

# Afterschool Summary Report – FY2024

Children’s Trust of Alachua County

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## Introduction

This report explores year three of the Children’s Trust of Alachua County’s funding afterschool programming for Alachua County children who demonstrate need.

In August 2021, through a competitive RFP process, the Trust sought qualified afterschool providers to serve rising kindergarteners through 12th graders in safe and enriching afterschool sites. This resulted in the Trust partnering with six organizations – *Aces in Motion, Boys & Girls Club, Deeper Purpose Community Church, Gainesville Circus Center, Girls Place, Kids Count of Alachua County* – for the 2021-2022 and 2022-2023 school year. In May 2023, the Trust released a new RFP for the 2023-2024, 2024-2025, and 2025-2026 school years. The second RFP resulted in the Trust continuing to partner with the original six organizations and adding the *Willie Mae Stokes Community Center*.

The purpose of this report is to gain knowledge on performance, successes, and opportunities for improvement for funded afterschool programs. The primary audience for this report is the Trust staff, board, and providers who implement or help support the implementation of services who can gain insights and take actions to improve services and outcomes for children and families.

# **Table of Contents**

## **Introduction**

### **Key Questions:**

Why is Afterschool Important?

Who was Served?

- Youth Characteristics
- Scholarship Eligibility

How much Programming was Offered?

- Program Days
- Enrichment Programming

How much did Youth Participate?

- Daily Attendance
- Enrichment Participation

How much Money was Invested?

How did Youth and Parents Experience Services?

What are Social Emotional Skills?

How are Programs Measuring Social Emotional Skills?

What changes were seen in Social Emotional Skills?

## **Conclusion**

## Why is afterschool important?

Participating in high quality afterschool programming provides a structured, nurturing environment for youth to develop and learn. Out-of-school time opportunities allow for youth to take part in activities to promote their health, well-being, and support academic learning. Children's Trust funds are exclusively directed for children who demonstrate economic or other needs. Afterschool programs provide a safe environment for youth to develop bonds and relationships with caring adults as well as peers. Participation in structure recreational activities is an effective strategy to deter youth from less desirable or delinquent behavior. Afterschool also provides access to expanded learning opportunities which inspires, enriches, and develops youth's career interests and make real-life connections to complement their learning during the school day.

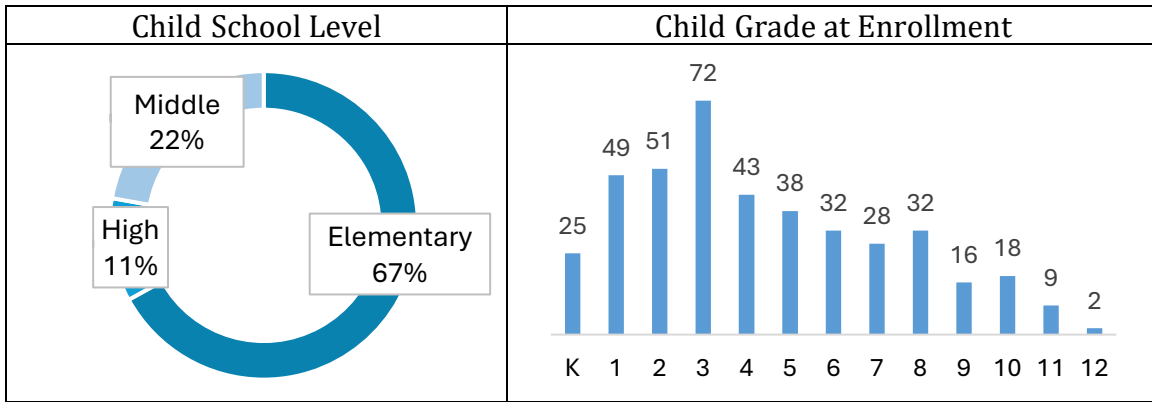
## Who was Served?

Overall, **415** youth were served through afterschool programs funded by the Trust. All providers exceeded the goal set for the number of youth enrolled.

### Youth Characteristics

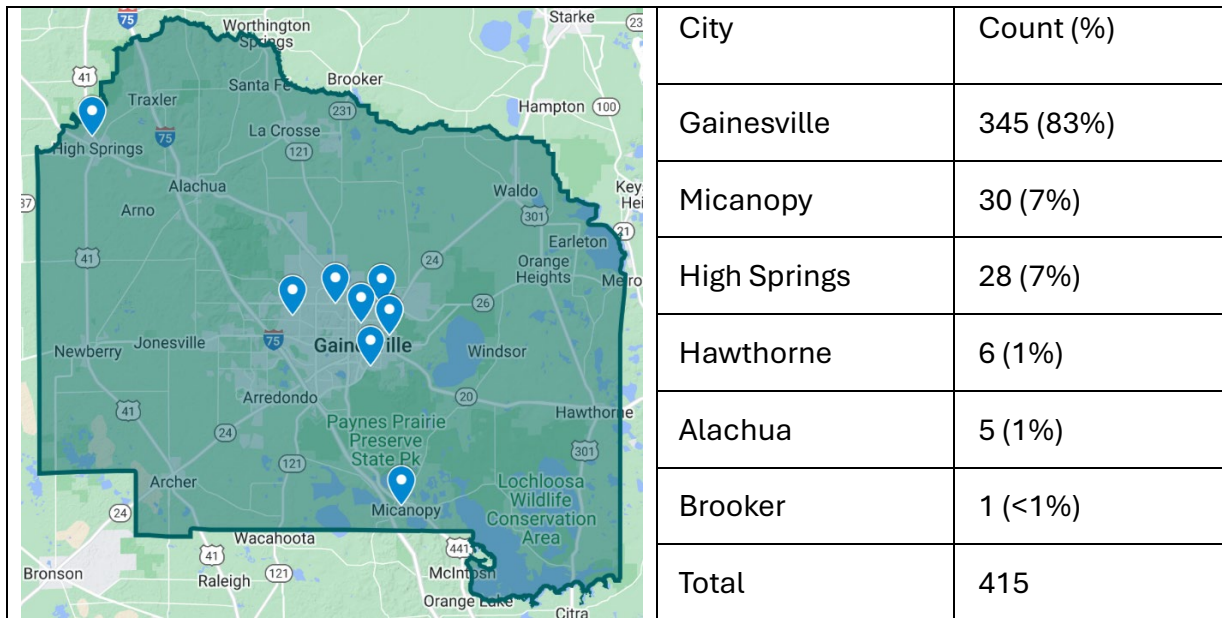
The average age of youth served is 10.1 and ranged from five to seventeen years old. Two-thirds of youth were in elementary school, 22 percent in middle and eleven percent in high school. Rawlings (41), Metcalfe (40), High Springs Community (29), Micanopy Area Cooperative (27), Howard Bishop (23), and Idylwild (23) were the six schools where the greatest frequency of afterschool youth attended.



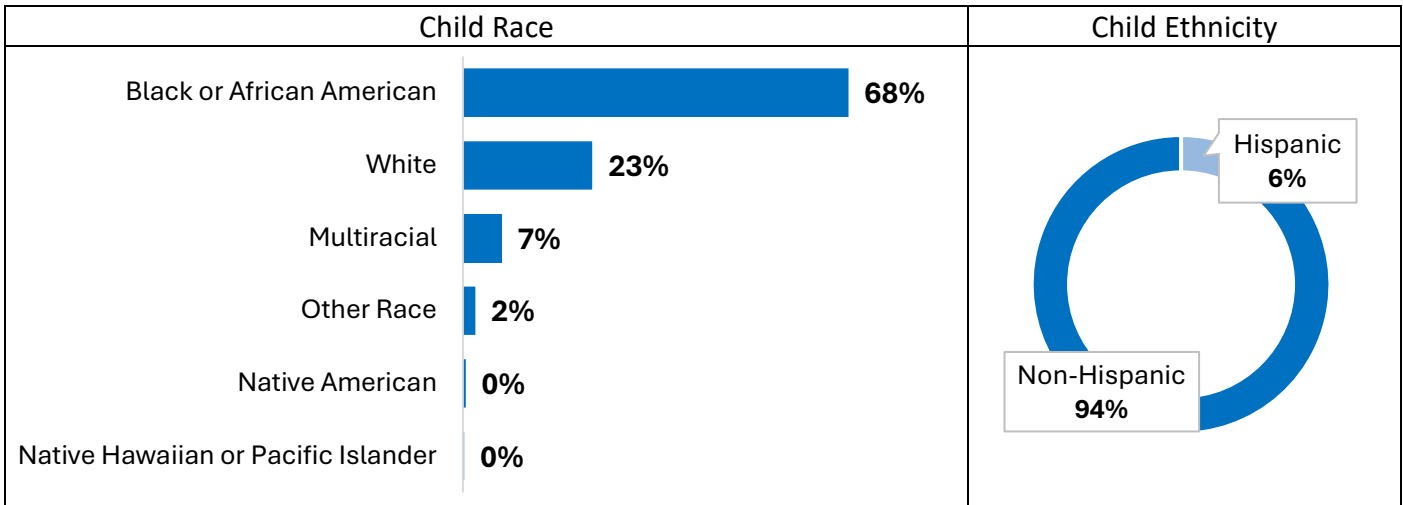


All youth are Alachua County residents. Eighty-three percent of youth reside in Gainesville, followed by some representation from High Springs (7%), Micanopy (7%), Alachua (1%), Hawthorne (1%) and Brooker (<1%).

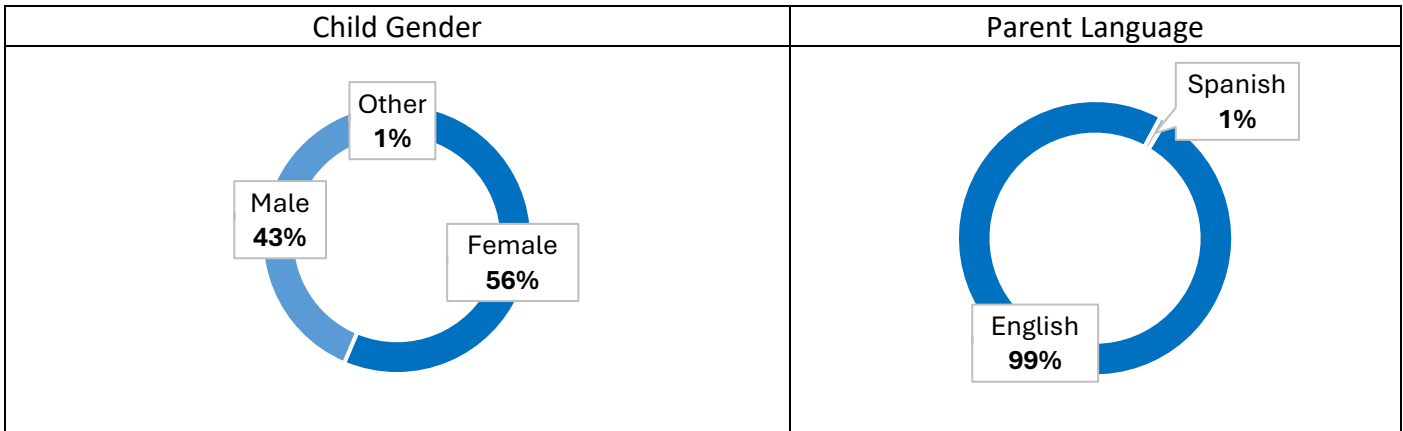
**Figure 1.**  
*Provider Locations and Youth Served by City of Residence.*



The largest portion of youth served are Black or African American (68%) followed by White (23%), Multiracial (7%), and about three percent indicated other races. The majority of youth identified as non-Hispanic (94%).



Nearly all parents were reported as being English speaking with just a few parents speaking Spanish. More female youth are served than males and those that identify as “other.” One of the funded afterschool sites – Girls Place – serves only girls.



**Scholarship Eligibility**

To be eligible for a Trust scholarship families provide documentation to demonstrate need. Children are eligible for a scholarship if the family demonstrates economic need by:

- Family income below 400% of the Federal Poverty Guidelines.
- Receiving SNAP benefits (a USDA food assistance program for low-income individuals and families).

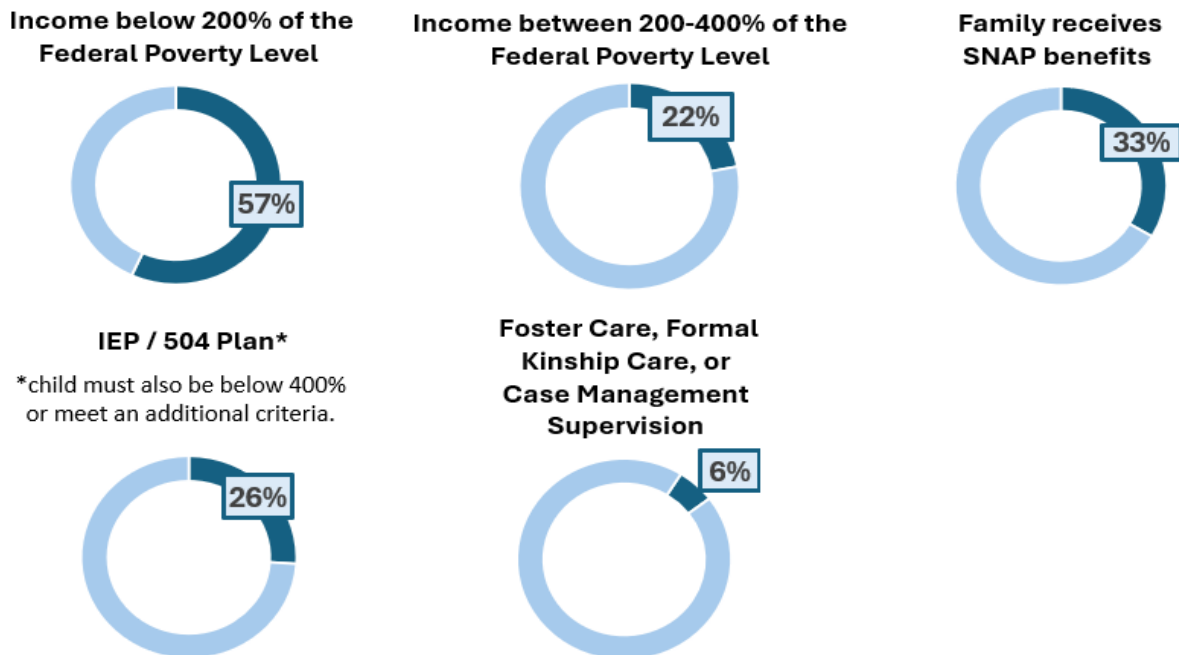
Children can also be eligible for a scholarship based on family circumstances or other needs, such as:

- Children in foster care, formal kinship care, or under case management supervision.
- Child has an IEP or 504 plan (must also have family income under 400% federal poverty guidelines).

Though only required to meet one scholarship eligibility, children might have multiple situations apply to them. Most youth receiving a scholarship are from families with incomes below 200% of the federal poverty level (57%) while twenty-two percent report incomes between 200-400%. A third of youth are from families receiving SNAP benefits (33%). More than a quarter of youth served reported a special education status (26%), which is considerably higher than the district average<sup>1</sup>. Six percent of youth served are in foster care, formal kinship care, or under case management supervision (6%).

**Figure 2.**

*Scholarship Eligibility Criteria met by Youth Served.*



<sup>1</sup> In the 2023-2024 school year, 14.4% of students in Alachua County Public Schools have been determined to be eligible for exceptional student education, excluding gifted ([Florida Department of Education](#)).

## How much Programming was Offered?

### Program Days

Providers offered an average of **176 program days** ranging from 142 to 196. In total, this represents 1,232 days of service offered to community youth.

**Table 1.**

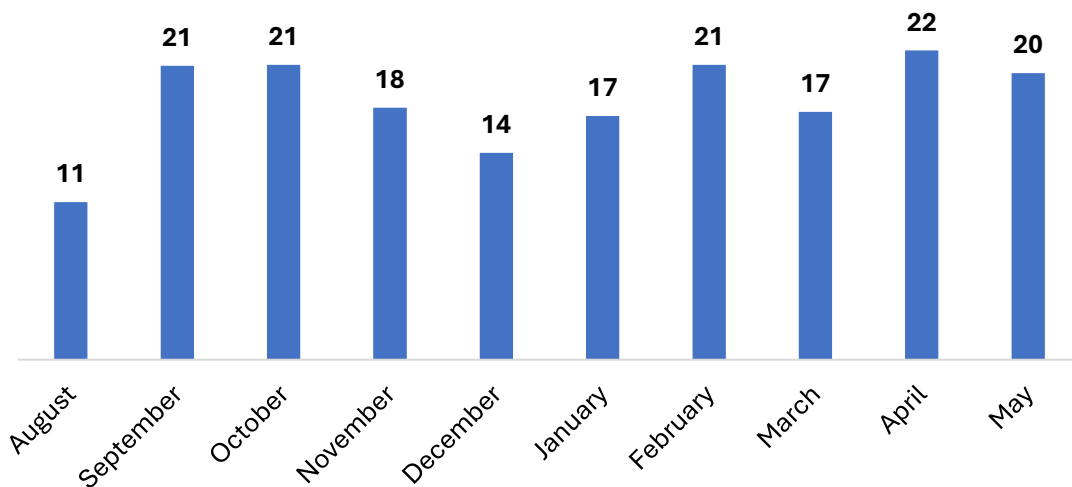
*Program Days by Provider Agency.*

<b>Provider Agency</b>	<b>Actual Program Days</b>	<b>Contracted Program Days</b>
Aces in Motion	171	150
Boys & Girls Club	190	150
Deeper Purpose	177	150
Gainesville Circus	190	150
Girls Place	196	150
Kids Count	166	150
Willie Mae Stokes*	142	110
<b>All Programs</b>	<b>1,232</b>	<b>1,010</b>

\* Willie Mae Stokes has a different contracted number of program days due to the program contract starting in October instead of August.

**Figure 3.**

*Average Days of Service Offered per Month.*



## **Enrichment Programming**

Middle and high school youth can be involved in sports, clubs, babysitting, or working, and for these reasons their daily attendance in afterschool programs is lower than elementary school age youth. Since the daily attendance tends to be less, we wanted to ensure that while in attendance youth are engaged in impactful content to promote their development and transition into adulthood. Starting in the 2023-2024 school year, afterschool programs serving middle and high school youth were to offer the following enrichment content.

### Middle School Enrichment topics:

1. Transition to High School
2. Career Exploration
3. Healthy Relationship Boundaries
4. Internet and Social Media Safety
5. Social and Emotional Development

### High School Enrichment topics:

1. Career Exploration
2. College Prep
3. Workforce Development
4. Leadership Development
5. Life Management Skills
6. Academic Support and Enrichment

Three of the seven afterschool programs anticipated enrolling ten (10) or more middle or high school youth, so offering enrichment content was required of these programs.

- Aces in Motion (Middle & High School)
- Boys & Girls Club (Middle & High School)
- Girls Place (Middle School)



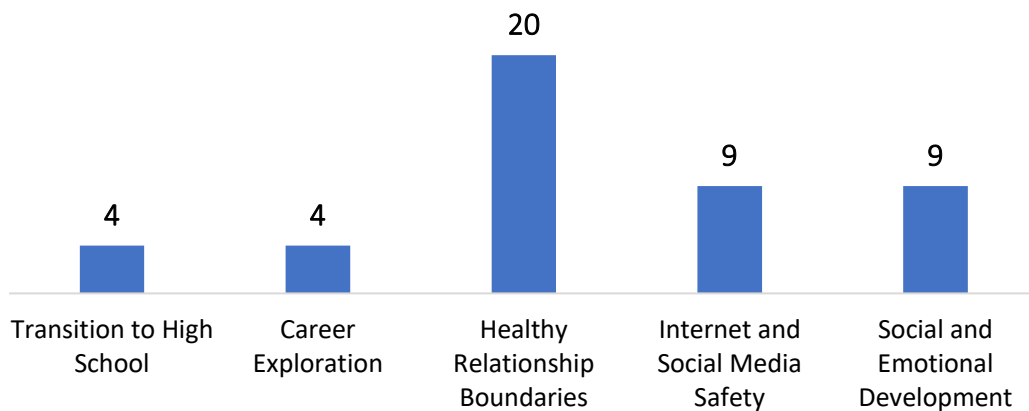
**Table 2.**

*Middle School Enrichment Days.*

<b>Enrichment Type</b>	<b>Days Offered</b>
<b>Transition to High School</b>	<b>4</b>
Aces in Motion	1
Boys & Girls Club	1
Girls Place	2
<b>Career Exploration</b>	<b>4</b>
Aces in Motion	0
Boys & Girls Club	1
Girls Place	3
<b>Healthy Relationship Boundaries</b>	<b>20</b>
Aces in Motion	11
Boys & Girls Club	1
Girls Place	3
<b>Internet and Social Media Safety</b>	<b>9</b>
Aces in Motion	7
Boys & Girls Club	1
Girls Place	1
<b>Social and Emotional Development</b>	<b>9</b>
Aces in Motion	0
Boys & Girls Club	1
Girls Place	8

**Figure 4.**

*Middle School Enrichment Days Offered*



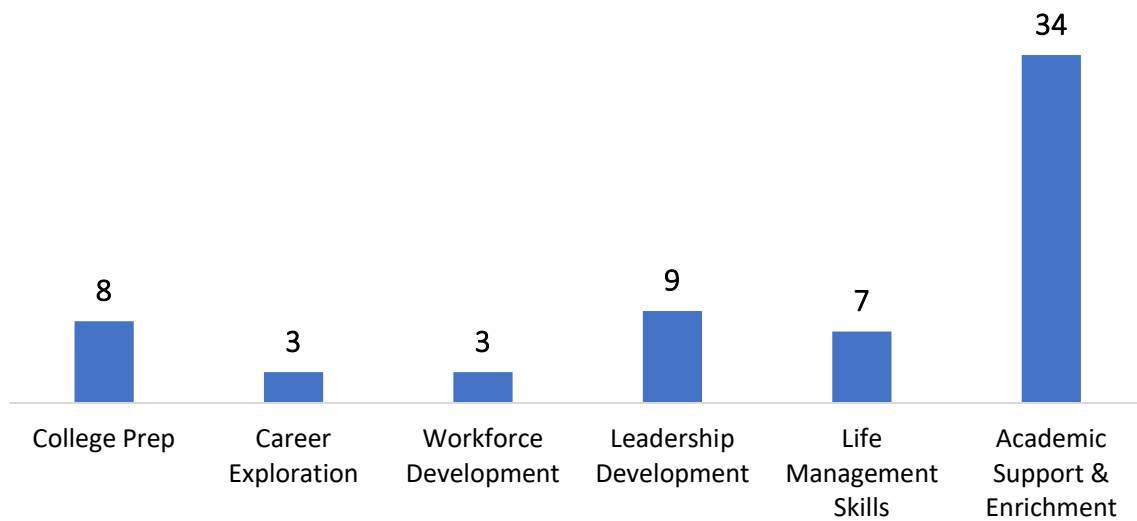
**Table 3.**

*High School Enrichment Days.*

<b>Enrichment Type</b>	<b>Days Offered</b>
<b>College Prep</b>	<b>8</b>
Aces in Motion	6
Boys & Girls Club	2
<b>Career Exploration</b>	<b>3</b>
Aces in Motion	2
Boys & Girls Club	1
<b>Workforce Development</b>	<b>3</b>
Aces in Motion	2
Boys & Girls Club	1
<b>Leadership Development</b>	<b>9</b>
Aces in Motion	8
Boys & Girls Club	1
<b>Life Management Skills</b>	<b>7</b>
Aces in Motion	6
Boys & Girls Club	1
<b>Academic Support &amp; Enrichment</b>	<b>34</b>
Aces in Motion	33
Boys & Girls Club	1

**Figure 5.**

*High School Enrichment Days Offered*



## How much did Youth Participate?

### Daily Attendance

On average, **youth attended 105 days** of programming, which ranged from 76 to 153 days across sites. Relative to the days of service offered, on average, youth attended **60%** of the program days provided and **74%** of program days provided relative to the time they were active in the program.

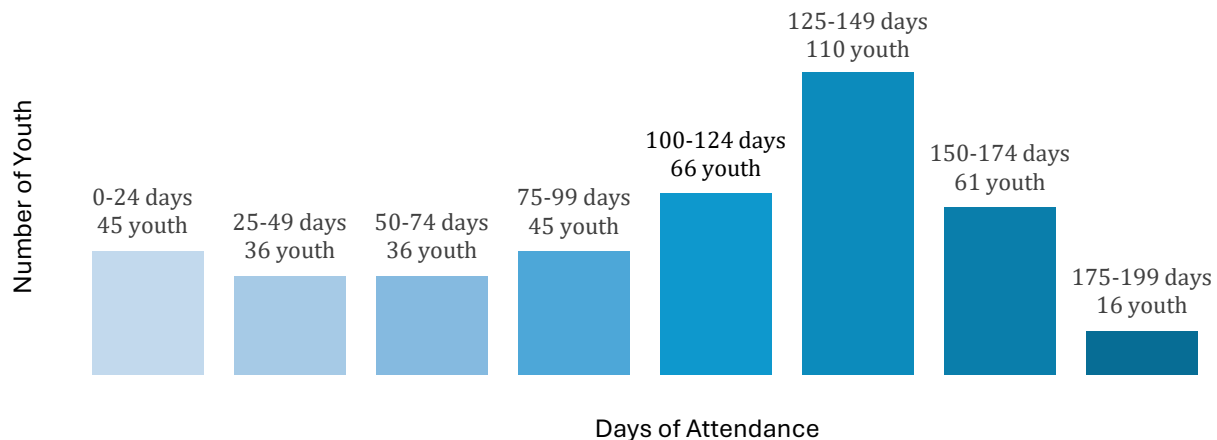
**Table 4.**

*Youth Attendance by Provider Agency.*

<b>Provider Agency</b>	<b>Attendance Rate</b>	<b>Average Attendance</b>	<b>Program Days Offered</b>
Aces in Motion	60%	96 days	171
Boys & Girls Club	72%	103 days	188
Deeper Purpose	84%	118 days	177
Gainesville Circus	74%	88 days	190
Girls Place	80%	153 days	196
Kids Count	82%	102 days	165
Willie Mae Stokes	69%	76 days	143
<b>All Programs</b>	<b>74%</b>	<b>105 days</b>	<b>176</b>

**Figure 6.**

*Youth Days of Attendance Distribution.*



While the majority of youth were signed up in the program’s starting month and stayed for the duration of the school year (63%), there were some children who exited the program early or joined later in the year (37%). Across providers, 72% of youth attended at least 75 days, and 84% participated for a duration of 4 months or longer.

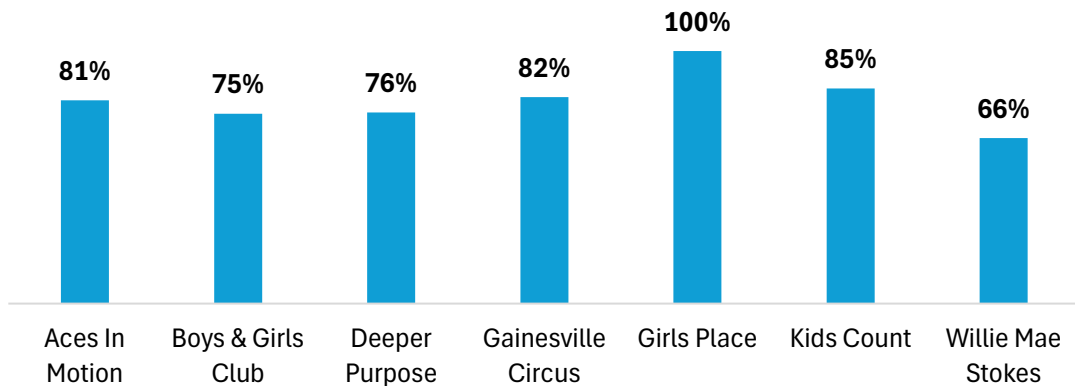
**Table 5.**

*Youth Duration in Services*

<b>Provider Agency</b>	<b>Participated for 75+ days</b>	<b>Participated for 4+ months</b>	<b>Average Months of Participation</b>
Aces in Motion	73%	97%	8.4
Boys & Girls Club	69%	82%	7.6
Deeper Purpose	76%	76%	7.6
Gainesville Circus	45%	68%	6.1
Girls Place	98%	100%	9.5
Kids Count	70%	81%	7.0
Willie Mae Stokes	59%	76%	5.8
<b>All Programs</b>	<b>72%</b>	<b>84%</b>	<b>7.5</b>

**Figure 7.**

*Percent of Youth Participating at least 4 months by Provider Agency.*



## Enrichment Attendance

The table 6 and 7 below display youth attendance in enrichment content for middle and high school students. Healthy Relationships Boundaries was the most highly attended middle school enrichment offering, while Academic Support & Enrichment had the greatest frequency of attendance among high school students.

**Table 6.**

*Middle School Enrichment Attendance.*

<b>Enrichment Type</b>	<b>Attendance</b>
<b>Transition to High School</b>	<b>33</b>
Aces in Motion	3
Boys & Girls Club	17
Girls Place	13
<b>Career Exploration</b>	<b>42</b>
Aces in Motion	0
Boys & Girls Club	17
Girls Place	25
<b>Healthy Relationship Boundaries</b>	<b>269</b>
Aces in Motion	174
Boys & Girls Club	30
Girls Place	65
<b>Internet and Social Media Safety</b>	<b>58</b>
Aces in Motion	36
Boys & Girls Club	14
Girls Place	18
<b>Social and Emotional Development</b>	<b>86</b>
Aces in Motion	0
Boys & Girls Club	14
Girls Place	72

**Table 7.**

*High School Enrichment Attendance.*

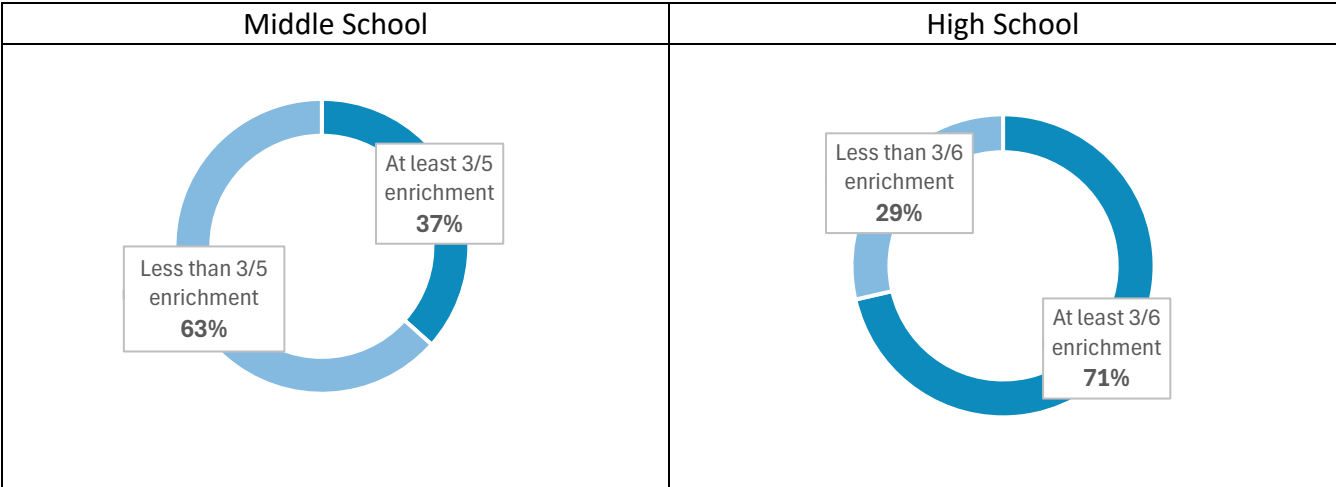
<b>Enrichment Type</b>	<b>Attendance</b>
<b>College Prep</b>	<b>64</b>
Aces in Motion	59
Boys & Girls Club	5

<b>Career Exploration</b>	<b>5</b>
Aces in Motion	2
Boys & Girls Club	3
<b>Workforce Development</b>	<b>8</b>
Aces in Motion	4
Boys & Girls Club	4
<b>Leadership Development</b>	<b>94</b>
Aces in Motion	89
Boys & Girls Club	5
<b>Life Management Skills</b>	<b>36</b>
Aces in Motion	31
Boys & Girls Club	5
<b>Academic Support &amp; Enrichment</b>	<b>379</b>
Aces in Motion	377
Boys & Girls Club	2

A target was set for 75% of middle school youth to attend at least 3 of 5 enrichment content area and 75% of high schooler to receive at least 3 of 6 enrichment content areas. For high schoolers the target was nearly met with 71% participating in 3 or more enrichment topics. For middle school, less than half of youth has attended 3 or more enrichment topics as seen in Figure 8.

**Figure 8.**

*Middle and High School Youth attendance in Enrichment Topics.*



## How much Money was Invested?

The Children’s Trust allocated **\$1,163,698** for children to be served in quality afterschool programs. While the actual amount spent is still pending final provider invoicing, Table 4 presents the funding allocation for each provider agency, the number of children served, and the investment per child. The average investment per child is \$3,214, which ranges from \$1,911 to \$5,961.

**Table 8.**

*Investment per Child Estimate based on Funding Allocation.*

<b>Provider Agency</b>	<b>Funding Allocation</b>	<b>Children Served</b>	<b>Investment per Child</b>
Aces in Motion	\$259,584	67	\$3,874.39
Boys and Girls Club	\$185,406	97	\$1,911.40
Deeper Purpose	\$114,965	33	\$3,483.79
Gainesville Circus	\$131,137	22	\$5,960.77
Girls Place	\$127,933	57	\$2,244.44
Kids Count	\$188,118	81	\$2,322.44
Willie Mae Stokes	\$156,555	58	\$2,699.22
<b>All Programs</b>	<b>\$1,163,698</b>	<b>415</b>	<b>\$3,213.78</b>

It is imperative to offer competitive wages and benefits to attract and retain high quality staff. Providers indicated a key success factor was their staff – their commitment and dedication – and providing training so that they can provide the best possible services to children in their care. The 2022-2023 (most recent) average weighted daily market rate for school age children in Alachua County per the Florida Office of Early Learning is \$28.69, which would equate to \$3,012 for a youth attending 105 days<sup>2</sup>. There are many factors that go into calculating the cost of care, and the [Wallace Foundation](https://www.wallacefoundation.org/cost-of-quality/pages/default.aspx) offers another cost calculator<sup>3</sup>.

<sup>2</sup>See link: <https://www.fldoe.org/schools/early-learning/rep-pol-guide/market-rate.stml>

<sup>3</sup>Wallace Foundation’s Out-of-school time Cost Calculator: <https://www.wallacefoundation.org/cost-of-quality/pages/default.aspx>

## How did Youth and Parents Experience Services?

At the end of the program or upon exit, parents of elementary school students and youth in middle and high school are asked to complete a satisfaction survey to provide their perspective and feedback on the program. The survey was available in English and Spanish and could be completed on paper or online. There were 255 surveys completed with a completion rate of 54% among parents and 85% among older youth. It was noted that parents with multiple children enrolled tended to submit one survey per family.

**Table 9.**

*Parent Satisfaction Survey Completion Rates.*

<b>Provider Agency</b>	<b>Completion Rate</b>	<b>Completed Parent Surveys</b>	<b>Elementary School Youth Served</b>
Aces in Motion*	-n/a-	4	0
Boys & Girls Club	50%	48	62
Deeper Purpose	64%	21	31
Gainesville Circus	55%	12	20
Girls Place	46%	26	44
Kids Count	31%	25	81
Willie Mae Stokes	29%	17	40
<b>All Programs</b>	<b>54%</b>	<b>153</b>	<b>278</b>

\*Aces in Motion serves middle and high school aged youth, so the parent survey was not required, however, they chose to survey parents.

**Table 10.**

*Youth Satisfaction Survey Completion Rates.*

<b>Provider Agency</b>	<b>Completion Rate</b>	<b>Completed Youth Surveys</b>	<b>Middle and High School Youth Served</b>
Aces in Motion	60%	40	67
Boys & Girls Club	86%	30	35
Girls Place	62%	8	13
Willie Mae Stokes	133%*	24	18
<b>All Programs<sup>4</sup></b>	<b>85%</b>	<b>102</b>	<b>137</b>

\* The survey was intended for youth in grades 6-12 and for one survey to be completed per participants. In some cases, programs may have completed survey with younger grades, more than once, and/or with non-CTAC funded participants.

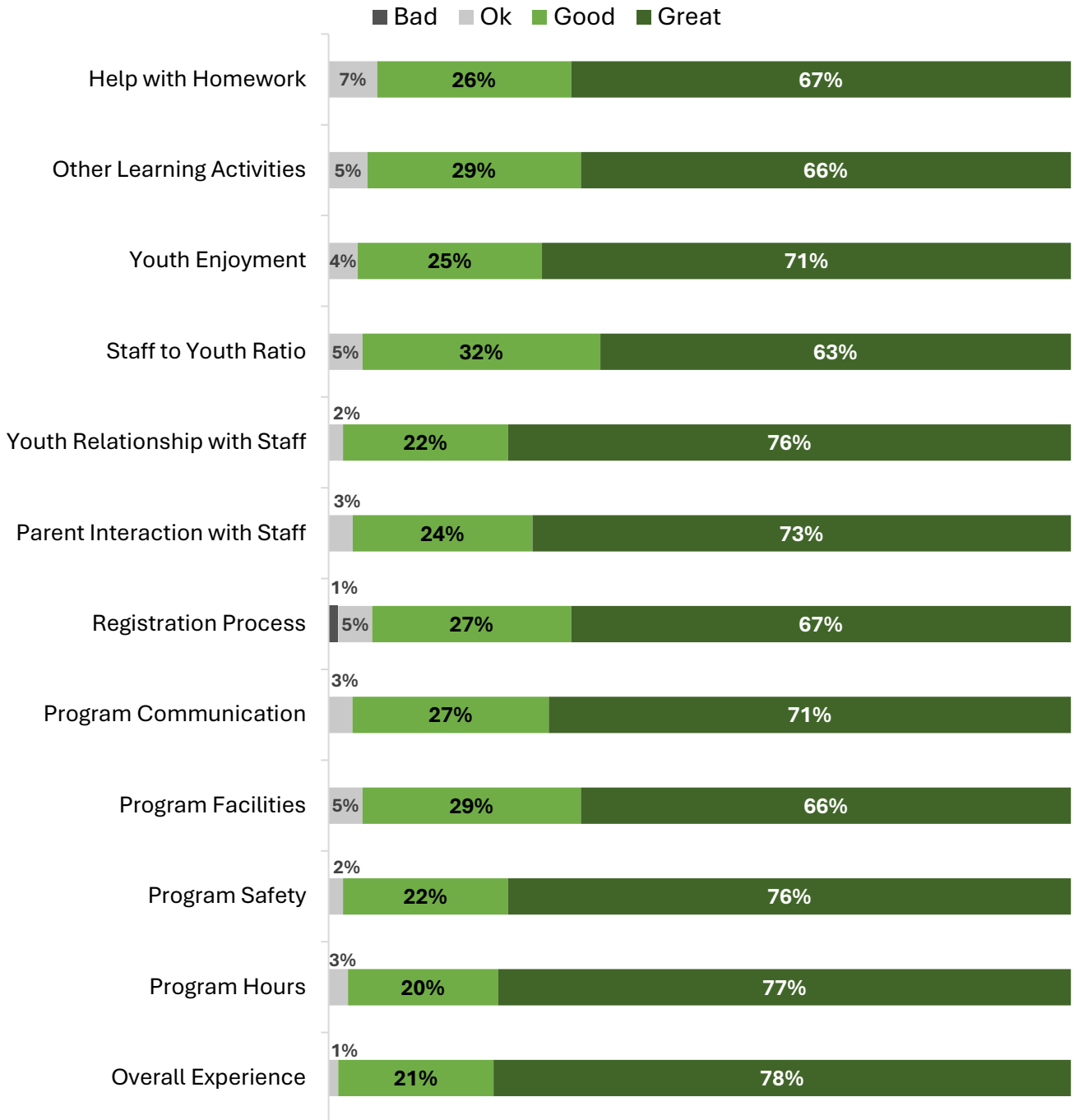
<sup>4</sup> Deeper Purpose and Gainesville Circus each served two middle school youth.



Overall, **99%** of parents surveyed reported their experience was either “**good**” or “**great**” and all but one parent indicated they **would recommend** the program. Across all items displayed in Figure 9, parents expressed consistently high levels of satisfaction.

**Figure 9.**

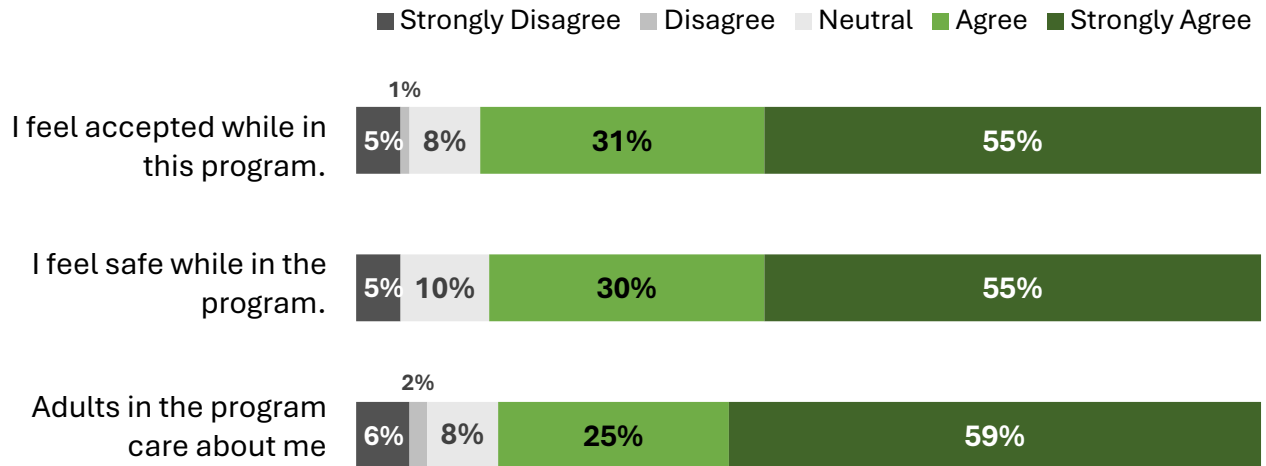
*Parent Satisfaction Results by Item.*



Youth reported having slightly lower levels of satisfaction compared to parents. Each question had at least 80% satisfaction, while parents consistently had over 90%.

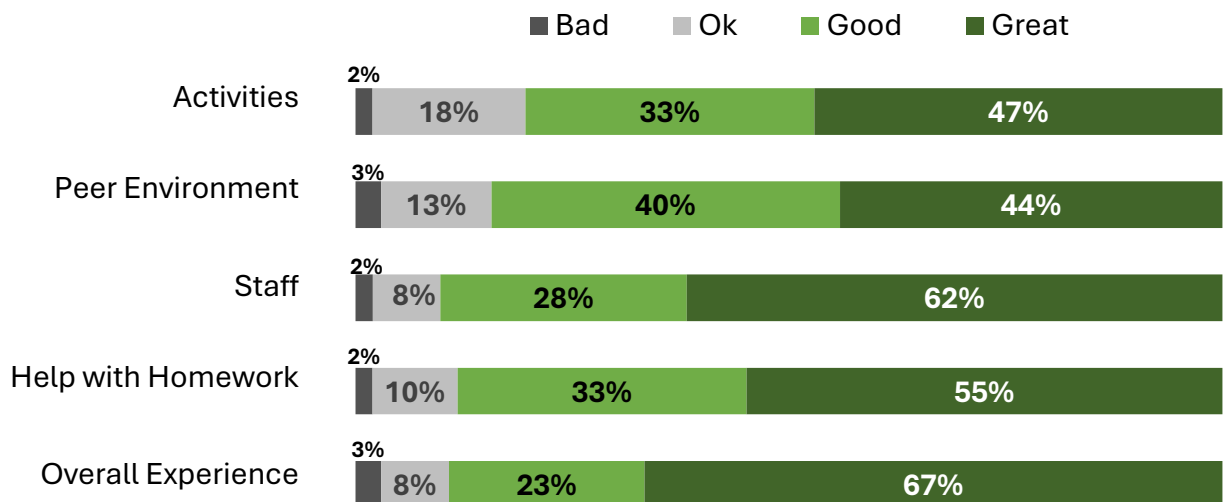
**Figure 10.**

*Youth Satisfaction Results 5-point scale items.*



**Figure 11.**

*Youth Satisfaction Results 4-point scale items.*



Parents and youth were asked what they liked best about the program. Key themes regarding what children **liked best** included:

- **Activities**

*“Doing art activities”*

*“When they take us places”*

*“Youth nights & activities.”*

*“Science experiments.”*

*“My child enjoys the trips they take to different places, such as the park, restaurants, etc.”*

- **Staff**

*“The caring staff.”*

*“Feels like you have a second family.”*

*“The staff helping with whatever is needed.”*

*“They love the way that the staff celebrates their success!!”*

- **Making Friends**

*“The interactions with the other students.”*

*“Hanging out with my friends”*

*“It helped me make new friends outside of my preferences.”*

*“Helped me build friendships.”*

- **Help with Schoolwork**

*“I get to do my homework and they help me whenever I need help.”*

*“I like how if you can’t solve something on your own, an adult will help you with your problem.”*

*“Y’all help with my son’s homework.”*

*“Help with homework; staff extremely helpful. “*

*“Learning activities and tutoring programs.”*

In addition to the themes noted, building relationships and feeling cared about were significant and impactful for children. In the words of one family, what they liked best was:

***“It helped me find more learning and enjoyment for my child. It made her open up more.”***

On the other end of the spectrum, what parents and youth **liked least** included:

- **Homework** – While youth and parents expressed appreciation for the help with schoolwork, youth also expressed that homework was their least favorite program component. At the same time, there were also comments provided about wanting more help and homework time.

*“Mandatory academics.”*

*“Homework time.”*

*“Having to do reading.”*

- **Peer Problems** – Making friends, being able to socialize and bond with peers was what many youth liked best, but when youth didn’t get along it was also noted as what they disliked most about the program.

*“The vile children.”*

*“I don’t like when the kids are mean.”*

*“Kids don’t use hygiene products.”*

*“Occasionally, I observe that certain students exhibit inappropriate and immature behavior.”*

- **Staff** – Many described connection and relationship with staff was what as what they liked best about the program, and it was also reflected in their dislikes in instances went staff leave or when youth felt unable to connect.

*“When my favorite coaches leave.”*

*“I don’t like it when the staff yells.”*

*“I don’t like some staff because they are adults they don’t need to treat me with respect.”*

- **Too Hot** – Several youth noted their greatest dislike was the heat of the gym and being outside in the heat. Again though, sports and being outside was also noted frequently as what many youth enjoyed most.

*“How hot the gym is.”*

*"When we go outside it's too hot."*

*"Other than the heat that nobody can control we here had zero complaints."*

- **Food** – Some youth noted the snacks and the food being their favorite part, yet there were also some youth who expressed they disliked the snacks and meals provided, or that there wasn't enough.

*"There's no nutella."*

*"No real food."*

*"Not having any snacks for the afterschool kids."*

## **What are Social Emotional Skills?**

Social emotional skills can be thought of in four categories: self-awareness, self-management, social awareness, and relationship skills. Social emotional skills include knowing and being able to manage one-self to regulate and manage oneself in order to plan, persist, achieve goals, interact, build successful relationships, and work on a team. Social emotional skills are a protective factor that promote resilience and sticktoitiveness when faced with challenges. SEL-focused afterschool programs have been associated with outcomes that include improvements in multiple areas: self-confidence, self-esteem, social skills, prosocial behavior, civic activity, community service, academic and school-related outcomes, and reductions in delinquency and other problem behavior.

## **How are Programs Measuring Social Emotional Skills?**

There were four survey options program could choose from to measure and learn about the status and social emotional development of youth in their program.

The **Strengths and Difficulties Questionnaire (SDQ)** is a brief social emotional screening questionnaire for children and youth. The SDQ's measures Emotional, Conduct, Attention, Peer Relations, and Prosocial skills. The Total Difficulties score is comprised of the Emotional, Conduct, Attention, and Peer Relations. Prosocial works on a separate scale where higher scores indicate higher prosocial behavior. For this assessment tool specifically, lower Total Difficulties scores are optimal since it indicates fewer difficulties. Total Difficulties scores can range from 0 to 40. A Total Difficulties score over 15 is considered high based on national norms, whereas between 0-11 is considered normal. Kids Count, Deeper Purpose, Gainesville Circus, and Willie Mae Stokes chose this tool.

The **Child Trends Survey (CTS)** is designed to collect information on key social and emotional skills on children in grades K-5. This survey measures three skills research suggests contributes to success in school and beyond: (1) Self-control, (2) Persistence, and (3) Social Competence. Total Scores on the Child Trends Survey range from 12 to 48. The higher

the score, the better the student is demonstrating these key social emotional skills. Boys & Girls Club and Girls Place both did this assessment with their younger students.

**Adult Rating of Youth Behavior (ARYB)** is an observational rating instrument used to assess social-emotional skills in youth. ARYB's six domains include (1) Emotion Management, (2) Empathy, (3) Initiative, (4) Problem Solving, (5) Responsibility, and (6) Teamwork. Total ARYB scores range from 24 to 120 and domain scores from 4 to 20 with higher scores indicating more optimal skills. Boys & Girls Club used this assessment with their older youth and Aces in Motion used ARYB with all youth.

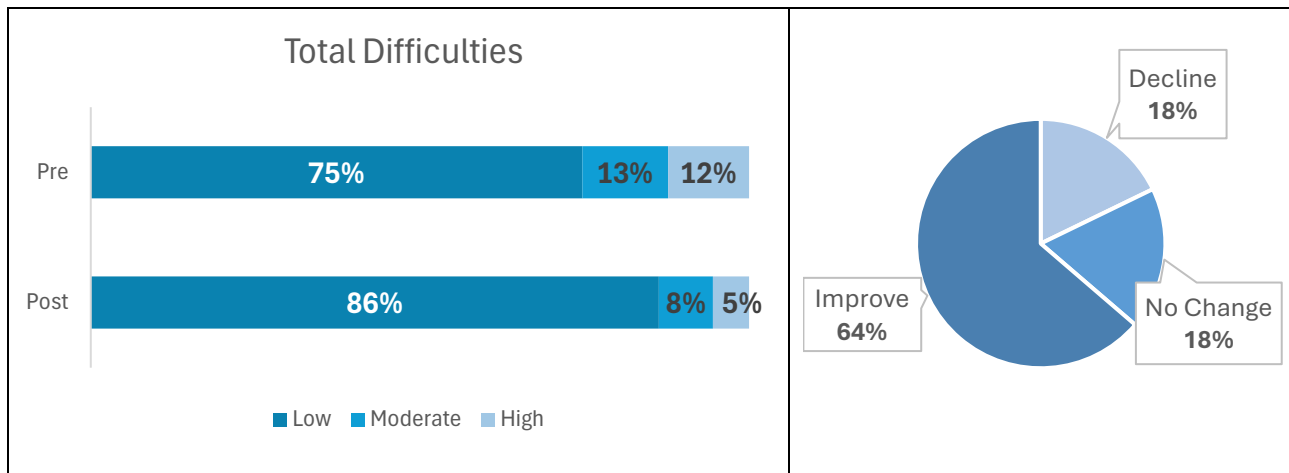
**Washoe County School District Social Emotional Competency Assessment (WCSD-SECA)** measures social and emotional competencies, aligned with CASEL's five SEL competency clusters. This survey contains 8 subscales: (1) Self-Awareness: Strength & Weakness, (2) Self-Awareness: Emotions, (3) Self-Management: Emotions, (4) Self-Management: Goal, (5) Self-Management: Schoolwork, (6) Relationship Skills, (7) Social Awareness, and (8) Responsible Decision-Making. Total scores range from 40 to 160, subscales are average scores which can range from 1 to 4. Higher scores indicate better social emotional competencies. Girls Place chose WCSD-SECA for their girls in grades 4-8.

## What changes were seen in Social Emotional Skills?

At the beginning of the school year pre-surveys were completed on youth and were repeated at the end of the school year for youth with a pre who remained enrolled. To be included in the analysis, youth had to have participated in the program for 4 months or longer. Among the 349 youth who participated 4 months of longer, 331 had a pre-post survey of their social emotional skills (95%). This section presents for each tool used, the extent youth demonstrate proficiency in social emotional skills at pre and post overall and by domain as well as whether they improved, had no change, or saw declines in skills.

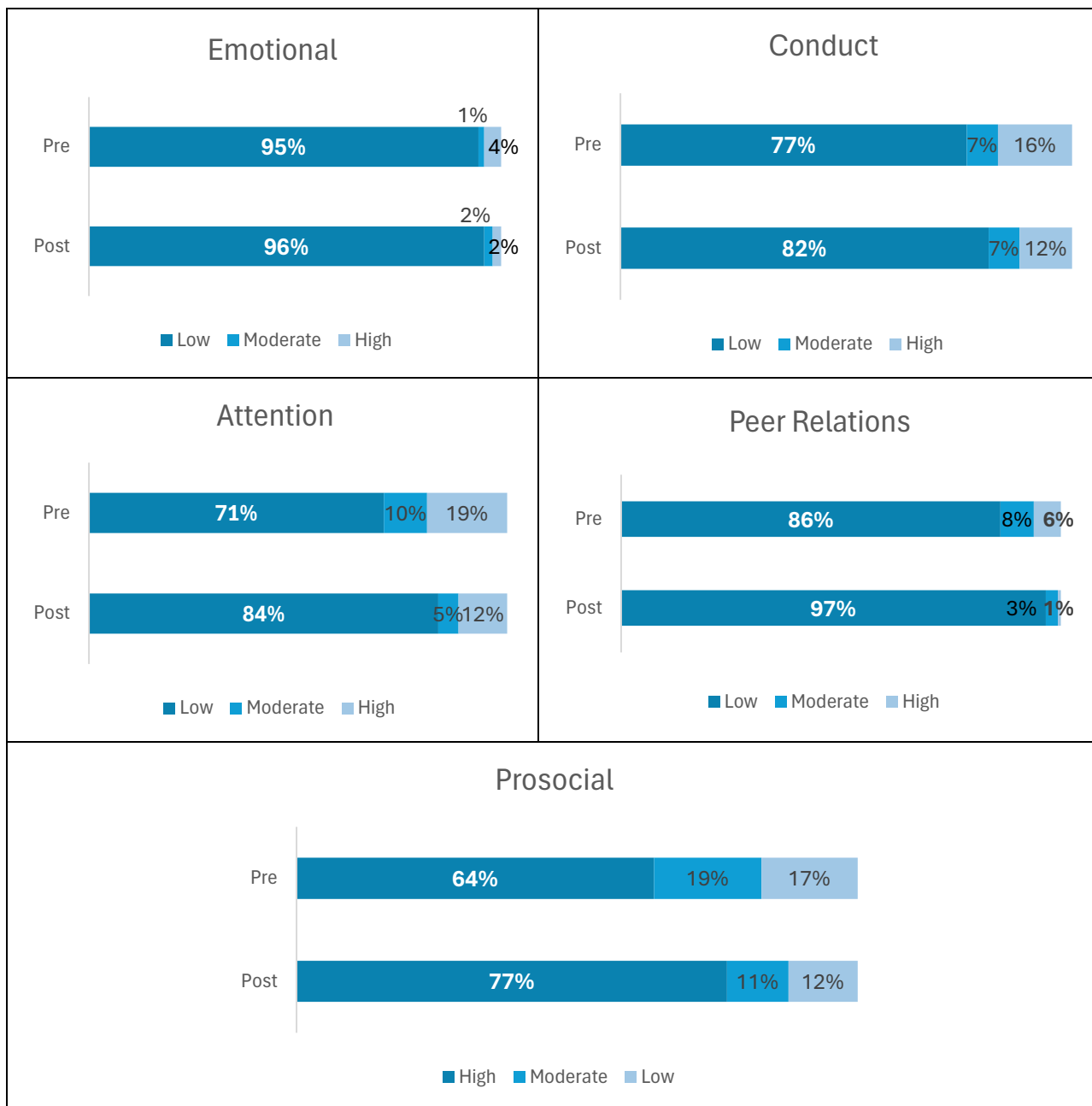
### Strengths and Difficulties Questionnaire (SDQ)

At the end of the school year, on their post-test, 82% of youth demonstrated proficiency in social emotional skills with SDQ. Less students had “moderate” or “high” amounts of difficulties. 64% improved between taking the pre and posttests. Overall, 90% either demonstrated proficiency or made improvements.



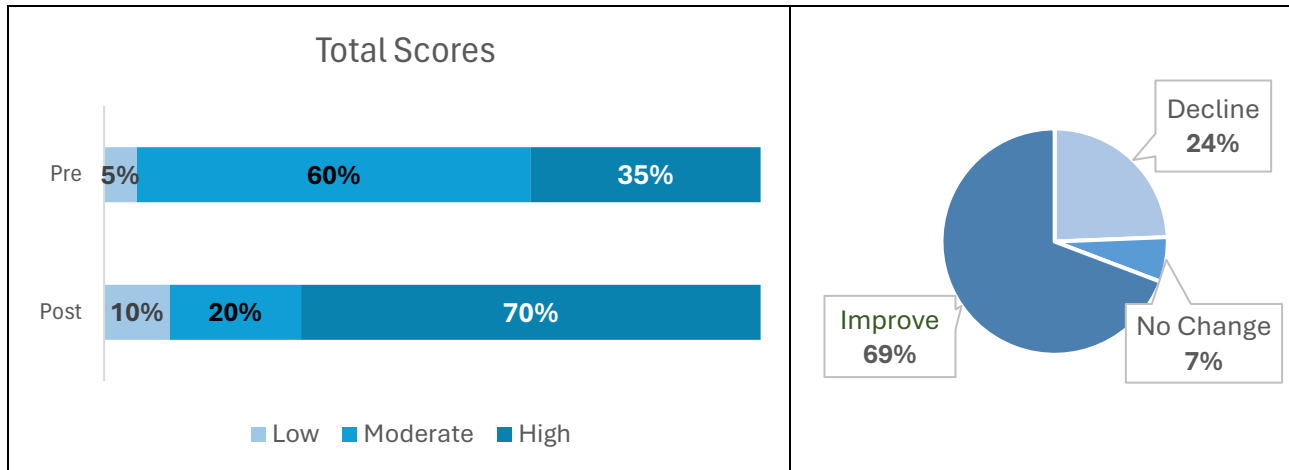


- Prosocial had the most opportunity for improvement and had the most gains.
- Youth demonstrated highest proficiency and consistency in the Emotional domain.
- Attention and Peer Relations have notable gains.

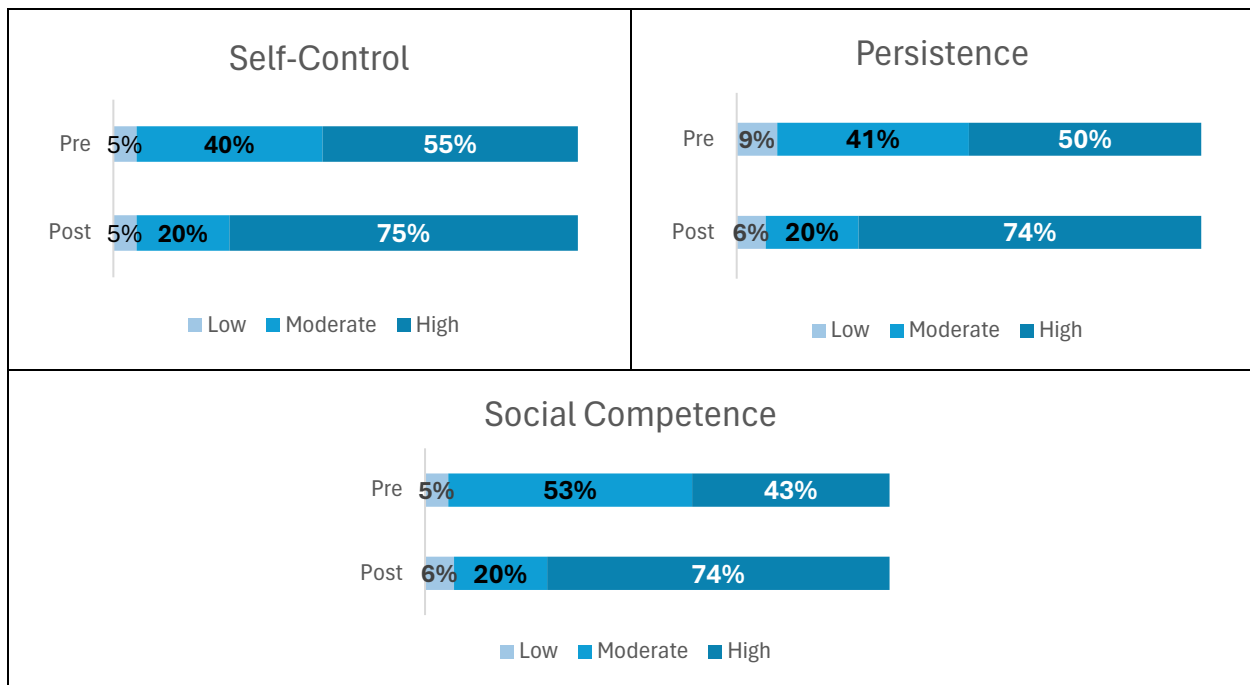


## Child Trends Survey (CTS)

At post, 70% of youth demonstrated proficiency in social emotional skills measured via the CTS. Less students scored “moderately”, but a few more scored “low.” 69% improved between taking the pre and posttests. Overall, 82% either demonstrated proficiency or made improvements.

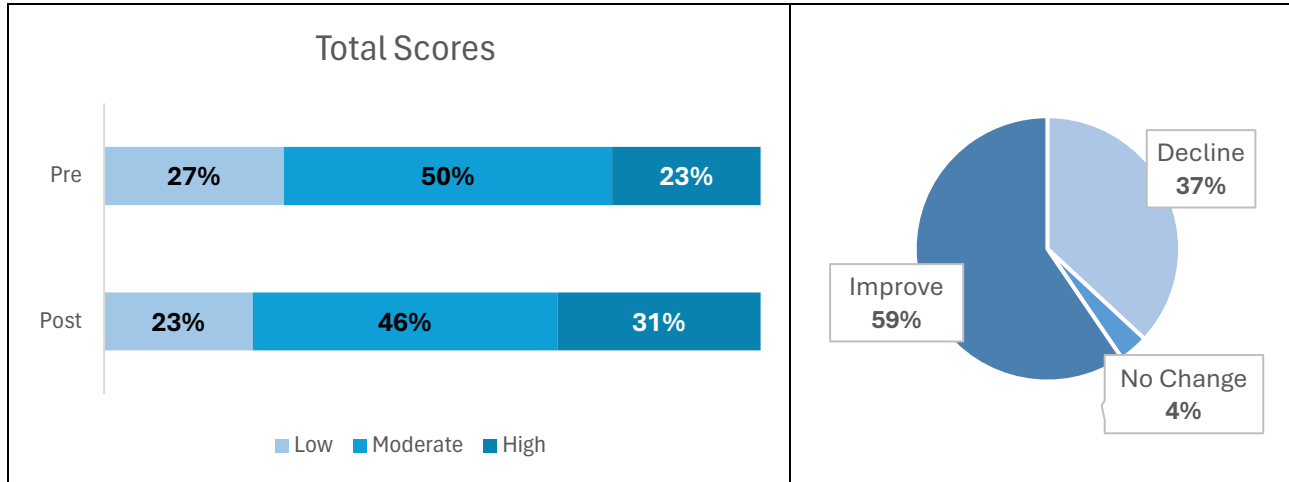


- Youth were observed with the highest proficiency in Self-Control.
- Social Competence had the most opportunity for growth and the most gains.
- Persistence had notable gains.
- All domains had at least 20% increase in youth scoring “high”.

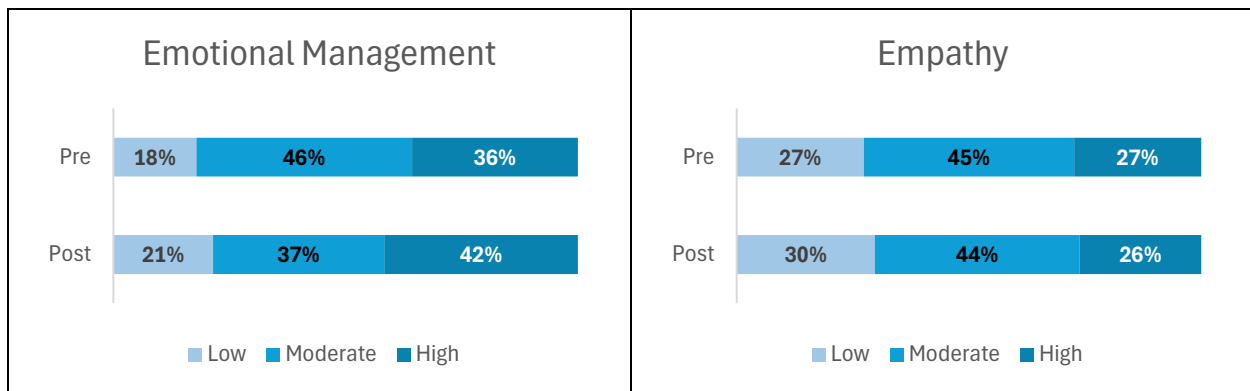


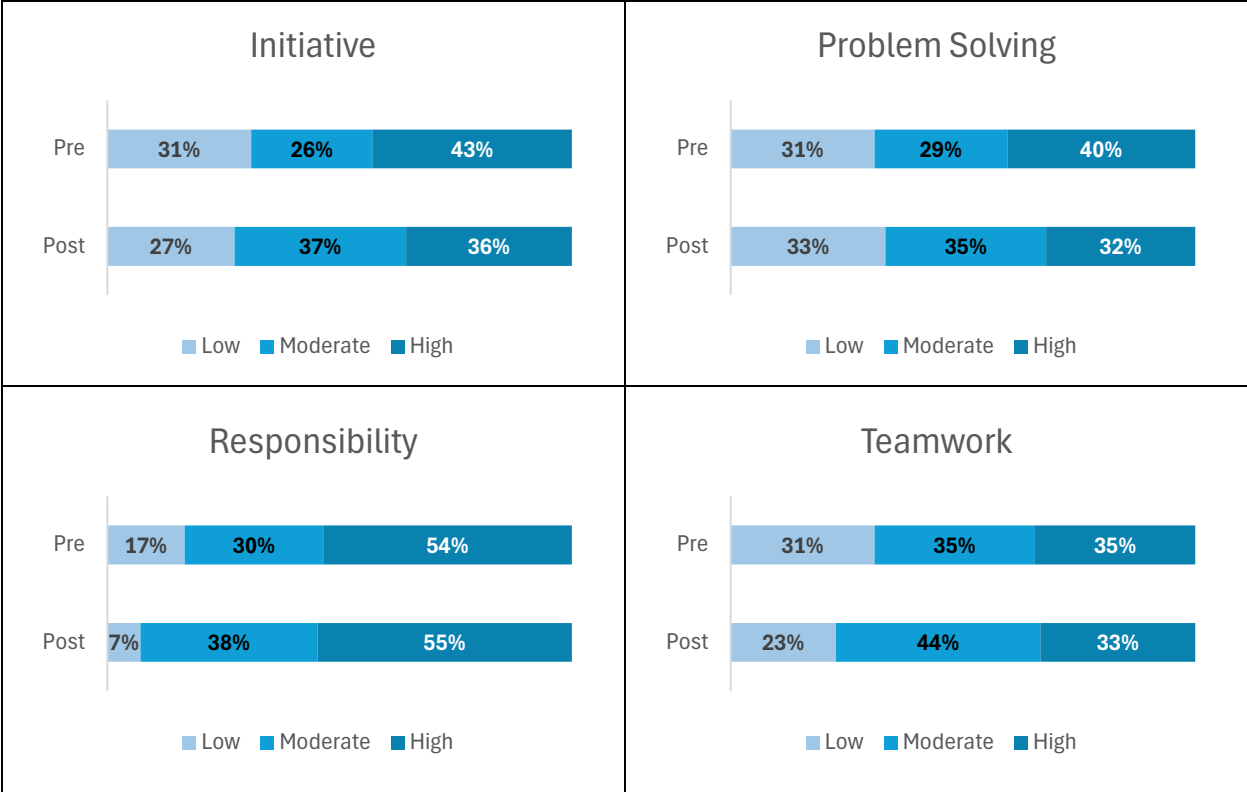
## Adult Rating of Youth Behavior (ARYB)

31% of youth demonstrated proficiency in social emotional skills with ARYB. Both “moderate” and “low” percentages of youth decreased slightly. 59% improved between taking the pre and posttests. Overall, 63% either demonstrated proficiency or made improvements.



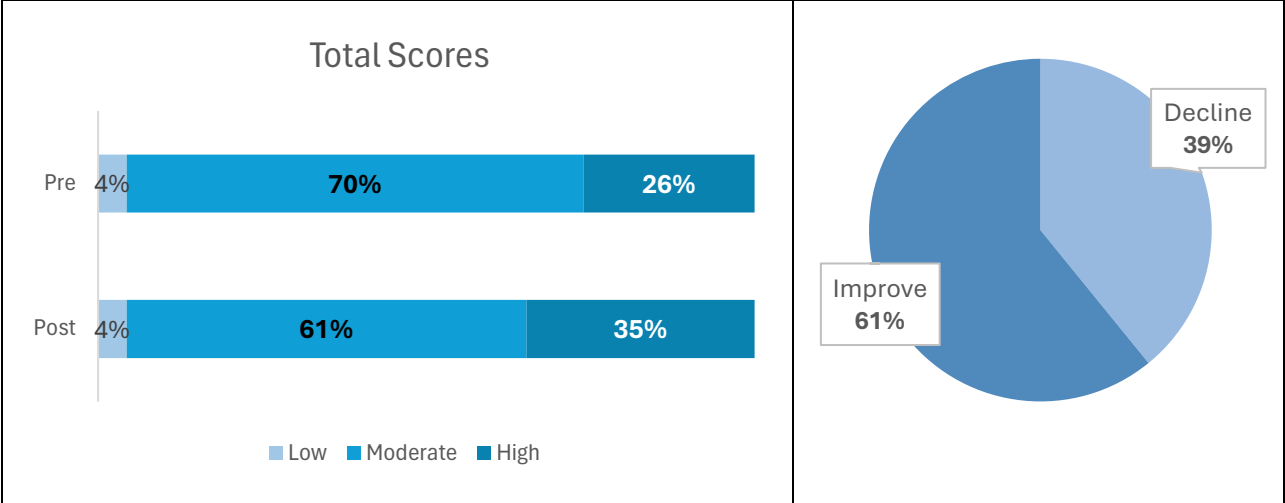
- Empathy and Teamwork had small decreases in “high” scorers
- Initiative and Problem Solving had notable decreases in “high” scorers
- Responsibility had the highest proficiency
- Empathy has the most opportunity for growth
- Emotional Management has the most gains in “high” scorers



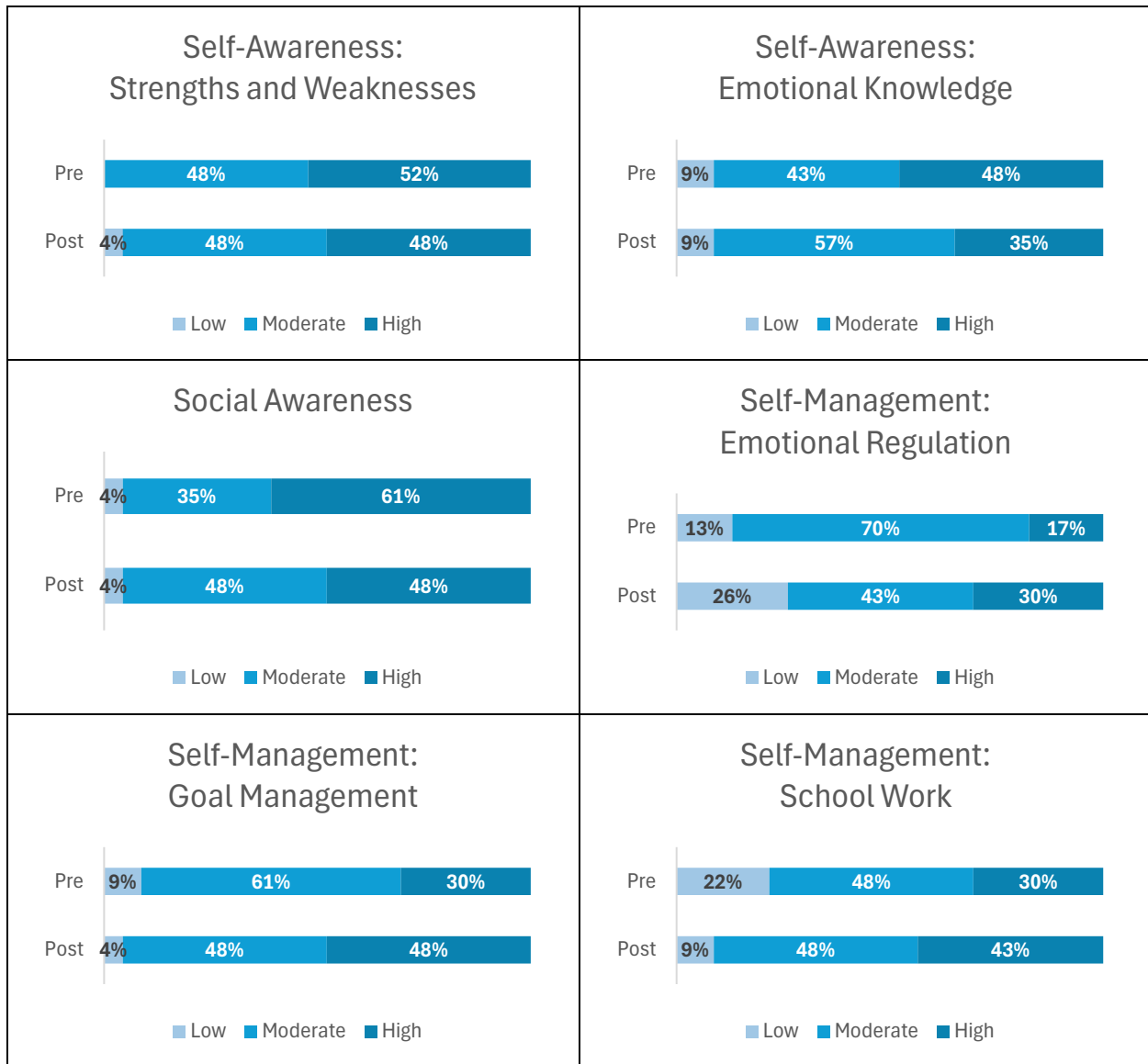


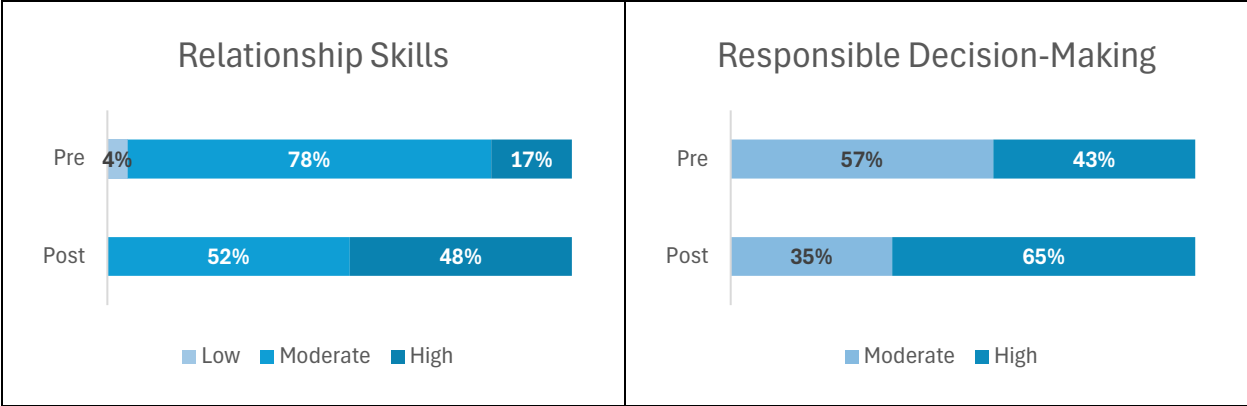
**WCSD Social Emotional Competency Assessment (SECA)**

35% of youth demonstrated proficiency in social emotional skills with SDQ. While “moderate” percentages decreased, “low” percentages stayed the same. 61% improved between taking the pre and posttests. Overall, 65% either demonstrated proficiency or made improvements.



- Relationship Skills and Self-Management: Emotional Regulation had the most room for improvement
- Responsible Decision-Making and Relationship Skills experienced the most gains
- Self-Management: Emotional Regulation have a notable gain
- Self-Awareness: Strengths and Weaknesses, Self-Awareness: Emotional Knowledge, and Social Awareness had decreases in “high” scorers





Overall, across all assessments, 64% of youth experienced improvements over the course of the school year who had participated in 4 months or more of afterschool. On the posttest, 81% had proficient skills or demonstrated improvement in social emotional skills (269/331).

Assessment	Pre-Post Improvement	Proficiency or Improvement	Number Assessed
ARYB	60%	63%	84
Child Trends	69%	82%	78
SDQ	64%	94%	146
WCSD SECA	61%	65%	23
<b>Total</b>	<b>64%</b>	<b>81%</b>	<b>331</b>

## Conclusion

The third year of the Children's Trust funding afterschool included many successes. Specifically, **415 youth participated** in programming at 9 sites across Alachua County. Youth served ranged from five to seventeen years old with an average age of ten. Two thirds of youth were elementary schoolers, 22 percent in middle and eleven percent in high school. The majority of youth lived in Gainesville (83%) with some representation from High Springs (7%), Micanopy (7%), Alachua (1%), and Hawthorne (1%). The largest portion of youth served are Black or African American (68%), followed by White (23%), Multiracial (7%), and then other races (3%). The majority of youth identified as non-Hispanic. Slightly more girls are served versus boys (56% vs 43%).

Youth qualify for a scholarship based on economic or other needs. Most youth are from families with incomes below 200% of the federal guidelines (57%). A third of youth are from families receiving SNAP benefits (33%). More than a quarter of youth reported a special education plan with the school district (26%). Six percent of youth served are in foster care, formal kinship care, or under case management supervision.

Afterschool programs offered an average of **176 days programming**. Providers serving middle and high school offered enrichment programming to promote youth's development and transition to adulthood. On average youth attended 105 days of programming and 74% of days offered during the time they were enrolled. Most youth stayed in the program for the duration of the school year (63%) though some exited earlier or joined later in the year (37%). Ultimately, 84% of youth participated for 4 months or more. Seventy-one percent of high schoolers participated in 3 or more of the enrichment offerings, while just 37% of middle schooler had.

Overall, parents and youth report high levels of satisfaction programming. Parents report rates of satisfaction of 90% or higher across all items, while youth satisfaction rates were 80% of higher across all items. Youth and parents expressed appreciation for the staff, help with homework, being able to socialize and develop bonds with peers, and enjoyment of the activities and enrichment programming offered.

For the first time in 2023-2024, programs completed pre and post assessments to learn about social emotional skills of the youth being served. Overall, 64% of youth experienced improvements over the course of the school year for those participating in 4 months or more of afterschool. On the posttest, 81% had proficient skills or demonstrated improvement in social emotional skills.

The Trust aspires to see all children reach their potential and that they receive supports needed to do so. Exploration of possibilities for further enhancements are underway. Through the Trust's funding support of new enrichment providers in FY2025 will allow for afterschool programs to leverage these providers to offer more of enrichment activities to children. The Trust is also offering training and professional development opportunities for provider staff and convening opportunities on a recurring basis to share knowledge, resources and best practices.