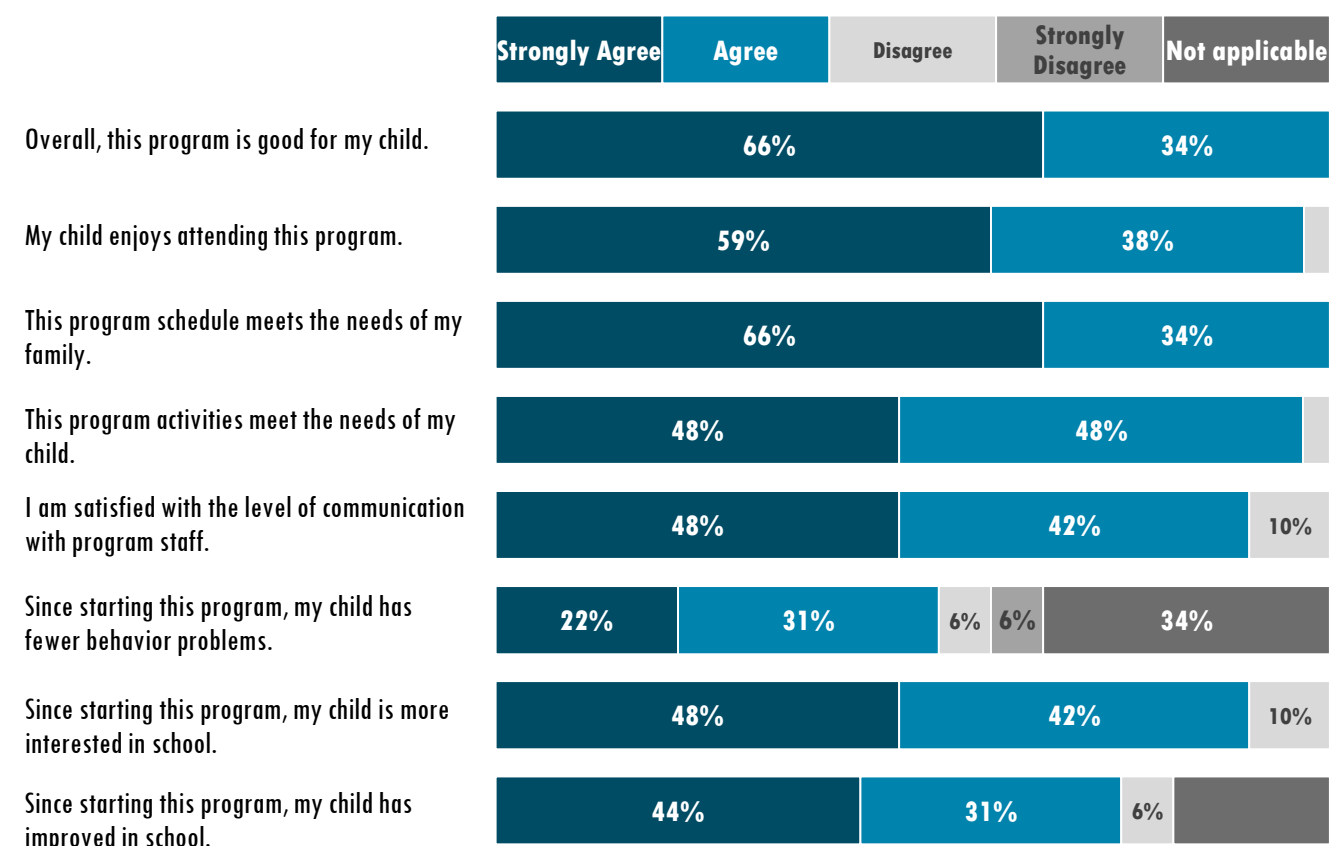


Number of Family Member Respondents: 32

How often do survey respondents' children attend the program?



What do families think of the program?



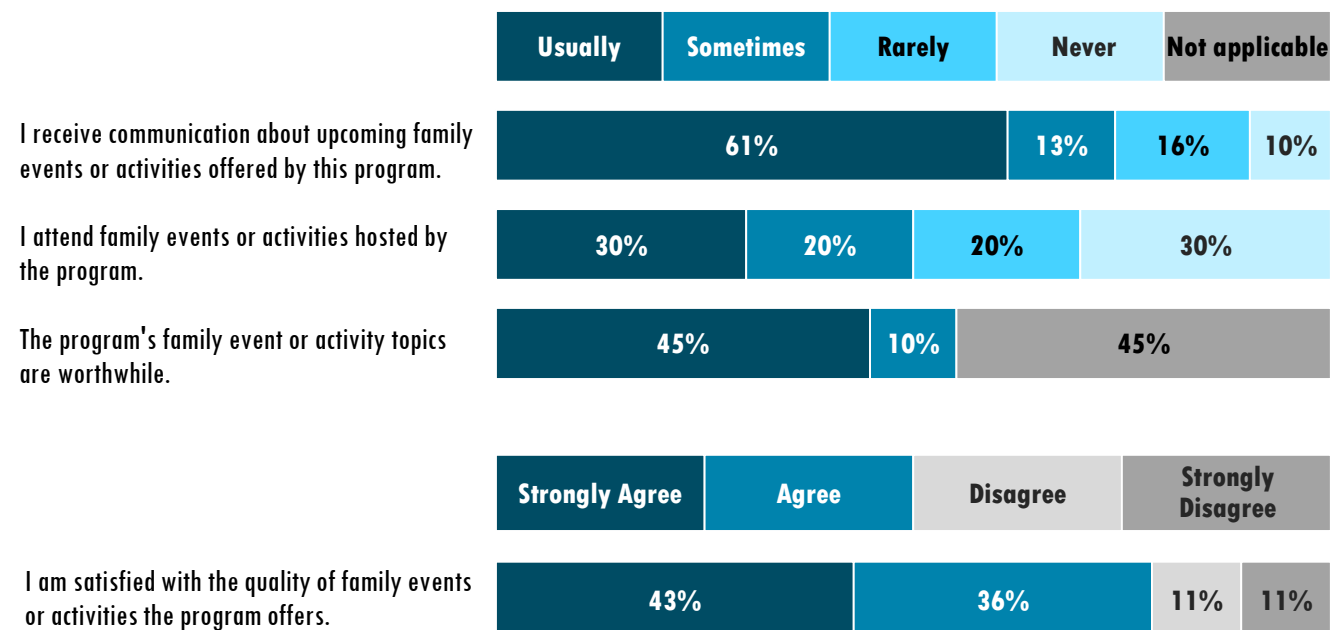
*Bars less than 5% are not labeled on chart

2021-2022 21st Century Family Feedback Survey Report

Thomas Edison Charter School



What do families think of the afterschool family programs?



*Bars less than 5% are not labeled on chart

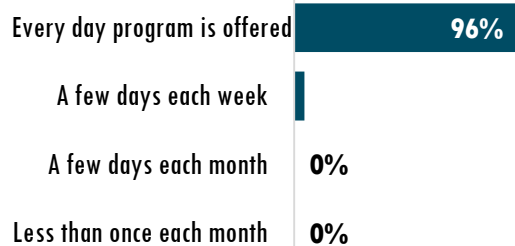
2021-2022 21st Century Student Feedback Survey Report

William Henry Middle School

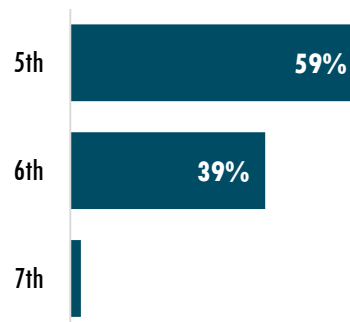


Number of Student Respondents: 46

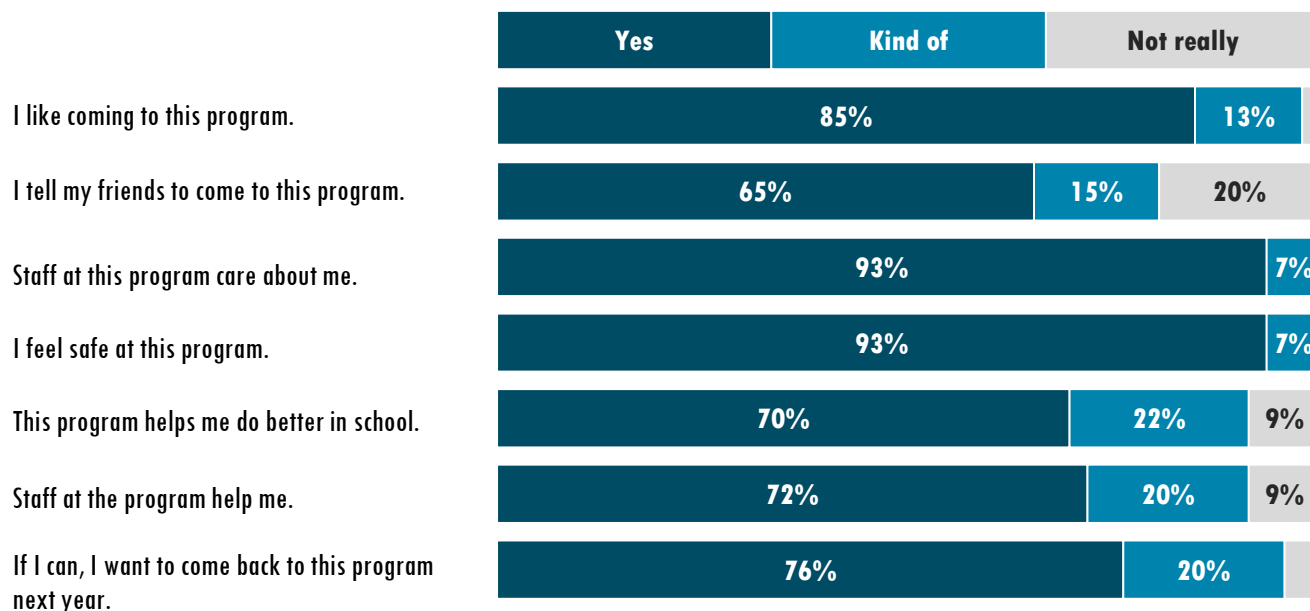
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

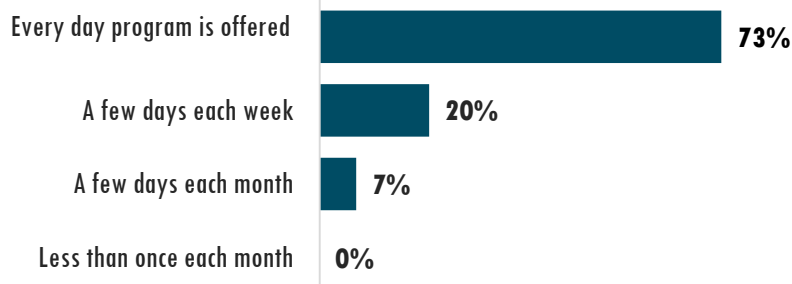
2021-2022 21st Century Family Feedback Survey Report

William Henry Middle School

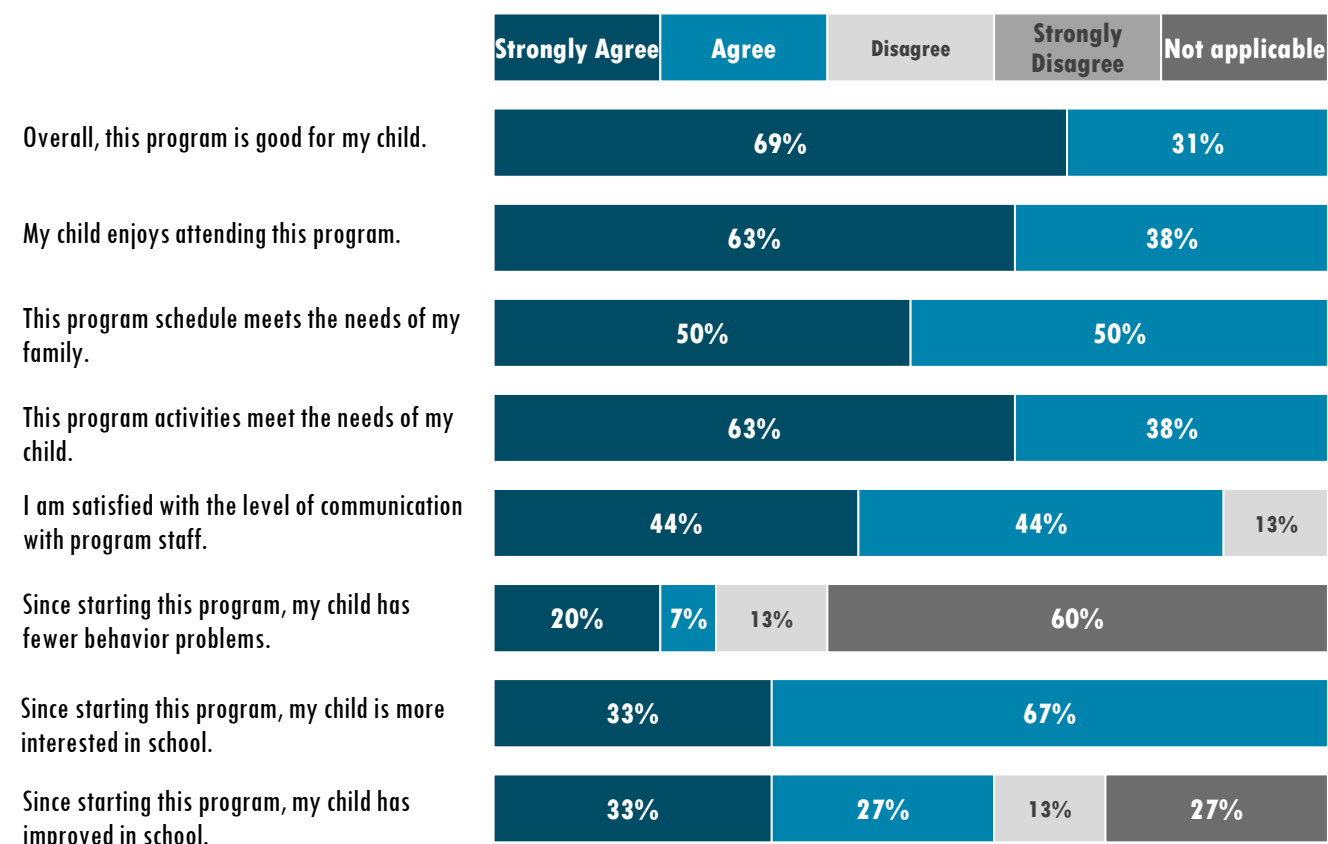


Number of Family Member Respondents: 16

How often do survey respondents' children attend the program?



What do families think of the program?



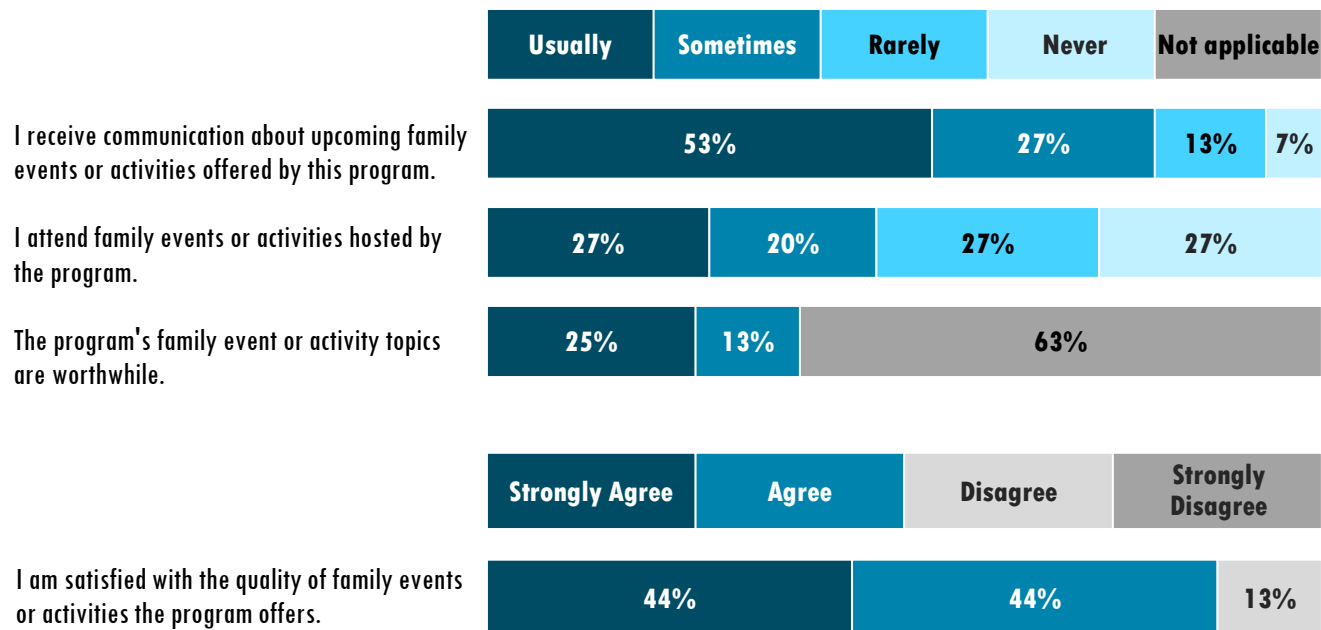
*Bars less than 5% are not labeled on chart

2021-2022 21st Century Family Feedback Survey Report

William Henry Middle School



What do families think of the afterschool family programs?



*Bars less than 5% are not labeled on chart

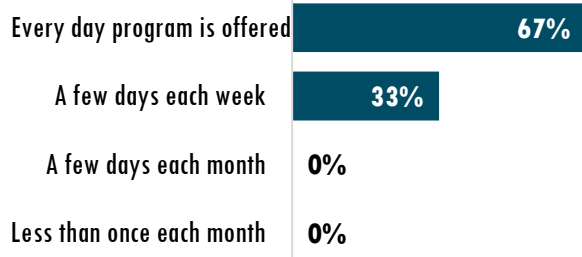
2021-2022 21st Century Student Feedback Survey Report

Woodbridge Middle School

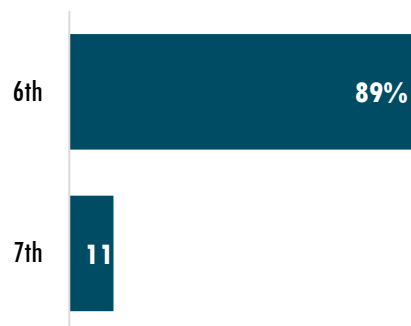


Number of Student Respondents: 9

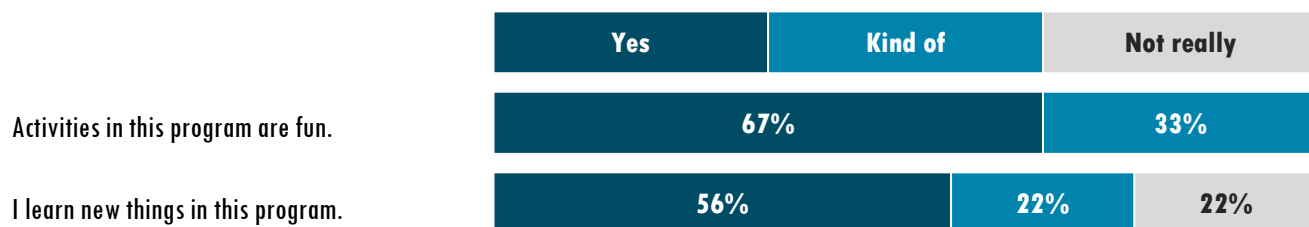
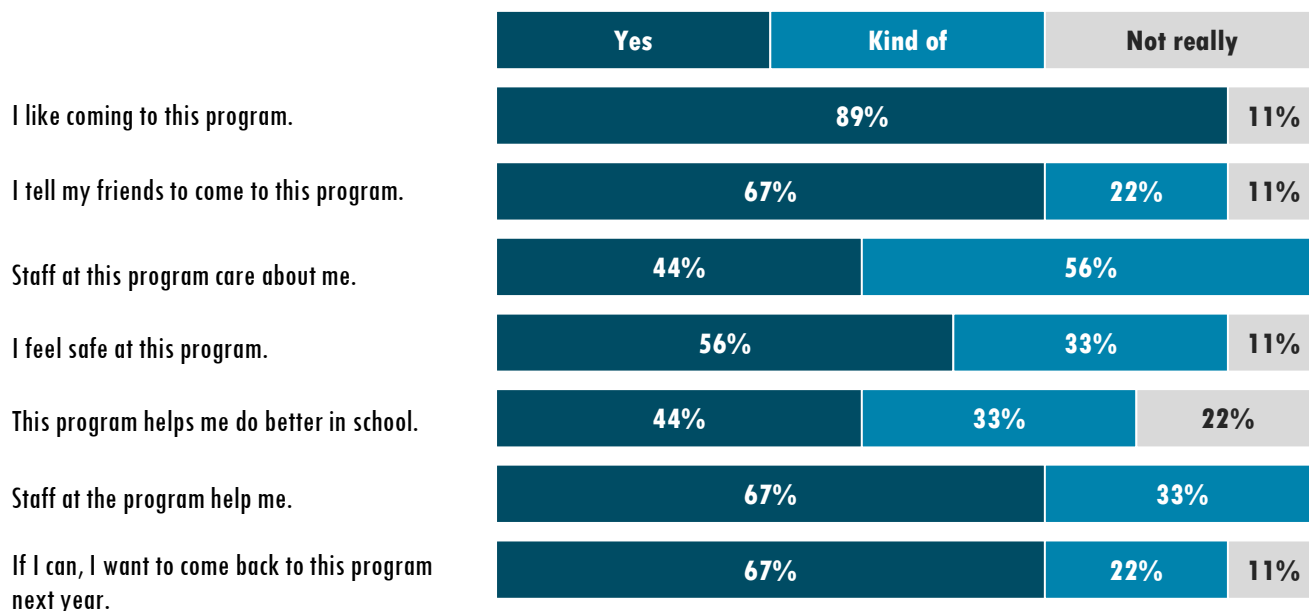
How often do survey respondents attend the program?



Grade level of respondents



What do students think of the program?



*Bars less than 5% are not labeled on chart

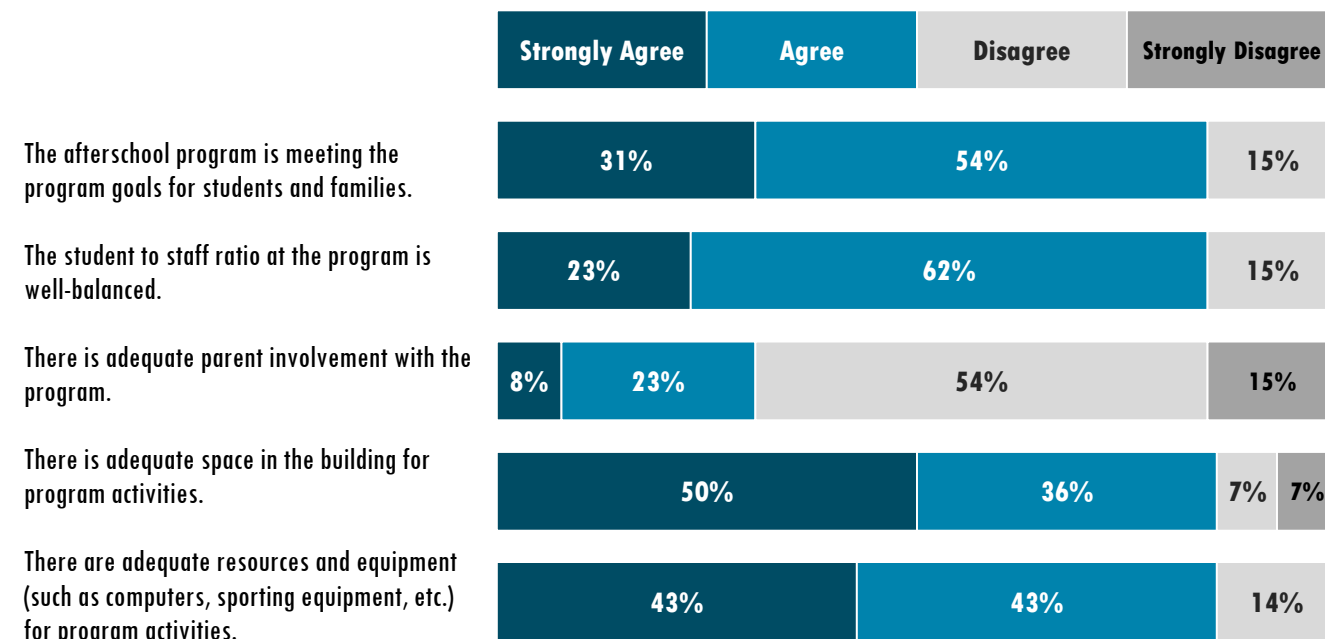
2021-2022 21st Century Site Staff Feedback Survey Report

Woodbridge Middle School



Number of Staff Respondents: 14

What do site staff think of the program?



*Bars less than 5% are not labeled on chart

2021-2022 21st Century Teacher Feedback Survey Report

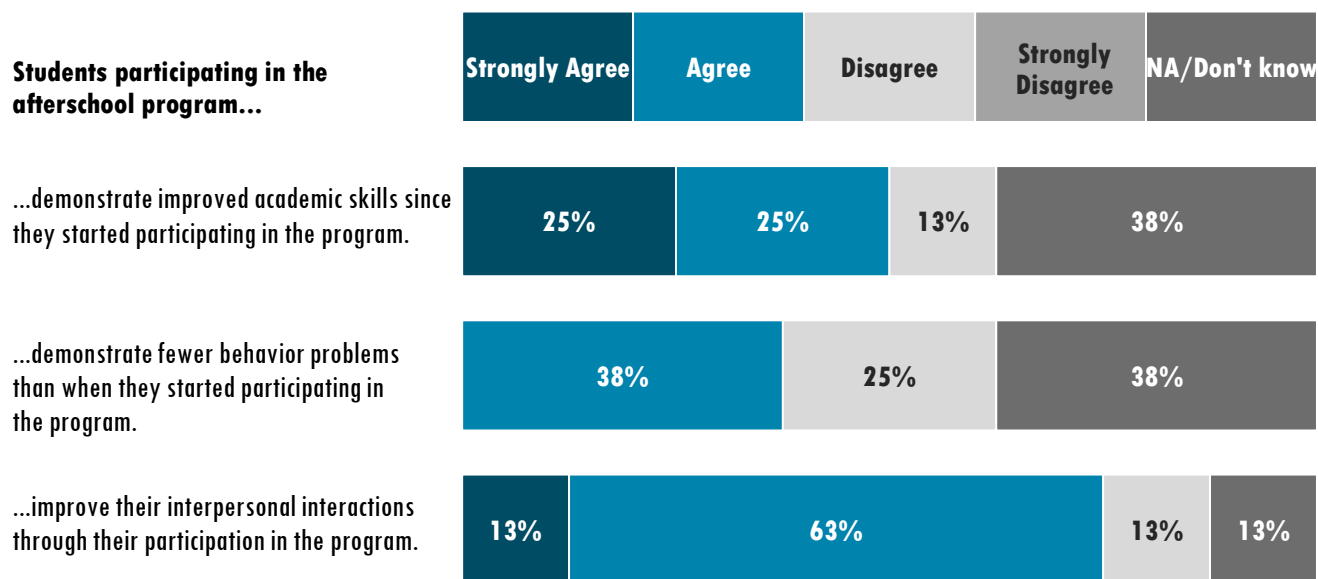
Woodbridge Middle School



Delaware
Department of Education

Number of Teachers Respondents: 8

What impact do teachers observe among program participants?



*Bars less than 5% are not labeled on chart