

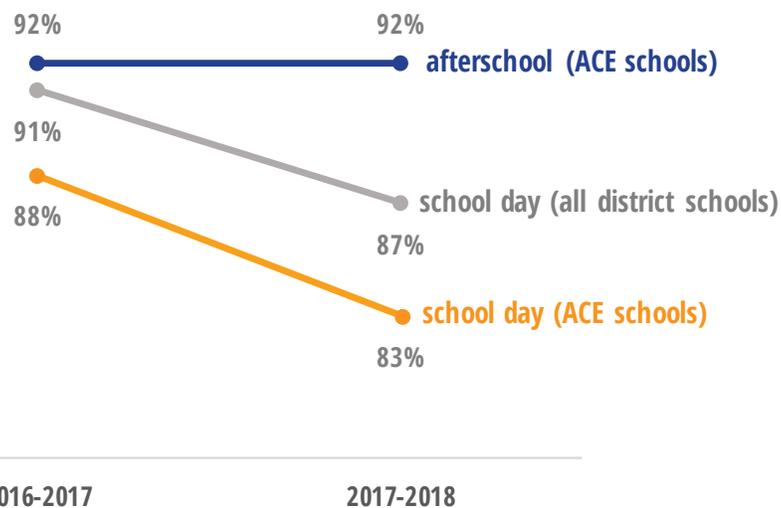
2017-2018 ACE Afterschool Program Climate Highlights

More students feel safe in their afterschool programs than feel safe during the school day.

In 2017–2018, the district saw a decrease from 91% to 87% in students’ perception of safety at school. This decrease was most substantial at the 29 high-needs campuses that received 21st Century grant funding to offer free Afterschool Centers on Education (ACE) programs (Figure 1). Eighty-three percent of students agreed or strongly agreed that they felt safe, as compared with 88% the previous year. The reason for these declines needs further research, but possible interpretations include cultural tensions related to race relations, immigration, and school shootings. However, when students at the same schools were asked parallel questions about the climate in their afterschool program, no decrease in perception of safety was found from year to year.

Figure 1.

Students continued to feel safer in afterschool, despite decreases in feelings of safety in school-day climate.



Source. 2016–2017 Student Climate Survey ($n = 40,804$), 2016–2017 Afterschool Student Survey ($n = 826$), 2017–2018 Student Climate Survey ($n = 39,321$), 2017–2018 Afterschool Student Survey ($n = 1,414$)

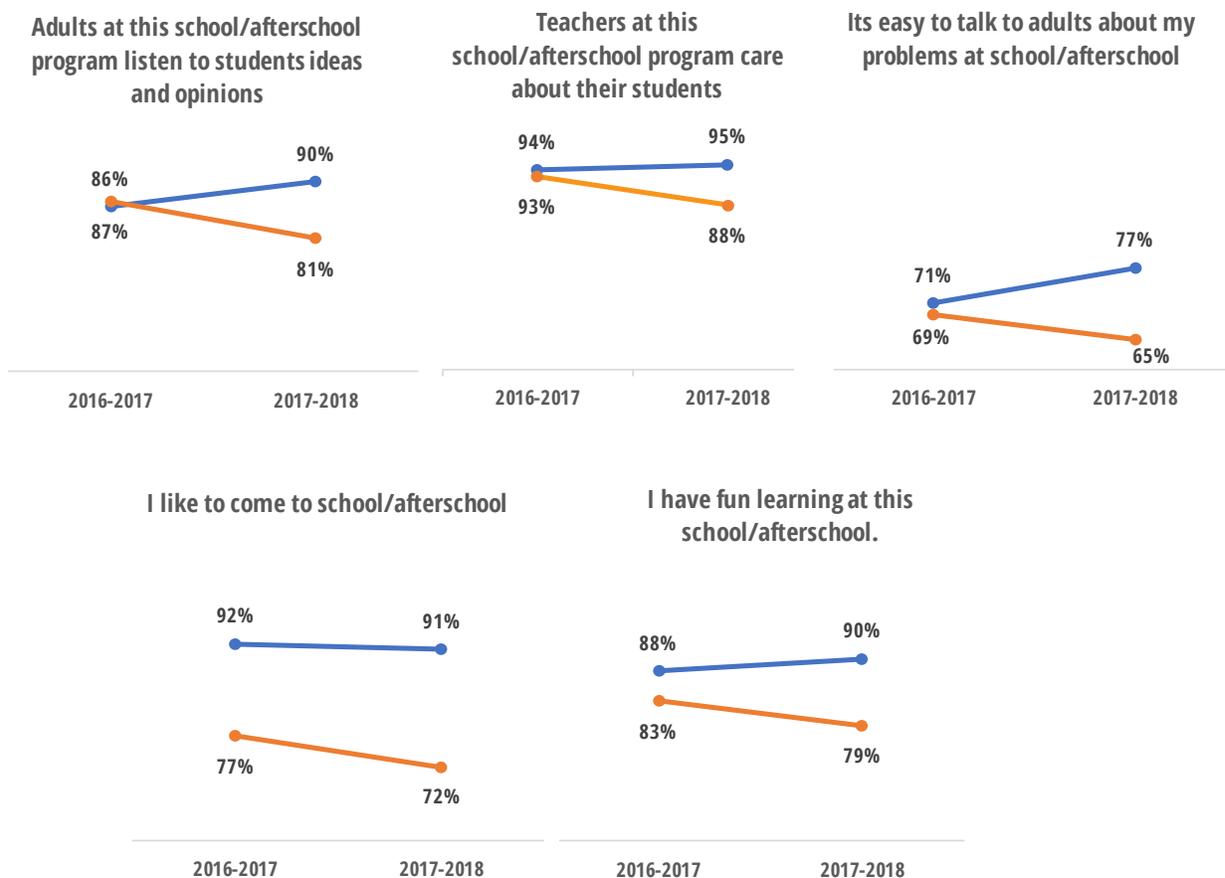
Note. Percentages represent the proportion of students indicating agree or strongly agree to the items “I feel safe at school” or “I feel safe in my afterschool program.”

Beyond this core question of students feeling safe at school, survey results from the afterschool climate questions indicated that many desirable climate factors increased from the 2016–2017 school year to the 2017–2018 school year in the afterschool environment, while they decreased in the school-day environment. While more students reported feeling they could talk to an adult in their afterschool program about their problems in 2017–2018 than in the previous year (71% and 77%, respectively), fewer students reported the same during the school day in the same time frame (69% and 65%, respectively) (Figure 2). Similar trends emerged for students’ perceptions of how adults cared for students and listened to their ideas and opinions at school. Indeed, the job of adults in the afterschool environment is qualitatively different than the job of those working during the school day, but we might

expect cultural trends to have an impact on both of those environments in the same direction, even if not of the same magnitude. Instead, these data suggest that the afterschool environment may be insulating students from some of the stressors that are influencing the school-day climate. These factors may not be directly related to a sense of safety, but collectively, all these questions suggest a significantly different trend occurring in the district’s ACE afterschool programs in 2017–2018 than in the school-day climate. Further research will need to be done to understand the causes of these differences, both in and out of the school day.

Figure 2.

In 2017-2018, more students reported favorably about their **afterschool** climate than did so in 2016-2017, despite **school day** decreases on the same climate items at their schools during the same time.



Source. 2016–2017 Student Climate Survey (n = 40,804), 2016–2017 Afterschool Student Survey (n = 826), 2017–2018 Student Climate Survey (n = 39,321), 2017–2018 Afterschool Student Survey (n = 1,414)

Note. Percentages represent the proportion of students indicating agree or disagree to climate items. All differences between school-day and afterschool items in the 2017–2018 school year were significant at $p < .001$.



Melissa Andrews, M.A., M.Ed.
 Hui Zhao, Ph.D.
 Cinda Christian, Ph.D.
Department of Research and Evaluation

1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338
 512.414.1724 | fax: 512.414.1707
www.austinisd.org/dre | Twitter: @AISD_DRE

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