

2022
2023



**Fort Worth Independent School District
Fort Worth After School 2022-23 Evaluation Report**

Dr. Angelica M. Ramsey
FWISD School Superintendent

Miguel Garcia, Jr.
FWAS Program Director



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Chapter 1 - Introduction

Program Overview

This report provides an evaluation of the Fort Worth After School Program (FWAS), as operated in 2022-23 in Fort Worth Independent School District (FWISD). FWISD is made up of 140 schools and serves approximately 75,000 students per year.

This was the the 23rd year of FWAS operations and the program served 5,484 students at 73 sites across the school district. The program served 1,145 fewer students than last year (17% decrease). The 2022-23 report does not include the data for sites which are funded through the 21st Century Community Learning Center grant.

Changes from Last Year

In 2022-23, programming for FWAS continued in-person operations and was largely similar to pre-COVID-19 operations. Returning to in-person services in 2021-22 resulted in a need to hire additional staff; employee retention and hiring in 2022-23 continued to be a struggle. The hourly wage for degreed, certified tutors in FWISD and extra-duty teachers (including FWAS) increased by 67% from \$21 per hour in 2021-22 to \$35 per hour in 2022-23.



Evaluation Methods

The evaluation of the 2022-23 FWAS program included both quantitative and qualitative methods for the 73 sites that were not funded by the 21st CCLC grant. This evaluation used:

- surveys of students, parents, principals, and FWAS staff
- student demographic, attendance, discipline, and academic data
- site observations completed by the FWAS site coordinators
- input from FWAS staff, program director, and the FWISD grant coordinator
- individual interviews with the FWAS program coordinators
- interview with parents
- focus groups with students
- focus groups with principals
- focus groups with site-based and CBO supervisors

Report Organization and Conventions

This report is organized in this manner:

- Chapter 2 – student characteristics
- Chapter 3 – program operations
- Chapter 4 – stakeholder perceptions
- Chapter 5 – program outcomes
- Chapter 6 – conclusions and recommendations

Where possible, comparisons to prior years are provided. In those cases, triangles indicate whether there was an increase (▲) or decrease (▼) from the previous year. A circle (⊙) indicates no change from the previous year.

All photos used in this report were pulled from those submitted by FWAS staff and program coordinators over the course of the year.

Acknowledgements

Prismatic gratefully acknowledges the assistance of the following individuals in the performance of our onsite research, data analysis, and in the preparation of this report:

- Mr. Miguel Garcia, Jr., FWAS program director
- Ms. Megan Clawson, FWISD grants compliance and monitoring coordinator.

Prismatic also thanks the students, parents, staff, and principals who provided time, assistance, observations, and data for this review.

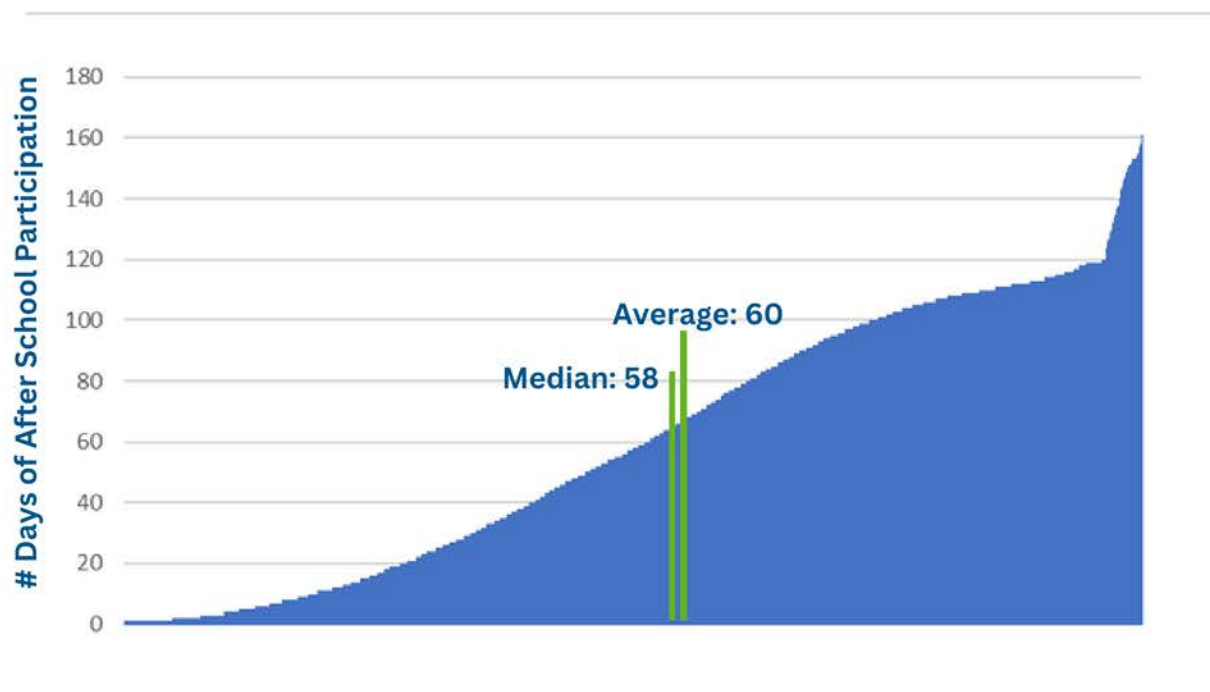




Chapter 2 - Student Characteristics

Student Profile

On average, students participated in 60 days of after school programming in 2022-23, an increase of 9 days over last year. The median days of participation was 58 (22 days more than 2021-22). Graphing the number of attendance days for each student, the curve is fairly smooth but has an inflection point around 120 days, which reflects the fewer days offered per week at some sites.



For 2022-23, most students, 88.7%, attended five or more days of after school programming. This was 2.2 percentage points higher than last year. Of the 1- to 4-day registrants this year, over half were high school students (71%). Elementary students made up 66% of students attending 5 days or more while middle school students (18%) and high school students (17%) continued with the trend of past years of lower levels of committed participation of students attending 5 days or more while middle school students (18%) and high school students (17%) continued with the trend of past years of lower levels of committed participation.

Trends

Trend in Number and Percentage of Students Registered for After School

Program Year	School Year	# of Sites	Total Registrants	# of Registrants <5 days	# of Registrants 5+ days	% of Registrants 5+ days
2	01-02	56	4,654	151	4,503	96.8%
3	02-03	56	4,525	103	4,422	97.3%
4	03-04	59	7,995	1,063	6,932	86.7%
5	04-05	65	10,293	907	9,386	91.2%
6	05-06	69	12,090	1,373	10,717	88.6%
7	06-07	74	13,853	1,115	12,738	92.0%
8	07-08	74	14,083	2,552	11,531	81.9%
9	08-09	84	14,908	2,101	12,807	85.9%
10	09-10	85	16,846	2,533	14,313	85.0%
11	10-11	85	17,794	2,996	14,798	83.2%
12	11-12	94	18,620	2,484	16,136	86.7%
13	12-13	94	16,806	1,915	14,891	88.6%
14	13-14	89	16,219	2,739	13,480	83.1%
15	14-15	85	13,352	1,768	11,584	86.8%
16	15-16	85	12,189	1,509	10,680	87.6%
17	16-17	79	9,252	894	8,358	90.3%
18	17-18	80	8,687	554	8,133	93.6%
19	18-19	76	7,289	461	6,828	93.7%
20	19-20	76	6,074	407	5,667	93.2%
21	20-21	82	2,795	264	2,531	90.6%
22	21-22	80	6,629	892	5,737	86.5%
23	22-23*	73	5,484	617	4,867	88.7%

*22-23 does not include data for sites funded by the 21st CCLC grant.

FWAS served a diverse student group. Over half of students (66%) are Hispanic and slightly less than a fourth (24%) are African American. Students are more likely to be non-white. Of participants, 54% were female and 46% male. Of all participants,

- 71% are considered at-risk
- 88% live in poverty
- 36% are learning English
- 60% of students are elementary age

Overall, the average student is a Hispanic girl in elementary school who qualifies for free or reduced-price meals and has been district-identified as At-Risk. This profile has not changed over the years.

Participant Demographics

2022-23 Demographics	# of Days of After School Participation						Overall
	<5	5-29	30-59	60-89	90-119	120+	
Total Students	617	1,247	938	835	1,633	214	5,484
Female	59%	54%	59%	53%	50%	52%	54%
Male	41%	46%	41%	47%	50%	48%	46%

Ethnicity:

African American	15%	21%	27%	24%	25%	55%	24%
Hispanic	69%	68%	64%	67%	67%	41%	66%
White	13%	9%	6%	5%	4%	2%	6%
Other	3%	3%	3%	4%	4%	2%	4%
Free/Reduced Lunch	82%	83%	89%	90%	91%	96%	88%
Limited English Prof	33%	31%	36%	40%	40%	18%	36%
Identified as At-Risk	68%	67%	70%	74%	75%	72%	71%

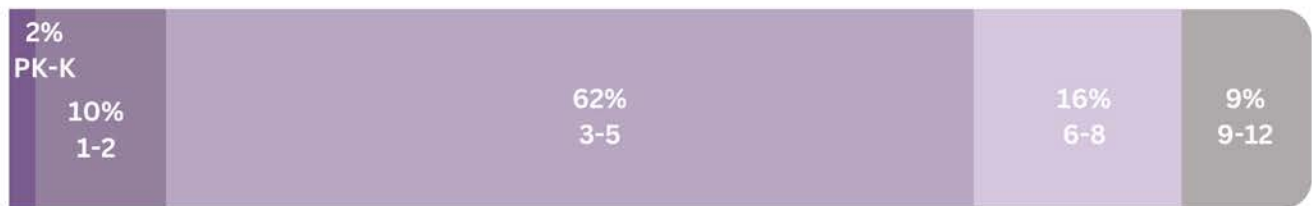
Demographics of 30+ Days FWAS Students

Students attending the FWAS program for 30+ days were considered regular attenders. Out of the 5,484 students enrolled in the program 3,620 were regular attenders. Regular attenders were more likely to be Hispanic (65%) or Black (27%). Students in grades 3 through 5 made up 62% and economically disadvantaged students made up 90% of those attending 30 + days.

Ethnicity Breakdown



Grade Breakdown



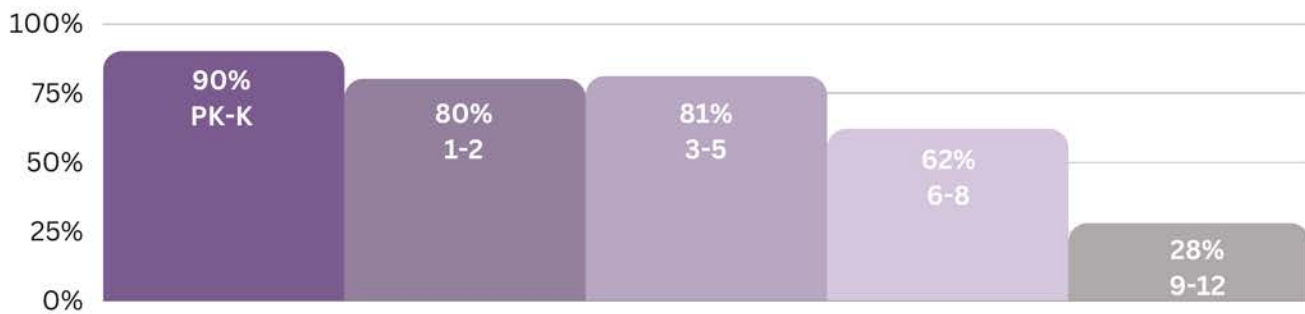
Free/Reduced Meal Eligible



English Language Learners



Percentage of Students Attending FWAS 30+ Days This Year

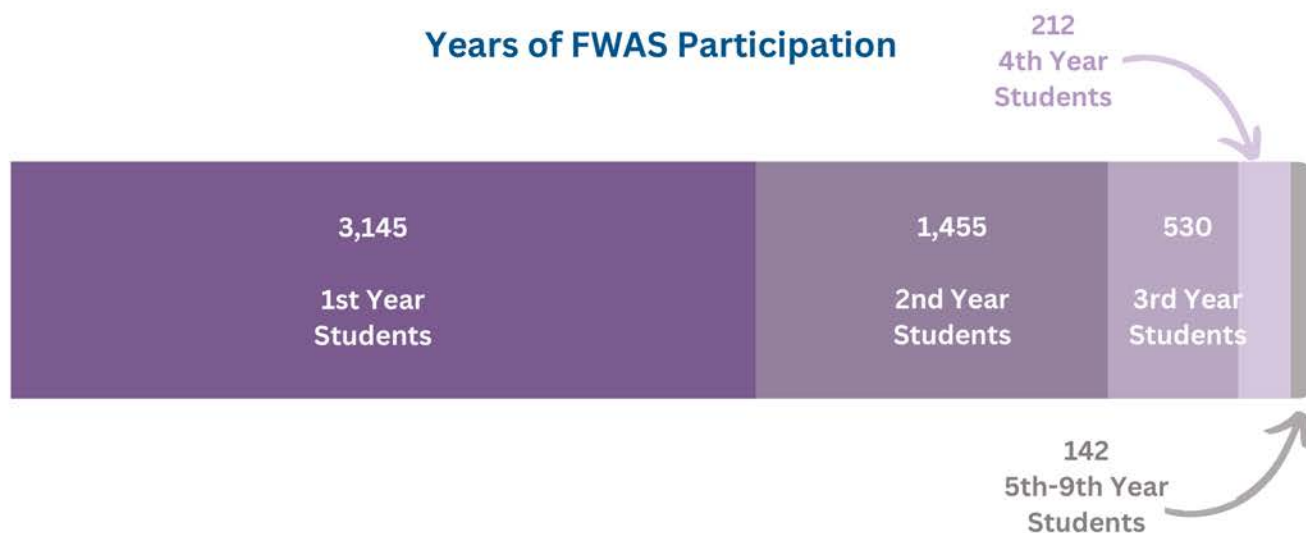


Over the past five years, the FWAS gender and ethnic breakdown has been largely unchanged. The change in the grade groups served reflects mostly changes in schools offering FWAS. The percentage of FWAS students who qualify for free/reduced-price meals increased by 7% since 2014; limited English proficient students increased by 6%. The percentage of FWAS students who are considered at-risk increased by 3% since 2018-19. The process of identifying students as being At-Risk changed in 2016-17 and again in 2018-19, so prior year figures are not generally comparable.

Trend in Demographics – Students with 5+ Days of FWAS Participation

Demographics	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Female	48%	49%	49%	49%	51%	52%	51%	54%	54%
Male	52%	51%	51%	51%	49%	48%	49%	46%	46%
Ethnicity:									
African American	34%	32%	34%	35%	35%	36%	31%	34%	25%
Hispanic	56%	58%	58%	58%	57%	57%	62%	57%	66%
White	6%	6%	5%	5%	5%	4%	4%	5%	6%
Other	1%	4%	3%	3%	3%	3%	3%	3%	3%
Grade:									
PK-2	11%	10%	12%	14%	15%	16%	15%	9%	10%
3-5	39%	40%	48%	51%	56%	61%	57%	58%	55%
6-8	36%	34%	39%	34%	28%	22%	24%	19%	18%
9-12	14%	16%	1%	1%	1%	1%	5%	13%	17%
Free/Reduced Lunch	82%	85%	89%	91%	94%	90%	92%	91%	89%
LEP Status	30%	31%	32%	34%	37%	39%	42%	36%	36%
At-Risk Status	74%	76%	82%	79%	69%	66%	68%	77%	72%

The FWAS program maintains a high level of popularity among students and parents. Of those who participated this year, 2,339 students (43%) participated in the program multiple years. Over 350 students attended four or more years.



43% of this year's students were returnees from previous years.





Chapter 3 - Program Operations

Program Overview

As of 2022-23, the FWAS has been in operation for 23 years. There were 83 sites operating in 2022-23, 73 funded by FWISD (13 of which were funded by ESSER funds), and 10 funded by 21st CCLC grant. FWAS had oversight over all 83 sites. The only sites included in this evaluation are non-21st CCLC sites.

Program Year	School Year	# of Sites	FWISD/CFW			CCLC			Fee Based
			ES ES/MS	MS	MS/HS HS	ES	MS	MS/HS	
1	00-01	52	47	5	0	0	0	0	0
2	01-02	56	47	3	0	0	6	0	0
3	02-03	56	47	3	0	0	6	0	0
4	03-04	59	46	2	0	2	9	0	0
5	04-05	65	42	4	0	6	11	2	0
6	05-06	69	45	5	0	6	11	2	0
7	06-07	74	42	3	0	10	14	5	0
8	07-08	76	42	3	0	10	14	5	0
9	08-09	84	40	0	0	12	23	9	0
10	09-10	85	44	1	0	8	22	10	0
11	10-11	85	44	1	0	8	22	10	0
12	11-12	94	43	1	0	15	24	11	0
13	12-13	94	43	1	0	15	20	13	0
14	13-14	89	46	3	0	12	18	8	0
15	14-15	85	56	0	0	12	13	4	0
16	15-16	85	46	10	0	12	13	4	0
17	16-17	79	47	13	0	11	8	0	0
18	17-18	80	48	13	0	11	7	1	0
19	18-19	76	48	17	1	10	0	0	0
20	19-20	76	48	17	1	10	0	0	0
21	20-21	82	48	16	7	10	0	0	1
22	21-22	80	50	13	7	0	5	5	0
23	22-23	83	51	11	11	0	5	5	0

Daily Operations & Activities

The majority of FWAS sites (65) operated Monday through Thursday or Tuesday through Friday. Another 7 operated Monday through Friday, and 1 operated Monday through Wednesday. TDA Full Dinner Meals was offered in 67 sites (92%) as part of the program schedule.



Student Selection

Most students in the FWAS program were identified by the district as At-Risk in some respect, such as poor academics. Site supervisors were asked to rank various selection methods used to recruit students. They listed them in the following order:

1. Students are selected or referred by school personnel
2. Parent request
3. Open enrollment (anyone can enroll)
4. Low performing student status
5. Latch-key students
6. Limited enrollment (first come, first serve)
7. Other

Student Program Attendance

In 2022-23, FWAS served a total of 5,484 different students. Each program site had a specific minimum target for the number of students it was expected to serve each day (program slots, which this year ranged from 40 to 70). On a daily basis, FWAS had 3,710 slots. Each program site also had a specific number of days of program operation (ranging from 59 to 139 days). Comparing the number of days students participated to the total number of slots and days available provides a measure of programming efficiency. This year, across all program sites, the FWAS program operated at 73% of daily capacity, which was an increase from 53% of last year.

On a typical school day, there were 3,760 FWAS spots across the district and 73% were filled.

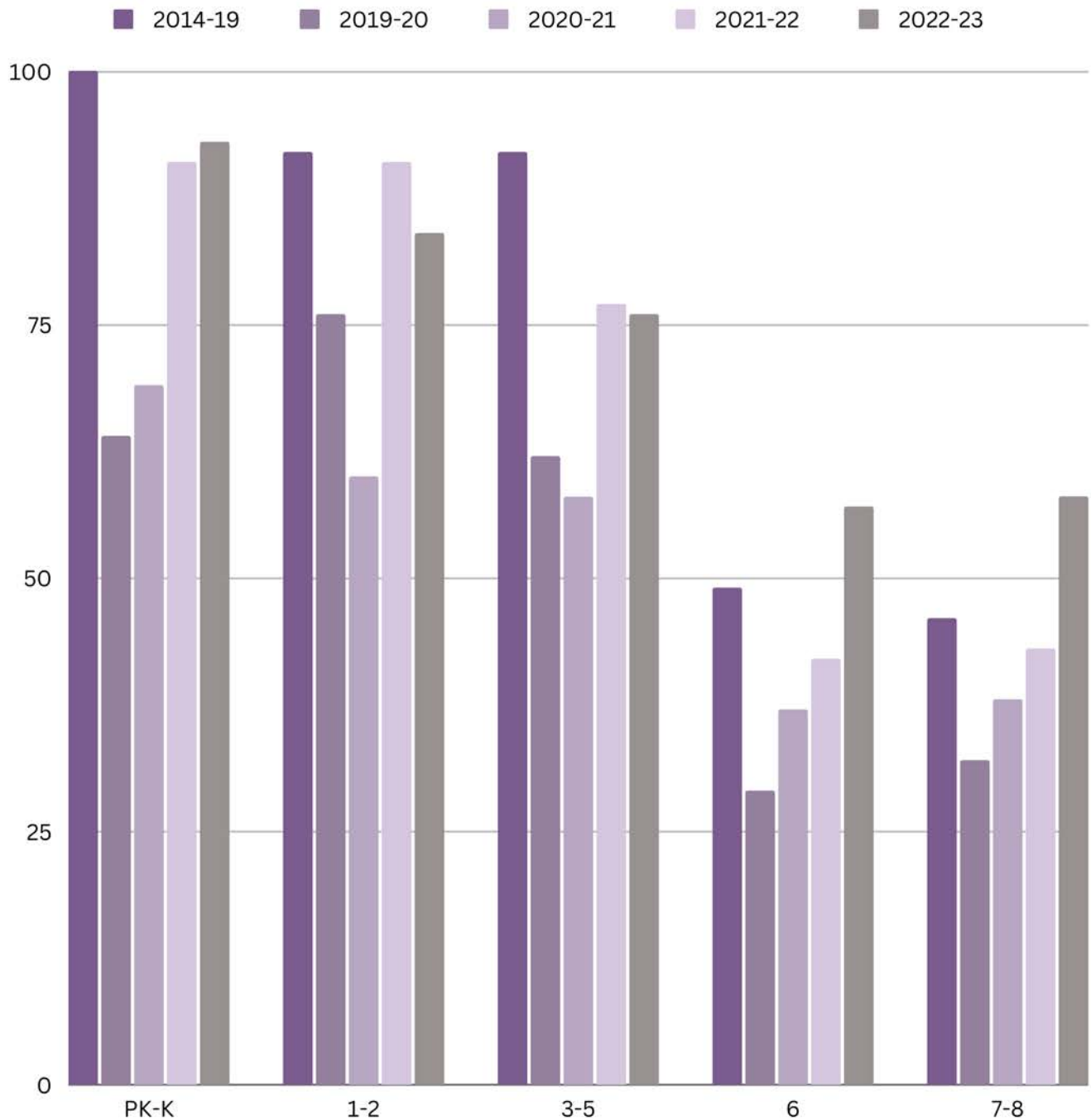


Elementary, middle, and high school sites had a higher percentage of slots filled per day than in 2021-22. Sites operated by Community Based Organizations averaged 70% of slots filled per day (with an average daily attendance of 1,177). The site-based sites averaged filling 74% of slots per day (with an average daily attendance of 1,555).

Site Type	# of Sites	Average Daily Attendance	# of Slots	% Slots Filled per Day
General Fund Programs				
ES	45	1,866	2,330	80% ▲
MS	9	256	480	55% ▲
MS/HS	2	158	100	158% ▲
HS	4	51	200	25% ▼
Total General Funds	60	2,330	3,110	75% ▲
ESSER Funds				
ES/K-8	6	209	300	70% ▲
MS	2	58	100	58% ▲
MS/HS	1	12	50	25%
HS	4	123	200	61% ▲
Total ESSER Funds	13	402	650	62% ▲
All Programs				
ES/K-8	51	2,076	2,630	78% ▲
MS	11	314	580	56% ▲
MS/HS	3	170	150	113% ▲
HS	8	174	400	43% ▲
Total - All Programs	73	2,733	3,760	73% ▲

For students who participated in the program 5+ days, the average number of days they are in the program decreases in later grades. The average number of days students attended in 6th through 8th grades increased by 35% from 43 days in 2021-22 to 58 days in 2022-23.

Trend in Average Days Attended by Grade

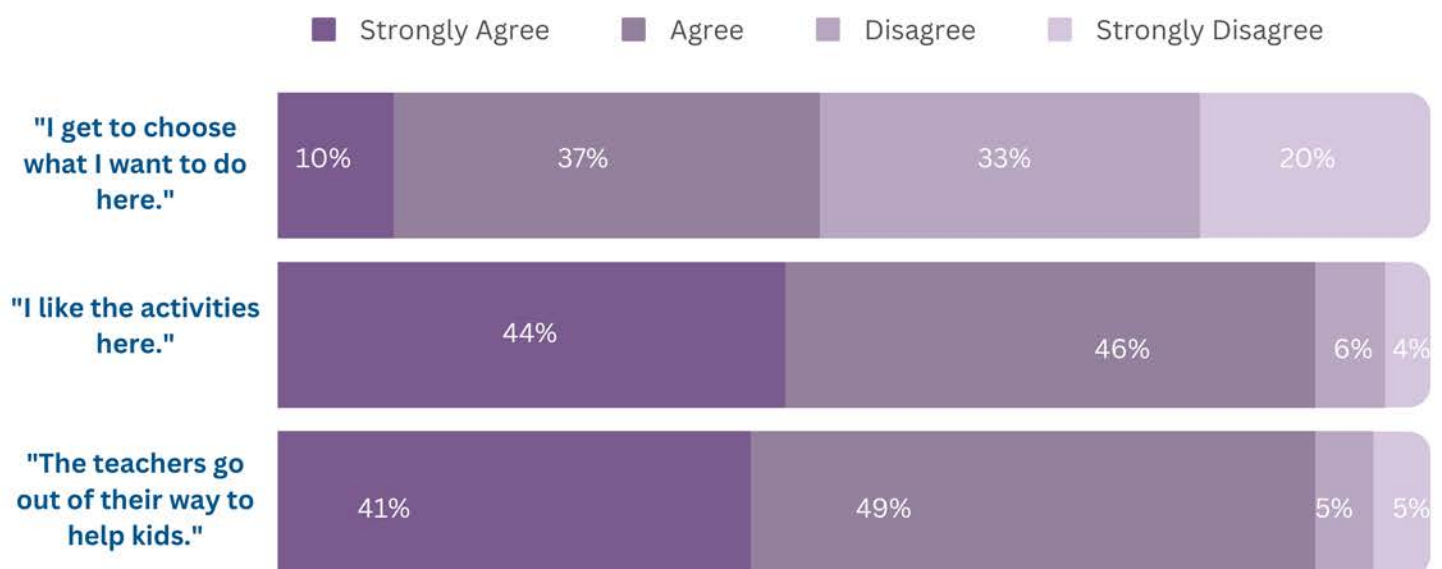


Stakeholder Feedback on Operations

Four of the stakeholder surveys fielded by FWAS included questions related to program operations.

Students were asked a number of questions related to FWAS programming on their survey. Although a majority of students (53%) do not feel they get to freely choose activities, almost all students like the activities (90%). The majority of students (90%) also feel that teachers go out of their way to help them.

Student Feedback



Principal Feedback

Most principals are knowledgeable regarding the FWAS program on their campus. Regarding operations, principals gave high marks to the work of the FWAS coordinators. More than 90% of principals agreed that:

- They receive timely information from the coordinators (93%).
- The coordinator is supportive of them and the FWAS program at their school (95%).

Of the principals who responded to the survey, 90% also agreed with that the program keeps them informed of important decisions and issues.

80% of principals feel that FWAS staff works with school day teachers to identify the needs of students as part of planning after school activities.



In the principal focus group, most principals agreed that there is a strong partnership between FWAS and their campus and that teachers collaborate well with FWAS staff. Principals also agreed that sites have stronger programs and more student participation when the site supervisor is organized, enthusiastic, consistent, and builds relationships with the students, school staff, and community.

Principals were excited about the number of community partners engaged with FWAS and would like to see even more. They saw the value in seeking input from students regarding the types of activities and programs they would most enjoy.

While principals valued the communication currently in place between schools and FWAS leadership, they expressed the need for added communication and marketing to reach parents and increase student participation. Elementary principals suggested adding Fridays as an option in elementary schools, and aligning FWAS start and end dates with the FWISD calendar.

**88% of principals
feel that after
school and school
day staffs work
together to
address student
behavior.**



Coordinator Feedback

Prismatic conducted individual interviews with each FWAS coordinator in May 2023, using a semi-structured interview guide. Several of the questions related to program operations. All are sufficiently comfortable with recording site observations in Qualtrics.

Among the challenges this year, coordinators identified staffing shortages as the most problematic for 2022-23. This included difficulties in hiring and retaining staff. Keeping sites fully staffed was a problem throughout the year. Coordinators reported this as a problem at many schools, including those that are site-based and those managed by a CBO.

Site programming was negatively impacted by the lack of staff, both in terms of the variety of available programming and the number of students who could participate. Coordinators noted that some sites were not able to open all planned student spots because they lacked staff capacity. Training new staff and acclimating them to the program also proved challenging, often negatively impacting site schedules, planning, and programming.

In the interviews, Prismatic asked the coordinators to identify the best and worst after school programs within their portfolios, based on any criteria they chose to determine “best” and “worst.” The coordinators identified 13 schools as being the best and 10 as being the worst. The coordinators’ ratings from the formal site observations do show a difference between the best and worst sites. Generally, in all areas, most sites picked as best had above average ratings and sites picked as worst had below average ratings. Statistical analysis indicates there is only a moderate interrater reliability when comparing the quantitative site scores to the more qualitative opinions of the coordinators.

Many of the best sites also had the highest average days of attendance. This indicates that students seem to share the opinions of the site coordinators. Among the rated areas, the greatest differences between the best and worst sites were in the Programming and School Day Alignment areas.

Site Observations

Site observations are the primary formal method by which FWAS monitors the operations of individual school programs. Each of the FWAS program coordinators is assigned a specific set of schools to support and monitor during the year.

The FWAS coordinators recorded a total of 254 site observations this year. On average, sites received 4 visits, which was the program expectation. The number of schools with less than four visits decreased from 49 in 2021-22 to 13 this year.

Number of Formal Observations per Site 2022-23

# of Site Visits	# of Sites
Zero visits	6
One visit	5
Two visits	1
Three visits	1
Four visits	57
Five visits	2
Six visits	1

The site observation rubric rates 44 different program aspects in 9 areas, then requires a rating of program activities on 4 aspects. All areas use a rating scale from 1=poor to 4=excellent. This year, the average rating by observation area was 3.05.

Coordinator Site Observation Mean Ratings

Rating Area	Mean
Environment/Climate	3.2 ▼
Administration/Organization	3.0 ▼
Relationships	3.2 ▼
Staffing/Professional Development	3.0 ▼
Program and School Day Alignment	3.0 ▼
Youth Participation/Engagement	3.0 ▼
Parent/Family/Community Partnerships	2.9 ▼
Programming/Activities	2.8 ▼
Activities	3.3 ▲

Analysis of scores by site type indicates statistically significant variation in scoring ($p < .01$), with site-based programs scoring higher in all areas. Site-based programs averaged higher scores in previous years as well.

Rating Area	CBO	Site-Based	Statistically Significant
Environment/Climate	3.1	3.3	Yes
Administration/Organization	2.9	3.2	Yes
Relationships	3.0	3.4	Yes
Staffing/Professional Development	2.9	3.2	Yes
Program and School Day Alignment	2.8	3.1	Yes
Youth Participation/Engagement	2.8	3.1	Yes
Parent/Family/Community Partnerships	2.8	3.0	Yes
Programming/Activities	2.6	3.0	Yes
Activities	3.1	3.4	Yes



School-Based Staff Feedback

School-based staff surveys were not administered in 2019-20 so comparison data were pulled from 2018-19 and 2020-22. Survey response rates were lower this year but the responses continued to be strongly positive from school-based staff regarding FWAS operations.

Site-Based Staff/Supervisor Responses Regarding Aspects of FWAS Operations

	2018-19	2020-21	2021-22	2022-23
Extent to Which FWAS Provides...	Very Much + Somewhat			
adequate supplies and program materials for you to do your job.	94%	98%	93%	100% ▲
adequate training for you to do your job.	94%	93%	90%	97% ▲
adequate access to facilities needed to conduct scheduled activities.	95%	96%	94%	99% ▲
de-escalation strategies in dealing with youth behavior.	92%	89%	93%	95% ▲
Statement	Strongly Agree + Agree			
There is a strong partnership between our program staff and the school staff.	94%	93%	90%	95% ▲
There is effective communication between our program staff and the campus staff regarding student needs.	90%	93%	92%	93% ▲
The principal is involved in our program on a consistent basis.	81%	85%	77%	86% ▲
have adequate workspace at the school.	90%	95%	95%	93% ▼
There is enough storage space for program supplies.	79%	84%	87%	91% ▲
At our campus, the custodial staff supports the program.	91%	94%	90%	94% ▲
The school day staff and after school staff work together to address student behavior.	91%	93%	92%	95% ▲

When asked for recommendations to improve the program, staff responses focused on increasing qualified staff, additional program resources and activities, more student choice/input into activities, more support from campus staff, and training for student behavior.

Site Supervisor / Academic Liaison Feedback

In focus groups, the site supervisors/academic liaisons expressed the same sentiments as coordinators, that staffing was one of the biggest challenges they faced in 2022-23. They also shared the following feedback regarding the program:

- New programs and a variety of vendors enhanced opportunities for students.
- Volunteers provided mentoring, extra support for students, and even extra snacks.
- Supervisors stressed the need to increase training, especially for new staff, to ensure they are oriented to FWISD, the Focus app, Qualtrics, and the policies and procedures of FWAS.
- Staffing continued to be a barrier. One supervisor noted that many teachers have not had the stamina to commit to the afterschool program so some classes had to be cancelled. The pay for tutors increased by 67% this year yet some teachers opted not to participate.
- The lack of staffing resulted in delays in programming, and students being placed on a wait list or turned away.
- Supervisors would like to see students remain in the program for the full schedule to receive the most benefit, rather than leaving early. Additional marketing and better communication with parents about program benefits and expectations were suggested.
- Some sites are limited on space, leaving supervisors with little storage, no office, or a space shared by others. Additional storage is needed to keep supplies, equipment, and records secure.



Inspired Staff

Throughout 2022-23, a FWAS coordinator developed and distributed 35 "Monday Message" publications to program staff each week. Substantial effort was put into this program. Messages included humor to bring staff smiles, as well as ideas, strategies, and inspirational topics. The messages shared applicable lessons for site supervisors through light and entertaining storytelling. Some of the topics included: planning ahead, dealing with conflict, supporting students, program marketing, courage, leadership, resilience, and mentoring.



Programming Success Stories

Campus Service Project @ TA Sims ES

By: Darnell Giddings, Site Supervisor

The students in the TA Sims after school program have been very service-oriented this year. The Campus Pride Club (CPC) and the Creative Art Club joined forces to help the campus prepare for its new playground, which will be built by KABOOM. The Campus Pride Club made posters to encourage students and others in the community to take pride in keeping our campus clean and welcoming to the public. They then took part in cleaning the campus to prepare for the new playground.

The clubs also worked together outside to map out traffic flow directions from the building exits to the new playground, using chalk and stencils. This was to help our students to stay safe and orderly as they make their way to the new playground. Our students did a good deed for the campus and had a lot of fun in the process!



Edward J. Briscoe ES

Scholars at Edward J. Briscoe enjoyed learning and exploring in FWAS. There is so much rigor in the world of STEM, art, and music, reading and math. With the help of staff, students worked to close the achievement gap while having lots of fun! Girls participated in a Girl's World and Girl's Scouts that was designed to build up self-confidence and guide them to becoming leaders on campus. Boys participate in basketball camp where they learned teamwork, self-discipline, how to be self-motivated, and how to motivate others. Not only did they help their minds, but they also helped their bodies. Students participated in Cardio Kids every Tuesday to help promote nutrition and fitness. The students put in the work and it paid off!



The Garden Club @ Carter Park ES

Carter Park ES has developed their FWAS Gardening Club over the last five years into something special. Many of the campus teachers have joined forces with the after school students to make their garden productive. The students work on the garden year-round, planting vegetables conducive to each season. For the last two years, a master gardener, Mollie Greene, has worked with the Carter Park gardeners on their garden, and has helped the FWAS club to win a \$5,000 grant to fund the garden. For the last two years, enough produce has been grown to provide a meal to the teachers, help sustain the after-school program's Cooking Club, and offer free vegetables to the surrounding community twice a month in the Spring. The students love their Gardening Club!



International Space Station Event @ SS Dillow ES

By: Ylana Rhynes, Site Supervisor

Afterschool Alliance, NASA, and Million Girls Moonshot invited after school programs all around the nation to participate in a virtual Lights On Afterschool event, featuring an interaction at the International Space Station with astronaut Jessica Watkins and actress Keke Palmer. This event was in conjunction with the national Lights On Afterschool celebration. During the presentation, scientists and engineers talked about NASA missions and careers.

Afterward, the students crafted “self-made rockets” as instructed by an astronaut. The materials used were a pencil, straw, piece of paper, tape, and a ruler. The students were given step-by-step instructions and measurements. Once everything was completed, they were able to blow into the straw and launch their “rockets”. The students all had a great time!



The Stinger @ Bill J. Elliot

Bill J. Elliot continues to grow their newsletter club, "The Stinger." Initially, students learned how to create a newsletter through Google Shared Drive. Students perfected their interview skills by interviewing staff for the campus and a new teacher spotlight section. During the first week of the month, students had the opportunity to brainstorm ideas for the newsletter for the upcoming month. The second week, students designed the format. The third week, students began inputting the information. The final week, students made necessary changes and edits.

Students printed the monthly newsletter and delivered it to campus administrators and students. Towards the end of the school year, students began to transition to Canva. Students are now learning how to create their newsletter through a virtual platform. The club continues to thrive and grow and students in this club take pride and joy in their work. At the end of the school year, students in the newsletter club received a generous donation to a Mavericks Game!



Volleyball Vibes @ North Side HS

North Side High School created a co-ed volleyball team, "Volleyball Vibes." This club grew and thrived throughout the school year. The club received a lot of students, especially boys. Students in this club learned the fundamentals of volleyball and had the opportunity to compete amongst each other. This club also provided opportunities for students who never played volleyball the experience of learning a new game, and a future goal of joining the campus volleyball team. Students are looking forward to this club this upcoming school year and the opportunity to compete with other high school campuses.



Recycled Art Contest & Exhibition 2023

In April of 2023, Fort Worth After School celebrated its 10th year hosting the FWAS Recycled Art Contest & Exhibition, and every year it has grown! Recycled Art is one of FWAS's annual Special Events. This year's theme was: "Curious Creatures & Make-Believe Monsters." Participants came from 85 campuses from four different school districts. The students' art projects are created from recyclable materials, and the students study about the importance of minimizing their footprint on the environment as they build their creations. FWAS collaborates with The Welman Project on this event. The final art pieces were displayed for a week in April in the rotunda lobby at the Tarrant County College Trinity River campus. Over 2,000 people enjoyed the exhibition this year.



Mayfest 2023

In a collaborative effort, FWAS, the City of Fort Worth, and Mayfest organizers hosted a spectacular event. Students performed on an outdoor stage in variety of fine arts categories (vocal and instrumental music, various dance categories, spoken word, etc.). The festival atmosphere created a welcoming space for students to express themselves artistically and showcase their talents.



First Tee - 1 Thing Better

FWAS launched a successful pilot program during 2022-23 at 3 middle school campuses, promoting leadership and using golf to drive the leadership lessons. The 3 campuses chosen to participate in this pilot were Meadowbrook, Rosemont, and William James. A partnership was forged with the 1 Thing Better Foundation and First Tee to give the participating students weekly golf and core leadership values instruction, golf equipment, and other cool golf opportunities throughout the year. Leaders in Fort Worth spoke to the students in monthly Saturday sessions that students and their parents were required to attend. Three William James students who participated with the greatest degree of fidelity made a trip to meet with Texas legislators in Washington, D.C. to raise awareness for the need for after-school programming, accompanied by several members of the FWAS staff. The 1 Thing Better Foundation generously underwrote this trip. Plans are being made to expand this leadership program into several other FWAS middle school campuses in 2023-24.



FWAS Tele-Teacher Program

FWAS offered a homework assistance program to support all FWISD students with homework at no cost to parents/guardians. Certified teachers were available Sunday through Thursday from 6:00-8:00 pm to provide a one-on-one experience. Approximately 300 teachers participated in the program to support students this year. Teachers served the academic needs in Math, Science, Social Studies, English Language Arts, Writing, Spanish, and French for PreK through 12th grade.

Additional academic assistance was offered in:

- STAAR Prep
- Special Education
- ESL
- Dyslexia
- Spanish-speaking teachers for students whose 1st language is Spanish





Chapter 4 - Stakeholder Perceptions

Student Perceptions

A majority of student respondents had positive perceptions regarding the FWAS program in every area of inquiry. Nearly all students like the program, the activities, the other students, and the teachers.

"I really like coming here."



"I have lots of friends here."



"This is a great place to be."



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Student Focus Groups

In student focus groups, most students agreed that they enjoyed going to the FWAS program. They agreed that the program gives them something to do afterschool, allows them to meet new people, and offers lots of activities. The activities provide students with the opportunity to express themselves "in different ways" and even eat dinner before going home for the day.

Students enjoyed the volunteers who provide programming and would like to see even more. Students expressed interest in hearing about different jobs from people already in their career. Some of the favorite activities mentioned in the focus groups were ceramics, running club, weightlifting, tennis, volleyball, soccer, golf, snack attack, and art. Students also mentioned enjoying Prodigy (computer math games), Tank Trouble, and Dreambox. Free play was also a popular activity.

When asked what students have learned from attending the program, some students expressed "how to play" with others since they do not have friends in their neighborhood. Others have learned how to cook, how to "stay focused in golf", how to sew, and how to make art with glass.

All students in the focus groups would recommend the FWAS program to other students. Students said the program "teaches you new things", and students "might learn something that helps you get a job" in the future.

**84% of students
reported they
were able to try
something
completely new
to them in FWAS.**



Parent Perceptions

Nearly all of the parent respondents (92%) would recommend the FWAS program to other families. An overwhelming majority of parents believe that their child likes the FWAS program, activities, and leaders (95%). Over half of parents believe that the program is filling a void - 57% indicated their child has little to do if not in the FWAS program. Over a third (37%) feel that it is unsafe for their child to hang out in their neighborhood.

"Without FWAS, my child would be..."



"It is unsafe for my child to hang out in our neighborhood."



**79% of parents
think FWAS is
'great.'**

Principal Perceptions

The principal focus groups included 14 principals, 11 from elementary schools and three from middle/high schools. Principals reported increased participation and program improvements over 2021-22. Principals agreed that students benefit from attending FWAS. Principals were similarly positive on the survey.

"There is a strong partnership between the afterschool program and my campus."



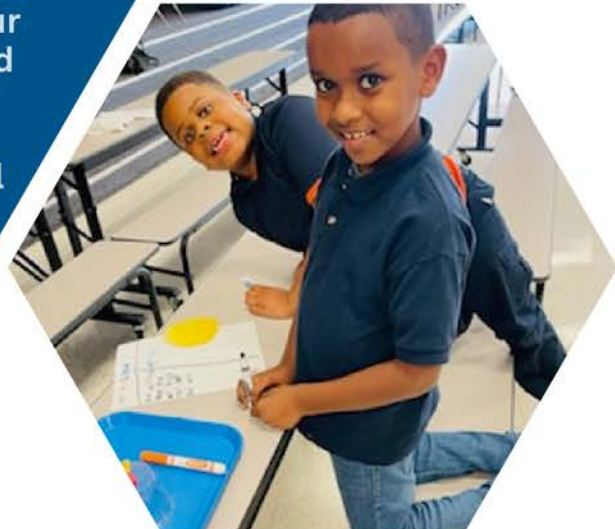
"Teachers in my school are willing to collaborate with the afterschool program staff and provide information regarding student homework."



Strongly Agree Agree Disagree

"The FWAS Program is a great program for our campus. Students are enriched and engaged in programming of interest and they represent our campus in district and community events."

Elementary Principal



FWAS Staff Perceptions

All of the site supervisor/academic liaisons feel that their program incorporates academic content into the after school program. Nearly all also feel that their program incorporates math and reading into after school activities at least weekly. On a scale from 1 to 10, with 10 being the best, site supervisors/academic liaisons rated the alignment of their program with the school day curriculum as a 7.5, and 12 gave the alignment a perfect 10.

In line with most student and parent responses, the FWAS site supervisors/academic liaisons and other school-based staff had largely positive views of the program.

School-Based Staff/Supervisor Perceptions Regarding FWAS

Extent to Which FWAS Provides	% Very Much				
	2017-18	2018-19	2020-21	2021-22	2022-23
adequate homework help	82%	73%	74%	73%	82% ▲
adequate academic enrichment activities	84%	76%	87%	84%	89% ▲
adequate recreation and sports activities	82%	74%	79%	78%	87% ▲
adequate fine arts or cultural activities	76%	65%	76%	75%	84% ▲
adequate social or character development activities	77%	73%	72%	72%	84% ▲
adequate community service activities	60%	51%	46%	52%	66% ▲
adequate technology activities	70%	64%	50%	63%	71% ▲



Chapter 5 - Program Outcomes

Stakeholder Reports of Impact

Program Coordinators

Program coordinators reported this year was better than 2021-22 but still came with challenges. While coordinators and site supervisors strived to return to traditional FWAS student enrollment numbers, most sites struggled to find the staff and teachers needed for classes and supervision.

Coordinators noted that program attendance is heavily driven by the individual efforts of the site supervisors and day school staff, and programs offered. Sites with passionate staff who keep students engaged in new programs have more student participation. Even with staffing shortages, there are many FWAS staff who return year after year, some with 10 years in the program. Staff are encouraged to try new programs, classes, and activities with students to boost enrichment for program attendees. When staff offer creative programming, students are more likely to become regular attendees. Sites with higher attendance numbers have an organized program, work closely with principals to recruit students and teachers, and communicate well with parents.

Coordinators cited the operational calendar as a reason many parents choose alternative afterschool options. FWAS begins three weeks after the first day of school, operates four days per week, and ends before the end of the school year. Many parents are unable to find alternative care just for days FWAS is closed.

In order to provide additional academic support after hours, FWAS offered the Tele-Teacher Virtual program, in addition to their traditional, in-person program. New events, Mayfest and First Tee, were added this year. The Recycled Art event was still one of the favorite events. Community service projects returned this year and were a highlight for students. Sites also focused on building relationships, supporting students in successful self-care habits, and offering new enrichment opportunities for students.

Student Satisfaction

At the end of the year, FWAS surveyed student participants regarding their opinions of the program, staff, and activities. In total, 1,537 students provided feedback via the survey.

Overall, students liked both FWAS activities and staff this year. On a scale of 1 to 5, with 5 being the best, they rated both the activities and the staff a 4.4. Middle students were slightly more positive, with ratings of 4.5 for staff and activities, while elementary school students had ratings of 4.4 and high school students had ratings of 4.3.

Student Ratings

Activities

4.4

Staff

4.4



Student Rating of After School Environment

FWAS asked students to complete the After-School Environment Scale (ASE) as part of the student survey. The ASE is comprised of 36 statements about the after school program that students rate from 1 = “strongly disagree” to 4 = “strongly agree”. The ASE provides an overall climate score and subscores in 3 areas: emotional support, autonomy/privacy, and peer affiliation. A higher score indicates a better overall environment. This year, the overall climate score was 2.72 out of 4. Students rated emotional support a 2.90, autonomy/privacy a 2.57, and peer affiliation a 2.70. These scores were comparable to those of 2021-22.

Student After School Environment Ratings

Climate

2.72

Emotional Support

2.90

Autonomy/Privacy

2.57

Peer Affiliation

2.70



Student Reports of FWAS Impacts

Also on the survey, students were asked to rate whether their participation in FWAS led to any of 8 outcomes that might be attributed to after school program attendance (As a result of participating in the after-school program....1 = “strongly disagree” to 4 = “strongly agree”). In most areas, students’ ratings were between “agree” and “strongly agree”. The overall rating for the 8 outcomes was 3.06.

Among all students, the only statements where the average ratings were just below the threshold for “agree” were “I like school more,” and “I talk to my teachers more.” These were the lowest rated areas in 2021-22 as well.

Overall, the highest ratings were for “I better understand the importance of graduating from school” (3.34), “I come to school more often” (3.15), and “I feel better about myself” (3.07). These were also the top three the previous five years.

Student Perceptions of FWAS Impact on Themselves

Statement	ES	6th/MS	HS*	All
I like school more.	2.88 ▼	2.81 ▲	2.94	2.88 ▼
I come to school more often.	3.16 ▲	3.08 ▲	3.13	3.15 ●
I get better grades.	3.06 ▼	2.99 ▲	3.01	3.04 ▼
I behave better at school.	3.05 ▲	2.99 ▲	3.13	3.05 ●
I feel better about myself.	3.08 ▼	3.01 ▲	3.06	3.07 ●
I work better with other students.	3.05 ▼	3.00 ▲	3.02	3.04 ▼
I talk to my teachers more.	2.92 ▲	2.90 ▲	3.06	2.94 ▲
I better understand the importance of graduating from school.	3.35 ▲	3.30 ▲	3.30	3.34 ▲

*High school was added to this data set for 2022-23 and will not have comparisons.

Most students agree that FWAS has had a positive self-impact.

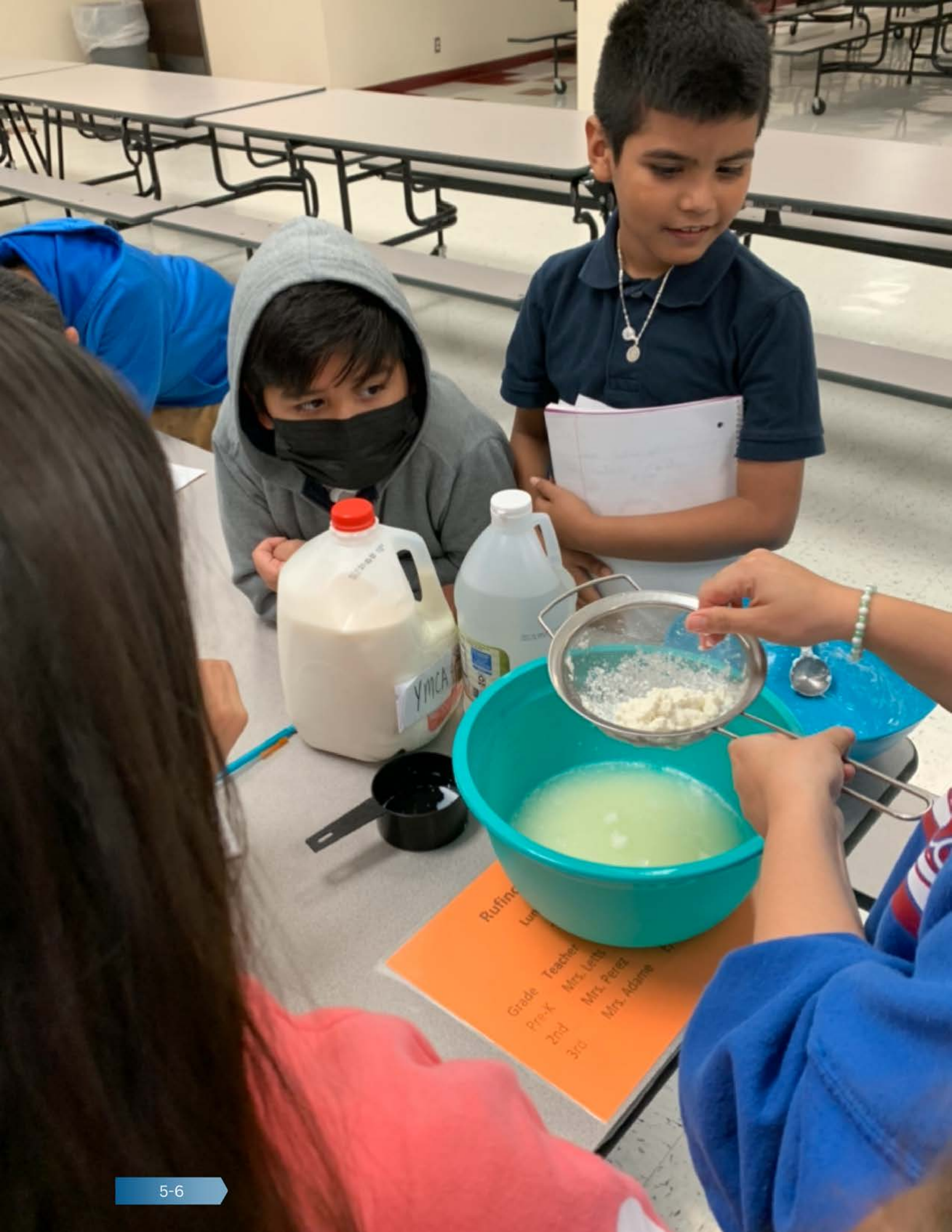
Student Reports of Social Emotional Learning

Although students were not explicitly asked whether FWAS participation impacted their social emotional learning (SEL), because the student survey was administered in the Spring, students' self-reports in these areas can be viewed as having been impacted by 2022-23 FWAS participation. The tool used to assess students' SEL was comprised of 24 questions, to which students agreed or disagreed, with 1 = "strongly disagree" and 4 = "strongly agree".

The overall rating for the 24 outcomes was 3.16. This was slightly higher than the 2021-22 rating of 3.15 and higher than the 2020-21 rating of 3.13.

(Surveys were not administered in 2019-20.)

SEL Area	2017-18	2018-19	2020-21	2021-22	2022-23
Self-Awareness	2.93	2.96	2.94	2.97	3.24 ▲
Social Awareness	3.08	3.09	3.08	3.11	2.96 ▼
Self-Management	3.00	3.10	3.02	3.03	3.01 ▼
Goal-Directed Behavior	3.33	3.35	3.22	3.23	3.30 ▲
Relationship Skills	3.10	3.16	3.13	3.16	3.20 ▲
Personal Responsibility	3.22	3.28	3.16	3.19	3.17 ▼
Decision Making	3.29	3.35	3.24	3.25	3.18 ▼
Optimistic Thinking	3.29	3.34	3.25	3.26	3.24 ▼
Overall SEL Self-Report	3.20	3.20	3.13	3.15	3.16 ▲



Student Exposure to New Activities

On the activity surveys, the majority of students said they liked the activities they participated in (94%). Most students reported they would like to do the activities again (88%), would recommend the activity to other students (90%), and that they learned something (83%).

Most students felt the teachers in charge of the activities taught them well (93%). Activities receiving positive feedback on all survey questions (90% or above) were arts and crafts, basketball, soccer, running club, cheerleading, cooking, boxing, arts and crafts, STEM, and DIY activities. Students provided additional feedback through comments. Several students recognized that the activities allowed them to work together with friends, learn to do new things, and they enjoyed the experiences.

Activities FWAS Students Participated in This Year



Parent Reports of FWAS Impacts

Parents of FWAS students were asked to rate whether participation in FWAS led to any of 8 outcomes that might be attributed to after school program attendance (As a result of participating in the after-school program....1 = “strongly disagree” to 4 = “strongly agree”). All parent results this year fell between “agree” and “strongly agree.”

For elementary school students, parent perceptions were higher this year. High school parent perceptions were higher in six categories. Middle school parent perceptions were lower in seven categories.

This year, there were no statistically significant differences between elementary and middle and high school responses on all of the 8 questions.

Parent Perceptions of FWAS Impact on Their Oldest Attending Child

Statement	ES	6th/MS	HS	All
Is getting better grades in school.	3.26 ▲	3.10 ▼	3.00 ▲	3.22 ▲
Looks forward to going to school.	3.34 ▲	3.14 ▼	3.06 ▲	3.29 ▲
Is learning new activities they can do at home besides watching TV or playing video games.	3.37 ▲	3.10 ▼	3.00 ▼	3.29 ▲
Is doing better in their homework.	3.32 ▲	3.10 ▼	3.00 ▼	3.26 ▲
Is getting into less trouble at home.	3.20 ▲	3.10 ▲	3.22 ▲	3.18 ▲
Is getting into less trouble at school.	3.24 ▲	3.10 ▼	3.17 ▲	3.21 ▲
Talks about finishing high school.	3.32 ▲	3.24 ▼	3.28 ▲	3.30 ▲
Talks about going to college.	3.33 ▲	3.25 ▼	3.11 ▲	3.30 ▲

The overall rating across grade levels with all questions was 3.26 which reflects overall positive parent perceptions of FWAS program. This rating was higher than the overall rating of 3.09 in 2021-22. In general, parents feel that their oldest attending child is getting better grades, looking forward to going to school, learning new activities, doing better on homework, getting into less trouble, and is thinking about their future as a result of FWAS.

Statement	% Strongly Agree + Agree				
	2017-18	2018-19	2020-21	2021-22	2022-23
The after school program keeps my child from getting into trouble.	92%	92%	89%	84%	81% ▼
When my child is not at the after school program, he/she has little to do.	70%	79%	66%	62%	57% ▼
It is unsafe for my child to hang out in our neighborhood.	43%	54%	28%	29%	37% ▲

Parents stated that FWAS provided a safe option that keeps students from getting into trouble.



Staff Reports of FWAS Impacts

On the survey, site supervisors/academic liaisons and school-based staff provided evidence of positive program impacts on students.

Statement	% Strongly Agree + Agree
The school day staff and afterschool staff work together to address student behavior.	95%
Program incorporates academic content into the after school program.	88%
Academic activities are incorporated into programming daily/weekly.	68%

In the focus groups, supervisors/liaisons provided similar evidence. They noted:

- FWAS provides a safe place for students to develop friendships, explore their interests, and become part of a community.
- From FWAS graduates to community partners, FWAS students have a system of support to help them be successful. By seeing former graduates, students see "if they can do it, so can you."
- FWAS students are exposed to experiences they would not normally get to experience. From STEM to connections with community partners, students are able to expand their horizons and support system.
- Students in FWAS are shown successful individuals who followed similar paths. Students are encouraged to do as others have done. "You see me tapping into and releasing the greatness in me."

When asked about student progress that cannot easily be seen in quantitative data, supervisors/ liaisons provided these examples:

- Students in FWAS learn to be of service to others. A group from YMLA walked to another site to provide mentorship to elementary students. Another group of students visited a nursing home and delivered cards they made.
- Connection is big in FWAS. There are volunteers who brought snacks and helped out with backpacks. They even introduced robotics in one school through one high school volunteer.
- Students were so excited about the new opportunities.
 - One offered coding this year and the volunteer teaching it is an engineer and drives a Tesla. The kids loved the opportunity.
 - YMCA Reach and Rise has been implemented in some programs.
 - A Gaming program brought together a mix of students. It was the most popular program on this campus. Watching students from different backgrounds was great. They have made their own group and made their own friendships.
 - Students were able to attend the Texas Ballet. The students and teachers were excited about the experience.



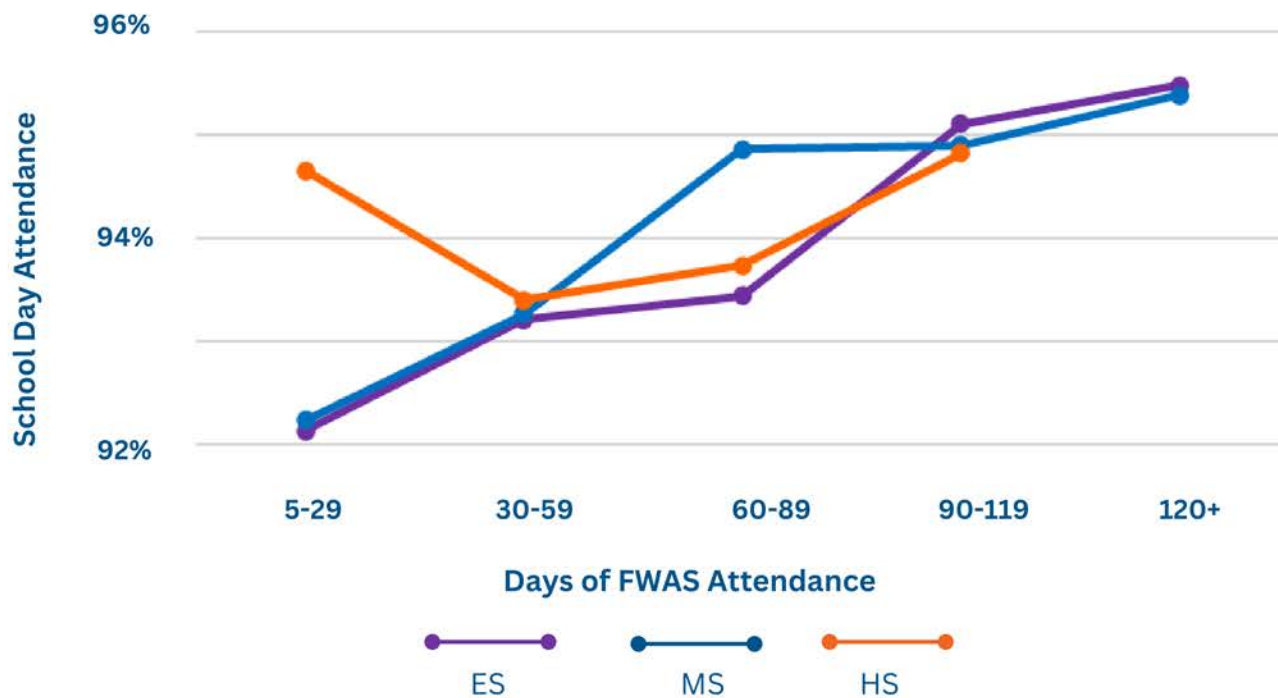
**FWAS helps
students improve
academic
achievement,
improve social
skills, and provides
enrichment
opportunities.
-FWAS Staff**

Student School Attendance Outcomes

The more students attended the FWAS program, the higher their regular school day attendance. Among students who attended FWAS 5+ days, the correlation between FWAS and school day attendance was statistically significant ($r=.152$, $p<.01$).

Both elementary, middle, and high school students this year had higher levels of school-day attendance at every point, compared to elementary, middle, and high school students in 2021-22. Overall, school day average attendance increased from 92% in 2020-21 to 94% in 2022-23.

Trend in School Day Attendance by FWAS Attendance



Comparison - School Attendance Outcomes

Overall, students who attend FWAS had a higher rate of regular school day attendance than students not attending FWAS in 2022-23. The greatest difference between students attending FWAS and those not attending FWAS was seen in middle and high school student average attendance rates. Students in grades 6 through 12 who attended FWAS had an average attendance rate of 94%, 3 percentage points higher than students in the same grades not attending FWAS (91%).

High school students who were economically disadvantaged saw the greatest difference. Economically disadvantaged students attending FWAS had an average attendance rate of 93% while those not attending FWAS had a rate of 89%.

Comparison of School Day Attendance Rates

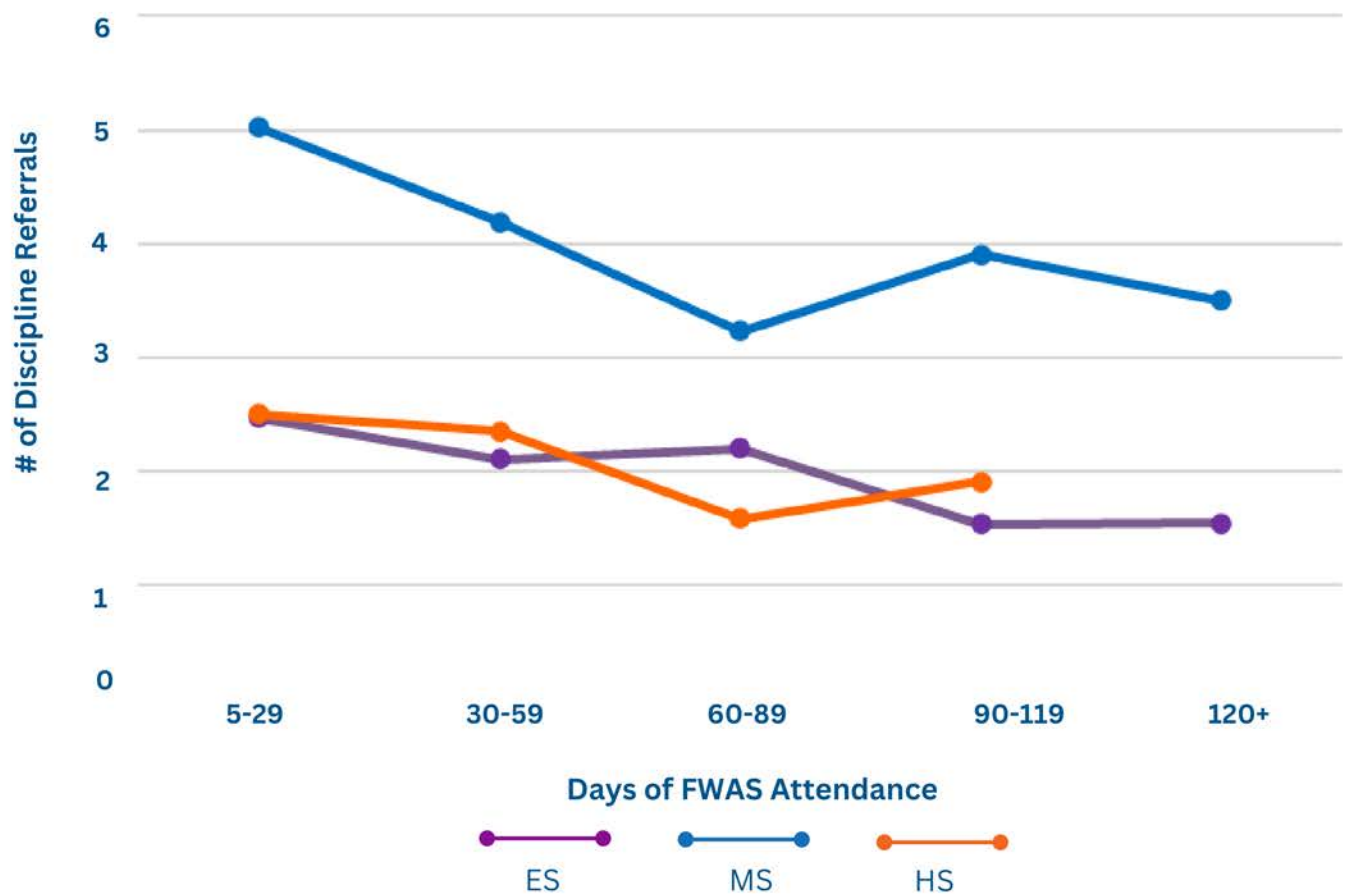
	At Risk	Econ Dis	LEP	All
PreK - 2nd				
Students in FWAS	94%	93%	95%	93%
Students Not in FWAS	93%	91%	93%	92%
3rd - 5th				
Students in FWAS	94%	94%	96%	94%
Students Not in FWAS	94%	93%	95%	94%
6th - 8th				
Students in FWAS	93%	92%	94%	93%
Students Not in FWAS	91%	90%	93%	91%
9th - 12th				
Students in FWAS	93%	93%	94%	94%
Students Not in FWAS	91%	89%	91%	91%
All Grades				
Students in FWAS	94%	93%	95%	94%
Students Not in FWAS	92%	91%	93%	92%

Student Behavior Outcomes

This year, 639 students who attended FWAS for 5+ days had discipline referrals. On average, for students with referrals who attended 5+ days, elementary students averaged 2.0 referrals over the course of the year (no change from the previous year); middle school students averaged 4.3 (increase from 3.6 the previous year); and high school students averaged 2.2 (decrease from 2.6 the previous year). For elementary, middle, and high school students, the more they attended the FWAS program, generally the fewer discipline referrals they had.

The correlation between FWAS attendance and discipline referrals was statistically significant ($r = -.083$, $p < .01$).

Trend in Discipline Referrals by FWAS Attendance



Comparison - Student Behavior Outcomes

For 2022-23, 14% (744) of students attending FWAS received discipline referrals. The percentage of students in FWISD receiving discipline referrals was 15%. On average, for students attending FWAS, elementary students averaged 1.8 referrals over the course of the year while students not attending FWAS averaged 2.1. Students in the economically disadvantaged category averaged slightly fewer discipline referrals than students not attending FWAS in elementary and secondary grade levels. FWISD had a total of 99 students referred to the Juvenile Justice Alternative Education Program in 2022-23, none of which were students who attended the FWAS program.

Comparison of Behavior Outcomes

Average Number of Office Discipline Referrals

	At Risk	Econ Dis	LEP	All
PreK - 5th				
Students in FWAS	2.0	2.1	1.5	2.0
Students Not in FWAS	2.1	2.7	1.7	2.1
6th - 12th				
Students in FWAS	3.8	3.7	3.0	3.5
Students Not in FWAS	3.4	3.5	3.0	3.3
All Grades				
Students in FWAS	3.2	3.1	2.5	3.0
Students Not in FWAS	3.3	3.3	2.9	3.1

Average Number of Out Of School Suspension Days

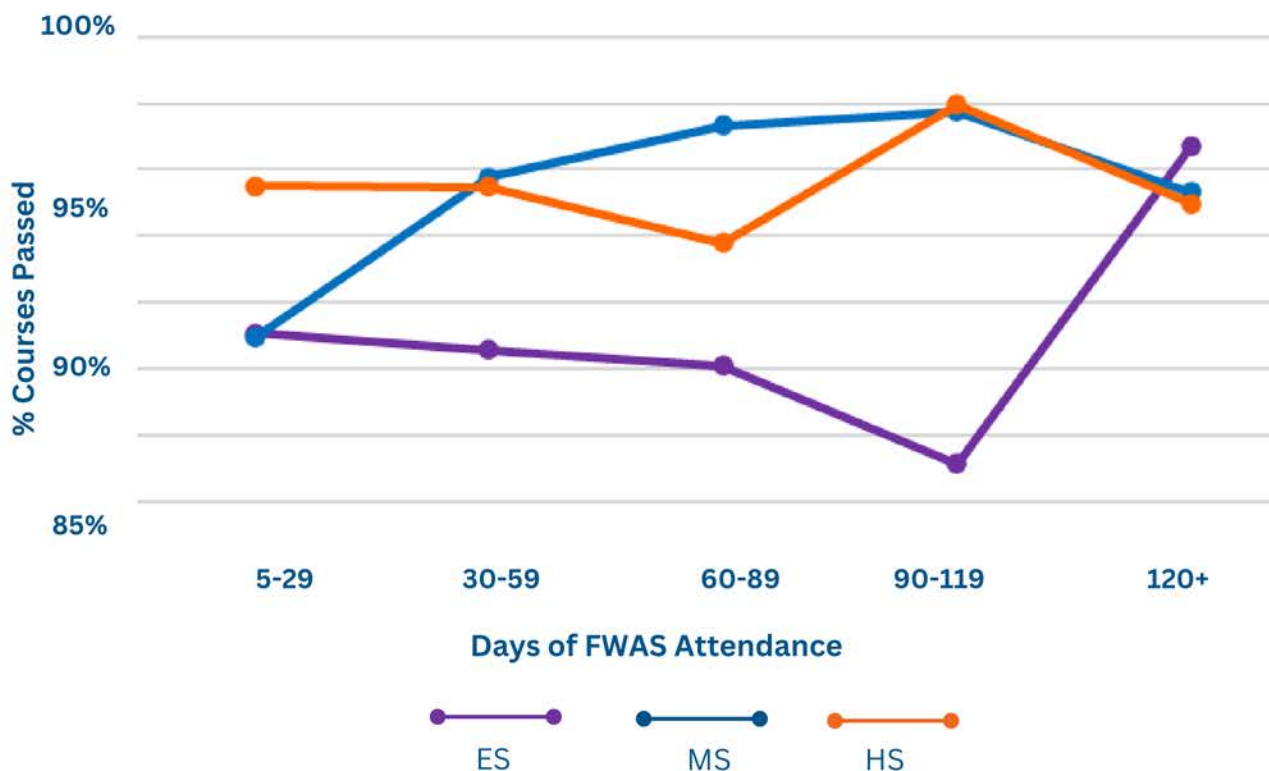
	At Risk	Econ Dis	LEP	All
PreK - 5th				
Students in FWAS	1.5	1.5	1.3	1.5
Students Not in FWAS	1.6	1.6	1.3	1.5
6th - 12th				
Students in FWAS	2.0	1.9	1.6	1.8
Students Not in FWAS	1.8	1.8	1.7	1.8
All Grades				
Students in FWAS	1.8	1.7	1.4	1.7
Students Not in FWAS	1.8	1.8	1.6	1.7

Student Academic Outcomes

Attendance in FWAS has been linked to increase course passage rates. The correlation between FWAS attendance and passing all classes was statistically significant ($r=.039$, $p<.01$). The correlation between FWAS attendance and passing core classes was also statistically significant ($r=.093$, $p<.01$).

High school students this year had higher course pass rates at every attendance level, compared to high school students last year. Middle School students attending 60 to 119 days had higher course pass rates compared to last year.

Trend in Course Passage Rates by FWAS Attendance



Comparison - Student Academic Outcomes

Approximately 7% of FWISD students attended FWAS in 2022-23. Students attending FWAS compared to those who did not had:

- higher overall and core course passage rates
- higher overall and core course grade averages
- higher ELA and Math grade averages

Students in the at risk, economically disadvantaged, and English Language Learner categories who attended FWAS had a tendency to out perform students in the same groups who did not attend FWAS.

Comparison of Course Passage and Grade Average Rates

	At Risk	Econ Dis	LEP	All
Overall Course Passage Rate				
Students in FWAS	91%	91%	91%	92%
Students Not in FWAS	90%	90%	90%	91%
Core Course Passage Rate				
Students in FWAS	93%	94%	94%	94%
Students Not in FWAS	91%	91%	92%	92%
Overall Grade Average				
Students in FWAS	86%	87%	87%	88%
Students Not in FWAS	85%	85%	85%	86%
Core Grade Average				
Students in FWAS	83%	84%	84%	84%
Students Not in FWAS	82%	82%	82%	83%
ELA Grade Average				
Students in FWAS	83%	83%	83%	84%
Students Not in FWAS	81%	82%	82%	83%
Math Grade Average				
Students in FWAS	80%	81%	82%	82%
Students Not in FWAS	80%	80%	81%	81%



Chapter 6 - Conclusions and Recommendations

In 2022-23, FWAS program provided valuable supports and activities across 73 sites for 5,484 students, 3,620 of which attended 30 days or more (66%). Highlights from the program this year included:

- FWAS is serving a diverse student group, roughly evenly divided by gender. More than half are Hispanic. Most are in elementary school. One-third of participants are learning English and nearly all are in poverty or identified by the district as At-Risk. In the past five years, the average FWAS student has trended younger, less English proficient, and more in poverty. FWAS continues to serve its target population.
- Students participated in FWAS an average of 60 days, which is an increase of 9 days from the previous year.
- Students tend to stick with FWAS: 89% participated 5+ days and 34% participated for 90+ days – both increased from the previous year.
- 43% of students this year also participated in FWAS at least one other prior year, an increase from last year.
- Overall, FWAS sites operated at 73% of capacity – an increase of 22 percentage points from last year.
- On surveys, students, parents, principals, site supervisors/academic liaisons, and site-based staff gave the FWAS program high marks in nearly every area. Nearly all students like the program, the activities, and the teachers.
- Most students credited the program for having a positive impact on them in various areas, including homework, academics, social emotional learning, and school engagement.
- Nearly all of the parents would recommend the FWAS program to other families. Most parents credited the program for having a positive impact on their child. 23% indicated that their child would be without adult supervision if not in FWAS.
- Most principals feel there is a strong partnership between their school and FWAS.

Conclusions

Among students who participated 5+ days:

- The more students attended FWAS, the higher their regular school-day attendance. This correlation was statistically significant ($r=.152, p<.01$).
- The more students attended FWAS, the lower their rate of discipline referrals. This correlation was statistically significant ($r=-.083, p<.01$).
- The more students attended FWAS, the higher their rate of course passage. This correlation was statistically significant ($r=.039, p<.01$).

Students attending FWAS average higher grades, school day attendance, and course passage rates than students who do not attend FWAS.

Students attending FWAS average higher grades, school day attendance, and course passage rates than students who do not attend FWAS.

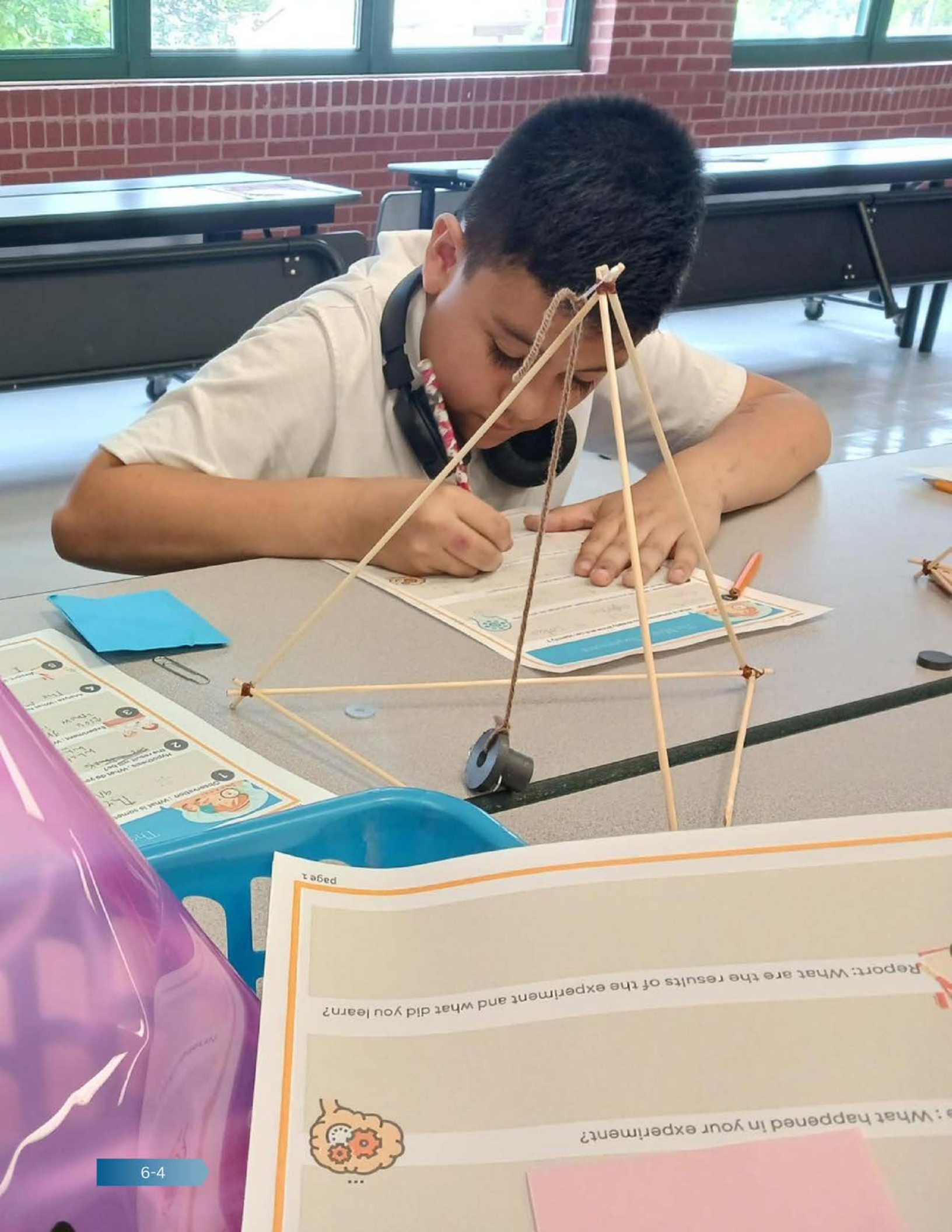


Recommendations

As the FWAS program gears up for its 24th school year, Prismatic recommends that it continue its present course and efforts. To continue to improve, Prismatic recommends that the program also focus its efforts in several areas. It should:

- provide Site Supervisors with a list of students who are at risk for low academic performance, low school day attendance, and/or behaviors at the beginning of the year to guide FWAS student recruitment efforts.
- explore ways in which the program calendar can be more aligned with the FWISD calendar.
- share the positive program outcomes with the public and expand the program's social media presence.
- explore staffing options to increase available staff to expand the number of students that can be served.
- explore ways in which the program could be expanded – the benefits are demonstrable and therefore should be available to as many district students as possible.





Page 1

Report: What are the results of the experiment and what did you learn?



What happened in your experiment?

Survey Appendix

This year, the district administered surveys to five FWAS stakeholder groups.

Stakeholder Survey Administration and Returns, 2022-23

Stakeholder Group	Content	Possible n	Actual n	Return Rate	# Schools Represented
Students	Program quality and outcomes	5,484	1,537	28% ▲	61
Parents	Program quality	5,484	273	5% ▼	68
Principals	Program quality and outcomes	73	42	58% ▲	42
Site Supervisors, Academic Liaisons, Site Staff	Program quality, satisfaction, perceived program support	NA	148	NA	NA

Student Survey Results

(n=1,537, 61 schools)

1. As a result of being in the after school program...

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
I like school more.	73%	27%
I come to school more often.	84%	16%
I get better grades.	82%	18%
I behave better at school.	82%	18%
I feel better about myself.	80%	20%
I work better with other students.	80%	20%
I talk to my teachers more	73%	27%
I better understand the importance of graduating from school.	88%	12%

2. This year in after school did you get to try something new to you? (n=1,513)

Yes	84%
No	16%

3. If yes, what new activity did you get to try?

Arts & Crafts	20%
Character Development	6%
Computer	3%
Cooking	9%
Dance	1%
Games	8%
Gardening	4%
N/A	2%
Other	7%
Robotics	2%
Science	10%
Sports	22%
STEM	2%
Theater	2%
Yoga	2%

4. If no, if you could try something new in after school, what would you like to try?

Academics/Homework	12%
Arts	14%
Coding	1%
Cooking	7%
Games	7%
Gardening	1%
Music	2%
Other	11%
Outside Play	8%
Sports	18%
Social	3%

5. Please select whether you agree or disagree with the following statements. (n=737)

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
I will give my opinion when asked.	87%	13%
I can describe how I am feeling.	78%	22%
I ask people for feedback.	69%	31%
I get along with different types of people.	84%	16%
I cooperate with friends or brother and sisters.	87%	13%
I forgive people that hurt or upset me.	74%	26%
I can wait my turn.	87%	13%
I stay calm when I am challenged.	78%	22%
I am ok when plans get changed.	78%	22%
I keep trying when I make mistakes.	90%	10%
I ask for more information if I don't understand something.	86%	14%
I take steps to achieve my goals	92%	8%
I compliment or congratulate people	90%	10%
I offer to help people.	91%	9%
I let people know I am concerned about them.	80%	20%
I remember important information.	77%	23%
I have important jobs at home or school.	84%	16%
I take care of my belongings	88%	12%
I try to be a good role model.	90%	10%
I accept responsibility for what I do.	90%	10%
I learn from the things that I do.	91%	9%
I can tell others good things about myself.	82%	18%
I look forward to classes or activities.	88%	12%
I expect to do well.	92%	8%

6. Please select whether you agree or disagree with the following statements. (n=725)

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
I get to know other kids really well here.	87%	13%
I trust the teacher here.	89%	11%
The teachers know everything us kids do here.	81%	19%
If I'm bored here, I just pick something else to do.	67%	33%
I wish I was anywhere but here.	54%	46%
I can tell the teachers about my problems if I need to.	78%	22%
I can really trust the other kids here.	64%	36%
There are too many rules to follow here.	41%	59%
When I want to be alone, the teachers bother me.	30%	70%
I have to do what's planned, no matter what.	70%	30%
I have lots of friends here.	85%	15%
The teachers really listen to me when I have something important to say.	84%	16%
I am usually bored here.	34%	66%
I get to choose what I want to do here.	47%	53%
The teachers are very strict here.	33%	67%
It seems like the teachers never leave us alone here.	38%	62%
I really like coming here.	85%	15%
I help plan what we do here.	51%	49%
We get into trouble for talking when we aren't supposed to.	73%	27%
The teachers have to know where I am and what I'm doing.	88%	12%
The teachers here are more like friends than teachers.	65%	35%
I like the other kids here.	79%	21%
I get to do what I want here.	36%	64%
We can get away with a lot here.	24%	76%
The teachers go out of their way to help kids here.	90%	10%
I like the activities here.	90%	10%
The teachers are always telling me what to do.	62%	38%
I can be by myself here whenever I want to.	50%	50%
I have a good time playing with other kids here.	85%	15%
The teachers let me decide what to do here.	54%	46%
The teachers yell a lot here.	39%	61%
I miss it here when I don't come.	70%	30%
I have a hard time finding friends here.	31%	69%
The teachers here care about me.	88%	12%
I'm always being bothered by the teachers.	26%	74%
This is a great place to be.	86%	14%

7. Do you participate in any clubs or youth activities outside of school or afterschool? These activities could be youth sports leagues (basketball, soccer, football); dance or theatre; music lessons; Girl Scouts, Boy Scouts or Camp Fire; Boys & Girls Club; church youth groups; or any other organized group. (n=1,467)

Yes	64%
No	36%

8. On a sliding scale of 1 to 5, with 5 being the BEST, how do you like the activities in the after school program? Indicate how happy you are with the activities. (n=1,466)

1	3%
2	1%
3	9%
4	22%
5	65%

9. On a sliding scale of 1 to 5, with 5 being the BEST, how do you like the staff in the after school program? Indicate how happy you are with the staff. (n=1462)

1	2%
2	3%
3	8%
4	22%
5	65%

10. Can you tell us about how the after school program at your school has helped you?

Art	5%
Behave Better	1%
Better Grades	4%
Confident	1%
Cooking	1%
Creative	1%
Enjoyable	1%
Fun Activities	12%
Games	1%
Garden	1%

Get More Active	1%
Helps me	15%
Homework help	16%
Learn	14%
Life Skills	1%
NA	4%
Productive	1%
Social	9%
Sports	3%
Teach	3%

Parent Survey Results

(n=273, 68 schools)

1. Did you attend an after school family or parent event at the school this year?

Yes	80%
No	20%

2. How many of your children participate in the Fort Worth After School Program? (n=272).

1	67%
2	27%
3-5	6%

3. What is the grade of your oldest child attending the Fort Worth After School Program?

PreK - K	3%
1st - 5th	72%
6th - 8th	19%
9th - 12th	7%

4. As a result of attending the after school program, my child...

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
Is getting better grades at school.	90%	10%
Looks forward to going to school.	90%	10%
Is learning new activities they can do at home besides watching TV or playing video games.	89%	11%
Is doing better on their homework	90%	10%
Is getting into less trouble at home.	87%	13%
Is getting into less trouble at school.	88%	12%
Talks about finishing high school.	88%	12%
Talks about going to college.	88%	16%

5. Please answer if you agree or disagree with each of the following statements regarding your child's participation in the after school program:

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
My child feels safe during the after school program. (n=263)	96%	4%
My child likes the after school program. (n=263)	95%	5%
My child has made friends in the after school program. (n=263)	97%	3%
The after school program keeps my child from getting into trouble. (n=262)	81%	19%
My child likes the after school leaders (n=262)	94%	6%
When my child is not at the after school program, he/she has little to do. (n=261)	57%	43%
The after school program staff supply me with good information about the program. (n=262)	84%	16%
My child gets into trouble during the after school program. (n=263)	10%	90%
My child likes the after school activities. (n=261)	95%	5%
It is unsafe for my child to hang out in our neighborhood (n=259)	37%	63%
My child gets homework help in the after school program.	87%	13%
My child usually finishes homework in the after school program. (n=262)	87%	13%
Since my child has participated in the after school program, I talk to his/her teachers more often. (n=263)	65%	35%

6. Every year, funding for after school programs is at risk to be cut from federal, state, or local budgets. To show elected officials or leaders that after school is important, we need your help to show that parents depend on afterschool as a safe place for their children to be. To establish a need for after school, we need to know which statement best represents how your child or children would spend their time if they were not in the after school program? (n=263).

Alone without adult supervision.	15%
With other children, but without adult supervision.	8%
With adult supervision some of the time.	25%
With adult supervision almost all of the time.	52%

7. Most of the time, how does your child feel about the after school program? (n=261).

Likes it a lot.	60%
Likes it.	32%
Likes it a little.	4%
It could be better.	3%
Doesn't like it.	1%

8. What best describes your child's feelings about school? (n=262).

Likes it a lot.	67%
Likes it a little.	17%
Thinks it's okay.	12%
Doesn't like school very much.	3%
Doesn't like school at all.	1%

9. My child is trying to do his/her best at school: (n=262).

Always	66%
Almost Always	30%
Sometimes	3%
Almost Never	1%
Never	0%

10. Since your child has been in the after school program, which statement best describes his/her feelings about school? (n=262)

Likes school a lot more.	39%
Likes school more.	40%
No change.	20%
Likes school less.	1%
Likes school a lot less.	0%

11. My child feels bored during the after school program: (n=260).

Never	52%
Almost Never	27%
Sometimes	20%
Almost Always	1%
Always	0%

12. Would you recommend the after school program to other families? (n=260).

Yes	91%
Maybe	8%
No	1%

13. Do you think your child will continue participating in the after school program in the future? (n=260).

Yes	83%
Maybe	12%
No	5%

14. Overall, as a parent, how do you like the program? (n=260).

I really like the program - it's great!	79%
I sort of like the program - it's okay.	20%
I don't like the program at all.	1%

15. If you completed the survey in a language other than English, can you tell us if the translation to your language was, (n=140):

Extremely good.	62%
Somewhat good.	12%
Neither good nor bad.	24%
Somewhat bad.	1%
Extremely bad.	1%

Principal Survey Results

(n=42, 42 schools)

1. How many years have you been the principal at your current campus?

0 to 3 years	42%
4 to 6 years	38%
7 to 9	7%
10+ years	13%

2. How many years have you been a principal at a school with a Fort Worth After School Program?

0 to 3 years	44%
4 to 6 years	27%
7 to 9	7%
10+ years	22%

3. Does a representative of the Fort Worth After School Program participate in any school-wide governing, coordinating, or advisory bodies (e.g. the site based management team or advisory committee)?

Yes	57%
No	43%

4. Is there a school-wide mechanism or strategy in place for communication between school-day teachers and afterschool staff about homework assignments?

Yes	69%
No	24%
I Don't Know	7%

5. About how much time do you spend on tasks related to the Fort Worth After School Program?

Less than one hour per month	45%
A few hours per month	29%
About one hour a week	21%
A few hours a week	5%

6. The Fort Worth After School Coordinators make frequent visits to your campus for observation and to visit with you regarding the program at your campus. Please rate the following items about the observation reports and the support you receive from the Fort Worth After School office.

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
I receive regular Site Observation Reports from the FWAS Coordinator.	85%	15%
The Site Observation Reports provide information useful for the ongoing improvement of our program.	85%	15%
The FWAS Coordinator provides timely information that supports the program at my campus.	93%	7%
Overall, the FWAS Coordinator is supportive of me and the program at my campus.	95%	5%

7. Communication between the program and campus is important. For each of the following statements, select the answer that best represents the schools communication/relationship with the Fort Worth After School Program.

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
There is a strong partnership between the after school program and my campus.	93%	7%
The after school program keeps me informed of important decisions and issues	90%	10%
Teachers in my school are willing to collaborate with the after school program staff and provide information regarding student homework.	75%	25%
After school program staff are responsive to my ideas and suggestions.	95%	5%
After school staff reach out to teachers in the school to identify the needs of students and incorporate this information into planning after school activities.	80%	20%
The school day staff and after school staff work together to address student behavior.	88%	12%

9. Please list any suggestions you have for improving the Fort Worth After School Program at your campus or about your overall satisfaction with the program. Are there any outstanding areas or areas in need of improvement?

- Families are requesting more opportunities for sports and dance programs as stand alone's apart from the FWAS program.
- Our campus based program is amazing. The enrichment opportunities are varied and highly engaging for our students. We do need funding for staff. It would be nice to be able to use some of the time for tutoring and count this time towards HB4545.
- The collaboration between FWAS and our campus is phenomenal! When we began this journey we had no idea of how successful it was going to become. Our students were so engaged! Their gifts, talents, and passions have been cultivated during our FWAS program. All of our staff members have poured their passion and skills into specific projects that have beautified our campus, amplified our school communication, and provided opportunities that extended past the school building! We love FWAS!!
- I have loved the transition to a Site Based FWAS. Site Supervisor works very well with my staff and provides high-quality activities for our students.

Staff Survey Results

(n=148)

1. This survey is for staff working in the Fort Worth After School or Clayton YES Cycle 9 after school program. Do you currently work in the program?

Yes	100%
No	0%

2. Do you work for Fort Worth ISD as a:

Teacher	50%
Aide or Assistant	14%
Other Non-Teaching Staff	24%
Do Not Work for FWISD	12%

3. What is your highest level of education?

High School Diploma	16%
Earned College Credit	12%
Associate's Degree	5%
Bachelor's Degree	38%
Master's Degree	27%
Doctorate Degree	3%

4. How do you receive your pay for working in after school?

From FWISD or Extra Duty Pay through FWISD	68%
I am paid by a community-based agency (such as Clayton, YMCA, Camp Fire, City of Fort Worth)	32%

5. In your judgement, to what extent does the after school program:

Statement	Very Much + Somewhat	A Little + Not at All
Provide adequate supplies and program materials for you to do your job?	100%	0%
Provide adequate training for you to do your job?	97%	3%
Provide adequate access to facilities needed to conduct scheduled activities?	99%	1%
Provide adequate homework help?	97%	3%
Provide adequate academic enrichment activities?	99%	1%
Provide adequate recreation and sports activities?	98%	2%
Provide adequate fine arts or cultural activities?	99%	1%
Provide adequate social or character development activities?	99%	1%
Provide adequate community service activities?	95%	5%
Provide adequate technology activities?	97%	3%
Utilize de-escalation strategies in dealing with youth behavior?	95%	5%

6. Do you agree or disagree with the following statements about the relationships or integration of the program at your school?

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
There is a strong partnership between our program staff and the school staff. (n=135)	95%	5%
There is effective communication between our program staff and the campus staff regarding student needs. (n=138)	93%	7%
At our campus, the custodial staff supports the program. (n=138)	94%	6%
The principal is involved in our program on a consistent basis. (n=136)	86%	14%
I have adequate workspace at the school. (n=138)	93%	7%
There is enough storage space for program supplies. (n=138)	91%	9%
There is a good working relationship between the academic liaison and myself (21st Century only). (n=88)	97%	3%
The school day staff and after school staff work together to address student behavior. (n=131)	95%	5%

7. How many years have you worked as the Site Supervisor or Academic Liaison at this school? (n=43)

0 to 3 years	72%
4 to 6 years	0%
7 to 9	5%
10+ years	21%

8. Do you agree or disagree with the following statements about program supervision?

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
I visit all activities on a regular basis. (n=41)	90%	10%
Staff are offered assistance and/or suggestions for continuous program improvement. (n=41)	100%	0%
Teachers are recruited to specifically meet identified student needs. (n=41)	90%	10%
I have regular contact with my supervisor. (n=41)	100%	0%
I feel that the pay scale is adequate for the position. (n=41)	76%	24%
I would work for the program again in the future. (n=41)	100%	0%
I feel supported by the FWAS Coordinator (n=41)	100%	0%
The FWAS Coordinator visits our program regularly (n=41)	95%	5%
There is open communication between the FWAS office staff and our program staff (n=41)	95%	5%
I have been adequately trained to complete the required paperwork (n=41)	100%	0%
I have been adequately trained to submit time cards (21st Century and Site Based Staff only) (n=24)	100%	0%

9. Does your program incorporate academic content into the after school program? (n=41)

Yes	88%
No	12%

10. Was academic content identified as a need and how often is it incorporated into after school activities? (n=37)

Identified Need	Yes/No	1x per month	1x-2x per semester	Daily	Never	Weekly
Math	Yes: 94%	11%	0%	25%	3%	61%
	No: 6%					
Reading/ELA	Yes: 97%	8%	0%	36%	0%	56%
	No: 3%					
Writing	Yes: 78%	14%	3%	28%	11%	44%
	No: 22%					
Science	Yes: 81%	11%	8%	6%	11%	64%
	No: 19%					
Social Studies/History	Yes: 53%	19%	14%	6%	25%	33%
	No: 47%					

11. On a scale of 1 to 10, with 10 being the BEST, how would you rate your after school program alignment with school day curriculum? (n=40)

Mean	7.78
Mode	10
Min	1
Max	10
1 - 3	5%
4 - 6	15%
7 - 9	50%
10	30%

12. What do you think are the strengths of the after school program at your school and how does it contribute to student academic/social emotional growth?

Improves Academic Achievement	17%
Improves Social Skills	14%
Enrichment Opportunities	12%
Build Relationships	12%
Homework Help	9%
Caring Staff Committed to Students	5%
Safe/Supportive Environment	4%
Communication	4%
Explore Interests	4%
Teamwork	3%
Mentoring	2%
Leadership Development	2%
Students are Fed	2%
Builds Communication skills	1%
Builds Confidence	1%
Improves Life Skills	1%
Parent Involvement	1%
Reduces Risky Behaviors	1%
Students are Active and Engaged	1%
Exercise	1%
Feeding Students	1%

13. What are the critical issues for the program at our campus or programs in your city? What do you recommend to improve the program at your campus or all afterschool programs?

Additional Qualified Staff	12%
New Activities	7%
Additional Space	5%
Behavior Supports and Training	5%
More Support from Campus Staff	5%
Attendance	4%
Build Social Skills	4%
More Enrichment Programs	4%
Communication	3%
More Resources	3%
Parent Engagement	3%
Additional Funding	3%
Improve Processes	3%
More Field Trips	3%
Program Recruitment Plan	3%
Retain Staff	2%
Staff Salaries	2%
Community Involvement	1%
Food for Students	1%
More Storage	1%
Staff Training	1%
Technology	1%
Transportation	1%
Homework Time	1%
Leadership Opportunities for Students	1%
Safety	1%
More Unique Opportunities	1%
Organization of Resources	3%
NA	18%

14. Can you tell us why you choose to work in the after school program?

Enjoy Working with Students	29%
To Help Students/Community	23%
Build Student Relationships	14%
Passion for Content/Creativity	8%
Support Student Achievement	7%
Site Needed Staff	6%
Flexibility	3%
Experience for Future Teacher	2%
Like Colleagues	2%
Like to work at Site/School	2%
Needed Extra Funds	2%
Improve Teaching Skills	1%

15. Do you have any additional comments or other information that you think our elected officials need to hear about afterschool programming?

- *Our school has a very unique garden and maybe the elected officials would like to come visit the "outdoor learning environment" that includes various math/science./writing activities.*
- *No, but I look forward to next year.*
- *After school programs are vital for our students - especially those students in the most underserved areas. They need good things to do after school as an alternative to what's being offered in their neighborhoods.*
- *Out of School Time Programming is very important*
- *I think every school should have an after-school program.*
- *Just keep it!.. It means so much to these kids and we as teachers.*
- *We love our Fort Worth After School Program. We thank our District to allow us having it in our school.*
- *Having the after school program is a GREAT asset. It provides opportunities for kids to learn skills and talents to make a difference in their lives and others.*
- *This program is so beneficial for our kids. They need this program to keep them from being latch-key kids. They also need that homework help and people who can show them grace and love.*
- *This program is good for the students, they enjoy being around each other and enjoy the teachers.*
- *It really has many great benefits!*
- *I think after school should continue because we are not a daycare we are more than that we truly are showing children how to navigate the world .*
- *Include a way of potentially having more off campus educational field trips*
- *The after school program gives students a safe place to discover new things and meet new people. The students that have been in the program have shown improvement in attendance and grades.*

- *I think our students are very lucky to have such a great program available.*
- *It saves lives. In some cases, literally for those kids who would not other wise see goodness and love and laughter once they leave school. This program is a blessing to them.*
- *I would love for my scholars to be able to avail elected officials and have conversations about what they do and how their decisions impact them. I'd like for them to invest in our scholars and realize the great return on that investment because they will one day fill the spaces they currently occupy. After school programs are a great place to start reaping those dividends.*
- *The after school program is vital here, we have students who just don't have a way home some days and instead of them waiting outside of the school for hours they can't be involved in something productive.*
- *Without the after-school programs, our children's parents will have a difficult time looking for quality after-school care. The staff on this campus' after-school program is certified to work with children and have built relationships with them.*
- *We take our program serious and our students grow from the clubs that we offer. We are not a glorified baby sitting service, we are a family. Our staff and students look forward to their classes, the mid year and end of year program.*
- *FWAS is an excellent program for our students.*
- *Funding for transportation (at least one or more times a week) could benefit more of our students.*
- *We have so many talented and amazing kids that sometimes get passed over. If we poured a little more into our after-school programs, then we would be able to provide so much more support and give them many more opportunities that they miss out on. These kids are the future, and we need to show them what's out there so they can get a good idea of who and what they want to be when they leave us.*
- *After school programs help to keep out at risk kids off the streets.*
- *The afterschool program gives the kids a safe haven and an extra learning environment and god them to know that someone cares about them*
- *Yes I do! Please keep the after school program, not only because the students can have fun but also, they feel in a friendly environment. I love to hear when they tell me that the after school program..... " make us feel at home".*
- *I thought it was a great program, and I hope to see it return for school year of 2023 to 2024.*
- *These programs fill the needs of students whose families are not home in the evening, often providing much needed nourishment as well as safe havens from the street. We always hear about idle hands and keeping our students safe. Certainly that's important. But for a lot of students with tumultuous home life, mental health concerns, and difficulties with peers, the after school programs provide quite time after school to decompress, and/or provide close environments where students can associate without the normal peer pressure found in the academic classroom. This provides many an opportunity to get close to a core group of friends which ultimately makes their life in school easier to deal with. This leads to academic readiness, which spills over into all their work.*

- *I just hope ,that this program continue on. The students look forward to being in the After School because, for one they are developing social skills and most of all they are receiving hot.. hot meals with meat, vegetables fruit, and milk in which it is a healthy meal. We don't know their home situation is but, we do know that are well fed.*
- *I believe that the FWAS Program is a beneficial one for Student & Parents. Students can learn hands on in a variety of things. It helps parents that have no transportation when school is dismissed.*
- *To continue to open up the door of opportunities for our youths to learn and grow.*
- *This After School Program has benefit a lot of our students. They look forward everyday, to the variety of meals that arevery They provide salads, milk fruits , a meal in which it is nourishing..*
- *I feel that if we had more after school programs, it will keep more of our children off of the streets and give them More stability in their lives.*
- *We need funds to continue to grow in every aspect. There is staff here that deserve more recognition than what is offered to them. We're also very appreciative in working here, learning and growing with the children and staff here. So thank you!*
- *The after school program is ABSOLUTELY beneficial to our students. It's a safe and welcoming environment that provides them with opportunities and skills they may not get elsewhere. It is a necessary part of the school environment.*
- *Our students need a safe place after school where they can catch up on homework and learn new skills. Too many students are slipping through the cracks due a lack of community support, programs that allow for students to work on closing their achievement gap.*
- *Students have the opportunity to participate in activities that are not part of the school's curriculum. This might lead to life long interests or careers in unexpected fields.*
- *It's a great program to have and every school should participate and give students the opportunity of being part of something amazing (at every school). I see it in students faces how they enjoy being part of the program. I miss that time when we took students to TCU on a Saturday. I thank that is a wonderful opportunity to expose students to a (local)university.*