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Report on the Implementation of the Extended Afterschool Program

**Program Evaluation of
the Extended After
School Program (EASP)**

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Extended After school Program Evaluation - Introduction

Consider the whole ecology of the program in your evaluation.

Traditionally, evaluations of afterschool programs have focused on numbers, like improving test scores or lowering crime statistics. While these are critical, it's not so easy to measure the other essential parts of a good program: developing relationships between youth and adults, fostering the moral and ethical development of children, even allowing them time to play. While each program must develop its own set of specific evaluation criteria, all programs should consider the broader range of desired outcomes, especially the social and emotional development of each child. These affective components should be in the foreground as you set your goals, structure your program, and finally assess your success. All evaluations, whether conducted by program staff or outside evaluators, must incorporate multiple measures of success.

Solicit feedback, gather data, ask questions.

Feedback from the community is one important tool in measuring your program's efficacy. Solicit feedback through surveys and meetings, collecting quantitative data that will help you determine the program's strengths and the areas where change is needed. Have conversations with the children and youth in your program to make sure they feel safe, engaged, excited, and happy where they are.

More formally, you should look at the components of your program and consider whether the quality of each activity meets your stated goals. To evaluate specific activities, you might begin with an outline like the one below, suggested by Karen Walker, director of community studies at Public/Private Ventures (P/PV), which focuses on work in youth development and community initiatives:

1 Examine how well the activities are structured and managed by staff:

- Do staff show up on time?
- How do they handle disputes among youth?
- Do the activity's day-to-day tasks address the activity's stated goals?

2 Examine relationships between youth and staff:

- How responsive are the youth to the staff's directions?
- How effective are staff in providing support to youth in accomplishing their tasks?
- What is the emotional tenor of the relationship?

3 Examine the activity's level of challenge:

- Do youth report that they are challenged? Do staff monitor youth's level of frustration and provide clear direction when frustration mounts?

According to Karen Walker, it's important to make assessments by observing an activity and asking youth about their experience of it through short surveys or focus groups. As your program evolves, training in methods of evaluation should become part of staff development. As your staff receives more training, resources, and guidance in higher-level evaluation skills, and uses these to refine the program itself, the quality of your program will continue to improve.

Background

The Ministry of Education, Training & Employment piloted the Extended After-School Program (EASP) to students in the secondary schools in April 2011 on Grand Cayman. Many schools end at 3pm and students generally have no parental supervision as most parents are still at work. Full implementation of the program began in September 2011 and has attracted over 800 students. The EASP has been a great success which is evidenced by the diverse activities schedule and the development of new bonds established in the community. The program operates Monday-Friday; 3:15pm-5:45pm with wide arrays of exciting and challenging activities designed to support positive student outcomes.

Goals and Objectives

- To provide comprehensive, high quality youth development activities that will provide after-school educational, therapeutic, recreational, mentoring and cultural programs and services designed to improve the social, emotional and academic competencies of school aged children.
- To provide methods to increase parental participation with their child (ren) and the school.
- To provide an intense intervention program for younger at risk students.

More specifically to:

- To provide reading and mentoring guidance – helping to improve the academics of our most vulnerable children;
- To provide parental interventions - increasing parental participation with their child(ren) and the school;

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- To provide cultural enrichment activities;
- To provide a holistic therapeutic model approach for vulnerable children and their parents; and
- To ensure every student has an opportunity to eat a healthy meal every day.

Activities and Expectations

Primary Schools Activities:

- Boxing, art and crafts, Skateboard Club, dance, swimming, healthy eating, Football, Basketball, Judo, Crafts, Culinary arts, Community Service, Parent socials, Homework/tutoring

Secondary Schools Activities:

- Taekwondo, Football, Netball, Skateboard Club, Dance, Marching band, Music, Basketball, Culinary Arts-scheduled with groups, Homework/tutoring, swimming, Boxing, Steel Pan, Cadet Corps, Tennis, GEMS-girl group, Community Service, Parent socials

Additionally,

Homework/tutoring:

Is offered 5 days per week. If a child will be riding on the bus to their home, they may not arrive home until 6:30pm-7:00pm. By the time they arrive home, they may be tired which can make it challenging to complete homework and other school assignments.

Rewards/ Family Recognition Ceremony:

The Rewards/Family Recognition Night provides an opportunity for students to receive incentives for perfect attendance, respect and hard work.

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Parents, students, instructors and volunteers have an opportunity to have dinner together. Students have the opportunity to pay tribute to their parents, instructors, volunteers and their community. All parents, students, instructors and volunteers are encouraged to attend this function. Parents and students are advised on the dates of these events.

Community Service:

The program has received excellent support from the community in the form of donations and volunteers. All activities work in partnership together and choose a community service project once a month where they give back to the community. This will allow our children to understand that in order to continue receiving this very generous program, it is expected they too will return kindness to our communities.

Expectations for the program

Students are expected to:

- Have fun;
- Follow directions and cooperate with coaches at all times;
- Be respectful to instructors, peers, self and property at all times;
- Be on time and attend regularly (Let coaches know if you are unable to attend);
- Put all wet clothing in a plastic bag; and
- Leave all valuables at home, instructors will not be responsible for personal property.

Parents are expected to:

- Support their children while participating or competing in activities;

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- Make contact with instructors often; and
- Attend Rewards/family Recognition Ceremony.

Evaluation Methodology

A Process Evaluation was undertaken. The aim of this process evaluation is to assist in creating an infrastructure that supports the extended after school program (EASP), and to evaluate how effectively the program is functioning. The period of reference for the evaluation is from inception. The evaluation process consists of evaluating three dimensions of the program: 1) document review; 2) survey of parents and students who participated; and 3) focus group/key informant interviews with facilitators/instructors and coordinator. The key findings are discussed in detail in the subsections that follow and reflect answers to the 4 questions which were asked as part of the evaluation approach. These questions are:

1. Was there sufficient documentation detailing the program under review, its purpose, program components?
2. Was the staff trained appropriately to implement the EASP?
3. Are the EASP facilitators implementing the program as it was intended?
4. Does the EASP have a clear and realistic budget?

The Process

All documentation with respect to the program was compiled and shared with the evaluator for desk review. These include:

1. Program handbooks for the different implementation categories/sites –for example, primary school, high school, Cayman Brac, Clifton Hunter
2. Job descriptions for the program coordinator and instructors
3. Volunteer employment application forms

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4. Activity schedules
5. Program description
6. Student-Parent contract

Three questionnaires were designed to capture the perceptions of both parents/guardians and the students with respect to satisfaction with the activities and the instructors as well as the program in general (see appendix). Questionnaires were administered to parents and students and results are presented in the evaluation findings sections of the report.

Overall Conclusions and Recommendations

General Conclusions of the Evaluation

In general, both parents and students were satisfied with the program. For students they thought it was fun, they liked it, felt it helped them especially with homework for the primary school portion of the program. Parents also commended the program as being valuable and making a difference in their child's life.

After school program contribution to school community

Our findings point to the contribution of goals, leadership, staff, program implementation and evaluation to a high-quality afterschool program. There were consistent areas of strengths:

- Great opportunity for intervention and referral;
- Opportunity to get other sectors involved, for example the clergy;
- Good potential for improving discipline, and overall behavioural modification;
- Safety and proper supervision is given high priority; and
- Very good incident reporting/follow-up format in place to deal with complaints and other critical incidents.

Recommendation. Funders and after school administrators should consider incentives for building staff retention, ranging from recognition opportunities to "outstanding afterschool teams or teachers" nominated and selected by parents, teachers, and students. Additional support is needed to manage the afterschool activity related to the ratio of 10/12 students to one staff for primary and 20 to 1 for high school.

Collaboration with the Day School

The programs maintained positive relationships with the day school. However, despite the importance of this relationship, strategic approaches are needed to establish systems that support and strengthen this connection.

Recommendation. Formal agreements and written plans (ideally in early stages)

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should address day school collaboration. Time for day school teachers and afterschool staff to meet and plan or provide feedback on homework lessons together plus a communications system, (e.g., homework log between day school teachers and afterschool staff), should be included in both school and afterschool plans. Funding agency should budget additional resources for afterschool programs that will facilitate linkages, such as shared professional development, staff retreats, or workshops that jointly support day school teachers and after school facilitators.

Professional Development

Sufficient quality professional development for all after-school staff, especially at the instructor level is critical to the all program staff expanding their knowledge of content standards and instructional methods. When planning the yearly calendar, professional development for all staff should be included. Topics should address program evaluation, assessment and data use, feedback methodology and communication skills.

Parent Involvement

Although the research literature continuously stresses the importance of parent involvement in influencing children's academic outcomes, our study found that parents, though very satisfied with the programs, were generally not involved in attending events or volunteering in afterschool programs. A notable high proportion stated that they did not have the time to volunteer.

Recommendation. Despite the time constraint families face, afterschool leaders should continue to include parent involvement as a central program goal, offering specific late afternoon or early evening times for parent involved events, as well as using both social networks and websites to support positive communication between parents and staff. Parents should be included in an active program committee or evaluation team when possible, thereby enhancing parent involvement and contributions to the afterschool program. Open houses and parent-instructor/facilitator conferences can facilitate parent participation. Home visits and family assistance can further solidify the relationships between the afterschool and its participants.

Program Evaluation

The contributions of effective internal and external evaluations must not be overlooked. Equally important is the use of the findings for specific program improvements.

Recommendation. Funding for systematic evaluation of this program must be considered in each budget allocation to the overall program. Evaluation should ideally include internal, formative evaluation as well as annual or biennial external, summative evaluations. Multiple perspectives should be sought when gathering evaluation data including parent, student, teachers, and community input. Evaluation results should span accountability needs as well as guide continuous program improvement. To be effective, all evaluations should be in written format.

Recommendation. For internal evaluation, program directors and site coordinators need to clearly define the purposes of evaluations in their goals. Self-evaluation tools can be used to understand staff professional development needs, staff utilization of research-based activities, and staff knowledge of standards-based procedures and practices, and to ensure fidelity with the implementation of the program. Using these evaluation results, program directors can implement changes, allocate resources, and suggest program changes.

Program challenges identified through the key informant interviews

- The homework aspects of the program is the most demanding (whether primary or high school);
- Funding in relation to budget and on-time payments for staff;
- No payment is made during the holiday period and there is need to explore if other incentives are possible, for example, health insurance;
- Communication;
- Low involvement of youth in the program;
- Low involvement from parents – not many have the dialogue with the providers about the progress of their children;
- Some disagreement between program coordinators and providers; and
- Some expulsions of students because of poor participation and behavioural problems.

Evaluation Findings

Government Primary School Program Survey Findings (n-197)

Table 1 (primary): Percentage Distribution of Students by Demographic Variables

School Attended (Primary School)	Freq (%)	Gender of Students	Freq (%)
Bodden Town	34 (17.4)	Female	84 (43.8)
East End	1 (0.5)	Male	108 (56.3)
George Town	38 (19.4)		
Sir John A Cumber	40 (20.4)	District Students Live	
North Side	27 (13.7)	Bodden Town	45 (23.2)
Prospect	10 (5.1)	George Town	55 (28.5)
Red Bay	15 (7.7)	North Side	30 (15.5)
Savannah	4 (2.0)	West Bay	41 (21.1)
Creek	8 (4.1)	Cayman Brac	23 (11.9)
Spot Bay	16 (8.2)		
West End	3 (1.5)	Source of Information	
		School	136 (72.3)
Grade of Students		Newspaper	1 (0.1)
Kindergarten	4 (2.1)	Friend	20 (11.0)
Grade 1	18 (9.2)	Parent	31 (16.5)
Grade 2	23 (11.7)		
Grade 3	35 (17.8)	Use of the Bus	
Grade 4	34 (17.3)	Ride the bus home (Yes)	45 (23.9)
Grade 5	36 (18.3)	Ride the bus home (No)	143 (76.1)
Grade 6	45 (22.8)		

Tables 1 and 2 present the demographic distributions for the Primary School Survey findings. About one in every four students was female and about one in every six male. Most students were from George Town Primary School and Sir John A Cumber Primary School; and from the districts of Bodden Town and George Town and West Bay. Some 12% were from the island of Cayman Brac. Grades 3 through 6 had a higher proportional representation than the lower grades (kindergarten through grade2).

The majority of students indicated getting information about the program from their school. This was followed by “from a parent” and a “friend”. A notable low proportion of students indicated that they “ride the bus to their home” (24%) – 29 boys and 16 girls.

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Table 2 (primary): Frequency Distribution of Students by Gender

	Boy	Girl		Boy	Girl
District Students Live			School Attended		
Bodden Town	27	18	Bodden Town	20	14
George Town	37	15	East End	1	0
North Side	14	16	George Town	21	14
West Bay	17	23	Sir John A Cumber	19	20
Cayman Brac	11	12	North Side	11	16
			Prospect	10	0
Grade of Students			Red Bay	10	5
Kindergarten	0	4	Savannah	3	0
Grade 1	6	11	Creek	2	6
Grade 2	13	10	Spot Bay	8	8
Grade 3	14	21	West End	2	1
Grade 4	21	13			
Grade 5	24	11	Use of the Bus		
Grade 6	28	14	Ride the bus home (Yes)	29	16
			Ride the bus home (No)	76	62

Activities

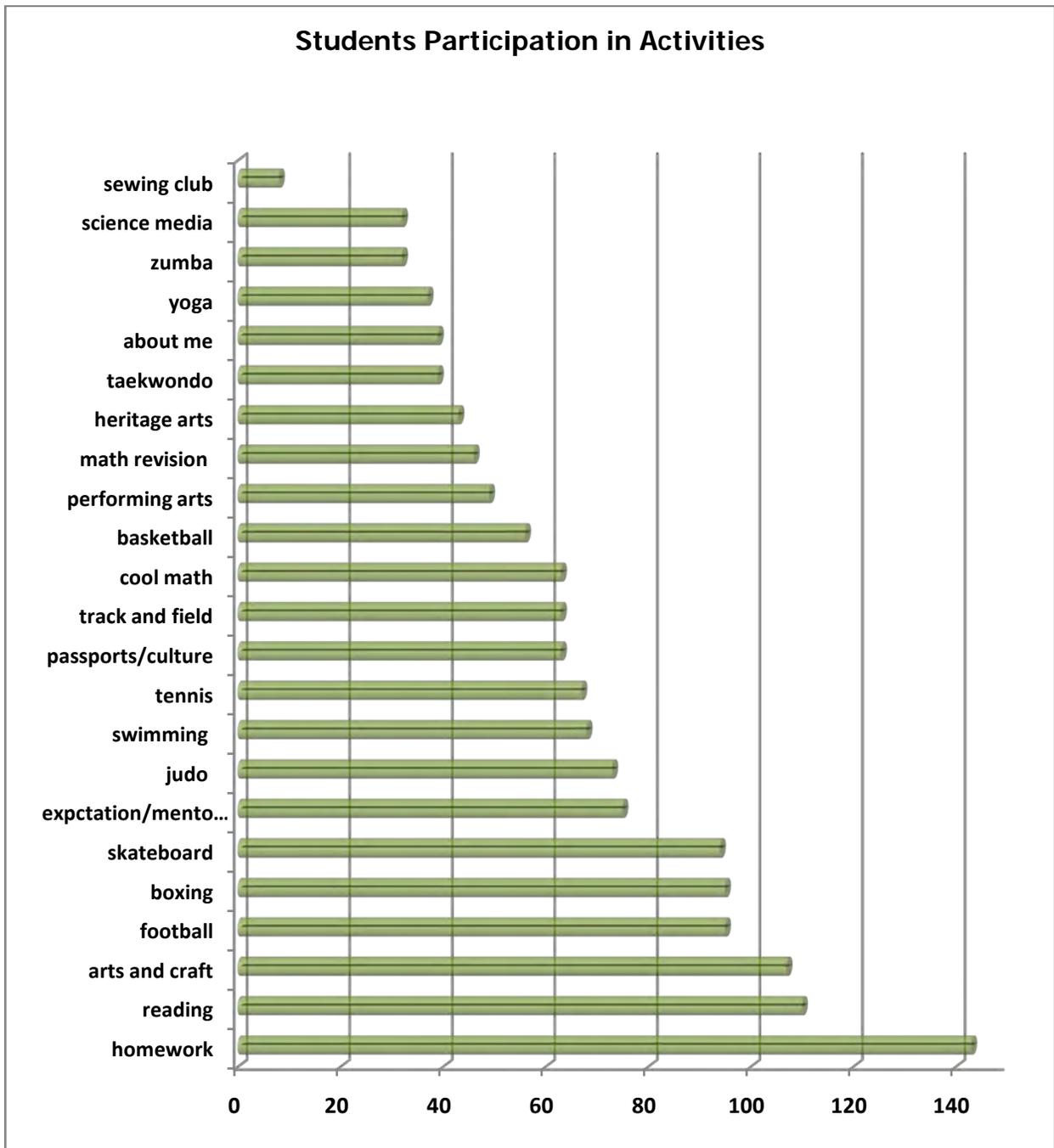
Table 3 (primary): Frequency of Participation in Indicated Activity

Activity	Freq (%)	Activity	Freq (%)
Expectations /mentoring	75 (38.1)	Judo	73(37.6)
Tennis	67 (34.0)	About me	39 (19.8)
Skateboard	94 (47.7)	Passport/culture	63 (32.0)
Performing arts	49 (24.9)	Science media/mania	32 (16.2)
Football	95 (48.2)	Sewing club	8 (4.1)
Zumba	32 (16.2)	Track and field	63 (32.0)
Basketball	56 (28.4)	Heritage arts	43 (21.8)
Reading	110 (55.8)	Swimming	65 (33.0)
Homework	143 (72.6)	Boxing	95 (48.2)
Math revision	46 (23.4)	Arts and craft	107 (54.3)
Taekwondo	39 (19.8)	Cool math	63 (32.0)
Yoga	37 (18.8)		

Note - total do not sum to n=197. These are the activities chosen most of the times

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From table 3 above, there were 14 activities (of 23 total activities) that 50 or more students participated in. The most prevalent (popular) activities were the homework, reading, arts and craft, boxing, football and skateboard. The least popular activity was the sewing club (8 participants). For all other activities, 30 or more students participated.



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Students were asked to indicate how much they enjoyed the activities in relation to three options (good, ok and bad). From table 4, eleven activities were rated by participants 70% of the times and up to 91% of the times as good. The favoured activities tended to be skateboard, boxing, swimming, arts and craft, cool math, football, basket ball, about me, track and field, judo and passport/culture. Activities such as yoya, zumba, taekwondo and sewing club were given lower ratings of good (50% to 59% of the times for these activities).

Table 4 (primary): Level of Enjoyment of Activity (Percent)

Activity	Good	Ok	Bad
Skateboard	90.8	3.4	5.9
Boxing	88.5	5.3	6.2
Swimming	88.2	7.1	4.7
Arts and craft	85.2	7.8	7.0
Cool math	83.3	7.8	8.9
Football	80.6	9.3	10.1
Basketball	75.3	15.1	9.7
About me	73.4	19.0	7.6
Track and field	73.3	17.8	8.9
Judo	71.3	18.8	10.0
Passport/culture	71.3	16.0	12.8
Tennis	68.2	17.1	14.8
Reading	68.0	19.7	12.2
Performing arts	67.7	20.8	11.5
Science media/mania	64.2	20.9	14.9
Heritage arts	64.1	23.1	12.8
Math revision	63.4	20.2	15.5
Homework	62.8	19.2	18.0
Expectations /mentoring	61.9	21.4	16.7
Yoga	59.2	21.1	19.7
Zumba	57.8	21.9	20.3
Taekwondo	54.1	28.3	17.6
Sewing club	50.0	26.0	24.0

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Students were also asked to rate their perception of the teacher for each of the activities (good, okay and bad). From table 5, teacher/coach for swimming, skateboard, arts and craft, boxing, cool math, football and track and field were given the highest rating with respect to good.

Table 5 (primary): Level of Satisfaction with the Teacher/Coach

Activity	Percent		
	Good	Ok	Bad
Swimming	92.8	1.2	6.0
Skateboard	90.5	5.7	3.8
Arts and craft	90.1	4.6	5.3
Boxing	89.4	7.7	2.9
Cool math	85.2	4.6	10.2
Football	82.7	10.6	6.7
Track and field	82.5	9.3	8.3
Basketball	77.1	15.7	15.1
About me	76.4	13.9	9.7
Judo	74.2	15.7	10.1
Reading	69.7	15.1	15.2
Math revision	69.7	12.1	18.2
Tennis	68.5	19.2	12.3
Performing arts	67.9	21.4	10.7
Homework	67.3	17.3	15.4
Expectations /mentoring	66.1	23.6	10.2
Heritage arts	64.9	20.3	14.9
Passport/culture	63.3	21.1	15.6
Zumba	62.8	3.7	23.5
Yoga	62.7	15.3	22.0
Science media/mania	50.8	25.4	23.8
Taekwondo	50.0	28.3	21.6
Sewing club	47.4	18.4	34.2

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When asked if they would participate in the activity again, nine of every ten students (90%) said yes while 10% said no – 85% of boys and 95% of girls.

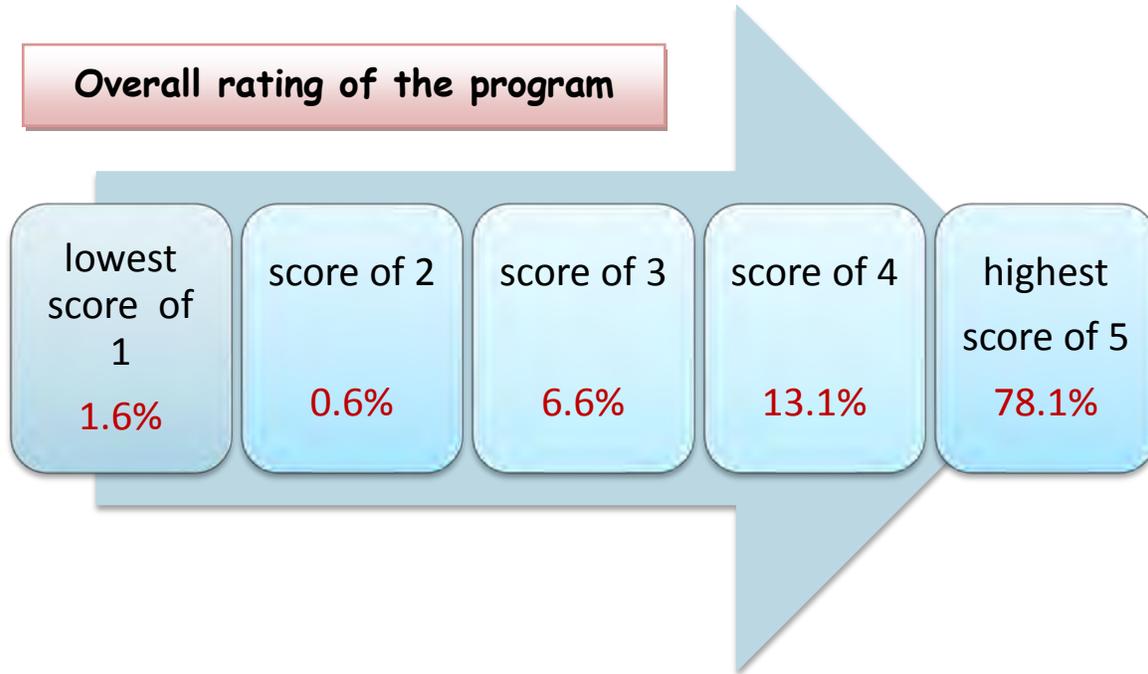
What other activities would you like to participate in? – video games was the most prevalent response followed by computer club. Other activities that were suggested included dance and gymnastics.

- Video games (104 responses)
- Computer club (86 responses)
- Music club (53 responses)
- Board games (50 responses)
- Catboat club (37 responses)
- Garden club (32 responses)

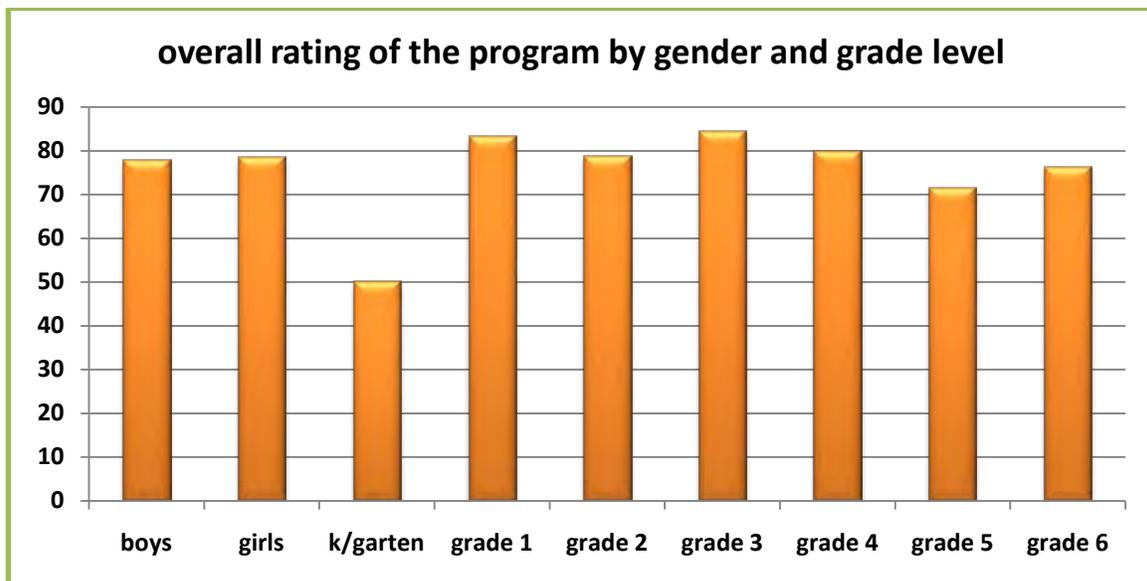


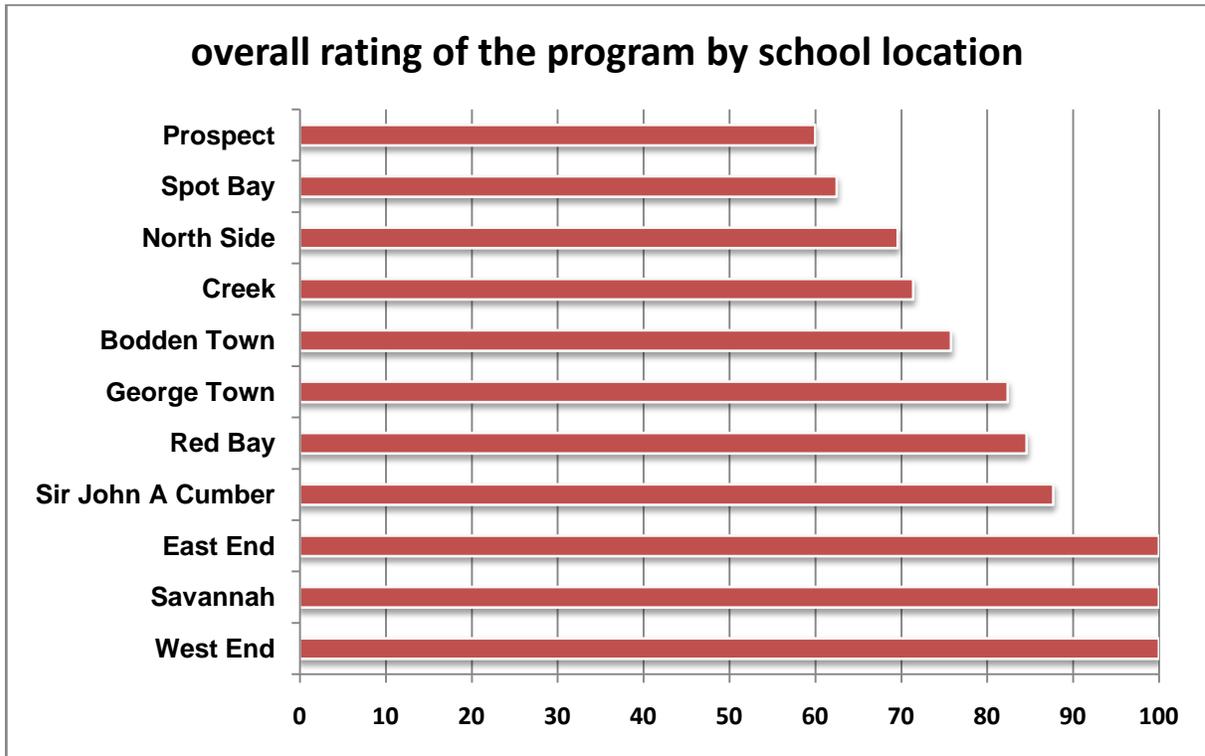
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For the most part students expressed a positive attitude towards their facilitators. For most traits, 70% or more of the responses were positive (yes, definitely). "Knowing when I am upset" was the only 'trait' where less than 70% of respondents indicated a 'yes' agreement.



Almost eight of every ten students rated the program at the highest score – 78% of boys and 79% of girls.





Parent Questionnaire Summary Findings

Strengths

Greater than 70% of parents expressed a positive feeling or satisfaction (agree/strongly agree) with the following:

- That the program was a safe place for their child;
- The Program has helped their child develop analytical skills and to think in an organized manner;
- The Program has helped my child do better in school;
- I am satisfied with the instruction and activities provided to my child by the Program;
- The facility seems safe and secure;
- My child is learning how to get along with other children;
- The program helps my child to get their homework done. However, 20% disagreed;
- The program is motivating my child to learn;
- I am satisfied with the overall performance of the after-school staff;
- The cost of the program is reasonable for the services provided; and
- The program gives adequate attention to values. However, 12% disagreed and a further 16% did not give an opinion.

Weaknesses highlighted

- Some 30% felt that the program rules and policies have not been clearly communicated;
- About 18% felt that open communication between staff and parent with regards to program activities needed improvement;
- 21% felt that there is not adequate supervision provided in the Program; and
- 24% felt that the program did not keep them informed about their child's successes and difficulties.

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Table 1 (parent): Percentage Responses to Parent Survey Questionnaire

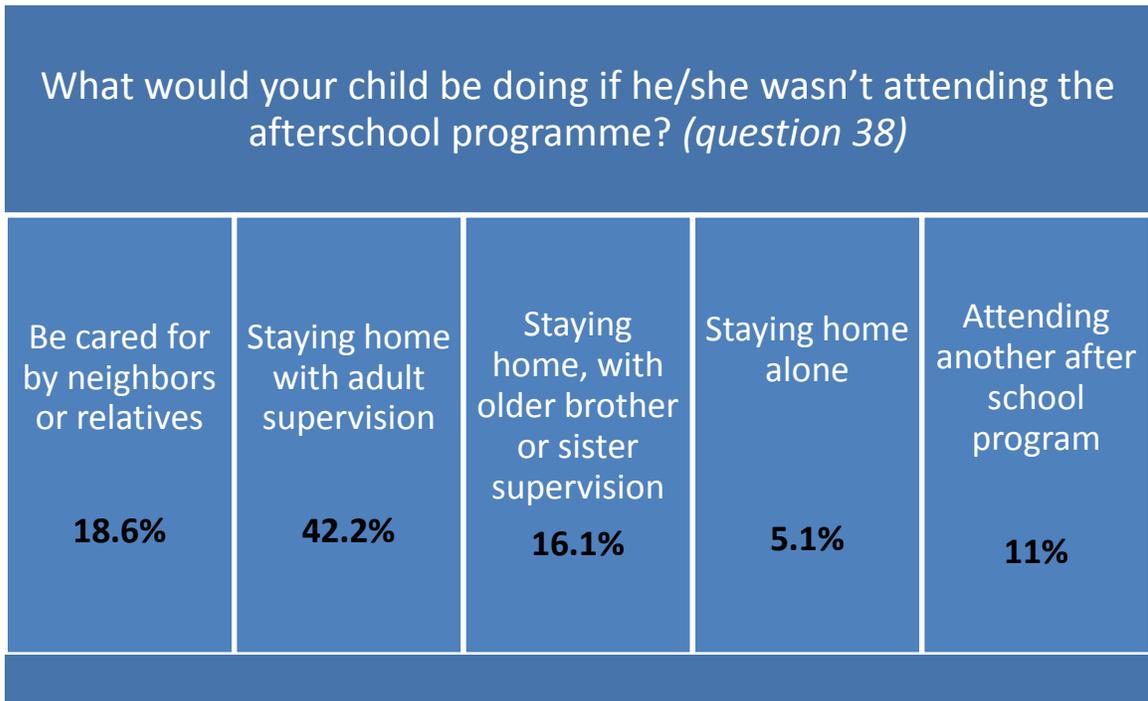
	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>No opinion</i>
1. I have a clear understanding of the Program's goals and objectives.	43.4	48.5	4.4	0.7	2.9
2. The Program is a safe place for my child to work, learn and have fun.	57.4	40.4	-	0.7	1.5
3. The hours of the Program does not meet my needs.	6.2	10.0	46.9	29.2	6.9
4. The Program staff maintains open communication with me. They provide me with adequate information about my child and program activities.	37.0	42.2	14.8	1.5	4.4
5. The Program rules and policies have not been clearly communicated to me.	7.9	20.9	42.4	20.9	7.9
6. The program staff has provided helpful information about, and referrals to other services when my family has needed them.	18.9	39.4	9.8	5.3	25.8
7. I feel welcome to visit the program.	45.2	45.9	3.7	3.0	2.2
8. The program leader does not recognizes my child's needs.	4.5	7.5	41.4	36.8	9.8
9. The Program has helped my child develop analytical skills and to think in an organized manner.	27.1	54.9	9.0	1.5	7.5
10. There is not adequate supervision provided in the Program.	6.1	14.4	45.5	27.3	6.8
11. The Program has helped my child do better in school.	34.4	45.5	9.0	2.2	8.2
12. I am satisfied with the instruction and activities provided to my child by the Program.	42.8	4.8	4.3	1.4	2.9
13. My child's program leader has good classroom and behavior management skills.	38.0	44.5	5.1	-	12.4
14. The coordinator and program leaders maintain good discipline among the students during program activities.	38.5	45.9	4.4	3.0	8.1
15. My child usually does not enjoy the time he/she spends in the Program.	7.6	6.8	41.7	41.7	2.8
16. The facility seems safe and secure.	42.1	49.6	3.0	3.8	1.5
17. The facility is not clean.	2.2	10.2	43.4	34.6	9.6

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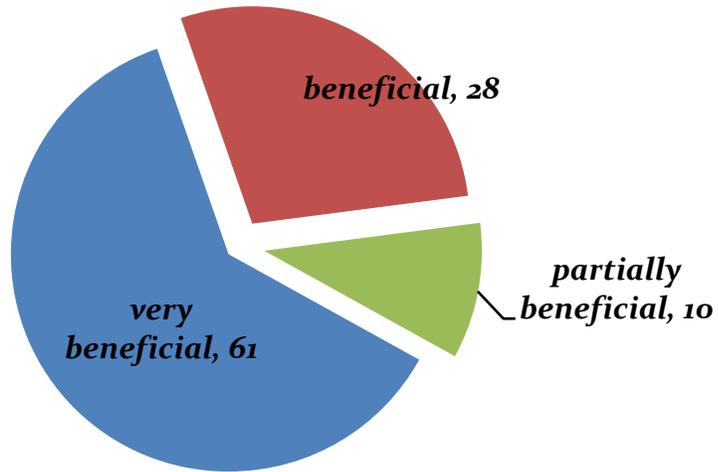
18. The site coordinator recognizes me when I visit the Program and at activities or events.	36.4	47.0	5.3	1.5	9.8
19. The coordinator does a good job of getting resources, trainers and teambuilding with staff.	35.1	49.3	2.2	-	13.4
20. I am unable to help out or volunteer in the Program.	11.5	45.5	23.7	8.4	11.5
21. The staff seem to like and respect my child.	49.3	45.9	0.7	-	4.4
22. My child is learning how to get along with other children.	44.5	49.6	0.7	0.7	4.4
23. There is not sufficient staff to provide my child with needed attention.	3.1	13.3	53.1	18.8	11.7
24. The program help my child to get their homework done	38.6	33.1	15.7	3.9	7.9
25. My child does not get enough recreation and exercise during the program day.	3.9	5.4	55.0	29.5	6.2
26. The program is motivating my child to learn.	39.2	50.0	2.3	2.3	6.2
27. My child is getting help with reading.	31.5	37.9	9.7	4.0	16.9
28. My child is getting help with math.	26.6	37.9	12.9	4.0	18.5
29. The program does not give adequate attention to values.	4.0	8.1	43.5	28.2	16.1
30. My child is learning how to follow rules.	33.2	55.8	3.3	1.7	5.8
31. The staff discusses my child's growth and behavior in helpful ways.	26.6	43.5	8.9	2.4	18.5
32. The program does not keep me informed about my child's successes and difficulties.	5.6	17.6	40.0	23.2	12.0
33. There are no special events for families.	4.2	22.9	32.2	11.9	28.8
34. I am satisfied with the transportation provided.	28.8	49.2	5.5	5.9	11.0
35. I feel free to share my ideas about the program and its policies.	24.5	55.6	3.2	1.6	15.1
36. I am satisfied with the overall	46.5	45.5	3.9	0.8	3.9

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performance of the after-school staff.					
37. The cost of the program is reasonable for the services provided.	50.0	34.4	1.6	1.6	12.5



Overall Assessment of the Program



I have lived in this community for:

- < one year (5%)
- 1-2 years (3.3%)
- 3-5 years (12.4%)
- 6-10 years (19%)
- 11+ years (60%)

My child has been in the program for:

- < one year (64%)
- 1 years (17.4%)
- 2 years (17.4%)
- 3 + years (2%)

The program has met or surpassed my expectations

- Agree (76%)
- Not sure (21.5%)
- Disagree (2.5%)

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<i>What things do you like about the program(question 39)</i>	
Activities	Motivation
An extension and enforcement of what my child learns in school	My child engage in educational activities
Attention the staff provide	My child get help with homework
Discipline	My child is being motivated to learn
Family events	My kid enjoy the program
Field trips	Safe environment
Flexible time	Safety
Friendly teachers and helpers	Sports
Good staff	Staff
Help in homework	Supervised
Help me a lot because of my job	That my child is safe, the program is really helpful
Help my child good discipline	The coordinator and staff
Help with homework	The coordinator and staff unity
Help with homework	The kids learn
Helping with homework	The program help children to get their homework done
Homework gets done	The program is motivating my child to learn
Home work gets done	The respect & level of discipline
Homework	The staff are friendly
Homework is done	The time
I am satisfied about everything	The timing is convenient
I leave work late so I am happy	They help my child to do homework
Is helping kids to focus	They help my child to read
It help my son to learn	They provide a safe environment for my children
It help my child very good	This program helps me a lot
It help my child with her homework	To help more on math
It help my kids with their homework	Transportation
It helps my child to learn something new	Variety of options
It really assist with safe environment	Well organized

Extended After School Program

It's somewhere for my son to be	Motivating my child to learn
Its a very good program	The goals and objectives of the program
Keep my kids active after school	The kids get to do homework
Keeps child safe	The learning
Keeps my kids active afterschool	The physical activities offered
The program keep them informative	The program help the children that are behind with reading

<i>Changes you would like to see in the program (question 40)</i>	
Better communication	Need more homework time
Children 6 years of age going swimming	No comment at this time
Communication-more	None
Contact with the parent fully	None
Different activities	None, keep up the excellent work
Homework not being done correctly	Nothing
I am impressed with everything	Reading
I would like the program to focus more on home work and reading	Swimming
I would like to see afterschool bus	Swimming classes
It is fine as it is	The food
Maybe more education activities	Transport home
More communication	Transportation provided
More family events	Unity with the primary and after school
More homework	Weekend program
More kindness shown to students	More reading for my child
More male role models	More supervision
More Physical activities	More teachers
More reading	

Government High School Program Survey Findings (n-351)

Table 1 (high): Percentage Distribution of Students by Demographic Variables

	Percent		Percent
Gender of Students		District Students Live	
Female	59.8	Bodden Town	35.6
Male	40.2	East End	2.6
		George Town	35.8
School Attended		North Side	7.3
John Gray High School	55.1	West Bay	18.0
Clifton Hunter High School	43.1		
Cayman Further Education Centre	1.4	Source of Information	
		School	62.7
Grade of Students		Friend	20.0
7 th grade	29.8	Combination of responses	170
8 th grade	18.8		
9 th grade	19.9	Use of the Bus	
10 th grade	19.4	Ride the bus home (Yes)	69.6
11 th grade	9.2	Ride the bus home (No)	30.4
12 th grade	2.9		

Tables 1 and 2 present the demographic distributions for the High School Survey findings. About one in every six students was female and about one in every four male. Most students were from John Gray High School and were from the districts of Bodden Town and George Town. Although most students were in 7th grade, there was about equal distribution of students in 8th through 10th grade. Few students were in 11th grade and even fewer in 12th grade.

The majority of students indicated getting information about the program from their school. This was followed by “from a friend” and then a combination of other sources which included such as friend and school, school and parent, internet and parent, etc.

About 70%, or one in every seven student that responded indicated “riding the bus to their home” – 55.4% were females and 44.6% were males.

Table 2 (high): Frequency Distribution of Students by Gender

	Freq	
	Female	Male
School Attended		
John Gray High School	129	59
Clifton Hunter High School	69	77
Cayman Further Education Centre	5	0
Grade of Students		
7 th grade	66	36
8 th grade	37	25
9 th grade	41	28
10 th grade	37	29
11 th grade	18	14
12 th grade	6	3
District Students Live		
Bodden Town	65	56
East End	0	9
George Town	77	45
North Side	14	10
West Bay	47	15
Use of the Bus		
Ride the bus home (Yes)	124	100
Ride the bus home (No)	26	26

Activities

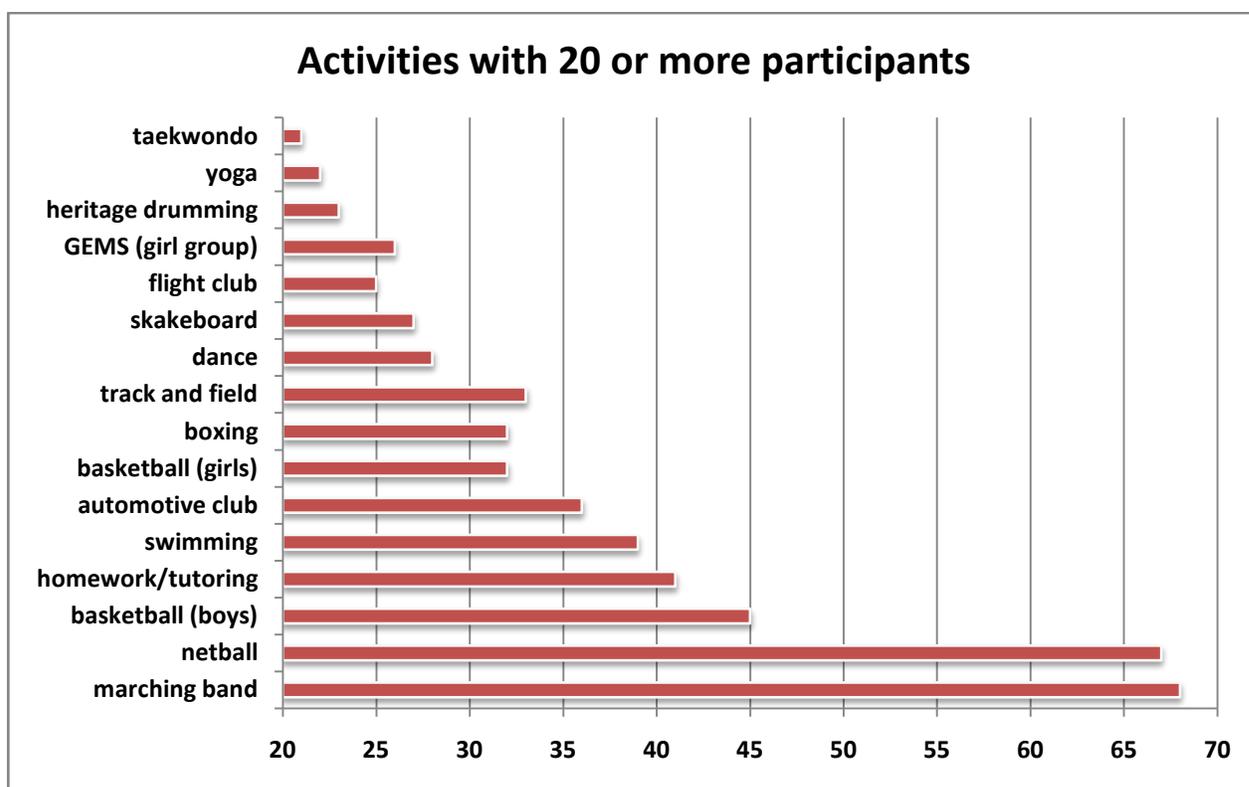
From table 3 below, there were 16 activities that 20 or more students participated in. The most prevalent (popular) activities were the marching band, netball, basketball (boys), homework/tutoring. For these 40 or more students participated. Thirty or more (up to 39) students participated in automotive club, swimming, boxing, basketball (girls) and track and field.

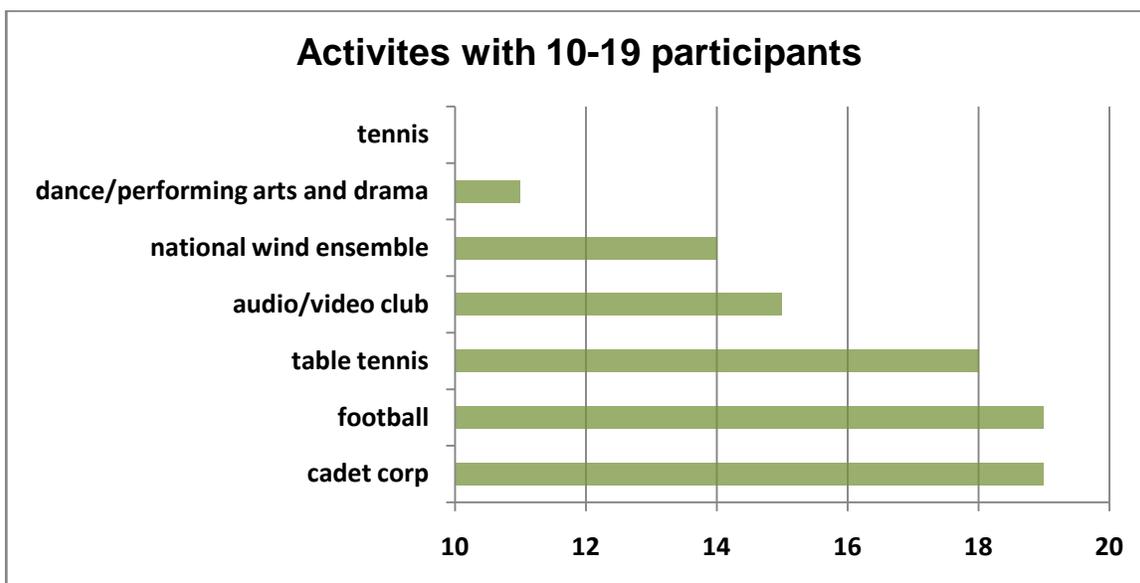
Chart 1 presents the information graphically for those activities where 20 or more students participated. Chart 2 presents activities with 10 to 19 participants.

Extended After School Program

Table 3 (high): Frequency of Participation in Indicated Activity

Activity	Freq	Activity	Freq	Activity	Freq
Automotive Club	36	March Band	68	Audio/Video Club	15
Basketball (boys)	45	Taekwondo (Martial Arts)	21	Archery Club	5
Basketball (girls)	32	Netball	67	National Wind Ensemble	14
Boxing	32	Power Lifting	1	Table Tennis	18
Cadet Corps	19	Sailing	3	Dance/Performing Arts	11
Cricket	2	Scuba Club	3	Flight Club	25
Dance	28	Skateboard Club	27	Heritage Drumming	23
Football	19	Squash	1	Volleyball	7
GEMS (Girls Group)	26	Swimming	39	Yoga	22
Homework/Tutoring	41	Tennis	10	Capoeira	5
Learn to Dive	2	Track & Field	33	Career and Advice	4





Question 8 asked students to indicate how much they enjoyed the activities they participated in. With the exception of the marching band and taekwondo activities, excessively more responses were recorded in the options provided when compared to the number of persons who indicated that they participate in the activity. For example, 50 responses were recorded in relations to the automotive club (34 enjoyable, 4 okay and 12 dislike to give a total of 50 responses), however only 36 students indicated initially that they participated in this activity. There were 27 responses for yoga (9 enjoyable, 5 okay and 13 dislike) while only 22 students participated, 17 for learn to drive while only 2 indicated participating in this activity.

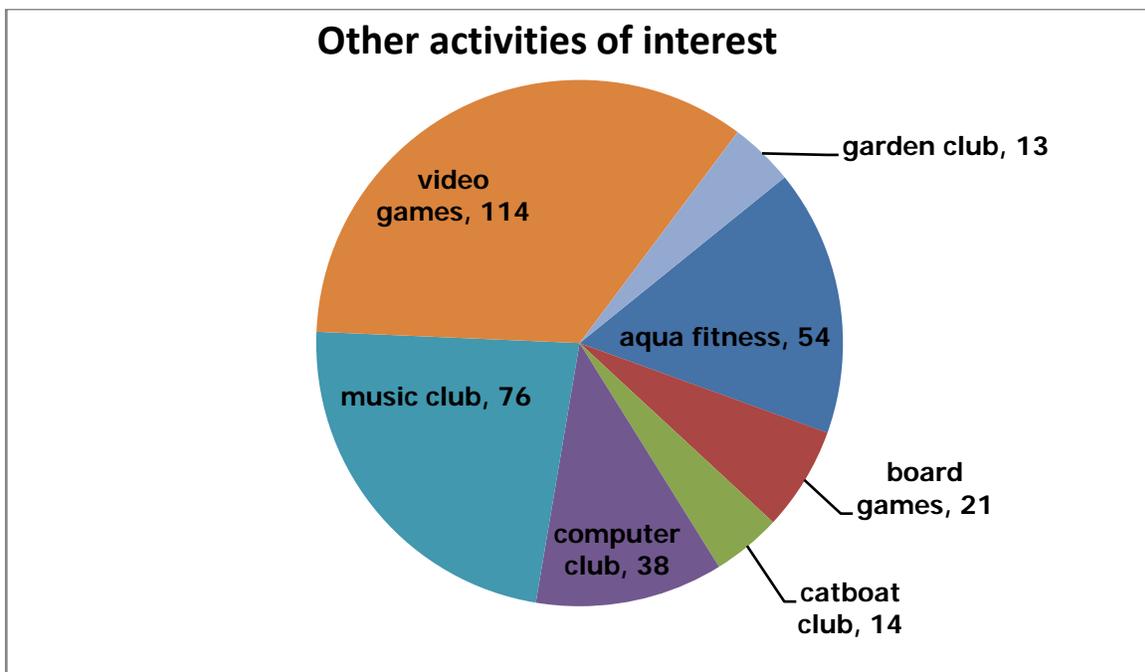
This was the same pattern observed for the responses to question 9 which asked -- "how was the (instructor) instructing?"

The reliability of the responses to these two questions is questionable and hence no interpretation was made with respect to the how much the students enjoyed the activities or how they felt about the instructor/instructing.

Extended After School Program

Students were asked if they would participate in the activity again, 77.8% said yes, 2.6% said no and 19.7% did not respond. For those who indicated yes they will do it again – 59% were females and 41% males, for those who said no they would not participate in this activity again, 63% were females and 37% males. For those who did not respond, 64% were females and 36% were males.

Students were given a list of activities and asked to indicate which other activity if any they would like to participate in. The responses were as follows (depicted in the pie chart). For the most part, students were in favour of video games, music club, aqua fitness and computer club.



Other suggestions indicated by the students in response to question 12 (are there any other activities that are not in question #9 that you would like participate in?)

Anime Club	Investment Club
Archery	Mma Fighting
Archery Clubs Automotive Club	Netball
Art Club	Performing Arts
Audio Graphics Club	Sailing Club
Badminton	Skateboard Club
Baseball	Skateboarding

Extended After School Program

Basketball	Snorkeling
Cheerleaders	Squash
Community Service Clubs	Steel Pan
Dance	Swimming
Drama	Swimming And Steel Pan
Flag Football Girls	Track And Field
Flight Club	Video Game Club
Football	Woodworks
Gems Club	Girls Brigade

Students Perception of their Facilitator/Coach/Teacher

Table 4 (high): Students Perception of their Facilitator/Coach/Teacher

	Very true	Mostly true	Some what true	A little true	Not at all true	No response
a) When I'm with my facilitator, I feel safe.	52.7	15.4	7.1	2.0	0.9	21.9
b) My facilitator cares about me and treats me well.	55.3	14.8	4.0	1.4	1.7	22.4
c) My facilitator makes me feel important.	42.2	18.5	8.8	3.7	2.3	24.5
d) My facilitator knows when I am upset.	36.2	13.7	10.0	6.3	7.1	26.4
e) My facilitator gives me good advice.	53.6	9.7	6.0	2.8	2.6	25.4
f) I like talking to my facilitator because my facilitator understands what I'm saying.	44.2	12.5	8.0	4.6	4.6	26.2
g) My facilitator helps me set expectations and goals.	55.3	10.0	3.4	3.7	2.3	25.1

A notable high proportion of students did not respond to the questions with regards to their perception of the facilitator – some 22-26% of students. Only just about 70% of the responses were in the confidence zone (very true/mostly true) with regards the statements that were asked to solicit their responses. Because of the high non-response rate it is difficult to draw any meaningful conclusion as to the perceived level of confidence that students have for the facilitator.

Extended After School Program

Students were asked in questions 15 through 17 to indicate in their own words, how can the program be improved; if they were not in the program what would they be doing; and, to give any other comments about the program. The responses below are indications made in responses to these questions and captured verbatim in the database.

In response to question 15 – How can we improve the program – the following responses were received.

	By beings the best	Get different people
	By coming to all the practices	Get different yoga teachers
	By getting a brand new go cart	Get food to serve afterschool
	By getting more go carts	Get more buses for skateboarding
	By getting some brand new go	Get more food
	By getting some food and	Get more fun instructors
	By giving snakes and drinks	Get more instruments
More bus	By giving us money for	Get more instruments more
We need a running brand new	By giving us money for our	Get more supplies
Have more games	By giving us more instruments	Give away more treats
Organize it	By having it every day	Give more instruments
A bigger classroom	By having a coach everyone	Give out free stuff
A little more free time and	By having our own bus	Give us more instruments
Advertise it more and make it	By having our own track bus	Give us the form earlier
Arrange more snack	By having swimming	Giving free equipment to
Basketball to give for free	By having swimming dancing	Good as is
Be coming to the practices	By help us to do good	Good enough
Be more organised	By making it longer	Help us individually
Be on time	By making people win prizes	It already good
Better ac	By making sure there is enough	It is good as it is
Better air conditioning	By making the bus come earlier	It is already perfect
Better coaches	By making the program more	It is awesome
Better transportation	By making the teacher have	It is perfectly fine
Bring food	By making us do lot more thing	It lacks organization
Bring more kids to attend	By more players	Its already
Bring more people to play	By not making so strict with	Its ok
Bringing water or gatorade	By telling more people about	Keep track bus everyday
Bus arriving on time	By telling the teachers to let	Kicking out loud children
Buses arriving and leaving on	By working in a more civilized	Let the bus run every day
Buy new go-karts	Change them and put very nice	Let the bus run everyday for
Buying more things for us to	Come to the program	Let us go away
By being the best	Do it in school time	Make free after school snacks

Extended After School Program

Make it longer	No way it is already improved	To do the bus program every
Make more activities	None	To get after school snack for
Make the program more inter	Nothing	To me you don't have change
Make us have a little time to	Nothing needs to	Try harder
Make us practice and give us	Organize it	Trying very hard
Making it with more days	Play more matches	Very good
More activities	Provide free food	We could have more instruments
More activities	Provided food	We must not be joking around
More buses	Providing more equipment	We need brand new go carts
More drums and space	Putting more often	We need money
More instruments	Same as number 17	We need more bass and drums
More instruments more drums	Sell food	We need more go karts
More instruments	Sell food more often including	We need more instruments
More kids	Spend more money on us kids	We need more running go karts
More organized	Start on time and have the	Well i thing
More players	The bus situations	With an actual gym
More saxophones	The program is fine as is	You can get posters about
More time	The program is very good	You can improve by selling
Moving people up	The program is good	You can make it more interesting
Need equipment	The program is ok	You could probably give us our
Need more go karts brand new	The program needs to be more	
No bus wardens	The school can provide free	
No cursing	The school can provide snacks	
No improvement needed	There is no way	
No way	This program doesn't need any	

In response to question 16 – if you were not in the program what would you be doing, the following responses were received.

	Another sport	At home playing games
Boxing and track and field	Art club	At home reading a book
6pm boxing other than that	At an after school or home	At home sleeping
A home very bored and sad	At home	At home sleeping or on my phone
Adult netball training	At home chilling	At home studying
After school preps and going	At home doing homework sleeping	At home watching Netflix
All the other program	At home exercising	At home watching television
Another club	At home hanging out with boy friend	At home watching TV
Another program	At home playing game	Automotive

Extended After School Program

Babysitting	Home texting playing games	I would be home practicing my
Badminton	Home watching TV	I would be in music club
Basketball	Home watching TV	I would be revising or studying
Basketball and soccer	Home watching TV outside on	I would be under a covered
Be watching TV	Home work	I would be watching TV
Being at home being bored	Homework	I would be with my friends or
Being at home homework studying	Homework and tutoring	I would go to my home and do
Being respectful	Homework at home	I would probably be at home
Blazing	Homework club	I would probably be doing
Boxing	Homework watch TV reading book	Joining
Cadets	I am in the program	Maybe swimming
Chilling at home	I don't know	Music
Cutting myself and drinking	I think I will be in music	My yard
Dance	I will be bored	Na or home
Dance and choir	I will be doing nothing just	Netball
Dance and music	I will be doing swimming	Netball football
Do not know	I will be going home	Netball or basketball
Doing netball or play game on	I will be in automotive club	Nothing
Don't know	I will be very bored	Nothing and being bored
Finding some other sport	I will go home	Nothing else
Football	I will try to do something	Nothing i would be at home
Football swimming	I would at home and do homework	Nothing important or wasting
Go home	I would be at home	Nothing just at home
Going football when reach home	I would be at home	Nothing much
Going home and go sleep	I would be at home bored	Nothing
Going home and playing football	I would be at home doing	On the computer or outside
Going home do homework and	I would be at home of practicing	On the phone and watching TV
Going home to watch TV and	I would be at home sleeping	Other activities
Home	I would be at home watching TV	Other sports or prep class
Home and tutoring	I would be at my yard sleeping	Playing basketball
Home being bored riding my	I would be doing anything to	Playing football at home
Home bored	I would be doing automotive	Playing football or track and
Home chilling	I would be doing gems club	Playing games
Home doing nothing	I would be doing homework club	Playing games at home
Home sleeping	I would be doing skateboarding	Playing games TV and lots more
Home sleeping or being bored	I would be doing swimming or	Playing video games
Home sleeping or watching TV	I would be going home and do	Probably sleeping
Home studying or TV	I would be home	Reading

Extended After School Program

Sitting at home	Sleeping at home or watching	Taekwondo
Sitting home and watching	Some other sport maybe	Track and field
Skateboard	Stay home and watch TV	TV
Skateboarding	Stay home being bored	Video game club
Sleep	Staying at home	Violin
Sleeping	Staying home	Warm up
Sleeping all day	Steel pan	Wasting time
Sleeping and being	Studying or sleeping	Watching my baby brother
Sleeping at home	Swimming	Watching TV
Sleeping at home or washing	Swimming or boxing	Watching TV at home
Watching TV or being in the		

In response to question 17 – please add any other comment about the EASP, the following responses were received.

	I love the bus arrangements	It lacks organization
All of my after school program	I love the teacher	It makes me learn a lot and its
Be more organized	I love this program a lot	It needs kids from Clifton
Be more organized	I only like automotive	It was enjoyable and gave me
Bus warned that are more nice	I really love this it help me	Its fun and its really helping
Disorganized	I think its really nice that	Its somewhat the best and some
Do drop us to are front door	I think this club and all the	Its very fun and i like it
Drop us to our front door	li is sometimes boring and	Keeps children out of violence
Drop us to our front door	li is the bomb I will be doing	Make the bus take us to our
Extend program time	Is amazing	More netballs
Fire the yoga team the woman	It helps you to create friends	My after school program is
Four o'clock buses everyday	It is a good and enjoyable	Need more west bay buses and
Fun relaxing and challenging	It is amazing	Needs to be more organized
Get new people	It is amazing I am glad I joined	No the bus leave too late
Great	It is awesome	The bus driver is very annoying
Have swimming	It is fun coming afterschool	The students are too loud they
I appreciate the afterschool	It is good exercise	They are very fun and helpful
I enjoy have the advice i have	It is good for the	They are very fun they also
I enjoy this program much	It is great	They must have food
I like it the best out of all	It is outstanding	Very positive and makes
I like it very much and it is	It is very awesome to me and	Volleyball should be advertise
I like ridding the go carts	It is very fun and active it	We can get more study time be
I like them	It is very fun and find it	We can use more instruments
I love it	It is wonderful	You are doing a good job

Appendix: Secondary Schools EASP Activity Schedule (Example)

Cayman Brac Schools Activity Schedule

MON	TUES	WED	THURS	FRIDAY
Tutoring/Homework	Tutoring/Homewk	Tutoring/Homework	Tutoring/Homework	Tutoring/Homewrk
Photography Club	Math Club	Photography Club	Photography Club	Guest Speakers
Board Games	Science Club	Board Games	Board Games	Drama Club Performances
Collection Club	<i>Reading Club</i>	Collection Club	Collection Club	
Culinary Arts	Writing Club	Culinary Arts	Culinary Arts	
Music		Music	Math Club	
Drama Club		Drama Club	Science Club	
	Netball		Netball	
Arts & Crafts		Arts & Crafts	Reading Club	
Dance		Dance	Writing Club	
Martial Arts	Martial Arts		Martial Arts	Martial Arts
Basketball	Basketball		Basketball	Basketball
Cricket	Cricket		Cricket	Cricket
Volleyball	Volleyball		Volleyball	Volleyball
Tennis	Tennis		Tennis	Tennis

CHHS Activity Schedule

MON	TUES	WED	THURS	FRIDAY
Automotive Club	National Wind Ensemble	Automotive Club	Careers Advice and Guidance	GEMS-Girls Club
Basketball-Boys/Girls	Volleyball	Basketball-Boys/Girls	Volleyball	
Boxing Club	Table Tennis	Boxing Club	Table Tennis	Boxing Club
Football		Football		
Netball	Cayman Airways Flight Club (age 14 and older only)	Netball	Cayman Airways Flight Club (age 14 and older only)	
	Cultural Arts Experience	Cultural Arts Experience		
Heritage Drummers	Heritage Drummers	Heritage Drummers		
Tutoring/Homewk	Tutoring/Homework	Tutoring/Homework	Tutoring/Homework	Tutoring/Homew
Marching Band	Swimming	Marching Band	Swimming	
	Skateboard Club		Skateboard Club	Skateboard Club
	Taekwondo		Taekwondo	
Track & Field	Track & Field	Track & Field	Track & Field	Track & Field

Appendix: Student And Parent Contract

The purpose of this contract is to provide a safe, healthy, fun and well-supervised environment for children. This agreement between Program Coordinator, child and parent is to ensure that the participants in the program know what is expected and what their personal rights are.

Rights And Responsibilities

Children's Rights include:

- To be respected.
- To have an opportunity to experience each and every activity that is available.
- Having a safe and reliable team and environment.
- Have safe and fully functioning equipment.
- Having staff members that care about and enjoy them.
- Having staff members who create opportunities to work towards goals.

Children's Responsibilities include:

- To respect the rights of others, including fellow students, teachers and Program Coordinators.
- Listen when they are spoken to and follow instructions given.
- To ask their Group Leader when they need to go somewhere. (Restroom)
- Taking care of equipment.
- Cleaning up after themselves.
- Sharing equipment and space with others.
- **Keeping their hands and feet to themselves.**
- Using appropriate language. (no cursing or other disrespectful words or phrases)
- Treating staff with respect.
- Coming to the program directly after school.
- Finishing what they start.(make every effort to complete task)
- Meeting education, social, physical and spiritual targets.

Parent's Rights include:

- To contribute to the development of the program's Discipline and Student Behaviour Policy.
- To expect their children to be safe, secure and respected in the program.
- To be kept informed about their child's progress.
- To have any complaint heard and processed and receive a fair and prompt response.

Parent's Responsibilities include:

- To respect the program's Discipline and Student Behaviour Policy and the disciplinary authority of program staff.
- To conduct themselves in a respectful way when communicating with the program.
- To help ensure that their child follows instruction(s) by the program staff and adheres to program rules.
- To send their child to the program every day, properly prepared, suitably clothed, fed and rested.
- To ensure program staff are aware of any medical related or other personal factors which may result in their child displaying behaviours outside the norm and to also ensure that children's health concerns are properly managed during the program's daily operation.
- To ensure that students have health insurance coverage.
- To be prepared to work with and keep in regular contact with the program to support their child's positive behaviour.
- To attend meetings with the Program Coordinator or other program staff and volunteers, if requested, to discuss their child's progress and behavior.
- To attend parent and social programs in support of their child.
- To make every effort to meet with staff and volunteers to receive updates on child's academics, behaviour and social progress. These updates can be received through phone calls, program visitation, written letters and email.

Staff's Rights include:

- To be respected by children and staff.
- To give input into the program.
- To express their creativities.
- A safe, comfortable work environment.

Staff's Responsibilities include:

- To treat children with the utmost respect.
- To provide a safe, fun and warm environment.
- To provide a variety of planned and interesting activities that is challenging and creative to children.
- To be a good role model for children that encourages and promotes good emotional, physical, social and educational development.

Appendix: Program Coordinator Role and Responsibilities

- Organize and co-ordinate activities for students.
- Administers assigned budget.
- Assists in planning and implementing the program/ schedule.
- Facilitates partnerships with appropriate public and private agencies that provide services to the students. While encouraging involvement from the local community to attend activities.
- Assists with developing procedures and policies for operation of the program.
- Establish and maintain communication with members of the school staff about student needs and aspects of the program.
- The main aim is to improve the intellectual, physical and overall health of the students in the program.
- Conduct safe exercises and other physical activities.
- Attend weekly team meetings.
- Assist program volunteers and staff with carrying out program.
- Create and maintain attendance records.
- Submit the payroll on time and accurately.
- Make contact with parents, school officials, volunteers and outside agencies on a regular basis.
- Provide oral and written quarterly and yearly reports on the progress of the program for the Ministry of Education and donors.
- Maintain accurate records on all participants.
- Coordinate inter-school competitions.
- Coordinate monthly/quarterly family evenings and rewards ceremony.
- Performs other duties as assigned.

Appendix: Instructors Role and Responsibilities

- Organize and co-ordinate activities for students.
- Assists in planning and implementing the program schedule
- Facilitates partnerships with appropriate public and private agencies that provide services to the students. While encouraging involvement from the local community to attend activities.
- Establishes and maintains communication with members of the school staff about student needs and aspects of the after school program.
- The main aim is to improve the intellectual, physical and overall health of the students in the program.
- Conduct safe exercises and other physical activities.
- Assist program volunteers and staff with carrying out program.
- Maintain attendance records.
- Make contact with parents, school officials, volunteers and outside agencies on a regular basis.
- Escort students to and from bus.
- Assist Program Coordinator with coordinating inter-school competitions.
- Assist students with Community Service projects.
- Performs other duties as assigned.

Appendix: Cayman Brac Extended After-School Program - Example of Program Description

Introduction:

The Ministry of Education, Training & Employment piloted the Extended After-School Program to students in the secondary schools in April 2011 on Grand Cayman. Many students from 3pm are out of school and generally have no parental supervision as most parents are still at work. Full implementation of the program began in September 2011 and has attracted over 900 students. The EASP has been a great success which is evidence by a diverse activities schedule and the development of new bonds established in the community.

The program operates Monday-Friday, 3:15pm-5:45pm. A wide array of exciting and challenging activities are designed to support positive student outcomes.

The importance of quality EASP's is captured in the following quote:

"Supervised, high quality, challenging after school programs have shown to be an effective buffer against delinquency and victimization and to benefit children greatly by improving their social skills, confidence, grades, range of interest and peer networks, as well as preventing the negative influences that lead to risky behaviors."
Michael C. Chettleburg, one of Canada's foremost authorities on street gangs

Program Mission:

To provide wholesome and challenging activities for our children, in a structured environment, led by caring and knowledgeable, paid and voluntary staff.

Program Goals:

- a) To provide a comprehensive, high quality youth development activities that will provide after-school educational, therapeutic, recreational, mentoring and cultural program and services designed to improve the social, emotional and academic competencies of school aged children.
- b) To provide methods to increase parental participation with their child (ren) and the school.
- c) To provide an intense intervention program for younger at risk students.

Start Date:

The EASP will begin, Monday, October 8, 2012. Please complete the attached *registration form* and return it to the *administration* offices of the *following schools*: Layman E. Scott High Creek Primary, Spot Bay Primary and West End Primary. Parents *will be provided with the venues of each activity*.name and contact numbers *for* instructors. Parents are encouraged to contact and arrange a *time* to meet the instructors at *their earliest* convenience.

Extended After School Program

We will be hosting a parent meeting at Layman E.Scott High school hall on September 20, 2012 at 7:00pm. We encourage all parents and students to attend to meet instructors and learn more about the program.

In addition to the proposed activities, we are encouraging parents and children to advantage of the below activities: Homework/Tutoring, Rewards/ Family Recognition Night and Community Service.

Homework/Tutoring:

Homework/tutoring will be offered at 5 days per week. If your child will be riding on the bus to their home, they may not arrive home until 6:30pm-7:00pm. By the time they arrive home, they may be tired which can make it challenging to complete homework and other school assignments.

To avoid this, I am encouraging you and your child to take advantage of the homework/tutoring classes and/or choose activities that does not leave the school campus.

Rewards/ Family Recognition Ceremony:

The Rewards/Family Recognition Night provides an opportunity for students to receive incentives for perfect attendance, respect and hard work. Parents, students, instructors and volunteers will have an opportunity to have dinner together. Students will have the opportunity to pay tribute to their parents, instructors, volunteers and their community. We encourage all parents, students, instructors and volunteers to attend this function. Parents and students will be provided with dates of these events.

Community Service:

The program has received excellent support from the community in the form of donations and volunteers. All activities will partner together and choose a community service project once a month where they give back to the community. This will allow our children to understand that in order to continue receiving this very generous program, it is expected they too will return kindness to our community. The expectations for the program:

Students are expected to:

- To have fun.
- Follow directions and cooperate with coaches at all times.
- Respectful to instructors, peers, self and property at all times.
- Be on time and attend regularly. (Let coaches know if you are unable to attend)
- Put all wet clothing in a plastic bag.
- Leave all valuables at home, instructors will not be responsible for personal property.

Appropriate sporting attire must be worn daily; for example on swim days, ladies, should wear modest swimwear, {no low cut bikinis or high cut briefs}

Extended After School Program

boys swim are expected to wear swim shorts (no jeans or heavy shorts).

Parents are expected to:

- Support their children while participating or competing in activities.
- Make contact with instructors often.
- Attend Rewards/family Recognition Ceremony.

J **Terms of Participation:**

Parents' are expected to complete a registration form to have their children participate in the program. By completing the registration form, you will be giving the staff of the program the responsibility to supervise and provide transportation if necessary. Children without completed registration forms will NOT be accepted in activities and/or ride the bus.

Children who refuse to cooperate with staff will not be allowed to continue their participation. Parents' will be notified of any inappropriate behavior with their child and decisions regarding that behavior/consequences will be communicated within 2 days of the incident.

Personal Transportation:

For those parents who have the means to have their children collected, we are requesting that you provide transportation for your child on the days he/she is participating in the program. All children should be collected from their respective activities by 5:45pm.

Transportation:

Transportation will be provided free of charge for all children participating program whose parents are unable to collect them. Your child will be transported to the same location in his/her district where they would normally be collected or dropped off by the school bus. The Department of Education Services bus rules apply to your child. In the event that your child does not comply with the bus rules, he/she will not be allowed to ride the bus and participation maybe terminated from the program.

Facebook Page:

In order to promote the program and bring about awareness, we will be creating a face book page. Should you not want your child to be featured, please contact the Program Coordinators, Tisa Dixon at 929-7947 and Schilo Scott at 924-5952 or email at caymanbracafterschool@yaboo.com

Contact Numbers:

Parents will be provided with contact numbers for staff who will be leading the activities. We will communicate.



Government Primary Extended Afterschool Programme Survey

Please fill in the circle for the best answer that you consider is appropriate.

1. Are you a boy or girl? Boy Girl
2. What school do you attend?
- Bodden Town Primary School
 - East End Primary School
 - George Town Primary School
 - Sir John A. Cumber Primary School, West Bay
 - Lighthouse School
 - North Side Primary School
 - Prospect Primary School
 - Red Bay Primary School
 - Savannah Primary School
 - Creek Primary School - Cayman Brac
 - Spot Bay Primary School - Cayman Brac
 - West End Primary School - Cayman Brac
3. What grade are you currently in?
- | | |
|------------------------------------|-------------------------------|
| <input type="radio"/> Kindergarten | <input type="radio"/> Grade 4 |
| <input type="radio"/> Grade 1 | <input type="radio"/> Grade 5 |
| <input type="radio"/> Grade 2 | <input type="radio"/> Grade 6 |
| <input type="radio"/> Grade 3 | |
4. What district do you live in?
- | | |
|-----------------------------------|-----------------------------------|
| <input type="radio"/> Bodden Town | <input type="radio"/> North Side |
| <input type="radio"/> East End | <input type="radio"/> West Bay |
| <input type="radio"/> George Town | <input type="radio"/> Cayman Brac |
5. How did you hear about the Programme?
- | | |
|---------------------------------|--------------------------------|
| <input type="radio"/> School | <input type="radio"/> Poster |
| <input type="radio"/> Newspaper | <input type="radio"/> Friend |
| <input type="radio"/> Radio | <input type="radio"/> Parent |
| <input type="radio"/> TV | <input type="radio"/> Internet |
6. Do you ride the bus to your home? Yes No



7. Which after school activities did you participate in during this school year?

- Expectations / Mentoring*
- Tennis*
- Skateboard*
- Performing Arts*
- Football*
- Zumba*
- Basketball*
- Reading*
- Homework*
- Math Revision*
- Taekwondo*
- Yoga*
- Judo*
- About me*
- Passports / Culture*
- Science Media / Mania*
- Sewing Club*
- Track and Field*
- Heritage Arts*
- Swimming*
- Boxing*
- Art and Craft*
- Cool Maths*

8. How did you enjoy the activity? Please fill in the face that best describes your answer.

- Good
 Ok
 Bad

a) Expectations / Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Tennis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Skateboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Performing Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Football	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Zumba	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Basketball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please fill in the face that best describes your answer.



Good



Ok



Bad

j) Math Revision			
k) Taekwondo			
l) Yoga			
m) Judo			
n) About me			
o) Passports / Culture			
p) Science Media / Mania			
q) Sewing Club			
r) Track and Field			
s) Heritage Arts			
t) Swimming			
u) Boxing			
v) Arts and Craft			
w) Cool Maths			

9. How was the teacher? Please fill in the face that best describes your answer.



Good



Ok



Bad

a) Expectations / Mentoring			
-----------------------------	--	--	--



Please fill in the face that best describes your answer.  Good  Ok  Bad

b) Tennis			
c) Skateboard			
d) Performing Arts			
e) Football			
f) Zumba			
g) Basketball			
h) Reading			
i) Homework			
j) Math Revision			
k) Taekwondo			
l) Yoga			
m) Judo			
n) About me			
o) Passports / Culture			
p) Science Media / Mania			
q) Sewing Club			



Please fill in the face that best describes your answer.  Yes, definitely  Sometimes  Never

f) I like talking to my facilitator because my facilitator understands what I'm saying.			
g) My facilitator helps me set expectations and goals.			

14. On a scale of one to five - five is the best - how would you rate this programme? Please fill in the circle that best describes your answer.

1 2 3 4 5

Thank you for your participation in this survey!





Government Secondary Extended Afterschool Programme Survey

Please fill in the circle for the best answer that you consider is appropriate.

1. Are you Male/Female? Male Female

2. What school do you attend? John Gray High School
 Clifton Hunter High School
 Cayman Islands Further Education Centre
 Alternative Education Centre
 Layman E. Scott Sr. High School - Cayman Brac

3. What grade are you currently in? 7th 10th
 8th 11th
 9th 12th

4. What district do you live in? Bodden Town North Side
 East End West Bay
 George Town Cayman Brac

5. How did you hear about the Programme? School Poster
 Newspaper Friend
 Radio Parent
 TV Internet

6. Did you ride the bus to your home? Yes No

7. Which activities did you participate in this school year?

<input type="radio"/> Automotive Club	<input type="radio"/> Marching Band	<input type="radio"/> Audio/Video Club
<input type="radio"/> Basketball (Boys)	<input type="radio"/> Taekwondo (Martial Arts)	<input type="radio"/> Archery Club
<input type="radio"/> Basketball (Girls)	<input type="radio"/> Netball	<input type="radio"/> National Wind Ensemble
<input type="radio"/> Boxing	<input type="radio"/> Power Lifting	<input type="radio"/> Table Tennis
<input type="radio"/> Cadet Corps	<input type="radio"/> Sailing	<input type="radio"/> Dance/Performing Arts and Drama
<input type="radio"/> Cricket	<input type="radio"/> Scuba Club	<input type="radio"/> Flight Club
<input type="radio"/> Dance	<input type="radio"/> Skateboard Club	<input type="radio"/> Heritage Drumming
<input type="radio"/> Football	<input type="radio"/> Squash	<input type="radio"/> Volleyball
<input type="radio"/> GEMS (Girls Group)	<input type="radio"/> Swimming	<input type="radio"/> Yoga
<input type="radio"/> Homework/Tutoring	<input type="radio"/> Tennis	<input type="radio"/> Capoeira
<input type="radio"/> Learn to Dive	<input type="radio"/> Track and Field	<input type="radio"/> Career and Advice



8. How did you enjoy the activity?

	Very Enjoyable	Enjoyable	Okay	Dislike	Dislike very much
a) Automotive Club	<input type="radio"/>				
b) Basketball	<input type="radio"/>				
c) Boxing	<input type="radio"/>				
d) Cadet Corps	<input type="radio"/>				
e) Cricket	<input type="radio"/>				
f) Dance	<input type="radio"/>				
g) Football	<input type="radio"/>				
h) GEMS (Girls Group)	<input type="radio"/>				
i) Homework/Tutoring	<input type="radio"/>				
j) Learn to Dive	<input type="radio"/>				
k) March Band	<input type="radio"/>				
l) Taekwondo (Martial Arts)	<input type="radio"/>				
m) Netball	<input type="radio"/>				
n) Power Lifting	<input type="radio"/>				
o) Sailing	<input type="radio"/>				
p) Scuba Club	<input type="radio"/>				
q) Skateboard Club	<input type="radio"/>				
r) Squash	<input type="radio"/>				
s) Swimming	<input type="radio"/>				
t) Tennis	<input type="radio"/>				
u) Track & Field	<input type="radio"/>				
v) Audio/Video Club	<input type="radio"/>				
w) Archery Club	<input type="radio"/>				
x) National Wind Ensemble	<input type="radio"/>				
y) Table Tennis	<input type="radio"/>				
z) Dance/Performing Arts and Drama	<input type="radio"/>				
I) Flight Club	<input type="radio"/>				
II) Heritage Drumming	<input type="radio"/>				
III) Volleyball	<input type="radio"/>				
IV) Yoga	<input type="radio"/>				
V) Capoeira	<input type="radio"/>				
VI) Career and Advice	<input type="radio"/>				



9. How was the (instructor) instructing?

	Very Enjoyable	Enjoyable	Okay	Dislike	Dislike very much
a) Automotive Club	<input type="radio"/>				
b) Basketball	<input type="radio"/>				
c) Boxing	<input type="radio"/>				
d) Cadet Corps	<input type="radio"/>				
e) Cricket	<input type="radio"/>				
f) Dance	<input type="radio"/>				
g) Football	<input type="radio"/>				
h) GEMS (Girls Group)	<input type="radio"/>				
i) Homework/Tutoring	<input type="radio"/>				
j) Learn to Dive	<input type="radio"/>				
k) March Band	<input type="radio"/>				
l) Taekwondo (Marital Arts)	<input type="radio"/>				
m) Netball	<input type="radio"/>				
n) Power Lifting	<input type="radio"/>				
o) Sailing	<input type="radio"/>				
p) Scuba Club	<input type="radio"/>				
q) Skateboard Club	<input type="radio"/>				
r) Squash	<input type="radio"/>				
s) Swimming	<input type="radio"/>				
t) Tennis	<input type="radio"/>				
u) Track & Field	<input type="radio"/>				
v) Audio/Video Club	<input type="radio"/>				
w) Archery Club	<input type="radio"/>				
x) National Wind Ensemble	<input type="radio"/>				
y) Table Tennis	<input type="radio"/>				
z) Dance/Perfoming Arts and Drama	<input type="radio"/>				
I) Flight Club	<input type="radio"/>				
II) Heritage Drumming	<input type="radio"/>				
III) Volleyball	<input type="radio"/>				
IV) Yoga	<input type="radio"/>				
V) Capoeira	<input type="radio"/>				
VI) Career and Advice	<input type="radio"/>				





After School Program Parent Survey

Please read each statement carefully and indicate your level of agreement in the corresponding
Please place an "X" under the heading that most clearly reflects your response. If you have no experience
with the subject of the statement, mark "No Opinion".

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. I have a clear understanding of the Program's goals and objectives.	<input type="radio"/>				
2. The Program is a safe place for my child to work, learn and have fun.	<input type="radio"/>				
3. The hours of the Program does not meet my needs.	<input type="radio"/>				
4. The Program staff maintains open communication with me. They provide me with adequate information about my child and program activities.	<input type="radio"/>				
5. The Program rules and policies have not been clearly communicated to me.	<input type="radio"/>				
6. The program staff has provided helpful information about, and referrals to other services when my family has needed them.	<input type="radio"/>				
7. I feel welcome to visit the program.	<input type="radio"/>				
8. The program leader does not recognizes my child's needs.	<input type="radio"/>				
9. The Program has helped my child develop analytical skills and to think in an organized manner.	<input type="radio"/>				
10. There is not adequate supervision provided in the Program.	<input type="radio"/>				
11. The Program has helped my child do better in school.	<input type="radio"/>				
12. I am satisfied with the instruction and activities provided to my child by the Program.	<input type="radio"/>				
13. My child's program leader has good classroom and behavior management skills.	<input type="radio"/>				
14. The coordinator and program leaders maintain good discipline among the students during program activities.	<input type="radio"/>				
15. My child usually does not enjoy the time he/she spends in the Program.	<input type="radio"/>				
16. The facility seems safe and secure.	<input type="radio"/>				
17. The facility is not clean.	<input type="radio"/>				
18. The site coordinator recognizes me when I visit the Program and at activities or events.	<input type="radio"/>				
19. The coordinator does a good job of getting resources, trainers and teambuilding with staff.	<input type="radio"/>				
20. I am unable to help out or volunteer in the Program.	<input type="radio"/>				
21. The staff seem to like and respect my child.	<input type="radio"/>				
22. My child is learning how to get along with other children.	<input type="radio"/>				

Continue...



