BEYOND 3:30: A MULTI-PURPOSE AFTER-SCHOOL PROGRAM FOR INNER-CITY MIDDLE SCHOOLS

Phase 1 Report

Maria Yau, Research Coordinator

Amie Presley, Research Analyst

Research & Information Services

Toronto District School Board

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Beyond 3:30: A Multi-Purpose After-School Program for Inner-City Middle Schools
Phase 1 Report
Maria Yau & Amie Presley

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BACKGROUND

In 2009-10, the Toronto District School Board (TDSB) piloted an innovative, multi-purpose after-school program in seven middle schools under the TDSB's Model Schools for Inner Cities (MSIC) program. This after-school initiative, named *Beyond 3:30*, was designed specifically for adolescent students in high-needs communities. By 2011-12, the program expanded to 13 middle schools[1].

The initial conception of this comprehensive after-school program was triggered by the TDSB's very own 2006 *Grade 7-12 Student Census* study. Among its many findings, the *2006 Student Census* reveals not only achievement gaps but also significant opportunity gaps between students from the lower-income bracket groups and those from higher-income families. For instance, it was reported that students from the former group had much less opportunity than the latter to participate in sports and recreational activities outside of school, but spent more time on watching TV or playing computer/video games. According to the same study, discrepancies among adolescents from different socio-economic backgrounds also existed in terms of their self-concept, eating habits, homework support, and school performance. The release of the Toronto Community Foundation's 2009 *Toronto Vital Signs* report further points out that, after school unsupervised children were more likely to engage in gang-related or delinquent behaviour, or become victims of crimes. The foundation's report calls for after-school programs to make a difference in the safety and social development for students in inner-city neighbourhoods.

Based on the above findings, the TDSB, in partnership with the Toronto Foundation for Student Success (TFSS), the Toronto Community Foundation, and the then Ministry of Health Promotion and Sport developed and piloted a multi-purpose after-school program in a number of MSIC middle schools. Within the four hours between 3:30 p.m. and 7:30 p.m., a range of organized activities were offered focusing on:

- Learning opportunities (e.g., homework support)
- Healthy living (e.g., physical activities and healthy eating)
- Life skills development (e.g., social skills and building self-esteem)
- Creative expression (e.g., performing arts)

[1] See Appendix A for a list of current *Beyond 3:30* sites.

The underlying objectives of *Beyond 3:30* programming were:

- To create a safe, healthy, fun, and educational environment through after-school programs for middle school children in low-income communities;
- To foster healthy lifestyle habits in youth by offering a variety of physical activities;
- To promote youth engagement with their schools and communities;
- To teach students to make smart choices in food preparation and eating, allowing them to take charge of their own health; and
- To work together with community partners to build a sustainable, effective and lasting program.

In the TDSB, this multi-faceted program was made feasible with ongoing fundraising and donations from businesses, organizations, and concerned individuals.

RESEARCH PLANS AND METHODOLOGY

While there have been many success stories since the onset of the program in 2009-10, *Beyond 3:30* has undergone stages of development, expansion, and enhancements. In fall 2011, the TDSB launched a multi-phase evaluation. The research purpose is to study the different delivery models at various school sites, their implementation challenges, lessons learned, stakeholders' satisfaction, and, most of all, the program impact on participants' school attitude and engagement, learning skills, academic achievement, as well as their physical, social, and emotional well-being.

To achieve a baseline of understanding of *Beyond 3:30,* a preliminary investigation into the program was necessary. As such, this report highlights some of the key findings of the Phase I evaluation[2], which was a retrospective assessment of the two pilot years (2009-10 and 2010-11) of *Beyond 3:30*. The focus of this Phase I study is to have an in-depth understanding of the program itself as well as its early implementation process including effective practices and areas for improvement. The intent is to inform future planning, and to lay the foundation for ongoing evaluation of the program and assessment of its long-term impacts on adolescents.

The findings of this report were drawn from three data sources:

1. Registration and attendance data (December 2011 – February 2012)
2. Review of previous informal research including an early-stage implementation study (2009-10), and stakeholders and funding reports (2010-11)
3. Qualitative data gleaned from more than a score of interviews and open-ended surveys conducted in fall and winter of 2011-12 with different stakeholders groups – including program organizers and deliverers, school principals, and parents/guardians[3] – who had been closely involved in the first two years of the program.

Five school sites, which met the following two criteria, were selected for this Phase I study. The two criteria were: (1) being the first *Beyond 3:30* pilot sites (2009-10); and (2) their principals having been at the site since the beginning of the program.

[2] See Appendix B for the full multi-phase evaluation plan.
[3] Note that student participants will be interviewed in spring 2013.

In the next section of this report, the following findings are presented:

- Program Descriptions
  - Recruitment and Registrations
  - Attendance
  - Staffing Structure
  - Staff Training and Support
  - Program Structure and Schedule
  - Program Components
- Immediate Impacts: Perceived Benefits and Program Satisfaction
  - Academic Performance
  - Physical Health
  - Social and Emotional Well-being
  - Student Engagement in School
  - Student Behaviour After School
  - Overall Satisfaction: School Principals and Parents
- Initial Challenges (Year 1) and Solutions (Years 2-3)
  - Program Planning and Structure
  - Collaboration with School and Local Community
  - Staffing
  - Attendance
  - Behavioural Issues
- Ongoing Barriers and Suggestions
  - Attendance
  - Funding Challenges that Affect Staffing
  - Continuous Collaboration with School Administrators and Staff

FINDINGS

Program Descriptions

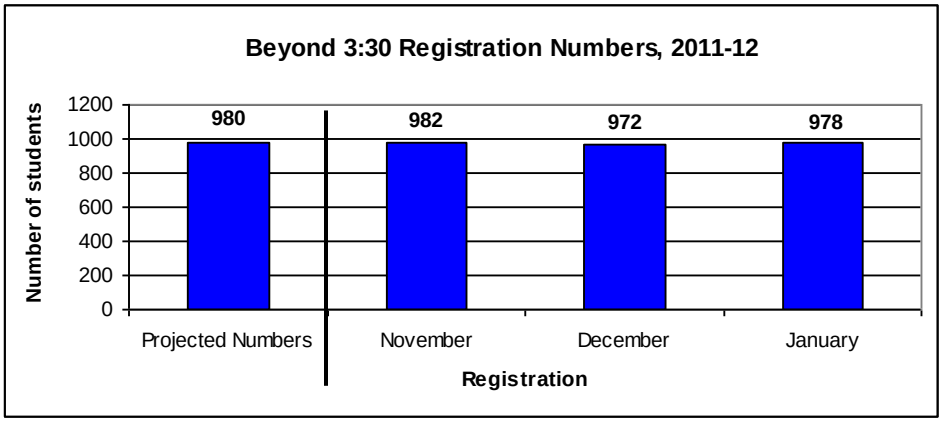
Recruitment and Registrations

Beyond 3:30 is a voluntary after-school program; therefore, permission and registration by parents are required. Having learned from the initial challenges of the first pilot year, TFSS Program Management Staff have devised standard procedures to promote *Beyond 3:30* to students and parents of schools which offer the program. These include:

- Sending information and registration forms home with students' Report Cards in June and/or with their Back to School Package at the beginning of the school year;
- Making *Beyond 3:30* registration information available in the school office;
- *Beyond 3:30* staff attending school events (e.g., curriculum night, assemblies, parent council meetings, community dinners, etc.) and setting up information booths to promote the program;
- Offering other site-specific recruitment activities such as *Beyond 3:30* student performances at school assemblies.

As a result of these active promotional measures, the second year of the program (2010-11) witnessed an average of 80 registrations at each school site. As seen in Figure 1, registration continued to grow in the third year (2011-12).

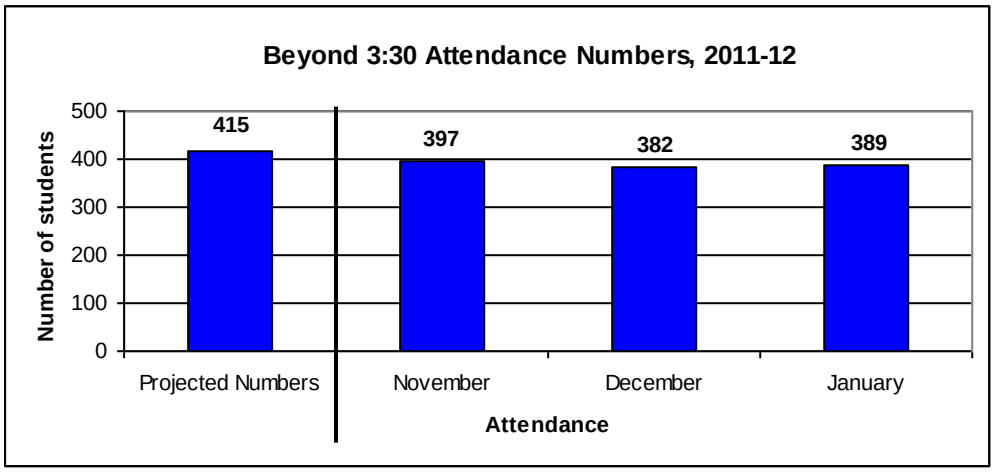
Figure 1: *Beyond 3:30* Registration



Attendance

Beyond 3:30 did not have a daily mandatory attendance policy – that is, registered students did not need to attend every day. However, the program required students to register for a minimum of two days per week. While attendance patterns varied from site to site, according to recent records, the overall average attendance reached 94% of the projected attendance[4] (see Figure 2).

Figure 2: *Beyond 3:30* Attendance



Staffing Structure

Each *Beyond 3:30* site was supported by a staff of four: a Site Coordinator, a recreation staff, a nutrition staff, and a program staff[5]. In addition, under the TFSS office was a Central Program Manager, who worked closely with community programming partners and volunteers from the community. With the program operating in 13 school sites, there were a total of 50 *Beyond 3:30* staff members.

Staff Training and Support

In late August of each year, before the beginning of school, a Training and Orientation Week was set for *Beyond 3:30* staff. Orientation was offered to all site staff by the Central Program Manager. In addition, site staff were trained by professionals in several skill areas - including First Aid and CPR (St. John's Ambulance); babysitting (St. John's Ambulance's certification program); food handling (George Brown's Food Handlers Certification); and "High Five"

[4] Projected numbers were estimates based on the previous two years' experience of the *Beyond 3:30* program. Note that the attendance numbers were within the registration numbers (i.e., in November, 397 attended out of the 982 who registered).

[5] Each staff has his or her own roles and responsibilities. These roles and responsibilities are outlined in detail in the *Beyond 3:30* Program Manual – implemented in September 2011-12.

(Ontario Parks and Recreation) Training. Aside from the Training and Orientation Week, additional training was provided during the TDSB's Professional Activity Days when students were off. As well, the Central Program Manager held monthly meetings with Site Coordinators, who in turn met with their site staff and volunteers on a weekly basis.

Program Structure and Schedule

What made *Beyond 3:30* unique was its multi-faceted components and structured programming. All sites were required to follow a similar schedule. There were common *Beyond 3:30* elements and activities across all sites, though individual sites were given the flexibility to plan special activities based on their local context and resources. Table 1 outlines the daily schedule of all sites.

Table 1: Programming Schedule

Activity	Time
Sign-in and Daily Physical Activity (DPA)	Bell to 3:45
Homework	3:45 to 4:30 (45 minutes)
Junior Chef Club	3:45 to 4:30 (45 minutes)
Snack and Clean-up	4:30 to 5:00 (30 minutes)
Activity 1 (sports/physical activity)	5:00 to 6:00 (1 hour)
Activity 2 (non-recreation)	6:00 to 7:00 (1 hour)
Walking School Bus (or in school activity for students who are waiting for pick-up)	7:00 to 7:30 (30 minutes)

For the core programs, each site staff planned two-week programming schedules for their designated roles. The schedule was then approved by the Site Coordinator, and was submitted to the Beyond 3:30 Central Program Manager (see Appendix C for a sample schedule).

Program Components

Homework Club (Rogers @3:30)

The Homework Club has been a key component of *Beyond 3:30* since 2009-10. Building on its prior success along with the financial support of the Rogers Youth Fund (2011-12), this homework component has evolved over the years into a more structured, and at the same time, more creative and effective academic support for students. For instance, starting in 2011-12, each site had a teacher-trained staff (program staff) who worked with volunteers from York University, Seneca College, the Ontario Institute for Studies in Education (OISE), and other academic institutions to provide daily homework support for every participant in *Beyond 3:30*. To increase effectiveness, the program staff member communicated with the participants' teachers on a regular basis.

Junior Chefs' Club (Wonder+ Junior Chefs)

The Junior Chefs' Club was another key element of *Beyond 3:30* since its inception. With the ongoing support of Loblaws Companies Ltd. and the Wonder+ Cares Foundation, the snack/mini meal program remained at the heart of *Beyond 3:30*. Each site had a nutrition leader on staff who planned the menu, oversaw the Junior Chefs' Club, and taught all participants the importance of healthy eating. In small groups, students rotated daily to prepare food, clean up, and discuss the nutritional value with other students.

Book Club

The Book Club was also one of the original components of *Beyond 3:30*. Together with staff and volunteers, Book Club members read a selected book and then discussed the themes, plot line, and character development. In a casual and social setting, students were learning academic fundamentals and developing a love of reading. Book selections, as well as the structure of the program, varied across the schools.

According to previous research and recent interviews, the success of individual Book Clubs had to do with book selections and the level of student engagement. For instance, the National Council of Jewish Women of Canada supported a "Graphic Novels Book Club" at Dr. Marion Hilliard Middle School in 2010-2011. Fifteen boys met with a teacher-trained facilitator to read and discuss graphic novels. With subject matter interesting to them, the boys stayed in the club and encouraged their friends to participate. With homework and academic support staff and a donation from Indigo, *Beyond 3:30* was able to continue this club in 2011-12. However, the ability to replicate this book club across all sites relies on the availability of external funding and donations.

Sports and Recreation

Beyond 3:30 students participated in a variety of sports activities. With additional support in 2011-12 from the Jays Care Foundation and new equipment from the Power of Sport 4 Kids program, *Beyond 3:30* was able to improve staff training and increase the variety of sports offered.

Specialty Programs

Aside from the common core elements previously described, *Beyond 3:30* central staff also worked with several programming partner organizations which offered specialty programs or workshops at various sites. The start and end dates of the specialty programs or workshops were communicated to Site Coordinators by the Central Program Manager in advance. The times of the programming were pre-negotiated with the partnering organization. Specialty programs were scheduled in a time period that best aligned with particular funding requirements. Most specialty programming took place between 5 p.m. and 6 p.m., or between 6 p.m. and 7 p.m.

Visual Arts, Drama, and Music

All *Beyond 3:30* sites had their arts component. These arts programs were considered specialty programs and were rotated among *Beyond 3:30* sites. The art form and the agency which delivered the program varied according to students' interests and the types of partnerships available. For instance, classes and workshops which were offered by such organizations as Arts for Children and Youth, De-Railed Theatre Collective, and Regent Park School of Music provided students with access to high caliber arts training at no cost.

Other Specialty Programs

Individual sites were encouraged to add other programs or clubs that could be generated by student participants themselves or by the school principal. Some suggested clubs were Boys and Girls Club, Computer Club, and Math Club. Other activities included programs on babysitting, first aid, science and technology, financial literacy, and design exchange with fashion workshops.

The Walking School Bus

Having learned from the first year experience that fewer students participated in the program during the winter months due to short daylight, *Beyond 3:30* offered an additional service called the Walking School Bus to students who lived within walking distance of the school. Parents who opted for this service were required to indicate so during registration. Two program staff members walked these students home or close to their home according to a pre-designated route.

Immediate Impacts: Perceived Benefits and Program Satisfaction

Based on a series of interviews with various stakeholder groups (including school principals, site co-ordinators, central staff, and parents), and year-end participant and principal surveys, five areas of perceived benefits were identified:

- Academic performance
- Physical health
- Social and emotional well-being
- Engagement in school
- Student behaviours[6]

Academic Performance

Towards the end of the school year, participating students were asked to complete a feedback form. Over 70% of the students reported that their marks had increased since attending the program. During interviews, principals, site-coordinators, and parents talked about noticeable signs of improvement in participants' learning attitude – for example, more positive view of school, better study habits, and an increase in homework completion. In addition, site co-ordinators mentioned that their student participants had become more confident and willing to seek help with their homework.

Physical Health

Based on the year-end survey and school principals' observations, there had been an increase in physical and recreational activities among student participants after joining *Beyond 3:30.* As well, with the popularity of the Junior Chefs' Club, the majority of participants reported having gained knowledge about nutritious diet, food preparation, and healthy and inexpensive recipes.

Social and Emotional Well-being

According to the school principals, aside from delivering the after-school program, *Beyond 3:30* staff also served as caring adults or role models for students. Students felt comfortable discussing personal problems with them. Different stakeholder groups further confirmed that through specialty programming and performance opportunities, *Beyond 3:30* helped build students' confidence, support their transition into secondary school, and reduce relational

[6] All interview participants provided anecdotal evidence of the impacts of *Beyond 3:30* on the students, school, or community environment. Note that the themes expressed might not apply to all sites, but were mentioned at some point during interviews and/or in previous *Beyond 3:30* research.

barriers across grades, cultures, school 'cliques', or social economic background. Parents also noticed their child had made more friends since attending *Beyond 3:30*. Some parents even mentioned that the program had helped increase communication with their child through conversations about the *Beyond 3:30* activities. As well, program staff witnessed an increase in compassion, more effective communication skills, better conflict resolution abilities, and a stronger sense of belonging and security in school among their student participants.

Student Engagement in School

Interviews with program staff revealed that many student participants came to school because of the program. The variety of *Beyond 3:30* activities made schooling more enjoyable for them. Students looked forward to attending the program and became more engaged in school. Parents also agreed that their child seemed more motivated to go to school.

Student Behaviour After School

Since offering *Beyond 3:30* in their schools, principals witnessed fewer students 'hanging' around after school, and lowered incidents of gang-related activities, theft, or complaints from community agencies (e.g., neighbourhood stores, community centre, library) about students causing 'trouble'. Parents also noticed their child becoming more helpful at home, and having a more positive attitude toward other family members since attending the program.

Overall Satisfaction: School Principals and Parents

In the 2010-11 year-end program survey, school administrators from all *Beyond 3:30* school sites were asked to share their perceptions of the program. For many of the reasons previously mentioned, principals agreed that the program was a critical and valued asset within their school community.

A principal noted; *we know that engaging students after school and providing a safe space for children to congregate has positive repercussions on their self-esteem and social-emotional growth. This program is truly an asset to our community and I hope it continues for a very long time.*

In 2011-12, parents were asked to indicate which *Beyond 3:30's* activities their child enjoyed. Their responses covered a wide range of programming – including the various recreation activities, cooking and snack, the art based activities, homework support, and the social aspect of the program. Regarding their overall satisfaction with the program, all parents surveyed responded favourably.

Initial Challenges (Year 1) and Solutions (Years 2-3)

Program Planning and Structure

Understandably, during the first pilot year (2009-10), this novice, multi-dimensional program underwent stages of development; program components were developed within a short timeframe and planning at times was reactive. At this early stage, many activities lacked concrete structure that linked to the attainment of the program goals and objectives. Hence while more established programs, for example the Junior Chefs' Club, were well received and beneficial, others such as the initial Homework Club were less structured and effective. For instance, although students appreciated the opportunity to complete their daily homework, the potential benefit of the Homework Club during the first year was not fully realized due to the shortage of funds, resources, designated staff, structure, and opportunities to share effective strategies among sites.

Solutions

- Over the years, a detailed program manual has been created and distributed to all staff members. This manual supports staff in the day-to-day operation of the program.[7] It is an extensive and important resource for staff.
- In 2011-12, the Homework Club was re-structured across all sites with the application of more creative and effective strategies. In addition, a dedicated program staff position was created at each site with specific responsibilities to plan for academics and to communicate with classroom teachers (see page 8).
- Successful programs and practices, such as the *Beyond 3:30* Boys' Book Club at Dr. Marion Hilliard Middle School, were identified and replicated across other sites (see page 9).
- Within the existing budget, a more organized approach was adopted in training and resource development to support the program and staff (see page 7).

[7] The manual outlines *Beyond 3:30* programming and planning polices and practices; staff members' roles and responsibilities; staff training notes; program forms and templates; communication and outreach procedures; registration and attendance policies; previous program evaluations; financial planning and budget resources; health and safety procedures; and, inventory checklists.

Collaboration with School and Local Community

Although *Beyond 3:30* is not a day school program, after the first two years of implementation it came to realization that the success of this after-school initiative was very much determined by the existence of strong support from school administration and collaboration with local community. That is, a built-in process should be in place for forging relationships and partnerships with existing school programs and local community organizations. Previous evaluation research recommended the importance of consultation to acquire local perspectives (i.e., learning from students about what they would like to do, and working together with local community and school administrators about the needs of adolescents in the community). For instance, previous research revealed the value of incorporating field trips into programming, and the importance of recruiting staff who could be role models for the student participants.

Solutions

- *Beyond 3:30* staff, school administration, and school staff continually worked on building trust and relationships with each other to support *Beyond 3:30* students.
- At regular intervals throughout the year, *Beyond 3:30* staff communicated with student participants about what the students wished to learn about and do within the scheduled program areas.
- Parents were invited to regular community dinners - a time to open the program up to students' families and showcase what the participants learned in the program. During the community dinners, participant and volunteer appreciation certificates (e.g., participant of the month) were presented, often along with a student performance. Student participants took part in almost all aspects of the preparation and clean-up of the evening.

Staffing

During the first year when the program was still at its experimental stage, it was a challenge to recruit all the staff with the desired qualifications and skill sets that would match the multiple activity requirements, the diverse needs of the student participants, and the expectations of the school. Previous research recommended collaboration with school administration in recruiting program staff and volunteers.

Solutions

- At some sites, school administrators were actively involved in the recruiting process. For example, a school principal re-allocated funds and recruited the school's Child and Youth Worker to support *Beyond 3:30*. In another case, the school's Lunchroom Supervisor was hired as *Beyond 3:30's* Nutrition Staff.
- For security purposes, screening procedures for all *Beyond 3:30* staff were strengthened.

Attendance

In the first pilot year, the attendance level was inconsistent and unstable. According to earlier research, the attendance was affected by the students' own desire to attend the program and the need to have parents' permission to attend the program. This implied that a more rigorous and systematic promotion, recruitment, and registration process had to be in place for all sites. Another barrier to attendance that was revealed in the early research, was the winter months' cold temperatures and short daylight hours.

Solutions

- Over time, *Beyond 3:30* developed and employed consistent recruitment and promotion strategies across all program sites (see page 5).
- *Beyond 3:30* offered a service called the Walking School Bus to students who lived within walking distance of the school (see page 10).
- To support monitoring efforts, *Beyond 3:30* developed a database designed in conjunction with the TDSB's Research Department to track participants' registration and attendance patterns over time.

Behavioural Issues

Another challenge in the initial year was the unexpected high incidences of behavioural problems at some *Beyond 3:30* sites. Recent interviews further indicated that there had been issues with identifying *Beyond 3:30* students and *non-Beyond 3:30* students during after-school hours at some sites. This was a concern for building security and had implications on student behaviours.

Solutions

- In the schools where incidences of behavioural problems were high, Site Coordinators upgraded the snack program to a meal program. Initial results show immediate behavioural improvement.
- Students were required to wear name tags; however, these were frequently misplaced. Starting in 2011-12, *Beyond 3:30* students were required to wear yellow wrist bands and all *Beyond 3:30* staff were required to wear *Beyond 3:30* t-shirts.
- To address building security issues, attendance tracking changed over the years. In the first year, students signed themselves in. In the second year, staff signed students in with the time of arrival. Since the third year, one staff member was designated to sign students in and out. For reporting purposes, new attendance codes were developed for different categories. Reasons for absences were coded on attendance records in order that not only safe arrival/departure practices could be ensured, but that the program could also better track the patterns of absences related to external reasons (e.g., the impact of shortened daylight hours on winter attendance; the impact of the number of families who left for several months to visit 'home' countries; etc.).
- More systematic attendance policies allowed *Beyond 3:30* staff to know the whereabouts of their student participants. This alleviated the problem of students loitering in the school hallways after school.

Ongoing Barriers and Suggestions

By the third year (2011-12), *Beyond 3:30* was operating with higher efficiency and efficacy than the first two pilot years. Interviews with different stakeholder groups confirmed that over time many of the initial challenges have been resolved. With less time required for reactive planning, more time has been spent on proactive planning and building for the future of *Beyond 3:30*. Yet, efforts have been made to continually monitor any ongoing barrier and to gather suggestions and input for further improvement.

Attendance

Over the years, significant improvement was made in assuring high participant's attendance. However, it was reminded during interviews with different stakeholders that there were external factors which could still affect program attendance. These included:

- Winter months (i.e., weather conditions and short daylight hours)
- Family issues (e.g., responsibility to care for younger siblings, religious responsibilities)
- Parental concerns (e.g., surrounding cultural issues with walking home alone with a male staff member, or outside of Walking School Bus range)
- Competition with other after-school activities

Suggestion

Since most factors mentioned are beyond the control of the program staff or school, no concrete solutions have yet been identified at this point.

Funding Challenges that Affect Staffing

Different stakeholder groups agreed that sustainable funding was crucial to mitigate the following staffing challenges:

- High staff-to-student ratio - This was a concern for Site Coordinators as well as school administration, and had the potential to become a great challenge when there were many students to manage, especially with behavioural issues.
- Staff turnover - Staff positions were part-time and due to funding restraints the program could not offer competitive salaries; staff turnover had been fairly high. In some instances, a student or students chose to withdraw from the program after a staff member resigned. Aside from affecting student retention, staff turnover also affected smooth operations, as transitioning and training new staff required time and took Site Coordinators away from their responsibilities.
- Lack of male role models as staff - In light of the high percentages of students from single parent homes in the community, male role models were important to *Beyond 3:30* participants.

Suggestions

- Although the ratio of staff to students was kept fairly consistent among sites, the sites with large registrations should be provided with additional staff or volunteers.
- More substantial and sustainable funding is needed to offer more competitive salaries.
- Hiring of qualified male staff as role models should be considered.

Continuous Collaboration with School Administrators and Staff

Different stakeholder groups agreed that *Beyond 3:30* should be integrated seamlessly as an extension of the school. In other words, continuous efforts had to be made to build trust and relationships between the program staff on one hand and the school staff and administrators on the other. Healthy and trusting relationships between *Beyond 3:30* staff and school staff would help smooth the issues around sharing school space and resources, site security, time conflict, or competition with other extra-curricular activities, and caretaking support.

Suggestions

A key finding from all interviews in this Phase I study is to have strong school support in terms of having school administrators:

- make time to get to know and/or be involved in the program;
- encourage integration of the program into the school as a whole; and
- connect with *Beyond 3:30* staff to facilitate integration.

Behavioural Management

Interviewees mentioned that site staff struggled sometimes with behavioural management of at-risk youth and students with Special Education Needs.

Suggestions

- More training is needed for *Beyond 3:30* staff on behavioral management and on nurturing students' social and emotional development
- More emphasis should be given on developing students' social emotional health by offering programs that bridge the academic with more 'camp' like activities, excursions, or field trips

FINAL REMARKS

Overall, interviewees commented on how over time *Beyond 3:30* has been running smoother and more effectively. As the years progressed, there has been time for initial challenges to be worked through as well as time to address unanticipated concerns. This report can be a valuable resource for other school sites considering *Beyond 3:30*, especially in terms of initial start-up responsibilities and requirements as well as potential challenges and suggested solutions. Most important of all, it cannot be overemphasized enough about the significance of communication, collaboration, relationship, and trust building among all players (e.g., program staff, school administrators, and community partners) throughout the process to ensure effective delivery of the program.

Next Research Steps

The immediate impacts identified in this report will guide subsequent phases of the multi-year evaluation. In the Phase II study, quantitative data on student participants (e.g., absenteeism, learning skills, school behaviour, and academic progress) will be gathered to track the sustainability of the immediate benefits gained, and to measure its long-term effects on inner-city students and their school community. As well, qualitative data collection will continue to identify effective practices, successful strategies, and conditions required to sustain program efficacy. The knowledge garnered will help establish replicable after-school delivery models that can be of benefit to more adolescents in high-needs communities.

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left intentionally blank for proper pagination when printing.

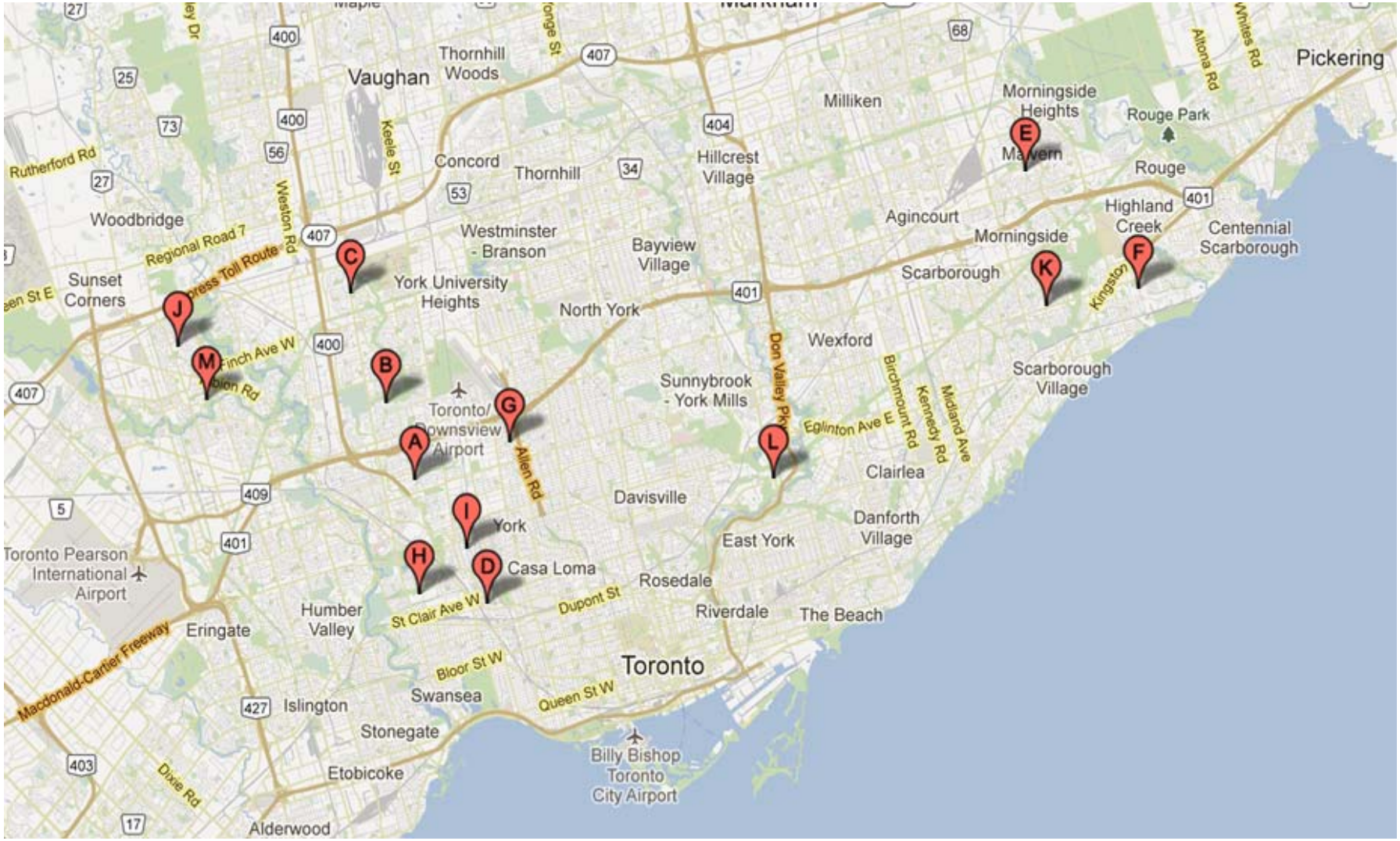
Appendix A:

Beyond 3:30 Site Information

Table 1: Beyond 3:30 Site Information

School Site	Dates of Inception into Beyond 3:30
Beverly Heights MS	2009-10 (Y1)
Brookview MS	2009-10 (Y1)
Dr. Marion Hilliard Sr. PS	2009-10 (Y1)
Joseph Brant Sr PS	2009-10 (Y1)
Lawrence Heights MS	2009-10 (Y1)
Rockcliffe MS	2009-10 (Y1)
Smithfield MS	2009-10 (Y1)
Valley Park MS	2009-10 (Y1)
Carlton Village Jr and Sr PS	2009-10 (Y1)
Greenholme JMS	2009-10 (Y1)
Amesbury MS	2010-11 (Y2)
Tecumseh Sr PS	2010-11 (Y2)
Silverthorne	2011-12 (Y3)

Figure 1: Beyond 3:30 Sites, 2011-12



Appendix B:

Beyond 3:30 After-school Program: Phase I Evaluation Plan

***Beyond 3:30* After-school Program: Phase I Evaluation Plan**

Prepared by
Maria Yau, Research & Information Services, TDSB
(September 2011)

Purpose: The Toronto District School Board is seeking funding for 0.33 FTE ($25,000) to conduct a retrospective assessment of a two-year pilot of its *Beyond 3:30* after-school programming. The study will describe the different delivery models, assess implementation challenges, lessons learned, and impact on program implementation/satisfaction, school attitude/engagement, learning skills, academic achievement, and physical, social and emotional well-being. This assessment is intended to inform forward planning and lay the foundation for ongoing evaluation of the post-pilot *Beyond 3:30* program model and its longer-term impacts on student achievement and well-being.

Background: *Beyond 3:30* is an innovative after-school program first piloted in 2009 within a number of middle schools under the Model Schools for Inner Cities (MSIC) program. The intent is to provide inner city students with homework support, physical activity, nutrition, as well as arts and life skills development when they stay after school between 3:30 and 7:30 p.m. While there have been many success stories, the program has also been undergoing stages of development, expansion, and enhancements. For instance, resulting from extra funding secured by the Toronto Foundation for Student Success (TFSS), *Beyond 3:30* will begin in Fall 2011 to include an enhanced academic component with more structure and trained staff in additional schools.

The proposed multi-year evaluation plan consists of four phases that will be:

1. Phase I [2011-2012] – a retrospective assessment of the two pilot years of Beyond 3:30 in a number of MSIC middle schools (2009-2011) in order to identify different delivery models, effective practices, as well as areas for improvement.

2. Phase II [2012-2013][*] – a formative evaluation focusing on the current program implementation process, including the new enhanced homework component.

[*] Refer to the Appendix for more details about Phase 2-4 Evaluations and the overall research components.

3. Phase III [2013-2014]* – an assessment of the immediate benefits from Beyond 3:30 on students.

4. Phase VI [2014-2015]* – a determinant of the long-term impact of this program on students and the school community.

The following page presents the details of the Phase I Evaluation Plan – including the research deliverables, the reporting timeline, and the requested budget. It should be noted that not only will the Phase I findings be used to provide valuable input for program improvement, but they will also inform subsequent phases of this multi-year evaluation plan.

Phase I Deliverables, Reporting Timeline and Budget

Proposed Deliverables: The Phase I Preliminary Report, which is a retrospective assessment of the two-year piloting of the program in 2009-10 and 2010-11, will include an analysis of both quantitative and qualitative information extracted from three main data sources.

- Source 1: Quantitative data based on *Beyond 3:30*'s attendance tracking database (which was developed in 2010-11) and the board's other existing databases (e.g., Student Information System, and MSIC research data). These quantitative data will provide information on program participation, specifically about:
  - schools which had participated in this program and their community profiles;
  - students who enrolled in the program – intake patterns and participants' characteristics (in terms of their demographics and school performance); and
  - program participation patterns – attendance frequencies, monthly/seasonal variations in attendance, drop-off rates, participation in different components of the program, etc.

- Source 2: A review of preliminary research conducted in 2009-2010 to understand the first year pilot implementation.

- Source 3: Qualitative data gleaned from interviews to be conducted in Fall 2011 with different stakeholders (e.g., program organizers and deliverers, principals, students, and/or parents/guardians) who were closely involved in the first two years of the program. Based on these interviews, the following types of information will be captured and reported:

- program descriptions – common and core program components, different delivery models and practices, program contents, etc.;
- barriers and challenges experienced by participants and/or staff in the first two years,
- participants' perceptions of and satisfaction with different components of the program;
- observable benefits, impacts and/or unexpected outcomes for students and schools; and
- lessons learned.

Reporting Timeline: March 2012

Requested Budget: $25,000 will contribute to the cost of a 0.25 FTE of a Research Assistant (the remaining monies will be covered by the TDSB, Research & Information Services Department). This will support the Board's Research staff – one Research Co-ordinator, and two Research Analysts – who will be involved in this evaluation.

Attachments:

- Table 1: Proposed Plans for Phase 2-4 Evaluations of Beyond 3:30
- Table 2: Beyond 3:30's Key Research Outcomes, Measures and Timelines for phases 2-4

Table 1: Beyond 3:30's Research Phases 2-4: Proposed Deliverables, Reporting Timeline and Requested Budget

Phase	Proposed Deliverables	Reporting Timeline	Requested Budget
Phase II	Phase II Report (for formative purposes) will include: ▪ A detailed description of the current implementation process, including the new structured homework component o identifying effective strategies, practices or delivery models o documenting any potential challenges, barriers, or unanticipated difficulties ▪ baseline data on participants vs. non-participants in the same MSIC schools and other comparable schools	March 2013	$75, 000 (FTE of a Research Assistant)
Phase III	Phase III Report will include hard evidence on: ▪ Program satisfaction – e.g., program attendance and satisfaction ▪ Positive school attitude/engagement – e.g., school attendance and school satisfaction ▪ Enhanced learning skills – e.g., homework completion, and improved learning skills ▪ Academic improvement – e.g., literacy and numeracy based on CAT4 and Report Cards data ▪ Improved physical, social/emotional well-being – e.g., being more active, healthy eating, and higher resiliency	March 2014	Same as above
Phase IV	Final Report will include: ▪ Longitudinal tracking based on 3 years of progress data as listed in Phase II above, plus ▪ Long-term academic outcome – e.g., secondary school pathways, credit accumulation, OSSLT.	March 2015	Same as above

Table 2: Beyond 3:30's Research Outcomes, Measures and Data Collection Timelines for Phase 2-4 Evaluations

Outcome Areas	Outcome Indicators	Measures / Data Sources	Data Collection Timeline
Program Implementation / Satisfaction	▪ Program attendance (at least 3X weekly) ▪ Interest / satisfaction in attending ▪ Implementation process – program components, logistics, schedules, potential barriers, etc.	☐ Online attendance tracking ☐ Year-end program survey for students ☐ Focus group interviews with students ☐ Site visits and observations ☐ Interviews with program staff / school principals	⇨ Ongoing ⇨ May 2012, 2013, 2014 ⇨ May 2012, 2014 ⇨ Jan. and April 2012 ⇨ May 2012, 2014
School Attitude / Engagement	▪ School attendance ▪ Feeling positive about school	☑ Data extraction from TDSB's Trillium database ☑ MSIC year-end survey	⇨ Summer 2012, 2013, 2014 ⇨ May 2012, 2013, 2014
Learning Skills	▪ Homework completion ▪ Improved study skills	☑ Report Cards data ☑ Report Cards data ☐ Interviews with teachers	⇨ Summer 2012, 2013, 2014 ⇨ June 2012, 2013, 2014
Academic Achievement	▪ Literacy and numeracy ▪ Other subject areas ▪ Long-term academic performance	☑ CAT4 (standardized test) results ☑ Report Cards data ☑ Student Success Indicators (SSI) – e.g., credit accumulation, graduation rates, OSSLT, etc.)	⇨ Fall 2011, 2012, 2013, 2014 ⇨ Summer 2012, 2013, 2014 ⇨ After participants attend secondary school
Physical, Social and Emotional Well-being	▪ More physical activities ▪ More nutrition knowledge and healthy eating ▪ Higher resiliency	☑ 2011 TDSB Census (as baseline and for comparison) ☐ Year-end program survey for students ☑ Resiliency Survey (for MSIC schools)	⇨ November 2011 ⇨ May 2012, 2013, 2014 ⇨ May 2012, 2013, 2014

☑ denotes already existing databases that have been created centrally or for MSIC research.

Appendix C:

Beyond 3:30 Example Schedule

Sample Weekly Schedule

Monday		
From the final bell to 3:45	**Sign-in and Daily Physical Activity** (PA) - beyond 3:30 Staff	
3:45 – 4:30	**Homework Club**(O) beyond 3:30 Staff	**Junior Chefs' Club** :Sandwiches & Veggie Sticks (HN) Nutrition Staff
4:30 – 5:00	**MEAL TIME: Sandwiches and veggie sticks**(HN)	
5:00 – 6:00	**Speciality Programming:** (PA) Arts for Children and Youth (Community Organization)	**Group Activity:** (PA) Outdoor Football/ Hatch The Egg beyond 3:30 Staff
6:00 – 7:00	**Sports/Physical Activity:** Basketball (PA) beyond 3:30 Staff	**Coffee Talk:** The Cat in the Hat Activity (WP) beyond 3:30 Staff
7:00 – 7:30	**Walking School Bus** (PA)beyond 3:30 Staff	**Board Games** / Dismissal (WP) beyond 3:30 Staff
Tuesday		
From the final bell to 3:45	**Sign-in and Daily Physical Activity** (PA) - beyond 3:30 Staff	
3:45 – 4:30	**Homework Club**(O) beyond 3:30 Staff	**Junior Chefs' Club:** Scalloped Potatoes, Baked "Fried (HN) Chicken" Slices & Peas Nutrition Staff
4:30 – 5:00	**MEAL TIME: Scalloped Potatoes, Baked "Fried Chicken" Slices & Peas**(HN)	
5:00 – 6:00	**Drama:** (PA) Community Organization	**Sports/Physical Activity:** Sports Life, Dodge Ball (PA) beyond 3:30 Staff
6:00 – 7:00	**Sports/Physical Activity**: Floor Hockey(PA) beyond 3:30 Staff	**Group Activity**: Popular Trivia (WP) beyond 3:30 Staff
7:00 – 7:30	**Walking School Bus:** (PA) - beyond 3:30 Staff	**Board Games/** Dismissal (WP) beyond 3:30 Staff
Wednesday		
From the final bell to 3:45	**Sign-in and Daily Physical Activity**(PA) - beyond 3:30 Staff	
3:45 – 4:30	**Homework Club**(O) beyond 3:30 Staff	**Junior Chefs' Club:** Vietnamese Summer Rolls with Dip(HN) Nutrition Staff
4:30 – 5:00	**MEAL TIME: Vietnamese Summer Rolls with Dipping Sauce**(HN)	
5:00 – 6:00	**Sports/Physical Activity:** Basketball Skills & Cooperative Games(PA) beyond 3:30 Staff	
6:00 – 7:00	**Boys Group:** Future Leaders Club or "Keeping it Cool" (WP) beyond 3:30 Staff	**Girls Group:** Future Leaders Club or "Go Girls" (WP) beyond 3:30 Staff
7:00 – 7:30	**Walking School Bus** (PA) beyond 3:30 Staff	**Board Games/**Dismissal (WP) beyond 3:30 Staff
Thursday		
From the final bell to 3:45	**Sign-in and Daily Physical Activity**(PA) -beyond 3:30 Staff	
3:45 – 4:30	**Homework Club**(O) beyond 3:30 Staff	**Junior Chefs' Club:** Southern Baked Couscous & Apples(HN) Nutrition Staff
4:30 – 5:00	**MEAL TIME: South of the Border Baked Couscous & Apples**(HN)	
5:00 – 6:00	**Sports/Physical Activity:** Soccer/ Baseball (PA) beyond 3:30 Staff	**Dance:** "Stepping It Up" (PA) Community Organization
6:00 – 7:00	**Design or Technology Workshop:** Community Organization **(O)**	
7:00 – 7:30	**Walking School Bus:** (PA) beyond 3:30 Staff	**Board Games /** Dismissal (WP) beyond 3:30 Staff
Friday		
From the final bell to 3:45	**Sign-in and Daily Physical Activity**(PA) beyond 3:30 Staff	
3:45 – 4:30	**Homework Club**(O) beyond 3:30 Staff	**Junior Chefs' Club:** Tuna Cakes & Salad(HN) Nutrition Staff
4:30 – 5:00	**MEAL TIME: Tuna Cakes & Salad**(HN)	
5:00 – 6:00	**Sports/Physical Activity:** Octopus Outside(PA) beyond 3:30 Staff	
6:00 – 7:00	**Debate Club/ Photo Club/ Or Specialty Programming Workshop** (WP) beyond 3:30 Staff	
7:00 – 7:30	**Walking School Bus:** (PA) beyond 3:30 Staff	**Board Games** / Dismissal (WP) beyond 3:30 Staff

- Physical Activity (PA) – 30%, - Healthy eating and nutrition education (HN) -20%, - Wellness and personal health (WP) -20%, - All other activities (O) - 30%
- **** All schedules sent to the Program Manager MUST have these categories indicated.** Schedules posted at the school do not need the categories.