

## Fairfax County Public Schools-Fairfax County Middle School After-School Program Outcomes

<b>Goal:</b>	<p>To provide comprehensive, high-quality after-school activities for middle school youth that create opportunities to cultivate the pillars of the Portrait of a Graduate through an emotionally and physically secure environment that encompasses Academic Support and Enrichment, Social Skills and Youth Development, Physical and Mental Wellness, and Family and Community involvement while fostering school and community connectedness; with its combination of formal and informal learning, after-school programs help students develop in all domains.</p> <p>The pillars of the Portrait of a Graduate identify what skills and knowledge students will need to be prepared for the future and include: Communicator, Collaborator, Ethical and Global Citizen, Creative and Critical Thinker, and Goal-Directed and Resilient Individual.</p>
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Program Strategies	Description	Program Elements
Academic Support and Enrichment (ASE)	High quality expanded learning opportunities engage students in inquiry-based learning and creative problem solving that deepens comprehension and awareness, promotes critical thinking, and allows students to explore new fields and identify and ignite passions. Research indicates that after-school programs can markedly increase engagement in learning, improve academic achievement, narrow the achievement gap, and reduce behavioral issues. <sup>1</sup>	Homework Assistance; Tutoring; STEM; Literary Programs; Foreign Language; Clubs and Associations; Fine and Performing Arts; Strategic Board Games
Social Skills and Youth Development (SSYD)	The after-school environment allows youth to communicate and collaborate with peers and adults in a more relaxed atmosphere while providing opportunities to become better global citizens and creative and critical thinkers as it challenges them to become goal directed, culturally aware, and resilient individuals. Research shows that youth with the opportunity to build positive peer and adult relationships have better school and community connectedness, higher self-confidence, increased social competence, and less substance abuse and behavioral issues including gang involvement. <sup>2</sup>	Mentoring; Service Learning; Leadership; Prevention-Based Activity; Peer Mediation; Character Education; Boys' Clubs; Girls' Clubs; Career Preparedness: College Readiness
Physical and Mental Wellness (PMW)	After-school programs provide the opportunity for youth to engage in activities and projects that promote communication skills and collaboration and reinforce resiliency through physical and mental wellness, goal-setting, and team-building activities. Research indicates that high quality after-school programs foster positive effects on students' social-emotional skills; physical fitness; emotional distress; academic performance; and attitudes towards self, school, and others. <sup>3</sup>	Recreation Activity; Intramurals; Sports Opportunity; Exercise/Fitness Activities; Team Building; Health and Wellness Activities; Nutrition; Dance; Healthy Cooking
Family and Community Involvement (FCI)	After-school programs depend on and draw upon family and community support for program development, volunteer staffing, and capacity building. Strong collaborative partnerships drive program quality and sustainability and help leverage school, family, and community strengths to support student success and life-long learning opportunities. Research shows that family and community involvement in an after-school environment can have a positive impact on resiliency, youth development, and prevention of high-risk behaviors. <sup>4</sup>	Partnership Building; Volunteer Recruitment; Parent Education; Family Engagement; Community Outreach; Service Learning

1. Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45, 294–309.; A., Pierce, K. M. and Vandell, D. L. (April, 2013). Participation in Out-of-School Settings and Student Academic and Behavioral Outcomes. Unpublished paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

2. Kataoka, Sabrina and Deborah L. Vandell. "Quality of Afterschool Activities and Relative Change in Adolescent Functioning Over Two Years." Journal of Applied Developmental Science. VOL 17, ISS 3 (2013): 1-12.
3. Greenberg, M.T., Weissberg, R.P., O'Brien, M.U., Zins, J.E., Fredericks, L., Resnik, H., & Elias, M.J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. American Psychologist, 58, 466-474.
4. Decker, L.E., et al. (2000). Engaging families & communities, pathways to educational success. . National Community Educational Association, Florida Atlantic University.

References for Outcomes:

1. After-School Program Teacher Survey, June 2019
2. After-School Program Parent Survey, June 2019
3. After-School Program Student Survey, June 2019
4. After-School Program Quarterly/Yearly Student Information System (SIS) Reports, June 2019
5. After-School Program Staff Survey, June 2019
6. Fairfax County Gang Prevention Status Report, retrieved from [www.fairfaxcounty.gov/gangprevention/gangpreventionreport\\_092407.pdf](http://www.fairfaxcounty.gov/gangprevention/gangpreventionreport_092407.pdf)
7. Fairfax County Youth Survey, 2008 and 2015, retrieved from [www.fairfaxcounty.gov/demogrph/youthpdf.htm](http://www.fairfaxcounty.gov/demogrph/youthpdf.htm)
8. Fairfax County Youth Survey, 2011, retrieved from [www.fairfaxcounty.gov/demogrph/youthpdf.htm](http://www.fairfaxcounty.gov/demogrph/youthpdf.htm)
9. After-School Program Quarterly Progress Reports (2015-16)
10. Total daily average across all middle schools
11. Total number across all middle schools for the year

All survey responses are based on the number of respondents who expressed an opinion.

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### Academic Support and Enrichment

Process/Program Measures	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes	Outcome Measures	Outcomes
<ul style="list-style-type: none"> <li># of youth receiving homework support daily (2940)<sup>10</sup></li> <li># of youth receiving tutoring daily (1199)<sup>10</sup></li> <li># of adult and peer tutors (474)<sup>11</sup></li> <li># of staff training sessions (41)<sup>11</sup></li> <li># of enrichment activities (297)<sup>11</sup></li> <li># of STEM activities (152)<sup>11</sup></li> <li># of teachers providing academic support and enrichment (1313)<sup>11</sup></li> <li>Level of parent (87%)<sup>2</sup> &amp; teacher (91%)<sup>1</sup> satisfaction with academic support<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>Students recognize that help and resources are available</li> <li>Increased participation in after-school</li> </ul>	<ul style="list-style-type: none"> <li>Improved time management and study skills</li> <li>Increased engagement in learning</li> <li>Higher school attendance rates</li> <li>Improved homework completion rates (quality &amp; quantity)</li> <li>Improved class participation</li> <li>Improved communication skills (listening, verbal, writing)</li> </ul>	<ul style="list-style-type: none"> <li>Improved academic performance</li> <li>Acquisition and use of independent learning skills</li> <li>Better attitudes towards school</li> <li>Higher aspirations for the future</li> <li>Improved ability to work as a team</li> <li>Improved problem-solving skills</li> <li>Increased enrollment in Advanced Academic Programs (AAP) in MS and HS</li> </ul>	<ul style="list-style-type: none"> <li>% of students who show improvement in 2 core subjects</li> <li>% reduction in disparity in SOL pass rates by subgroup</li> <li>% reduction in unexcused absences</li> <li>% increase in HW completion rates</li> <li>% increase in enrollment in MS and HS AAP</li> </ul>	<p>Classroom teachers agree, or strongly agree, for MSAS<sup>1</sup>:</p> <ul style="list-style-type: none"> <li>95% - attendance benefits academic growth</li> <li>96% - meaningful enrichment activities offered</li> <li>48% - homework completion rates improved</li> </ul> <p>Parents agree, or strongly agree,<sup>2</sup>:</p> <ul style="list-style-type: none"> <li>87% - satisfied with activities and programs</li> <li>75% - child is doing better academically</li> <li>86% - child developed better attitude towards school</li> </ul> <p>Students reported<sup>3</sup>:</p> <ul style="list-style-type: none"> <li>87% - got help with homework</li> <li>84% - doing better academically in school</li> </ul> <p>Students attending 2, or more, days/week reported<sup>3</sup>:</p> <ul style="list-style-type: none"> <li>80+% - became better at asking for help</li> <li>81+% - became better at solving problems</li> <li>83+% - became better at working as a team</li> <li>82+% - care more about their school</li> <li>83+% - learned to do things they couldn't do before</li> </ul> <p>Students attending less than 30 days of after-school<sup>4</sup>:</p> <ul style="list-style-type: none"> <li>Received 87% of the F's awarded across subjects</li> <li>Received 82% of the D's awarded across subjects</li> <li>Had 94% of the 10%, or more, unexcused daytime absences</li> </ul>

## Fairfax County Public Schools-Fairfax County Middle School After-School Program Outcomes

<b>Social Skills and Youth Development</b>					
<b>Process/Program Measures</b>	<b>Short-Term Outcomes</b>	<b>Intermediate Outcomes</b>	<b>Long-Term Outcomes</b>	<b>Outcome Measures</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>• # of youth participating in prevention activities (454)<sup>10</sup></li> <li>• # of mentees (604)<sup>10</sup></li> <li>• # of adult and peer mentors (646)<sup>11</sup></li> <li>• # of youth participating in an after-school activity (26,122)<sup>9</sup></li> <li>• Rate of parent (87%)<sup>2</sup> &amp; teacher (98%)<sup>1</sup> satisfaction with social skill and youth development activities</li> </ul>	<ul style="list-style-type: none"> <li>• Improved positive interactions with staff</li> <li>• Display more positive social skills</li> <li>• Improved attitude towards self and school</li> <li>• Improved regular attendance in after-school</li> <li>• Improved written and verbal communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Increased # of positive peer and adult relationships</li> <li>• Improved school attendance</li> <li>• Increased social competence</li> <li>• Improved refusal skills</li> <li>• Reduced referrals for discipline issues and substance abuse</li> <li>• Increased involvement with school and community</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced substance abuse rates</li> <li>• Reduced violent incidents</li> <li>• Reduced suspensions and expulsions</li> <li>• Reduced bullying activity</li> <li>• Reduced gang participation and recruitment</li> <li>• Improved school and community connectedness</li> <li>• Increased parental involvement</li> <li>• Higher career aspirations</li> </ul>	<ul style="list-style-type: none"> <li>• % reduction in unexcused absences</li> <li>• % increase in substance abuse awareness and resistance</li> <li>• % reduction in substance abuse &amp; behavior referrals</li> <li>• % of participants reporting increased self-confidence</li> <li>• % of participants participating in volunteer/service learning activities</li> <li>• % of staff, teachers, parents reporting increase in positive behavior</li> </ul>	<p>Parents agree, or strongly agree,<sup>2</sup>:</p> <ul style="list-style-type: none"> <li>• 86% - ASP offers quality activities that meet their child's interests and talents</li> <li>• 79% - child has developed better work habits</li> <li>• 94% - child has friends in after-school</li> </ul> <p>Teachers agree, or strongly agree, for the ASP<sup>1</sup> :</p> <ul style="list-style-type: none"> <li>• Students have benefitted academically(95%), socially(98%), and behaviorally(97%)</li> <li>• 92% - students learn how to get along with others</li> </ul> <p>Students attending 2, or more, days/week report<sup>3</sup>:</p> <ul style="list-style-type: none"> <li>• 87+% - learn to do things they couldn't do before</li> <li>• 87+% - care more about their community</li> <li>• 91+% - get along better with peers</li> <li>• 86+% - get along better with adults</li> </ul> <p>Students attending less than 30 days of ASP<sup>4</sup>:</p> <ul style="list-style-type: none"> <li>• Received 78% of the discipline infractions against another student</li> <li>• Received 79% of the behavior infractions</li> </ul> <p>There was a 32% drop in youth gang activity between 2006 and 2008 as after-school participation doubled<sup>6</sup></p> <p>Between 2001 and 2016, 8<sup>th</sup> grade students reporting participation in gang activity dropped from 6.2% to 2.2%.</p>

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Physical and Mental Wellness					
Process/Program Measures	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes	Outcome Measures	Outcomes
<ul style="list-style-type: none"> <li>• # of youth participating in intramural sports &amp; fitness activities (2703)<sup>10</sup></li> <li>• # of youth participating in life skills and leadership activities (1200)<sup>10</sup></li> <li>• # of adults serving as coaches/trainers (112)<sup>11</sup></li> <li>• # of sports/fitness opportunities offered (284)<sup>11</sup></li> <li>• Rate of parent (87%)<sup>2</sup> satisfaction with physical and recreational activities</li> </ul>	<ul style="list-style-type: none"> <li>• More time doing physical activity</li> <li>• Improved peer-peer relationships</li> <li>• Increased awareness of opportunities for positive leisure-time activities</li> <li>• Improved knowledge of physical fitness and healthy lifestyles</li> <li>• Lower incidents of high risk behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Increased understanding of the need for balanced, healthy diet</li> <li>• Increased interest in participating in physical activity</li> <li>• Improved adult-youth relationships</li> <li>• Increased positive self image</li> </ul>	<ul style="list-style-type: none"> <li>• Improved health and fitness</li> <li>• Improved sportsmanship</li> <li>• Improved leadership skills</li> <li>• Increased healthy choices in food selection</li> <li>• Reduced problem behaviors in leisure time</li> <li>• Increased school and community connectedness</li> <li>• Increased resiliency skills</li> </ul>	<ul style="list-style-type: none"> <li>• % reduction in participating in unhealthy behaviors</li> <li>• % of students reporting at least one hour of physical activity/day</li> <li>• % of students reporting improved fitness attitude and knowledge</li> <li>• % of students reporting increased school and community connectedness</li> </ul>	<p>High risk behavior over multiple measures for 8<sup>th</sup> grade students has dropped over the past nine years<sup>7</sup></p> <p>43% of 8<sup>th</sup> graders participate in recreational activities at least one hour/day<sup>8</sup></p> <p>Participation in extracurricular activities for ELL youth has increased by over 20%<sup>8</sup></p> <p>Student attending MSAS report:<sup>3</sup></p> <ul style="list-style-type: none"> <li>• 94% - activities are interesting and fun</li> <li>• 95% - respect the rules</li> <li>• 93% - feel safe</li> <li>• 89% - feel adults are pleased to see them</li> </ul> <p>Parents agree, or strongly agree<sup>2</sup>:</p> <ul style="list-style-type: none"> <li>• 89% - child seems happier/less stressed</li> </ul> <p>Students attending 2, or more, days/week report<sup>3</sup>:</p> <ul style="list-style-type: none"> <li>• 85+% - care more about their school</li> <li>• 83+% - stronger connection to community</li> </ul> <p>FCPS Food and Nutrition Services provides Super Snacks to nine after-school programs</p>

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<b>Family and Community Involvement</b>					
<b>Process/Program Measures</b>	<b>Short-Term Outcomes</b>	<b>Intermediate Outcomes</b>	<b>Long-Term Outcomes</b>	<b>Outcome Measures</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>• # of collaborative partnerships (76)<sup>11</sup></li> <li>• # of adults serving as volunteers (430)<sup>11</sup></li> <li>• # of funding streams supporting after-school (16)</li> <li>• # of business leaders involved (76)<sup>11</sup></li> <li>• # of parent/community outreach events (143)<sup>11</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Increased community awareness of after-school</li> <li>• Improved communication and networking</li> <li>• Identified local leaders and champions</li> <li>• Increased outreach efforts to expand stakeholder participation</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of collaborative partnerships</li> <li>• Increased family involvement</li> <li>• Expanded public-private partnerships</li> <li>• Improved program quality</li> <li>• Increased family education program offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Increased level of alternative financial support</li> <li>• Improved collaboration between programs, agencies, and organizations</li> <li>• Increased community engagement</li> <li>• Improved parenting skills</li> <li>• Increased student participation in after-school</li> <li>• Improved school-community connectedness</li> </ul>	<ul style="list-style-type: none"> <li>• % improvement in parental involvement in school and after-school activities</li> <li>• % increase in number of collaborative partners</li> <li>• % increase in alternative resources</li> <li>• % increase in school and community connectedness</li> <li>• % increase in student participation in after-school</li> </ul>	<p>The MSAS program has received eight 3-year 21<sup>st</sup> Century Community Learning Centers grants supporting parent education and summer programs at 7 middle schools.</p> <p>MSAS has received financial and programming support from Army Youth Programs in Your Neighborhood for the past 10 years</p> <p>Resources from the Fairfax Education Foundation supports Cyber Patriots in 8 middle schools</p> <p>Other grants and support: NFL and Cox Communications, National Endowment for the Arts, Best Buy GEMS, Women in Tech GEMS, National Association of Basketball Coaches, Capital One</p> <p>Approximately 200 adults and 120 students volunteer each quarter</p> <p>Participation in extracurricular activities by Spanish speaking youth and youth who speak other languages at home has increased by 21 percent and 24 percent, respectively<sup>8</sup></p>