

BEYOND 3:30: A MULTI-PURPOSE AFTER-SCHOOL PROGRAM FOR INNER-CITY MIDDLE SCHOOLS, PHASE III EVALUATION



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PHASE III EVALUATION***

November 2014

Prepared by:

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Sarah Walter**

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	Pg. 1
INTRODUCTION	Pg. 3
Background	Pg. 3
Focus of Study	Pg. 3
Data Collection Methods	Pg. 4
Qualitative Data Collection	Pg. 4
Quantitative Data Sources	Pg.5
PROGRAM OVERVIEW.....	Pg. 6
Rational for Establishing and Expanding B3:30	Pg. 6
Lack of Adult Supervision and Productive Activities After School.....	Pg. 6
Lack of Safety in the Neighbourhoods.....	Pg. 7
PROGRAM SITES	Pg. 8
PROGRAM PARTICIPANTS.....	Pg. 8
PROGRAM COMPONENTS.....	Pg. 10
HOMEWORK CLUB	Pg. 11
Before and Outside the Program.....	Pg. 11
Varying Levels of Academic Performance	Pg. 11
Lack of Homework Help at Home	Pg. 11
Difficulty Seeking Homework Help at School	Pg. 12
Inconsistent Homework Habits.....	Pg. 12
Negative Attitudes Towards Homework	Pg. 13
During the Program	Pg. 13
Homework Help from Program Staff	Pg. 13
Effective Approaches Used by Program Staff	Pg. 14
Peer Support	Pg. 14
A Conducive Environment for Homework Completion	Pg. 15
Maintaining Academic Focus	Pg. 16
After the Program (Direct Impacts)	Pg. 16
Enhanced Homework Habits and Motivation.....	Pg. 17
Improved Academic Performance	Pg. 17
NUTRITION/JUNIOR CHEF’S CLUB	Pg. 19
Before and Outside the Program.....	Pg. 19
Knowledge of Nutrition and Eating Habits	Pg. 19
Kitchen Skills	Pg. 19

Food Provision	Pg. 19
During the Program	Pg. 20
Becoming Interested In and Familiar with Food Preparation	Pg. 20
Learning About Different Recipes	Pg. 21
Motivational Strategies Used by Program Staff	Pg. 22
Fostering Nutritious Eating Habits	Pg. 22
Meeting Students' Dietary Needs	Pg. 23
After the Program (Direct Impacts)	Pg. 24
Better Knowledge About Nutrition and Making Healthier Food Choices	Pg. 24
Ability to Prepare Meals	Pg. 25
SPORTS AND RECREATION	Pg. 26
Before and Outside the Program	Pg. 26
Lack of Opportunities for Sports and Recreation	Pg. 26
Mixed Attitudes Towards Gym Class	Pg. 26
During the Program	Pg. 27
Enjoyment in Physical Activity	Pg. 27
Staying Engaged in Physical Activities	Pg. 27
Trying New Physical Activities	Pg. 28
Getting Help with Sports and Recreation	Pg. 28
After the Program (Direct Impacts)	Pg. 29
Increased Interest in Sports and Physical Activity	Pg. 29
Improved Physical Fitness	Pg. 30
ADDITIONAL ENRICHMENT ACTIVITIES	Pg. 32
Club Activities	Pg. 32
Book Club	Pg. 32
Boys' and Girls' Clubs	Pg. 33
"Question of the Day"	Pg. 35
Life Skills Training	Pg. 36
Babysitting Club	Pg. 36
Live and Earn Workshops	Pg. 37
Recreational Activities	Pg. 38
Community Dinners	Pg. 39
Combined Impacts	Pg. 41
SPIN-OFF BENEFITS	Pg. 42
Peer Relationships	Pg. 43
Before the Program	Pg. 43
During the Program	Pg. 44
After the Program	Pg. 45
Expanded Social Circle	Pg. 45
Increased Confidence and Stronger Communication Skills	Pg. 45

Increased Feelings of Acceptance, Belonging and Support from Peers	Pg. 46
Relationships with Program Staff	Pg. 47
Before the Program	Pg. 47
During the Program	Pg. 47
The Time and Atmosphere Offered by the Program	Pg. 48
Confidentiality	Pg. 48
Someone They Could Relate to Because of Age, Gender and/or Cultural Identity	Pg. 48
Caring and Supportive Attitudes of Program Staff	Pg. 48
Program Staff as Positive Role Models and Mentors	Pg. 49
After the Program	Pg. 50
Social Development	Pg. 50
Increased Social and Communication Skills	Pg. 50
Stronger Conflict-resolution Abilities	Pg. 51
Developing More Empathy and Compassion for Others	Pg. 52
Capacity to Lead and Model Good Behaviour for Others	Pg. 52
Emotional Well-being	Pg. 53
Feeling Happier	Pg. 53
Increased Self-esteem and Confidence	Pg. 55
Receiving Emotional Support from Peers and Adults	Pg. 56
Increased Resiliency Especially for Those Facing Adverse Life Situations	Pg. 57
Increased School Engagement	Pg. 58
Increased Engagement in School Activities	Pg. 58
Increased School Attendance and Enjoyment	Pg. 59
Family Dynamics	Pg. 60
Increased Communication between Parents and Participants	Pg. 60
Reduced Stress Related to Homework	Pg. 61
Decrease in Their Child's Excess Energy or Boredom	Pg. 61
Change in Participants' Attitude Towards Their Family	Pg. 61
More Helpful	Pg. 62
More Mature	Pg. 62
Kinder to Siblings	Pg. 62
Greater Ability to Spend Quality Time Together	Pg. 62
LONG-TERM EFFECTS	Pg. 64
CONDITIONS FOR GREATER PROGRAM EFFECTIVENESS	Pg. 66
1. Program Staff	Pg. 66
Staff Support at Each Site	Pg. 66
Staff Turnover Rate	Pg. 66
More Professional Development and Training	Pg. 67
2. Program Materials	Pg. 67
Access to Computers	Pg. 67

Funds for Junior Chefs' Club	Pg. 67
3. Program Space	Pg. 68
Conducting the Program Outside of School Space	Pg. 68
Having Their Own Space within the School	Pg. 68
4. Program Components	Pg. 68
Offering More Short Program Options (e.g., arts, languages, etc.).....	Pg. 68
Training for Parents	Pg. 69
5. Creating More Collaborative Relationships between School and B3:30 Staff ...	Pg. 69
6. Extending Program Hours	Pg. 70

CONCLUSION AND FURTHER RESEARCH	Pg. 71
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FIGURES

Figure 1: Family Background of B3:30 Participants in 2011-12	Pg. 6
Figure 2: Beyond 3:30 (B3:30) Sites from 2009-10 to 2013-14	Pg. 8
Figure 3: B3:30 Average Daily Attendance	Pg. 8
Figure 4: B3:30 Participants by Gender, 2013-14	Pg. 9
Figure 5: B3:30 Participants by Ethno-racial Background, 2013-14	Pg. 9
Figure 6: Beyond 3:30's Components and Program Deliverers.....	Pg. 10
Figure 7: Self-Rated Grade Before B3:30	Pg. 11
Figure 8: Participants who Received Help at Home, by Gender.....	Pg. 12
Figure 9: Enjoyment of B3:30 Homework Help	Pg. 16
Figure 10: Self-rated Academic Performance Before and After B3:30.....	Pg. 18
Figure 11: Academic Subjects Learned in B3:30	Pg. 18
Figure 12: Eating Habits of Students at B3:30 Sites.....	Pg. 20
Figure 13: Enjoyment of B3:30 Nutrition Activities	Pg. 21
Figure 14: Knowledge of Nutrition Before and After B3:30	Pg. 24
Figure 15: Self-rated Ability to Prepare Meals	Pg. 25
Figure 16: Enjoyment of Sports and Recreation in B3:30.....	Pg. 30
Figure 17: Self-rated Physical Fitness, Before and After B3:30	Pg. 31
Figure 18: Enjoyment of B3:30's Book Club.....	Pg. 32
Figure 19: Enjoyment of B3:30's Boys' Club and Girls' Club.....	Pg. 35
Figure 20: Enjoyment of B3:30's Life Discussions.....	Pg. 36
Figure 21: Enjoyment of B3:30's Future Leaders' Club	Pg. 37
Figure 22: Enjoyment of B3:30's Live and Earn	Pg. 37
Figure 23: Financial Skills Learned	Pg. 38
Figure 24: Enjoyment of Music, Drumming, and Dancing Workshops.....	Pg. 39
Figure 25: Enjoyment of Community Dinners and Greeting and Hosting Visitors	Pg. 40
Figure 26: Learning about Different Areas in B3:30	Pg. 41
Figure 27: Areas in Which B3:30 Helped Participants	Pg. 43
Figure 28: Participants who Indicated That B3:30 Helped Them Make New Friends	Pg. 45
Figure 29: Feelings of Loneliness Before and After B3:30	Pg. 46
Figure 30: Participants with Adults in B3:30 They Felt Comfortable Turning to for Support.....	Pg. 47

Figure 31: Improvement in Conflict Resolution Skills After Joining B3:30	Pg. 51
Figure 32: Participants who Indicated That B3:30 Helped Them Be More Caring	Pg. 52
Figure 33: Overall Enjoyment of B3:30	Pg. 53
Figure 34: Happiness with Self Before and After B3:30, by Gender	Pg. 54
Figure 35: Happiness with Self Before and After B3:30 – Black and South Asian Students	Pg. 55
Figure 36: Self-confidence Before and After B3:30, by Gender	Pg. 56
Figure 37: Average Number of Days Attended per Week, 2013-14	Pg. 59
Figure 38: Self-rated School Engagement Before and After B3:30	Pg. 59

TABLES

Table 1: B3:30 Program Components and Their Direct Impacts	Pg. 42
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APPENDICES

Appendix A: Beyond 3:30 Site Observation Guide	Pg. 73
Appendix B: Focus Group Questions for Beyond 3:30 Students	Pg. 75
Appendix C: Focus Group Questions for Beyond 3:30 Staff	Pg. 77
Appendix D: Focus Group Questions for Beyond 3:30 Volunteers.....	Pg. 79
Appendix E: Focus Group Questions for Parents about Beyond 3:30	Pg. 81
Appendix F: Focus Group Questions for School Staff about Beyond 3:30	Pg. 82
Appendix G: Beyond 3:30 Year-end Survey for Participants, Spring 2014	Pg. 83

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INTRODUCTION

BACKGROUND

Beyond 3:30 (B3:30), or affectionately referred to as Beyond, is an extended, multi-dimensional after-school program strategically located in a number of middle schools under the Toronto District School Board's (TDSB) Model Schools for Inner Cities (MSIC) program. The intent of the program is to eliminate inequalities that exist for students in inner-city areas by providing them a safe after-school environment with enrichment programs for their holistic well-being – academic, physical, social, and emotional. As such, B3:30 offers multi-faceted programs on the school premises every school day between 3:30 p.m. and 7:00 p.m. With the funding support of the Ministry of Tourism, Culture and Sport and the facilitation of the Toronto Foundation for Student Success (TFSS)¹, B3:30 was first piloted at seven MSIC middle schools in 2009-10. By 2013-14, it expanded to 16 sites in different high-priority neighbourhoods across the city (see Figure 2 for the site locations).

With an annual research grant from the Ministry of Education, Phase I Evaluation of the program was conducted in 2011-12². It was a retrospective assessment of B3:30 in its early implementation stage. The initial structure of the program, some of its observable impacts, as well as early challenges and barriers, were examined. Phase II Evaluation³, which was completed in 2013, took a closer look into the participants' backgrounds and needs, the immediate benefits gained, and the conditions that are helpful in supporting the program's efficacy and sustainability.

FOCUS OF THE STUDY

With the continuing funding support from the Ministry of Education, this Phase III research focuses on an in-depth examination of *why* and *how* B3:30 has made significant impacts on adolescents as well as their families in high-needs communities. To do so, the following three research questions were explored:

1. How were the participants affected by the different program components of B3:30? What were the direct or immediate impacts of the program on participants?

¹ The TFSS is an arm's length charitable foundation of the TDSB. Since the inception of B3:30, the TFSS office has been closely involved in raising funds, soliciting, and establishing community partnerships, and managing the program at different sites.

² Yau, M. & Presley, A. (2012). *Beyond 3:30: A multi-purpose after-school program for inner-city middle schools – Phase 1 Report*. Toronto, Ontario, Canada: Toronto District School Board.

³ Yau, M., Archer, B., Presley, A., & Kozovski, K. (2013). *Beyond 3:30: A multi-purpose after-school program for inner-city middle schools – Phase 2 Report*. Toronto, Ontario, Canada: Toronto District School Board.

2. Aside from direct impacts, what were the spin-off benefits, especially in terms of social and emotional well-being, and long-term effects for the participants and/or their families?
3. What were the ingredients for maintaining the effectiveness of the program, and what were the areas for attention or improvement?

DATA COLLECTION METHODS

This explanatory research relied heavily on qualitative data collection supplemented by two quantitative data sources.

Qualitative Data Collection

An elaborate qualitative data collection plan was designed to garner candid information, insights, and diverse perspectives from different stakeholder groups about the challenges facing adolescents in inner-city neighbourhoods and how B3:30 addressed the needs of these students. The TFSS, which helped to solicit funds and manage the program at various sites, was asked to select six sites from different parts of the city. The history of these six program sites ranged from one year to five years⁴ with varying demographic makeup.

A research team was formed and trained to perform the following data collection tasks at each of the six sites during the months of May and June in 2014:

1. Site visits and observations of the program operations by at least two researchers with the use of a Site Observation Guide (see Appendix A);
2. Two concurrent focus groups of female and male participants interviewed separately during one of their program days (more than 120 participants in total);
3. A focus group for the program staff team including the Site Coordinator, Recreation Staff, Nutrition Staff, and Homework and Academic Support Staff (about 20 program staff altogether);
4. Secondary school volunteers who were former B3:30 participants (at one site) (about eight volunteers);
5. Parent focus groups during one of the B3:30 Community Dinners (at two sites) (nearly 30 parents in total);
6. A focus group or individual interview with the school principal and/or his/her staff (about ten principals/staff members).

Each focus group was conducted by a facilitator and a note-taker with audio-taping and the use of an interview protocol designed specifically for the stakeholder group concerned (see Appendices A-F).

⁴ Two program sites were in their first year of implementation, one was in its second year, another was in its fourth year, and two were in their fifth year (and were part of the first group of schools to run the program in 2009-10).

Quantitative Data Sources

To supplement the qualitative findings, two quantitative data sources were employed:

1. A year-end survey for participants from all 16 sites was administered in early June 2014 (see Appendix G). A total of 395 forms were received, representing a high return rate, (89%) considering that the average daily attendance of the program was 443.
2. Where appropriate, the TDSB 2011 Student Census data⁵ were extracted to substantiate findings about the needs of students at the 16 program sites.

⁵ Yau, M., O'Reilly, J., Rosolen, L., Kozovski, K., & Archer, B. (2014). *2011-12 student and parent census technical report: Methodology, implementation, data processing, and reporting* (Report No. 13/14-06). Toronto, Ontario, Canada: Toronto District School Board.

PROGRAM OVERVIEW

RATIONALE FOR ESTABLISHING AND EXPANDING B3:30

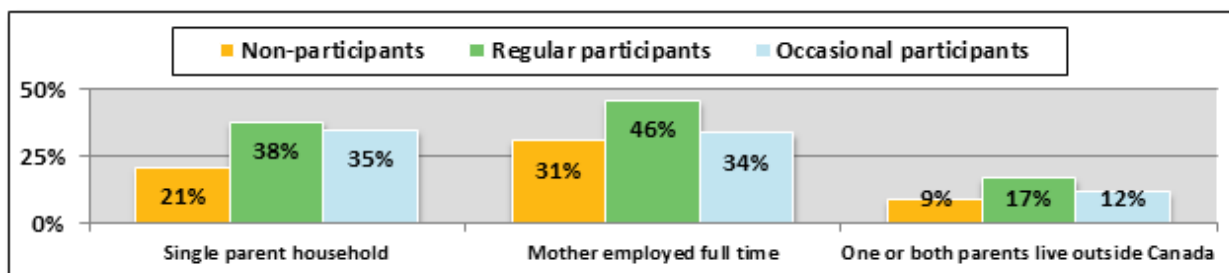
As mentioned in the Phase I and II reports, the initial catalyst for the creation of the B3:30 program was the release of the TDSB's 2006 Student Census findings. These findings revealed wide opportunity gaps associated with socio-economic status in terms of, for example, extra-curricular activities outside of school, homework support, and health. Another trigger was the release of the Toronto Community Foundation's 2009 Toronto Vital Signs report, which found that unsupervised children were more likely to engage in gang-related or delinquent behaviour or to become victims of crime. This report pointed to the importance of having affordable but quality after-school programs to ensure the safety and social development of students in inner-city neighbourhoods.

In this Phase III study, over 100 B3:30 participants from six program sites were asked in their respective focus groups about how they would be occupied if they did not attend B3:30. Two common scenarios emerged that confirm the original rationale for establishing the program - namely, the lack of adult supervision and productive activities after school, as well as the lack of safety in the neighbourhoods.

Lack of Adult Supervision and Productive Activities After School

Although many participants said that they would go home immediately after school, there was minimal adult supervision and homework support. Most parents or caregivers in these communities worked long hours. As one principal noted, parents were "holding two to three jobs down to make ends meet." In fact, according to data from the B3:30 Phase II report (Yau, Archer, Presley, Kozovski, 2013), regular participants⁶ in the B3:30 program were more likely to live in single-parent households, their mothers were more likely to work full-time, and they were more likely to have at least one parent living outside of Canada (see Figure 1).

Figure 1: Family Background of B3:30 Participants in 2011-12



Source: Beyond 3:30 Phase II Report

⁶ Regular participants were defined as having attended B3:30 for more than 60 days over the course of the school year. Occasional participants were defined as having attended B3:30 for 21 to 60 days during the year. Non-participants were their school peers who had not attended B3:30.

While several students indicated that they had to help care for younger siblings or perform household chores after school, most experienced boredom at home. To fill this void, many engaged in sedentary routines and pursuits, such as sleeping, watching television, playing computer/video games, or using social media. However, very few reported doing their homework when they were home from school.

Lack of Safety in the Neighbourhoods

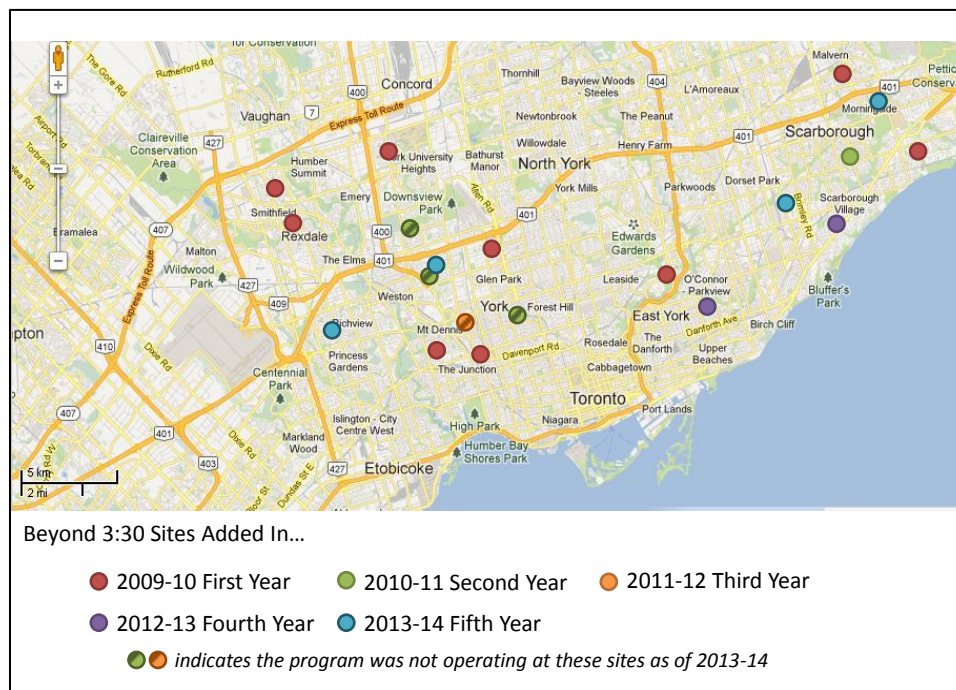
There were participants who reported that rather than going home right after school, they frequented local malls, fast food restaurants, community centres, nearby parks, or their friend's house until dark. During focus group interviews, parents, program and school staff, as well as participants themselves, expressed concerns about the prevalence of crime, gangs or drug trafficking in their neighbourhoods, and the potential for adolescents to easily become involved in illegal or dangerous situations if they were left on their own after school. Several school staff members stated that gangs actively recruited students from their school. Many current participants, as well as a group of volunteers who graduated from the B3:30 program, acknowledged how easy it could be to get involved in these kinds of negative activities. Indeed, more than a few participants mentioned knowing someone engaged in these activities in the neighbourhood. At some sites, school staff also reported incidents of students who had older siblings involved in local gangs.

Collectively, these factors compromised student safety, well-being and academic success. It was against this context that B3:30 programs were established and expanded in order to provide adolescents in high-priority neighbourhoods a safe place (their own school) to attend and a rich variety of meaningful activities for them to engage in while their parents were at work or otherwise unavailable to care for them after school.

PROGRAM SITES

Since 2009-10, the B3:30 Program has gradually expanded from nine middle school sites to a total of 16 sites in 2013-14. They were all located in high-priority neighbourhoods across the city (see Figure 2).⁷

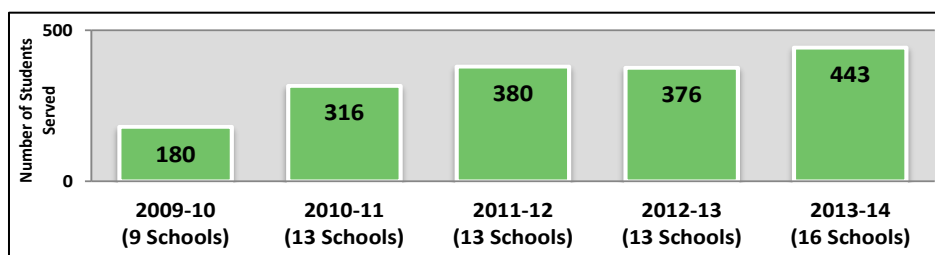
Figure 2: Beyond 3:30 (B3:30) Sites from 2009-10 to 2013-14



PROGRAM PARTICIPANTS

As shown in Figure 3, average daily attendance increased, along with the number of sites, from 180 students at nine schools in 2009-10 to nearly 450 students at 16 schools in 2013-14. In other words, on every school day, over 400 adolescents in high-risk communities took part in constructive activities after school instead of whiling away their time aimlessly or unproductively at home or in potentially dangerous situations outside.

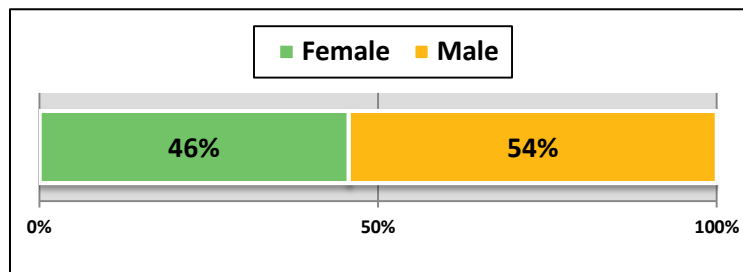
Figure 3: B3:30 Average Daily Attendance



⁷ The program was discontinued at four sites due to shortage of funds, organizational differences with community partnerships, irregular attendance, and changes in school administration.

According to the program year-end survey, B3:30 participants consisted of slightly more male (54%) than female students (46%) (see Figure 4).

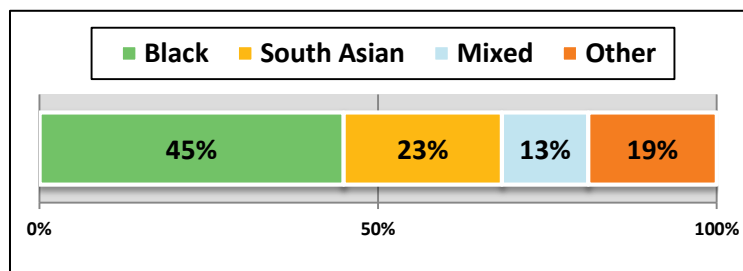
Figure 4: B3:30 Participants by Gender, 2013-14



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

B3:30 participants represented diverse ethno-racial backgrounds. The two largest racialized groups were students who identified themselves as Black (45%) and South Asian (23%) (see Figure 5).

Figure 5: B3:30 Participants by Ethno-racial Background, 2013-14

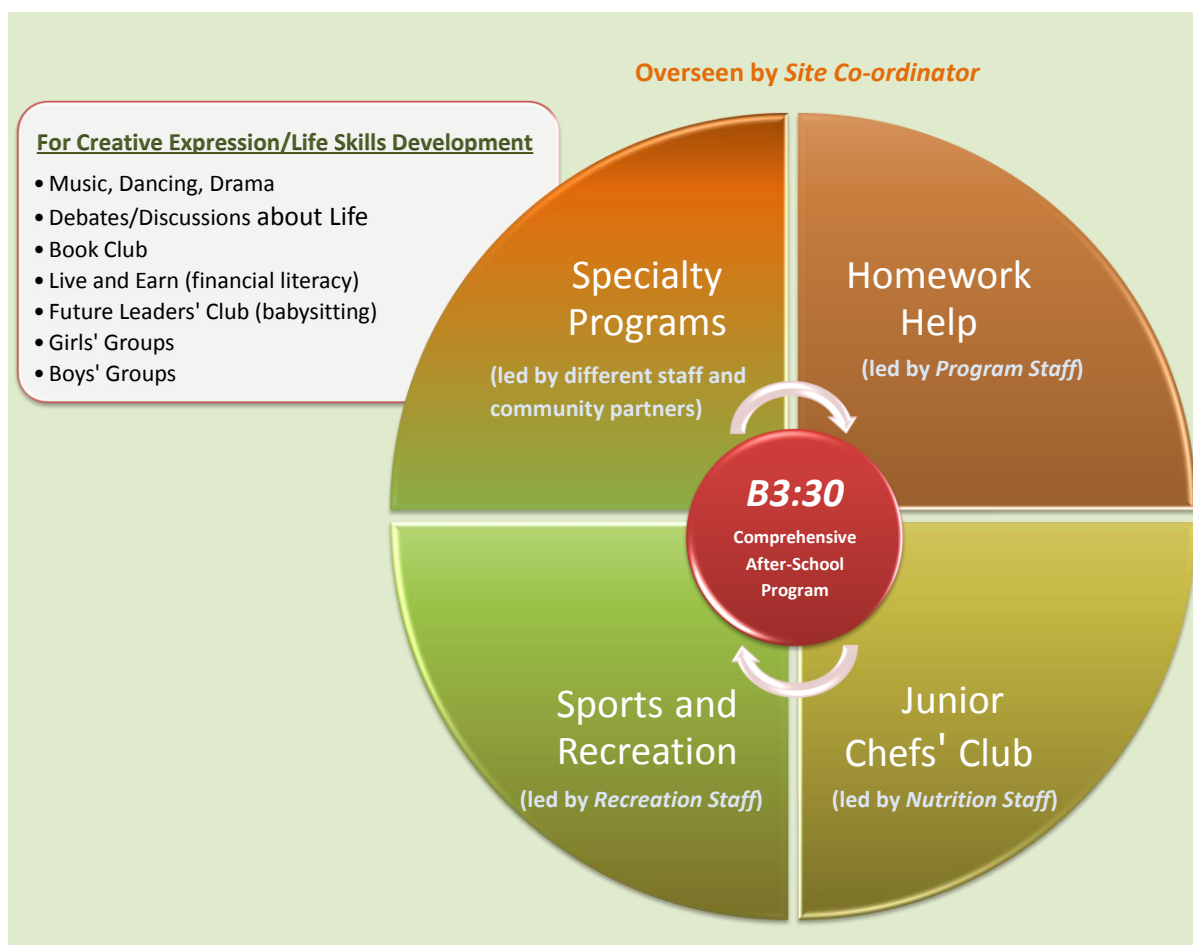


Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

PROGRAM COMPONENTS

Aside from providing a safe after-school haven for adolescents in high-needs communities, the goal of B3:30 was to reduce the opportunity gap for these students by providing an array of intentional programs aiming to promote their educational success and personal well-being. As illustrated in the Phase II report (Yau, Archer, Presley & Kozovski, 2013), B3:30 offers multi-faceted programs with three core components and a variety of enrichment activities (see Figure 6).

Figure 6: Beyond 3:30's Components and Program Deliverers



In the following sections, the impacts of each of the core components and the enrichment activities will be examined in detail with the use of a before-during-after framework. That is:

- Before (or outside) the program – What were the specific needs or challenges facing participants before they joined the program?
- During the program – What kinds of support did participants receive during the program?
- After the program – What were the direct or immediate impacts of the program on participants?

HOMework CLUB

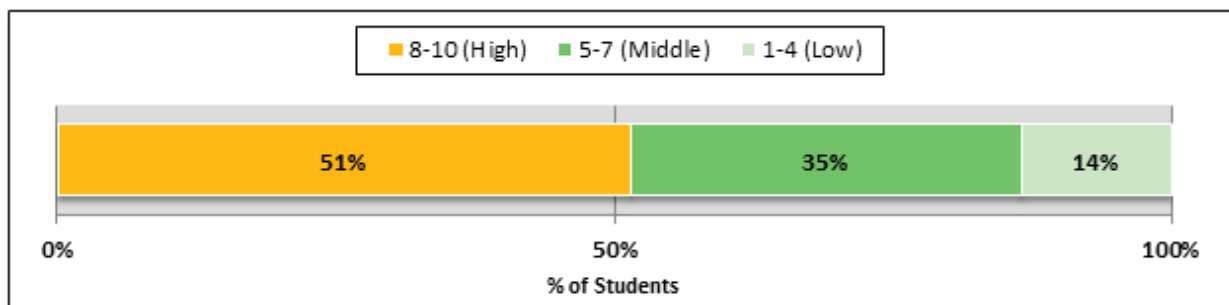
Homework Club was one of the key components of B3:30 and was conducted every day of the program for about 45 minutes. Under the supervision of the Homework and Academic Support Staff, other program staff members, including the Site Coordinator and Recreation Staff, cooperated as a team to guide participants through their academic issues and help them to complete their homework. When participants did not have any school assignment, the program staff would provide them with a variety of learning activities.

BEFORE OR OUTSIDE THE PROGRAM

Varying Levels of Academic Performance

Participants varied widely in their academic abilities. At several schools, program staff members found that the majority of their participants were receiving average grades with a few who were exceptional. There were, however, many participants who admitted that before attending B3:30, their school grades were low. In the recent program year-end survey, 14% of participants rated their grades before joining B3:30 as low (1-4 out of 10), and 35% rated their grades as moderate (5-7 out of 10) (see Figure 7). One program staff member identified a number of their students who were “failing at least one subject.” At other schools, both program and school staff recognized students who needed support as they were not performing academically well. In terms of school subjects, math and literacy were highlighted as common areas in which students were struggling.

Figure 7: Self-rated Grade Before B3:30



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

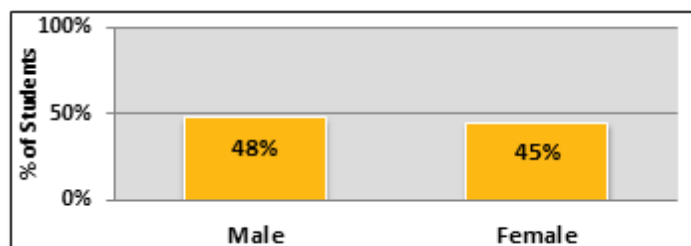
Lack of Homework Help at Home

Based on the recent year-end program survey, nearly half (46%) of participants said that they did not get help with their homework at home (see Figure 8). As mentioned earlier, most students in the high-priority neighbourhoods were from families where parents were not around to provide support. There were cases that even if parents were available,

Sometimes your parents aren't there so you don't have any support.
(Participant)

language and cultural barriers deterred them from assisting their children with school work. Furthermore, parents who came from different countries were not familiar with the Canadian curriculum or school system. Understandably, students from these households were more likely to give up on difficult homework questions and to not finish their assignments.

Figure 8: Participants who Received Help at Home, by Gender



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Difficulty Seeking Homework Help at School

In the program year-end survey, less than a quarter (23%) of the participants indicated having their school teachers' personal support with their homework. According to participants' focus group interviews, students faced barriers during the school day when seeking homework help. A participant recalled several instances when students approached their teachers for homework help, they felt turned down by some of their teachers' attitude or responses such as: "you should know. I already taught you." For students who were shy to ask for help, it was even more difficult for them to receive assistance.

Sometimes I get frustrated because if I really need help, and [the teachers are] not paying attention, I just want to leave. (Participant)

Inconsistent Homework Habits

Both program and school staff across sites viewed homework completion to be a key challenge for many participants. Students admitted that they never used to do homework or did very little of it prior to their participation in B3:30. They further confessed that as soon as they were home from school, they would "forget about their homework or procrastinate," as there were plenty of distractions at home. Electronic devices were one of the main factors in hindering students from completing their homework. Other distractions included phones, computers/laptops, televisions, and video games, among others. Students were also easily distracted by family members or peers, or were "busy thinking about something else", as reported by a program staff member. They were also responsible for helping to care for younger siblings and household chores (i.e., cleaning, cooking) after school. These additional familial obligations were burdensome and stressful. One student further noted that the time of the day was a factor in affecting their ability to complete their homework, since they often felt

tired at the end of the day and found it difficult to focus because they just wanted to relax and “lie on a couch or bed.”

Even though my teacher gave me a page of homework, I'll take like 3 hours because I'll get distracted with something else. (Participant)

Negative Attitudes Towards Homework

Homework was a mundane task for many participants and it was perceived as more of a chore than a responsibility. As a result, students felt detached from the significance behind this academic task. As one former participant recounted, “it feels like they give you homework just for the sake of giving you work to make you busy.” In fact, some students regarded homework as such a tedious task that they would not do it at all. At one site, participants admitted that they did their homework only because of the disciplinary actions that would follow if it was not completed.

Several students and program staff expanded on their perspectives of homework; they described that students were often not engaged in their learning through homework completion.

[Students are] just averse to school. They're just like, 'I don't want to do it. I don't see a point why are we doing [homework].' (Site Coordinator)

DURING THE PROGRAM

Homework Help from Program Staff

In B3:30, participants received assistance in various subject areas, including math, literacy, science, geography, and history. They felt comfortable and reassured with the homework support that the program provided and were appreciative of the assistance they received from the program staff as well as York University's student teachers (one day a week) and secondary school volunteers. According to the year-end program survey, of those participants who did not receive homework help from home, neighbours, or teachers, nearly half (49%) said that they were helped by B3:30 staff. In other words, for many participants, B3:30 was their primary source of homework support.

Effective Approaches Used by Program Staff

The program staff members were attentive to participants' learning needs. For example, students commented on how the staff took the time to look over their assignments and work at their learning pace. Program staff recognized that they had more time to work with the students by allowing them to be more thorough and by giving them more individual attention. At one school, program staff were flexible with the B3:30 schedule, giving extra homework time for students to meet their project deadlines. Participants also noticed that it "was easier... to ask for help" in B3:30 than during the school day. One participant mentioned the use of student-friendly language by the program staff: "if we don't understand, [program staff] will explain it in a way that we can understand."

I got to know the people in Beyond better than my teachers so it's easier [to ask for help].
(Participant)

If it's math, [the program staff member] will show me how to do it first. She will ask me to do it while she's watching and if I still don't get it, she will teach me again. (Participant)

Program staff, especially the Homework and Academic Support Staff, also adopted a strengths-based approach and employed multiple strategies, such as modeling unfamiliar concepts and scaffolding complex ideas, to help participants. One participant noted that they were able to "work upon the skills they already have". Further, if students had difficulty focusing on their homework, the program staff would "change it up to make it more interesting". Participants also noted that they received help in developing research and independent study skills.

To further support the participants, some program staff connected with classroom teachers to understand their participants' strengths and academic needs. This information allowed program staff to better individualize the support they provided. It was also useful when participants did not have homework so that program staff could assign academic tasks that catered appropriately to the students' levels and needs. Furthermore, the issue of participants claiming that there was no homework was resolved with the school teachers,⁸ who could keep program staff abreast of their participants' homework requirements.

Peer Support

Aside from program staff and/or volunteers, participants also highlighted the support that they received from their peers. Since their friends in B3:30 were from the same grades or the same school, it was beneficial for participants to ask for assistance from their peers who were already familiar with the schoolwork. At one school, the school staff explained the value of

... at Beyond 3:30, you can get help from anyone, like your friends or staff.
(Participant)

⁸ A Site Coordinator raised the difficulty of getting in contact with school teachers but found that the alternative was to check the students' agendas, where homework would be written down.

peer tutoring. Students of varying levels learned from one another, supporting each other in both academic and social skills. Furthermore, the relationships that participants developed in the program made it more comfortable for them to ask for help from peers.

A Conducive Environment for Homework Completion

The school setting, within which the program took place, naturally lent itself to a more conducive learning environment than at home where there were different distractions, as mentioned earlier. Proper tables and chairs created the atmosphere that students needed to focus on academic tasks. In addition, access to the school library and computer lab was a great help to students in completing their homework, especially tasks that required computer support, such as word processing or creating a screen presentation. Other resources included school supplies and materials, such as pencils and calculators.

A lot of [the participants] need the resources that they don't have at home. Like they might not have a computer and they might not have Internet, scissors, glue, pencil crayons, anything like that. (Site Coordinator)

The allocated time for homework in B3:30 was also an aspect that reinforced the students' habit of completing it. Parents appreciated how there was more time for their children to finish their school work before returning home. One school staff member added,

[For] some of our kids, this may be the only two or three hours they have [...] When they go home [...] there's other concerns and other chores that they have to do. So this gives them an opportunity to do homework.

B3:30 also set ground rules for homework completion. It was communicated explicitly that students were to participate in all aspects of the program including academic tasks during the allocated time. As one student put it, "Here, if you don't do your homework, you can't do nothing so that just motivates you."

At home, I do my homework in like, five minutes. I don't finish it, go back to school, get in trouble. At Beyond, I actually finish it.
(Participant)

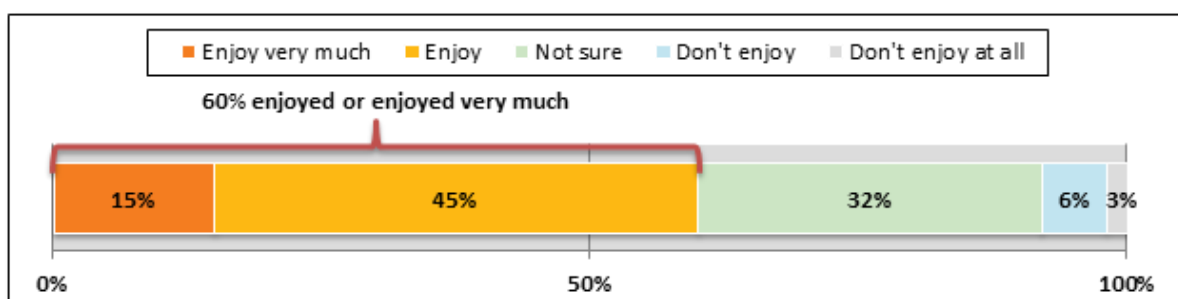
I learned to start my homework earlier because without Beyond 3:30, I used to procrastinate a lot, but everyone here encourages me to do my homework so we usually start my homework right away. (Participant)

Finally, the overall atmosphere of the program facilitated the completion of homework. As one program staff member noted, "the homework environment⁹ is very relaxing for kids." The key was to have students "work to their own comforts." A former participant remembered how it was less tense because she was able to be with her friends while doing homework.

⁹At one school, program staff were flexible with the structure of homework time, such as allowing them to "listen to music when they're working. Some will listen to nothing when they're working so they get to choose their ambiance as long as we see what needs to be done."

Based on the recent year-end survey, half of the respondents (50%) said that they received regular homework help from B3:30 staff; most (60%) of them said that they enjoyed it (see Figure 9). As mentioned below, for those who reported that they did not have school assignments, instead of receiving direct homework help they were given other learning activities facilitated by program staff.

Figure 9: Enjoyment of B3:30 Homework Help¹⁰



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Maintaining Academic Focus

If participants did not have homework, the program staff would encourage them to read or would provide them with worksheets related to literacy, math, history, geography, and science.

Sometimes when we're free and we have no homework or anything, [the program staff] actually give us more math work and stuff so they can keep us encouraged to do it [...] They even give us math equations, all these types of things. And if someone doesn't know it, they actually teach them what it is, so in case later on it might be helpful. (Participant)

Fun learning activities were also introduced at some sites to promote academic skill development. The activities listed by students included word searches, crosswords, puzzles, board games, and educational games. In addition, creative and interactive methods were employed, such as teaching students to make paper planes to learn about the concept of flight, or conducting contests similar to popular TV game shows such as Jeopardy or The Amazing Race.

¹⁰ This graph represents those participants who reported to have received help from B3:30.

AFTER THE PROGRAM (DIRECT IMPACTS)

Enhanced Homework Habits and Motivation

Parents, teachers, and program staff noticed that students were completing their homework on a more frequent basis since attending B3:30. Also, through the Homework Club, students learned how to better organize their time and to prioritize and focus on their school work before engaging in other activities. For some participants, improvement in their academic skills raised their confidence levels, empowered them to continue their homework habits, and reinforced their expectations for themselves.

Instead of procrastinating, students accepted homework as a responsibility and prioritized their academic needs. One parent observed how placing more emphasis on academics had helped his/her daughter become “more confident, [thus] rais[ing] her expectations in terms of what she wants and what she [looks] forward to in her marks.” The cyclical nature of this progression fueled the motivation for students to do well in school, as some parents noticed.

Once they get involved in [B3:30], the motivation comes and after the motivation, the expectation [is], ‘Well I am here every day doing my homework and you are helping me so I expect to get a good mark.’ So it raises their ambition, makes them more motivated. I think it works. I think it’s an excellent program. (Parent)

[My daughter] looks forward to going to [B3:30] and getting help in the areas of her schoolwork that she doesn’t know and [...] she expect[s] to see the results. She tell[s] me ‘Daddy, I finally I think I am going to get an A because all this time I am spending after school. I should get an A’. (Parent)

With regards to his/her daughter, another parent stated,

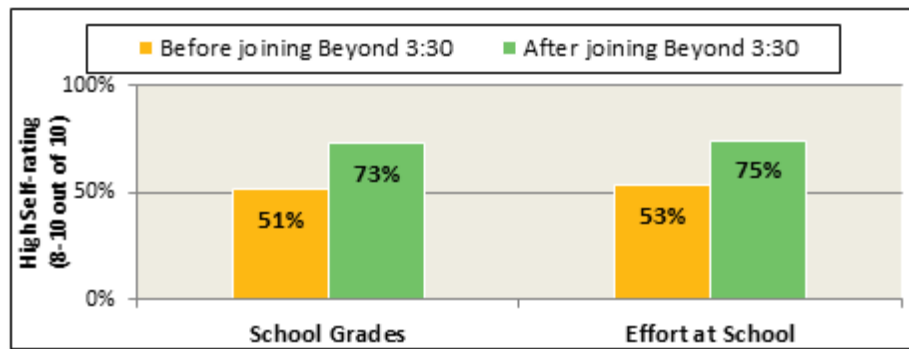
Since [my daughter] has been in Beyond 3:30, she got help which gave her confidence. Now she’s improved so much so it really helped her in that way. So she’s gained a lot of knowledge so I’m really glad that the program is here to help them. (Parent)

Improved Academic Performance

During focus group interviews, several students inferred that their homework completion contributed to their higher grades. In fact, according to the program year-end participant survey, the majority of the participants indicated an improvement in their school performance (see Figure 10). When asked to rate their academic performance before and after joining B3:30, the proportion of participants who rated themselves highly (8-10 out of 10) grew after joining the program in terms of:

- their school grades - from 51% to 73%; and
- how hard they worked at school - from 53% to 75%.

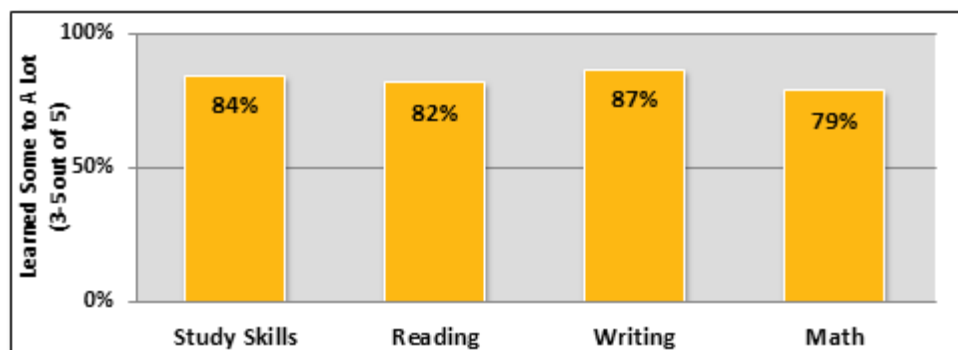
Figure 10: Self-rated Academic Performance Before and After B3:30



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Of those students who received homework help from B3:30, most indicated that they had learned something or a lot about study skills, reading, writing, and math based on their self-rating of 3-5 out of 5 (see Figure 11).

Figure 11: Academic Subjects Learned in B3:30



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

A parent also noticed the change in his/her child's focus level:

This year, I have seen a difference in terms of [my son] keeping his grades consistent all the way across [the school year...] I don't see that, what we saw previously where he would lose interest in school by the end of [the year]. [Now] I think he is still engaged and he is trying to keep his grades up to where they should be. (Parent)

NUTRITION/JUNIOR CHEFS' CLUB

Junior Chefs' Club was another key daily component of B3:30. Participants took turns in groups of three or four to assist the Nutrition Staff in preparing meals for their peers. During this time, the Nutrition Staff engaged these students in discussions about nutrition and taught them about food preparation. These student "chefs" were also responsible for presenting the meal and its nutritional value to the whole group. After the meal, other participants were assigned to help with cleaning.

BEFORE OR OUTSIDE THE PROGRAM

Knowledge of Nutrition and Eating Habits

When students were asked about their understanding of nutrition during focus groups, many vaguely remembered a few concepts from school, such as the food groups and Canada's Food Guide. Regarding their actual food intake, many participants indicated that their regular diets consisted mainly of fast food, junk food, processed foods, and take-out. These food preferences and choices were evident, especially at one school where a Nutrition Staff member recounted her participants' request for fried and salty foods instead of salads for their meal menus when they initially joined the program. They found that vegetables tasted too bland and avoided them as much as possible.

[Before Beyond 3:30, I ate] a lot of chips and McDonald's.
(Former Participant)

Kitchen Skills

While some participants knew how to cook before joining the program, many had never cooked before, or at most had only prepared instant or pre-made meals using microwaves or toasters. Often their parents were wary of their children's abilities or concerned for their safety and kept them out of the kitchen. Many participants lacked basic culinary skills, such as cutting vegetables or cleaning dishes. Nutrition Staff also noticed that at the beginning of the program, many students were not familiar with kitchen safety, and would play and run around the facility without being aware of the danger of sharp knives, heated stoves or hot pots in the kitchen.

Food Provision

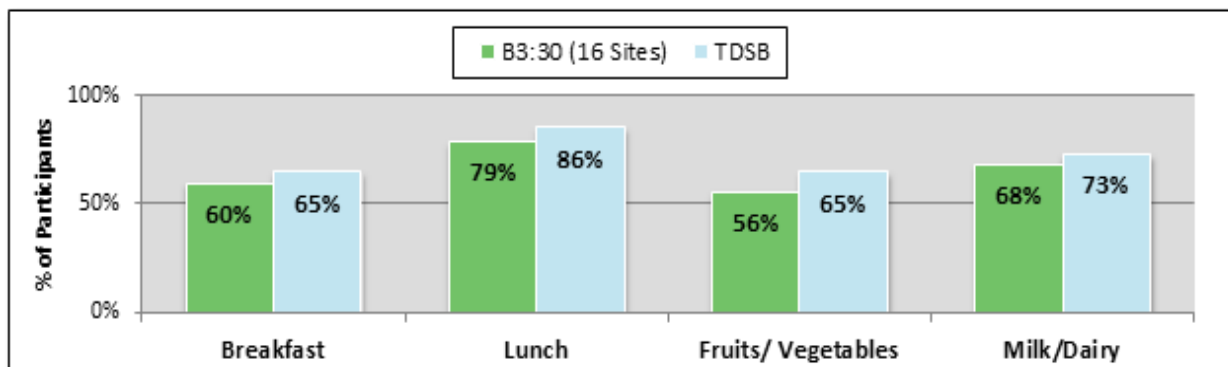
Additionally, program staff across all sites discovered that some of their students would often miss breakfast and/or lunch. A few participants revealed that their parents had to leave early in the morning for work and were unable to pack their lunches, and that there was only enough money for bus fare. Although snack programs existed at some schools, the snacks were not sufficient for a student's daily intake. Having eaten little or no food, they were hungry by the end of the school day. If it were not for B3:30, some participants would have to wait even longer for a meal, as their parents worked late.

Sometimes [the students] don't get to eat breakfast either because their parents may leave right before they wake up in the morning. And sometimes they go throughout the whole entire day and the only thing they get to eat is the snack the school provides or dinner here in the program. (Recreation Staff)

I know some of [the students], they complain that their parents work long hours. They go home. They don't have food to eat. Basically, some of them look forward to the meal here. (Nutrition Staff)

In fact, according to the TDSB 2011 Student Census, students at the 16 schools where B3:30 took place were slightly less likely than the TDSB average to eat breakfast or lunch every day or to consume fruits/vegetables or milk/dairy products daily (see Figure 12).

Figure 12: Eating Habits of Students at B3:30 Sites



DURING THE PROGRAM

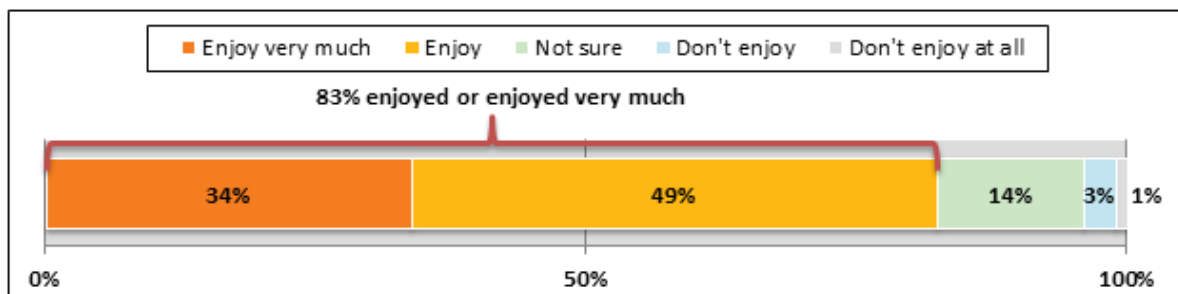
Becoming Interested In and Familiar with Food Preparation

Initially, students were hesitant about cooking. However, after introducing a variety of recipes to participants and motivating them to try preparing some dishes, program staff were able to instill in them an interest in cooking. Many of these students even wanted to expand their culinary skills. In fact, the cooking opportunity itself became a task that participants always looked forward to. As described by a school staff:

[It is] a big thing. To be the chef for the day and call all the kids up and to explain what the menu is, this is something that they maybe never had an opportunity to do so before.

According to the year-end program survey, over 80% of participants enjoyed the Junior Chefs' Club (see Figure 13).

Figure 13: Enjoyment of B3:30 Nutrition Activities



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Kitchen protocol became familiar to students. Over time, participants got accustomed to doing dishes, cleaning up after themselves, and acting safely around the facility. Other basic cooking skills – such as cutting fruits and vegetables, portioning appropriate amounts, making meals presentable, and even opening a can – were also acquired.

I learned how to cook most things because before I never used to cook, but Beyond gave me a chance to cook and I know more ingredients than I did before and I know what is nutritious and what is junk food. So we learn about what is healthy.
(Participant)

Learning About Different Recipes

Aside from acquiring cooking skills, participants appreciated the opportunity to learn about diverse recipes, which were different from the meals they had at home. A number of specific meals mentioned during focus groups across the sites included pasta, couscous, chili, salad, quiche, soup, and burgers (as opposed to the list of foods – such as frozen food, instant noodles, or toast – some students cited for their regular meals). Not only did students enjoy making new foods, but they also learned how to diversify and enhance the nutritional content of some typical recipes such as macaroni and cheese. At one school, participants used leftovers from the lunchtime program to create a new recipe, which also helped to promote a positive message on minimizing food waste.

What further broadened the students' interest was the integration of food from different cultures. A Nutrition Staff member recalled a participant who took the initiative to contribute to the meal preparation with one of their own recipes:

One of the students asked me if they could make something like a pancake. It's made up of flour but [...] it's not normal pancake flour [...] They added [...] cinnamon into the flour [...] and then they actually filled it with [...] meat [...] So we tried that once [...] because kids come from different ethnic backgrounds.

A school staff member was indeed impressed with how the students learned how “to make a lot of different dishes from a variety of cultures, whether it’s Canadian, whether it’s Jamaican, whether it’s Filipino.”

Motivational Strategies Used by Program Staff

At several sites, program staff would ask participants for input about the menu, and in some cases, the entire menu was based on suggestions by students. Since efforts were made to cater most of the meals to students’ tastes, participants became more engaged in cooking. A Nutrition Staff member remarked,

We throw [...] the idea of [having] them try something new in the kitchen or if they bring in a recipe [...] we can try that. They are really [enthusiastic and...] happy about it. (Nutrition Staff)

Participants often referred to the program staff’s approach as a motivating factor for them to acquire cooking skills. At a few sites, participants bonded with the Nutrition Staff who worked with them in small groups and who trusted them with kitchen duties and food preparation. One participant was aware of this, as she pointed out how, “[program staff] trusts us more [with] cooking than my mom trusts me with cooking”.

According to program staff, at times it required extra persistence and encouragement to motivate some students who were less enthusiastic about cooking. In these cases, they reminded students of the relevance and value of learning such life skills for their own future. Program staff also employed some incentives, such as earning “Beyond bucks”, which could be used for program privileges or cooking with a friend they chose.

Fostering Nutritious Eating Habits

In addition to food preparation, healthy eating was reinforced during the Junior Chefs’ Club. In the kitchen, participants learned about such topics as “nutritional values,” “what food has certain fibres, vitamins,” and “the type of nutrition you get from it and how it’s good for you.” Such nutritional information was valued by participants and helped to deepen their understanding of health.

[The children are] learning so many things while cooking and what’s good for you and what’s not.
(Parent)

The opportunity for participants to take turns preparing and presenting their program meals also helped to strengthen their knowledge of healthy eating. A Nutrition Staff member reflected on the students’ learning retention:

I honestly think that they do learn a lot through quite a lot of social interaction with them and myself and of course, they get to learn the values of nutrition

'cause they have to really explain what it's all about, what they're eating and what it does for your body so it gives them an awareness. (Nutrition Staff)

The participants themselves influenced each other's eating habits. A parent commented on how his son started to consume vegetables because of his friends in B3:30:

I feel like that's good – things that you can eat with somebody, but if you're alone, you don't want to eat it. So that's a good thing about it. (Parent)

Food is a very strong motivator for [students] to be there. They look forward to that.
(School Principal)

A Nutrition Staff member also noted how peer influence in the program could affect participants' eating habits:

It's always a little bit tricky to try new things with [the students], but at the same time, [...] they get inspired by their friends. So if somebody says, "You know what, it's really good," they'll probably try it. So I've found that most of the kids, they try it. In that way, like when their friends say it's good or it looks good or something like that, they're willing to try. (Program Staff)

At the same time, program staff incorporated policies that mandated healthy eating, such as "no junk food during the program", while ensuring that fruits and vegetables were a regular staple of the program menu.

Meeting Students' Dietary Needs

Participants expressed their gratitude for receiving free meals, especially those who did not have proper meals during the school day. "The food is good and we're always hungry," "and we're so fortunate," "since we didn't eat at lunch". Indeed, providing free food was one of the key features that drew students to the program. When asked to compare the program with other clubs or programs, participants easily identified their preference towards B3:30 because "other homework clubs might not have food or free time". One group of students even mentioned saving money and not having to buy take-out food after school. At one school, a Recreation Staff member emphasized the importance of food provision because some of their participants stayed at school for nearly twelve hours as they had participated in another club. Program staff across sites tried to extend their help by giving extra portions to students who might not have enough food during the day, as explained by one Site Coordinator:

Usually after school, you go to the mall [...] but in Beyond, they provide the food for you.
(Former Participant)

Last year, we actually had kids that were going home and there was no food in the fridge so they would be the first to jump up for seconds, thirds, fourths, fifths, however much they could get. (Site Coordinator)

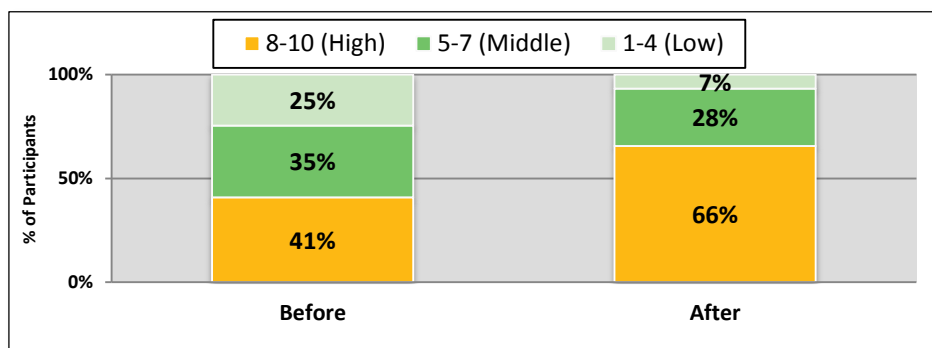
At one site, participants were allowed to take surplus food home if necessary.

AFTER THE PROGRAM (DIRECT IMPACTS)

Better Knowledge About Nutrition and Making Healthier Food Choices

In the year-end program survey, the proportion of participants who rated their knowledge of nutrition highly (8-10 out of 10) increased from 41% before joining B3:30 to 66% afterwards. The percent who rated themselves as low dropped from 25% before B3:30 to 7% by the end of the program (see Figure 14).

Figure 14: Knowledge of Nutrition Before and After B3:30



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

With the new knowledge that they gained about nutrition, students admitted that they were eating healthier since joining the program, and had even become more outspoken with their parents about groceries and meal preparations at home by requesting more fruits and vegetables or avoiding fast food.

When I heard that you have to have vegetables or ..., they told us some stuff about vegetables [...] I've been asking my mom for vegetables every meal she cooks for me. (Participant)

A participant commented that she stopped eating chips and encouraged her mother to make salad as an alternative. Parents confirmed this improvement in their children, noting that their children were eating more vegetables since attending the program. A Site Coordinator at one site further realized how the resulting healthy eating habits had indeed empowered students to address their body image issues. A parent also highlighted his/her son's improved energy level as a result of the conscious nutrition-related decisions that he made:

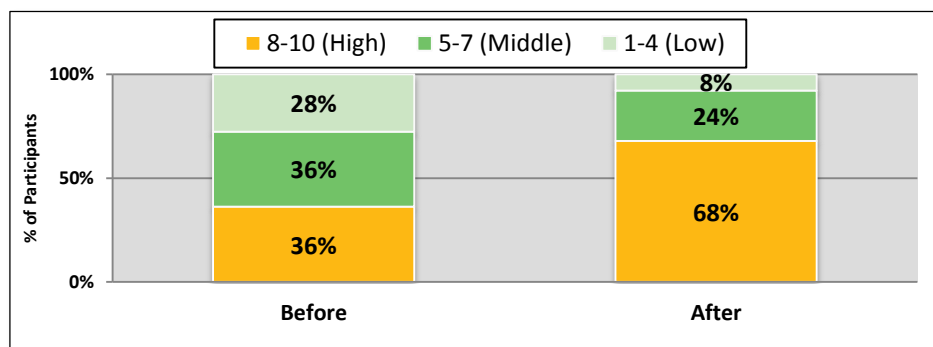
I think [my son] has become more active [...] Most of the time, even after finishing his Beyond 3:30, when he comes back home, he is full of energy [...] and he has become more health-conscious [...] Three months back, we found out that he is a pre-diabetic so [...] we had to tell him to control his diet. But now he is taking care of his own diet because he knows that he cannot eat certain sweets

and certain foods. So yeah, he has become more aware about his own health.
(Parent)

Ability to Prepare Meals

It was pointed out by a staff member that, “they (participants) all can cook now. Even the ones that don't cook often, they can still cook.” In the year-end program survey, many participants indicated that they had learned a lot about cooking in B3:30. While only about one-third (36%) rated themselves highly in their ability to prepare a meal before joining B3:30, the proportion rose to over two-thirds (68%) by the end of the program. Meanwhile, the percentage of those who rated their ability as “low” dropped from 28% before B3:30 to 8% afterwards (see Figure 15).

Figure 15: Self-rated Ability to Prepare Meals



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

With the acquisition of new nutritional knowledge and cooking skills, participants became more involved in helping out at home. For instance, some participants started cooking or began cooking more for their parents and siblings, which was a pleasant surprise to many parents. As commented by a mother who discerned a change in her daughter before and after the program:

[She] did nothing [before]. Just go on the phone, TV or computer. So with Beyond 3:30, she had extra activity [...] with the chef program. She learned to cook, which is great [...] She knows how to make breakfast and whatnot so that's something she's improved on, by being in the program. (Parent)

SPORTS AND RECREATION

Sports and Recreation was another core component of B3:30. During the final hour of the program's daily schedule, Recreation Staff, with the support of other program staff and/or volunteers, led participants through a series of planned physical activities at the school gymnasium or another accessible facility, such as the lunchroom or outside in the school field. At times, participants were provided with some free time near the end of the day to pick an activity of their choice.

BEFORE OR OUTSIDE THE PROGRAM

Lack of Opportunities for Sports and Recreation

While a few participants did participate on school teams or in some athletic programs outside of school, most were not involved in sports and recreation and resorted to non-physical activities, such as watching TV or playing on their mobile devices at home. For many, their circumstances limited their opportunities to participate in physical activities. They complained that only the more athletic students could join school teams, and sometimes there were no school teams at all for them to join. Parents also noticed the lack of variety in the physical activities that their children could engage in at school, while they could not afford to have their children participate in out-of-school extra-curricular activities.

Mixed Attitudes Towards Gym Class

Although some students enjoyed physical education class at school, others shared several reasons for their aversion. To begin with, students considered the structure of gym classes as restrictive, since "there's different strands that we have to learn about over a certain period of time," as one participant reported. Another reason was that students were bored with playing the same sport for a lengthy period of time. Autonomy was not an option in class, as students were "being forced to do it," or "don't really choose what [they] want to play." In addition, for several students, the health component of the school curriculum seemed to take away their time from exercising.

The pressure of being evaluated at school was another deterrent that made students feel uncomfortable with gym class. Some students reported that they did not have fun at school because of the excessive focus on doing well or as a participant phrased it, "people worry about how bad [they're] doing...[to] get their mark." A school staff member explained the difference between school and B3:30, making note of its distinct structure:

A kid's view of life [...] to them, in gym, [...] 'I will get marked and I will [be] punished or whatever,' but when you go to physical activity in the Beyond 3:30, it's just play. There is rule and structure to follow, but it's just playing. Their view of it is so different. It's a kid's view of life.

DURING THE PROGRAM

Enjoyment in Physical Activity

Participants spoke highly of B3:30's sports and recreational activities, and found them fun to do. For some, there was an opportunity to play the sports that they were already interested in; for many others, it was the relaxed environment that allowed them to truly enjoy physical activity. When asked to compare the activities with those in school, participants pointed out that stress was non-existent in B3:30. As one student put it,

For regular gym, you have to worry about your marks and you have to push yourself into doing better. But here [in B3:30] you just actually enjoy and have fun.
(Participant)

Kids don't like PE [physical education] but they like the physical activities in the gym [in B3:30] because they are not evaluated there and there's no pressure and they don't get pushed. They just play and have fun. The expectation is different from the PE.
(School staff)

Another participant noted the program's safe environment to make mistakes:

I think it's different because in Phys. Ed, we have to work for our marks than here [in B3:30], there's just no, there's no right or wrong in it.

One principal commented on the program's intention to have fun, revealing that,

They are not being evaluated. There is no pressure from being evaluated. They are coming to have fun. If they are tired, they don't get pushed. They can sit for a little while and [...] as [the guidance counsellor] was saying, it's playing as opposed to instruction and so it's more fun and it's a chance for them to have no pressure and the expectation is different than if they were in a physical education program. (School Principal)

Staying Engaged in Physical Activities

The wide range of physical activities that B3:30 offered was a favourite feature among participants. In addition to the popular options of basketball and soccer, students listed off other sports in B3:30, such as baseball, badminton, volleyball, floor hockey, cricket and soccer baseball, and even several activities such as dodge ball, Ultimate Frisbee, relays, Capture the Flag, and dance.

To further extend the variety of physical activities, program staff came up with creative games, such as 'Fire ball' and 'Chaos', which participants enjoyed. They were appreciative of the effort that program staff put in designing and presenting such games:

They teach you [...] They have a lot of variety [...] They have a big binder. Honestly it's the biggest binder I've ever seen with so many sports and stuff that they have planned out for us so I think it's pretty cool. (Participant)

Program staff made great efforts to keep participants engaged in physical activities and, at times, participants could choose or vote for a physical activity that they preferred.

In gym class, you don't really choose what you want to play, but in the [B3:30] program, you actually get to choose what you want to play. (Participant)

Besides the autonomy, program staff ensured inclusivity in their ways of engaging students by offering physical activities that catered to participants' interests and levels of fitness and ability. A program staff member elaborated on this strategy:

We have a range of different games that engages both male and female, both academically inclined and those who are not and basically with that, they're able to express themselves because it's not an activity dominated by one area, not one person. It's not basketball. It could be simply moving a mat across a room with you being on it and working on teamwork and so forth.

Trying New Physical Activities

Learning new sports and skills was a highlight of the program. Participants acknowledged their new experiences and as one Recreation Staff member noticed, "they do seem excited when they learn something new." Students were able to clearly identify specific skills they learned, such as shooting a basketball or hitting with a baseball bat. One participant shared his/her revelation:

The things I've learned from Beyond, there's a lot of sports I barely even knew how to play. Lacrosse. Soccer baseball, which I thought was different from regular baseball. (Participant)

The opportunities for participants to engage in new experiences were significant according to the testimonies of both participants and program staff. Since B3:30 welcomed all types of students, athletic or not, these opportunities to try new physical activities were impactful, particularly for those who were not a part of a school team.

Getting Help with Sports and Recreation

Participants were grateful for the program staff's efforts in teaching them new sports activities and athletic skills. Not only were program staff attentive to students' needs, but they also joined in on the games enthusiastically. At one site, an Academic Support staff member regarded being a role model as an important factor for motivating students to participate, especially when adults themselves were also involved.

Encouraging students was a task that program staff persisted in, since they were frequently faced with participants who habitually played the same sports or were dealing with self-esteem issues. While persuading or reminding students of the benefits of physical fitness, program staff also employed incentives to motivate participants, such as giving them free choice after they completed the physical activity assigned to them. An Academic Support staff member gave an example:

Anything that is new to them, even the baseball tournament we had, they didn't want to participate because they don't want to feel embarrassed, but once they got the hang of it, they actually liked it and had fun with it, but for the most part, depending on the program, like basketball is never an issue. So I would use it [as] a carrot to dangle like, 'We are going to Summer Olympics, like in the gym running around. Then they can have basketball.' So I never give them what they want first [...] Some activities no prompting and some activities need prompting.

Some peers also helped out voluntarily in developing others' athletic skills. They took the initiative to assist, as it was a comfortable environment to lend a hand. A Site Coordinator recalled his/her experience, noting,

Some of them will play by themselves because they really want to learn how to put a basketball in the net and another student would come up to him or her and tell them, 'If you bend your knee a little bit this way, it will help you.' So we have a few boys who are like that. They do lead in that way and a few of the girls who do help in that way. They try to coach each other. (Site Coordinator)

I learned from my friends how to play the sports properly and the staff, they usually convince or encourage us to play better and everything. (Participant)

AFTER THE PROGRAM (DIRECT IMPACTS)

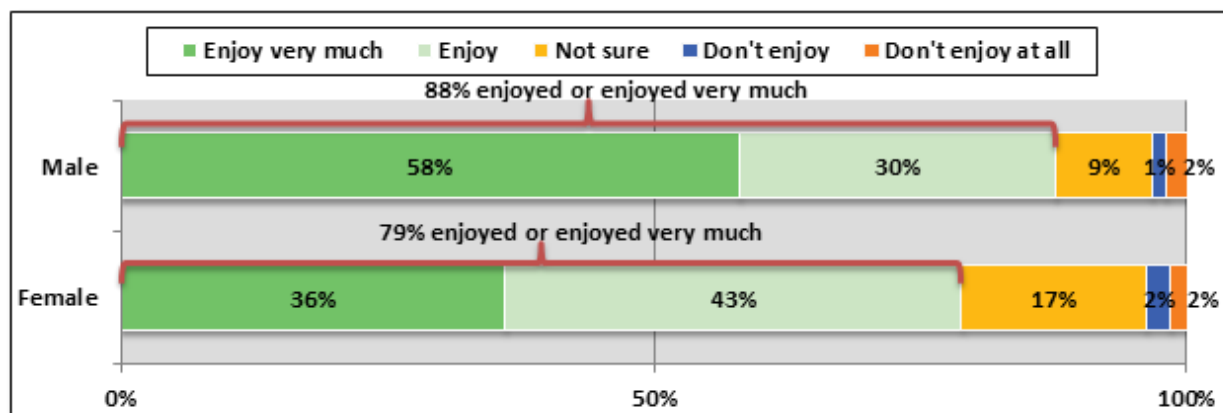
Increased Interest in Sports and Physical Activity

Several parents recognized the interest in sports and recreation that their children developed over the course of the program. One parent noted of his/her child:

I think it's more in the sports. Before she never liked sports [...] Before she was like a girlie-girl. Now she's like boy-girl, I should say. So now she's changed. She's into sports and that's what she talks about a lot. (Parent)

In the year-end program survey, the majority of participants (84%) indicated that they enjoyed the sports and recreation component of B3:30. This was particularly the case for male students (88%), but was also true of female students (79%) (see Figure 16).

Figure 16: Enjoyment of Sports and Recreation in B3:30



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Improved Physical Fitness

Both parents and students acknowledged that there were increased levels of participation in sports and recreation after joining B3:30. One group of students was asked to compare B3:30 with their physical education at school and reported that B3:30 offered double the amount of time for physical activity, thereby meeting Canadian Physical Activity guidelines. At another site, one participant responded,

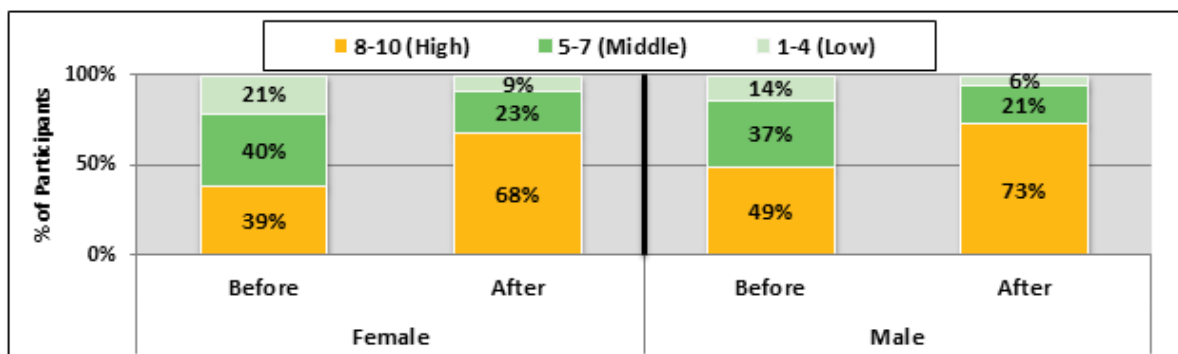
Out of five days, only one or two days we will have DPA [Daily Physical Activity] outside [...] In our class we are doing dance in DPA so that keeps us energized, but at Beyond, we have DPA every day and we keep doing activities. (Participant)

With more time allocated for physical activities, participants were able to practice and improve their skills in various sports. Students expressed confidently how they managed to develop their abilities through their participation in B3:30. Soccer, volleyball, badminton and Ultimate Frisbee were some of the areas in which students became more successful. A participant reflected on the importance of being a well-rounded athlete, claiming, “You have to play more sports to become a better athlete.” At one school, a program staff member shared a success story about a student who experienced an exceptional turnaround:

Our best female overall athlete [...] She's never played a day in her life at any sport, but she's probably our best athlete here.

Students appreciated how the program kept them energized and realized its benefits in improving their fitness. According to the program year-end survey, the percentage of students who rated their physical fitness highly increased from 44% before B3:30 to 71% after joining the program, while the number of students who gave themselves a low rating decreased from 18% to 7%. Male students were more likely to rate their fitness higher. Although there was a 10% gender gap before the program started (49% for males versus 39% for females), after joining the program the gap was reduced to 5% (73% versus 68%) (see Figure 17).

Figure 17: Self-rated Physical Fitness, Before and After B3:30



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

The strong interest in fitness was evident at one school, where a Nutrition staff member observed:

I never really thought that kids loved being so active. The moment you throw out the idea of them playing outside, or playing basketball or playing soccer, they're all really happy and very, very enthusiastic. (Nutrition Staff)

ADDITIONAL ENRICHMENT ACTIVITIES

Aside from the three core program components, B3:30 offered from time to time a variety of club activities, life skills training, recreational activities, and Community Dinners, all of which enhanced participants' learning experiences and personal development in multiple ways. Based on program schedules and the specific needs and interests of the participants at each site, some of the enrichment activities were organized on a weekly or monthly basis, while others were unique events. Taken together, these activities were instrumental in diversifying students' academic and social skills.

CLUB ACTIVITIES

Club activities tended to be more structured in their implementation with the intent to cultivate student development over an extensive period of time.

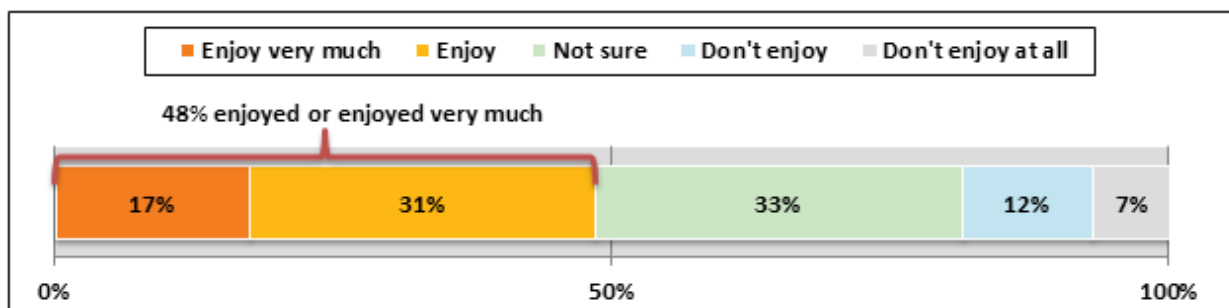
Book Club

In focus group interviews, it was revealed that many participants were not interested in reading and were bored with the books at school or school assignments that required reading.

In day school, [the teachers] just give you the book and if you don't like it, you [still] have to read it. (Former Participant)

The Book Club was introduced as a weekly session for participants to read a book together. Each student was given a copy of the book and had an opportunity to take turns reading out loud. According to the program year-end survey, about half of participants (48%) reported enjoying the Book Club (see Figure 18).

Figure 18: Enjoyment of B3:30's Book Club



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

During focus group interviews, some participants remarked that reading had become a more enjoyable activity after joining the B3:30's Book Club. They also found the selection of books more relatable and relevant to their interests.

Even in my history class, [the teachers] give us some old books from like, the 1950s, 40s and it's just like, 'This is so boring,' but [...] at the Book Clubs [in B3:30], they have things that you can apply to and stuff that teenagers can read [...] You can relate to them. (Former Participant)

The students' enthusiasm for reading was also supported by the Book Club's approach to reading activities. With staff's facilitation, participants read with their peers in a group, which made reading activities more engaging. As commented by a former participant:

The staff pick books that the staff think the kids like and they will ask in the Book Club who wants to read [what]. They will have a vote of the book they are going to read and they all read it and they come back and talk to each other about it. (Former Participant)

To help reinforce their interest, the group reading gave participants the opportunity to reflect on and discuss the book with their peers. One student contrasted his reading experience at the Book Club with that during the school day: "[In the Book Club] you are talking to people instead of just sitting and just writing." Since they were reading together, participants were supporting one another as they read out loud, helping them to gain confidence in their reading skills. At one school, an Academic Support Staff member observed that students' behaviours were calmer during the Book Club because they were focused on reading out loud and listening to others.

Although it was not explicitly mentioned, the increased amount of time in reading might have contributed to students' literacy skills, which would eventually benefit their academic performance at school. One parent was pleased with the program impact on his/her daughter:

Before, my daughter [didn't] like reading. She would never pick up a book [...] but with the program, I am impressed she already read so many books and she would say, 'Mom, this is [a] good book. I think you would like it.' (Parent)

Boys' and Girls' Clubs

Aside from activities, the Boys' and Girls' Clubs provided participants a dedicated time to discuss life issues. At these clubs, participants were divided into two groups on a weekly or bi-weekly basis for gender-specific activities. Since participants were separated into groups of their own gender, program staff were able to facilitate discussions on sensitive topics, such as relationship issues and coping strategies. A female student commented on her comfort with disclosing such matters with others of the same gender: "When you're with the boys, you can't express yourself more than when you're just with girls." For example, female students at one site shared how they spent time with the other girls, having fun with beauty treatments or making dresses for a fashion show that was going to be hosted at a Community Dinner.

Through Boys' and Girls' clubs, participants opened up to a wide range of subjects that pertained to their personal lives. Students were able to express their opinions and concerns with their peers in a non-judgmental and supportive environment, which program staff managed to establish in B3:30. Topics such as interpersonal relationships, bullying, growing up and dealing with problems in life, were several examples that participants highlighted. At one site, a student became comfortable with sharing his sexual orientation with others. The sense of community where people look out for one another were evident at another site, where a Site Coordinator reflected on her experience relating to the participants:

Boys' and Girls' Club is more a serious talk, like stuff in life.
(Participant)

We have Boys' and Girls' Clubs [...] they just want to kind of chill with one of us and talk about things that we're able to sort of share experiences [...] I remember what it's like to be in the 7th or 8th grade and my parents too are newcomers so I knew you couldn't come and talk to your mom about a boy you liked. She'd be like, 'You need to study your schoolwork. Don't worry about a boy.' So at least there's somebody there to help you navigate that realm 'cause it's so confusing going through that alone. (Site Coordinator)

Another Site Coordinator described how they led activities during this club time to encourage students to develop a better sense of self:

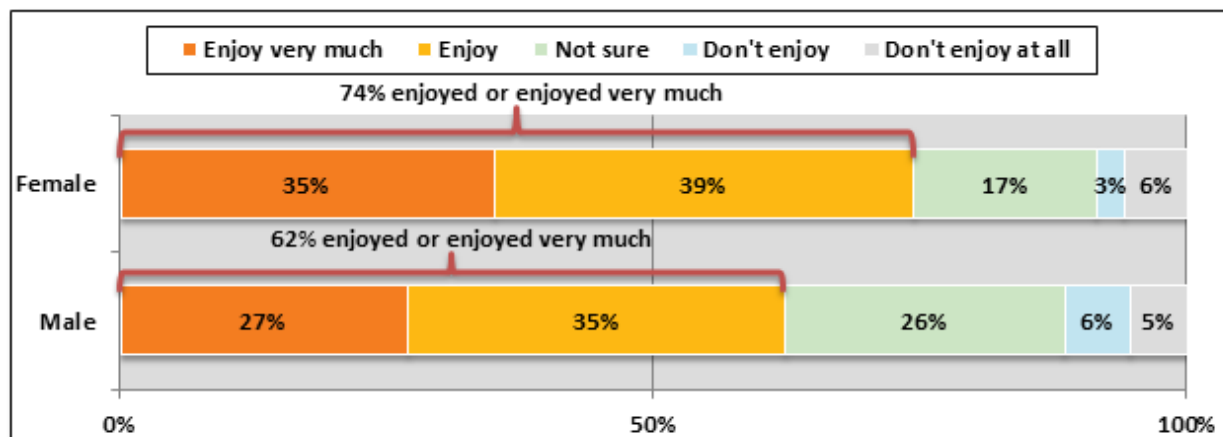
We did this thing with the girls called, 'I am' [...] It was a poster and it had their pictures and it said, 'I am,' with three blanks. We passed everyone's poster around and everyone had to write a positive compliment about that person and then they had to reflect on themselves like, 'I am intelligent. I am this.' Whatever they want to describe themselves as. A few of them told me they put it in their lockers so whenever they are having a bad day or someone is talking badly, they look at that poster and they remind themselves that a lot of people think positive things about them. (Site Coordinator)

Students who revealed life issues and discussed possible solutions with their peers might have developed a sense of resilience after confronting those issues. Not only did this contribute to building a stronger character in participants, but it could also allow them to build a stronger sense of who they are. This greater self-awareness benefitted students' well-being, as well as other aspects of their lives.

I think a lot of [the students] have calmed down. There's certain issues that we spoke about when we had Boys' and Girls' club. There's issues that we brought up, like bullying and things like that, and after those sessions, they really calmed down. Even though it still goes on a lot, it's calmed down compared to how it was in the beginning. (Program Staff)

According to the recent year-end survey, approximately two-thirds of the female and male participants enjoyed their respective gender-based club. Female students (74%) seemed to have enjoyed it more than their male counterparts (62%) (see Figure 19).

Figure 19: Enjoyment of B3:30's Boys' Club and Girls' Club



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

“Question of the Day”

In addition to Boys' and Girls' clubs, participants were given frequent opportunities to discuss life issues through an activity called, “Question of the Day,” where program staff proposed a particular question about a relevant topic or news event to the participants. With the facilitation of program staff, students debated on current affairs, politics, history, as well as more personal subjects, such as relationships and bullying. As described by an Academic Support Staff member:

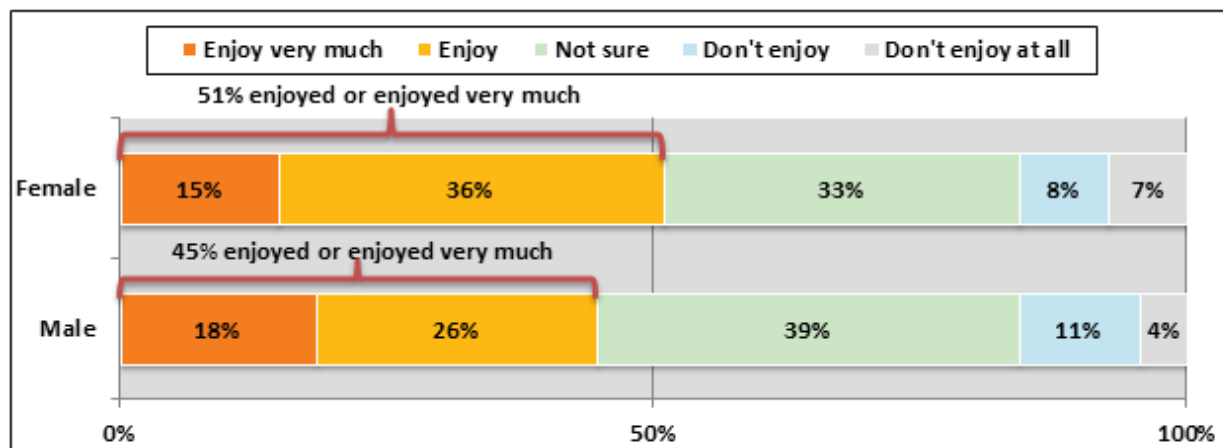
We have different topics, different conversations that we can go into depth that most teachers will not or cannot [...] in here we do freely [...] because it is not structured as much in terms of writing reports. They open up and they talk freely.

Participants greatly appreciated these group discussions because they rarely delved into such topics at school or at home. Some of the students' feedback included,

I get to learn new stuff about the world and what's happening,” and, “It's just that we get to have like, a different point of view [in B3:30] because usually in school time, we don't get to talk about these kind of things. It's just, you know, academics. But [in B3:30] we can talk about social life [...] growing up, how to deal with problems. (Participant)

In the program year-end survey, half of participants indicated that they enjoyed the opportunities to have debates and discussions about life during B3:30 – including 51% of female students and 45% of male students (see Figure 20).

Figure 20: Enjoyment of B3:30's Life Discussions



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

LIFE SKILLS TRAINING

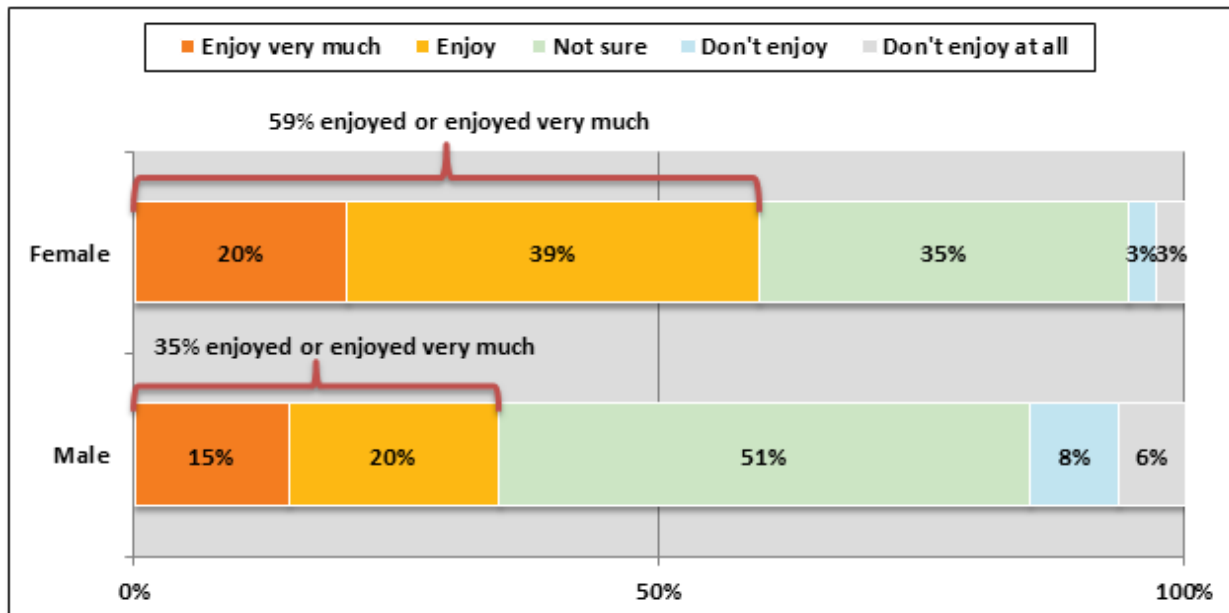
Babysitting Club

Babysitting Clubs were offered at a few B3:30 sites. Participants who had taken part in the Babysitting Club reported that it was fun and engaging because they found the childcare tips practical. For some students, the tips acquired could be applied at home when they looked after their younger siblings; for others, the babysitting skills could be helpful for their future part-time job opportunities.

It's kind of fun because in the future, if you want to get a babysitting job, people won't say, 'Don't 'cause you're not safe,' but then you'll have a certificate to show them. (Participant)

According to the recent year-end survey, roughly half of participants (48%) enjoyed the Future Leaders' Club (which included babysitting certification), though female students were much more likely to enjoy it - 59% versus 35% of male students (see Figure 21).

Figure 21: Enjoyment of B3:30's Future Leaders' Club



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

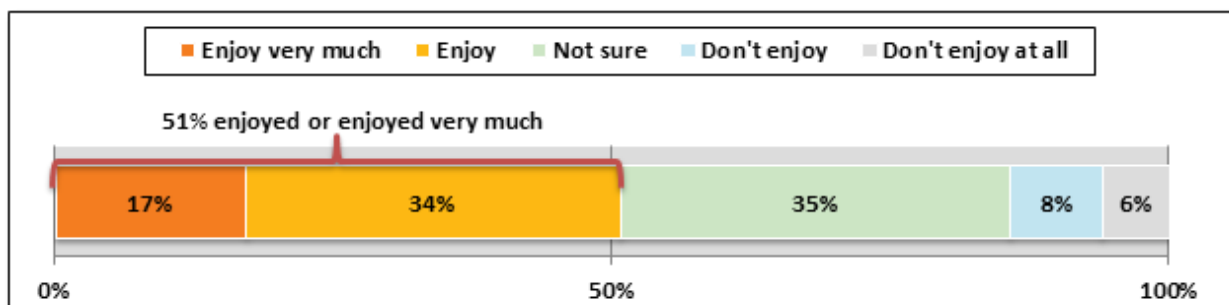
Live and Earn Workshops

The Live and Earn workshops introduced lessons on money management and covered topics, such as expenses, paystubs, credit cards, and methods to save money. The lessons were enlightening for one group of students who were astonished by housing prices:

We were allowed to sit down and learn about how to manage money. [Program staff] would give you a matching example and guess how much you'd have to pay for a house and then see the actual amount [...] And we were all shocked because it was a lot more than we expected [...] And some things were less than we expected. (Participant)

About half of participants (51%) indicated in their program year-end survey that they enjoyed Live and Earn (see Figure 22).

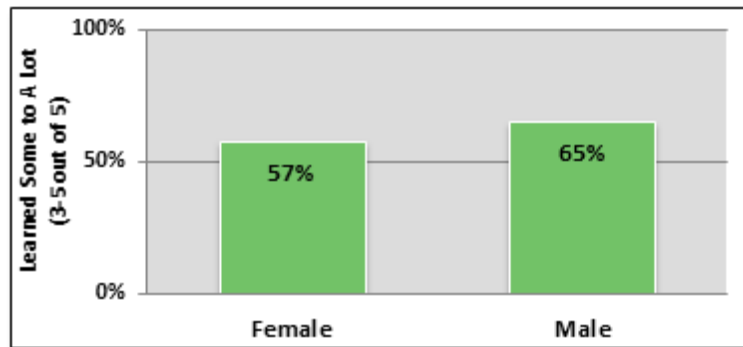
Figure 22: Enjoyment of B3:30's Live and Earn



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Also, according to the survey, about two-thirds of the participants reported having learned something or a lot about Financial Literacy in B3:30, including 57% of female students and 65% of male students (see Figure 23).

Figure 23: Financial Skills Learned



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

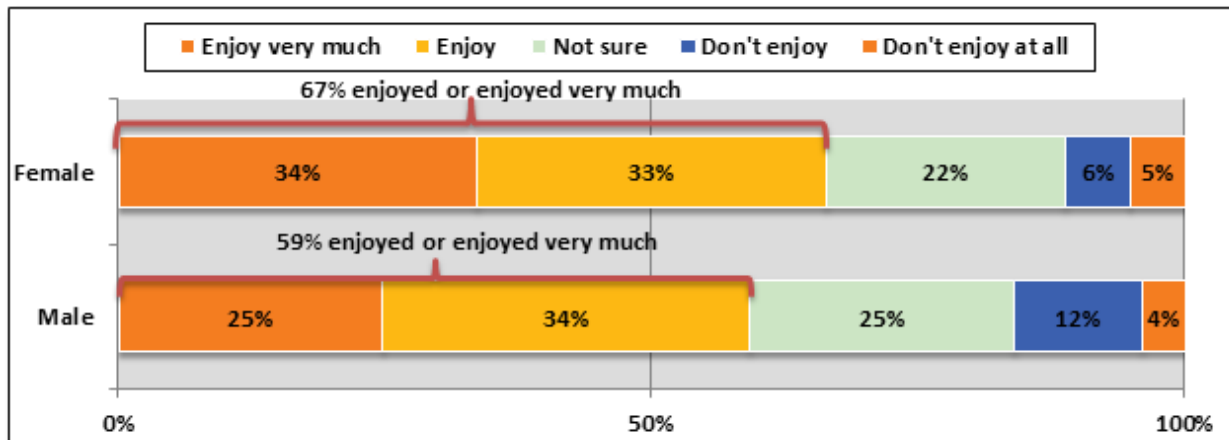
RECREATIONAL ACTIVITIES

Program staff introduced an extensive selection of recreational activities, most of which were creative outlets for participants to discover their talents. Aside from regular dance, visual arts, instrumental, and vocal music, more trendy activities such as beatboxing and karaoke, or cultural arts such as African dancing and drumming were incorporated into the program. At one school, participants explored multimedia and made music videos with the songs they created.

The talents of other people, so they can be like dancing. Like [one student] is an amazing dancer [...] People who are like singing and they're really good and stuff. It helps you realize that. (Participant)

In the program year-end survey, the majority of participants indicated their enjoyment of Music/Drumming/Dancing activities offered in B3:30, including 66% of female and 59% of male students (see Figure 24).

Figure 24: Enjoyment of Music, Drumming, and Dancing Workshops



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

COMMUNITY DINNERS

Community Dinners, which were offered at least three times during the school year, brought together parents, family members, as well as school staff to celebrate the participants' accomplishments. Through these events, participants were given the opportunity to help out in preparing the big meal, hosting the dinner, as well as greeting and serving the guests.

The day when we have Community Dinner, we do have more students come into the program [...] They help me cook the meal and then the students do the serving and everything. (Nutrition Staff)

The Community Dinners also gave students opportunities to showcase their talents and creativity, which had impressed not only their peers, but also parents and school staff. A Site Coordinator observed that some participants demonstrated a different side of their personalities and potential to the adults after being given a proper platform to express them:

I have a few of them who are in HSP (Home School Program) classes and they always think to themselves, 'I am HSP. I am not smart. I am not good at anything,' but then they come here and they create [a] beautiful thing for art or even like coordinating and being a leader in coordinating a dance, doing all the choreography and everything. Then the teacher, we do have a few teachers who do come to the Community Dinner and then the parents see it in a completely other light. So we try to give them that space and those opportunities to showcase what they can do aside from traditionally what they do in school. (Site Coordinator)

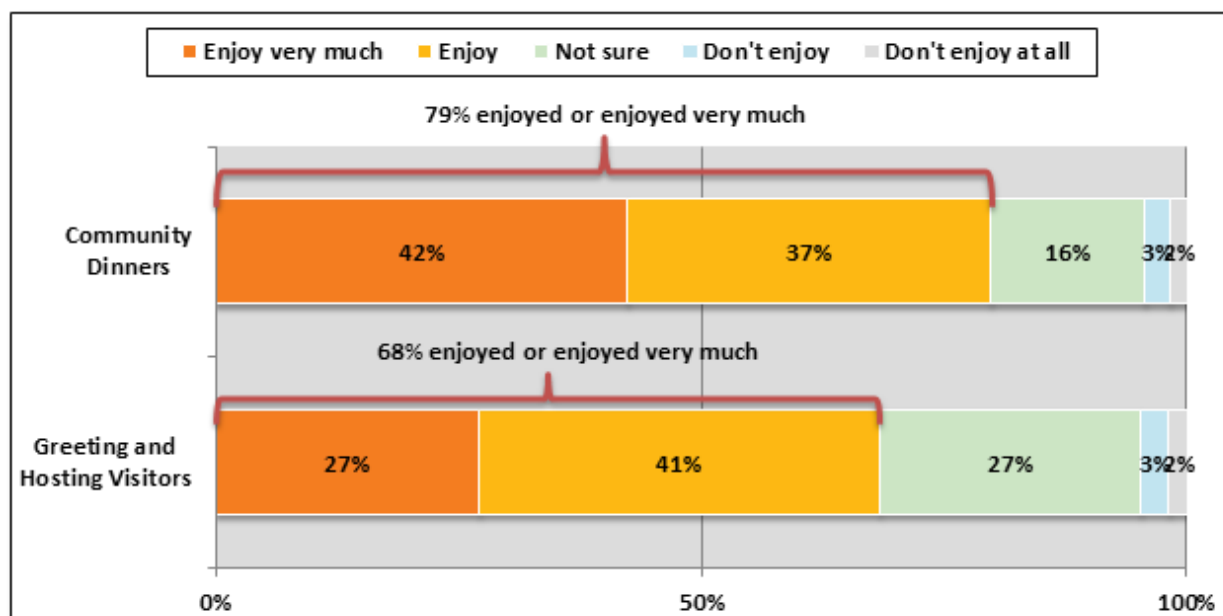
Also, as noted by a program staff member at another site:

There are some [students] who initially are intimidated by the process, but when they actually get on stage, they're such naturals that it just brings out their personality and to see that personal growth is really [...] it's good to see and it's very heartfelt because of the fact that half the time, you don't really think that they're engaging, but when you actually put them on the stage, they're very good at, they're very confident in their abilities. (Program Staff)

Furthermore, Community Dinners helped build students' self-confidence by recognizing their achievements with awards and praise. Certificates were presented to selected participants on stage, which affirmed participants' positive behaviours and performance at school. Celebrating their successes with others also served to reaffirm participants' sense of self and strengthened their confidence in themselves.

Based on the program year-end survey results, as high as 80% of the participants indicated enjoying the B3:30's Community Dinners, and over two-thirds (68%) said that they enjoyed greeting and hosting visitors (see Figure 25).

Figure 25: Enjoyment of Community Dinners and Greeting and Hosting Visitors

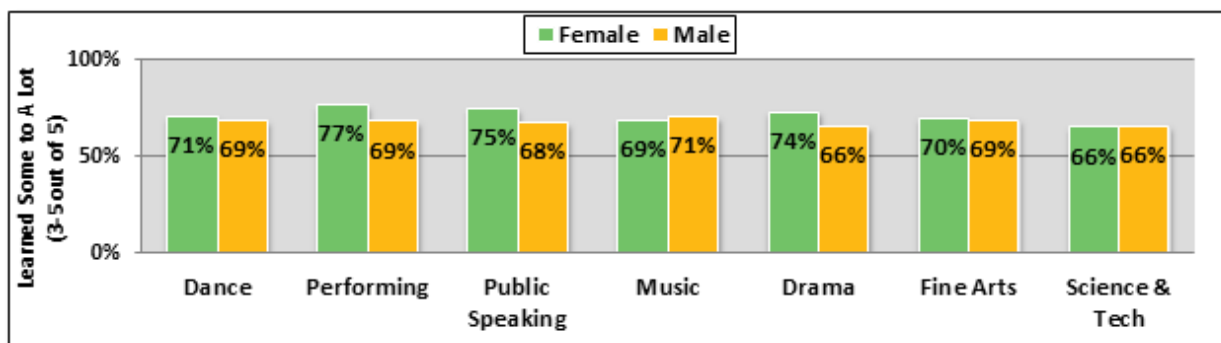


Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

COMBINED IMPACTS

These additional enrichment activities combined played an integral role in the program's influence on student development. In fact, according to the program year-end survey, the majority of the participants indicated having learned something about dance, performing, public speaking, music, drama, fine arts, and science and technology. Female students were more likely to say they had learned something about performing (77% versus 69% of male students), public speaking (75% versus 68%), and drama (74% versus 66%) (see Figure 26).

Figure 26: Learning about Different Areas in B3:30



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Although relatively less time was allotted for the different enrichment activities, their combined impacts catalyzed far-reaching effects for participants, especially in terms of developing multiple interests, critical thinking, self-discovery, and transferable life skills such as financial literacy, conflict resolution or leadership – all of which are essential ingredients for their long-term success.

B3:30 reinforces the social skills that we reinforce each and every day here [at school...] So [the students] learn social skills to deal with situations and conflicts, [...] The kids are learning life skills that are transferable in situations. (School Principal)

SPIN-OFF BENEFITS

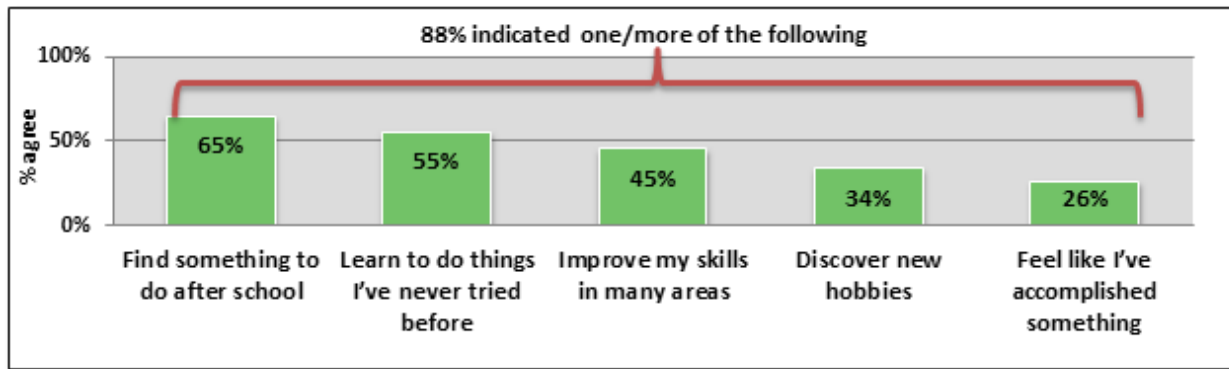
Two important unique features of B3:30 were its multi-dimensionality and flexibility. With its multi-faceted program components, along with caring and supportive program staff, B3:30 yielded extensive benefits for marginalized students who lacked many essential out-of-school opportunities compared to their peers from other neighbourhoods. The previous sections of this report have addressed in detail how each of the core components and the various enrichment activities of B3:30 had produced direct positive impacts on participants (see Table 1).

Table 1: B3:30 Program Components and Their Direct Impacts

B3:30 Program Components	Direct Impacts
Homework Club	<ul style="list-style-type: none"> ▪ Better homework habits and increased motivation to work harder ▪ Improved academic performance
Junior Chefs' Club	<ul style="list-style-type: none"> ▪ Better knowledge about nutrition and healthier eating habits ▪ Ability to prepare meals
Sports/Recreation	<ul style="list-style-type: none"> ▪ Increased interest in sports and physical activity ▪ Improved physical fitness
Other enrichment activities	<p>Combined impacts:</p> <ul style="list-style-type: none"> ▪ Increased interest in different areas including reading, arts, music, instruments, performance, life issues, current affairs, etc. ▪ Life skills – money management, babysitting, conflict resolution, leadership ▪ Others – critical thinking, self-awareness, resiliency, etc.

Aside from its specific program components, the dynamic nature of B3:30 was a driving force behind the program effectiveness. In other words, while B3:30 had a consistent setting and time, it was not overly structured or programmed like a typical school day. There was always room for flexibility, which was found in this study to be essential in boosting relationship-building and in producing other spin-off benefits that affected participants' well-being. For instance, B3:30 offered a safe place for students to relax and wind down after a day of schooling. At the same time, the program gave participants a chance to engage in learning and different activities in a fun and non-threatening environment. Throughout the program, there was time, space, and flexibility for participants to socialize with program staff and peers. As discussed below, this semi-structured program set-up, combined with the caring attitude of the B3:30 staff, offered students a supportive system for their social-emotional growth and development. In fact, according to participants' response to the year-end program survey, B3:30 was a place where they could try and learn new things, improve their skills, discover new hobbies, and feel that they had accomplished things (see Figure 27).

Figure 27: Areas in Which B3:30 Helped Participants



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Through many hours of interviews with nearly 200 informants from different stakeholder groups, this study identifies a number of spin-off benefits in the following inter-related areas:

- Relationship-building with peers;
- Relationships with caring adults;
- Social development;
- Emotional well-being;
- School engagement;
- Family dynamics; and
- Long term effects.

PEER RELATIONSHIPS

Before the Program

For most participants, their regular school-day routines seldom lent themselves to peer socialization, particularly outside of their own class or grade. Students reported that during the school day, they were constantly busy with classes and homework, and thus had little time to spend with friends. Their social interactions were limited to recess or lunch periods. It was even more difficult for students from different grades to socialize, as they often had different lunch periods and class schedules.

Other than limited time to socialize, some participants found that the school day was a competitive environment where they felt constantly judged and assessed. Several male participants across the B3:30 sites spoke of the pressure to act tough around their schoolmates in order to be perceived as cool and popular. Other students mentioned being bullied or having difficulty making friends at school. According to some parents interviewed in their respective focus groups, their children were too shy and lacked the confidence or self-esteem to make

new friends at school. Parents, program staff and students themselves agreed that many participants felt isolated during the school day.

I have little to no friends in my classroom, but in Beyond 3:30 I have more friends.
(Participant)

During the Program

All stakeholder groups interviewed unanimously commented that since joining B3:30, most participants had made many more friends than during the school day. Across sites, participants noted how critical it was for them to have an extended period of time during the day to meet and talk with others. This was an important reason why many students joined B3:30 and why many chose to stay and attend the program regularly.

We don't have time that we can all be together except recess which is only 10-15 minutes, so we all decided to go to Beyond 3:30 so that we can play and have time and fun together. (Participant)

The structure of B3:30 allowed participants time to relax, chat and joke around with their peers, which fostered deeper relationships. Many participants stated they felt close to their peers in B3:30. From having more free time with friends, participants also discussed with each other different issues and problems that they could not otherwise do during the school day.

Usually in school time we don't get to talk about these kind of [life problems] – it's just, you know, academics. But [in B3:30] we can talk about social life, like, you know, growing up, how to deal with problems, so this is just different.
(Participant)

In addition, participants, volunteers, parents, program staff, and school staff all agreed that there was value in having mixed grades (Grades 6-8) in the B3:30 program. This enabled students to receive social-emotional support from peers outside of their own grade. Specifically, it provided older students opportunities to mentor younger students academically and on issues and problems in which they had more experience.

The grade 7s and grade 8s support one another [...the grade 8s will] go comfort [the grade 7s] in times that they're struggling or even help them with homework [...] the grade 7s even feel comfortable towards the other grade 8s to come to them and ask for that support. (Program Staff)

This mentoring aspect was particularly apparent at some B3:30 sites with the participation of some students with special needs such as autism or mild intellectual delays. During the program, participants interacted with students with special needs, who then had a chance to

feel accepted and to acquire social and communication skills through interaction with other participants.

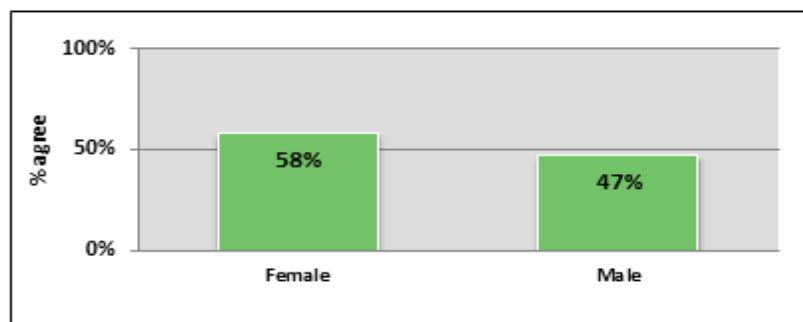
After the Program

The impact that B3:30 had on participants' peer interactions can be categorized into three main areas:

Expanded Social Circle

Through the program, most participants were able to expand their network of friends, as they had the opportunity to interact with peers within and outside their own grade and to meet new people in the program that they would not necessarily have met otherwise. According to the program year-end survey, 58% of the female and 47% of the male participants agreed that B3:30 had helped them to make new friends (see Figure 28).

Figure 28: Participants who Indicated That B3:30 Helped Them Make New Friends



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Several parents also reported that their child was able to befriend students from different cultural backgrounds. Program staff at one B3:30 site told the story of a participant in their program who arrived speaking no English. Program staff and participants were asked to help him so he did not feel excluded. After a few months in the program, he was one of the most popular students in the program.

Increased Confidence and Stronger Communication Skills

Many parents who were interviewed noticed a change in their child's ability and willingness to voice their opinions and feelings. They found their child more open and less shy when interacting with others. In fact, both program and school staff at many sites observed that the positive peer interactions students experienced in B3:30 had helped increase students' confidence. These observations were corroborated by statements from the participants themselves, who felt more confident and better able to talk about their thoughts and feelings since joining the program.

When I first came [to B3:30], I guess I was kind of shy and didn't want to talk to anyone. But then [...] everyone made me feel special. I learned that maybe I could change and start speaking up. (Participant)

Increased Feelings of Acceptance, Belonging and Support from Peers

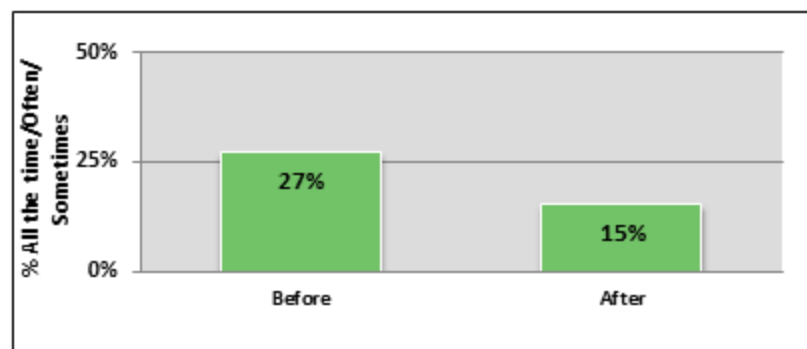
Across all program sites, participants reported feeling safe, welcome and accepted in B3:30. Former participants noted that unlike the time had with their peers outside of the program, in B3:30, they did not feel they had to act tough or “macho” as they could just be themselves around their program peers. As pointed out by parents in their respective focus groups, because of the positive social experience in the program, their child treated B3:30 as one of the most important parts of their day and made every effort to attend the program every school day in order to spend time with their friends.

Further, several participants stated that after attending B3:30, they were able to learn from and turn to their peers for advice and support. Other participants told stories about how they felt supported in the program especially after having bad days at school. Their sadness or disappointments caused by negative experiences during the school day were often allayed when they came to B3:30, where peers cheered them up and made them feel accepted. Hence, instead of feeling alienated from school, B3:30 helped them to feel more a part of the wider school community.

Beyond 3:30 gives kids a place where they get to feel like they belong, because some kids feel alone when they're at school or neglected at home. At Beyond 3:30 they get to talk to and hang out with kids their own age. (Program Staff)

The program year-end survey reveals that the proportion of participants who reported feeling lonely decreased from 27% before joining B3:30 to 15% by the end of the program (see Figure 29).

Figure 29: Feelings of Loneliness Before and After B3:30



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

RELATIONSHIPS WITH PROGRAM STAFF

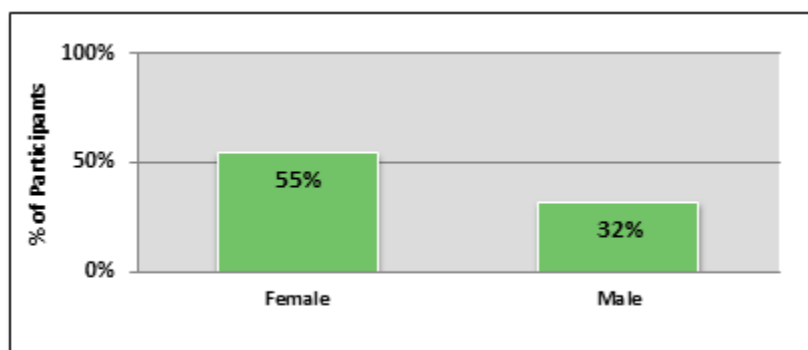
Before the Program

Aside from the need for peer support, many students indicated that they did not have many adults in their lives that they could turn to for advice or talk to about their problems. Many participants felt that their parents did not always understand their point of view or felt uncomfortable discussing certain issues, such as romantic relationships or sexual health, with their family members. At school, they also found it hard to discuss their problems with teachers, fearing that any personal issues shared would not remain confidential or would affect their teachers' subsequent perceptions of them.

During the Program

In B3:30, many participants felt comfortable to confide in program staff about their personal issues, thoughts, and feelings. According to the program year-end survey, three-quarters (76%) of participants said that there was at least one adult in B3:30 that they felt comfortable going to for personal support, advice, and help. More than half of the female participants (55%) and nearly one-third of the male participants (32%) who did not have an adult at school that they could turn to reported that they had at least one adult in B3:30 that they could go to for support (see Figure 30).

Figure 30: Participants with Adults in B3:30 They Felt Comfortable Turning to for Support¹¹



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Participants felt close to the staff and perceived them as thoughtful, caring, and trustworthy listeners and advisors because of the following conditions available in B3:30.

¹¹ This graph shows those participants reported having no adults at school that they could turn to for personal support, advice, or help.

The Time and Atmosphere Offered by the Program

B3:30 staff members had the advantage of having more time and a more relaxed environment to interact with participants than they did during the school day. At the same time, without grading or rating their participants' performance, program staff were able to maintain a non-judgmental and non-threatening atmosphere, which was crucial for adolescents to feel comfortable sharing one-on-one their personal issues and asking for advice.

Confidentiality

Another important reason that participants felt connected to staff was that they were assured that their personal information would not be disclosed. This was particularly important for adolescents who need to feel safe to speak without the fear of negative consequences. Of course, discretions were exercised when program staff felt an issue would merit discussion with school staff or family members in such cases as suicidal thoughts or physical abuse. In these circumstances, program staff played a critical role in assisting participants with serious issues by relaying information to the appropriate sources and providing the student with necessary support.

A lot of times some kids come to our program with so much baggage from home, from school, from anywhere else [...] and it's usually us who have to unpack that baggage, de-escalate whatever is going on inside of them. (Program Staff)

Someone They Could Relate to Because of Age, Gender and/or Cultural Identity

Program staff and students were able to relate more to each other due to their smaller age gap than they were with school staff or parents.

Kids are a little bit more attentive to other older people's opinions that are outside of their family [...] they'll hear and understand what their family is saying, but a lot of times it's kind of cooler to hear it from somebody else who is a little closer to their age. (Program Staff)

Participants at many sites indicated that they identified more with one or two staff members than with others. This was partly due to gender differences – female participants tended to relate more with female staff, and male participants more with the male staff. The varied ethno-racial backgrounds of program staff also helped some students from different cultural groups to feel connected with them.

Caring and Supportive Attitudes of Program Staff

Many participants described their relationship with B3:30 staff using familial terms such as mother, father, older sister or brother. Reciprocally, program staff said that they often talked to their participants as if they were their own children. References to being a family were made

at several B3:30 sites, which reveal the close bonds that were formed between the participants and the staff.

The staff's caring attitudes were demonstrated by their efforts to make it clear to participants that they were available to talk at any time about any problem. They also made a point of asking participants about what was going on in their lives at home and at school, and made special efforts to provide extra care and attention to students that they knew were going through a difficult time, whether it was related to academic or emotional concerns.

Many participants stated that they felt program staff really listened to what they had to say, and provided unbiased advice to help them work through things. This was something that many participants and volunteers said they appreciated about the B3:30 staff, contributing to their feeling that they had an adult to talk to and who really cared about them. Some students were not very open or forthcoming initially when they first joined the program, and in this situation, staff were sensitive to respect participants' varied comfort levels.

Program Staff as Positive Role Models and Mentors

Besides being caring and supportive adults, B3:30 staff were often role models or mentors to the participants. Program staff at multiple sites realized that many students in the neighbourhoods lacked positive role models in their lives. B3:30 staff were able to share their own personal experiences with participants to help students see that they were not the only ones with certain difficulties. Examples from their personal lives were also used by program staff to help advise and guide their participants. In fact, according to program staff at several sites, participants often asked them about their backgrounds and lives. Staff used this curiosity to instill in their participants proper values or future aspirations. Program staff also consciously modeled good behaviour, such as praising participants when they performed well in a sports game. In sum, the varied backgrounds and life experiences of the staff provided participants with realistic role models to emulate versus those of movie or music stars that many adolescents idolized.

We've all been educated or have life experience or training so we offer them a different perspective [...] they have somebody that's real [...] somebody that they can try to be like. (Program Staff)

After the Program

The trust and strong relationships fostered by program staff helped participants especially with their personal difficulties. For instance, having learned about the difficult home lives of a few students through personal conversations, the program staff at one site was able to provide these students support, along with the assistance of the Children's Aid Society, which they would not otherwise receive. At another site, a female participant had been constantly bullied due to her weight issue, and subsequently underwent depression. In B3:30, she received support, advice and encouragement by a program staff, who had similar past experience on how to cope with body image issues and bullying.

Another example was a participant who was angry and unhappy when he first joined B3:30. After some time in the program, this student felt comfortable enough to confide in one of the staff members about his ongoing struggles with his sexual orientation issue. Feeling safe and accepted in the program, the student discussed this difficult subject with a program staff member who was responsive, accepting and respectful of his difficulties. The conversation had made a big difference to this student emotionally. It resulted in the student coming out as gay, not only to the staff member, but eventually to his family and at school. According to the staff member, it also led to a change in which the student became happy and fully engaged in different activities.

SOCIAL DEVELOPMENT

With their regular attendance in the program, many participants were found to have improved in their social development, specifically in terms of:

- Social and communication skills;
- Conflict resolution abilities;
- Empathy and compassion for others; and
- Capacity to lead and model good behaviour for others.

Increased Social and Communication Skills

Social interaction was challenging for many students, especially those who were quiet or withdrawn. Several parents reported that before B3:30, their child did not feel comfortable speaking up or sharing their thoughts, which made it difficult to make friends. In some instances, students were easily frustrated by others and often exhibited avoidance behaviours.

Through the various opportunities that the program provided for social interaction, participants gradually developed better communication skills and became more comfortable with speaking out and socializing. One of the key success factors was offering students the opportunity to

express themselves. A School principal elaborated on this by stating, “the more times we put kids in situations where they have to interact with each other and develop social skills, they [eventually] hone those skills”. Casual group discussions, presentations at Community Dinners, and “Questions of the Day” were some of the occasions where participants were able to practice their public speaking skills. After the program, parents noticed their child becoming more open and sociable with peers within and outside the program, and having more meaningful conversations at home.

They don't know how to express themselves. [B3:30] helps their social behaviour very much [...] being [able] to know how to communicate with other people.
(Parent)

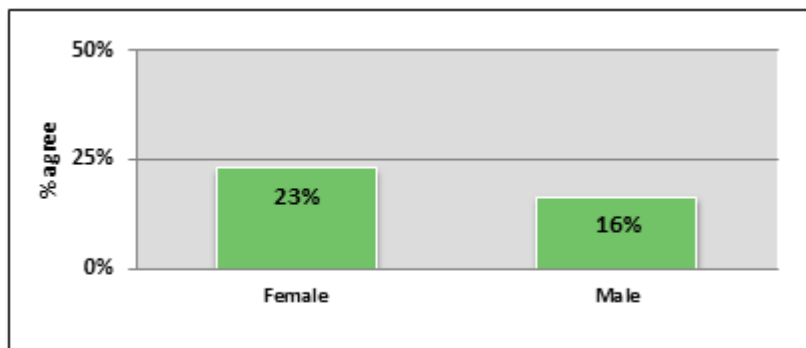
Stronger Conflict-resolution Abilities

Conflict resolution was an integral part of students’ social development in B3:30. Program staff played a key role in guiding participants with constructive ways to deal with conflicts. Participants knew that bullying and fighting were not tolerated in B3:30 and they were encouraged to solve their problems through dialogues rather than fighting. Staff provided strategies for students to have meaningful discussions about their conflicts; for example, suggesting they use constructive criticism rather than negative language. Participants also learned to wait and try to calm down if they were angry rather than starting a fight, and to forgive their peers when they made mistakes.

I would say Beyond helps me to deal with people because sometimes when they get me mad, there will be some conflict [...] But one of the volunteers or [staff] pulled me aside and advised me to ‘just let it go’ and calm down. So the next day when I forgave them, I felt so much better. (Participant)

In the year-end survey, about 1 in 4 (23%) of the female and 1 in 6 (16%) of the male participants reported that B3:30 helped them with resolving conflicts with others (see Figure 31).

Figure 31: Improvement in Conflict Resolution Skills After Joining B3:30



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

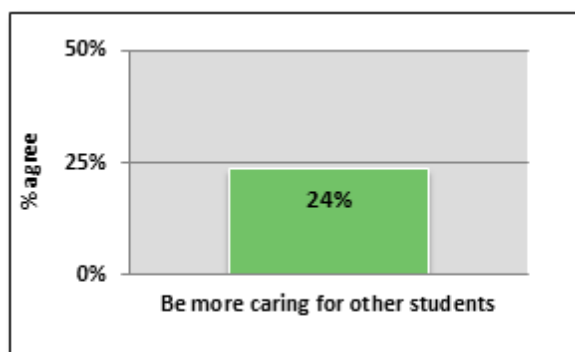
Developing More Empathy and Compassion for Others

B3:30 brought together students from different grade levels, cultural backgrounds, at varying ability levels, and with different interests. Frequent interactions with people from diverse backgrounds, along with the program staff's conscious efforts to foster an inclusive environment, promoted understanding, empathy, and respect for differences among the participants. These changes in behavior and attitude carried over to participants' lives outside the program. For example, several parents noticed their children were more willing to befriend people from different cultural backgrounds and were more sensitive and supportive of others in need.

She [told] me about one particular student in class who was a little bit isolated and she would tell me 'well, I don't think anybody understand[s] her, but I talk to her [...] and all she need[s] is a friend.' So I think in terms of that type of accepting behavior and trying to understand friends and other kids, she has changed a lot in that sense. (Parent)

In fact, in the program year-end survey, about 1 in 4 of the participants indicated that the program had helped them to be more caring towards other students (see Figure 32).

Figure 32: Participants who Indicated That B3:30 Helped Them Be More Caring



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Capacity to Lead and Model Good Behaviour for Others

During the program, especially during Sports and Recreation, participants often had the chance to lead, for example, to be a team captain or executing games for the whole group.

You are able to take the lead and some people, like me, are shy and I am shy and not able to step up or speak up, but here, in Beyond [3:30] you are able to speak up and organize things and people will actually listen to you. (Former Participant)

At the same time, program staff frequently spoke with participants about making good choices and deciding on the right thing to do in different situations. Through their leadership roles, participants could practice modeling good behaviour for their peers. In fact, instead of being

disciplined, participants who exhibited hyperactive or anti-social behaviours were often given the opportunity to act as leaders. A decrease in these negative behaviours was observed as they modeled more appropriate behaviours for the group. Program staff also encouraged participants to lead by example, showing their peers more positive forms of behavior such as how to listen to others.

[My child] got involved in a lot of activities and the most thing I am really glad he has is leadership skills. I didn't know he could do it or I didn't believe he can be really a decision maker or can be really [an] asset for other kids, as well as the staff here. (Parent)

EMOTIONAL WELL-BEING

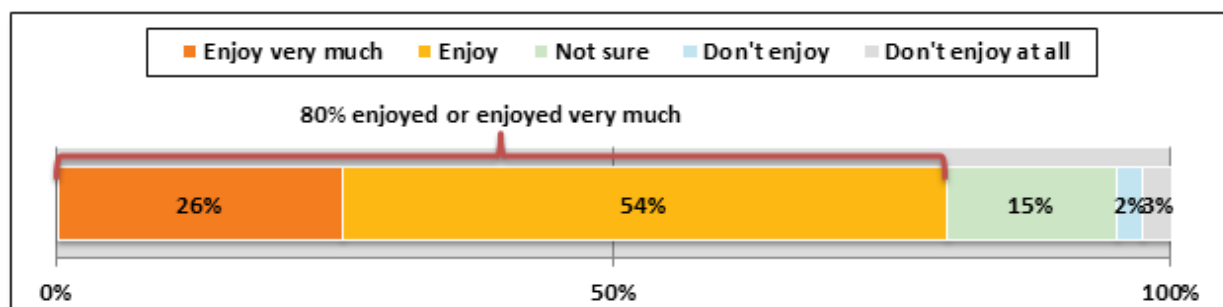
The multi-faceted, as well as the flexible, nature of B3:30 program helped boost participants' emotional well-being in the following ways:

- Feeling happier;
- Increased self-esteem and confidence;
- Receiving more emotional support from peers and adults; and
- Increased resiliency.

Feeling Happier

Across all 16 B3:30 sites, 80% of the participants reported that they really liked spending time in the program after school (see Figure 33).

Figure 33: Overall Enjoyment of B3:30



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Participants enjoyed the different components of the program, as well as having free time to interact with friends. Instead of feeling bored or alone after school, participants were socializing with peers, taking part in different activities, and learning new skills, all of which made them feel connected, engaged, empowered, and thus, happier.

I joined [B3:30] because you get extra help with homework, also learn new things and make new friends, and it helps me practice my favourite sport. (Participant)

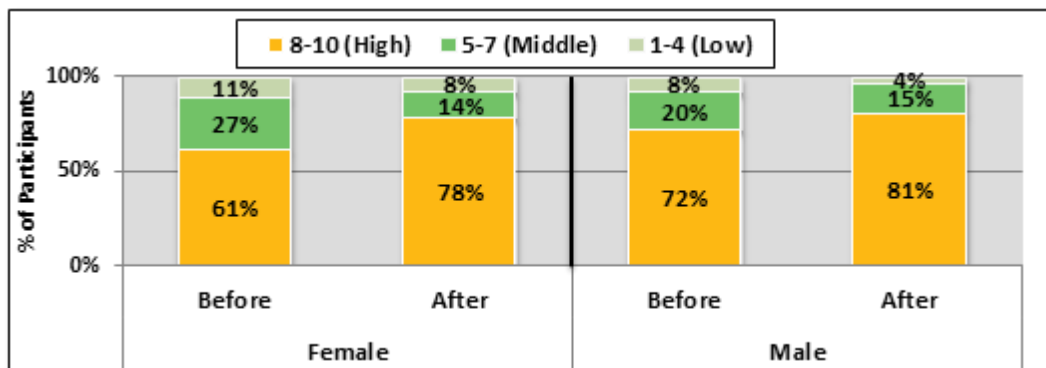
After I come home from Beyond, I feel so good and happy. Sometimes my mom is like ‘why are you so happy?’ I want to be more active too. (Former Participant)

Parents of many participants also noticed a change in their child’s attitude since they joined the program.

Before [my daughter] was just going home, homework, eat, bed. Now she look[s] forward to the program. She is more happy going. (Parent)

In fact, according to the year-end survey, while roughly two-thirds of participants (65%) rated themselves high (8-10 out of 10) in terms of how happy they felt about themselves before joining B3:30, the proportion rose to 79% after they attended the program. The increase was especially pronounced in the case of female students, rising from 61% before the program to 78% after the program (see Figure 34).

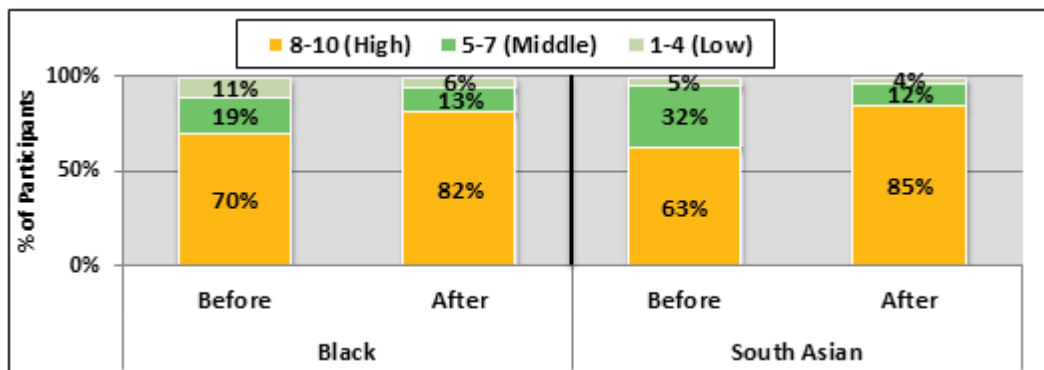
Figure 34: Happiness with Self Before and After B3:30, by Gender



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Also, while the before-and-after increase in happiness was high among Black students (from 70% to 82%); it was even higher for South Asian students (from 63% to 85%) (see Figure 35).

Figure 35: Happiness with Self Before and After B3:30 – Black and South Asian Students



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

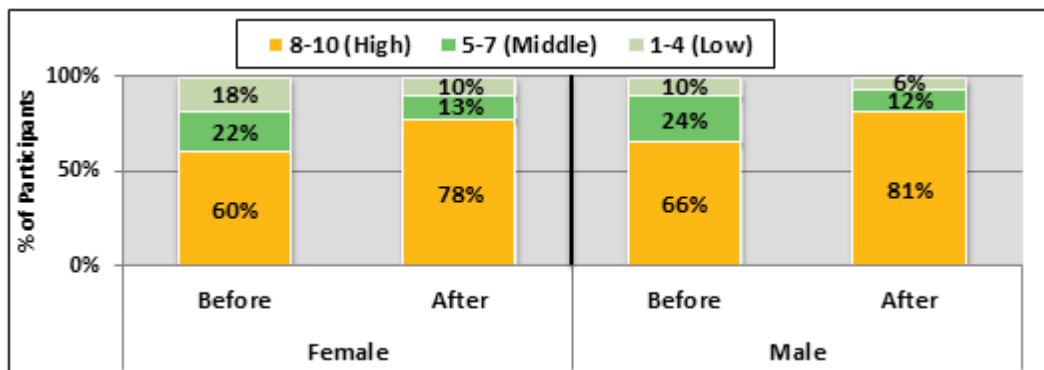
Increased Self-esteem and Confidence

According to B3:30 staff across all sites, many participants frequently got into trouble during the school day. These negative school experiences contributed to many students developing a sense of alienation, and low self-esteem and efficacy. Having the opportunity to interact with school friends from different grades, engage actively in team work, participate regularly in sports activities, and sometimes have the opportunity to lead their peers, changed their perspective of how they viewed themselves. B3:30 provided participants with the chance to showcase, succeed and excel at skills they may not have been able to use during the school day in a non-judgmental environment. The Community Dinners were an example in which students could showcase their skills.

Sometimes I find a lot of the kids they already have this idea that they are the bad kids during the day [...] but when they come here they show us a completely other side and they are the ones who are taking up these leadership opportunities. Showcasing their talents that they might not be able to during the day and I think that gives us a different type of relationship with them because they are [...] not be in a school environment where they feel like they are only being judged academically or anything like that. They can use their other skills as well. (Staff Member)

According to the year-end survey, while less than two-thirds (63%) of participants rated their self-confidence level high (8-10 out of 10) before joining Beyond 3:30, the proportion rose to 80% by the end of the program. For the female participants, the increase was from 60% before joining B3:30 to 78% after joining, and for their male counterparts, the increase was from 66% to 81% (see Figure 36).

Figure 36: Self-confidence Before and After B3:30, by Gender



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Many participants had indeed become confident enough to attempt new challenges as a result of the program. For example, one parent recounted that after joining the program, her son tried out to be the goalie for the school soccer team, which he never would have had the confidence to do before B3:30. This shift in self-perceptions also allowed participants to be open to new possibilities for their future. Both program staff and parents mentioned several students who now talked about wanting to pursue post-secondary education, an option most students had rarely considered before joining the program.

Some of [the kids] were talking about 'I want to go to post-secondary school' and [...] it's opening up possibilities to them that they wouldn't necessarily even think about before. (Parent)

More importantly, several of the stakeholder groups pointed out that because of the program, participants had become confident enough to not follow the crowd if it involved inappropriate activities. For instance, many of the participants, including former participants, admitted that even though they personally knew people involved in gangs or illegal activities, they were able to avoid these bad influences mainly due to the time and support they had with their friends and program staff in B3:30.

Receiving Emotional Support from Peers and Adults

According to many participants, before joining B3:30, they did not see their peers as people they would ask for advice. However, since peer support was fostered in the program, many students felt comfortable turning to each other for help. Program staff themselves also acted as impartial adults to whom the students could speak their mind without the fear of any negative consequences. Being encouraged by the friendly and caring attitude of the program staff, most participants voluntarily sought support and advice for their personal matters by being open and honest about their feelings, which they felt was difficult to do during the school day or even at home.

[We are] one big family [in B3:30 ...] if we had a problem, we have enough trust in each other to get advice from each other. (Participant)

I learned that any adult can help you, even your peer[s] and friends can help you. (Participant)

Increased Resiliency Especially for Those Facing Adverse Life Situations

Boosting self-esteem was particularly important for participants who were going through difficult experiences in their lives and were especially vulnerable to negative thinking. Some Site Coordinators gave examples of students who were bullied, depressed, expressed suicidal thoughts, or were engaging in self-harm. Others mentioned Children's Aid cases where they helped participants navigate the system or prepare for court hearings. In these cases, making sure that students felt good about themselves was critical.

They've gone through things with having been in the whole CAS system and their experience within that system [...] some of them ha[d] to go to court and all that kind of stuff [...] We've been able to sort of help them with that [...] to] talk to them just so that they have an understanding of self-worth and self-value and through different interactions with kids here and the different things that we do, they've gained for themselves that greater sense of self and more of an appreciation [because] they actually get to see things that they're good at so they start to celebrate themselves. (B3:30 Staff Member)

Both program staff and parents recognized the benefits of the program as a safe haven for students who were going through difficult times in their lives. One parent talked about her recent separation from her husband and how her son was able to spend time in the program with his friends during that period, and how this helped him to cope with the stress and upheaval at home. In short, B3:30 provided participants with a stable, safe, and caring environment where they could spend time with peers and caring adults despite what was going on in their homes or personal lives.

According to many parents, their children were better able to deal with issues and problems after joining B3:30. In talking with students, the staff in B3:30 helped them to realize that they were not helpless when faced with difficult situations. They gave participants suggestions on how to manage stress and negative emotions effectively, sometimes based on their own personal experiences. Parents noticed that instead of keeping problems to themselves, their children were now better able to use successful coping mechanisms, for example, knowing how to discuss problems or concerns with an adult.

I think that [my son now] understands that problems will come up, but that there is always a solution to a problem [...] Before, if there was something going on, he would be afraid to bring it up to anybody [...] he would have [...] let those

emotions kind of stay in and not really express them to other people [...] But now, he feels that yeah, he can go and tell another adult that something is going on that is not right. (Parent)

Furthermore, program staff acknowledged that the daily physical activities offered in B3:30 provided an outlet for students to relieve stress. As observed by a Nutrition Staff, some students in B3:30 worried about their home life and physical activity was a way to take their mind off of their problems.

We try as best as we can [...] to ease [their stress level] when [students] come here, [...] it's so difficult to really calm them down at times. So the games help [...] Have them running around in the gym [...] It helps to release so much after that [...]and] keep their mind off of what is going on at home by helping with the games. Even by cooking in the kitchen, it takes off their mind of wherever they have to go home to meet. (Nutrition Staff)

INCREASED SCHOOL ENGAGEMENT

The multi-dimensional aspects of B3:30 were instrumental in promoting positive school behaviours and attitudes among participants in terms of:

- increased engagement in school activities; and
- increased school attendance and enjoyment.

Increased Engagement in School Activities

As a result of the knowledge, life skills, healthy lifestyle, new interests, relationships and diverse experiences acquired or developed from attending the daily after-school program, participants became reassured and more confident about themselves over time. This positive change transferred into their lives during the school day. For instance, many became more active members of their classrooms by joining in class discussions and contributing in a positive way. Other students branched out into new school activities, school sports teams, or clubs as a result of the skills and interests they developed in B3:30.

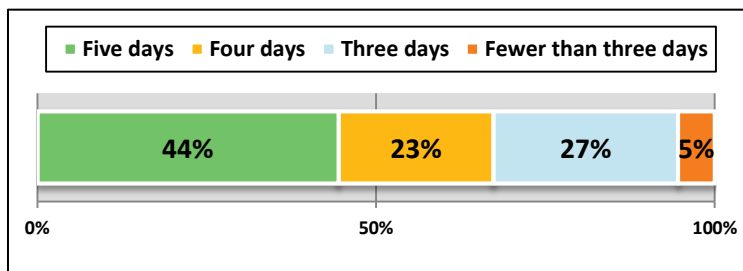
Our son enjoyed school but he wasn't necessarily pushing himself into programs beyond the sort of baseline of what the school is offering. Now he is kind of reaching out for other sports activities, music activities, those kinds of things. (Parent)

The level of engagement in school is higher [...] There's more kids who are connected to the school. I mean they're not blowing off the teachers in the class and just saying I'm not doing any of this, they participate in school. (School Principal)

Increased School Attendance and Enjoyment

Having B3:30 after school gave students a place to relax and unwind after the pressures and anxieties of the school day; they did not want to miss out on that opportunity. In fact, although B3:30 did not have a mandatory attendance policy, nearly half of the participants (44%) attended the program every weekday, while another 50% attended three or four days each week (see Figure 37).

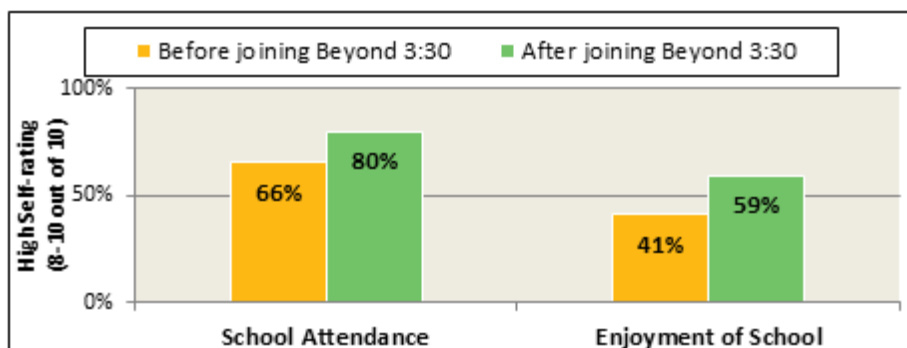
Figure 37: Average Number of Days Attended per Week, 2013-14



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

It appears that the eagerness of students to attend the program helped motivate them to attend school and reinforce their feeling of connection to and enjoyment of school. In fact, the majority of participants indicated that joining B3:30 had made them want to attend school more often and helped them to enjoy school more. This is corroborated by the program year-end survey, which indicated that the percentage of students who rated their school attendance highly increased from 66% before joining B3:30 to 80% after joining, and the percentage of students who enjoyed school highly went from 41% before joining B3:30 to 59% afterwards (see Figure 38).

Figure 38: Self-rated School Engagement Before and After B3:30



Source: Beyond 3:30 Year-end Survey for Participants, Spring 2014

Parents and school staff also noticed a difference in participants' willingness to go to school. Students looked forward to having B3:30 at the end of the day and so were less likely to miss school. Parents noted that even if their child was not feeling well, they would often persevere and go to school in order to attend B3:30.

[Beyond 3:30 is] the reason why I come to school.
(Participant)

There are sometimes when there are programs coming up like cooking and stuff where [my son] just says 'you know what, I may not be feeling as well as I should be and I might normally take this day off but you know it's my cooking day. I am going. That's it. I'm going to push it.' (Parent)

FAMILY DYNAMICS

Parents noticed significant differences in family relationships and their child's behaviour at home after the B3:30 program. The positive impact of B3:30 on family dynamics can be summarized in terms of the following areas:

- Reduced stress related to homework;
- Decrease in their child's excess energy or boredom;
- Change in participants' attitude towards their family;
- Increased communication between parents and participants; and
- Greater ability to spend quality time together.

Increased Communication between Parents and Participants

A change in the amount of communication between parents and participants was perhaps the most pronounced change in family dynamics across B3:30 sites. Before their child joined B3:30, many parents said they had difficulty connecting with their child and rarely had conversations about their child's day at school. Some participants would go straight home after school and shut themselves in their room. However, after joining the program, parents felt that their child was much more willing to be open about their thoughts and feelings and to participate in conversations around the dinner table or at home after school. Participants were excited to discuss with family members new things that they had learned or experienced in the B3:30 program; for example, nutrition, recipes, or money management. They also displayed a more curious attitude, asking their parents questions about different issues or asking them to explain things.

Before she used to be very quiet. She would go home and lock the room, nothing. So I used to have problem with her, 'what is going on'. 'Why is my child come home and lock up her in the room?' I worried about her and I asked her the problem. [After B3:30] she is more open, happy. (Parent)

Reduced Stress Related to Homework

According to parents, one of the main sources of contention with their children was getting homework done after school. Many parents worked long hours and found it difficult to help their children with homework when they got home. Since joining B3:30, their child's homework was completed during the program. This removed a great deal of worry and stress from parents.

They are done their [homework] in the after-school program. They came [home] 'oh mommy, we are done our homework'. We don't have any problem, they finished it, [we are] relaxed. (Parent)

Participants themselves expressed how grateful they were for the extra time to relax, since they would have their assignments done before going home. Participants were able to unwind with the time they had at home, such as watching "a little TV before he sleeps or read a book," as one parent described. Another parent was pleased that their daughter could now be in bed on time.

The Homework Club really helped me because if I finish my homework at Beyond, I can go home free and I won't have to do any homework and I can relax. (Participant)

Decrease in their Child's Excess Energy or Boredom

Participation in various daily physical activities offered by B3:30 enabled participants to burn off any excess energy that they had left from the school day. Most students reported that they would be bored and inactive, playing video games or spending time on the computer if they were not in B3:30. Parents found that their children were calmer when they were home after being active in the program after school. According to parents, this translated into fewer arguments as their children came home worn out from a long day.

[When] kids stay in the house, [it] make[s things] more stress[full] and different feeling, but in [B3:30 there are] more activities. (Parent)

She is more disciplined. She goes to bed on time, you know some kids you have to say 'you have school tomorrow it's time to go to bed'. At a certain time you will look around. 'Where is she?' She is already in bed sleeping. (Parent)

Change in Participants' Attitude Towards their Family

Positive changes in participants' attitudes towards their family members were reported by parents as a result of their child's participation in B3:30.

More Helpful

Across B3:30 sites, parents remarked that their child had become more helpful at home since joining B3:30. Several parents shared anecdotes where their child voluntarily offered to help with chores or family activities. For instance, some parents noted that their child wanted to be more involved in preparing meals at home after learning new skills in the Junior Chefs' Club.

Two or three times in the morning I was sick and he said 'I got to make breakfast for you' so I said 'no no, you can't go alone in the kitchen. Ok I come with you' [...] because he likes the cooking so he made breakfast two or three times for me. Make[s] me very emotional [...] so yeah, he's very helpful. (Parent)

More Mature

According to some parents, the responsibility that participants were given in the program and the increased self-confidence that they developed from positive interactions with peers and program staff led to an increase in their maturity. Participants' maturity in the program transferred to their home environment. Participants generally had a more responsive and proactive approach to helping at home and showed a greater ability to organize and take care of themselves.

Everyone that has come into my life in this program changes me somehow [...] I realized how it would change me, like make me different [...] it helped me develop myself, become more mature. It will be fun to look back. (Participant)

Kinder to Siblings

Several current and former participants of B3:30 reflected on the fact that since joining the program, they had developed more positive relationships with their siblings. Many said that they were more willing to help their siblings with problems, or to help their parents with the responsibilities of caring for younger siblings.

I am nicer to my brother cause you had to be nice to the kids [in B3:30] when you came here [otherwise] you had to do push-ups or get kicked out if you were mean. So yeah [...] I am a nicer person [be]cause of Beyond 3:30. (Former Participant)

Greater Ability to Spend Quality Time Together

Many of the parents who were interviewed said that the time they spent at home after their child was in school had become significantly more relaxed and enjoyable since their child joined B3:30 because many of the stressors that caused friction between family members were addressed during program hours. When their child came home from the program, parents no longer had to argue with their child about completing their homework, worry about whether they were hungry or wonder what they were doing after school if they did not come straight

home. The additional time for leisure and bonding fostered a more restful and supportive household.

[B3:30]take[s] a load of stress off parents [...] I mean it's not even in your mind to ask them [about homework] anymore because you know that it's done. A teacher is here and they are essentially parents until 6 o'clock [...] so [B3:30 has] basically made our family life better. So when they come home, it's more family time instead of homework time. (Parent)

LONG-TERM EFFECTS

While it was too soon to measure long-term growth and development amongst current participants, a focus group interview with former participants revealed some glimpses which indicate that the skills and knowledge they learned in their former B3:30 experience had a long-term impact on their lives in secondary school. For instance, these former participants, who were in Grade 10 and 11 at the time of the interview, reflected on how B3:30's Homework Club helped them to develop important study habits, which stayed with them even after they graduated from the program. They talked about how they would have received low marks if they did not attend B3:30, and how as high school students they had continued to hone these skills they had developed in B3:30 during middle school.

Before I never used to do a lot of homework and stuff and now I started doing it more so it's easier in high school for me. (Former Participant)

Healthy lifestyle knowledge and experiences that these former participants acquired from B3:30, for example, nutrition and physical activity, also had lingering effects even in their high school years. During their focus group interview, former participants discussed how even after graduating from the program they had continued to make healthy food choices at home and remained physically active after school instead of watching TV.

Since I have been coming to Beyond I am more active, like wanting to go outside and play sports and stuff, so I don't really have time to go inside and watch TV. (Former Participant)

These former participants reckoned that even if they did not understand everything while they were a part of B3:30, they eventually realized the value and importance of what they learned in the program. In fact, these high school students valued the skills and positive experiences they had in B3:30 so much so that they came back to their former middle school and volunteered in the program with the hope of being a positive role model for their younger peers. These volunteers provided another group of people for middle-school students to look up to in contrast to other negative role models from their neighbourhoods involved in drugs or other risky activities.

At Beyond, [it's] helping out in the community... We want to come back and help out at Beyond... (Former Participant)

It really makes [you] feel good about yourself, knowing that you can give kids good advice and not something from someone who has been doing bad things in their life. (Former Participant)

These former participants even talked about seeing some of their friends or siblings get involved in drugs or gangs, while they themselves were able to avoid it, attributing this to the time they spent in the program and the many benefits they gained from it.

I'm really glad that I put him (child) in this program. He's graduating this year. I'm really sad, but I'm looking forward to him to volunteer here next year.
(Parent)

CONDITIONS FOR GREATER PROGRAM EFFECTIVENESS

This Phase III Evaluation has confirmed the importance of the six conditions identified in the Phase II study (Yau, et al., 2013) for ensuring program effectiveness and sustainability. These conditions include:

1. Program content, structure, location, and environment;
2. Staff as sensitive and caring adults;
3. Central coordination and support;
4. Close collaboration with school administrators and staff;
5. Ongoing research and evaluation; and
6. Community partnerships and sustainable funding.

During focus group interviews, B3:30 staff were asked if there were areas for improvement to enhance the efficacy of the program at their local sites. While all program staff spoke highly of the program and its impacts, they wished for more resources and supports in order to meet the growing demands for their services due to the increasing number of enrolments and the diverse needs and challenges facing participants. Their “wish lists” cover the following six areas.

1. PROGRAM STAFF

Staff Support at Each Site

The size of B3:30 staff team varied from two to four members at each site, depending on the number of participants. While all sites met the required participants to staff ratio with the presence of multiple staff members, program staff of some sites, especially those with high attendance, wished to have extra staff support. They felt that the program would have a greater impact on participants, especially those requiring extra individual attention, if additional human-power support would be available. This was particularly the case during Homework Club time when many students required one-on-one support, while other students who did not have homework required supervision in other concurrent activities. Program staff from several sites suggested that an extra staff member, even just during the homework portion of the program, would enhance the staff’s ability to work more effectively with all participants.

Staff Turnover Rate

Program and school staff at every B3:30 site recognized the challenge of the relatively high turnover rate among program staff, especially in light of the fact that a large part of the success of the program relied on building staff relationships with participants. Many of the staff members who worked part-time in B3:30 were recent college or university graduates. While

this provided the program with staff members who were close in age to participants, who could act as role models for participants, and who could connect with participants, it also created a dilemma as many of these young staff members were also seeking full-time employment. Understandably, many program staff had to resign when a full-time job opportunity arose. It was challenging for program staff to explain to participants why someone had to leave the program and to assist them in dealing with the separation process. Participants themselves also noted how difficult it was to develop rapport with new staff members when many felt that they would eventually leave the program.

More Professional Development and Training

All B3:30 staff were required to attend a one-week orientation and training session prior to starting the program. This training covered a wide variety of topics including developing relationships with youth, safety protocols, and understanding cultural diversity. While this one-week orientation session was crucial, some staff suggested that further training specific to the needs of individual B3:30 sites would be helpful. For example, some sites had relatively large numbers of students with behavioural and/or special needs enrolled in the program and program staff at these sites wished to have training on working with these students in order to maintain a safe and caring environment.

2. PROGRAM MATERIALS

Access to Computers

According to program and school staff members at multiple sites, access to computers was a significant difficulty for the program. While some sites had full access to library computers or a computer lab, others had to use one or two computers in a classroom. Even at sites with greater access, often there were not enough workstations for students during the homework period. This became more challenging when school assignments required students to conduct research or complete their tasks online. This put pressure on the B3:30 staff to provide students with the resources needed to complete these kind of assignments.

Funds for Junior Chefs' Club

Nutrition Staff at some sites suggested that more funds to purchase food for the Chefs' program would be beneficial. At sites that regularly served 20 or more participants each day, it was challenging for the Nutrition Staff to work with a budget of less than \$20 per day. This restricted the amount and quality of the ingredients for preparing healthy and nutritious snacks for the participants. As mentioned earlier, having enough food for the Chefs' program was extremely important when some participants did not have proper meals during the day. These students treated the snacks they had during B3:30 as their dinner and would not have another meal until the next day.

3. PROGRAM SPACE

Conducting the Program Outside of School Space

Staff at many of the B3:30 sites discussed how difficult it was to maintain participants' interest in activities given the limited space available inside the school building. Although many used outdoor spaces during the summer, in the winter they were restricted to the space available indoors. While the difficulties of arranging this were acknowledged, several program and school staff as well as participants suggested that occasional field trips outside of the school building would greatly enhance the program. Many participants and program staff appreciated a recent trip where several B3:30 sites competed together in a sports tournament. Everyone enjoyed the trip, as it allowed participants and staff from different schools to meet and get to know one another. Several students and program staff also gave ideas for places to go on field trips, such as local parks or pools in the neighbourhood.

Having Their Own Space within the School

While this would be difficult to achieve at many school sites, it was suggested that ideally it would be very useful for the program to have its own designated space within the school. Providing an area solely for the purpose of the B3:30 program would allow B3:30 staff to properly store program materials, for example sports equipment or stationery used during homework time. Several schools also discussed incidents between program and school staff where B3:30 participants were blamed for "leaving a mess behind" in some areas of the school. A designated place in the school for the program would also allow participants to feel more connected to the space and would encourage them to be more responsible for the materials and the area.

4. PROGRAM COMPONENTS

Offering More Short Program Options (e.g., arts, languages, etc.)

Each of the groups who were interviewed had suggestions for improving the program components in B3:30. While all agreed that the core components of the program – homework, nutrition, and recreation – were essential, many felt that additional interests and skills could be incorporated within the framework of B3:30. Students and program staff at many sites further suggested having short music, dance, and drumming programs in which participants from previous years were able to take part. These short programs were popular among students. Both participants and program staff suggested that offering more of these short programs, such as those related to learning new languages, the arts or technology, would help break up the daily routine of the activities that are the core part of the program for students attending the program over the full school year. These programs would also offer a way to explore different participants' interests. Parents at one site also suggested that having occasional visits and talks

from people in a wide variety of careers would be beneficial to inspire their children about the different fields of occupations.

Training for Parents

The collaboration of parents and caregivers is essential to support students' well-being and learning outcomes. With this in mind, parents and school staff at multiple sites suggested that providing further opportunities for parent involvement and education would be a great added value. One school staff member proposed a parent education component where parents could come and attend seminars and training on effective parenting especially in regards to adolescence. This training could also be offered during the existing Community Dinners where parents were already at the school and in contact with the program staff.

5. CREATING MORE COLLABORATIVE RELATIONSHIPS BETWEEN SCHOOL AND B3:30 STAFF

The degree to which program and school staff interacted with each other varied by site. Some schools had close ties between program staff, the principal and school teachers, while others appeared to have minimal communication. Data from site observations and interviews suggest that sites with school administrators and staff actively communicating with program staff, and vice versa, were more likely to yield greater program effectiveness. These schools also tended to find ways to integrate program staff into school activities outside of B3:30.

This close collaboration was extremely beneficial for the B3:30 program in several ways. For instance, school staff could communicate any issues or concerns that arose during the school day to program staff. The latter could in turn share confidentially with school staff about pertinent information regarding, for example, the health, stress or worries of participants that might affect their performance during the school day.

Furthermore, school staff could also provide program staff with support for the Homework Club by relaying homework assigned to their students to make sure that it was addressed properly by program staff. Some program staff also said they would find it helpful if school staff could share their curriculum binder for each of the grades with sample worksheets and assignments. This would allow them to better assist their participants because they could review the learning materials in advance.

6. EXTENDING PROGRAM HOURS

At many sites, program staff stated that having B3:30 end before 7 p.m. was too tight of a timeline for them. While they did their best to keep participants interested and motivated through all of the different components of B3:30, it took time for the group to transition from one activity to the next. When the program needed to end earlier, program staff sometimes felt that they had to rush some activities to make sure they could fit everything in. Having slightly longer hours would mean more time on each activity and not having to hurry participants on to the next activity.

CONCLUSION AND FURTHER RESEARCH

While there are still areas for improvement in the program, including funding, due to the growing demands for program services, it should be emphasized that since its inception in 2009-10, the value of B3:30 for middle-school students in inner-city communities has been proven indisputable. Many of the observable impacts identified in Phase I and II Evaluations were confirmed in this Phase III explanatory research with the use of both qualitative and quantitative data. Even more importantly, this study has explored a number of unanticipated but important spin-off benefits, which were found to have borne great implications for the participants' well-being and future success. These include social and emotional development, study habits, school engagement, and relationships with peers, caring adults and family members. Another unintended result of this study was that glimpses of the long-term effects of this comprehensive in-school after-school program were revealed during an interview with a group of B3:30 high-school volunteers who participated in the program during their middle-school years.

It is proposed that a Phase IV research study be conducted to further examine the spin-off benefits and rippling effects of the program not only on the participants, but also on their families and/or school community. Furthermore, in the Phase IV Evaluation, the long-term impacts of B3:30 will be studied in greater detail.

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left blank intentionally for proper pagination when printing.

APPENDIX A: BEYOND 3:30 SITE OBSERVATION GUIDE

Research & Information Services, TDSB

Researcher's Name: _____ **School Name:** _____

Date: _____ **Time: from** _____ **p.m. to** _____ **p.m.**

Reminder: *This observation is not to evaluate participants or staff. Rather this is a method to understand the operation of the program and participants' experiences at each site. Please note that during observation interactions with participants or staff should be minimized.**

About the Participants			
Demographics: <i>(Just a rough picture)</i> <ul style="list-style-type: none"> Gender split: _____ % female _____ % male Ethno-racial backgrounds: _____ Other characteristics: _____ 			
Overall demeanor of the participants – e.g., attentive, engaged, keen, enthusiastic, curious, talkative, indifferent, laid-back, disengaged, etc.			
Participants' experiences in different program components – In each program component, observe the participants in terms of their: <ul style="list-style-type: none"> Level of participation, engagement, enjoyment or interest they demonstrated Peer interactions – e.g., working in isolation or in groups, forming or being excluded from cliques, bullying Relationships with staff Any demographic differences (e.g., by gender, cultural backgrounds, etc.) 			
Homework Club	Chef Club	Sports/Recreation	Other Program Components (specify)

* However, should you notice any situation that involves "a substantial risk of significant harm to the health or safety of anyone", please report to appropriate authorities.

About the Program Staff				
<p>For each program staff member, observe some of the following:</p> <ul style="list-style-type: none"> • Demographics – gender, ethno-racial background, age range (e.g., young adults, middle-age, etc.) • Facilitation / instructional style • Level of engagement the staff could get from the participants • Did the staff provide opportunities to bring participants together? • Relationships with participants – e.g., direct interactions, rapport, body language, side conversations, relationship buildings, etc. 				
Site Co-ordinator	Homework Club	Chef Club	Sports/Recreation	Other Program Components (specify)
About the Overall Program				
<ul style="list-style-type: none"> • Overall program – e.g., structured, orderly, loose, chaotic, • Program transitions – including participants' arrival time, do most stay till the end of the program, etc. • Use of school space – in terms of size and types of space available, facilities (e.g., sports equipment, cooking equipment, computers)., whether the setup of the space is conducive to the wide range of B3:30 activities • Overall atmosphere – e.g., calm, organized, chaotic, fun and engaging, filled with energy, etc. • Other observations: 				
<p>Based on your observation, what are the things you want to investigate further or confirm during focus group interviews?</p>				

Research & Information Services, TDSB
(June 2014)

*Remind students to be candid and that what they talk about individually will be not shared with any school adult or their parents.
Their comments as a group will help us understand how student participants feel about the program.
The overall findings will be used for research and for improving the program for other students.*

Descriptions of Focus Group and Participants	a) Date of Focus Group: _____ b) School: _____ c) Number of participants: # Females _____ # Males _____ d) Grades of participants _____ e) Participants' ethno-racial backgrounds: _____
Background Information about their participation	1. What made you join B3:30? 2. Please tell us what you would be doing after-school if you had not joined B3:30. 3. Do you feel comfortable and safe when you are in B3:30? How?
Perceptions about the different program components	4. What have you gained from the <u>B3:30's Homework Club</u> ? a. What kind of homework support did you get from this club? – <i>give examples</i> b. If you didn't have homework to do, what other things did you learn or do during this time? c. Have you joined other homework clubs before? If yes, how is this different from other homework clubs? d. <i>If appropriate, also ask:</i> Did you get similar kinds of support or gain from school or from home? 5. Did you learn something new or enjoyable from the <u>Chefs' Club or Snack/Nutrition</u> program? a. Cooking, nutrition, etc. – <i>give examples</i> b. Did you enjoy this particular part of the program? Why? c. <i>If appropriate, also ask:</i> Did you get similar kinds of learning or support from school or from home? 6. What did you do during <u>Sports and Recreation</u> time? a. Did you enjoy this part of the program? Why? b. What were some of the things you've learned or benefited from this program? c. <i>If appropriate, also ask:</i> How was this different from your regular school? Did you get similar kinds of support from school or from home? 7. Aside from the three big programs discussed above, I understand there were other activities offered in B3:30. Can you tell us some of the "other" activities? (e.g., <i>Book Club, Girls'/Boys' Groups, Music/Dancing/Drama, Debates/Discussions about Life, Future Leaders' Club (babysitting), Live and Earn (financial literacy), etc.</i>) For some of these key activities, tell us: a. How much you enjoyed it b. What you have learned or benefitted from it c. <i>If appropriate, also ask:</i> How was this different from your regular school? Did you get similar kinds of support from school or from home?

<p>Relationships among participants and with staff</p>	<p>8. How would you describe your <u>relationships with each other</u>?</p> <ol style="list-style-type: none"> Did you make new friends in this program? – e.g., <i>from different grades, cultural backgrounds, etc.</i> Did you get any support from each other through this program? How? Were there fights among yourselves sometimes? How were these conflicts resolved? <i>If appropriate, also ask:</i> How was this different from your regular school? Did you get similar kinds of support, friendships, or gains from school or from home? <p>9. How would you describe your <u>relationships with the staff in this program (including volunteers)</u>?</p> <ol style="list-style-type: none"> How would you describe B3:30 staff? – e.g., <i>caring, fun to be with, ...</i> Did you enjoy their company or having conversations with them? Aside from supervising or leading activities in B3:30, what else did they do to support you? Did they initiate conversations with you that you appreciated? Do you think they understand, relate to, or care about you personally? Could they help you when you were sad or when you had worries or problems? How? Did you feel comfortable to turn to them for personal advice, guidance, support or help? Do you see them (or at least some) as your role models, mentors, big sisters/brothers, aunts/uncles, or “moms/dads”? In what way? <i>If appropriate, also ask:</i> How was this different from your regular school? Did you get similar kinds of support or relationships with adults from school or from home?
<p>Other Impacts</p>	<p>10. What else have you gained from B3:30?</p> <ol style="list-style-type: none"> Developing more interests More communication/expressive/leadership skills Gaining more self-confidence/esteem/efficacy Knowing more about yourself and potentials Enjoying school/a stronger sense of belonging/ more engaged or more motivated to go to school Getting less in trouble in school – e.g., less suspension? Better school attendance Getting less in trouble after school Better relationships at home Others
<p>Other Questions (if time allows)</p>	<p>11. How important is B3:30 to you? <u>IF</u> this program were to be closed, how would you react?</p> <p>12. Are there things you wish the program could offer or improve on?</p>
<p>Some general impressions about the focus group</p>	

Thank you for your co-operation!

Research & Information Services, TDSB
(June 2014)

Note: The green sections are the more important sections, and the highlighted (yellow) questions are the key ones to be asked.

Descriptions of Focus Group and Participants	a) Date of Focus Group: _____ b) School: _____ c) Types of staff: _____ (gender) d) Staff ethno-racial backgrounds: _____
Background of the participants	<ul style="list-style-type: none"> • Cultural backgrounds • School day experiences – <i>e.g., being bullied, relationships with school adults, ...</i> • Academic standing • What would they usually do after school if they did not join B3:30 • Level of parent involvement / lack of adult supervision after school • Stress from home / any gang-related activities • Mental health issues / special needs
Level of participants' engagement	<ul style="list-style-type: none"> • Participants' overall demeanor – <i>e.g., attentive, engaged, keen, enthusiastic, curious, talkative, indifferent, laid-back, disengaged, etc.</i> • Level of participation, enjoyment and interest demonstrated • Peer interactions • Any gender or cultural differences
Kinds of benefits participants gained	<ul style="list-style-type: none"> • Academically-related skills • Life skills • Physical health • Social behaviours • Emotional well-being – including self confidence/perception/esteem/efficacy • Conflict resolution • Sense of community • Sense of belonging to the school community <p>Can they get these benefits elsewhere?</p>
Kinds of support they received from B3:30	<ul style="list-style-type: none"> • Comprehensive programs • Resources for learning – homework, recreation, food preparation, computers, learning materials, books, • Peer relationships • Relationships with adults – caring adults, role models,

<p>Roles played by individual program staff</p>	<ul style="list-style-type: none"> • Kinds of facilitation or instructional style you find most effective for the participants • If participants were not engaged, what would you do? • Aside from formally facilitating, supervising or leading the program activities, what other roles did you play in this program? – <i>e.g., mentoring, advising, guiding, listening, role modelling, advocating for them,</i> • How did you relate to the participants? – <i>e.g., direct interactions, rapport, body language, side conversations, relationship buildings, etc.</i>
<p>Challenges</p>	<p>What are some of the challenges you have encountered in this program?</p> <ul style="list-style-type: none"> • Participants' behaviours – bullying, negative behaviours carried over from their school day, ... • Attention span • Attendance – <i>Why some participants came in late or left early? Only a few or many?</i> • Program transitions • Parent involvement • Staff turnover • Stigma of B3:30 for more at-risk students
<p>Conditions for success</p>	<ul style="list-style-type: none"> • How would you describe the B3:30 at this site? - <i>e.g., a success, challenging, structured, orderly, loose, a bit chaos, fun and engaging, filled with energy, etc.</i> • How can the program be improved for this school community? • Please describe your relationships with or support from school administrator/ teachers/ staff. Do you have any interactions with them in order to provide better support for the student participants? • Access to school facilities and location • Support among program staff • Support from central staff
<p>Some general impressions about the focus group</p>	

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*Remind students to be candid and that what they talk about individually will be not shared with any school adult or their parents.
Their comments as a group will help us understand how student participants feel about the program.
The overall findings will be used for research and for improving the program for other students.*

Descriptions of Focus Group and Participants	a) Date of Focus Group: _____ b) School: _____ c) Number of participants: # Females _____ # Males _____ d) Grades of participants _____ e) Participants' ethno-racial backgrounds: _____
Background Information about their participation	1. What made you join B3:30? 2. Please tell us what you would be doing after-school if you had not joined B3:30. 3. Do you feel comfortable and safe when you are in B3:30? How?
Perceptions about the different program components	4. What have you gained from the <u>B3:30's Homework Club</u> ? a. What kind of homework support did you get from this club? – <i>give examples</i> b. If you didn't have homework to do, what other things did you learn or do during this time? c. Have you joined other homework clubs before? If yes, how is this different from other homework clubs? d. <i>If appropriate, also ask:</i> Did you get similar kinds of support or gain from school or from home? 5. Did you learn something new or enjoyable from the <u>Chefs' Club</u> or <u>Snack/Nutrition</u> program? a. Cooking, nutrition, etc. – <i>give examples</i> b. Did you enjoy this particular part of the program? Why? c. <i>If appropriate, also ask:</i> Did you get similar kinds of learning or support from school or from home? 6. What did you do during <u>Sports and Recreation</u> time? a. Did you enjoy this part of the program? Why? b. What were some of the things you've learned or benefited from this program? c. <i>If appropriate, also ask:</i> How was this different from your regular school? Did you get similar kinds of support from school or from home? 7. Aside from the three big programs discussed above, I understand there were other activities offered in B3:30. Can you tell us some of the "other" activities? (<i>e.g., Book Club, Girls'/Boys' Groups, Music/Dancing/Drama, Debates/Discussions about Life, Future Leaders' Club (babysitting), Live and Earn (financial literacy), etc.</i>) For some of these key activities, tell us: a. How much you enjoyed it b. What you have learned or benefitted from it c. <i>If appropriate, also ask:</i> How was this different from your regular school? Did you get similar kinds of support from school or from home?

<p>Relationships among participants and with staff</p>	<p>8. How would you describe your <u>relationships with each other</u>?</p> <ol style="list-style-type: none"> Did you make new friends in this program? – e.g., <i>from different grades, cultural backgrounds, etc.</i> Did you get any support from each other through this program? How? Were there fights among yourselves sometimes? How were these conflicts resolved? <i>If appropriate, also ask:</i> How was this different from your regular school? Did you get similar kinds of support, friendships, or gains from school or from home? <p>9. How would you describe your <u>relationships with the staff in this program (including volunteers)</u>?</p> <ol style="list-style-type: none"> How would you describe B3:30 staff? – e.g., <i>caring, fun to be with, ...</i> Did you enjoy their company or having conversations with them? Aside from supervising or leading activities in B3:30, what else did they do to support you? Did they initiate conversations with you that you appreciated? Do you think they understand, relate to, or care about you personally? Could they help you when you were sad or when you had worries or problems? How? Did you feel comfortable to turn to them for personal advice, guidance, support or help? Do you see them (or at least some) as your role models, mentors, big sisters/brothers, aunts/uncles, or “moms/dads”? In what way? <i>If appropriate, also ask:</i> How was this different from your regular school? Did you get similar kinds of support or relationships with adults from school or from home?
<p>Other Impacts</p>	<p>10. What else have you gained from B3:30?</p> <ol style="list-style-type: none"> Developing more interests More communication/expressive/leadership skills Gaining more self-confidence/esteem/efficacy Knowing more about yourself and potentials Enjoying school/a stronger sense of belonging/ more engaged or more motivated to go to school Getting less in trouble in school – e.g., less suspension? Better school attendance Getting less in trouble after school Better relationships at home Others
<p>Other Questions (if time allows)</p>	<p>11. How important is B3:30 to you? <u>IF</u> this program were to be closed, how would you react?</p> <p>12. Are there things you wish the program could offer or improve on?</p>
<p>Some general impressions about the focus group</p>	

Thank you for your co-operation!

Research & Information Services, TDSB
(June 2014)

- *This research is funded by the Ministry of Education to understand whether and how B3:30 has benefitted students, their families, and the school.*
- *What you are going to tell us will not be shared with any school staff, and no individual or school names will be mentioned in the report.*
- *With your permission, tape-recording will be used for the convenience of note-taking. All taped records will be erased after the research.*

Descriptions of Focus Group Participants	a) Date of Focus Group: _____ b) School: _____ c) # of mothers: _____ # of fathers: _____ d) Parents' ethno-racial backgrounds: _____
Background of B3:30 participants	1. What did your son/daughter usually do after school <u>before</u> he/she joined B3:30? 2. To what extent did your child enjoy <u>school</u> before joining B3:30? <i>Explain</i> 3. Do you think your child enjoys attending B3:30? <ul style="list-style-type: none"> • What activities does he/she enjoy/talk about the most?
Impact of B3:30 on participants	4. Have you noticed any change in your child after he/she joined the program? <i>For example:</i> <ul style="list-style-type: none"> • School work • Having more friends • Mood – in terms of happiness, moodiness, stress, anxiety, more relaxed, • More positive attitude – e.g., more confident, better behaviours • More helpful at home • More positive communication with family members • Enjoy school more • Health – in terms of eating, or being physically active • Amount of time spent on watching TV / or computer games • Developing new hobbies and interests • Etc.
B3:30 from the parent perspective	5. Are you satisfied with the program? Why and why not? 6. What activities/aspects of the program do you think are the most beneficial? 7. <u>If</u> B3:30 is offered <u>outside</u> the school, do you think your child can attend the program or attend as frequently as they are now? 8. Is the B3:30 program important to your <u>family</u> ? Why or why not? 9. Do you have any suggestions on how to improve B3:30 at your school?

Thank you for your co-operation!

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(June 2014)

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Descriptions of Focus Group Participants	a) Date of Focus Group: _____ b) School: _____ c) Types of staff: _____ (gender) d) Staff ethno-racial backgrounds: _____
Background of B3:30 participants	1. Roughly how many of your students have participated in B3:30 this year? Is there a wait list? 2. Can you describe some of the characteristics of B3:30 participants – in terms of gender split, cultural backgrounds, academic performance, behaviours at school, school attendance, challenges they have outside of school, etc. 3. What would most of these students do after school if there weren't B3:30?
Impact of B3:30 on participants	4. B3:30 is a comprehensive after-school program, can you see your students having benefitted from it in different ways? <ul style="list-style-type: none"> Academically – homework, school work, ... Physically – physical activities, nutrition, etc. Socially, emotionally and mentally– friendships, self-confidence Life skills / personal growth Developing new hobbies and interests School engagement Behaviours Relationships with peers Relationships with school adults Etc.
B3:30 from the school perspective	5. Do you think B3:30 has provided an added value or an important support for your school? How? 6. Can you describe the relationships between the B3:30 staff and your school staff/administrator(s)? 7. Among the school staff or other students, is there a stigma associated with B3:30? If yes, what kind of stigma and how can this be reduced?
About the program itself	8. B3:30 is an after-school program <u>located within the school</u> , does this factor make the program more effective (than other community-based after-school programs) for your students? Why and how? 9. What are some other factors that have made B3:30 effective or not effective? <ul style="list-style-type: none"> Different activities Program staff Others 10. Do you have any suggestions on how to improve B3:30 at your school?

Thank you for your co-operation!

Beyond 3:30 Year-End Participant Survey (2013-14)

You don't need to put your name in this survey. There are no right or wrong answers, so please choose the survey responses that best describe your own experiences or feelings. Your honest opinions will help us understand how Beyond 3:30 can help students like you, and whether the program can be further improved or expanded for more students.

Instructions for filling out form: For optimum accuracy, please use a black pen or dark pencil.

Shade Circles Like This--> ●
Not Like This--> ⊗

School:

Grade: ☐ Grade 6 ☐ Grade 7 ☐ Grade 8

Gender: ☐ Female ☐ Male

Country of Birth: ☐ Canada ☐ Other:

Ethno-Racial Background: (Check one only.)

- | | |
|--|--|
| <input type="radio"/> Aboriginal | <input type="radio"/> South Asian (e.g., East Indian, Caribbean with origins in India) |
| <input type="radio"/> Black | <input type="radio"/> Southeast Asian (e.g., Filipino, Vietnamese) |
| <input type="radio"/> East Asian (e.g., Chinese, Korean) | <input type="radio"/> White |
| <input type="radio"/> Latin American | <input type="radio"/> Mixed: <input type="text"/> |
| <input type="radio"/> Middle Eastern | <input type="radio"/> Other: <input type="text"/> |

1. When did you first start attending Beyond 3:30?

- ☐ Last school year ☐ This school year between January and March Break
☐ This school year between September and December ☐ This school year after March Break

2. On average, I attend Beyond 3:30 for the following number of days each week:

- ☐ Five days ☐ Four days ☐ Three days ☐ Fewer than three days

3. When I don't go to Beyond 3:30 it is mostly because: (Check as many as apply.)

- | | |
|---|---|
| <input type="radio"/> I am on a school sports team | <input type="radio"/> I attend another after-school program outside of the school |
| <input type="radio"/> I am on a school field trip | <input type="radio"/> My parents want me to come home to do my homework |
| <input type="radio"/> I am away with my family | <input type="radio"/> My parents want me to come home when it gets dark early |
| <input type="radio"/> I am sick | <input type="radio"/> I don't feel like going |
| <input type="radio"/> I have to take care of my brothers/sisters | <input type="radio"/> Other: <input type="text"/> |
| <input type="radio"/> I attend another after-school program in the school | |

4. I attend Beyond 3:30 because: (Check as many as apply.)

- | | |
|---|---|
| <input type="radio"/> My friends attend | <input type="radio"/> There is nothing else to do |
| <input type="radio"/> My parents want me to attend | <input type="radio"/> It's fun |
| <input type="radio"/> Beyond 3:30 staff teach me new things | |

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5. Where did you find help with your homework? (Check as **many** as apply.)

- ☐ Home (family member helps me)
 ☐ School teacher who gives personal support with homework
☐ Library (for resources and information)
 ☐ Staff or other adults at Beyond 3:30
☐ Neighbour who helps me with homework
 ☐ None of the above

6. Overall, how much do you enjoy Beyond 3:30?

- ☐ Enjoy very much
 ☐ Enjoy
 ☐ Not sure
 ☐ Don't enjoy
 ☐ Don't enjoy at all

7. How much do you enjoy the Beyond 3:30 Program activities?

	Not applicable	Don't enjoy at all	Don't enjoy	Not sure	Enjoy	Enjoy very much
a. Homework Help (Rogers @3:30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Junior Chefs' Club (Wonder+ Junior Chefs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Future Leaders' Club (with babysitting certification)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Leading activities (e.g. DPA – Daily Physical Activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Greeting and hosting visitors (e.g. parents at community dinners, visits from funders)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Live and Earn (Financial Literacy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Book Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Sports and Recreation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Music, Drumming, Dancing workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Boys' Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Girls' Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Debates & Discussions about Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Community Dinners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Other: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. At Beyond 3:30, how much did you learn in the following areas:

"1" means "not at all" "5" means "a lot"	Not applicable	1	2	3	4	5
a. Financial Literacy (Money Management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Leadership Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Study Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Fine Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Science and Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Public Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Performing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Other: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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School ID:

Survey ID:

Page 2 of 4

36298



9. How would you rate each of the following before and after joining Beyond 3:30?

"1" means "very low" "10" means "very high"	Before										After									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
a. Your physical fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your ability to prepare a meal (cooking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your understanding of what foods make up a nutritious diet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your school grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. How hard you worked at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. How much you enjoyed school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Your school attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. How happy you felt about yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Your self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Did you feel lonely before and after joining Beyond 3:30?

Before: ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ All the time

After: ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ All the time

11. How often did you get into trouble before and after joining Beyond 3:30?

Before: ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ All the time

After: ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ All the time

12. Participating in Beyond 3:30 has helped me: (Check as many as apply.)

☐ Learn to do things I've never tried before ☐ Find something to do after school

☐ Improve my skills in many areas ☐ Resolve conflicts with others

☐ Discover new hobbies ☐ Be more caring for other students

☐ Make new friends

☐ Other:

☐ Feel like I've accomplished something

13. Is there an adult in your day school – outside of Beyond 3:30 – whom you feel comfortable to go to for personal support, advice, or help?

☐ Yes, there is one adult ☐ Yes, there is more than one adult ☐ No, I haven't met one yet

14. Is there an adult in Beyond 3:30 (including volunteers) whom you feel comfortable to go for personal support, advice, or help?

☐ Yes, there is one adult ☐ Yes, there is more than one adult ☐ No, I haven't met one yet

15. Is there anything else you would like to tell us about Beyond 3:30? What could make it better? What is already good?

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School ID:

Survey ID:

Page 3 of 4

36298



