



MINISTRY OF  
EDUCATION, FINANCIAL SERVICES  
& EMPLOYMENT  
CAYMAN ISLANDS GOVERNMENT

Government Administration Building Box 108  
133 Elgin Avenue, Grand Cayman KY1-9000  
CAYMAN ISLANDS  
t. (345) 244 2417 f. (345) 949 9343  
[www.education.gov.ky](http://www.education.gov.ky)

# *Report on the Implementation of the Extended Afterschool Program*

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

**For the Implementation  
Period September 2013 –  
April 2014**

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## **Extended After School Program Evaluation - Introduction**

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### **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, and 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:**

- Does 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 is 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.

Evaluation of the Extended After School Program (EASP) – Cayman Islands

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**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 to date. The EASP has been a great success and this is not only evidenced by the diversity of the activities schedule but also the development of new bonds established in the community. The program currently operates in Grand Cayman and Cayman Brac, in primary and secondary schools, Monday-Friday; 3:15pm-5:45pm. The programme provides a wide array 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;

- 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:*

Support for 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 Ceremony provides an opportunity for students to receive awards/acknowledgement for perfect attendance, showing respect and demonstrating hard work, to name a few. Parents, students, instructors and volunteers have an opportunity to have dinner together while 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. The program works together once a month and chooses a community service project where they can give back to the community. This provides for an opportunity which allows the children to understand, that in order to be able to continue participation in 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;
- Make contact with instructors often; and
- Attend Rewards/family Recognition Ceremony.

### **Evaluation Methodology**

A Process Evaluation was undertaken 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



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, 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.

*For this second round evaluation that encompass the period September 2013 through to April 2014, site visits were made to some locations and observations made of the programme being implemented. Extensive discussions were also held with the coordinators of the programme in a focus group question and answer setting. Through this process the coordinator were able to provide valuable information as to the challenges they are facing with implementation as well as highlight the best practices that were presently being facilitated.*

*Another key aspect of this second round evaluation process was to evaluate the recommendations from the first round to see to what extend they were implemented, considered for implementation and or abandoned.*

#### **Enrollment and Attendance Statistics – September 2013 – April 2014**

Secondary school registration showed a marked increase from an initial enrolment of 879 in October 2013 to a high of 1033 in March 2014 (a 13% increase). However, primary school registration did not show any marked increase over the same period. Of concern is that on average only 61% of secondary school registrants actually attended the programme. This compares to 87% of primary school registrants. On average, more males than females attended the programme over the period under review.

EASP Evaluation Report for September 2013 through April 2014

EASP Monthly Enrollment and Attendance Statistics

Period	Registered	Attended [# (%)]	Percent		Programme Category
			Male	Female	
September 16 - October 15 2013	314	282 (89.8)	54.3	45.7	Primary
	825	798 (96.7)	57.0	43.0	Secondary
October 16 – November 15 2013	327	302 (92.4)	54.6	45.4	Primary
	897	607 (67.7)	56.2	43.7	Secondary
November 18 – December 7 2013	335	297 (88.7)	53.1	46.8	Primary
	796	551(69.2)	55.0	45.0	Secondary
January 6 – January 15 2014	304	240(79.0)	54.6	45.6	Primary
	772	431(55.8)	70.8	29.2	Secondary
January 16 – February 14 2014	346	301(87.0)	51.5	48.5	Primary
	1068	604(56.6)	56.8	43.5	Secondary
February 16 – March 14 2014	350	303(86.5)	51.5	48.5	Primary
	1014	578(57.0)	53.5	46.5	Secondary
March 16 – April 15 2014	354	309 (87.3)	50.5	49.5	Primary
	1033	623 (60.3)	49.3	50.7	Secondary

## Evaluation Findings

### Evaluation of the First Round Recommendations

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#### *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 which include:

- 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.

*Finding – more coordinators and facilitators were engaged and training took place. The issues of payments still remained and significantly more challenges emerged with respect to space for program activities and complaints from students of being hungry during the period of implementation. No efforts were made to increase office space for the program staff and or provide year-round compensation as per their recommendation.*

#### *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 established systems that support and strengthen this connection.

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

*Finding – some aspects of collaboration were noted and reported. However, there is still visible compartmentalization of the program. EASP activities are separated from school activities. The only visible linkage in some cases is that teachers from the sites are facilitators of the afterschool activities.*

### ***Professional Development***

Sufficient quality professional development is necessary for all after- school staff, especially at the instructor level. It is critical for all program staff to have an opportunity for 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 family’s face, afterschool leaders should continue to include parental 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.

*Finding- the program facilitator and coordinators indicated in the key informant interview that low parental involvement continues to be a major challenge for the program. Parents seem dis-interested in participating in activities or even making time to sit and dialogue with facilitators or coordinators about how their children are doing, or the challenges that they may be posing (discipline wise).*

### ***Program Evaluation***

The contributions of effective internal and external evaluations must not be overlooked. Equally of importance 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.

*Finding - funding was made available for a second-round evaluation. However, efforts still need to be made to have systematic evaluation. Program staff needs to be trained/sensitized to basic evaluation techniques that can be incorporated into their program activities and thus make the process evaluation more meaningful to the program outcomes.*

## Second Round Evaluation

### Summary Findings, Overall Conclusions and Recommendations

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#### Training done since the last evaluation

- First aid/CPR
- Darkness to light
- Classroom management - math revision for instructors
- Second step - bullying
- Talking about touching
- Restorative justice training (identified but not yet done)

#### EASP Staff Training - Second Round Implementation

Programme Locations	Total	First aid	7-Steps	2 <sup>nd</sup> Step	Toucing
EASP Office	3	1	3	1	1
Bodden Town Primary Programme	7	3	6	2	1
Cayman Brac Programme	2	2	0	0	0
Clifton Hunter High Programme	8	2	8	2	2
George Town Primary Programme	3	2	3	0	0
John Gray High Programme	9	5	3	0	2
North Side Primary Programme	4	2	3	1	2
Red Bay Project	5	3	5	2	2
RCIPS/MEFSE Skate Club	3	3	3	0	0
Sir John A. Cumber Primary Programme	5	2	5	1	1
<b>Total</b>	<b>49</b>	<b>26</b>	<b>39</b>	<b>9</b>	<b>11</b>

#### Overall Percentage Trained in each Category

Key:		# trained	Percent
First Aid/CPR	Provision of initial care for an illness or injury	26	53.06
Seven Steps	Identified Sexual Abuse Curriculum	39	79.59
Second Step	Violence Prevention Curriculum	9	18.37
Talking About Touching	Personal Safety Curriculum	11	22.45

### **New programs since first evaluation (Year 2 New Programs)**

1. Studio
2. Gardening club (primary school – St John Cumber and Northside Edna Moyle Primary School)
3. Videography and photography – high school
4. Gymnastics (CHHS school)
5. Grassroots footballs (primary schools)
6. Video game club – primary school
7. Single mother programme

*Note: No new sites were established in Year 2*

### **What were the barriers to participation and challenges in general?**

- Food. It goes beyond needing snacks for the programmes... many students need lunch/dinner and if the program can provide food vouchers for the students to get a basic meal sometime just before the program or during the program it would aid participation.
- Effective participation is hampered by what can be described as in-fighting among family units (parents, whose responsibility is it to pick up kids?)-- causes delays in pickup and prolonged abuse meted out to coordinators or instructors
- Although there are MOUs in place with the school to make classrooms available for the program this is a major challenge --- the non-classroom based activities are not so much of a problem - teachers often complain that student interfere with the things in the classrooms
- Transportation - more manageable this year but still challenging... a more robust means of contracting for this service must be worked out
- Some kids are on the “at risk register” so early intervention and parental involvement should be mandatory
- Instructors – there are lots of complaints with respect to wearing uniforms and late disbursement of funds – this equates to disgruntled staff

### **Program needs**

- Men mentorship - look for opportunities with the private sector -- make up a checklist and assign a coordinator each month to find mentors
- School year program versus a one year program (a full year program will keep coordinators and program staff employed for a year versus the present arrangement of nine months. There are lots of preparations to be done for the new program cycle as well as administrative things to clear up and this is done without compensation to staff during the three-month break between implementation

- Additional space for the office and program activities is urgently needed if the program is to be effective in its delivery

### **What worked in year two?**

1. Ability to meet the needs of the clients (new program activities)
2. Very receptive parents and students to the new activities –about 95% were happy
3. A budget was in place to provide new games
4. RCIP involvement -- they provide mentoring and lend diversity to the activities
5. The new grassroots programme which cater for both males and females - students are provided with a kit and they participate in inter-school and inter-age competitions

### **Suggested Recommendations:**

1. Staff needed – another administrative officer for the front desk to interact with the public
2. Online enrollment or enrollment at the end of year fair
3. Possibility of adding a new site – Savannah primary school
4. Evaluation report should be presented to the wider community (teachers, parents, students, ministry reps, donors and other interested stakeholders)
5. More activities/ games specifically for girls are needed
6. Provision of vouchers for food – provided for in the budget as a programme expenditure
7. Introduction of a literacy programme – conceptualized as a life-long skill, Since it is recognized that readability is a major problem, there is need for a structured reading programme for those that will benefit the most.
8. Need to look for ways that the programme can facilitate more family visits (travelling incentives, special part of the programme funded for family visits)
9. Parents should be asked to pay for registration in the secondary schools
10. Introduction of a report card system to keep parents in touch with the progress of their children participation in the program (how many activities hours completed, absence, need for motivation or not, record of parents participation in specific activities, etc.)
11. Need a program policy decision with respect to kids participation who are on medications (disruptive and uncontrollable)



12. A more robust means of contracting for transportation service must be worked out
13. Write a five year strategic plan – buy some buses – look at the efficiency of scales – or get a flat rate.
14. Literacy program needed based on assessment done by EASP staff, in conjunction with teachers, among the participating schools
15. Responsible Ministry should consider providing bridging funds to the program – in the form of a cushion for one month to ease the frustration of late payment – you will always be a month advanced. Late payment is one very challenging issue for the program and its facilitators.

## Further Evaluation Findings

### Government Primary School Program Survey Findings (n-201)

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

	Freq (%)		Freq (%)
<b>School Attended (Primary School)</b>		<b>Gender of Students</b>	
Bodden Town	25 (12.4)	Female	95 (47.3)
East End	-	Male	99 (49.3)
George Town	33 (16.4)		
Sir John A Cumber	50 (24.9)	<b>District Students Live</b>	
North Side	39 (19.4)	Bodden Town	31 (15.4)
Prospect	3 (1.5)	George Town	53 (26.4)
Red Bay	32 (15.9)	North Side	40 (19.9)
Savannah	3 (1.4)	West Bay	53 (26.4)
Creek	6 (3.0)	Cayman Brac	15 (7.5)
Spot Bay	2 (1.0)		
West End	7 (3.5)	<b>Source of Information</b>	
		School	103 (51.2)
<b>Grade of Students</b>		Newspaper	1 (0.5)
Kindergarten	4 (2.0)	Friend	25 (12.4)
Grade 1	14 (7.0)	Parent	52 (25.9)
Grade 2	22 (10.9)		
Grade 3	47 (23.4)	<b>Use of the Bus</b>	
Grade 4	39 (19.4)	Ride the bus home (Yes)	27 (13.4)
Grade 5	30 (14.9)	Ride the bus home (No)	168 (83.6)
Grade 6	43 (21.4)		

Tables 1 and 2 present the demographic distributions for the Primary School Survey findings. There were about the same number of males compared to females. Most students were from North Side Primary School and Sir John A Cumber Primary School; and from the districts of George Town and West Bay. Some 7.5% were from the island of Cayman Brac. Grades 3 through 6 had a higher proportional representation than the lower grades (kindergarten through grade2).

Most students indicated getting information about the program from their school (51.2%). 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” (13.4%) – 15 boys and 12 girls.

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

	Boy	Girl		Boy	Girl
<b>District Students Live</b>			<b>School Attended</b>		
Bodden Town	19	21	Bodden Town	14	10
East End	2	2	East End	-	-
George Town	28	22	George Town	14	10
North Side	17	22	Sir John A Cumber	20	27
West Bay	21	29	North Side	18	20
Cayman Brac	10	5	Prospect	3	0
			Red Bay	16	16
<b>Grade of Students</b>			Savannah	3	0
Kindergarten	2	2	Creek	4	2
Grade 1	6	8	Spot Bay	2	0
Grade 2	8	13	West End	4	3
Grade 3	27	19			
Grade 4	20	19	<b>Use of the Bus</b>		
Grade 5	10	18	Ride the bus home (Yes)	15	12
Grade 6	25	16	Ride the bus home (No)	81	82

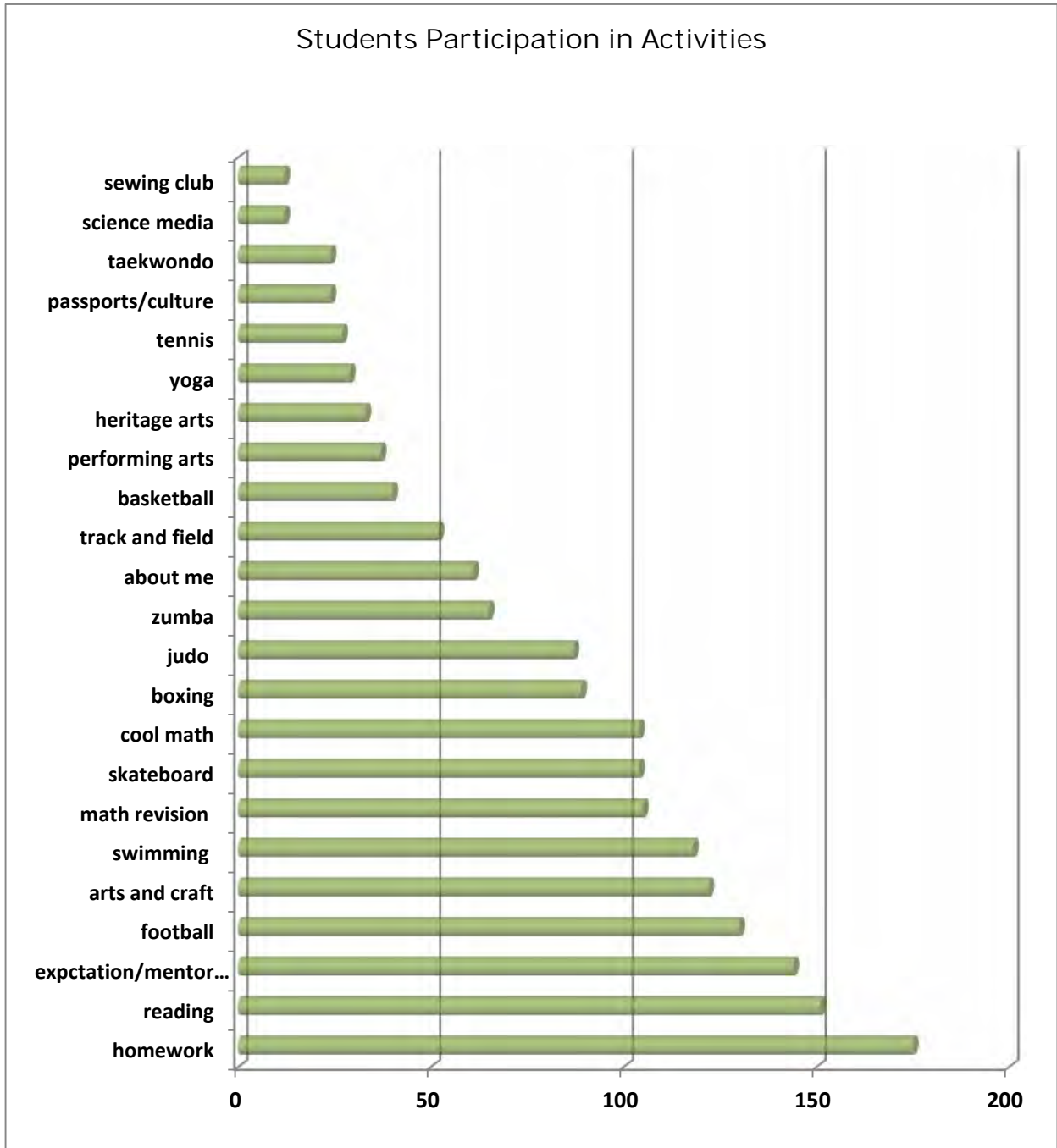
### Activities

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

Activity	Freq (%)	Activity	Freq (%)
Expectations /mentoring	144 (71.6)	Judo	87 (43.3)
Tennis	27 (13.4)	About me	61 (30.3)
Skateboard	104 (51.7)	Passport/culture	24 (11.9)
Performing arts	37 (18.4)	Science media/mania	12 (6.0)
Football	130 (64.7)	Sewing club	12 (6.0)
Zumba	65 (32.3)	Track and field	52 (25.9)
Basketball	40 (19.9)	Heritage arts	33 (16.4)
Reading	151 (75.1)	Swimming	118 (53.7)
Homework	175 (87.1)	Boxing	89 (44.3)
Math revision	105 (52.2)	Arts and craft	122 (60.7)
Taekwondo	24 (11.9)	Cool math	104 (51.7)
Yoga	29 (14.4)		

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From table 3 above, there were 13 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, mentoring, football, swimming and skateboard. The least popular activities were the sewing club and science media (12 participants each). For all other activities, 24 or more students participated.



When asked if they would participate in the activity again, nine of every ten students (95.6%) said yes while only 3.3% said no. About one-fifth (22.4% or 45 students) of the students were participating in the programme for the first time – 44% of boys and 56% of girls.

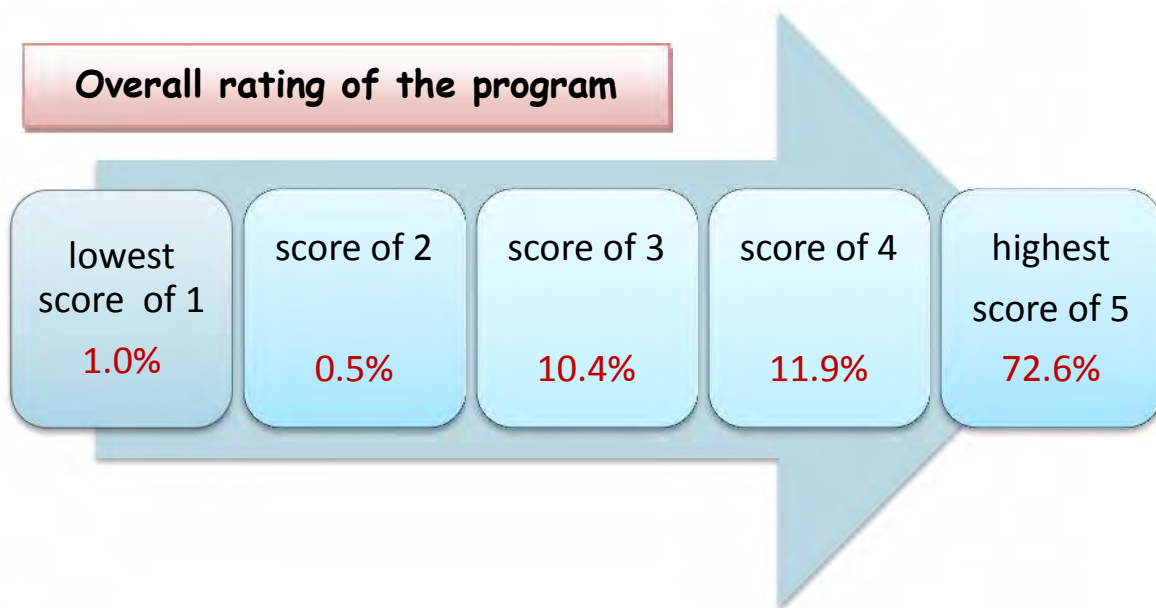
*What other activities would you like to participate in?* – Computer club was the most prevalent response followed by video games. Other activities that were suggested included dance and gymnastics.

- Video games (104 responses)
- **Computer club (121 responses)**
- Music club (74 responses)
- Board games (60 responses)
- Catboat club (44 responses)
- Garden club (68 responses)

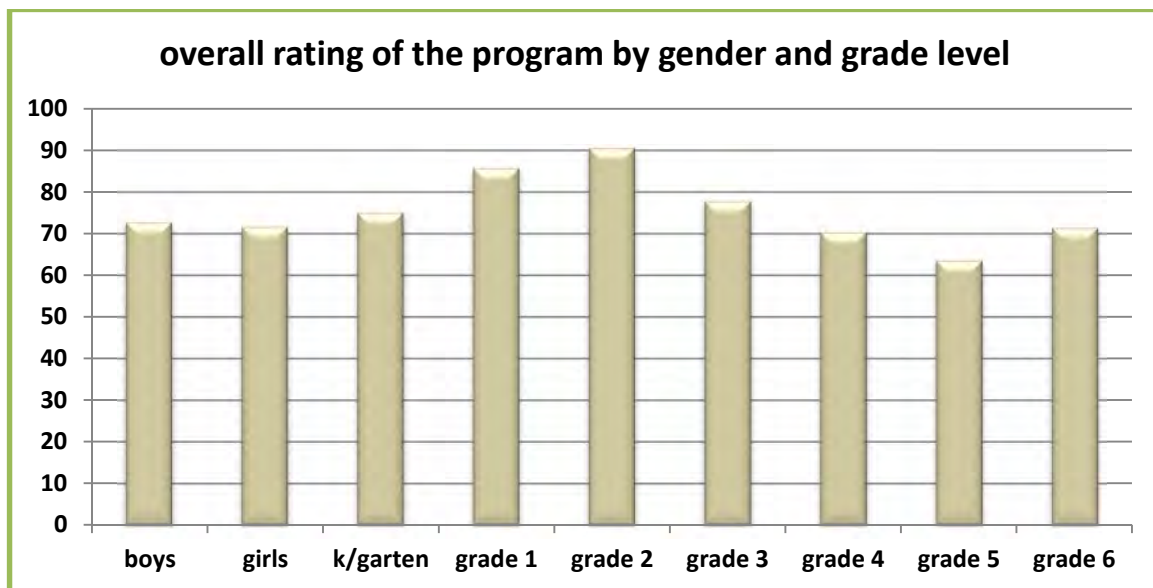


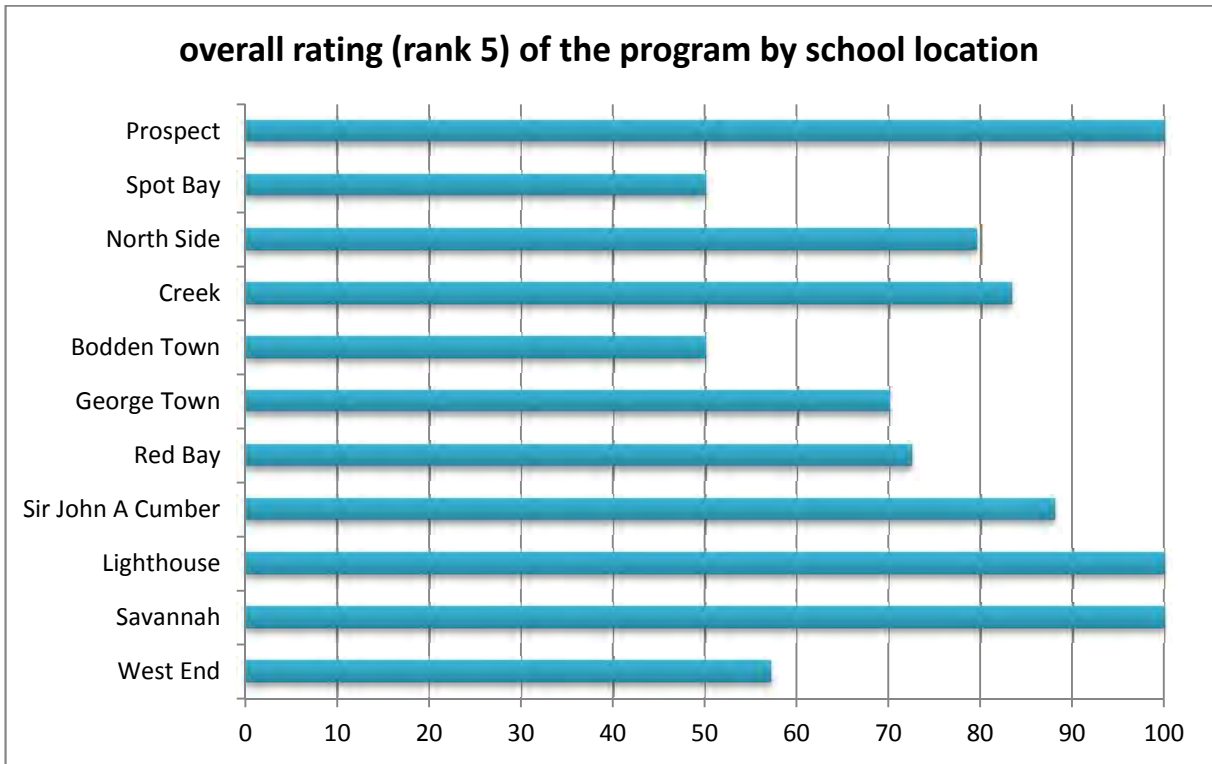
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For the most part students expressed a positive attitude towards their facilitators. For most traits, 70% or more of the responses were positive (yes, definitely). “My facilitator makes me feel important” was the only ‘trait’ where less than 70% of respondents indicated a ‘yes definitely’ agreement.



Just over seven of every ten students (72.6%) rated the program at the highest score – 72.7% of boys and 71.6% of girls.





## Parent Questionnaire Summary Findings (n=46)

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### Strengths

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

- 87% of parents were satisfied with the overall performance of the program
- 84% felt it was beneficial
- 78% said it met or surpassed their expectations
- 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
- They feel welcomed to visit the program
- The coordinator and program leaders maintain good discipline among the students during program activities

### 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
- 13% felt that the program did not keep them informed about their child's successes and difficulties, one-fifth did not give an opinion
- The program does not give adequate attention to values. Only 56.5% disagreed and a further 24% did not give an opinion.
- About 17% noted that there was not special events for families



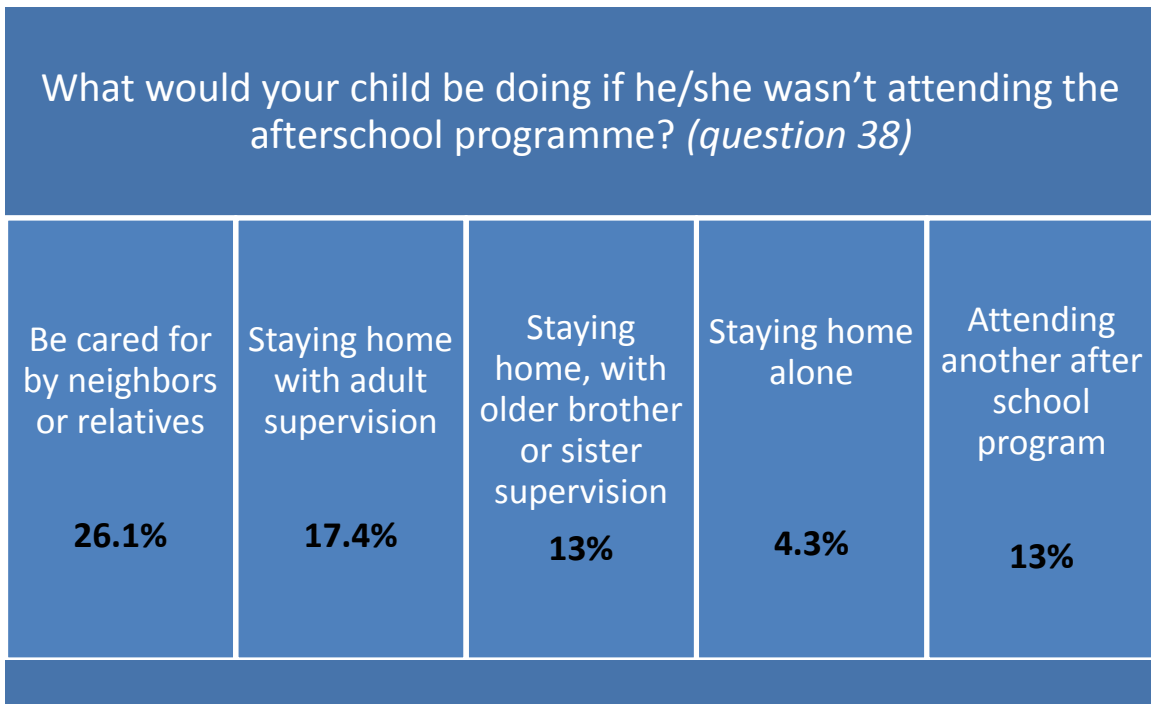
Table 1 (parent): Percentage Responses to Parent Survey Questionnaire

	<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.	50.0	41.3	4.3	-	2.2
2. The Program is a safe place for my child to work, learn and have fun.	54.3	39.1	4.3	-	-
3. The hours of the Program does not meet my needs.	4.3	2.2	45.7	39.1	4.3
4. The Program staff maintains open communication with me.	47.8	39.1	2.2	-	-
4a. They provide me with adequate information about my child and program activities.	43.5	43.5	6.5	2.2	2.2
5. The Program rules and policies have not been clearly communicated to me.	2.2	6.5	41.3	34.8	10.9
6. The program staff has provided helpful information about, and referrals to other services when my family has needed them.	19.6	41.3	6.5	-	28.3
7. I feel welcome to visit the program.	54.3	37.0	-	2.2	2.2
8. The program leader does not recognizes my child's needs.	4.3	2.2	43.5	43.5	4.3
9. The Program has helped my child develop analytical skills and to think in an organized manner.	28.3	47.8	6.5	-	10.9
10. There is not adequate supervision provided in the Program.	-	8.7	47.8	37.0	2.2
11. The Program has helped my child do better in school.	26.1	54.3	4.3	-	6.5
12. I am satisfied with the instruction and activities provided to my child by the Program.	45.7	45.7	-	-	4.3
13. My child's program leader has good classroom and behavior management skills.	50.0	41.3	2.2	-	4.3
14. The coordinator and program leaders maintain good discipline among the students during program activities.	45.7	41.3	-	-	8.7
15. My child usually does not enjoy the time he/she spends in the Program.	6.5	4.3	37.0	50.0	2.2
16. The facility seems safe and secure.	43.5	52.2	2.2	-	-

EASP Evaluation Report for September 2013 through April 2014

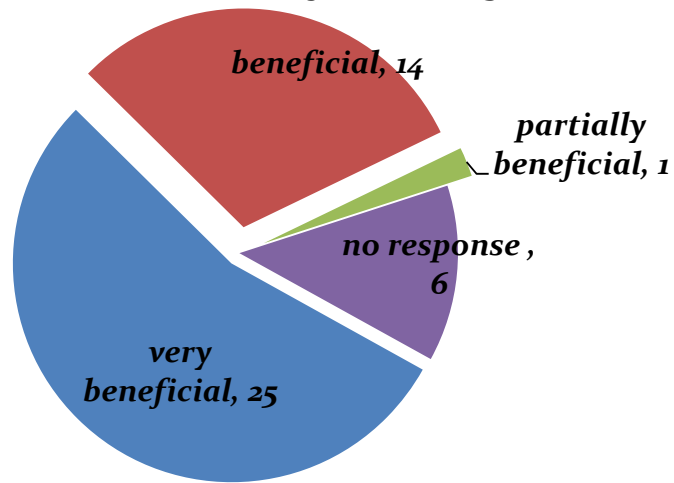
17. The facility is not clean.	-	-	47.8	50.0	-
18. The site coordinator recognizes me when I visit the Program and at activities or events.	50.0	45.7	2.2	-	-
19. The coordinator does a good job of getting resources, trainers and teambuilding with staff.	39.1	41.3	-	-	17.4
20. I am unable to help out or volunteer in the Program.	6.5	43.5	19.6	4.3	23.9
21. The staff seem to like and respect my child.	52.2	45.7	-	-	-
22. My child is learning how to get along with other children.	34.8	60.9	2.2	-	2.2
23. There is not sufficient staff to provide my child with needed attention.	6.5	6.5	50.0	23.9	8.7
24. The program help my child to get their homework done	28.3	56.5	8.7	-	-
25. My child does not get enough recreation and exercise during the program day.	-	4.3	47.8	37.0	6.5
26. The program is motivating my child to learn.	37.0	43.5	2.2	-	10.9
27. My child is getting help with reading.	28.3	43.5	4.3	-	13.0
28. My child is getting help with math.	21.7	50.0	4.3	-	8.7
29. The program does not give adequate attention to values.	4.3	4.3	26.1	30.4	23.9
30. My child is learning how to follow rules.	26.1	56.5	2.2	-	6.5
31. The staff discusses my child's growth and behavior in helpful ways.	30.4	28.3	8.7	8.7	17.4
32. The program does not keep me informed about my child's successes and difficulties.	4.3	8.7	34.8	15.5	19.6
33. There are no special events for families.	4.3	13.0	34.8	15.2	19.6
34. I am satisfied with the transportation provided.	30.4	34.8	2.2	-	19.6
35. I feel free to share my ideas about the program and its policies.	28.3	54.3	2.2	2.2	4.3

<b>36. I am satisfied with the overall performance of the after-school staff.</b>	45.7	41.3	2.2	2.2	2.2
<b>37. The cost of the program is reasonable for the services provided.</b>	52.2	34.8	-	-	4.3



Additional after school options: Light of the World Christian Church program (1) , stay at my work place (3)

### Overall Assessment of the Program



#### I have lived in this community for:

- < one year (-)
- 1-2 years (8.7%)
- 3-5 years (17.4%)
- 6-10 years (17.4%)
- 11+ years (41.3%)

#### My child has been in the program for:

- < one year (10.9%)
- 1 years (41.3%)
- 2 years (34.8%)
- 3 + years (-)

#### The program has met or surpassed my expectations

- Agree (78.3%)
- Not sure (6.5%)
- Disagree (2.2%)
- no response (13%)

<i>What things do you like about the program(question 39)</i>	
Activities	The coordinator is always smiling
All things	They learn to appreciate each other
Better supervision	Activities
Child is helped with homework	Cost
Cost	Engages in physical activities
Fee	Fun activities
Good structure	Give computer lessons
Hours	It's very beneficial
I like the discipline	Judo table tennis
I'm glad they came with the idea cause most parents have to work late	Location of programme
Improvement in school work	My kid enjoy the programme
It is safe and productive to the children	Pays more attention
It's convenient because of job	Pick up time is very convenient
Its efficient and very helpful	Read more
My child is in familiar place	She is more discipline
My child is learning a lot	The cost is reasonable
My children are in safe place	The program is not overcrowded
Raven is more focus	They don't want to leave
Take care of my kids	Time give
The children are safe	To respect others
The programme teachers sharing	We as parents are happy to know the EASP is teaching computer programmes
The teaching	The time frame
The time being able to collect my son at 6pm is helpful	Variety of activities

<i>Changes you would like to see in the program (question 40)</i>	
More staff	More parents involvement
Communication	More supplies for activities
Extend into the summer	More transportation
Filtering of volunteers	Notify change in staff
I would like no parents to go	Parent to come and assist
I would like to see more homework assistance done	Provide counselling for parent
More help with reading	More volunteers
More homework done	More off campus activities
More parents involved	Separation of trouble children
More staff	Spend more time reading
	Summer school

## Government High School Program Survey Findings (n-188)

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

	Percent		Percent
<b>Gender of Students</b>		<b>District Students Live</b>	
Female	54.8	Bodden Town	31.4
Male	39.9	East End	4.8
		George Town	33.5
<b>School Attended</b>		North Side	6.9
John Gray High School	57.4	West Bay	22.3
Clifton Hunter High School	40.4	Cayman Brac	0.5
Cayman Further Education Centre	0.5		
		<b>Source of Information</b>	
<b>Grade of Students</b>		School	74.5
7 <sup>th</sup> grade	28.7	Friend	14.9
8 <sup>th</sup> grade	40.4	Combination of responses	10.6
9 <sup>th</sup> grade	17.0		
10 <sup>th</sup> grade	9.0	<b>Use of the Bus</b>	
11 <sup>th</sup> grade	3.7	Ride the bus home (Yes)	79.3
12 <sup>th</sup> grade	0.5	Ride the bus home (No)	12.8
		No Response	8.0

Tables 1 and 2 present the demographic distributions for the High School Survey findings. A little more than half of respondents were female and about one in every four male. Ten students did not indicate their gender. Most students were from John Gray High School (57.4%) and were from the districts of Bodden Town (31.4%) and George Town (33.5%). Most students were in 8<sup>th</sup> grade (40.4%) followed by students in 7<sup>th</sup> grade (28.7%) and 9<sup>th</sup> grade (17%). Few students were in 11<sup>th</sup> grade (7 students) and even fewer in 12<sup>th</sup> grade (1 student).

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 friend and school, school and parent, internet and parent, etc.

About 80% or one out of every eight students that responded indicated “riding the bus to their home” – 38.3% were females and 56.4% were males.

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

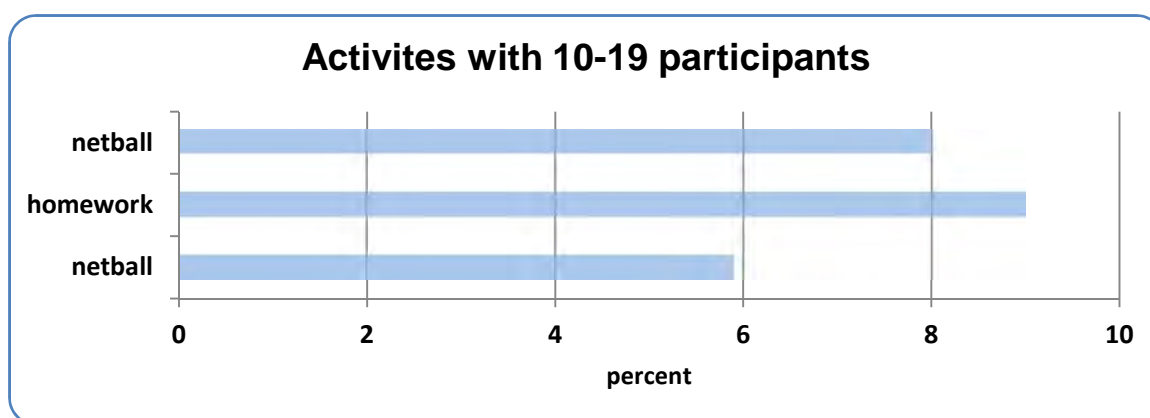
	Freq	
	Female	Male
<b>School Attended</b>		
John Gray High School	45	59
Clifton Hunter High School	29	42
<b>Grade of Students</b>		
7 <sup>th</sup> grade	27	20
8 <sup>th</sup> grade	22	54
9 <sup>th</sup> grade	17	12
10 <sup>th</sup> grade	8	9
11 <sup>th</sup> grade	1	6
12 <sup>th</sup> grade	0	1
<b>District Students Live</b>		
Bodden Town	25	29
East End	4	3
George Town	28	34
North Side	4	9
West Bay	14	26
Cayman Brac	0	1
<b>Use of the Bus</b>		
Ride the bus home (Yes)	57	84
Ride the bus home (No)	13	11

### Activities

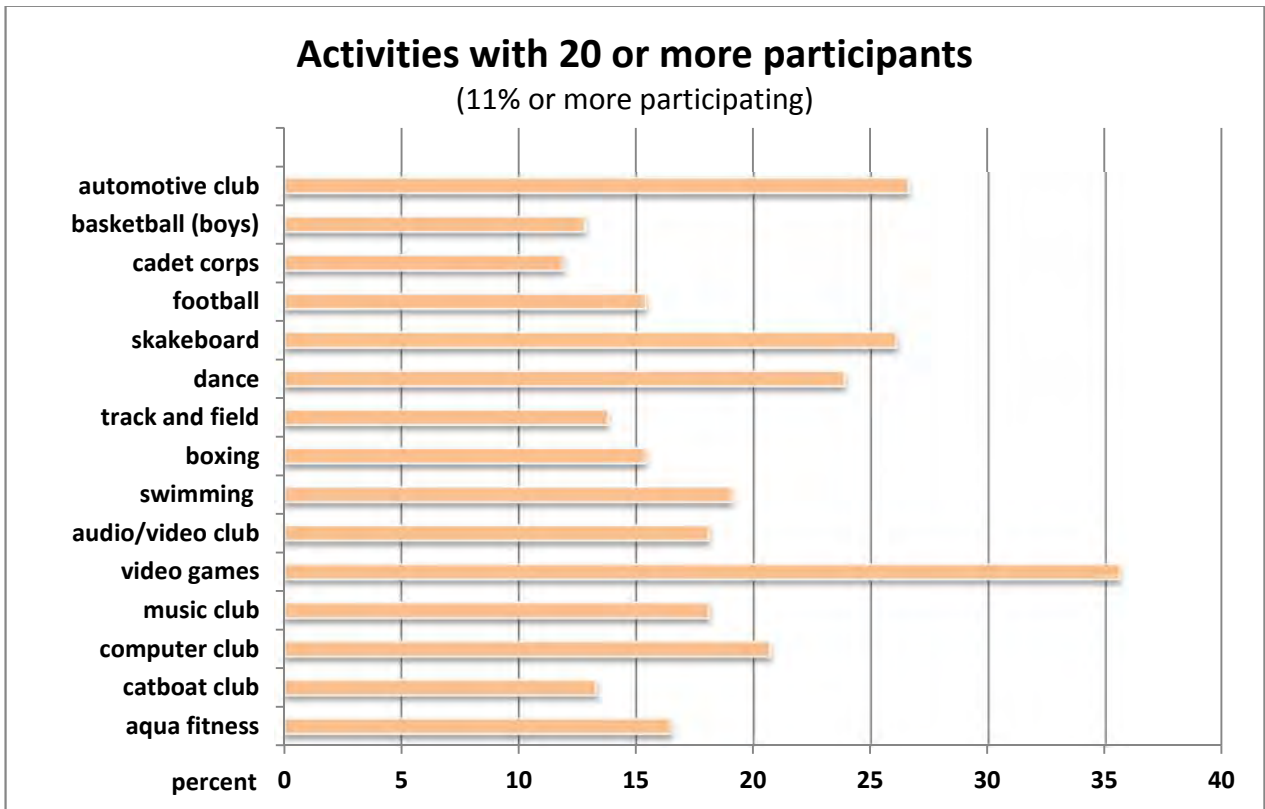
From table 3 below, there were 15 activities that 20 or more students participated in (i.e. 11% or more students participated in these activities). The most prevalent (popular) activities were the automotive club, dance, football, swimming, audio/video club computer club and aqua fitness. Chart 1 presents the information graphically for those activities where 20 or more students participated. Chart 2 presents activities with 10 to 19 participants.

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

Activity	%	Activity	%	Activity	%
Automotive Club	26.6	March Band	1.1	Audio/Video Club	18.1
Basketball (boys)	12.8	Taekwondo (Martial Arts)	1.1	Archery Club	-
Basketball (girls)	5.9	Netball	8.0	National Wind Ensemble	-
Boxing	15.4	Power Lifting	-	Table Tennis	2.1
Cadet Corps	11.7	Sailing	1.1	Dance/Performing Arts	4.8
Cricket	1.6	Scuba Club	-	Flight Club	3.7
Dance	23.9	Skateboard Club	26.1	Heritage Drumming	4.9
Football	15.4	Squash	0.5	Volleyball	0.5
GEMS (Girls Group)	4.3	Swimming	19.1	Yoga	3.7
Homework/Tutoring	9.0	Tennis	0.5	Capoeira	-
Learn to Dive	-	Track & Field	13.8	Career and Advice	-
Aqua Fitness	16.5	Board Games	4.3	Catboat Club	13.3
Computer Club	20.7	Music Club	18.1	Video Games	35.6
Garden Club	8.0				







Students were asked if they would participate in the activity again, 96.3% said yes, 1.1% said no and 2.7% did not respond. For those who indicated yes they will do it again - 40.3% were females and 54.7% males.

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.	54.8	21.8	15.4	3.2	2.1	2.7
b) My facilitator cares about me and treats me well.	53.2	19.7	13.8	6.4	2.1	4.8
c) My facilitator makes me feel important.	40.4	21.3	18.6	7.4	8.0	4.3
d) My facilitator knows when I am upset.	45.2	12.2	17.6	6.4	10.6	8.0
e) My facilitator gives me good advice.	55.9	17.0	12.8	5.3	2.7	6.4
f) I like talking to my facilitator because my facilitator understands what I'm saying.	45.2	18.1	16.5	6.9	8.0	5.3
g) My facilitator helps me set expectations and goals.	56.9	18.1	10.6	4.8	4.8	4.8

A small proportion of students did not respond to the questions with regards to their perception of the facilitator – some 2.7-8% of students. On average, just about 68.5% of the responses were in the confidence zone (very true/mostly true) with regards the statements that were asked to solicit their responses. Students perception overall was very positive and displayed reasonable high levels of confidence in their facilitators.

*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.*

Have yoga

Nothing

Add in practical things

Add more programs

Add more time to the after

Be nicer

Better clubs

Bring food

By been respective

By changing the days

By coming alot to practices

By doing good

By give us free food

By giving away food and having

By giving them materials

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By giving us more work	Getting better wardens	More technologies and food
By having more children join	Have more activities	More time
By having swimming for JGHC	Have more activities	More time to state
By informing us about hall	Have more videogames or more	Nothing it is perfect
By keeping the go carts working	Having free afterschool snack	Nothing to say at all
By kicking out people who cant beh:	I cant	Open the bathrooms
By more people coming	I dong know	Order free food
By not having so much argument	I don't know	Order more food
By not having the supervisors	I think it is perfect keep	Provide more hands on activities
By practicing to get better	I think that the program is ok	Provide food
By providing food please	Indoor basketball court	Provide food us please
By providing snacks	It don't need to be improved	Providing food
Do more activities	It is good enough but you need	Providing more equipment
Do more driving than fixing	It would improve dance if we	They change the ways they
Food and drinks	Its fine	They should have water
Food water	Its good but you could provide	To make more stuff
Free food	Its perfect to me	Train more
Free food and free games	Make it more fun and not so	Very good
Free food and free prizes	Make there be food	We can improve the program
Free food and get yoga	Make us have water and other	With food and drinks
Free food and yoga classes	More activities	You can have more activities
Free food fun day	More children should be invite	You should provide food after
Get better teachers	More children should come	You should provide food
Get food for us more technology	More food	
Get things done right and	More food please	
Get water for us	More free time	

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

I don't know	At west bay school field	Getting fat sleeping studying
At home chilling	Basketball	Go home
Play games	Be home or out	Go home an play game
Playing video games	Being home eating watching tv	Going home
Aqua fitness	Dance	Going home
At home	Dance or gems	Going home and doing homework
At home with my mom or at west	Football	Going home and sell
At home with mother	Football and game club	Going home early on the school
At home with mother or helper	Football out school	Going home playing basketball

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Going to study	Staying home
Going to what tv or doing	Staying home walking around
Home	Staying home doing homework
Home on my ipod	Swimming
Homeeork	Swimming club and archery club
Homework	Track and field
I dont know	Video game club
I will be doing swimming video	Walk around
I would be at home	Walking around
I would be at home sleeping in	Walking up and down
I would be doing nothing	Walkup in down the school
I would be going home	Watching television
I would be home	Well i would be helping kids
I would be home playing games	Playing around
I would be playing my xbox360	Playing football
I would go home	Playing games
Library	Playing mine-craft
Listening to music playing	Playing Xbox 360
More than likely something bad	Practice kids to modeling
Netball	Probably track and field
Nothing	Riding bike
Nothing but studding	Running
Nothing i would go home	Sitting down walking around
Nothing or catch the bus to go	Sleep
Sleeping	Sleep
Sleeping at home	
Staying at home playing games	

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

EASP is a good thing
Get free food
Awesome
Foolishness
Free snacks juice and at least
Good
Homework and tutorial
I do not have any other comment
I don't have any other comments
I like the afterschool program
I think its a good use of time
It is fun
It is fun but they need to
It is great
It is really fun
It is very good
It is very good thank you
It ok
It's a good programme
It's alright
Its fun

Its fun and you can learn alot
Its good
Its ok I love it here
Its okay
Need nicer teachers or coaches
Nicer teachers
No comments
No comments needed
Nothing
Should do something to
Sorry but there is no more
Staying after school is fun
The extended program is fun
The food we need
The program keeps me out of
They need to provide
This program has been very
This program is very helpful
Very good keep it up
We need free food
You guys have done a lot

Appendix - Highlighting the Garden Club Program (One of the new programs)

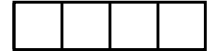




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Appendices - Survey Instruments





## Government Primary Extended Afterschool Programme Survey

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

Is this the first time you have enrolled in the After School Programme?  Yes  No

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?
- Kindergarten
  - Grade 1
  - Grade 2
  - Grade 3
  - Grade 4
  - Grade 5
  - Grade 6

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







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

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





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

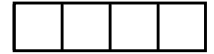
f) I like talking to my facilitator because my facilitator understands what I'm saying.			
g) My facilitator helps me set expectations and goals.			

12. On a scale of one to five - five being 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.

Is this the first time you have enrolled in the After School Programme?  Yes  No

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. Do you ride the bus to your home?  Yes  No

7. Which after school activities did you participate in this

- |  |  |   |
|--|--|---|
| <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               |







## 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".

Has your child(ren) participated in any After School Programs before?  Yes  No

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

Continue...







