

Final Evaluation Report:

Highfields
Reaching Higher
Out of School Time Program
October 2025



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FINAL EVALUATION REPORT

**Highfields
Reaching Higher
21st Century Community Learning Centers
Final Evaluation Report**

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funded by the
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Table of Contents

A. Executive Summary	5
B. Youth Enrollment, Participation and Retention	8
C. Enrollment in Core Reaching Higher Activities	14
D. Academic Achievement, Behavior and Life Skills: ASAYAB	26
E. Youth Self-Reported Reaching Higher Experience	29
F. Parent Survey	39
G. Afterschool Staff Survey	44
H. School-Day Teacher Survey	55
I. Conclusion and Recommendation	63
J. Appendix	69

Executive Summary

Highfields' Reaching Higher 21st Century Community Learning Center Afterschool Program completed its 18th year of operation during the 2024-2025 academic school year. The current Final Evaluation Report presents a detailed account of key evaluation findings as of June 2025. The program was implemented and facilitated across ten schools: Attwood, East Jackson, Greyhound, Hope, Hunt, Leslie, Mount Hope, Springport, Townsend, and Waverly. Overall, the program aimed to provide a safe, supportive, and enriching environment during the afterschool hours for children and youth to engage in learning, personal growth, and development that fosters improved academics, life skills, and positive youth development.

Methodology and Analytic Strategy:

Eval Global Solutions, LLC evaluated the Reaching Higher program using both quantitative and qualitative methods to assess its goals and outcomes. Data was collected from various sources, including the After School Appraisal of Youth Academics & Behavior (ASAYAB), School-Day Teacher Survey (N=30), Afterschool Staff Survey, 5th-9th Grade Student Survey (N=72), Parent Survey (N=19), and program attendance records. Quantitative data was analyzed using SPSS statistical software, which involved conducting frequencies, percentages, and paired sample t-tests. Additionally, qualitative analyses were performed using Thematic Content Analysis to examine participants' responses to open-ended questions. The executive summary below outlines the main evaluation findings. The evaluation sought to determine the program's effectiveness, pinpoint areas for improvement, and provide insights for future program development.

Summary of Key Evaluation Findings:

- 1) **Exceptional Reach and Retention Efficiency:** Reaching Higher enrolled 768 unique youth across its summer and academic-year programs. By year-end, 633 youth remained active, achieving 211% of the 300-student grant target. The program also achieved a record-high 82% retention efficiency rate in converting enrolled youth into active participants. A deeper analysis of participation duration, however, indicated a key area for strategic focus, as 36% of active academic-year youth attended for fewer than 30 days, highlighting the critical need for a structured "First 30 Days" onboarding plan to build an immediate sense of belonging and improve early-stage retention.
- 2) **A Thriving Social Community:** A powerfully triangulated finding from all stakeholders was the program's significant social impact. The primary theme from student qualitative feedback was the value of the program as a "thriving social community." This was strongly corroborated by 88% of parents, who observed improved peer relationships, and by school-day teachers, who noted that the program fosters "positive peer relationships that carry over into the classroom" between students from diverse backgrounds.
- 3) **Statistically Significant Academic Achievement:** The ASAYAB pre- and post-test data revealed statistically significant progress in academic outcomes. Students demonstrated significant growth in confidence, enjoyment, and perceived competency in both Mathematics ($p=.00$) and Writing. These findings were supported by 95% of parents, who agreed their child received the needed academic support, and by 64% of students, who reported increased academic confidence. As one parent shared, the program has *"helped keep my daughters grades up."*
- 4) **Fostering Positive Behaviors and Student Agency:** The ASAYAB evaluation findings further revealed a statistically significant increase in youth "looking for opportunities to engage in constructive activities" ($p=.01$), an indicator of increased student agency. This was supported by parents, with 83%

observing improvement in their child's life skills and 77% seeing more positive behavior. Students themselves credited the program with improving their school attendance (66% positive).

- 5) **Unanimous Parent Satisfaction and Trust:** Regarding parent satisfaction, the response was unanimously positive, with **100% of parents surveyed** reporting that Reaching Higher provides a safe and constructive environment. This profound trust was often expressed in qualitative feedback, with parents describing the program as "**amazing**" and "**Awesome! Much needed.**"
- 6) **Exceptional Internal Support and Staff Culture:** The evaluation identified an exceptionally positive internal culture as a core program strength. **95% of staff** reported feeling well-supported by their Site Coordinators, and **93%** find their work both challenging and rewarding. Qualitative feedback revealed a deep sense of pride, with one staff member stating, *"I love my staff and I enjoy the kids we have in program. It has been such an honor to be a part of this amazing program."*
- 7) **Program Model and an Area for Targeted Development:** The program's success is driven by a well-defined core model that balances four pillars: academic support, arts enrichment, physical recreation, and social-emotional learning (SEL). While this model effectively fosters foundational pro-social behaviors, student survey data indicates that it has less impact on the development of more complex, internal competencies. For example, fewer than half of the youth surveyed reported improvement in areas such as conflict resolution (41%) and stress management (43%). Similarly, some parents recommended broadening the program's life skills offerings to better equip youth to tackle the modern challenges they encounter. This need for enhancement is echoed by afterschool staff, who expressed interest in updating the program's content and curriculum to better reflect the realities faced by today's youth and equip them with skills and tools for navigating their current world. As one staff member observed, "Some solutions we run are out-of-date and the kids are not feeling engaged or challenged." Calls for "more variety in enrichment activities" further highlight the importance of introducing innovative and diverse programming to keep participants engaged and inspired.
- 8) **Operational Findings and Strategic Opportunities:** Underpinning the program's positive outcomes are several key operational findings that reveal both foundational strengths and the most significant opportunities for strategic enhancement. The evaluation identified three areas that are crucial for the program's continued evolution and success:
 - a) **Deepening School Day Partnership:** While the partnership between afterschool staff and school-day teachers is strong and responsive, a significant communication gap was identified regarding homework. Fewer than 40% of teachers observed regular homework completion from participating students, a perception that contrasts sharply with both student and parent reports of strong academic support. This discrepancy points to a breakdown in process—where homework completed in the program is not being successfully documented or transferred back to the school-day teacher—rather than a failure to provide academic help. Similarly, school day teachers also expressed in their qualitative feedback a desire for more intentional collaboration with afterschool staff to better align their instructional efforts and maximize the academic impact of the after-school program. This was reflected in direct suggestions for "More communication with staff on academic curriculum being taught" and proposals for a more formal structure, such as a "meeting at the end of the year... [or] a 1-2x/marking period where we can coordinate."
 - b) **Addressing Staffing Capacity to Deepen Relational Impact::** Internally, the most critical operational need identified by afterschool staff is insufficient staffing capacity. Staff reported that being under-resourced directly impacts their ability to serve students effectively and is a significant source of stress. This operational challenge provides a direct explanation for the gap in service felt by youth, as the 39% of students who reported lacking one-on-one support validates

the staff's concern that they are stretched too thin to provide consistent, individualized support and attention. Reaching Higher leadership recognized the ongoing staffing challenges and proactively sought solutions within the limits of their available resources. This local concern mirrors national trends; according to the Afterschool Alliance (2025), staffing remains a significant issue for afterschool program providers across the country. Approximately 83% of providers are worried about their ability to offer staff a livable wage and benefits, while 79% cite difficulties in recruiting and retaining qualified staff. Notably, a majority of providers report being extremely or very concerned about these issues (59% and 52%, respectively), highlighting the widespread and urgent nature of these staffing challenges.

- c) **Fostering Cross-Site Cohesion and Network-Wide Collaboration:** Finally, while individual program sites function as strong, independent units, staff expressed a clear desire for greater cross-site collaboration to evolve into a more cohesive and collaborative network. Staff feedback indicated a need for more formal systems to share best practices, programming ideas, and successful strategies between sites.

Taken together, the data paints a compelling picture of Reaching Higher as a cornerstone of the local educational ecosystem—a vital anchor where academic skills are sharpened, social-emotional growth is prioritized, and supportive relationships are fostered. The program's holistic approach creates an environment where youth can thrive academically, socially, and emotionally, while also forging strong partnerships between schools, families, and the broader community.

While it is important to celebrate the substantial achievements of the Reaching Higher program, this report also looks ahead, serving as a forward-thinking roadmap for continued progress. Drawing upon detailed data analysis, it provides specific, actionable recommendations to deepen the program's impact, ensuring that its impressive momentum is sustained and its positive outcomes further amplified for students, families, and schools. Building on these strengths, the following sections offer a comprehensive evaluation of the program's performance, illuminating successes and identifying areas for growth, with evidence-based insights designed to enhance the lasting impact of Reaching Higher on youth, families, and school communities.



Youth Enrollment, Participation and Retention

The Highfields' Reaching Higher program demonstrated significant success during the 2024-25 program year, substantially exceeding its grant benchmarks for youth enrollment and participation. An analysis of program data indicates that the initiative's reach was more than double what was initially projected, solidifying its role as a valued resource in the community. The following findings detail the program's performance in attracting, engaging, and retaining youth participants.

Enrollment and Program Reach

By the end of the program year, Reaching Higher had enrolled a total of **768 unique participants**, showcasing its extensive community outreach. These enrollment figures illustrate a program that is intentionally flexible and adaptable. Rather than enforcing a single strategy, the program provides multiple pathways for participation, with **170 youth** participating exclusively in the summer, **450** engaging solely during the academic year, and a highly involved group of **148 youth** taking part in both. This responsiveness to diverse family schedules and student needs is a foundational strength, allowing the program to build trust and serve a broad cross-section of the community.

Table 1. Reaching Higher Youth Enrolment by Site: Summer and Academic Year (Yearend 2025)

	Proposed Youth	Registered Youth	Active Youth
Attwood	30	65	62
East Jackson	30	65	44
Greyhound	30	122	53
Hope	30	35	35
Hunt	30	91	72
Leslie	30	91	81
Mount Hope	30	62	59
Springport	30	98	96
Townsend	30	96	78
Waverly	30	43	53
Total	300 na	768 na	633 (82% of registered youth)

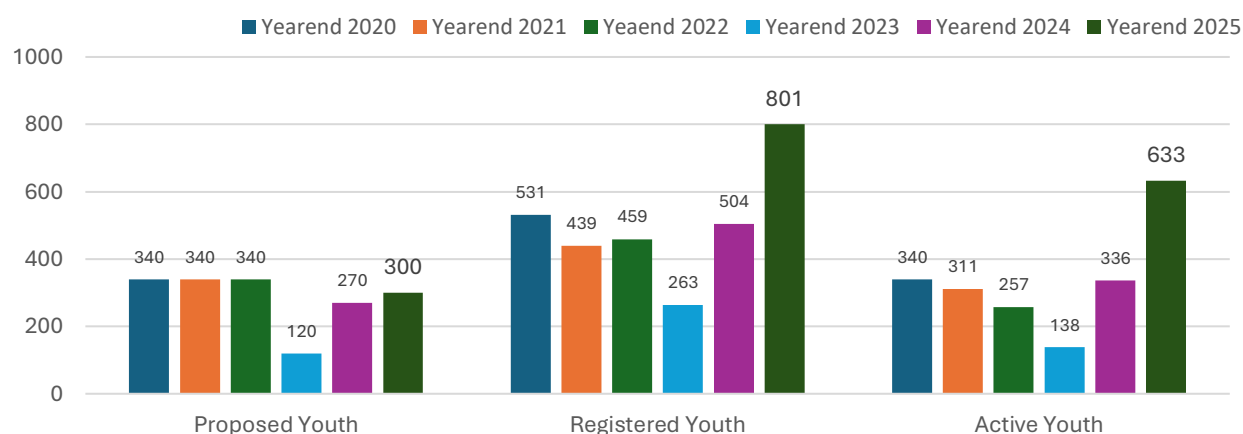
Retention and Depth of Engagement

In addition to achieving success in enrollment, the program has been notably effective at converting interest into sustained participation. Out of 768 enrolled youth, an impressive **633** remained active throughout the year, reaching **211%** of the 300-student grant target. This translates to a **record-high retention efficiency rate of 82%**, marking the program's most successful year in transitioning enrolled members into active participants (see Table 2, Chart 1).

Table 2. Student Enrollment: Yearend 2020, Yearend 2021, Yearend 2021, Yearend 2023 and Yearend 2024

	Number of Sites	Proposed Youth	Registered Youth	Active Youth
Yearend 2025	10	300	768	633
Yearend 2024	9	270	504	336
Yearend 2023	4	120	263	138
Yearend 2022	8	340	459	257
Yearend 2021	8	340	439	311
Yearend 2020	8	340	531	340

Chart 1. Student Enrollment: Yearend 2020 – Yearend 2025



While the program’s high rate of retention efficiency (*from enrolled to active status*) is a significant achievement, a detailed analysis of *participation duration* among active youth reveals both clear successes and specific areas for strategic focus. The primary challenge identified is in early-stage engagement, as over one-third of active academic-year participants (**36%**) attended for fewer than 30 days (Table 3). This finding highlights a critical window for more deeply integrating new members into the program community.

Table 3. Yearend 2025 Retention Rate by Site among ACTIVE Youth Participants

	Participated 1-29 Days	Participated 30-59 Days	Participated 60-89 Days	Participated 90-119 Days	Participated 120 Days or More	Site Total
Attwood	23	13	8	16	0	60
East Jackson	4	7	14	3	0	28
Greyhound	24	8	16	4	0	52
Hope	17	8	8	1	0	34
Hunt	7	0	8	26	0	41
Leslie	10	11	16	18	0	55
Mount Hope	21	12	11	5	0	49
Springport	20	22	10	14	0	66
Townsend	20	13	15	7	0	55
Waverly	26	8	6	1	0	41
Total	172(36%)	102(21%)	112(23%)	95(20%)	0(0%)	481

However, at the same time, a year-over-year comparison with 2024 data indicates the program has already made progress in improving medium-term retention (Tables 4-7). While the proportion of youth in the shortest attendance bracket (1-29 days) remained relatively stable, the program was successful in moving students into longer-term participation. Specifically, the percentage of youth attending for 30-59 days decreased from 27% to 21%, while the percentage attending for 60-89 days increased from 16% to 23%. **This trend demonstrates that while very early attrition is a persistent issue, the program has become more effective at fostering deeper engagement among participants who cross that initial threshold.**

These network-wide trends are further illuminated by examining the performance of individual sites. The data points to clear **models of success in long-term engagement**, such as **Hunt and Leslie**, where an impressive **83% and 62%** of their active youth, respectively, participated for 60 days or more. In contrast, **Waverly** exemplifies the early-retention challenge, with **63%** of its participants attending for fewer than 30 days. Anecdotal evidence suggests the difficulties at Waverly stemmed from systemic headwinds related to resource allocation and the program-school partnership—factors that can impede the momentum required for high retention, even with a highly qualified and effective site coordinator.

Table 4. Number of ACTIVE Youths Who Participated 1 – 30 Days:
Yearend 2024 vs Yearend 2025

	Yearend 2024 Attended 1 – 29 Days	Yearend 2025 Attended 1 – 29 Days
Attwood	20	23
Davinci	2	na
East Jackson	5	4
Greyhound	19	24
Hunt	1	17
Hope	na	7
Leslie	28	10
Mount Hope	12	21
Springport	13	20
Townsend	14	20
Waverly	na	26
Total	114 (34%)	172(36%)

Table 5. Number of ACTIVE Youths Who Participated 30 – 59 Days:
Yearend 2024 vs Yearend 2025

	Yearend 2024 Attended 30 – 59 Days	Yearend 2025 Attended 30 – 59 Days
Attwood	6	13
Davinci	4	na
East Jackson	13	7
Greyhound	18	8
Hunt	3	8
Hope	na	0
Leslie	11	11
Mount Hope	16	12
Springport	12	22
Townsend	7	13
Waverly	na	8
Total	90(27%)	102(21%)

Table 6. Number of ACTIVE Youths Who Participated 60 – 89 Days:
Yearend 2024 vs Yearend 2025

	Yearend 2024 Attended 60 – 89 Days	Yearend 2025 Attended 60 – 89 Days
Attwood	7	8
DaVinci	2	na
East Jackson	6	14
Greyhound	5	16
Hunt	4	8
Hope	na	8
Leslie	6	16
Mount Hope	1	11
Springport	15	10
Townsend	7	15
Waverly	na	6
Total	53(16%)	112(23%)

Table 7. Number of ACTIVE Youths Who Participated 90 – 119 Days:
Yearend 2024 vs Yearend 2025

	Yearend 2024 Attended 90 – 119 Days	Yearend 2025 Attended 90 – 119 Days
Attwood	5	16
DaVinci	4	na
East Jackson	0	3
Greyhound	3	4
Hunt	19	1
Hope	na	26
Leslie	16	18
Mount Hope	8	5
Springport	11	14
Townsend	5	7
Waverly	na	1
Total	71(22%)	95(20%)

Recommendations for Improving Student Retention

The following recommendations are specifically designed to address the findings related to student retention at Reaching Higher, with a focus on strengthening early engagement and leveraging the program's existing strengths to ensure more youth participate for longer, more impactful durations.

Strategic Priority	Actionable Recommendations	Rationale & Desired Outcome
Strengthen New Member Onboarding	Implement a structured "First 30 Days" engagement plan that includes targeted welcome activities, peer-to-peer "buddy" pairings, and a formal 3-week check-in with staff.	To directly address the finding that 36% of active youth leave within the first month . A structured onboarding process will build an immediate sense of belonging and connection, increasing the likelihood of long-term participation.
Leverage Internal Expertise	Conduct qualitative reviews of high-performing sites (e.g., Hunt, Leslie) to codify and replicate their successful retention strategies in programming, staffing, and school partnership.	To scale what is already working within the network and ensure that all sites can learn from the "models of excellence" identified in the data, thereby raising the standard of practice across the board.
Foster a Responsive, Youth-Centered Program	Establish a formal, ongoing feedback loop by collecting regular input through focus groups, discussions, and needs assessments with youth, families, and staff.	To proactively identify barriers to sustained attendance (such as peer conflict, program content, etc.) and adapt programming in real-time, ensuring the program remains relevant and engaging to its participants.
Create a Unified Support System	Enhance formal communication channels with school-day teachers and increase high-quality opportunities for family engagement that are welcoming and accessible.	To leverage the strong family and school support identified in the surveys. A unified message from home, school, and the program reinforces the value of consistent participation and creates a stronger support network for the child.



Participation in Core Reaching Higher Activities

Beyond analyzing *who* attends and for *how long*, an analysis of activity enrollment provides a deeper understanding of **activities and services that constitute the program model**, and what participants experience within Reaching Higher (referencing Tables 8, 9, and 10). The findings referenced in Tables 8, 9, and 10 suggest that the program's broad appeal and success stem from an intentional, dual-pronged strategy: the consistent delivery of a holistic core model, combined with the flexibility of targeted, site-specific programming.

This core model creates a balanced and engaging daily experience by weaving together four essential pillars: **foundational academic support** in subjects like Math and ELA, **creative arts and cultural enrichment**, **physical activity and recreation**, and intentional **social-emotional learning (SEL)**. It is this strategic blend of a consistent, high-quality core experience with the adaptability to meet unique local needs that allows the Reaching Higher program to foster widespread engagement and achieve a broad range of positive outcomes.

Key Evaluation Finding: A Well-Defined Core Model Drives High Engagement

An analysis of the activity enrollment data confirms that the program's four-pillar model is highly effective. The areas of academic support, arts enrichment, physical recreation, and social-emotional learning (SEL) consistently attract the highest levels of participation across the network, forming the foundation of the Reaching Higher experience.

1. **Academic Backbone (ELA & Math):** Enrollment in academic enrichment activities—including English Language Arts, Math, Science, History/Social Studies, Engineering, Technology, and Homework Help/Tutoring—was robust across most sites. The highest participation was observed in English Language Arts (521 enrolled) and Math (528 enrolled), underscoring the program's effectiveness in fostering interest in core academic subjects. These results demonstrate a strong alignment with the school-day curriculum, highlighting the program's dedication to delivering essential academic support that is highly valued by both youth and their families. Science (311), Engineering (174), and Technology (135) also attracted notable numbers, though some sites had zero or missing data in these areas. Homework Help/Tutoring saw 173 enrollments, with several sites not reporting data. Notably, Greyhound and Leslie sites demonstrated strong participation across multiple academic categories, while Waverly reported limited or no data for most academic activities.
2. **Physical and Recreational Engagement:** As one of the most popular components, physical activity (502 participants) is a crucial element of the program. By offering sports, recreation, and free play, the program provides a vital outlet for physical energy, promotes health, offers stress relief, and fosters the development of teamwork and social skills. Specifically, it provides an outlet for youth to expend physical energy after a structured school day, which is proven to reduce stress, improve emotional regulation, and enhance overall mood. Furthermore, team sports and collaborative games create a practical learning environment where young people can develop essential social skills, such as teamwork, communication, and sportsmanship. Critically, physical engagement directly aligns with academic goals, as it directly supports them by increasing focus and concentration, making youth better prepared for learning and enrichment.
3. **Creative and Cultural Expression:** Arts and cultural enrichment, including crafts, music, and theater, is another cornerstone of the program, engaging 447 youths. Participation in arts programming is a critical engine for holistic youth development within the Reaching Higher program. Far more than a simple recreational activity, the arts provide a unique platform for youth to build essential social-emotional skills, fostering confidence, empathy, and emotional regulation through creative expression. Collaborative projects inherently teach teamwork and communication, while the creative process itself strengthens cognitive abilities such as critical thinking, problem-solving, and discipline—skills directly transferable to academic success. Crucially, the low-pressure, high-support environment of the out-of-school time setting creates a safe space for youth to explore their identity, find their voice, and build a powerful sense of belonging. Therefore, arts programming is not merely an enrichment activity but a fundamental strategy for developing resilient, expressive, and well-rounded individuals.
4. **Social-Emotional Learning (SEL):** The high enrollment in Social-Emotional Learning (SEL) activities, with 381 participants, highlights the program's commitment to developing essential life skills that are crucial for long-term success among youth. The Reaching Higher out-of-school time settings provide an ideal, low-pressure environment for this work, enabling young people to practice and apply these skills in real-world social and collaborative contexts. By intentionally focusing on areas such as self-awareness, empathy, leadership, community service, and conflict resolution, the program equips youth with the tools they need to manage their emotions, build healthy relationships, and make informed, responsible decisions. These competencies are critical for youth not only in navigating social dynamics but also in improving academic focus, exhibiting better classroom behavior, and ensuring future career readiness. Therefore, the program's investment in SEL is a key differentiator, transforming it from a basic supervision service into a high-impact initiative that actively promotes the well-being and resilience of its participants.

Strategic Customization Addresses Unique Community Needs

In addition to its robust core model, Reaching Higher excels by adapting its programming to the distinct needs of individual school sites. Rather than operating as a rigid, one-size-fits-all initiative, the program demonstrates a dynamic capacity for strategic customization. Data highlights the value of highly specialized, low-enrollment offerings—an indication of the program's responsiveness and adaptive design:

- The offering of English as a Second Language (ESL) at Hope is a clear response to the linguistic diversity of that community, ensuring that non-native English speakers receive the support they need to thrive.
- The College & Career Readiness program at Mount Hope and East Jackson emphasizes preparing older youth for life beyond high school, focusing on skills and knowledge essential for post-secondary success.
- The NASA Challenge at Leslie points to a unique STEM enrichment program that leverages a specialized partnership and a commitment to fostering scientific curiosity among participants.

This "networked yet localized" approach enables each site to capitalize on the strengths of Reaching Higher core programming while remaining agile, relevant, and deeply connected to the unique backgrounds and interests of their student populations. As a result, the program is equipped to deliver meaningful, personalized experiences that drive engagement and support the holistic development of all youth participants.

Inconsistent Data Tracking Masks the Full Scope and Impact of Services

While the data illuminates many strengths, it also reveals a significant systemic challenge in the uniform tracking of program activities. The frequent "No data" entries for foundational services strongly suggest an issue with documentation rather than an absence of service delivery. The most prominent examples are **Meals and Snacks** and **Homework Help**. This inconsistent tracking presents a major challenge to understanding the program's true value. It masks the full scope of resources being provided, prevents a complete accounting of staff time, and presents an incomplete picture of the participant experience to funders and stakeholders. Consistent input of data for all activities is an important next step to ensure the program's full impact is accurately measured and reported.



Table 8. Rate of Enrollment in *Reaching Higher* Activities (I) among Youths: Yearend 2025

	Academic Enrichment: English Lang Arts	Academic Enrichment: Math	Academic Enrichment: Science	Academic Enrichment: History/Social Studies	Academic Enrichment: Engineering	Academic Enrichment: Technology	Academics: Homework Help/Tutoring
Attwood	58	64	39	0	0	0	9
East Jackson	50	50	11	12	24	9	50
Greyhound	81	79	54	11	29	26	<i>No data</i>
Hope	28	28	28	26	28	13	35
Hunt	60	60	39	0	0	0	<i>No data</i>
Leslie	57	60	46	46	50	30	<i>No data</i>
Mount Hope	49	48	33	32	0	31	38
Springport	68	67	45	14	19	26	<i>No data</i>
Townsend	70	72	16	0	24	0	<i>No data</i>
Waverly	<i>No Data</i>	<i>No data</i>	<i>No data</i>	0	0	0	41
Total	521	528	311	141	174	135	173

Table 9. Rate of Enrollment in *Reaching Higher* Activities (II) among Youths: Yearend 2025

	Academic Enrichment: English As a Second Language	Arts & Crafts, Dance, Music, Poetry, Theater	Fieldtrip, Special Events (Family)	Fieldtrip, Special Events (Student Only)	Meals and Snacks	Nutrition and Food	Social Camp, Fun Day, Social Events, Non- Physical Games	Physical Movement, Sports, Recreation, Free Play
Attwood	0	56	24	13	65	53	33	62
East Jackson	0	40	<i>No data</i>	8	<i>No data</i>	8	31	35
Greyhound	0	73	10	64	31	<i>No data</i>	21	85
Hope	13	33	22	28	<i>No data</i>	23	32	35
Hunt	0	60	27	48	60	48	23	47
Leslie	0	56	46	43	<i>No data</i>	37	57	49
Mount Hope	0	33	28	2	<i>No data</i>	<i>No data</i>	45	48
Springport	0	46	<i>No data</i>	45	<i>No data</i>	<i>No data</i>	48	71
Townsend	0	48	33	36	73	<i>No data</i>	<i>No data</i>	70
Waverly	0	2	<i>No data</i>	22	43	<i>No data</i>	6	
Total	13	447	190	309	272	169	296	502

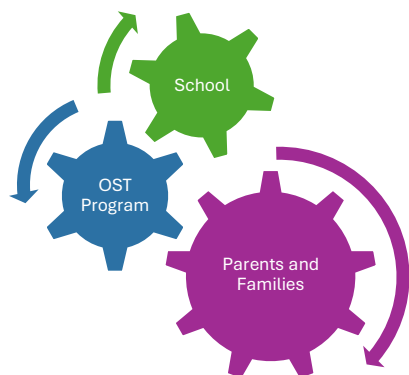
Table 10. Rate of Enrollment in *Reaching Higher* Activities (III) among Youths: Yearend 2025

	Youth Development: General, Leadership, Comm Svc, Mentoring, Health	Youth Development: Social Emotional Learning	Youth Development: College & Career Readiness	NASA Challenge
Attwood	41	65	0	0
East Jackson	14	27	21	0
Greyhound	0	44	0	0
Hope	20	0	0	0
Hunt	0	60	0	0
Leslie	39	63	0	8
Mount Hope	37	47	33	0
Springport	29	15	0	0
Townsend	16	32	0	0
Waverly	42	28	0	0
Total	238	381	54	8

Family Engagement

A Triadic Partnership between Families, Schools, and Afterschool Programs

Another core goal of Reaching Higher is meaningful engagement of parents and families, a cornerstone of high-quality out-of-school time programming. Families who participate help build an important "continuum of learning" between OST programming, the school, and home, reinforcing key skills and values in children and youth across every setting. By bridging the gap between these different learning environments, they create a strong partnership. Research confirms this triadic partnership of the home-school-program is directly linked to a wide range of benefits for students, including improved academic performance, higher rates of homework completion, better program attendance, and enhanced social-emotional skills ([Little, 2008](#)).



In essence, involving families is not only a helpful addition—it's a strategic necessity for out-of-school-time programs, creating a robust support system (*the home, school, and programming*) around each child and making the impact of these programs both deeper and more sustainable. Examining how families participate in Reaching Higher's special events reveal successes as well as gaps in fulfilling this goal, highlighting strengths within the network that could help guide future improvements.

Key Evaluation Findings

- **Models of Excellence in Family Engagement:** The data provides compelling evidence that several Reaching Higher sites are not just meeting but exceeding the goal of family engagement. These sites have successfully created an environment where families are active and enthusiastic participants (Table 11).
 - ❖ **Hope, Leslie, and Mount Hope** are premier examples of this success, consistently hosting family-oriented events that attract a high number of family members, often far exceeding the number of students attending. The "Family Day at Lugnuts" events at Hope and Mount Hope are prime examples, drawing **38 and 59 family members respectively**. Leslie stands out for its diverse and frequent family programming, with eight distinct events. This demonstrates that these sites have developed a strong and effective model for engaging the entire family.
- **Sites Demonstrating Promising Potential:** Other locations have shown a clear potential to successfully engage families, indicating that the capacity for this work exists across the network.
 - ❖ **Greyhound** hosted a "Family BBQ" that was highly successful, attracting **26 family members**—more than double the number of students who attended. This single event proves that the Greyhound community is responsive to family programming.
 - ❖ **Townsend** also showed positive results, with family members attending two of their three designated family events, including the popular "Nite Lites" outing.
- **Inconsistent Application and Gaps Across the Network:** Importantly, the findings also reveal that while several sites have demonstrated outstanding success, there is significant opportunity to extend these strengths across the entire network. The result reflects an inequitable delivery of this critical program component, where youth and families at some sites benefit from a rich community experience that involves parents and guardians while others do not. By leveraging the

proven approaches used at Hope, Leslie, and Mount Hope, the Reaching Higher program can build a more unified, equitable experience for all participants. This presents an opportunity to ensure every site benefits from established best practices, creating consistently rich and supportive environments for youth and their families throughout across every site at reaching Higher.

- **Data Quality and Reporting Limitations:** It is important to note that this analysis is limited by inconsistent data collection across the network of Reaching Higher sites. Evidence suggests that some sites, despite hosting events designated for families, did not consistently record family member attendance. Therefore, it is strongly recommended that a standardized protocol for logging all participants and family attendance be implemented. This will ensure a more accurate and equitable assessment of program-wide family engagement in the future.

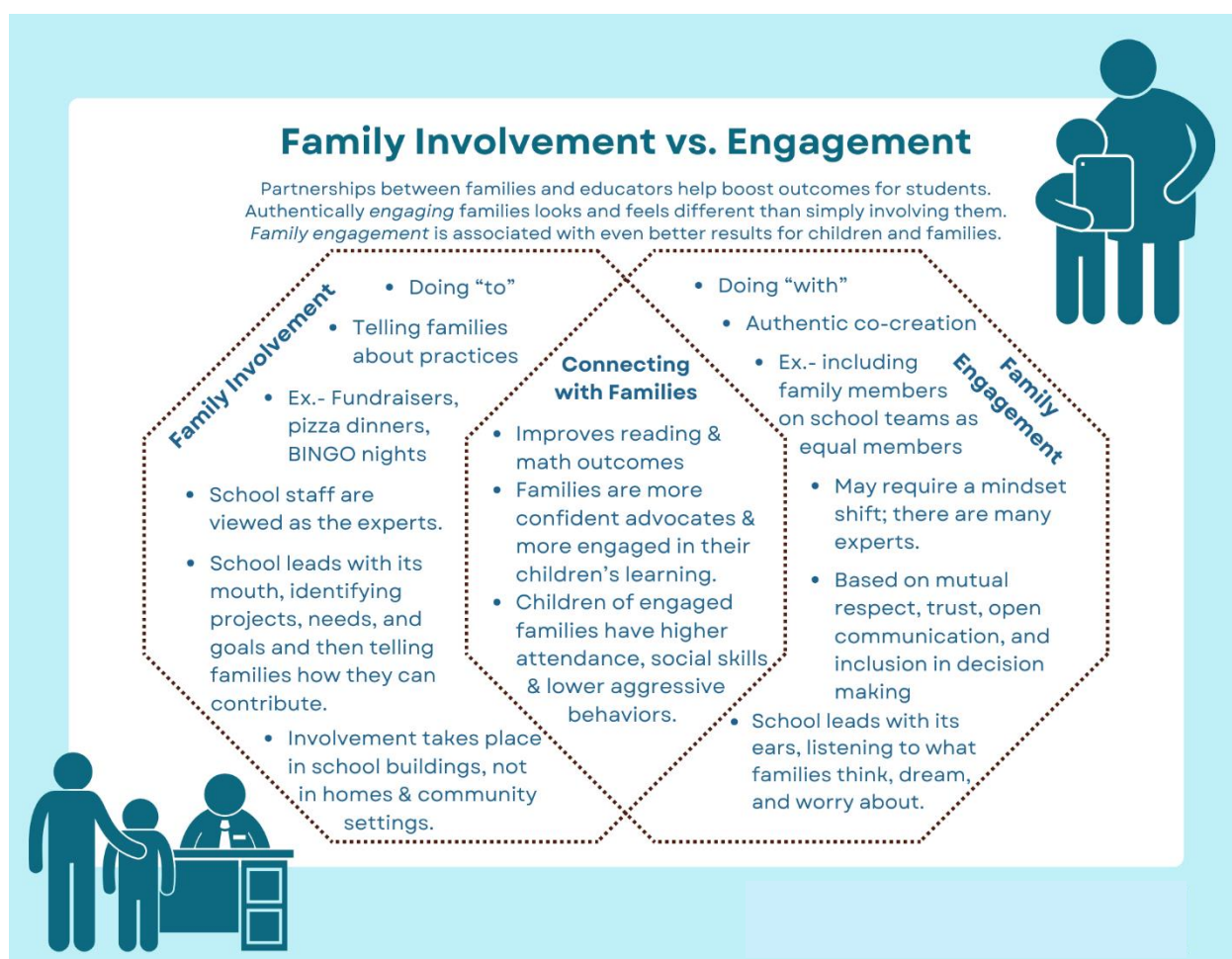


Table 11. Family Involvement in Reaching Higher (2024-2025)

Site Name	Activity	Session	Date	# Registered/ Eligible Students	# Students Attended	#Family Members	#Attendees not related to Student	Total Attendees
Attwood School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Silver Beach County Park	05/17/2025	60	24	0	0	24
Attwood School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Soaring Eagle Field Trip	06/06/2025	62	13	0	0	13
East Jackson Elementary-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Lock In	04/26/2025	28	7	0	0	7
East Jackson Elementary-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Museum Day	05/10/2025	28	3	0	0	3
Greyhound Intermediate School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Family BBQ	05/10/2025	51	10	26	0	36
Greyhound Intermediate School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	07 Fall Celebration	10/30/2024	39	15	0	0	15
Greyhound Intermediate School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	07 Water Day	08/01/2024	40	31	0	0	31
Greyhound Intermediate School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Launch Lansing Field Trip	01/20/2025	42	27	0	0	27
Greyhound Intermediate School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Soaring Eagle Waterpark	06/10/2025	52	13	0	0	13
Greyhound Intermediate School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Soaring Eagle Waterpark-Meal/Snack	06/10/2025	52	13	0	0	13
Greyhound Intermediate School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Winter Blast	02/17/2025	47	16	0	0	16
Hope Middle School-O	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Family Lugnut Game	05/16/2025	35	13	38	0	51

Hope Middle School-O	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Family Open House	06/02/2025	35	7	12	0	19
Hope Middle School-O	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Karate Demonstration/Belt Awards	11/25/2024	24	14	20	0	34
Hope Middle School-O	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Lights On Family Open House	10/30/2024	20	11	11	0	22
Hope Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Frozen	10/16/2024	18	8	0	0	8
Hope Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Fun City	02/19/2025	33	21	0	0	21
Hope Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Galaxies	10/16/2024	18	8	0	0	8
Hope Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Glaciers and Good Times	05/07/2025	35	10	0	0	10
Hope Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Jubilee Goat Farm	01/28/2025	33	13	0	0	13
Hope Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Meijer Gardens	03/06/2025	33	11	0	0	11
Hope Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Super Skate	05/14/2025	35	17	0	0	17
Hope Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Walking and Talking	04/23/2025	35	16	0	0	16
Hunt Elementary-L/O	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Fall Family Night	10/03/2024	43	16	0	0	16
Hunt Elementary-L/O	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Family night at All Skate	03/13/2025	37	14	0	0	14
Hunt Elementary-L/O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	After School Spring Dance	05/02/2025	41	27	0	0	27
Hunt Elementary-L/O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	After School Winter Dance	02/28/2025	38	21	0	0	21
Hunt Elementary-L/O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Field Trip- Movie	05/13/2025	41	24	0	0	24
Hunt Elementary-L/O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Halloween Party Field Trip	10/29/2024	43	35	0	0	35

Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Bowling- Leslie Lanes	03/06/2025	55	34	5	0	39
Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Community Service Project- Blankets	03/07/2025	55	21	6	0	27
Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Family Game Night	02/07/2025	51	14	13	0	27
Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Field Trip- Movie at LHS Auditorium	11/21/2024	50	32	4	0	36
Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Movie at LHS Auditorium	04/25/2025	55	17	6	0	23
Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	NASA Culminating Event- MSU	05/10/2025	55	8	18	0	26
Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Painting with a Family Member	11/07/2024	51	12	13	0	25
Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	School Board Meeting	05/12/2025	55	7	12	0	19
Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Delivering Christmas Cards	12/20/2024	51	1	0	0	1
Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Field Trip- Visit to State Capitol	01/28/2025	52	16	0	0	16
Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Field Trip- Young's Orchard	10/18/2024	52	28	0	0	28
Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	STEM Night- Student Council	11/19/2024	51	5	0	0	5
Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Student Council Dance Help	04/11/2025	55	5	0	0	5
Leslie Middle School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Student Council Rec Night	03/13/2025	55	23	0	0	23
Mt. Hope School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Cinco De Mayo Pot luck	05/05/2025	51	19	10	0	29
Mt. Hope School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	End of year celebration	06/07/2025	51	0	0	0	0
Mt. Hope School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Family Day at Lake Michigan	05/17/2025	51	2	2	0	4
Mt. Hope School-N	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Family Day at Lugnuts	05/16/2025	51	20	59	0	79

Mt. Hope School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Soaring Eagle Water Park	06/06/2025	51	2	0	0	2
Mt. Hope School-N	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Soaring Eagle Water Park Reward Trip	06/06/2025	51	0	0	0	0
Springport Middle School-L/O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Bowling	10/31/2024	62	41	0	0	41
Springport Middle School-L/O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	MI Adventure Amusement Park	05/23/2025	67	28	0	0	28
Townsend Elementary-L/O	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Gem & Mineral Field Trip	03/14/2025	46	19	0	0	19
Townsend Elementary-L/O	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Museum Field Trip	05/10/2025	55	11	2	0	13
Townsend Elementary-L/O	FIELD TRIPS / SPECIAL EVENTS: FAMILY	Nite Lites	12/18/2024	57	22	5	0	27
Townsend Elementary-L/O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Bowling Outing	05/16/2025	55	16	0	0	16
Townsend Elementary-L/O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Dahlem Center	11/21/2024	59	26	0	0	26
Townsend Elementary-L/O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Mini Golf Outing	05/23/2025	55	11	0	0	11
Waverly Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Baseball game	05/12/2025	53	5	0	0	5
Waverly Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Baseball game 2	05/20/2025	53	3	0	0	3
Waverly Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Fun City	05/09/2025	53	13	0	0	13
Waverly Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Hawk Island	05/03/2025	52	6	0	0	6
Waverly Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	JR Warriors Baseball Game	04/22/2025	52	1	0	0	1
Waverly Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	JR Warriors Baseball Game 2	04/24/2025	52	2	0	0	2
Waverly Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	JR Warriors Baseball Game 3	05/08/2025	53	2	0	0	2
Waverly Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	JR Warriors Baseball Game 4	05/13/2025	53	1	0	0	1

Waverly Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Lansing Lugnuts Baseball Game	05/16/2025	53	1	0	0	1
Waverly Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Movie Theater Field Trip	03/06/2025	47	2	0	0	2
Waverly Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Soaring Eagle Water Park	02/17/2025	46	7	0	0	7
Waverly Middle School-O	FIELD TRIPS / SPECIAL EVENTS: STUDENT ONLY	Uncle Johns Cider Mill	10/16/2024	34	12	0	0	12



Afterschool Assessment of Youth Attitude and Behavior (ASAYAB)

Beyond participation and retention metrics, the Afterschool Assessment of Youth Attitude and Behavior (ASAYAB) provide direct evidence of the program's impact on participating youth. An analysis of pre- and post-test data from the 2024-2025 academic year (participating sites: E. Jackson, Greyhound, Hope, Hunt, Leslie, Springport and Townsend) reveals statistically significant gains in students' **academic attitudes and confidence**, particularly in Mathematics and Writing (Table 12). In both of these core subjects, participants demonstrated statistically significant growth across all three measured domains: confidence, enjoyment, and perceived competency. The gains in Math were particularly robust ($p=.00$), indicating that the program's enrichment strategies are exceptionally effective in this area.

Furthermore, the program yielded positive results in Reading, with statistically significant improvements in students' confidence ($p=.03$) and their sense of competency ($p=.02$), while also highlighting an opportunity for further growth in fostering the intrinsic enjoyment of Reading, where the positive trend did not reach statistical significance (Table 12). In addition to these academic gains, the data also shows that Reaching Higher successfully reinforced positive behaviors among its participants.

Table 12. ASAYAB Average Rating in Math, Reading and Writing: Pre and Post Test

MATHEMATICS Overall, since participating in <i>Reaching Higher</i> this academic school year, the student now:	Start of Year Pretest Average	Yearend Posttest Average	Statistical Significant Difference
Demonstrates confidence in Math.	4.42	4.65	Yes, p=.00
Demonstrates enjoyment in Math.	4.36	4.58	Yes, p=.00
Demonstrates competency in Math.	4.42	4.68	Yes, p=.00

READING Overall, since participating in <i>Reaching Higher</i> this academic school year, the student now:	Start of Year Pretest Average	Yearend Posttest Average	Statistical Significant Difference
Demonstrates confidence in Reading.	4.34	4.55	Yes, p=.03
Demonstrates enjoyment in Reading.	4.28	4.44	No, p=.10
Demonstrates competency in Reading.	4.33	4.55	Yes, p=.02

WRITING Overall, since participating in <i>Reaching Higher</i> this academic school year, the student now:	Start of Year Pretest Average	Yearend Posttest Average	Statistical Significant Difference
Demonstrates confidence in Writing.	4.09	4.32	Yes, p=.03
Demonstrates enjoyment in Writing.	4.04	4.24	Yes, p=.05
Demonstrates competency in Writing.	4.08	4.29	Yes, p=.05

An assessment of the **behavioral data** indicated that the Reaching Higher program functioned as a stabilizing force that both reinforced existing positive behaviors and actively cultivated youth initiative. The most significant behavioral finding was the statistically significant increase in youth "looking for opportunities to engage in constructive activities" (p=.01). This was a powerful outcome, suggesting the program successfully built student agency and curiosity—key drivers of lifelong learning.

For most other behavioral measures, such as "follows classroom rules," a "ceiling effect" was observed, as students entered the program with exceptionally high ratings in these areas, leaving little room for statistical growth. This ceiling effect was, in itself, a positive finding, as the program's ability to sustain and reinforce these already positive behaviors was crucial, though often overlooked, success. It demonstrated that Reaching Higher provided a consistent and structured environment that prevented behavioral decline and solidified pro-social norms among its participants.

Table 13. ASAYAB Average Rating on Youth Behavior: Pre and Post Test

BEHAVIOR Overall, since participating in <i>Reaching Higher</i> this academic school year, the student now:	Start of Year Pretest Average	Yearend Posttest Average	Statistical Significant Difference
Looks for opportunities to engage in constructive activities.	4.62	4.78	Yes, p=.01
Actively participates in afterschool social activities.	5.13	5.18	No, p=.42
Actively participates in afterschool academic activities.	4.94	5.05	No, p=.07
Completes homework assignments on time.	4.79	4.88	No, p=.18
Tries to do well in his/her work.	4.86	4.94	No, p=.28
Follows classroom rules.	5.11	5.19	No, p=.18
Appears prepared to learn and participate in class.	4.82	4.91	No, p=.23

Overall, the findings generated from the ASAYAB pre- and post-test survey results lead to several clear, actionable recommendations for continuous program improvement as synthesized in Table 14 below and detailed in the following for continuous program improvement:

- **Scale and Codify Successful Math and Writing Strategies:** To build upon the program’s outstanding, statistically significant achievements in mathematics and writing, it is strongly recommended that the program expand and scale the effective instructional strategies already proven successful in these subject areas. Program leaders are encouraged to thoroughly document the specific curricula, teaching methods, and engagement practices that contributed to these positive outcomes. By developing a comprehensive “best practices” guide grounded in these successes, Reaching Higher can ensure these high-impact approaches are implemented consistently across all sites, maximizing student achievement and fostering continued growth in math and writing skills.
- **Innovate in Literacy Engagement to Foster Enjoyment:** To build on the gains in reading confidence, the evaluation recommends that the program intentionally focus on strategies to cultivate the intrinsic enjoyment of reading. This could include incorporating more youth choice in reading materials (e.g., graphic novels, comic books, high-interest magazines), implementing project-based literacy activities (e.g., creating a program zine or podcast), and connecting reading to other areas of interest like art or science. These approaches could encourage deeper engagement with reading and support the development of lifelong literacy skills.
- **Leverage the Program Environment to Cultivate Youth Leadership:** The measurable increase in youth agency and initiative is a valuable asset of the program and provides a great opportunity to capitalize on this strength to foster leadership in youth. It is recommended that Reaching Higher create more formal and informal leadership opportunities for participants, such as peer mentoring, leading group activities, or having a voice in program planning. This would further develop the positive character traits the program is already successfully fostering.

Table 14. Key Recommendations from the ASAYAB Survey Findings: Synthesized

Strategic Priority	Actionable Recommendations	Rationale & Desired Outcome
1. Capitalize on Academic Strengths	Scale and codify successful Math and Writing strategies. Document the specific curricula and teaching methods that led to significant gains and create a "best practices" guide for consistent implementation across all sites.	To build upon the program’s outstanding, statistically significant achievements in Math ($p=.00$) and Writing. This will ensure these high-impact approaches are leveraged network-wide to maximize student achievement.
2. Enhance Reading Engagement	Innovate in literacy programming to foster enjoyment. Incorporate more youth choice in reading materials (e.g., graphic novels, high-interest magazines) and introduce project-based literacy activities (e.g., creating a program zine or podcast).	To build on the significant gains in reading confidence ($p=.03$) and competency ($p=.02$) by specifically addressing the area where growth was not statistically significant (enjoyment). The goal is to cultivate lifelong readers.
3. Cultivate Youth Agency and Leadership	Create formal and informal leadership opportunities for participants, such as peer mentoring, leading group activities, or having a voice in program planning and decision-making.	To capitalize on the statistically significant increase in youth "looking for opportunities to engage in constructive activities" ($p=.01$). This will further develop the positive character traits and initiative the program is already successfully fostering.



Youth Self-Reported Reaching Higher Experience

To assess the direct impact of the Reaching Higher program on participating youth, the evaluation conducted a Student Survey, which 72 students completed across 7 sites (Greyhound, Hope, Hunt, Leslie, Springport, Townsend, and Waverly). The self-reported data revealed a clear pattern of program effectiveness, indicating that the program had a significant influence on observable school-related behaviors and practical skills. Additionally, it revealed a strategic opportunity to enhance its focus on more complex internal competencies.

Strengths in School Connection and Pro-Social Behavior

The findings indicated that the program had a consistent and significant impact on strengthening students' connection to their formal education and fostering positive habits. A substantial majority of students credited the Reaching Higher program with improving their **school attendance (66%)**, their ability to **follow directions at school (63%)**, and their interactions with authority figures, with 57% reporting that they had improved in how **they dealt with their teachers**. This suggests that the program served as a practical learning environment where students developed respectful attitudes that positively influenced their relationships within the school setting.

Gains in Academic Habits and Communication Skills

The results of the Student Survey also revealed that Reaching Higher played a vital role in developing essential academic habits and interpersonal skills. A significant number of students (62%) reported notable improvements in **completing their homework on time (62%)** since they began attending the program. Participants also **credited the program with helping them improve** in key pro-social and communication skills, such as **helping others (60%)** and **"explaining myself so that others understand me" (59%)**. These findings highlight the program's effectiveness in fostering personal responsibility and effective communication among peers.

Strategic Opportunity to Deepen Social-Emotional Learning

In addition to these strengths, the survey findings highlighted a clear strategic opportunity for the Reaching Higher program to further develop its approach to fostering complex, internal social-emotional competencies. While the program demonstrated success in shaping observable behaviors, its impact was less pronounced in supporting higher-order skills such as emotional regulation and conflict resolution. The results showed the most room for growth in areas like **staying away from fights and arguments (41% positive)**, **setting goals (42% positive)**, and especially dealing with stress (43% positive). **Stress management stood out as a particular area of concern**, with 24% of students indicating the program had been "Not True of Me" in helping them manage stress. The pattern suggested that while the program's positive environment encouraged healthy behaviors, it could benefit from a more explicit curriculum and targeted strategies to systematically teach advanced coping and executive functioning skills.

Table 14. 5-9th Grade Student Survey (N=72)

Because of Reaching Higher, I have gotten better at:	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
1. Attending school	51%	15%	1%	26%	6%
2. Completing my homework on time	31%	31%	17%	14%	8%
3. Following directions at school	44%	19%	8%	21%	7%
4. Think before making a decision	28%	26%	17%	21%	8%
5. Explaining myself so that others understand me	24%	35%	11%	21%	10%
6. Getting more involved in classroom activities during the school-day	31%	24%	14%	24%	8%
7. Paying attention in class during the school-day	36%	18%	15%	21%	10%
8. The way I deal with other students	28%	22%	19%	24%	7%
9. The way I deal with my teachers	44%	13%	14%	25%	4%
10. Helping others	36%	24%	15%	19%	6%
11. Finding solutions to problems	28%	24%	17%	26%	6%
12. Staying away from fights and arguments	19%	22%	14%	28%	17%
13. Dealing with stress	24%	19%	11%	22%	24%
14. Setting goals	24%	18%	24%	21%	14%
15. Working towards completing my goals	28%	19%	24%	17%	13%

Specialized Enrichment Programming and Critical Gap in Individualize One-on-One Student Support

The survey findings further reveal a model of specialized enrichment, while also providing a key insight into the nature of staff-student interaction (Table 15)s. Specialized curricula, such as drug prevention education, were offered with high intensity at some sites but not others, as evidenced by the polarized student responses (45% "All the Time" vs. 41% "Hardly Ever" or "Never"). This suggests a flexible approach where sites tailored offerings like career exploration and community service to their specific context.

Nonetheless, the most instructive finding within the data presented in Table 15 relates to the opportunity for personal, **individualized support for youth**. A significant portion of Reaching Higher youth (**39%**) reported that they "Hardly Ever" or "Never" been given the opportunity to talk one-on-one with staff about their problems. Ten percent reported they have been given the opportunity only "a little". This finding suggests that while group-based activities are prevalent within the program, a large number of youths do not perceive consistent access to individual support.

The current finding is further reinforced by qualitative feedback from students, highlighting a strong desire for more empathetic and attentive adult support. One youth expressed a wish for *"adults or mentors who genuinely care about our problems instead of brushing them off."* Another student emphasized the importance of being heard, hoping that *"adults would listen to the real story of what happened"* when behavioral challenges arise and *students act out*. Such comments underscore the need for more authentic, individualized attention to students' concerns. Individual attention in out-of-school programs is vital, as it allows staff to address each child's unique needs and foster their social, emotional, and academic growth. These one-on-one interactions help children feel valued and supported, which is crucial for their confidence and well-being.

Addressing this need may require a thoughtful reassessment of staffing ratios at specific sites, ensuring that each location is equipped for fostering the strong, developmental relationships that define high-impact youth programming. By investing in both sufficient staff numbers and enhanced training, Reaching Higher can continue to build on its strengths and be equipped and prepared to provide one-on-one individualized support for students when needed.

Table 15. 5-9th Grade Student Survey (N=72)

Because of participating at Reaching Higher, I have been given the opportunity to:	All the Time	Most of the Time	Som e- time s	A little	Hardl y Ever	Never
22. Talk with staff one-on-one about my problems	24%	16%	11%	10%	21%	18%
23. Learn about the dangers of drugs and how to stay away from them	45%	6%	4%	4%	10%	31%
24. Participate in school/community service projects	38%	13%	20%	6%	10%	14%
25. Learn about different jobs I could do as an adult	35%	18%	11%	10%	10%	16%

Strong Gains in Academic Confidence and Performance

Despite the previously noted opportunity to enhance one-on-one support, the program demonstrated a clear and positive impact on students' academic confidence and self-perceived achievement (Table 16). Most students (**64%**) reported that they "feel more confident about my schoolwork" because of the program. This confidence is backed by tangible results in core subjects with 54% of students reported they are **getting better grades in Math** (54% positive) and 57% reported **better grades in English Language**

Arts. The program's model of academic support, including homework help and subject-specific enrichment, is effectively translating into real, perceived gains for students, boosting both their skills and their belief in their own abilities.

Table 16. 5-9th Grade Student Survey (N=72)

Because of Reaching Higher:	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
16. I feel more confident about my schoolwork	32%	32%	7%	16%	13%
17. I understand Math better	34%	20%	10%	18%	18%
18. I understand English Language Arts (ELA) better	24%	34%	17%	16%	10%
19. I am getting better grades in Math	37%	17%	7%	20%	20%
20. I am getting better grades in English Language Arts	34%	23%	10%	21%	13%
21. I enjoy school more	20%	18%	18%	18%	25%

Students Report High Levels of Family Academic Support

The student survey data also reveals a key asset that likely amplifies the program's academic impact: a highly engaged and supportive home environment. This suggests **the presence of a powerful "triadic effect,"** where the alignment of the after-school program, the school, and the home creates a unified support system for the child. Evidence for this strong home support is clear, as a majority of students reported that their parents frequently ask about homework (65%), provide help when needed (66%), and talk to them about their school day (67%). This foundation of consistent family engagement is a critical factor in the program's success, allowing Reaching Higher to build upon an existing culture of support to achieve more significant and lasting academic outcomes.

Table 17. 5-9th Grade Student Survey (N=72)

How often does your parent(s) or other adult(s) in your home:	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
26. Talk to you about what you are doing at school	44%	23%	14%	7%	6%	6%
27. Ask you about your school work or homework	49%	16%	16%	4%	7%	9%
28. Help you with your school work and homework if you need help	46%	20%	11%	9%	9%	6%
29. Go to meetings or events at your school	40%	20%	14%	7%	11%	7%



Youth Qualitative Feedback on Reaching Higher

Key Strengths of the Program: Youth Perspective

When asked what they liked most about the Reaching Higher program, participants' open-ended responses revealed a clear consensus. From the youths' perspective, the qualitative data indicate that the program's success is built on three interconnected pillars: its role as a thriving social community, its balanced model of academic support and enrichment, and the presence of caring, supportive staff.

- **A Thriving Social Community:** The most dominant theme was the opportunity for social connection. For a vast majority of participating youth, Reaching Higher served as a crucial space to build and maintain friendships, a factor many cited as the primary reason they enjoy the program. Youth consistently highlighted "my friends," "making new friends," and the chance to "socialize with friends outside of school" as what they valued most about the program.
- **A Balanced Blend of Fun Enrichment and Academic Support:** This vibrant social community is built upon the program's well-balanced structure of engaging enrichment and dedicated academic support. Youth repeatedly praised this dual focus, which they felt created an environment where enjoyment and productivity go hand-in-hand. This balance was perfectly captured by one student who loved that "*we have fun, and we can get homework done, while still having fun.*" Other students specifically praised the "*fun activities and field trips*" and the

"NASA program," while many also listed "homework help" and getting "better grades" as what they liked most.

- **The Importance of Supportive Staff:** The program staff play a crucial role in facilitating the entire Reaching Higher experience. Youth participants have consistently identified the supportive relationships with caring adults as a core strength of the program. These positive connections help create a welcoming atmosphere where both social and academic elements can thrive. Many students have simply but powerfully stated that "the teachers" or "the staff" are what they appreciate most about Reaching Higher, with several naming specific staff members as highlights of their experiences.

Opportunities for Growth: What Youth Would Change

When asked what they would change about Reaching Higher, a significant number of students responded with "nothing," indicating a high level of overall satisfaction with their experience. For those who did offer suggestions, their feedback was constructive and insightful, providing a clear roadmap for program improvement. The suggestions centered on three key themes: deepening the nature of adult-student relationships, improving the social climate among peers, and refining the daily program experience.

- **A Desire for Deeper Adult Staff Connection, Validating Survey Data:** One of the most compelling findings from the open-ended feedback is the pronounced desire among youth for deeper, more meaningful connections with adult staff. While voiced by only a handful of youth, this perspective gives a powerful voice to the nearly 40% of survey participants who reported lacking one-on-one support from staff. As one student poignantly expressed in their qualitative feedback, they wished for "*adults or mentors who genuinely care about our problems rather than simply brushing them off.*" Another shared a desire for "*adults to listen to the story of what really happened*" during conflicts. These heartfelt comments underscore the critical distinction between basic supervision and the authentic, developmental relationships that are the hallmark of high-impact youth programming.

This desire for deeper connection does not diminish the positive feedback students have for staff, but instead highlights a key opportunity for program enhancement. It suggests a need to empower staff to move beyond group management and be more intentional in offering one-on-one support. Successfully fostering these developmental relationships may, in turn, require an assessment of staffing ratios at certain sites to ensure personnel have both the training and the capacity to provide this crucial, individualized attention. By investing in both sufficient staff numbers and enhanced training, Reaching Higher can continue to build on its strengths and be equipped and prepared to provide one-on-one individualized support for students when needed.

- **Navigating Peer Dynamics:** Building on the desire for more attentive adult support, students also expressed a wish for a more positive social climate. While they clearly value the program as a social community, their feedback highlights the challenges of navigating peer dynamics. Suggestions to change "*the fights and drama*" and address "*mean kids*" point to a need for a continued focus on conflict resolution and building a respectful environment. This feedback suggests that youth are looking to the program and its staff not only for friendship but also for guidance in managing the complexities of their social world. Also, their feedback powerfully illustrates that for youth, the quality of the social environment is paramount; and it is both the program's greatest draw and its most important area for continuous focus.
- **Refining the Daily Program Experience:** Finally, students offered a range of practical suggestions for refining the day-to-day program. This feedback often reflected the central tension of balancing academic work and recreation, with some students wishing for "*more academic time*" while others wanted "*more playing time*" and "*less work.*" Other suggestions included a desire for "*more*

variety for enrichment's," "better food," and for rules to be *"less strict."* Taken together, these comments do not suggest a desire to overhaul the program's core model, but rather to continuously fine-tune its structure and offerings to be as responsive and engaging as possible for youth.

Table 18 –youth response

What do you like most about Reaching Higher?	If you could change anything about Reaching Higher, what would it be? Please explain your response as best as you can.
Being able to talk to my friends a lot more and make new friends and also I get my homework done	So like I wouldn't really change anything besides like being less stricter
Fun you get to be with friends	More out side time
Captive dogball	Nothing. It is good how it is.
Friends, teachers,food	To choose our buses
Games and playg with friends.	Not really eating.
nice people friends and having jobs	to many 4th graders and mean kids
I like about after school is that we go to fun places like the movies and we do fun stuff	What would like to be like that we go outside and I don't like outside I like inside
Ms.Racz, Ms.Dentmond, Ms.Kostrzewa, Ms.Abby, Ms.Montgomery, Kamyra, MaRyah, Sophia, De'Cari, Rhonnel.	I would for sure remove every single 4th grader. NOOOOOOOOOOOOOO WOOOOOOOOOORK!!!!!!!!!!!!!!
everyone and teacher	reading better and get good grades.
friends and some teacher outside time	less work and more cooking
Ms. Dentmond, Ms. Abby, Ms. Kostrzewa, Ms. Childs and Kamyra, Izzy, Booka, Jaleigh, Sophia, Decari, and Rhonnell.	No work! I hate work! It's the worst!
it is fun I love it it is like I'm getting better grades	I don't want to change anything.
leaving	Mrs. Adams the share bin Mrs Adams lets all the kids take food from the share bin but not me.
The activitys	nothing
I like the activities and field trips we take at reaching higher.	I would change the way we do something's in reaching higher. For example in homework time the way people are split up can be distracting.
I like how we get to do a enrichment and fun activity.	They have to take us every where and walk us around to go to the restroom.
That all the fun and my friends.	nothing just staff can be a little nicer.
I like how we get free food and we can get homework done,while still having fun	food
feild trips and enrichments	smaller work time
Reaching Higher lets me do other things after school and lets me think of other things	Nothing
Enrichment, Supper,	idk
somthing	somingh
enrinchments	get rid of acidemic time
outdoors	longer academics
fun time	more fun time

I like being able to socialize with my friends outside of school.	stuff
outdoors games	nothing everything fine
enrichment	everything but entrenchment
What I like most about Reaching Higher is NASA and academic time.	If I could change anything about Reaching Higher it would be more academic time.
the staff and opportunities	get better stuff in the activity box's
EVERY THING!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!	NOTHING!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
outside,enrichment's,friends,snacks	more food options and a little more variety for enrichment's like how there's almost always outdoor games or activities
My teachers, activities, and friends.	I would change the number of students.(Less obnoxious students)
the enrichment and ac	more free time
I like the NASA program.	Nothing
the staff	the staff being less strict
leaving	the share bin rules. I want Mrs. Adams to let me take at least one thing from there but she wont let me.
hanging out with friends	nope
I like the work time and the time to run around and eat	I would change tit to where we get to pick what we want for snack
Doing art and writing	Nothing really
being able to experience different things (enrichments)	not really anything
I like being with my friends and games	if we don't like a game we can do a different thing like a little actively somewhere else
Seeing my friends, Catching up on work, enrichment!	Having more people to talk too, and adults/mentors that care about our problems instead of brushing them off.
field trips	nothing
Making new friends and having fun and getting homework and other things done on time.	NOTHING Or maybe for us to play more games we have not played in a wile
games fun	nothing
Make new friends	I don't have anything
Getting to do my homework or work I haven't finished	.
the games	nothing
To finish my homework	Nothing!
my friends and the extra time for work	less work time more game time, mostly everyday like Wednesday
I like that I'm close with people and I'm sometimes nice and some people are annoying	what we do in reaching higher and do more different games
The enrichments	Nothing
I like academics because i get to write stories	Maybe we could make a few enrichments for Wednesdays
1. activity's 2. fun Wednesday 3. teachers/students being respectful to others 4. helping me with my homework 5. eating snacks 6. field trip 7. enrichment	I would not change any thing but thankyou

everyday 8. free time 9. summer reaching higher 10. making new friends in reaching higher.	
I get time to work on my homework	longer academics on Wednesdays
The Enrichment times and small group game time	More playing time before Academic time
Doing activity's and fun things	I'm not sure
That it has fun activities	How people act and for the adults to listen to the story of what Really happened
my friends go here	the fights and drama
everything	I don't know
it is a fun place where we can learn	people. because the people they will cause drama
outside	take the old woman OUT
The activities	Going on more field trips
nothing	no reaching higher
Friends	Wish I did it longer



A Foundation of Trust: Parent Satisfaction and Perceived Program Impact

To gain a better understanding of the family's experience with the Reaching Higher program, a comprehensive Parent Survey was conducted. Nineteen parents and caregivers completed the survey across three locations: Greyhound, Leslie, and Springport. Due to the limited sample size, the findings should be viewed as **illustrative rather than representative** of all parents of participating youth in the Reaching Higher program. Although the parent data cannot be generalized statistically, this feedback provides valuable insights into the experiences and perceptions within these participating sites.

Despite the small sample size, the results are overwhelmingly positive, indicating that the program is highly trusted and deeply valued by these families. The findings focus on four key areas: overall satisfaction, opportunities for engagement, communication with staff, and the perceived impact on child development.

Key Evaluation Findings

1. Parent Satisfaction with Core Services

The survey demonstrates consistently high levels of satisfaction among responding parents with the core aspects of the Reaching Higher program (Table 19). Every parent who participated in the survey affirmed that Reaching Higher offers meaningful and constructive after-school activities for their child, with **100%** indicating this occurs either "All the Time" or "Most Times." Additionally, parents overwhelmingly reported feeling confident in their child's safety while attending the program, with **100%** stating their child

feels safe "All the Time" or "Most Times," and an impressive **95% selecting "All the Time."** These results highlight a strong endorsement by parents of the program's ability to provide both a safe environment and engaging activities that support children's growth.

Table 19. Parent Survey – Satisfaction with Program

	All the Time	Most Times	Sometimes	A Little	Hardly Ever	Never
<i>Reaching Higher</i> provides constructive after-school activities for my child.	84%	16%	0%	0%	0%	0%
I feel my child is safe in this program.	95%	5%	0%	0%	0%	0%

2. Overwhelmingly Positive Perceptions of Program Impact on Youth

Moreover, parent respondents overwhelmingly expressed that the Reaching Higher program is making a substantial and positive difference in nearly every area of their child's growth and development (Table 20). This is particularly evident in the area of **academic support**, where an impressive **95% of parents** at Greyhound, Leslie, and Springport agreed that their child has received the help needed for educational success. They also reported substantial gains in their children's social interactions and motivation: **88% observed enhanced peer relationships**, while **83% reported that their child now demonstrates a greater commitment to doing well in school**.

Furthermore, these parents firmly believed that the program is fostering well-rounded personal growth, with **83%** reporting that their child has acquired vital life skills, such as conflict resolution and communication, and **77%** observing more positive behavior. Overall, parents in this sample viewed Reaching Higher as instrumental not only in academic support but also in developing essential social, motivational, and life skills, affirming its comprehensive positive impact on their children.

Table 20. Parent Survey – Program Impact of Students' Academic Achievement, Behavior and Life Skills

Since coming to Reaching Higher:	Very True	Somewhat True	Only a Little True	Remained the Same	Not True
My child has improved family relationships.	6%	56%	17%	17%	5%
My child has improved peer relationships.	44%	44%	11%	0%	0%
My child has learned important life skills (e.g., anger management, peer relationship, conflict resolution, communication skills).	44%	39%	11%	5%	0%
My child has demonstrated more positive behavior.	33%	44%	5%	11%	5%
My child has gotten the help and support they need in their academic work.	67%	28%	0%	5%	0%
My child has shown greater interest & enjoyment in <i>Math</i> .	44%	17%	22%	11%	5%
My child's performance in <i>Math</i> has improved.	50%	17%	11%	17%	5%
My child has shown greater interest & enjoyment in <i>Reading, Writing and/or Literacy</i> .	29%	41%	0%	29%	0%
My child's performance in <i>Reading, Writing and/or Literacy</i> has improved.	39%	22%	11%	28%	0%
My child has demonstrated improved decision-making skills.	44%	28%	11%	11%	5%
My child cares more about doing well at school overall.	50%	33%	0%	11%	5%

3. Program Effectively Increased Parent's Communication with After-School Staff

In addition, based on the reports from parent respondents at Greyhound, Leslie and Springport, the program has made significant strides in strengthening the connection between families and after-school staff (Table 21). More than half of these parents (53%, **all the time and most times**) indicated that their communication with the program's after-school staff has increased since their child began attending.

In comparison, only 31% of parent respondents reported more frequent communication with their child's regular school-day teachers. This finding is open to two distinct interpretations. For some families, this may indicate that a strong parent-teacher relationship already exists, leaving little room for an increase. For others, it may signal an unmet need for support in connecting with school-day staff. Regardless of the primary reason, the data highlights a key opportunity for Reaching Higher to act as a vital bridge, intentionally connecting families more deeply to the school community as a whole.

Table 21. Parent Survey – Communication with School Day and Afterschool Staff

	All the Time	Most Times	Sometimes	A Little	Hardly Ever	Never
Since my child's attendance at <i>Reaching Higher</i> , I communicate more with <u>school day staff</u> (e.g., school day teachers)	5%	26%	32%	16%	16%	5%
Since my child's attendance at <i>Reaching Higher</i> , I communicate more with the program's <u>after-school staff</u> .	21%	32%	26%	5%	11%	5%

4. Parent Engagement: Perceptions Align with the Program's Intentional Design

Further analysis of the parent survey provides a key insight into the program's family engagement strategy, revealing a strong alignment between parent feedback and the program's intentionally student-centric design. While these parents expressed universal satisfaction with the core services provided to their children, their feedback accurately reflects the program's model of offering periodic, high-quality family events rather than requiring constant participation. The largest single group of respondents (**42%**) reported that opportunities to participate were offered "Sometimes," a perception that mirrors the program's design. Crucially, the data also shows that when these events are offered, they are valued and well attended, with nearly half (**48%**) of parents reporting they attend. Taken together, these findings validate the program's current family engagement strategy, which successfully maintains its primary focus on students while providing well-attended, periodic opportunities that keep families connected and satisfied.

Table 22. Parent Survey – Opportunities to Engage in Programming

	All the Time	Most Times	Sometimes	A Little	Hardly Ever	Never
<i>Reaching Higher</i> offers me opportunities to participate in the program with my child.	21%	21%	42%	0%	5%	11%
I (or other family members) attend family events at <i>Reaching Higher</i> .	11%	37%	26%	0%	16%	11%



Qualitative Feedback from Parents and Caregivers

To gain a deeper and more comprehensive understanding of the family experience with Reaching Higher, nine parents from three program sites provided thoughtful, open-ended feedback regarding the program's strengths and opportunities for growth. Overall, these parents expressed not only strong satisfaction but also heartfelt gratitude for the meaningful and positive impact Reaching Higher has had on their children and families.

Key Evaluation Findings

1. Parents' High Satisfaction and Positive Experiences

A central theme emerging from the feedback is the exceptionally high level of satisfaction among parents. Most parents used this opportunity to highlight the program's strengths, emphasizing its value and effectiveness in supporting their children's development.

In their words: Parents praised the program with comments such as, "I think it is a great program!," "It is an amazing program!," and "I think the program has been Awesome! Much needed." One parent offered an especially enthusiastic endorsement, noting that their daughter "can't believe it is time for pickup because she has a great time" and "can't wait to go back."

These enthusiastic testimonials suggest that for the majority of these nine families, Reaching Higher is not only meeting but often exceeding their expectations. The consistency of these responses highlights the program's strong reputation and the trust it has built within the community.

2. Expanding Real-World, Future-Ready Life Skills

Parents further expressed a forward-thinking vision for the program, with several suggesting an expansion of life skill offerings, especially tailored to older students. This feedback highlights a strong desire to see Reaching Higher serve as a springboard for long-term success, equipping youth with practical tools for adulthood. In particular, one parent recommended, “Could there be help with scholarships in the future? Maybe add some life classes—banking, career paths, getting help with college, self-care, balancing a budget.” By incorporating these elements, the program could further strengthen its role as a comprehensive resource for academic and personal growth, going beyond traditional support to foster essential life competencies that prepare students for the challenges ahead.

3. Enhancing the Program Environment and Enrichment Opportunities

Parents also provided valuable insights on ways to optimize the daily program environment and activities. Their suggestions focused on cultivating a positive atmosphere and offering a broader range of experiences. For example, one parent advocated for addressing disruptive conduct, stating the importance of “handling or eliminating behavior issues so the program is enjoyable and more beneficial for the students who want to attend.” Others encouraged the addition of “more field trips and variety in what it offers” and “providing more specials for the kids.” These recommendations align with feedback from student surveys and reveal a shared desire for a vibrant, inclusive environment with engaging, diverse programming that appeals to all participants.

Table 23. Parents’ Qualitative Feedback

In your opinion, are there any areas that you believe Reaching Higher needs to improve upon?
No, I think it is a great program!
I think they do great teaching the kids in fun environment. My daughter says she can't believe it is time for pickup because she has a great time and learning new things with fun she can't wait to go back
none
Providing more specials for the kids
No , I think the program has been Awesome! Much needed. I've asked this before. Could there be help with scholarships in the future. Maybe add some life classes banking, career paths, getting help with college, self care , balancing a budget. The list could go onWe appreciate the staff and the program! Thank you!
Handling or eliminating behavior issues so the program is enjoyable and more beneficial for the students who want to attend. More field trips and variety in what it offers.
No. It is an amazing program!
Overall, how has Reaching Higher benefited your child and/or your family?
My child loves attending and playing with peers. He also enjoys the enrichment activities. I especially appreciate the guest enrichment presenters.
Probably the biggest way is socially. She was already rather academic.
It has provided my daughter with a great way to continue learning and find some enjoyment with school. It has helped her with home life as well.
This program has been amazing! I would sign up every single opportunity!
It is allowed me to stay until 5 PM at work and pick up my son after. Without that help, I would have to leave work early and then come back after picking him up. It is also helpful that he gets a late snack after school, because it holds him over until dinner time. His ability to do homework and have help with homework has ensured that he completes homework by the time we get home. It allows us to focus on family time once he is home.
My daughter participated in NASA program and learned a lot not just about science, but also public speaking.
It has helped keep my daughters grades up.
Provided more opportunities for our students to socialize and gifted with experiences.
We get to have the children talk about their day and what they done in RH for the day.



Reaching Higher Afterschool Staff Perspective: High Satisfaction and a Clear Vision for Growth

To assess the program's internal health and operational effectiveness, the Afterschool Staff survey was administered to Reaching Higher staff. The results indicate that staff are highly satisfied, feel exceptionally well-supported by their direct leadership, and have strong working relationships with their school partners, reflecting frequent communication and a shared focus on student needs. Overall, the survey results highlight a positive and empowering work environment that contributes significantly to the program's success.

Key Evaluation Findings

1. Outstanding Staff Satisfaction and Robust Internal Support

Specifically, the after-school staff survey findings reveal an exceptionally positive work environment within the Reaching Higher program (Table 24). Staff consistently reported feeling valued, supported, and deeply engaged in their roles. Nearly all staff expressed satisfaction with both their immediate leadership and the responsibilities of their jobs.

- 93% of staff agreed or strongly agreed that their work is both "challenging and rewarding," reflecting a high level of engagement and fulfillment.
- Staff overwhelmingly felt supported by their Site Coordinators (95% positive) and the Project Director (100% positive), demonstrating strong leadership and guidance.
- 98% of staff stated that their Site Coordinator actively involved them in key operational and design decisions, fostering a culture of empowerment and shared ownership.

These results demonstrate that the Reaching Higher program benefits from a remarkably strong and positive internal culture, with effective leadership—especially at the Site Coordinator and Project Director levels—serving as key factors in staff empowerment and overall program success.

Table 24. Reaching Higher Afterschool Staff Satisfaction with the Program

Please rate your experience at Reaching Higher:	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I find the work at Reaching Higher challenging and rewarding.	53%	40%	8%	0%	0%	0%
Our staff have sufficient resources and materials to conduct quality afterschool activities at RH.	45%	34%	13%	8%	0%	0%
I get the support and feedback I need from my Site Coordinator.	61%	34%	5%	0%	0%	0%
The Site Coordinator involves staff in important decisions about program operations and design.	61%	37%	3%	0%	0%	0%
I am able to access the project director if I need	53%	47%	0%	0%	0%	0%

2. Opportunities to Strengthen Connections Across Program Sites

While the internal culture at individual sites is exceptionally strong, the data identifies a clear opportunity to enhance the sense of connection across the broader Reaching Higher network. A solid majority of staff (**61%**) reported feeling connected to other program sites, with an even stronger majority (**71%**) feeling connected to the parent organization, Highfields.

While positive, these figures also indicate that the connection between sites is the area with the most room for growth. These findings suggest that while individual sites function as strong, independent units, there is a significant opportunity to transition from a collection of successful sites into a more cohesive and collaborative network. Fostering greater peer support and knowledge sharing between sites represents the next strategic step in the program's organizational development.

Table 25. Reaching Higher Afterschool Staff Satisfaction with the Program

Please rate your experience at Reaching Higher:	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I feel my site is connected to other sites within the Reaching Higher program.	24%	37%	21%	13%	5%	0%
I feel connected to Highfields.	26%	45%	24%	3%	3%	0%

3. A Strong Partnership Focused on Student Well-Being

The survey findings indicate that the partnership between after-school staff and regular school-day teachers is strong, with frequent and purposeful communication focused primarily on supporting students' immediate needs and well-being (Table 26).

A significant majority of Reaching Higher after-school staff reported regular communication with school-day teachers about **student behavior (71% "All the Time" or "Most of the Time")** and **general student**

concerns (74%). This indicates a highly functional, responsive relationship where the adults in a child's life are actively collaborating to address challenges as they arise. Furthermore, data from Table 34 confirms the strength of this relationship, with **84% of after-school staff** reporting that school-day teachers are "Very Much" or "Somewhat" responsive when approached for information or assistance (Table 27).

However, the data also reveals a clear opportunity to deepen this partnership around academic matters. Communication regarding **curriculum concepts (55% "All the Time" or "Most of the Time")** and **student homework assignments (64%)** was notably less frequent than communication about student behavior. This suggests that the current collaboration is more reactive (addressing student concerns) than proactive (strategically aligning curriculum). This finding is particularly instructive as it may help explain the "homework gap" identified in the teacher survey, where teachers were less likely to see an improvement in homework completion.

Table 26. Reaching Higher Afterschool Staff Connection with School Day Teachers

How often do Reaching Higher staff and regular school day teacher:	All the Time	Most of the Time	Some-times	A Little	Hardly Ever	Never
Talk about curriculum concepts.	26%	29%	21%	16%	5%	3%
Talk about issues or challenges concerning student's behavior when they arise.	53%	18%	18%	5%	3%	3%
Discuss concerns about students.	45%	29%	18%	5%	0%	3%
Talk about student's homework assignments.	32%	32%	24%	8%	3%	3%

Table 27. Reaching Higher Afterschool Staff Connection with School Day Teachers and Other School Staff

	Very Much	Somewhat	A Little	Hardly Ever	Not at All	I Never Had to Ask for Info or Assistance
Overall, are regular school day teacher and other school staff not employed by the Reaching Higher program responsive when you ask for information or assistance?	63%	21%	5%	0%	0%	11%

4. Well-Trained and Confident Staff

The survey results further reveal that afterschool staff were well-prepared for their roles and consistently had access to professional development opportunities (Tables 28 – 31). Most staff (**87%**) disagreed with the statement, "I do not have the training or experience needed," and nearly all respondents (**95%**) reported having access to ongoing training to improve their job performance. Staff felt particularly well-trained in **handling emergencies (90% positive)** and **managing student behavior (87% positive)**. However, training related to the "**Michigan OST quality standards**" received the lowest positive rating (68%), suggesting an area for targeted improvement.

Table 28

	True	Somewhat True	A Little True	Not True at All	Total
I find that I do <u>not</u> have the training or experience with some of the strategies I would like to implement in my work with students at Reaching Higher	4 (11%)	0 (0%)	1 (3%)	33 (87%)	38

*** Missing = 5

Table 29.

	Yes	No
I have <u>access to training</u> that will help improve my job skills at Reaching Higher	36 (95%)	2 (5%)
Did you <u>participate in training</u> or technical assistance activities for professional development purposes at Reaching Higher during the 2022-23 academic year	34 (90%)	4 (10%)

Table 30.

Do you feel that you are properly trained in:	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Handling emergencies	53%	37%	8%	3%	0%	0%
Behavior management	55%	32%	11%	3%	0%	0%
Michigan OST quality standards	19%	49%	14%	5%	8%	5%
Licensing policies	35%	41%	19%	0%	5%	0%

Table 31.

	Weekly	1-2 times/ month	Less than a month	Quarterly	Biannually	Annually	Did not Participate
How often did you participate in training or technical assistance activities for professional development during the 2016-17 academic year at Reaching Higher?	1 (3%)	3 (8%)	6 (16%)	14 (37%)	10 (26%)	2 (5%)	2 (5%)

Staff-Identified Professional Development Needs

To guide future support, staff were asked to identify their top areas for additional training. Their responses revealed a strong and consistent demand for advanced strategies in managing social dynamics and fostering positive youth development. The most-requested topics were **helping participants with social skills** (15 selections), **behavior management** (15 selections), and **youth development** (e.g., conflict resolution, mentoring) (14 selections).

This request for additional support should not be seen as a contradiction to the high levels of confidence staff reported in their existing training. Rather, it indicates a desire among a professional staff to move beyond foundational skills and acquire more advanced, practical strategies to address the complex, real-world challenges they face. This finding is particularly instructive because it creates a powerful alignment between the perspectives of staff, students, and parents: staff's request for more tools in behavior management and social skills directly corresponds to the areas where students reported the least personal growth (e.g., 'staying away from fights,' 'dealing with stress') and where parents voiced concerns. This demonstrates that staff are keenly aware of the program's primary challenges and are proactively seeking to improve their capacity to address them.

Given this clear feedback, it is strongly recommended that future professional development prioritize providing staff with advanced, practical strategies focused on **social-emotional learning, positive behavior guidance, and conflict resolution**. A targeted investment in these areas would directly respond to staff needs while simultaneously addressing the key opportunities for growth identified by both students and parents.

Table 32.

Please check the top three areas in which you would like additional training:	TOTAL
A. Communicating with parents	2
B. Communicating with teachers	0
C. Working with parents	2
D. Working with volunteers	0
E. Helping participants with reading	1
F. Helping participants with math	3
G. Helping participants with social skills	15
H. Programming ideas	12
I. Program management	3
J. Behavior Management	15
K. How to evaluate the program	5
L. Connecting after-school program with the school day	11
M. Youth development (e.g., conflict resolution, leadership, mentoring, community service)	14
N. I do not need or want additional training	8
O. Other (please specify below)	0



A Roadmap for Improvement: Key Themes from Staff Qualitative Feedback

When asked to identify areas for program improvement in detail, the Reaching Higher staff provided thoughtful feedback that provides a crucial layer of qualitative context, **powerfully triangulating further many of the key findings from the student, parent, and quantitative staff surveys**. While several staff members expressed strong overall satisfaction, their constructive suggestions centered on four clear themes for strategic enhancement: increasing staffing capacity, creating a more structured approach to behavior management, enhancing program content, and improving program-wide collaboration.

Key Evaluation Findings

1. Staffing Capacity is the Most Critical and Frequently Mentioned Need

The most dominant theme to emerge from the staff's open-ended feedback was an urgent call for increased staffing capacity. Multiple respondents identified this as their primary need, explaining that current staffing levels left them feeling stretched thin and directly impacted their ability to serve students effectively. This finding is critical, as it provides a potentially direct operational explanation why a significant percentage (39%) of youths reported lacking one-on-one, individualized support from staff.

The staff's own words illustrate the daily pressure of being under-resourced. One staff member stated plainly, *"I believe our program needs more support staff. That is our biggest need in my opinion."* Another poignantly described the impact this has on their role: *"I would have liked to have been fully staffed the entire year... At times, I felt like I was wearing two hats at once."* This sentiment suggests that insufficient staffing is not only a source of significant stress for staff but is also a direct barrier preventing them from delivering the deep, individualized mentorship that students desire and that is the hallmark of high-impact youth programming.

2. A Call for a More Structured and Consistent Approach to Behavior Management

The second major theme from staff was a desire for a clearer, more systematic approach to managing student behavior. This does not contradict the quantitative data showing staff felt well-trained in this area; rather, it highlights the difference between having individual skills and needing a consistent, program-wide system of support. Staff asked for "More structure and better strategies for behavior management" and the implementation of clear, "set expectations for all of the kids." This indicates that staff are seeking leadership support to create a more predictable and positive environment, and are ready for more advanced, practical strategies to address the complex challenges they face.

3. A Desire to Enhance and Deepen Program Content

A clear theme emerging from both afterschool staff and parent feedback was a shared desire to enhance and deepen the program's content. Staff expressed a proactive concern for the quality of the curriculum, with one member noting that *"some solutions we run are out-of-date and the kids are not feeling engaged or challenged."* This desire for innovation was echoed by requests for *"more variety in enrichment activities"* to keep the program fresh and stimulating.

Parents reinforced this call for enhancement, while also recommending a strategic expansion of the curriculum. Their feedback highlighted a desire for more advanced programming, particularly the addition of life skills offerings for older students and social-emotional learning opportunities that address the unique challenges youth face today. Taken together, the feedback from both groups provides a clear, multi-perspective mandate to not only refresh the program's current offerings but also to expand into new areas of youth development.

Crucially, after-school staff linked the primary barrier to implementing these enhancements directly to resource constraints. As one staff member stated, a *"Very tight budget has made it difficult to do our job,"* specifically restricting their ability to take students on more field trips. This demonstrates that staff are not just focused on day-to-day operations but are proactively identifying both the need for improvement and the financial support required to elevate the participants' experience.

4. A Need for Improved Program-Wide Systems and Collaboration

Finally, staff feedback pointed to a need for improvement in high-level program strategy and cross-site collaboration, a theme that provides direct qualitative context for the quantitative finding that many staff felt did a lack of connection the broader network. One highly detailed response critiqued the *"blanket goal of an average of 30 students per week"* as an inequitable metric that failed to account for site-specific challenges, highlighting a desire for more thoughtful program-wide systems. This was complemented by a direct plea for *"More sharing of ideas (enrichments, field trips, academics),"* which points to a clear need for a more collaborative network where best practices are shared between sites. Taken together, this feedback demonstrated a strategic opportunity to evolve the program from a collection of strong, individual sites into a more cohesive and supportive professional learning community.

A Notable Concern: Call for Improved Staff Compensation

While not a widespread theme, a notable operational concern regarding staff compensation was raised in the open-ended feedback. The comments, though few, were specific and pointed to two distinct issues: a perceived gap in overall wages relative to inflation and a need for equitable pay for staff who take on higher-level responsibilities, such as leading enrichment activities. Given that the program's success is fundamentally built on the quality and dedication of its staff, this feedback highlights a critical area for proactive administrative review to ensure long-term staff morale and retention.

A Local Issue Reflecting National Trends

Reaching Higher leadership recognized the ongoing staffing challenges and proactively sought solutions within the limits of their available resources. This local concern mirrors national trends; according to the Afterschool Alliance (2025), staffing remains a significant issue for afterschool program providers across the country. Approximately 83% of providers are worried about their ability to offer staff a livable wage

and benefits, while 79% cite difficulties in recruiting and retaining qualified staff. Notably, a majority of providers report being extremely or very concerned about these issues (59% and 52%, respectively), highlighting the widespread and urgent nature of these staffing challenges.

Table 33.

What do you believe needs to be improved upon at Reaching Higher? Have you noticed any gaps in the program that needs to be filled? Please explain your response in as much details.	Is there anything else you would like to add?
I would like to see more variety in the enrichment activities.	999
I think we need to do more enrichment activities besides sports almost every day.	999
Just the general education curriculum.	There is an inflation gap . After-school staff have not had any salary increase since the program started. (EXCEPT for Covid). A salary increase would be very very much appreciated.
I think the program runs pretty smoothly	999
The blanket goal of an average of 30 students per week is an empty number. There does not appear to be any evidence to suggest that that number has been researched, compared between sites, or even considered accurate. What assurance to do we have that 32.7 is a more accurate goal, or 28.2? When questioned, the team at M.S.U. was unable to give me an answer to my questions about 30 other than, "it was grand-fathered in", whatever that means. Each district has its own external challenges and strengths which will effect the amount of kids that attend. For instance, a site that has only minimal support from district administration will be at a disadvantage. A site that has few extra-curricular activities will have an advantage. These differences are numerous and varied by district. It is demoralizing to learn that 8 out of 10 of the sites that our parent organization operates are on the chopping block. If I could be assured that the 30-student mark was based on realistic, well-thought-out, study, I could readily and willingly accept criticism and know that I am responsible, instead of numerous, outside influences. I thoroughly enjoy my job, and I am proud of the positive influences that I and my staff have been privileged to bring to our kids. I find it insulting that our hard work may be thrown out due to poor standards based on a lack of real data.	999
NA	I think RH is an excellent program offering for students, and that is especially true for our small community where our students would be going home while parents may still be at work. I think it is wonderful that we are able to offer food, academice and social support. In addition to these supports I think it is great that we offer a variety of enrichment activities that give our students opportunities they may otherwise not have.
It's difficult to find time within the day to meet together as a complete staff, due to work schedules and students.	999
999	999

999	999
999	999
Improvement in the program to be addressed for me is behavior. I feel that a behavior plan should be put into place for the students who have an ongoing behavioral problem. It should consist of 3 strikes and you're out. I think that Reaching Higher is a privilege program and students should be on their best behavior, at all times.	Parents should be involved at least once a month. The program should put together a Parent Night for parents to come and learn and understand what their child is receiving in the program. Dinner should be served along with games, work and play. The parents should maneuver through the academics and enrichment that the students have for the day. Each month could be a different theme as well.
I think that getting the kids into their groups can be a bit of a challenge because the kids don't know there groups and kids join late. I think if a kid joins late, making sure they get put into dojo groups for academic and enrichment.	I think that the program does a good job with the kids,
Have more teachers and para-pros to work daily and be able to sub.	No
Sometimes the same activities are offered multiple times because the kids like them, but they need to the chance to also try new things to discover that they might also like them.	Reaching Higher is an absolute life changer for some of our kids.
I believe our program needs more support staff. That is our biggest need in my opinion.	If I, as a support staff member, am asked to assume the role of an enrichment leader/teacher for an entire month, I believe I should be compensated at the teacher's pay rate for that period of time.
N/a	N/a
Consistency with behavior consequences. Strategies for behavior management. Brainstorm ideas for Enrichments.	I feel the staff are all doing their best to help make this program successful.
I think we have a quality program.	Not at this time
I think things go very smoothly. I can't think of specific suggestions.	Reaching Higher is a wonderful program for kids!
I would like to see a yearly timeline of when trainings are coming up and when they are due at the beginning of the school year. They seem to pop up during very busy times of the year which can make it difficult to get completed.	None
None at this time. I thoroughly enjoy this program!	Not at this time.
I really like the way the program is running right now. We have implemented many great things where our staff become involved in the process, and students are beginning to take ownership. I do still feel that this is one area of need that we as a program can work on. We have started towards the end of this regular school year, but I would like to see us implement this more in depth next year.	I love my staff and I enjoy the kids we have in program. It has been such an honor to be a part of this amazing program.
Continual engagement within activities. I would like additional information on programming. I feel that some of the programs we run are out-of-date and the kids are not feeling engaged or challenged.	I love this program and the success we have had with kids. I would love to see more Character Education being brought into the program in the future.
More positivity from the parapro staff	999
Very tight budget has made it difficult to do our job	999

Funding has been a bit low preventing students from being able to take more out of school field trips.	999
999	999
Nothing	999
I have not noticed any areas that need improvements.	999
Overall, I feel that the program at Springport is run very smoothly. Teachers and staff are equipped to do the job they need to do.	See above.
None	999
I feel ReachingHigher runs smoothly and rorks well as it is.	999
The program at Springport Middle School is amazing. We have so many kids in reaching higher as well as doing other extra curricular activities as well. It is so cool to see their excitement! Dan Bright does an amazing job!	999
I think this program is running very smoothly and is an asset to our students.	999
999	999
More sharing of ideas (enrichments, field trips, academics) between the different sites.	999
Behavior- consequences for students who misbehave.	999
Disrespect from kids	Nope
Maybe set more goals to reach so the kids know what they're supposed to be doing.	999
I feel like one thing we got to work on is coming up with set expectations for the program and the consequences that will happen if students fail to reach those expectations. We need to all meet as a staff and figure out these expectation and the way we will go about enforcing them	No
We need teacher input as to help students with their topics	We need a policy unifying classroom management.
Consistency regarding behavior management	999
I would have liked to have been fully staffed the entire year. It has been very stressful trying to run the program and have to teach academics, run enrichments, deal with behavior, and do everything else that I am expected to do. At times, I felt like I was wearing too many hats.	No



School-Day Teacher Survey: An Analysis of Program Impact and Collaboration

The School-Day Teacher survey, completed by **30 school-day educators** across the program network at Attwood, Greyhound, Leslie, Springport and Townsend, provides a substantive and valuable perspective on Reaching Higher's impact and its partnership with the schools. The results show a powerful endorsement of the program's overall mission and value. However, the teachers' feedback also reveals a more measured view of the program's specific academic impact, particularly concerning homework, which differs notably from the perceptions of parents and students.

Key Evaluation Findings

1. An Overwhelming Endorsement of the Program's Value and Mission

The survey of school-day teachers revealed an overwhelming endorsement of the Reaching Higher program's value and mission. An exceptional **86%** of teachers agreed that it is a "worthwhile program for students," a perception supported by the **80%** who reported that their students "enjoy attending." Furthermore, teachers see the program as successfully meeting the holistic needs of their students, with a strong majority agreeing it meets their students' **social needs (70%)** and **academic needs (66%)**. This decisive endorsement from a broad sample of 30 educators is a major program asset, confirming that Reaching Higher is viewed as a respected and valued partner in students' overall education and well-being.

2. A Significant Discrepancy in Perceived Impact on Homework Completion

The most instructive finding from the teacher survey was a significant discrepancy regarding the program's impact on homework. While teachers generally felt the program met students' academic needs, fewer

than 40% agreed that students in the program turned in their homework "regularly" or "completed." Such feedback contrasts sharply with the perspectives of both parents, who overwhelmingly praised the program's academic support, and the 62% of students who reported getting better at completing homework on time. The evaluation concludes that the discrepancy, now validated by a substantial sample of 30 teachers, points to a critical gap in communication and process rather than a failure of academic support.

Therefore, the evaluation recommends investigating why homework completed within the program is not being successfully documented or transferred back to the school-day teacher, in order to better align program support with teachers' specific expectations.

3. Strong Staff Relationships with Clear Opportunities for Deeper Collaboration

The survey revealed that school-day teachers have very positive relationships with the Reaching Higher staff, though the data also suggests the collaboration could be more systematic and reciprocal, particularly regarding academic alignment. A strong majority of teachers (**77%**) agreed that the Reaching Higher site coordinator has established a "good relationship with the school day staff," confirming a solid relational foundation. This finding is consistent with feedback from after-school staff, who reported frequent and responsive communication with teachers, particularly regarding student behavior and well-being.

However, while this relational, student-centered communication is a clear strength, the teacher survey data also revealed that the collaboration was weaker in areas of proactive academic alignment. Only a slight majority of teachers felt the program staff communicated well about student needs (**54%**) or kept them well-informed (**53%**), and fewer than half (**47%**) reported actively sharing resources to help align the curriculum. Taken together, the feedback from both teachers and Reaching Higher afterschool staff indicates that while a strong, responsive partnership focused on immediate student needs is clearly in place, the next strategic step is to build upon that relational foundation by creating more formal and intentional systems for collaboration around academic content.

Table 32. School-Day Teacher Survey Reponses (N=30)

Questionnaire Items	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N	N/A
1. RH staff keeps me well informed which of my students participate in the program	43%	10%	17%	3%	3%	10%	30	4
2. RH is a worthwhile program for students	73%	13%	3%	3%	0%	0%	30	2
3. RH staff communicates with me as to my students' needs, assessments and/or concerns either verbally or in writing (email, letter, forms, etc.)	37%	17%	7%	13%	7%	10%	30	3
4. Overall, I believe RH has helped my students improve in Reading	27%	30%	13%	3%	3%	3%	30	6
5. Overall, I believe RH has helped my students improve in Writing	20%	27%	20%	3%	3%	3%	30	7
6. Overall, I believe RH has helped my students improve in Math	23%	30%	7%	7%	3%	7%	30	7
7. My students who participate in RH enjoy attending the program	53%	27%	13%	0%	0%	0%	30	2
8. RH is meeting the needs of my participating students academically	33%	33%	13%	3%	7%	0%	30	3
9. RH is meeting the needs of my participating students socially	60%	10%	17%	0%	3%	0%	30	3
10. My students who go to RH behave better in school	27%	20%	20%	3%	10%	3%	30	5
11. My students in the RH afterschool program turn in their homework regularly	10%	27%	27%	3%	7%	0%	30	8
12. My students in the RH afterschool program turn in their homework completed	10%	27%	30%	7%	3%	0%	30	7
13. My students in the RH afterschool program turn in their homework correctly	7%	43%	20%	3%	3%	0%	30	7
14. I share resources with RH staff to help them align afterschool with my class curriculum	17%	30%	7%	3%	7%	0%	30	11
15. I have no problem with the RH program using my classroom	33%	10%	7%	10%	7%	0%	30	10
16. RH staff assigned to my classroom keeps everything in order, neat and clean	33%	7%	0%	3%	0%	0%	30	17
17. RH staff (site coordinator, leader, etc.) attend to my classroom concerns immediately when an incident occurs	47%	7%	3%	0%	0%	0%	30	13
18. The RH site coordinator has a good team and works well with his/her staff	53%	20%	3%	3%	0%	0%	30	6
19. The RH site coordinator has established good relationship with the school day staff.	57%	20%	10%	0%	0%	3%	30	3
20. The RH site coordinator has excellent ways of providing quality resources to his/her staff	53%	17%	0%	3%	0%	0%	30	8



The Educator's Voice: Teachers' Qualitative Insights on Partnership and Impact

When asked what they like most about the Reaching Higher program, the open-ended responses from 30 school-day teachers were rich with detail and praise. Their feedback coalesced around four major themes, painting a picture of a program that they view as critical support for their students' safety, social development, and overall well-being.

Key Evaluation Findings: What Educators Liked Most about Reaching Higher

1. A Safe and Supportive Haven for Students

The most fundamental benefit identified by school-day teachers was the program's role in providing a safe, supervised, and positive environment for students after school, a service they viewed as a crucial alternative for students who might otherwise be home alone. This was consistently reflected in their feedback, with teachers describing the program as "a safe place to exist after school" where "kids are fed and have adult supervision." These comments underscored the program's success in meeting foundational needs of safety and security, with one teacher emphasizing that "Many of the students really need a place to be after school with trusted adults."

2. Fostering Positive and Diverse Social Development

Teachers also articulated an insightful view of Reaching Higher social impact, identifying it as a unique environment for building peer relationships that differ from the regular school day. A consistent theme in their feedback was the program's powerful ability to break down social barriers. As one teacher explained, Reaching Higher fosters "positive peer relationships that carry over into the classroom," noting that "Kids that normally would not talk to each other become friends and begin to interact with others from varying academic needs and backgrounds." This sentiment that the program is highly effective at "Peer relationship building" and provides a crucial space for students to "work on social skills" was a clear and

consistent finding. This teacher perspective is strongly corroborated by feedback from students, who identified the social community as what they value most, and from parents, who reported observing improved peer relationships in their children. Together, these multiple perspectives offer a compelling, unified endorsement of the program's social impact.

3. Providing Critical Opportunities and Enrichment

Another recurring theme in teachers' feedback was the program's role as an "opportunity engine," which provides students with access to experiences and support they might not otherwise receive. This benefit is made possible because the program is offered at no cost to families. Teachers expressed deep appreciation for the program's contributions to promoting equity. One teacher remarked, "I absolutely love that we can offer this support for students and families in need for free!"

In addition to its accessibility, teachers highlighted the program's value in broadening students' horizons, emphasizing that it allows for the inclusion of many experiences that students might not otherwise have the chance to encounter. This feedback confirms that educators view the program as a vital partner in promoting equity and expanding opportunities for their students.

4. A Holistic Approach to Supporting the Whole Child

Teachers consistently described the program as a comprehensive support system that addresses the needs of the whole child, rather than simply labeling it as "homework help." This holistic perspective was aptly summarized by one teacher who stated that the program provides "social, academic, and nutritional support." Another educator echoed this view, praising the program for ensuring "a safe arrival for all types of students to have their social, emotional, safety, and academic needs met." The effectiveness of this holistic approach was largely attributed to the program's staff. One teacher noted that students frequently mention "RH staff" when asked to identify their most reliable adults. This feedback reinforces the idea that school-day educators view Reaching Higher not as a peripheral service, but as an essential partner in supporting the overall well-being of their students.

Educators' Suggestions for Program Improvement at Reaching Higher

When asked to provide suggestions for how the Reaching Higher program could improve, the feedback from the 30 school-day teachers was both supportive and insightful. It is critical to note that the most common response was an expression of high satisfaction, with a large number of teachers stating **"Nothing," "I think it is great!,"** or that it is a **"wonderful program as it is."** The suggestions that were offered came from an already positive and appreciative perspective, focusing on three key areas for strategic enhancement: strengthening communication, increasing academic rigor, and clarifying boundaries between the school day and after-school.

Key Evaluation Findings

1. A Strong Desire for More Structured and Proactive Communication

The most frequently cited area for improvement identified by school-day teachers was the desire for more consistent, structured, and proactive communication, particularly regarding the alignment of academic curriculum. This was reflected in direct suggestions for "More communication with staff on academic curriculum being taught" and proposals for a more formal structure, such as a "meeting at the end of the year... [or] a 1-2x/marking period where we can coordinate." As previously mentioned, this feedback indicates that while the current day-to-day relational partnership with afterschool staff is perceived as positive, teachers are seeking a deeper and more intentional collaboration to better align their instructional efforts and maximize the academic impact of the after-school program.

2. A Call for Increased Academic Rigor and Focus

A second theme to emerge from teacher feedback was a desire for the program to increase its focus on academic rigor, particularly regarding homework and dedicated reading time. This feedback pointed to a clear opportunity to enhance the academic components of the program. Suggestions included offering "More homework time" and ensuring students were "reading and doing homework. Students should not be on chromebooks so much." One teacher noted that this desire for a stronger academic focus was shared by families, stating, "Some parents have said they would like it to be more academic." This theme also included a call for greater student accountability, with one teacher expressing a wish for "some sort of consequence when they are choosing not to complete homework."

What do you like most about Reaching Higher?	What would you like to see improve upon at Reaching Higher?
I like that it is open to all students 4th thru 7th.	I don't have any suggestions at this time.
The kids seem to really love it and enjoy wearing their shirts which suggests to me that they take pride in the community. Also several times when I've asked about their favorite teachers or most reliable adults they have mentioned RH staff.	I wasn't aware that they wanted input from us. I'd be happy to coordinate. I also don't think I know exactly who attends Reaching Higher. Maybe a meeting at the beginning of the year or 1-2x/marking period where we can coordinate would be helpful to address those questions.
It gives the students a safe place to exist after school.	More communication with teachers and vice versa (who to contact also). I was unaware that there was tutoring the program at all. I would happily provide work and updates if I knew which students were in it.
Kids are fed and have adult supervision.	Site coordinator often disturbs the regular school day to consult/converse with his staff. They are school employees during the school day not RH employees.
My students enjoy it and it gives them a lot of opportunities.	Nothing comes to mind.
One on one help	more focus on academics and the curriculum being used
Students build positive peer relationships that carry over into the classroom. Kids that normally would not talk to each other become friends and learn to work with others from varying academic needs and backgrounds.	Maybe communication between school staff and RH staff could be improved a little
That it allows students the support for homework but also great ways to enjoy learning other skills.	Nothing
I think it gives students a great option for after school where they are getting social, academic and nutritional support.	More consistent student attendance.
Many of the students really need a place to be after school with trusted adults.	The students should be reading and doing homework. Students should not be on chromebooks at reaching higher.
The chance for kids to socialize and work on areas they are not strong in.	Some parents have said they would like it to be more academic, especially the summer program.
Peer relationship building and fun activities for the students.	Unsure.
I absolutely love that we can offer this support, both academically and socially, for students and families in need for free!	Nothing that I can think of, it is truly a great experience offered for the community!
I think Reaching Higher helps students have a sense of belonging in school much the same way other extra curricular activities do. Reaching Higher helps students get help with homework and with feeling connected to their learning.	I am not sure. I think it is a wonderful program as it is.
It is a great after-school program for our middle school kids, both academically and socially. I'm thrilled to have such an amazing program at LMS.	Nothing at this time
Students can get help with their daily school work, they get to work with staff in a different atmosphere than the normal school day, and they get to experience new activities.	I really can't think of anything. It is a very worthwhile program.

The students have a safe place to go after school while enjoying fun activities and also getting school work done.	More communication with staff on academic curriculum being taught.
Gives students a place to go after school that's many wouldn't have otherwise.	Knowing which students attend the program.
It gives students who normally would just sit at home doing nothing with no support, a place to go and work on social skills and academic support.	I think it is great!
I love how RH incorporates many experiences that students would otherwise not have an opportunity to experience. RH allows us a unique way to connect with our students as well. Helps with relationship building both student to student and teacher to student.	I would like to see students taking more ownership with completing schoolwork. There should be some sort of consequence when they are choosing not to complete work during homework time. I would also like to see some more technology based academic games being used for academic time.
Kids get to partake in activities they might not get to typically. They also get to spend fun time with their peers.	More homework time
It helps to create a great environment for our students both academically and socially. It provides students with a lot of opportunities that they otherwise may not have.	Student behaviors in the classroom sometimes roll over into program.
The way the staff works with the kids to meet their needs. They hold the kids accountable for doing their work.	I am fine with what they do.
I like how it gives an opportunity for all types of students to have needs met related to social, emotional, safety, and school.	N/A
I believe this is the wrong survey. It is intended for teachers in the day program and not for Reaching Higher	Cooperation with daytime teachers.
The fun things to do with the students	We had less staff earlier in the year but we got more at the end
I like what we do in the program for the kids. I believe this is a good set up to the daily schedule	I think we need more clear expectation for the students as far as behavior and set consequences if they don't meet those expectations



Conclusion and Recommendation

The comprehensive evaluation of the Highfields' Reaching Higher program for the 2024-2025 program year paints an unequivocal picture of a high-impact and essential community resource. An analysis of quantitative and qualitative data from all key participant groups—students, families, after-school staff, and school-day teachers—converges on a single, powerful conclusion: the program is a model of success, dramatically exceeding its core service goals while earning the profound trust of the communities it serves.

Operationally, the program's performance was exemplary, achieving **211%** of its grant-mandated participation goal and demonstrating a record-high **82%** retention efficiency rate in converting enrolled youth into active members. This success is built upon a foundation of profound stakeholder trust. The program earned the **unanimous confidence of parents surveyed** regarding safety and quality, the **overwhelming endorsement of school-day teachers (86%)** as a worthwhile partner, and the deep commitment of its staff, **93% of whom** find their work both challenging and rewarding.

The program's core model—a flexible and balanced blend of academic support, social-emotional learning, and engaging enrichment—is a proven success. It is directly credited by students and parents with boosting academic confidence and renewing motivation for school. Furthermore, the qualitative data reveals that the program's greatest strength is its ability to foster a thriving social community where youth feel they belong.

While these impressive achievements deserve recognition, the evaluation also highlighted several distinct and strategic opportunities for further program enhancement. The following recommendations draw on comprehensive findings from all key stakeholder groups—including students, parents, teachers, and afterschool staff—to guide continued improvement and future success. These recommendations are not a call for course correction, but to build upon the Reaching Higher program's considerable strengths and provide a strategic roadmap for deepening its impact on youth, families, and the broader school community. Each recommendation is grounded in the triangulated evidence from the report and offers specific, actionable steps for continuous program improvement.

STRATEGIC IMPROVEMENT 1: SECURING ENGAGEMENT FROM DAY ONE – FOCUSED EARLY-STAGE RETENTION

- a) **Rationale:** The evaluation data clearly indicates that the program's most significant point of attrition occurs within the first 30 days of a student's participation. While the overall retention efficiency rate is a record-high 82%, a deeper analysis revealed that 36% of active academic-year youth attended for fewer than 30 days. This finding highlights a critical window for intervention. The qualitative data from students provides the "why" behind this challenge: the program's greatest strength and primary draw is its role as a "thriving social community." It is therefore likely that youth who drop out early are those who fail to quickly form the social bonds and sense of belonging that are essential for long-term engagement.
- i) **Actionable Recommendations:**
- (1) **Implement a "First 30 Days" Onboarding Plan:** Create a structured, network-wide onboarding protocol for all new participants. This plan should be a checklist of key experiences designed to intentionally build connection and belonging from day one.
 - (2) **Establish a Peer-to-Peer "Buddy System":** Pair every new participant with a returning youth leader for their first one to two weeks. The "buddy's" role is to be a friendly guide, introduce the new member to peers, and ensure they feel included in activities. This directly leverages the program's social strength to support new members.
 - (3) **Systematize an Early Staff Check-In:** Mandate a brief, informal one-on-one check-in between a key staff member and each new participant before the end of their third week. This provides an opportunity to build a personal connection, answer questions, and gather early feedback, making the youth feel seen and valued.
 - (4) **Launch a "Positive First Contact" Initiative with Families:** Within the first week of a child's attendance, a staff member should make a positive phone call or send a welcoming email to their parent or guardian. This builds immediate trust and creates a crucial home-program partnership that encourages continued attendance.
- b) **Desired Outcome:** A measurable decrease in the 36% early-stage attrition rate, a stronger and more immediate sense of belonging among new participants, and a greater number of youths who remain in the program long enough to benefit from its full range of academic and social-emotional supports.

STRATEGIC IMPROVEMENT 2: EVOLVE THE PROGRAM MODEL TO MEET MODERN YOUTH NEEDS

- a) **Rationale:** The evaluation data provides a clear, triangulated mandate to enhance and modernize the program's Social-Emotional Learning (SEL) and youth development pillar. While the program successfully fosters foundational pro-social behaviors, student survey data indicated a less pronounced impact on the development of more complex, internal competencies, with fewer than half of youth reporting improvement in conflict resolution (41%) and stress management (43%). This student-identified need was strongly corroborated by both parents and staff. Parents recommended broadening the program's curriculum to include more advanced, "future-ready" life skills. Critically, staff's number one request for additional training was in SEL and behavior management, a desire they linked directly to feeling that some current curricula were "out-of-date and the kids are not feeling engaged or challenged."
- i) **Actionable Recommendations:**
- (1) **Conduct a Formal Curriculum Review:** Initiate a formal review of the existing SEL and life skills curriculum across all sites to identify specific modules that are outdated, are not

fully engaging participants, or are not explicitly teaching the advanced competencies students need.

- (2) **Adopt an Updated, Evidence-Based SEL Curriculum:** Following the review, research and select an updated, evidence-based curriculum that explicitly teaches the skills where students reported the least growth, such as stress management, conflict resolution, and digital citizenship.
 - (3) **Integrate "Future-Ready" Life Skills Modules:** In direct response to parent feedback, strategically integrate new, relevant modules focused on practical life skills for older youth, such as financial literacy, career exploration, and self-care, into the program model.
- b) **Desired Outcome:** To better equip youth with the advanced coping and executive functioning skills they need to navigate modern challenges, ensuring the program's content remains relevant, engaging, and high-impact.

STRATEGIC IMPROVEMENT 3: DEEPEN ACADEMIC ALIGNMENT WITH THE SCHOOL DAY

- a) **Rationale:** The evaluation identified a significant communication gap regarding homework, a finding validated by multiple data sources. While parents and students reported strong academic support within the program, fewer than 40% of teachers observed regular homework completion from participating students. This discrepancy points to a breakdown in process—where work completed in the program is not being successfully transferred back to the teacher—rather than a failure to provide academic help. This finding is further reinforced by qualitative feedback from school-day teachers, who expressed a clear desire for more intentional collaboration with after-school staff to better align their instructional efforts, with direct suggestions for *"More communication with staff on academic curriculum being taught."*
- i) **Actionable Recommendations:**
- (1) **Establish a Proactive School Communication Protocol:** Move the school partnership from reactive to proactive. Implement a plan that includes a joint kick-off meeting at the start of the school year and a structured, recurring communication channel (e.g., a shared digital folder, a monthly email) between Site Coordinators and teachers focused specifically on aligning academic support and curriculum.
 - (2) **Develop a Clear Homework Transfer Process:** Work directly with school-day teachers to co-create a simple, reliable process for documenting and transferring completed homework. This could be a "completion stamp," a weekly sign-off sheet, or another mutually agreed-upon method to close the communication loop.
 - (3) **Designate a Formal Liaison:** Ensure a designated Reaching Higher staff member at each site is the official liaison for academic communication with teachers, creating a clear and consistent point of contact.
- b) **Desired Outcome:** The resolution of the "homework gap," a stronger and more strategic academic alignment with the school day that is valued by teachers, and a measurable improvement in the transfer of academic progress from the after-school space to the classroom.

STRATEGIC IMPROVEMENT 4: INVEST IN STAFFING TO DEEPEN RELATIONAL IMPACT

- a) **Rationale:** The most critical operational need identified by after-school staff was insufficient staffing capacity. In their qualitative feedback, staff reported that being under-resourced directly impacts their ability to serve students effectively and is a significant source of stress. This operational challenge provides a direct explanation for the gap in service felt by youth, as

the 39% of students who reported lacking one-on-one support powerfully validates the staff's concern that they are stretched too thin to provide consistent, individualized mentorship. This local concern mirrors national trends; according to the Afterschool Alliance (2025), staffing remains a significant challenge for providers across the country.

i) **Actionable Recommendations:**

- (1) **Conduct a Formal Staffing Capacity and Compensation Assessment:** Undertake a formal assessment of staffing ratios and compensation at each site. The evaluation data provides a strong, multi-perspective justification for an increased investment in personnel to meet the program's relational goals.
- (2) **Establish Clear Staff-to-Student Ratio Guidelines:** Based on the assessment, establish clear guidelines for staff-to-student ratios that are designed not just for safety and supervision, but to explicitly allow for the capacity for one-on-one developmental relationships.
- (3) **Advocate for Increased Funding for Personnel:** Use the findings from this evaluation—particularly the triangulated data linking staff capacity to student outcomes—to build a powerful case for increased funding specifically earmarked for hiring and retaining high-quality staff at a competitive wage.

- b) **Desired Outcome:** More stable and equitably compensated staff with the capacity to deliver on program goals, a significant decrease in the percentage of students reporting a lack of one-on-one support, and a reduction in staff stress due to more manageable workloads.

STRATEGIC IMPROVEMENT 5: FOSTER NETWORK-WIDE COHESION AND COLLABORATION

- a) **Rationale:** While individual program sites function as strong, independent units with exceptionally positive internal cultures, staff expressed a clear desire for greater cross-site collaboration. The quantitative data showed that only 61% of staff felt connected to other sites, a feeling explained by their direct qualitative plea for *"More sharing of ideas (enrichments, field trips, academics)"* across the network. This indicates an opportunity to evolve from a collection of successful sites into a more cohesive and collaborative professional learning community.

i) **Actionable Recommendations:**

- (1) **Foster a Network-Wide Professional Learning Community (PLC):** Create formal, recurring opportunities (e.g., quarterly virtual meetings, an annual in-person summit) for staff from all ten sites to collaborate, share successful "programming ideas," and solve common problems together.
- (2) **Create a Shared Digital Resource Library:** Establish a centralized digital library for curricula, activity plans, and other resources. This directly addresses the staff's desire for more idea sharing and ensures that a successful innovation at one site can be easily replicated across the network.
- (3) **Codify and Disseminate "Models of Excellence":** Formally document the successful strategies from high-performing sites (e.g., Hunt and Leslie in retention; Hope and Leslie in family engagement) and use the new PLC to actively disseminate these "best practices" as a core part of the program's internal training and development.

- b) **Desired Outcome:** A more collaborative and supportive internal culture, the systematic sharing of best practices leading to improved quality across all sites, and the transformation of the program from a collection of strong, independent sites into a truly integrated and supportive network.

Recommendations for Program Improvement: Synthesized

Strategic Priority	Actionable Recommendations	Rationale & Desired Outcome
Strategic Improvement 1: Securing Engagement from Day One	1. Implement a "First 30 Days" Onboarding Plan: Create a structured, network-wide protocol to intentionally build connection and belonging from day one. 2. Establish a Peer-to-Peer "Buddy System": Pair every new participant with a returning youth leader for their first one to two weeks to serve as a friendly guide. 3. Systematize an Early Staff Check-In: Mandate a brief, informal one-on-one check-in between a staff member and each new participant before the end of their third week. 4. Launch a "Positive First Contact" Initiative with Families: Ensure a staff member makes a positive, welcoming phone call to the parent or guardian of every new child within the first week.	Rationale: The evaluation data clearly indicates that the program's most significant point of attrition occurs within the first 30 days, with 36% of active youth leaving during this period. Qualitative data suggests this is because youth who fail to quickly form the social bonds that define the program's "thriving social community" are most likely to drop out. Desired Outcome: A measurable decrease in the 36% early-stage attrition rate, a stronger and more immediate sense of belonging among new participants, and a greater number of youths who remain in the program long enough to benefit from its full range of supports.
Strategic Improvement 2: Deepen the Impact of the SEL and Youth Development Pillar	1. Conduct a formal review of the existing SEL and life skills curriculum to identify areas that are "out-of-date" or not fully engaging participants. 2. Select and adopt an updated, evidence-based curriculum that explicitly teaches advanced competencies such as stress management, conflict resolution, and digital citizenship. 3. Integrate new, relevant modules focused on "future-ready" life skills, directly responding to parent feedback for offerings like financial literacy, career planning, and self-care.	To respond directly to the triangulated feedback from students, parents, and staff. The student data showed low perceived growth in stress management (43%) and conflict resolution (41%). This was explained by staff, who noted some curriculum is "out-of-date," and reinforced by parents, who requested more advanced life skills to help youth navigate modern challenges. Desired Outcome: To better equip youth with the advanced coping and executive functioning skills they need, ensuring the program's content remains relevant, engaging, and high-impact.
Strategic Improvement 3: Deepen Academic Alignment with the School Day	1. Establish a protocol for proactive, recurring communication between Site Coordinators and teachers focused on academic alignment. 2. Co-create a simple homework transfer process with teachers to ensure completed work is documented and returned. 3. Designate a formal staff liaison at each site for academic communication.	Rationale: The evaluation identified a significant "homework gap" between teacher and parent perceptions. Teachers also expressed a clear desire for more intentional collaboration on curriculum alignment. Desired Outcome: Resolution of the homework gap, a stronger strategic partnership with schools, and improved transfer of academic progress.
Strategic Improvement 4: Invest in Staffing to Deepen Relational Impact	1. Conduct a formal assessment of staffing ratios and compensation to align resources with program goals. 2. Establish clear staff-to-student ratio guidelines that explicitly allow for the capacity for one-on-one mentorship. 3. Use the evaluation's triangulated data to build a powerful case for increased funding for personnel.	Rationale: Staff identified insufficient staffing as their most critical need. This directly explains the service gap felt by the 39% of students who reported lacking one-on-one support. Desired Outcome: A stable and supported staff with the capacity for mentorship, a significant decrease in students reporting a lack of one-on-one support, and reduced staff stress.

**Strategic
Improvement 5:
Foster Network-
Wide Cohesion
and Collaboration**

1. **Foster a Network-Wide Professional Learning Community (PLC)** for staff to collaborate, share ideas, and solve common problems. 2. **Create a shared digital library** for curricula and best practices to facilitate knowledge sharing. 3. **Codify and disseminate "Models of Excellence"** from high-performing sites via the new PLC.

Rationale: While individual sites have strong internal cultures, only 61% of staff felt connected to other sites. Staff made a direct qualitative plea for "More sharing of ideas" across the network. **Desired Outcome:** A more collaborative internal culture, the systematic sharing of best practices leading to improved quality, and the transformation of the program into a truly integrated network.

Appendix

East Jackson ASA YAB Form
N=13

Q3. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Math.	15%	62%	23%	0%	0%	0%
Demonstrated enjoyment in Math.	23%	46%	23%	8%	0%	0%
Demonstrated competency in Math.	23%	46%	31%	0%	0%	0%

Q4. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Reading.	15%	46%	38%	0%	0%	0%
Demonstrated enjoyment in Reading.	15%	54%	31%	0%	0%	0%
Demonstrated competency in Reading.	31%	38%	31%	0%	0%	0%
Demonstrated confidence in Writing.	15%	31%	54%	0%	0%	0%
Demonstrated enjoyment in Writing.	8%	46%	46%	0%	0%	0%
Demonstrated competency in Writing.	15%	38%	46%	0%	0%	0%

Q5. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in constructive activities.	31%	62%	8%	0%	0%	0%
Actively participated in afterschool social activities.	38%	54%	8%	0%	0%	0%
Actively participated in afterschool academic activities.	23%	62%	15%	0%	0%	0%
Completed homework assignments on time.	15%	62%	23%	0%	0%	0%
Tried to do well in his/her work.	31%	54%	15%	0%	0%	0%
Followed classroom rules.	23%	62%	15%	0%	0%	0%
Appeared prepared to learn and participate in class.	31%	62%	8%	0%	0%	0%

Q6. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in positive relationships.	8%	85%	8%	0%	0%	0%
Respected the rights of others in the program.	23%	46%	31%	0%	0%	0%
Got along well with other students in the program.	15%	38%	46%	0%	0%	0%
Got along well with staff in the program.	31%	46%	23%	0%	0%	0%
Stayed out of trouble.	15%	69%	15%	0%	0%	0%
Looked for positive ways to solve problems and resolve conflicts.	8%	62%	23%	8%	0%	0%
Looked for opportunities to engage in decision making.	8%	69%	23%	0%	0%	0%
Demonstrated leadership abilities.	8%	62%	23%	0%	8%	0%

Greyhound ASA YAB Form
N=21

Q3. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Math.	0%	33%	57%	5%	5%	0%
Demonstrated enjoyment in Math.	0%	43%	43%	10%	5%	0%
Demonstrated competency in Math.	0%	29%	62%	5%	5%	0%

Q4. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Reading.	5%	24%	57%	10%	5%	5%
Demonstrated enjoyment in Reading.	5%	48%	24%	14%	10%	5%
Demonstrated competency in Reading.	5%	33%	43%	14%	5%	5%
Demonstrated confidence in Writing.	0%	29%	48%	14%	10%	0%
Demonstrated enjoyment in Writing.	0%	33%	43%	14%	10%	0%
Demonstrated competency in Writing.	0%	19%	67%	5%	10%	0%

Q5. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in constructive activities.	24%	33%	24%	10%	10%	24%
Actively participated in afterschool social activities.	24%	33%	19%	19%	5%	24%
Actively participated in afterschool academic activities.	19%	33%	24%	19%	5%	19%
Completed homework assignments on time.	14%	33%	33%	14%	5%	14%
Tried to do well in his/her work.	33%	29%	29%	5%	5%	33%
Followed classroom rules.	29%	48%	14%	5%	5%	29%
Appeared prepared to learn and participate in class.	14%	52%	24%	5%	5%	14%

Q6. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in positive relationships.	29%	43%	10%	14%	5%	0%
Respected the rights of others in the program.	29%	48%	14%	5%	5%	0%
Got along well with other students in the program.	38%	43%	14%	5%	0%	0%
Got along well with staff in the program.	48%	38%	5%	10%	0%	0%
Stayed out of trouble.	24%	48%	14%	5%	5%	0%
Looked for positive ways to solve problems and resolve conflicts.	29%	29%	29%	10%	5%	0%
Looked for opportunities to engage in decision making.	43%	38%	5%	5%	10%	0%
Demonstrated leadership abilities.	24%	29%	19%	5%	19%	0%

Hope ASA YAB Form
N=16

Q3. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Math.	31%	25%	31%	0%	13%	0%
Demonstrated enjoyment in Math.	19%	19%	31%	0%	31%	0%
Demonstrated competency in Math.	25%	38%	19%	13%	6%	0%

Q4. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Reading.	25%	44%	0%	31%	0%	0%
Demonstrated enjoyment in Reading.	19%	6%	44%	31%	0%	0%
Demonstrated competency in Reading.	19%	38%	13%	25%	6%	0%
Demonstrated confidence in Writing.	19%	31%	25%	25%	0%	0%
Demonstrated enjoyment in Writing.	19%	13%	44%	25%	0%	0%
Demonstrated competency in Writing.	6%	38%	19%	38%	0%	0%

Q5. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in constructive activities.	13%	50%	19%	13%	6%	0%
Actively participated in afterschool social activities.	75%	6%	13%	0%	6%	0%
Actively participated in afterschool academic activities.	44%	19%	19%	13%	6%	0%
Completed homework assignments on time.	69%	19%	6%	6%	0%	0%
Tried to do well in his/her work.	63%	25%	6%	6%	0%	0%
Followed classroom rules.	31%	31%	25%	13%	0%	0%
Appeared prepared to learn and participate in class.	19%	44%	19%	13%	6%	0%

Q6. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in positive relationships.	13%	25%	31%	6%	25%	0%
Respected the rights of others in the program.	19%	31%	25%	19%	6%	0%
Got along well with other students in the program.	19%	38%	31%	6%	6%	0%
Got along well with staff in the program.	25%	63%	6%	6%	0%	0%
Stayed out of trouble.	31%	50%	6%	6%	6%	0%
Looked for positive ways to solve problems and resolve conflicts.	13%	19%	44%	13%	13%	0%
Looked for opportunities to engage in decision making.	44%	19%	25%	6%	6%	0%
Demonstrated leadership abilities.	13%	25%	25%	13%	19%	6%

Hunt ASA YAB Form
N=27

Q3. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Math.	11%	52%	30%	7%	0%	0%
Demonstrated enjoyment in Math.	11%	59%	22%	7%	0%	0%
Demonstrated competency in Math.	11%	48%	33%	7%	0%	0%

Q4. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Reading.	15%	37%	41%	7%	0%	0%
Demonstrated enjoyment in Reading.	11%	56%	26%	7%	0%	0%
Demonstrated competency in Reading.	11%	41%	41%	7%	0%	0%
Demonstrated confidence in Writing.	7%	41%	30%	22%	0%	0%
Demonstrated enjoyment in Writing.	4%	63%	15%	19%	0%	0%
Demonstrated competency in Writing.	4%	37%	37%	22%	0%	0%

Q5. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in constructive activities.	26%	59%	11%	0%	4%	0%
Actively participated in afterschool social activities.	26%	67%	4%	0%	4%	0%
Actively participated in afterschool academic activities.	30%	63%	4%	4%	0%	0%
Completed homework assignments on time.	11%	70%	15%	4%	0%	0%
Tried to do well in his/her work.	19%	70%	7%	4%	0%	0%
Followed classroom rules.	22%	63%	7%	4%	4%	0%
Appeared prepared to learn and participate in class.	22%	59%	15%	0%	4%	0%

Q6. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in positive relationships.	26%	52%	19%	0%	4%	0%
Respected the rights of others in the program.	33%	37%	22%	4%	4%	0%
Got along well with other students in the program.	26%	52%	19%	0%	4%	0%
Got along well with staff in the program.	37%	56%	4%	4%	0%	0%
Stayed out of trouble.	33%	44%	19%	0%	4%	0%
Looked for positive ways to solve problems and resolve conflicts.	30%	37%	30%	0%	4%	0%
Looked for opportunities to engage in decision making.	15%	41%	33%	4%	7%	0%
Demonstrated leadership abilities.	7%	37%	37%	11%	7%	0%

Leslie ASA YAB Form
N=34

Q3. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Math.	6%	38%	38%	9%	3%	6%
Demonstrated enjoyment in Math.	6%	35%	35%	15%	6%	3%
Demonstrated competency in Math.	12%	35%	38%	6%	3%	6%

Q4. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Reading.	18%	26%	44%	9%	0%	3%
Demonstrated enjoyment in Reading.	18%	15%	38%	24%	6%	0%
Demonstrated competency in Reading.	21%	29%	38%	9%	0%	3%
Demonstrated confidence in Writing.	18%	18%	29%	35%	0%	0%
Demonstrated enjoyment in Writing.	12%	18%	26%	32%	12%	0%
Demonstrated competency in Writing.	21%	18%	26%	35%	0%	0%

Q5. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in constructive activities.	21%	32%	29%	9%	9%	0%
Actively participated in afterschool social activities.	21%	38%	29%	9%	3%	0%
Actively participated in afterschool academic activities.	24%	29%	29%	12%	3%	3%
Completed homework assignments on time.	24%	41%	21%	6%	9%	0%
Tried to do well in his/her work.	29%	32%	18%	15%	6%	0%
Followed classroom rules.	35%	32%	24%	9%	0%	0%
Appeared prepared to learn and participate in class.	32%	35%	12%	18%	3%	0%

Q6. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in positive relationships.	24%	18%	41%	9%	9%	0%
Respected the rights of others in the program.	41%	29%	21%	6%	3%	0%
Got along well with other students in the program.	35%	29%	26%	6%	3%	0%
Got along well with staff in the program.	38%	32%	21%	9%	0%	0%
Stayed out of trouble.	32%	32%	21%	12%	3%	0%
Looked for positive ways to solve problems and resolve conflicts.	29%	18%	35%	6%	12%	0%
Looked for opportunities to engage in decision making.	26%	24%	32%	9%	9%	0%
Demonstrated leadership abilities.	21%	12%	32%	24%	12%	0%

Springport ASA YAB Form
N=63

Q3. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Math.	63%	21%	5%	2%	10%	0%
Demonstrated enjoyment in Math.	63%	21%	5%	2%	10%	0%
Demonstrated competency in Math.	63%	21%	5%	2%	10%	0%

Q4. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Reading.	38%	14%	19%	13%	16%	0%
Demonstrated enjoyment in Reading.	38%	14%	19%	13%	16%	0%
Demonstrated competency in Reading.	38%	14%	19%	13%	16%	0%
Demonstrated confidence in Writing.	30%	16%	21%	14%	19%	0%
Demonstrated enjoyment in Writing.	30%	16%	21%	14%	19%	0%
Demonstrated competency in Writing.	30%	16%	21%	14%	19%	0%

Q5. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in constructive activities.	22%	56%	19%	3%	0%	0%
Actively participated in afterschool social activities.	86%	14%	0%	0%	0%	0%
Actively participated in afterschool academic activities.	86%	14%	0%	0%	0%	0%
Completed homework assignments on time.	46%	29%	22%	3%	0%	0%
Tried to do well in his/her work.	46%	29%	22%	3%	0%	0%
Followed classroom rules.	79%	19%	2%	0%	0%	0%
Appeared prepared to learn and participate in class.	48%	32%	17%	3%	0%	0%

Q6. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in positive relationships.	16%	60%	17%	5%	2%	0%
Respected the rights of others in the program.	81%	16%	3%	0%	0%	0%
Got along well with other students in the program.	81%	17%	2%	0%	0%	0%
Got along well with staff in the program.	89%	10%	2%	0%	0%	0%
Stayed out of trouble.	79%	19%	2%	0%	0%	0%
Looked for positive ways to solve problems and resolve conflicts.	11%	56%	24%	3%	6%	0%
Looked for opportunities to engage in decision making.	2%	0%	38%	48%	11%	2%
Demonstrated leadership abilities.	0%	0%	40%	48%	11%	2%

Townsend/Vandercook ASA YAB Form
N=25

Q3. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Math.	4%	24%	28%	32%	12%	0%
Demonstrated enjoyment in Math.	4%	16%	36%	24%	20%	0%
Demonstrated competency in Math.	4%	24%	44%	16%	12%	0%

Q4. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Demonstrated confidence in Reading.	40%	36%	16%	0%	4%	4%
Demonstrated enjoyment in Reading.	12%	60%	20%	0%	4%	4%
Demonstrated competency in Reading.	36%	36%	20%	0%	4%	4%
Demonstrated confidence in Writing.	32%	40%	12%	8%	4%	4%
Demonstrated enjoyment in Writing.	12%	56%	16%	8%	4%	4%
Demonstrated competency in Writing.	36%	32%	16%	8%	4%	4%

Q5. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in constructive activities.	4%	52%	40%	4%	0%	0%
Actively participated in afterschool social activities.	4%	52%	28%	16%	0%	0%
Actively participated in afterschool academic activities.	4%	32%	36%	28%	0%	0%
Completed homework assignments on time.	8%	28%	48%	16%	0%	0%
Tried to do well in his/her work.	8%	24%	40%	20%	8%	0%
Followed classroom rules.	12%	60%	28%	0%	0%	0%
Appeared prepared to learn and participate in class.	4%	28%	56%	12%	0%	0%

Q6. At the start of the program (during the first two weeks), the student:

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Looked for opportunities to engage in positive relationships.	4%	48%	40%	8%	0%	0%
Respected the rights of others in the program.	8%	64%	20%	8%	0%	0%
Got along well with other students in the program.	8%	44%	20%	28%	0%	0%
Got along well with staff in the program.	36%	32%	32%	0%	0%	0%
Stayed out of trouble.	8%	56%	20%	16%	0%	0%
Looked for positive ways to solve problems and resolve conflicts.	4%	40%	40%	16%	0%	0%
Looked for opportunities to engage in decision making.	4%	28%	52%	16%	0%	0%
Demonstrated leadership abilities.	4%	12%	56%	28%	0%	0%

Greyhound 5-9th Grade Student Survey
N=6

Q4. Because of Reaching Higher, I have gotten better at:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
1. Attending school	80%	20%	0%	0%	0%
2. Completing my homework on time	60%	20%	20%	0%	0%
3. Following directions at school	40%	40%	0%	0%	20%
4. Think before making a decision	40%	20%	0%	20%	20%
5. Explaining myself so that others understand me	40%	20%	0%	0%	40%
6. Getting more involved in classroom activities during the school-day	20%	80%	0%	0%	0%
7. Paying attention in class during the school-day	40%	20%	0%	20%	20%
8. The way I deal with other students	40%	0%	20%	0%	40%
9. The way I deal with my teachers	40%	20%	40%	0%	0%
10. Helping others	40%	40%	20%	0%	0%
11. Finding solutions to problems	20%	40%	0%	40%	0%
12. Staying away from fights and arguments	40%	20%	20%	20%	0%
13. Dealing with stress	20%	20%	20%	20%	20%
14. Setting goals	20%	0%	40%	0%	40%
15. Working towards completing my goals	40%	0%	40%	0%	20%

Q5. Because of Reaching Higher:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
16. I feel more confident about my school work	20%	20%	60%	0%	0%
17. I understand Math better	40%	0%	20%	20%	20%
18. I understand English Language Arts (ELA) better	20%	40%	20%	0%	20%
19. I am getting better grades in Math	60%	0%	0%	0%	40%
20. I am getting better grades in English Language Arts (ELA)	40%	20%	40%	0%	0%
21. I enjoy school more	20%	0%	0%	60%	20%

Q6. Because of participating at Reaching Higher, I have been given the opportunity to:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
22. Talk with staff one-on-one about my problems	20%	20%	0%	40%	20%	0%
23. Learn about the dangers of drugs and how to stay away from them	20%	20%	0%	0%	20%	40%
24. Participate in school/community service projects	20%	20%	20%	0%	0%	40%
25. Learn about different jobs I could do as an adult	20%	20%	20%	0%	0%	40%

Q7. How often does your parent(s) or other adult(s) in your home:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
26. Talk to you about what you are doing at school	60%	20%	0%	0%	0%	20%
27. Ask you about your school work or homework	40%	20%	0%	0%	0%	40%
28. Help you with your school work and homework if you need help	40%	20%	20%	0%	0%	20%
29. Go to meetings or events at your school	0%	80%	0%	0%	20%	0%

Hunt 5-9th Grade Student Survey
N=7

Q4. Because of Reaching Higher, I have gotten better at:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
1. Attending school	57%	0%	0%	43%	0%
2. Completing my homework on time	29%	14%	14%	43%	0%
3. Following directions at school	43%	14%	14%	29%	0%
4. Think before making a decision	29%	14%	14%	43%	0%
5. Explaining myself so that others understand me	29%	14%	14%	43%	0%
6. Getting more involved in classroom activities during the school-day	43%	29%	0%	29%	0%
7. Paying attention in class during the school-day	29%	0%	43%	29%	0%
8. The way I deal with other students	29%	29%	0%	43%	0%
9. The way I deal with my teachers	29%	14%	14%	43%	0%
10. Helping others	43%	14%	0%	43%	0%
11. Finding solutions to problems	29%	14%	14%	43%	0%
12. Staying away from fights and arguments	0%	29%	14%	29%	29%
13. Dealing with stress	14%	29%	14%	14%	29%
14. Setting goals	43%	14%	0%	29%	14%
15. Working towards completing my goals	29%	0%	29%	43%	0%

Q5. Because of Reaching Higher:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
16. I feel more confident about my school work	29%	14%	14%	43%	0%
17. I understand Math better	43%	0%	14%	43%	0%
18. I understand English Language Arts (ELA) better	29%	29%	14%	29%	0%
19. I am getting better grades in Math	43%	29%	0%	29%	0%
20. I am getting better grades in English Language Arts (ELA)	57%	29%	0%	14%	0%
21. I enjoy school more	43%	0%	29%	14%	14%

Q6. Because of participating at Reaching Higher, I have been given the opportunity to:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
22. Talk with staff one-on-one about my problems	14%	14%	0%	14%	14%	43%
23. Learn about the dangers of drugs and how to stay away from them	43%	0%	0%	0%	0%	57%
24. Participate in school/community service projects	86%	0%	0%	0%	14%	0%
25. Learn about different jobs I could do as an adult	57%	29%	0%	0%	14%	0%

Q7. How often does your parent(s) or other adult(s) in your home:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
26. Talk to you about what you are doing at school	29%	43%	0%	14%	14%	0%
27. Ask you about your school work or homework	43%	14%	0%	0%	14%	29%
28. Help you with your school work and homework if you need help	43%	29%	14%	0%	14%	0%
29. Go to meetings or events at your school	43%	14%	29%	0%	0%	14%

Hope 5-9th Grade Student Survey
N=8

Q4. Because of Reaching Higher, I have gotten better at:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
1. Attending school	57%	14%	29%	0%	0%
2. Completing my homework on time	71%	29%	0%	0%	0%
3. Following directions at school	86%	0%	0%	14%	0%
4. Think before making a decision	57%	29%	0%	14%	0%
5. Explaining myself so that others understand me	57%	14%	14%	14%	0%
6. Getting more involved in classroom activities during the school-day	43%	29%	14%	14%	0%
7. Paying attention in class during the school-day	43%	29%	0%	29%	0%
8. The way I deal with other students	71%	0%	14%	14%	0%
9. The way I deal with my teachers	71%	14%	0%	14%	0%
10. Helping others	71%	0%	29%	0%	0%
11. Finding solutions to problems	14%	71%	14%	0%	0%
12. Staying away from fights and arguments	71%	0%	14%	14%	0%
13. Dealing with stress	29%	43%	29%	0%	0%
14. Setting goals	29%	29%	29%	14%	0%
15. Working towards completing my goals	43%	14%	29%	14%	0%

Q5. Because of Reaching Higher:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
16. I feel more confident about my school work	57%	29%	0%	14%	0%
17. I understand Math better	57%	14%	14%	14%	0%
18. I understand English Language Arts (ELA) better	57%	0%	29%	14%	0%
19. I am getting better grades in Math	57%	14%	0%	29%	0%
20. I am getting better grades in English Language Arts (ELA)	57%	14%	14%	14%	0%
21. I enjoy school more	57%	14%	14%	0%	14%

Q6. Because of participating at Reaching Higher, I have been given the opportunity to:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
22. Talk with staff one-on-one about my problems	57%	29%	0%	14%	0%	0%
23. Learn about the dangers of drugs and how to stay away from them	29%	0%	0%	0%	29%	43%
24. Participate in school/community service projects	14%	14%	29%	14%	14%	14%
25. Learn about different jobs I could do as an adult	29%	43%	14%	14%	0%	0%

Q7. How often does your parent(s) or other adult(s) in your home:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
26. Talk to you about what you are doing at school	86%	14%	0%	0%	0%	0%
27. Ask you about your school work or homework	86%	14%	0%	0%	0%	0%
28. Help you with your school work and homework if you need help	57%	29%	14%	0%	0%	0%
29. Go to meetings or events at your school	71%	29%	0%	0%	0%	0%

Leslie 5-9th Grade Student Survey
N=28

Q4. Because of Reaching Higher, I have gotten better at:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
1. Attending school	41%	11%	0%	37%	11%
2. Completing my homework on time	15%	41%	15%	15%	15%
3. Following directions at school	33%	26%	7%	22%	11%
4. Think before making a decision	11%	30%	22%	22%	15%
5. Explaining myself so that others understand me	15%	41%	15%	19%	11%
6. Getting more involved in classroom activities during the school-day	22%	11%	22%	26%	19%
7. Paying attention in class during the school-day	30%	19%	15%	22%	15%
8. The way I deal with other students	15%	26%	19%	30%	11%
9. The way I deal with my teachers	41%	7%	11%	30%	11%
10. Helping others	26%	22%	15%	26%	11%
11. Finding solutions to problems	19%	19%	26%	26%	11%
12. Staying away from fights and arguments	7%	26%	7%	37%	22%
13. Dealing with stress	19%	11%	7%	33%	30%
14. Setting goals	15%	7%	33%	30%	15%
15. Working towards completing my goals	15%	26%	22%	19%	19%

Q5. Because of Reaching Higher:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
16. I feel more confident about my school work	22%	33%	4%	15%	26%
17. I understand Math better	19%	26%	7%	19%	30%
18. I understand English Language Arts (ELA) better	26%	26%	15%	19%	15%
19. I am getting better grades in Math	19%	19%	11%	22%	30%
20. I am getting better grades in English Language Arts (ELA)	19%	22%	4%	33%	22%
21. I enjoy school more	11%	19%	15%	11%	44%

Q6. Because of participating at Reaching Higher, I have been given the opportunity to:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
22. Talk with staff one-on-one about my problems	15%	11%	7%	4%	33%	30%
23. Learn about the dangers of drugs and how to stay away from them	37%	4%	4%	4%	7%	44%
24. Participate in school/community service projects	22%	15%	33%	4%	7%	19%
25. Learn about different jobs I could do as an adult	30%	7%	7%	22%	11%	22%

Q7. How often does your parent(s) or other adult(s) in your home:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
26. Talk to you about what you are doing at school	37%	22%	26%	0%	7%	7%
27. Ask you about your school work or homework	33%	22%	30%	4%	11%	0%
28. Help you with your school work and homework if you need help	30%	30%	7%	15%	15%	4%
29. Go to meetings or events at your school	33%	15%	19%	4%	15%	15%

Springport 5-9th Grade Student Survey
N=23

Q4. Because of Reaching Higher, I have gotten better at:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
1. Attending school	70%	17%	0%	13%	0%
2. Completing my homework on time	52%	30%	9%	9%	0%
3. Following directions at school	65%	13%	9%	13%	0%
4. Think before making a decision	39%	30%	17%	13%	0%
5. Explaining myself so that others understand me	30%	30%	13%	22%	4%
6. Getting more involved in classroom activities during the school-day	43%	22%	9%	26%	0%
7. Paying attention in class during the school-day	43%	22%	13%	17%	4%
8. The way I deal with other students	35%	22%	22%	22%	0%
9. The way I deal with my teachers	57%	13%	9%	22%	0%
10. Helping others	48%	13%	22%	13%	4%
11. Finding solutions to problems	43%	17%	13%	22%	4%
12. Staying away from fights and arguments	35%	22%	22%	22%	0%
13. Dealing with stress	35%	22%	13%	17%	13%
14. Setting goals	30%	22%	22%	17%	9%
15. Working towards completing my goals	43%	17%	22%	13%	4%

Q5. Because of Reaching Higher:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
16. I feel more confident about my school work	57%	30%	0%	13%	0%
17. I understand Math better	43%	26%	13%	9%	9%
18. I understand English Language Arts (ELA) better	22%	48%	17%	13%	0%
19. I am getting better grades in Math	57%	22%	4%	13%	4%
20. I am getting better grades in English Language Arts (ELA)	52%	22%	17%	9%	0%
21. I enjoy school more	30%	17%	17%	26%	9%

Q6. Because of participating at Reaching Higher, I have been given the opportunity to:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
22. Talk with staff one-on-one about my problems	39%	17%	17%	9%	13%	4%
23. Learn about the dangers of drugs and how to stay away from them	57%	9%	4%	4%	9%	17%
24. Participate in school/community service projects	48%	13%	13%	9%	9%	9%
25. Learn about different jobs I could do as an adult	43%	22%	13%	0%	9%	13%

Q7. How often does your parent(s) or other adult(s) in your home:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
26. Talk to you about what you are doing at school	64%	14%	9%	9%	5%	0%
27. Ask you about your school work or homework	73%	9%	9%	5%	5%	0%
28. Help you with your school work and homework if you need help	68%	9%	9%	5%	5%	5%
29. Go to meetings or events at your school	59%	14%	5%	14%	9%	0%

Townsend/Vandercook 5-9th Grade Student Survey
N=7

Q4. Because of Reaching Higher, I have gotten better at:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
1. Attending school	29%	29%	14%	14%	14%
2. Completing my homework on time	0%	14%	57%	0%	29%
3. Following directions at school	29%	14%	0%	43%	14%
4. Think before making a decision	43%	29%	0%	14%	14%
5. Explaining myself so that others understand me	29%	57%	0%	0%	14%
6. Getting more involved in classroom activities during the school-day	14%	14%	29%	29%	14%
7. Paying attention in class during the school-day	43%	14%	0%	29%	14%
8. The way I deal with other students	43%	0%	43%	14%	0%
9. The way I deal with my teachers	43%	14%	29%	14%	0%
10. Helping others	29%	43%	14%	14%	0%
11. Finding solutions to problems	29%	43%	14%	14%	0%
12. Staying away from fights and arguments	14%	14%	14%	0%	57%
13. Dealing with stress	29%	14%	14%	0%	43%
14. Setting goals	29%	57%	0%	0%	14%
15. Working towards completing my goals	29%	14%	29%	0%	29%
	29%	29%	14%	14%	14%

Q5. Because of Reaching Higher:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
16. I feel more confident about my school work	14%	57%	0%	0%	29%
17. I understand Math better	57%	14%	0%	0%	29%
18. I understand English Language Arts (ELA) better	29%	14%	29%	0%	29%
19. I am getting better grades in Math	29%	0%	14%	14%	43%
20. I am getting better grades in English Language Arts (ELA)	14%	29%	0%	14%	43%
21. I enjoy school more	0%	43%	29%	0%	29%

Q6. Because of participating at Reaching Higher, I have been given the opportunity to:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
22. Talk with staff one-on-one about my problems	29%	14%	29%	14%	0%	14%
23. Learn about the dangers of drugs and how to stay away from them	71%	0%	0%	14%	14%	0%
24. Participate in school/community service projects	43%	14%	0%	14%	14%	14%
25. Learn about different jobs I could do as an adult	29%	43%	14%	14%	0%	0%

Q7. How often does your parent(s) or other adult(s) in your home:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
26. Talk to you about what you are doing at school	14%	29%	14%	29%	0%	14%
27. Ask you about your school work or homework	43%	0%	14%	14%	0%	29%
28. Help you with your school work and homework if you need help	57%	0%	14%	14%	0%	14%
29. Go to meetings or events at your school	29%	14%	29%	14%	14%	0%

Waverly 5-9th Grade Student Survey
N=34

Q4. Because of Reaching Higher, I have gotten better at:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
1. Attending school	0%	33%	0%	67%	0%
2. Completing my homework on time	33%	33%	0%	33%	0%
3. Following directions at school	33%	0%	33%	33%	0%
4. Think before making a decision	33%	0%	33%	33%	0%
5. Explaining myself so that others understand me	0%	33%	0%	67%	0%
6. Getting more involved in classroom activities during the school-day	33%	67%	0%	0%	0%
7. Paying attention in class during the school-day	33%	33%	33%	0%	0%
8. The way I deal with other students	33%	67%	0%	0%	0%
9. The way I deal with my teachers	33%	33%	0%	33%	0%
10. Helping others	33%	67%	0%	0%	0%
11. Finding solutions to problems	0%	67%	0%	33%	0%
12. Staying away from fights and arguments	33%	0%	0%	67%	0%
13. Dealing with stress	0%	67%	0%	33%	0%
14. Setting goals	0%	33%	33%	33%	0%
15. Working towards completing my goals	0%	67%	0%	33%	0%

Q5. Because of Reaching Higher:

	Very True of Me	Somewhat True of Me	Only a Little True of Me	I Have Remained the Same	Not True of Me
16. I feel more confident about my school work	0%	50%	0%	50%	0%
17. I understand Math better	0%	0%	0%	100%	0%
18. I understand English Language Arts (ELA) better	0%	50%	0%	50%	0%
19. I am getting better grades in Math	0%	0%	0%	100%	0%
20. I am getting better grades in English Language Arts (ELA)	0%	0%	0%	100%	0%
21. I enjoy school more	0%	50%	50%	0%	0%

Q6. Because of participating at Reaching Higher, I have been given the opportunity to:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
22. Talk with staff one-on-one about my problems	0%	50%	0%	0%	50%	0%
23. Learn about the dangers of drugs and how to stay away from them	0%	0%	50%	0%	50%	0%
24. Participate in school/community service projects	0%	0%	50%	0%	50%	0%
25. Learn about different jobs I could do as an adult	0%	0%	50%	0%	50%	0%

Q7. How often does your parent(s) or other adult(s) in your home:

	All the Time	Most of the Time	Sometimes	A little	Hardly Ever	Never
26. Talk to you about what you are doing at school	50%	50%	0%	0%	0%	0%
27. Ask you about your school work or homework	50%	50%	0%	0%	0%	0%
28. Help you with your school work and homework if you need help	0%	50%	50%	0%	0%	0%
29. Go to meetings or events at your school	50%	50%	0%	0%	0%	0%

Attwood School Day Teacher Survey
N=3

Q1. SECTION A

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
Reaching Higher staff keeps me well informed which of my students participate in the program	33%	0%	0%	33%	0%	33%	0%
Reaching Higher is a worthwhile program for students	100%	0%	0%	0%	0%	0%	0%
Reaching Higher staff communicates with me as to my students' needs, assessments and/or concerns either verbally or in writing (email, letter, forms, etc.)	0%	33%	0%	33%	0%	33%	0%
I believe Reaching Higher has helped my students improve in Reading	0%	67%	33%	0%	0%	0%	0%
I believe Reaching Higher has helped my students improve in Writing	0%	67%	33%	0%	0%	0%	0%
I believe Reaching Higher has helped my students improve in Math	0%	33%	33%	0%	0%	0%	33%
My students who participate in Reaching Higher enjoy attending the program	100%	0%	0%	0%	0%	0%	0%
Reaching Higher is meeting the needs of my participating students academically	0%	67%	0%	33%	0%	0%	0%
Reaching Higher is meeting the needs of my participating students socially	100%	0%	0%	0%	0%	0%	0%
My students who go to Reaching Higher behave better in school	33%	0%	33%	0%	33%	0%	0%

Q2. SECTION B

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
My students in the afterschool program turn in their homework regularly	0%	0%	33%	0%	33%	0%	33%
My students in the afterschool program turn in their homework completed	0%	0%	33%	0%	33%	0%	33%
My students in the afterschool program turn in their homework correctly	0%	33%	0%	0%	33%	0%	33%
I share resources with Reaching Higher staff to help them align after school with my class curriculum	33%	0%	0%	33%	33%	0%	0%
I have no problem with Reaching Higher program using my classroom	33%	0%	0%	0%	0%	33%	33%
Reaching Higher staff assigned to my classroom keeps everything in order, neat and clean	33%	0%	0%	0%	0%	0%	67%
Reaching Higher staff (site coordinator, leader, etc) attend to my classroom concerns immediately when an incident occurs	33%	0%	0%	0%	0%	0%	67%
The Reaching Higher site coordinator has a good team and works well with his/her staff	33%	67%	0%	0%	0%	0%	0%
The Reaching Higher site coordinator has established good relationship with the school day staff.	33%	67%	0%	0%	0%	0%	0%
The site coordinator has excellent ways of providing quality resources to his/her staff	33%	33%	0%	0%	0%	0%	33%

Greyhound School Day Teacher Survey
N=13

Q1. SECTION A

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
Reaching Higher staff keeps me well informed which of my students participate in the program	46%	0%	15%	0%	0%	8%	31%
Reaching Higher is a worthwhile program for students	54%	15%	8%	0%	8%	0%	15%
Reaching Higher staff communicates with me as to my students' needs, assessments and/or concerns either verbally or in writing (email, letter, forms, etc.)	38%	8%	8%	15%	0%	8%	23%
I believe Reaching Higher has helped my students improve in Reading	31%	23%	8%	0%	8%	8%	23%
I believe Reaching Higher has helped my students improve in Writing	23%	23%	15%	0%	8%	8%	23%
I believe Reaching Higher has helped my students improve in Math	31%	23%	0%	0%	8%	15%	23%
My students who participate in Reaching Higher enjoy attending the program	38%	23%	23%	0%	0%	0%	15%
Reaching Higher is meeting the needs of my participating students academically	31%	23%	8%	0%	15%	0%	23%
Reaching Higher is meeting the needs of my participating students socially	46%	8%	15%	0%	8%	0%	23%
My students who go to Reaching Higher behave better in school	31%	23%	0%	0%	15%	8%	23%

Q2. SECTION B

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
My students in the afterschool program turn in their homework regularly	23%	15%	15%	8%	8%	0%	31%
My students in the afterschool program turn in their homework completed	23%	15%	15%	15%	0%	0%	31%
My students in the afterschool program turn in their homework correctly	15%	31%	15%	8%	0%	0%	31%
I share resources with Reaching Higher staff to help them align after school with my class curriculum	15%	31%	8%	0%	0%	0%	46%
I have no problem with Reaching Higher program using my classroom	31%	8%	0%	8%	8%	8%	38%
Reaching Higher staff assigned to my classroom keeps everything in order, neat and clean	31%	8%	0%	8%	0%	0%	54%
Reaching Higher staff (site coordinator, leader, etc) attend to my classroom concerns immediately when an incident occurs	38%	8%	8%	0%	0%	0%	46%
The Reaching Higher site coordinator has a good team and works well with his/her staff	31%	23%	8%	8%	0%	0%	31%
The Reaching Higher site coordinator has established good relationship with the school day staff.	38%	15%	23%	0%	0%	8%	15%
The site coordinator has excellent ways of providing quality resources to his/her staff	31%	23%	0%	0%	0%	0%	46%

Leslie School Day Teacher Survey
N=8

Q1. SECTION A

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
Reaching Higher staff keeps me well informed which of my students participate in the program	38%	25%	25%	0%	0%	13%	0%
Reaching Higher is a worthwhile program for students	88%	13%	0%	0%	0%	0%	0%
Reaching Higher staff communicates with me as to my students' needs, assessments and/or concerns either verbally or in writing (email, letter, forms, etc.)	25%	38%	13%	0%	13%	13%	0%
I believe Reaching Higher has helped my students improve in Reading	25%	25%	13%	13%	0%	0%	25%
I believe Reaching Higher has helped my students improve in Writing	13%	25%	25%	13%	0%	0%	25%
I believe Reaching Higher has helped my students improve in Math	13%	38%	13%	13%	0%	0%	25%
My students who participate in Reaching Higher enjoy attending the program	75%	25%	0%	0%	0%	0%	0%
Reaching Higher is meeting the needs of my participating students academically	50%	38%	13%	0%	0%	0%	0%
Reaching Higher is meeting the needs of my participating students socially	88%	13%	0%	0%	0%	0%	0%
My students who go to Reaching Higher behave better in school	38%	25%	25%	13%	0%	0%	0%

Q2. SECTION B

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
My students in the afterschool program turn in their homework regularly	0%	50%	38%	0%	0%	0%	13%
My students in the afterschool program turn in their homework completed	0%	50%	38%	0%	0%	0%	13%
My students in the afterschool program turn in their homework correctly	0%	50%	38%	0%	0%	0%	13%
I share resources with Reaching Higher staff to help them align after school with my class curriculum	13%	38%	13%	0%	13%	0%	25%
I have no problem with Reaching Higher program using my classroom	38%	13%	0%	13%	13%	0%	25%
Reaching Higher staff assigned to my classroom keeps everything in order, neat and clean	38%	13%	0%	0%	0%	0%	50%
Reaching Higher staff (site coordinator, leader, etc) attend to my classroom concerns immediately when an incident occurs	63%	13%	0%	0%	0%	0%	25%
The Reaching Higher site coordinator has a good team and works well with his/her staff	75%	13%	0%	0%	0%	0%	13%
The Reaching Higher site coordinator has established good relationship with the school day staff.	75%	25%	0%	0%	0%	0%	0%
The site coordinator has excellent ways of providing quality resources to his/her staff	75%	13%	0%	13%	0%	0%	0%

Springport School Day Teacher Survey
N=3

Q1. SECTION A

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
Reaching Higher staff keeps me well informed which of my students participate in the program	67%	33%	0%	0%	0%	0%	0%
Reaching Higher is a worthwhile program for students	100%	0%	0%	0%	0%	0%	0%
Reaching Higher staff communicates with me as to my students' needs, assessments and/or concerns either verbally or in writing (email, letter, forms, etc.)	100%	0%	0%	0%	0%	0%	0%
I believe Reaching Higher has helped my students improve in Reading	33%	33%	33%	0%	0%	0%	0%
I believe Reaching Higher has helped my students improve in Writing	33%	0%	33%	0%	0%	0%	33%
I believe Reaching Higher has helped my students improve in Math	33%	33%	0%	0%	0%	0%	33%
My students who participate in Reaching Higher enjoy attending the program	67%	33%	0%	0%	0%	0%	0%
Reaching Higher is meeting the needs of my participating students academically	67%	0%	33%	0%	0%	0%	0%
Reaching Higher is meeting the needs of my participating students socially	67%	0%	33%	0%	0%	0%	0%
My students who go to Reaching Higher behave better in school	0%	0%	100%	0%	0%	0%	0%

Q2. SECTION B

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
My students in the afterschool program turn in their homework regularly	0%	33%	67%	0%	0%	0%	0%
My students in the afterschool program turn in their homework completed	0%	67%	33%	0%	0%	0%	0%
My students in the afterschool program turn in their homework correctly	0%	100%	0%	0%	0%	0%	0%
I share resources with Reaching Higher staff to help them align after school with my class curriculum	33%	33%	0%	0%	0%	0%	33%
I have no problem with Reaching Higher program using my classroom	33%	33%	0%	0%	33%	0%	0%
Reaching Higher staff assigned to my classroom keeps everything in order, neat and clean	33%	0%	0%	0%	0%	0%	67%
Reaching Higher staff (site coordinator, leader, etc) attend to my classroom concerns immediately when an incident occurs	67%	0%	0%	0%	0%	0%	33%
The Reaching Higher site coordinator has a good team and works well with his/her staff	100%	0%	0%	0%	0%	0%	0%
The Reaching Higher site coordinator has established good relationship with the school day staff.	100%	0%	0%	0%	0%	0%	0%
The site coordinator has excellent ways of providing quality resources to his/her staff	100%	0%	0%	0%	0%	0%	0%

Townsend/Vandercook School Day Teacher Survey
N=3

Q1. SECTION A

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
Reaching Higher staff keeps me well informed which of my students participate in the program	33%	0%	33%	0%	33%	0%	0%
Reaching Higher is a worthwhile program for students	67%	33%	0%	0%	0%	0%	0%
Reaching Higher staff communicates with me as to my students' needs, assessments and/or concerns either verbally or in writing (email, letter, forms, etc.)	33%	0%	0%	33%	33%	0%	0%
I believe Reaching Higher has helped my students improve in Reading	33%	33%	0%	0%	0%	0%	33%
I believe Reaching Higher has helped my students improve in Writing	33%	33%	0%	0%	0%	0%	33%
I believe Reaching Higher has helped my students improve in Math	33%	33%	0%	33%	0%	0%	0%
My students who participate in Reaching Higher enjoy attending the program	0%	67%	33%	0%	0%	0%	0%
Reaching Higher is meeting the needs of my participating students academically	0%	67%	33%	0%	0%	0%	0%
Reaching Higher is meeting the needs of my participating students socially	0%	33%	67%	0%	0%	0%	0%
My students who go to Reaching Higher behave better in school	0%	33%	0%	0%	0%	0%	67%

Q2. SECTION B

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
My students in the afterschool program turn in their homework regularly	0%	33%	0%	0%	0%	0%	67%
My students in the afterschool program turn in their homework completed	0%	0%	67%	0%	0%	0%	33%
My students in the afterschool program turn in their homework correctly	0%	33%	33%	0%	0%	0%	33%
I share resources with Reaching Higher staff to help them align after school with my class curriculum	0%	33%	0%	0%	0%	0%	67%
I have no problem with Reaching Higher program using my classroom	33%	0%	0%	0%	0%	0%	67%
Reaching Higher staff assigned to my classroom keeps everything in order, neat and clean	33%	0%	0%	0%	0%	0%	67%
Reaching Higher staff (site coordinator, leader, etc) attend to my classroom concerns immediately when an incident occurs	33%	0%	0%	0%	0%	0%	67%
The Reaching Higher site coordinator has a good team and works well with his/her staff	67%	0%	0%	0%	0%	0%	33%
The Reaching Higher site coordinator has established good relationship with the school day staff.	67%	0%	0%	0%	0%	0%	33%
The site coordinator has excellent ways of providing quality resources to his/her staff	67%	0%	0%	0%	0%	0%	33%

Attwood Afterschool Staff Survey (n=2)

Q2. For each statement, please circle the response that best describes your experience at Reaching Higher.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I find the work here at Reaching Higher challenging and rewarding.	50%	50%	0%	0%	0%	0%
Our staff have sufficient resources and materials to conduct quality afterschool activities at Reaching Higher.	50%	50%	0%	0%	0%	0%
I get the support and feedback I need from my Site Coordinator.	50%	50%	0%	0%	0%	0%
The Site Coordinator involves staff in important decisions about program operations and design.	50%	50%	0%	0%	0%	0%
I am able to access the Project Director if I need.	50%	50%	0%	0%	0%	0%
I feel my site is connected to other sites within the Reaching Higher Program.	50%	0%	50%	0%	0%	0%
I feel connected to Highfields.	100%	0%	0%	0%	0%	0%

Q3. How often do Reaching Higher afterschool staff and regular school day teachers...

	All the Time	Most of the Times	Sometimes	A little	Hardly Ever	Never
Talk about curriculum concepts.	0%	0%	100%	0%	0%	0%
Talk about issues or challenges concerning student's behavior when they arise.	0%	100%	0%	0%	0%	0%
Discuss concerns about students.	0%	100%	0%	0%	0%	0%
Talk about student's homework assignments.	0%	0%	100%	0%	0%	0%

Q4. Overall, are regular day school teachers and other school staff not employed by the Reaching Higher program responsive when you ask for information or assistance?

Answer Choices	Responses
Very much	100%
Somewhat	0%
A little	0%
Hardly Ever	0%
Not at all	0%
I never had to ask school staff for information or assistance	0%

Q5. I find that I do not have the training or experience with some of the strategies I would like to implement in my work with students at Reaching Higher.

Answer Choices	Responses
True	0%
Somewhat True	0%
A little True	0%
Not true at all	100%

Q6. I have access to training that will help improve my job skills at Reaching Higher.

Answer Choices	Responses
Yes	100%
No	0%

Q7. Did you participate in training or technical assistance activities for professional development purposes at Reaching Higher during the academic year?

Answer Choices	Responses
Yes	100%
No	0%

Q8. How often did you participate in training or technical assistance activities for professional development during the academic year at Reaching Higher?

Answer Choices	Responses
Weekly	0%
1-2 times a month	0%
Less than once a month	50%
Quarterly (about 4 times per academic year)	0%
Bi-Annually (about 2 times per academic year)	50%
Annually (about 1 time per academic year)	0%
Did not participate	0%

Q9. Do you feel that you are properly trained in:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Handling emergencies	0%	100%	0%	0%	0%	0%
Behavior management	50%	0%	50%	0%	0%	0%
Michigan Out of School Time (MOST) quality standards	0%	0%	50%	50%	0%	0%
Licensing policies	50%	0%	50%	0%	0%	0%

Q10. Please check the top three areas in which you would like additional training:	
Communicating with parents	0%
Communicating with teachers	0%
Working with parents	0%
Working with volunteers	0%
Helping participants with reading	0%
Helping participants with math	0%
Helping participants with social skills	0%
Programming ideas	50%
Program management	50%
Behavior Management	0%
How to evaluate the program	0%
Connecting after-school program with the school day	50%
Youth development (e.g., conflict resolution, leadership, mentoring, community service)	0%
I do not need or want additional training	50%
Other (please specify below)	0%
Other (please specify)	

Hope Afterschool Staff Survey (n=1)

Q2. For each statement, please circle the response that best describes your experience at Reaching Higher.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I find the work here at Reaching Higher challenging and rewarding.	0%	100%	0%	0%	0%	0%
Our staff have sufficient resources and materials to conduct quality afterschool activities at Reaching Higher.	0%	100%	0%	0%	0%	0%
I get the support and feedback I need from my Site Coordinator.	0%	100%	0%	0%	0%	0%
The Site Coordinator involves staff in important decisions about program operations and design.	0%	100%	0%	0%	0%	0%
I am able to access the Project Director if I need.	100%	0%	0%	0%	0%	0%
I feel my site is connected to other sites within the Reaching Higher Program.	0%	100%	0%	0%	0%	0%
I feel connected to Highfields.	0%	100%	0%	0%	0%	0%

Q3. How often do Reaching Higher afterschool staff and regular school day teachers...

	All the Time	Most of the Times	Sometimes	A little	Hardly Ever	Never
Talk about curriculum concepts.	0%	0%	0%	100%	0%	0%
Talk about issues or challenges concerning student's behavior when they arise.	0%	0%	100%	0%	0%	0%
Discuss concerns about students.	0%	0%	100%	0%	0%	0%
Talk about student's homework assignments.	0%	0%	100%	0%	0%	0%

Q4. Overall, are regular day school teachers and other school staff not employed by the Reaching Higher program responsive when you ask for information or assistance?

Answer Choices	Responses
Very much	0%
Somewhat	0%
A little	100%
Hardly Ever	0%
Not at all	0%
I never had to ask school staff for information or assistance	0%

Q5. I find that I do not have the training or experience with some of the strategies I would like to implement in my work with students at Reaching Higher.

Answer Choices	Responses
True	0%
Somewhat True	0%
A little True	0%
Not true at all	100%

Q6. I have access to training that will help improve my job skills at Reaching Higher.

Answer Choices	Responses
Yes	100%
No	0%

Q7. Did you participate in training or technical assistance activities for professional development purposes at Reaching Higher during the academic year?

Answer Choices	Responses
Yes	100%
No	0%

Q8. How often did you participate in training or technical assistance activities for professional development during the academic year at Reaching Higher?

Answer Choices	Responses
Weekly	0%
1-2 times a month	0%
Less than once a month	0%
Quarterly (about 4 times per academic year)	100%
Bi-Annually (about 2 times per academic year)	0%
Annually (about 1 time per academic year)	0%
Did not participate	0%

Q9. Do you feel that you are properly trained in:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Handling emergencies	100%	0%	0%	0%	0%	0%
Behavior management	0%	100%	0%	0%	0%	0%
Michigan Out of School Time (MOST) quality standards	0%	100%	0%	0%	0%	0%
Licensing policies	0%	100%	0%	0%	0%	0%

Q10. Please check the top three areas in which you would like additional training:	
Communicating with parents	0%
Communicating with teachers	0%
Working with parents	100%
Working with volunteers	0%
Helping participants with reading	0%
Helping participants with math	0%
Helping participants with social skills	100%
Programming ideas	0%
Program management	0%
Behavior Management	0%
How to evaluate the program	0%
Connecting after-school program with the school day	0%
Youth development (e.g., conflict resolution, leadership, mentoring, community service)	100%
I do not need or want additional training	0%
Other (please specify below)	0%
Other (please specify)	

Hunt Afterschool Staff Survey (n=3)

Q2. For each statement, please circle the response that best describes your experience at Reaching Higher.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I find the work here at Reaching Higher challenging and rewarding.	33%	67%	0%	0%	0%	0%
Our staff have sufficient resources and materials to conduct quality afterschool activities at Reaching Higher.	33%	67%	0%	0%	0%	0%
I get the support and feedback I need from my Site Coordinator.	67%	33%	0%	0%	0%	0%
The Site Coordinator involves staff in important decisions about program operations and design.	67%	33%	0%	0%	0%	0%
I am able to access the Project Director if I need.	33%	67%	0%	0%	0%	0%
I feel my site is connected to other sites within the Reaching Higher Program.	33%	33%	33%	0%	0%	0%
I feel connected to Highfields.	33%	67%	0%	0%	0%	0%

Q3. How often do Reaching Higher afterschool staff and regular school day teachers...

	All the Time	Most of the Times	Sometimes	A little	Hardly Ever	Never
Talk about curriculum concepts.	33%	33%	0%	33%	0%	0%
Talk about issues or challenges concerning student's behavior when they arise.	100%	0%	0%	0%	0%	0%
Discuss concerns about students.	100%	0%	0%	0%	0%	0%
Talk about student's homework assignments.	33%	0%	67%	0%	0%	0%

Q4. Overall, are regular day school teachers and other school staff not employed by the Reaching Higher program responsive when you ask for information or assistance?

Answer Choices	Responses
Very much	67%
Somewhat	0%
A little	0%
Hardly Ever	0%
Not at all	0%
I never had to ask school staff for information or assistance	33%

Q5. I find that I do not have the training or experience with some of the strategies I would like to implement in my work with students at Reaching Higher.

Answer Choices	Responses
True	0%
Somewhat True	0%
A little True	0%
Not true at all	100%

Q6. I have access to training that will help improve my job skills at Reaching Higher.

Answer Choices	Responses
Yes	100%
No	0%

Q7. Did you participate in training or technical assistance activities for professional development purposes at Reaching Higher during the academic year?

Answer Choices	Responses
Yes	100%
No	0%

Q8. How often did you participate in training or technical assistance activities for professional development during the academic year at Reaching Higher?

Answer Choices	Responses
Weekly	0%
1-2 times a month	0%
Less than once a month	33%
Quarterly (about 4 times per academic year)	0%
Bi-Annually (about 2 times per academic year)	33%
Annually (about 1 time per academic year)	33%
Did not participate	0%

Q9. Do you feel that you are properly trained in:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Handling emergencies	67%	33%	0%	0%	0%	0%
Behavior management	100%	0%	0%	0%	0%	0%
Michigan Out of School Time (MOST) quality standards	33%	33%	33%	0%	0%	0%
Licensing policies	0%	33%	67%	0%	0%	0%

Q10. Please check the top three areas in which you would like additional training:	
Answer Choices	Responses
Communicating with parents	33%
Communicating with teachers	0%
Working with parents	0%
Working with volunteers	0%
Helping participants with reading	0%
Helping participants with math	0%
Helping participants with social skills	0%
Programming ideas	0%
Program management	0%
Behavior Management	0%
How to evaluate the program	0%
Connecting after-school program with the school day	33%
Youth development (e.g., conflict resolution, leadership, mentoring, community service)	33%
I do not need or want additional training	67%
Other (please specify below)	0%
Other (please specify)	

Leslie Afterschool Staff Survey (n=9)

Q2. For each statement, please circle the response that best describes your experience at Reaching Higher.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I find the work here at Reaching Higher challenging and rewarding.	78%	22%	0%	0%	0%	0%
Our staff have sufficient resources and materials to conduct quality afterschool activities at Reaching Higher.	56%	33%	11%	0%	0%	0%
I get the support and feedback I need from my Site Coordinator.	67%	33%	0%	0%	0%	0%
The Site Coordinator involves staff in important decisions about program operations and design.	67%	22%	11%	0%	0%	0%
I am able to access the Project Director if I need.	44%	56%	0%	0%	0%	0%
I feel my site is connected to other sites within the Reaching Higher Program.	11%	56%	22%	0%	11%	0%
I feel connected to Highfields.	22%	44%	33%	0%	0%	0%

Q3. How often do Reaching Higher afterschool staff and regular school day teachers...

	All the Time	Most of the Times	Sometimes	A little	Hardly Ever	Never
Talk about curriculum concepts.	22%	44%	11%	22%	0%	0%
Talk about issues or challenges concerning student's behavior when they arise.	56%	22%	0%	22%	0%	0%
Discuss concerns about students.	44%	33%	0%	22%	0%	0%
Talk about student's homework assignments.	22%	44%	11%	22%	0%	0%

Q4. Overall, are regular day school teachers and other school staff not employed by the Reaching Higher program responsive when you ask for information or assistance?

Answer Choices	Responses
Very much	78%
Somewhat	22%
A little	0%
Hardly Ever	0%
Not at all	0%
I never had to ask school staff for information or assistance	0%

Q5. I find that I do not have the training or experience with some of the strategies I would like to implement in my work with students at Reaching Higher.

Answer Choices	Responses
True	0%
Somewhat True	11%
A little True	0%
Not true at all	89%

Q6. I have access to training that will help improve my job skills at Reaching Higher.

Answer Choices	Responses
Yes	89%
No	11%

Q7. Did you participate in training or technical assistance activities for professional development purposes at Reaching Higher during the academic year?

Answer Choices	Responses
Yes	100%
No	0%

Q8. How often did you participate in training or technical assistance activities for professional development during the academic year at Reaching Higher?

Answer Choices	Responses
Weekly	0%
1-2 times a month	11%
Less than once a month	11%
Quarterly (about 4 times per academic year)	33%
Bi-Annually (about 2 times per academic year)	44%
Annually (about 1 time per academic year)	0%
Did not participate	0%

Q9. Do you feel that you are properly trained in:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Handling emergencies	67%	33%	0%	0%	0%	0%
Behavior management	56%	33%	11%	0%	0%	0%
Michigan Out of School Time (MOST) quality standards	11%	67%	11%	0%	0%	11%
Licensing policies	67%	33%	0%	0%	0%	0%

Q10. Please check the top three areas in which you would like additional training:	
Communicating with parents	0%
Communicating with teachers	0%
Working with parents	0%
Working with volunteers	0%
Helping participants with reading	0%
Helping participants with math	11%
Helping participants with social skills	33%
Programming ideas	33%
Program management	0%
Behavior Management	56%
How to evaluate the program	11%
Connecting after-school program with the school day	33%
Youth development (e.g., conflict resolution, leadership, mentoring, community service)	78%
I do not need or want additional training	0%
Other (please specify below)	0%
Other (please specify)	

Springport Afterschool Staff Survey (n=14)

Q2. For each statement, please circle the response that best describes your experience at Reaching Higher.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I find the work here at Reaching Higher challenging and rewarding.	75%	25%	0%	0%	0%	0%
Our staff have sufficient resources and materials to conduct quality afterschool activities at Reaching Higher.	58%	17%	8%	17%	0%	0%
I get the support and feedback I need from my Site Coordinator.	75%	25%	0%	0%	0%	0%
The Site Coordinator involves staff in important decisions about program operations and design.	83%	17%	0%	0%	0%	0%
I am able to access the Project Director if I need.	58%	42%	0%	0%	0%	0%
I feel my site is connected to other sites within the Reaching Higher Program.	42%	25%	17%	8%	8%	0%
I feel connected to Highfields.	33%	25%	25%	8%	8%	0%

Q3. How often do Reaching Higher afterschool staff and regular school day teachers...

	All the Time	Most of the Times	Sometimes	A little	Hardly Ever	Never
Talk about curriculum concepts.	50%	33%	8%	0%	8%	0%
Talk about issues or challenges concerning student's behavior when they arise.	67%	8%	17%	0%	8%	0%
Discuss concerns about students.	67%	8%	25%	0%	0%	0%
Talk about student's homework assignments.	75%	8%	17%	0%	0%	0%

Q4. Overall, are regular day school teachers and other school staff not employed by the Reaching Higher program responsive when you ask for information or assistance?

Answer Choices	Responses
Very much	67%
Somewhat	25%
A little	8%
Hardly Ever	0%
Not at all	0%
I never had to ask school staff for information or assistance	0%

Q5. I find that I do not have the training or experience with some of the strategies I would like to implement in my work with students at Reaching Higher.

Answer Choices	Responses
True	0%
Somewhat True	0%
A little True	0%
Not true at all	100%

Q6. I have access to training that will help improve my job skills at Reaching Higher.

Answer Choices	Responses
Yes	100%
No	0%

Q7. Did you participate in training or technical assistance activities for professional development purposes at Reaching Higher during the academic year?

Answer Choices	Responses
Yes	83%
No	17%

Q8. How often did you participate in training or technical assistance activities for professional development during the academic year at Reaching Higher?

Answer Choices	Responses
Weekly	8%
1-2 times a month	8%
Less than once a month	17%
Quarterly (about 4 times per academic year)	42%
Bi-Annually (about 2 times per academic year)	8%
Annually (about 1 time per academic year)	8%
Did not participate	8%

Q9. Do you feel that you are properly trained in:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Handling emergencies	75%	25%	0%	0%	0%	0%
Behavior management	75%	25%	0%	0%	0%	0%
Michigan Out of School Time (MOST) quality standards	36%	45%	9%	0%	9%	0%
Licensing policies	45%	27%	18%	0%	9%	0%

Q10. Please check the top three areas in which you would like additional training:	
Communicating with parents	8%
Communicating with teachers	0%
Working with parents	0%
Working with volunteers	0%
Helping participants with reading	8%
Helping participants with math	17%
Helping participants with social skills	33%
Programming ideas	42%
Program management	8%
Behavior Management	33%
How to evaluate the program	25%
Connecting after-school program with the school day	25%
Youth development (e.g., conflict resolution, leadership, mentoring, community service)	25%
I do not need or want additional training	25%
Other (please specify below)	0%
Other (please specify)	

Townsend/Vandercook Afterschool Staff Survey (n=7)

Q2. For each statement, please circle the response that best describes your experience at Reaching Higher.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I find the work here at Reaching Higher challenging and rewarding.	0%	57%	43%	0%	0%	0%
Our staff have sufficient resources and materials to conduct quality afterschool activities at Reaching Higher.	0%	43%	43%	14%	0%	0%
I get the support and feedback I need from my Site Coordinator.	14%	57%	29%	0%	0%	0%
The Site Coordinator involves staff in important decisions about program operations and design.	14%	86%	0%	0%	0%	0%
I am able to access the Project Director if I need.	29%	71%	0%	0%	0%	0%
I feel my site is connected to other sites within the Reaching Higher Program.	14%	29%	14%	43%	0%	0%
I feel connected to Highfields.	0%	71%	29%	0%	0%	0%

Q3. How often do Reaching Higher afterschool staff and regular school day teachers...

	All the Time	Most of the Times	Sometimes	A little	Hardly Ever	Never
Talk about curriculum concepts.	0%	29%	43%	0%	14%	14%
Talk about issues or challenges concerning student's behavior when they arise.	43%	14%	29%	0%	0%	14%
Discuss concerns about students.	14%	43%	29%	0%	0%	14%
Talk about student's homework assignments.	0%	57%	0%	14%	14%	14%

Q4. Overall, are regular day school teachers and other school staff not employed by the Reaching Higher program responsive when you ask for information or assistance?

Answer Choices	Responses
Very much	29%
Somewhat	29%
A little	0%
Hardly Ever	0%
Not at all	0%
I never had to ask school staff for information or assistance	43%

Q5. I find that I do not have the training or experience with some of the strategies I would like to implement in my work with students at Reaching Higher.

Answer Choices	Responses
True	0%
Somewhat True	43%
A little True	14%
Not true at all	43%

Q6. I have access to training that will help improve my job skills at Reaching Higher.

Answer Choices	Responses
Yes	100%
No	0%

Q7. Did you participate in training or technical assistance activities for professional development purposes at Reaching Higher during the academic year?

Answer Choices	Responses
Yes	71%
No	29%

Q8. How often did you participate in training or technical assistance activities for professional development during the academic year at Reaching Higher?

Answer Choices	Responses
Weekly	0%
1-2 times a month	14%
Less than once a month	14%
Quarterly (about 4 times per academic year)	43%
Bi-Annually (about 2 times per academic year)	14%
Annually (about 1 time per academic year)	0%
Did not participate	14%

Q9. Do you feel that you are properly trained in:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Handling emergencies	0%	57%	29%	14%	0%	0%
Behavior management	14%	43%	29%	14%	0%	0%
Michigan Out of School Time (MOST) quality standards	0%	57%	14%	0%	29%	0%
Licensing policies	0%	71%	29%	0%	0%	0%

Q10. Please check the top three areas in which you would like additional training:	
Communicating with parents	0%
Communicating with teachers	0%
Working with parents	14%
Working with volunteers	0%
Helping participants with reading	0%
Helping participants with math	0%
Helping participants with social skills	43%
Programming ideas	0%
Program management	14%
Behavior Management	57%
How to evaluate the program	14%
Connecting after-school program with the school day	29%
Youth development (e.g., conflict resolution, leadership, mentoring, community service)	0%
I do not need or want additional training	29%
Other (please specify below)	0%
Other (please specify)	

Greyhound Parent Survey
n=5

Q1. Reaching Higher

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Reaching Higher provides constructive after-school activities for my child.	80%	20%	0%	0%	0%	0%
I feel my child is safe in this program.	100%	0%	0%	0%	0%	0%
Reaching Higher offers me opportunities to participate in the program with my child.	20%	20%	60%	0%	0%	0%
I (or other family members) attend family events at Reaching Higher.	20%	40%	20%	0%	0%	20%
Since my child's attendance at Reaching Higher, I communicate more with school day staff (e.g., school day teachers).	0%	20%	40%	0%	20%	20%
Since my child's attendance at Reaching Higher, I communicate more with the program's after-school staff.	0%	40%	40%	0%	0%	20%

Q2. Since coming to Reaching Higher:

	Very True	Somewhat True	Only a Little True	Remained the Same	Not True
My child has improved family relationships.	20%	20%	40%	20%	0%
My child has improved peer relationships.	40%	40%	20%	0%	0%
My child has learned important life skills (e.g., anger management, peer relationship, conflict resolution, communication skills).	60%	0%	20%	20%	0%
My child has demonstrated more positive behavior.	60%	20%	0%	20%	0%
My child has gotten the help and support they need in their academic work.	60%	20%	0%	20%	0%
My child has shown greater interest & enjoyment in Math.	40%	20%	40%	0%	0%
My child's performance in Math has improved.	40%	20%	20%	20%	0%
My child has shown greater interest & enjoyment in Reading, Writing and/or Literacy.	0%	60%	0%	40%	0%
My child's performance in Reading, Writing and/or Literacy has improved.	20%	40%	0%	40%	0%
My child has demonstrated improved decision-making skills.	60%	20%	0%	20%	0%
My child cares more about doing well at school overall.	60%	20%	0%	20%	0%

Leslie Parent Survey
n=11

Q1. Reaching Higher

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Reaching Higher provides constructive after-school activities for my child.	91%	9%	0%	0%	0%	0%
I feel my child is safe in this program.	100%	0%	0%	0%	0%	0%
Reaching Higher offers me opportunities to participate in the program with my child.	27%	27%	45%	0%	0%	0%
I (or other family members) attend family events at Reaching Higher.	9%	45%	36%	0%	9%	0%
Since my child's attendance at Reaching Higher, I communicate more with school day staff (e.g., school day teachers).	9%	36%	36%	9%	9%	0%
Since my child's attendance at Reaching Higher, I communicate more with the program's after-school staff.	36%	36%	18%	0%	9%	0%

Q2. Since coming to Reaching Higher:

	Very True	Somewhat True	Only a Little True	Remained the Same	Not True
My child has improved family relationships.	0%	73%	0%	18%	9%
My child has improved peer relationships.	55%	45%	0%	0%	0%
My child has learned important life skills (e.g., anger management, peer relationship, conflict resolution, communication skills).	45%	55%	0%	0%	0%
My child has demonstrated more positive behavior.	27%	45%	9%	9%	9%
My child has gotten the help and support they need in their academic work.	82%	18%	0%	0%	0%
My child has shown greater interest & enjoyment in Math.	55%	18%	9%	9%	9%
My child's performance in Math has improved.	64%	18%	0%	9%	9%
My child has shown greater interest & enjoyment in Reading, Writing and/or Literacy.	50%	30%	0%	20%	0%
My child's performance in Reading, Writing and/or Literacy has improved.	55%	18%	9%	18%	0%
My child has demonstrated improved decision-making skills.	45%	27%	9%	9%	9%
My child cares more about doing well at school overall.	55%	27%	0%	9%	9%

Springport Parent Survey
n=3

Q1. Reaching Higher

	All the Time	Most of the Times	Sometimes	A Little	Hardly Ever	Never
Reaching Higher provides constructive after-school activities for my child.	67%	33%	0%	0%	0%	0%
I feel my child is safe in this program.	67%	33%	0%	0%	0%	0%
Reaching Higher offers me opportunities to participate in the program with my child.	0%	0%	0%	0%	33%	67%
I (or other family members) attend family events at Reaching Higher.	0%	0%	0%	0%	67%	33%
Since my child's attendance at Reaching Higher, I communicate more with school day staff (e.g., school day teachers).	0%	0%	0%	67%	33%	0%
Since my child's attendance at Reaching Higher, I communicate more with the program's after-school staff.	0%	0%	33%	33%	33%	0%

Q2. Since coming to Reaching Higher:

	Very True	Somewhat True	Only a Little True	Remained the Same	Not True
My child has improved family relationships.	0%	50%	50%	0%	0%
My child has improved peer relationships.	0%	50%	50%	0%	0%
My child has learned important life skills (e.g., anger management, peer relationship, conflict resolution, communication skills).	0%	50%	50%	0%	0%
My child has demonstrated more positive behavior.	0%	100%	0%	0%	0%
My child has gotten the help and support they need in their academic work.	0%	100%	0%	0%	0%
My child has shown greater interest & enjoyment in Math.	0%	0%	50%	50%	0%
My child's performance in Math has improved.	0%	0%	50%	50%	0%
My child has shown greater interest & enjoyment in Reading, Writing and/or Literacy.	0%	50%	0%	50%	0%
My child's performance in Reading, Writing and/or Literacy has improved.	0%	0%	50%	50%	0%
My child has demonstrated improved decision-making skills.	0%	50%	50%	0%	0%
My child cares more about doing well at school overall.	0%	100%	0%	0%	0%

