

**Beyond 3:30
Formative Evaluation**

Phase II

TITLE: Beyond 3:30 Formative Evaluation: Phase II

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CITE AS: De Jesus, S., Munroe, T., Douglin, M., Gabhi, M. K., Igbu, S., & Archer, B. (2023). *Beyond 3:30 Formative Evaluation: Phase II*. Toronto, Ontario, Canada: Toronto District School Board

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Executive Summary

Beyond 3:30 (B3:30) provides students in underserved and under-resourced communities with access to an after-school program that is situated within their school communities. B3:30 offers students in Grades 3 to 8 (ages 8 to 14) with various programming options that include the Junior Chefs' Club, homework support, sports and physical fitness, and arts. In 2021-22, B3:30 pivoted from an online to in-person delivery model while adhering to ongoing COVID-19 safety measures in schools. Consequently, in-person B3:30 contended with programming modifications, space restrictions, and challenges with staffing, student recruitment, and funding for B3:30, among others.

In addition to delivering B3:30 in-person, the program's focus was to be responsive to the mental health and academic needs of students stemming from living and learning through the COVID-19 global pandemic. Gaps in learning and the mental health of students were prioritized because of the many difficulties students experienced because of the lockdowns, predominantly virtual forms of engagement with peers and adults as well as limited physical activity. This responsiveness, and transition to in-person delivery of the program, were welcomed and appreciated by all stakeholders, especially, students who wanted to socialize with their peers and partake in activities.

Preliminary outcomes from a mixed-methods research approach show that the return to in-person programming positively impacted students' social-emotional well-being (e.g., the ability to cope with stress/problems, socialization opportunities), academic perceptions (e.g., positive attitudes toward academics and math), reading achievement, and healthy lifestyle (e.g., ability to prepare a meal, feeling physically healthy), among numerous additional benefits. To continue enhancing the program, stakeholders provided recommendations for the program. Some of these suggestions include increased parent/caregiver involvement in program planning and implementation, expanding B3:30 and its components, greater focus on the mental health and well-being of students, and further structure and choice in the program.

Introduction

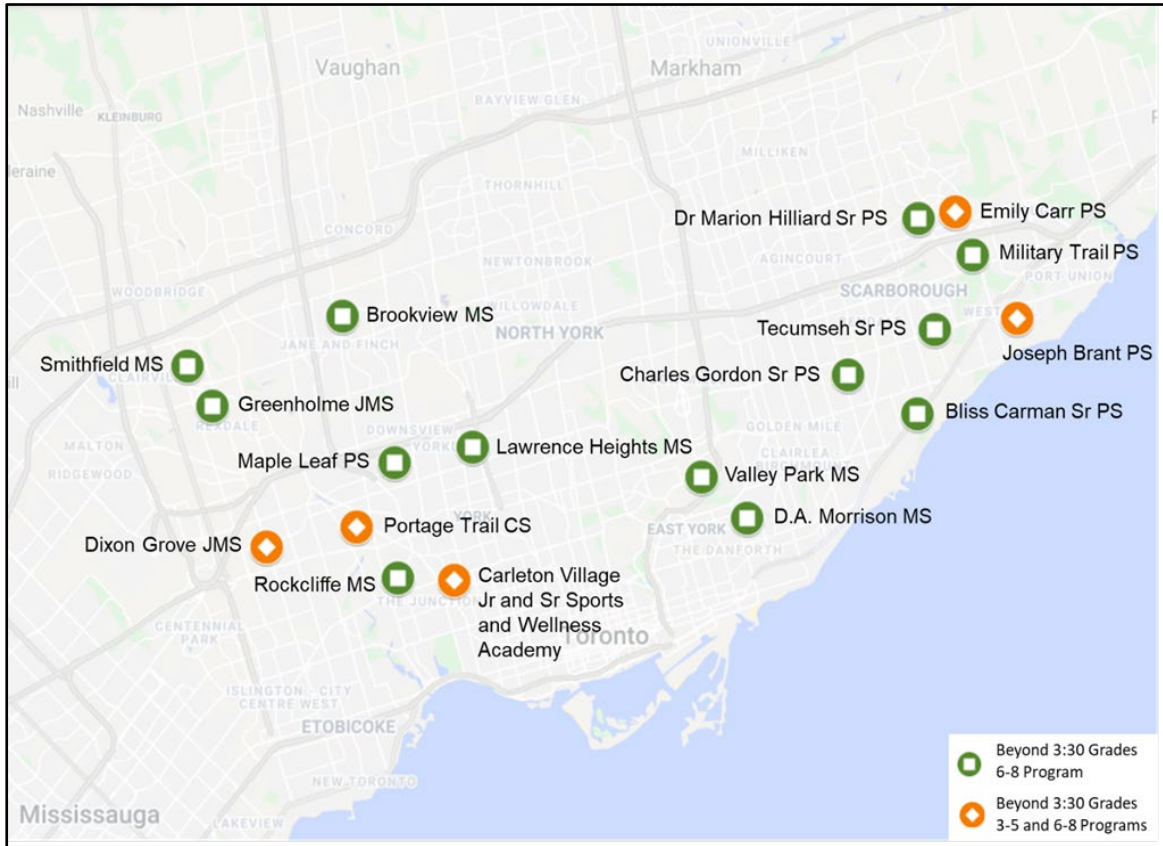
The Beyond 3:30 (B3:30) program was established in 2009 to serve middle school students in underserved and under-resourced communities. B3:30 sites are based in schools under the Toronto District School Board's (TDSB) Model Schools for Inner Cities program. The intent of B3:30 is to remove systemic barriers for students in underserved and under-resourced communities by providing them with access to an after-school program located in their schools and communities.

The program offers children between the ages of 8 and 14 an opportunity to learn more about healthy lifestyle choices by offering sports and physical fitness and nutrition education. B3:30 also promotes the development of life skills and social and emotional learning, while supporting their educational success through homework support and tutoring¹. In 2019, B3:30 expanded to the primary and junior divisions (i.e., Grades 3-5) in select schools to support younger students. 'Juniors' refers to students in Grades 3 to 5 while 'Seniors' refers to in Grades 6 to 8. As of 2021-22, B3:30 was present in 18 schools across the city of Toronto (see Figure 1 for the site locations). Figure 1 shows the schools that have Junior (highlighted in orange) and Senior (in green) programming. There were five Junior and 13 Senior sites across TDSB schools in 2021-22.

The data presented in this report are part of the Phase II formative evaluation of the B3:30 program and were collected at these sites by using qualitative and quantitative data collection tools. The analysis from the report discusses the transition of the program amidst the pandemic as well as the preliminary impact it had on program delivery and the experiences of different stakeholders (students, B3:30 staff and site coordinators, parents/caregivers and TFSS and B3:30 administrators) as the program pivoted from online to in-person delivery at most sites.

¹Toronto Foundation for Student Success (2023). About Beyond 3:30: <https://tfss.ca/beyond-330/#>.

Figure 1: B3:30 Sites in 2021-22



Focus of the Study

The purpose of this study, B3:30 Formative Evaluation: Phase II (2021-22), is to continue the ongoing evaluation of Phase I which explored the many components of programming within the context of COVID-19. Phase I identified that B3:30 encountered challenges while adapting programming to COVID-19 in relation to transitioning from in-person to online delivery, implementation constraints, navigating technology, and staff recruitment and workload (De Jesus et al., 2022). Preliminary Phase I outcomes showed that B3:30's responsiveness to the realities of the health pandemic resulted in academic, emotional well-being, and socialization benefits for students (De Jesus et al., 2022). Data also offered recommendations for future programming such as academic support for more subjects and ongoing communication with parents/caregivers (De Jesus et al., 2022). Phase II extends this work by examining program delivery, challenges, and preliminary outcomes in relation to the pandemic recovery as the program pivoted back to in-person delivery amidst the pandemic.

Methodology

The Phase II evaluation utilized a mixed-methods approach, drawing on both qualitative and quantitative data using focus groups with different stakeholders, student interviews, on-site observations as well as student surveys. The use of a mixed methods approach can improve an evaluation by ensuring that the limitations of one type of data are balanced by the strengths of another (Creswell, 2014). It allows the researcher to compare different perspectives from quantitative and qualitative data, as this ensures that understanding is improved by integrating different ways of knowing. Therefore, the following data collection methods were used during the months of May and June 2022.

Qualitative Data Sources

1. **In-Person Data Collection:** The in-person data collection for the Phase II evaluation involved visits to school sites for non-participant observation² as well as semi-structured interviews with the students participating in the program.
 - Site Observations - Researchers, utilizing a standardized guide (see Appendix A), conducted in-person observations of B3:30 program sites with students and program staff. Four sites were chosen to represent diverse student populations and geographical locations across Toronto.
 - Interviews (see Appendix B) - The site visits also included short semi-structured interviews which were undertaken during programming such as students' break time (e.g., dinner) and while activities were underway such as recreation time or math worksheets. While some of the interviews were conducted one-on-one, most were conducted in groups of 2-5 students.
 - Students interviewed: 66
2. **Virtual Focus Groups:** Researchers designed interview protocols and conducted virtual focus groups with three groups of stakeholders. These included parents/caregivers of student participants (see Appendix C), program staff (see

² Non-participant observation refers to the observations made by researchers without participating and being involved in the activities of the session (Cohen et al., 2000). These observations are made by the means of an observational guide (see Appendix A).

Appendix D) and Toronto Foundation for Student Success (TFSS) administrative staff (see Appendix E). Two sets of focus groups were conducted with parents/caregivers and program staff to capture as well as document perspectives from east and west locations. Each focus group was co-facilitated by 2-3 researchers and recorded for transcription and analyses.

- Parents/caregivers participants in focus group: 14
- Program staff participants in focus group: 13
- TFSS staff participants in focus group: 4

Quantitative Data Sources

- 1. Student Registration and Attendance Data:** The registration and attendance data of students were utilized to understand patterns for both online and in-person modes of program delivery. The registration and average monthly attendance used were for 2021-22. The student registration data were also used to calculate the survey return rate by grade.
- 2. Elementary Report Card Data:** Report card data for Reading, Writing, Mathematics, and Learning Skills were obtained from the 2021-22 school year to understand preliminary relationships between B3:30 participation and academic achievement.
- 3. Year-end Student Survey:** Towards the end of the B3:30 program, participants were encouraged to complete an anonymous year-end student survey. There were two versions of the student survey: one for students in Grades 3-4 (see Appendix F) and one for students in Grades 5-8 (see Appendix G). Given that the B3:30 Junior Program is a relatively new program which was introduced in 2019-20, the survey was intended to capture the voices and perspectives of students using more accessible language in the survey to increase the participation of the Junior students. To further aid with accessibility, participants in Grades 3 and 4 were encouraged to complete the survey in hard copy format, with the support of program staff. Participants from Grades 5 to 8 completed their survey primarily online, although a hard copy version was available. Even though Grade 5 students were part of the Junior program, it was decided that Grade 5 students would be included in the Senior program survey since Grade 5 students were

developmentally more similar to those in the Senior program and more likely to have greater ease with completing a longer survey online. This was also reflected during site visits, in that, the Grade 5 students worked more closely with the Grades 6-8 students during the program than Grades 3-4 students. Considering these nuances in survey administration, we have reported the results for the Junior (Grades 3-5) program separately from the Senior program (Grades 6-8) for the questions that overlapped between the survey tool used for Grades 3-4 and Grades 5-8. The student surveys included demographic questions, questions about their reasons for attending the program, perceived changes in knowledge, skills, behaviours, and confidence from participating in B3:30 as well as their experiences and feelings about the program³.

- Grades 3 to 4 hard copy submissions: 45
- Grades 5 to 8 online submissions: 253
- Grades 5 to 8 hard copy submissions: 8

Table 1 shows the survey return rate by grade. According to the results, students in younger grades had higher return rates. Two factors may account for this. Firstly, as noted previously, students in the younger grades (Grades 3-4) were given a hard copy of the survey, while the older students completed the survey online. Secondly, it was highlighted by TFSS administrators that access to computers might be a potential technological constraint for students in the Senior grades (Grades 5-8) to complete the survey. The method and modality of survey administration may have contributed to the higher response rate among the younger grades. Even still, less than half of B3:30 Junior and Senior students submitted a year-end survey and so findings from this evaluation do not represent all student voices.

³ The results for two questions from the year-end student surveys were not reported due to the low number of respondents. The first question was from the student surveys for students in Grades 3-4 and Grades 5-8 (“What type of device did you use most of the time to participate in beyond 3:30 online?”). The second question was from the student survey for Grades 5-8 (“Tell us how often you had the following experiences or feelings about the online B3:30 program”).

Table 1. B3:30 Registration Data and Survey Return Rate by Grade

Grade	Registration Data		Survey Data		Return Rate
	Count	Percent	Count	Percent	
3	31	3%	17	6%	55%
4	59	6%	28	9%	47%
5	51	5%	21	7%	41%
6	182	19%	54	18%	30%
7	390	41%	103	34%	26%
8	239	25%	79	26%	33%
Total	955	100%	302	100%	32%
Grades 3-5	141	15%	66	22%	47%
Grades 6-8	811	85%	236	78%	29%

Source: B3:30 2021-22 Student-level registration data by site and 2021-22 B3:30 Student survey data for Phase II evaluation.

Program Background

This section describes the components of the B3:30 after-school program that were delivered in 2021-22. It also discusses how the program pivoted in its delivery and implementation over time.

The key components of B3:30 in 2021-22 were in the areas of academic support, nutrition, and recreation, as well as mental health and wellness. The latter was a component of the program that developed during the COVID-19 pandemic in response to students' needs, as reflected in the Phase I report. In terms of the academic component, B3:30 offered JUMP Math, homework help, and tutoring. JUMP Math was first offered in 2020-21 and was aligned with the Ontario math curriculum. Tutoring was provided virtually and in-person, and tutors were available on weekdays and weekends. The Junior Chefs' Club was the nutrition component of the program wherein students learned to cook, prepare meals, and learned about the nutritional value of the meal. Prior to COVID-19 lockdowns, the Junior Chefs' Club also included the Junior Chefs' Club competition. The Junior Chefs' Club competition was a community event that included students, parents/caregivers, B3:30 staff, funders, and other stakeholders. Over the course of the program in 2021-22, parents/caregivers received occasional food-related gift cards such as President's Choice, Saputo, and Tim Hortons. Regarding recreation, students participated in sports such as baseball and basketball, as well as other activities including Daily Physical Activity. A new element of sports and recreation in B3:30 was helping students to build skills such as communication and leadership. B3:30 offered its programming in collaboration with community partners such as the Blue Jays Foundation, Lay-up Basketball, and Vibe Arts.

In 2021-22, the B3:30 program continued to adapt and pivot within the context of the ongoing pandemic, with shifts to in-person programming. To provide further support to students in the program, professional development opportunities were offered for program staff in Oral Language and JUMP Math, training in team building with the Blue Jays Foundation, and additional mental health training. At most of the program sites, B3:30 was able to transition back to in-person programming, with one site, Maple Leaf Public School, offering primarily online programming. Some aspects of the nutrition,

recreation, and academic components of the program were modified in the context of the pandemic. These will be discussed in detail later in this report.

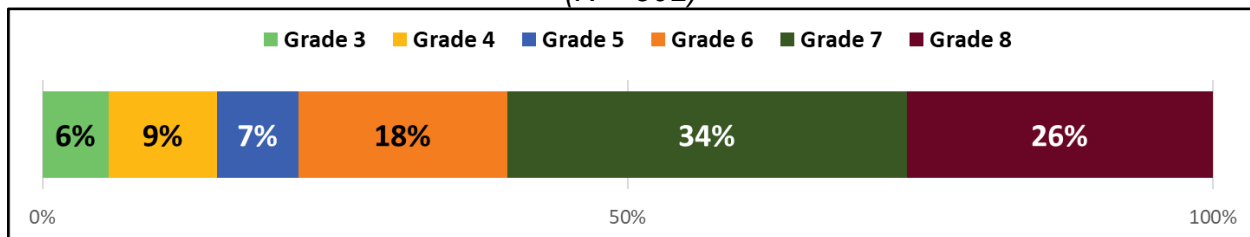
Program Participants

The following section discusses the demographics of program participants which were drawn from the information students shared about themselves in the year-end survey.

Participant Demographics

Similar to the Phase I evaluation, this report captures combined student demographics data. As reflected in Figure 2 below, the majority of student respondents (78%) were in Grades 6-8, while 22% were in Grades 3-5.

*Figure 2: B3:30 Participants' Self-identified Grade
(N = 302)*



Gender Identity

For gender identity, in Grades 3-5, 47% of respondents identified as girl/woman while the proportion for boy/man was 45% (see Figure 3). Fifty-one percent of students in Grades 6-8 identified as girl/woman while 37% listed their gender as boy/man (see Figure 4). For gender identity, there were more students who identified as girl/woman compared to other identities in both the Juniors and Seniors groups. Also, 2% of students in Grades 3-5 identified as questioning/not sure while the proportion for Grades 6-8 was 4%. For students in Grades 6-8, the proportion of respondents who identified as non-binary and gender fluid were both 1%.

It is important to note that the Phase II report explored gender distribution by Junior versus Senior (see Figures 3 and 4) whereas Phase I explored gender distribution for Grades 4-8 collectively. Therefore, the data from the two phases cannot be compared. However, a commonality observed from the data recorded from the Phase I report as well as the Phase II report points to a higher proportion of girl/woman identifying participants in B3:30.

Figure 3: B3:30 Participants' Self-identified Gender Distribution for Grades 3-5 Students
(N = 64)

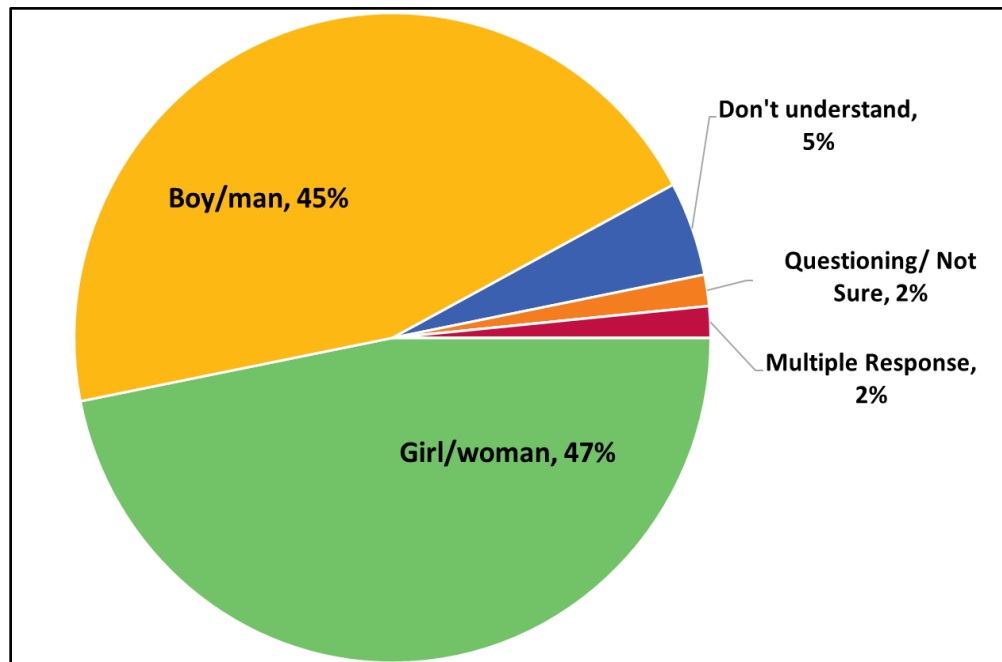
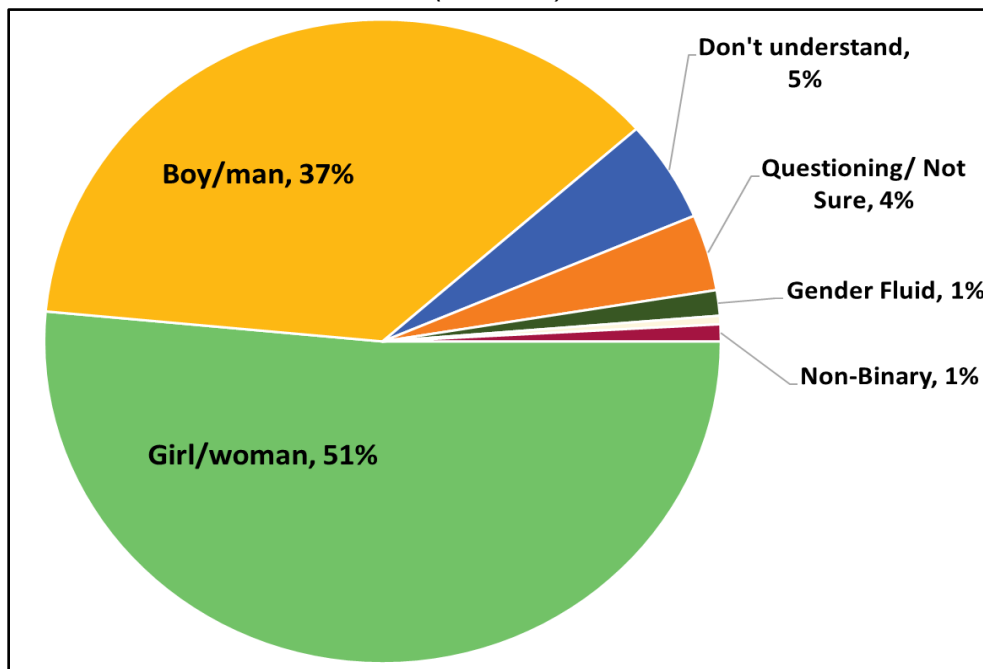


Figure 4: B3:30 Participants' Self-identified Gender Distribution for Grades 6-8 Students
(N = 235)



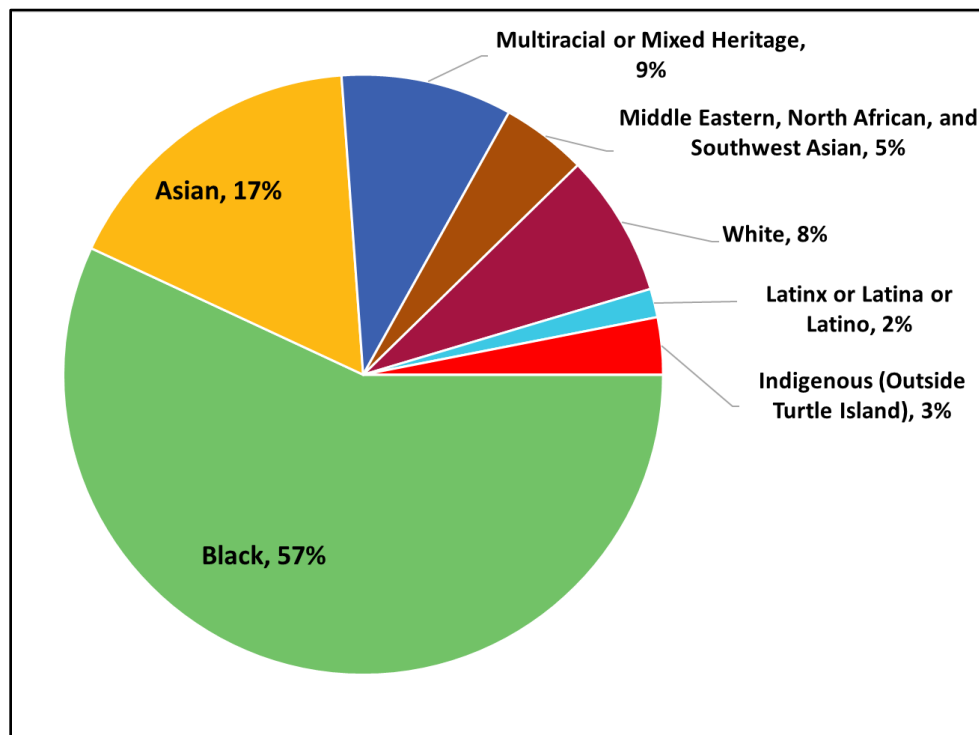
Ethno-racial Identity

For students' ethno-racial identity, 57% of students in Grades 3-5 identified as Black and 17% as Asian (see Figure 5). It should also be noted that among Grades 3-5 students, 9% identified as multiracial or mixed heritage, followed by 8% as white, 5% as Middle Eastern, North African and Southwest Asian, 3% as Indigenous (outside of Turtle Island), and 2% as Latinx or Latina or Latino.

In Grades 6-8, 48% self-identified as Black, 30% as Asian, and 11% as multiracial or mixed heritage (see Figure 6). Further, among Grades 6-8 students, 5% identified as Middle Eastern, North African and Southwest Asian, followed by 3% as white, 3% as Latinx or Latina or Latino, and 1% as other.

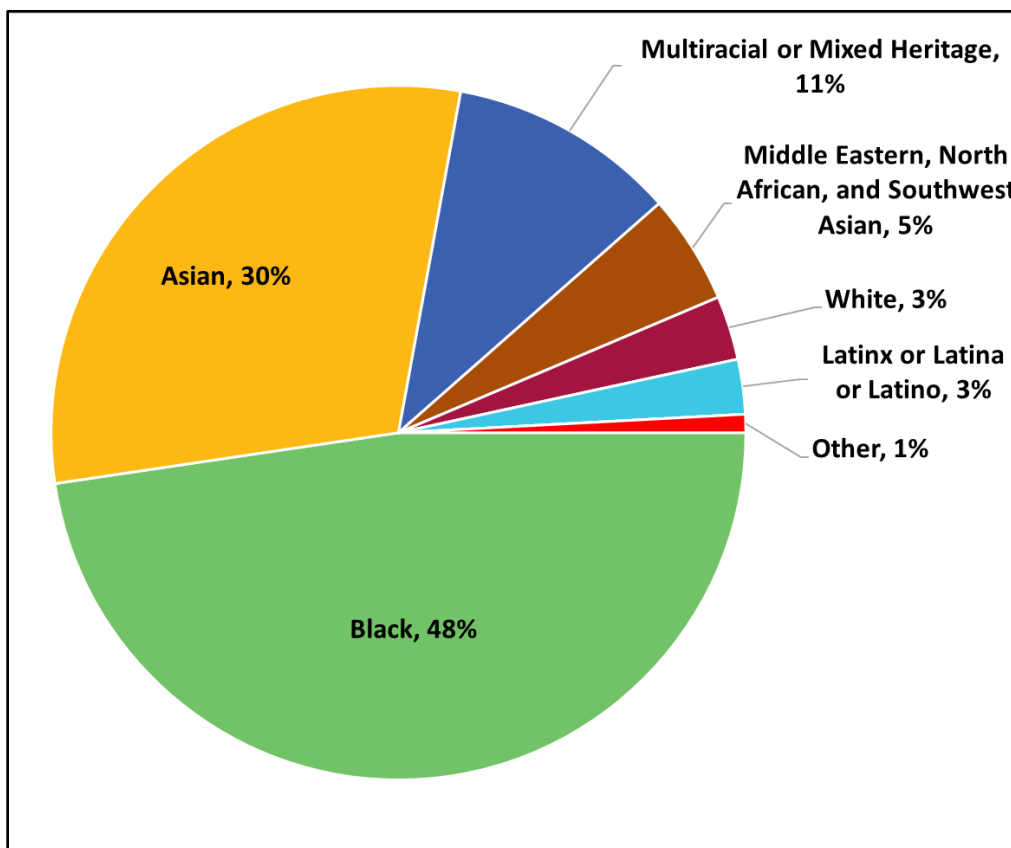
As mentioned in the gender identity section, the ethno-racial distribution in this report is presented by the Junior versus Senior grades, while Phase I grouped Grades 4 to 8 findings together. Therefore, the data from the two phases cannot be compared.

Figure 5: B3:30 Participants' Self-identified Ethno-racial Background for Grades 3-5⁴ (N= 65)



⁴ Refer to Appendix F, Question 4 for details on Ethno-racial categories and sub-categories.

Figure 6: B3:30 Participants' Self-identified Ethno-racial Background for Grades 6-8⁵
(N= 235)



Student Attendance

According to the stakeholders, student attendance for in-person B3:30 saw an improvement in 2021-22, with the move away from the online screen to face-to-face social interactions (e.g., ‘see our friends’, ‘friends will be there’) being the prominent rationale for attending. Another factor was the move away from “cohorting”, wherein B3:30 students were placed with students only from their grade level due to COVID-19 restrictions in schools. Cohorting, in effect, reduced the number of students in B3:30, as discussed in the Phase I report. Due to the lack of cohorts in the program in 2021-22, program staff noticed an increase in student attendance.

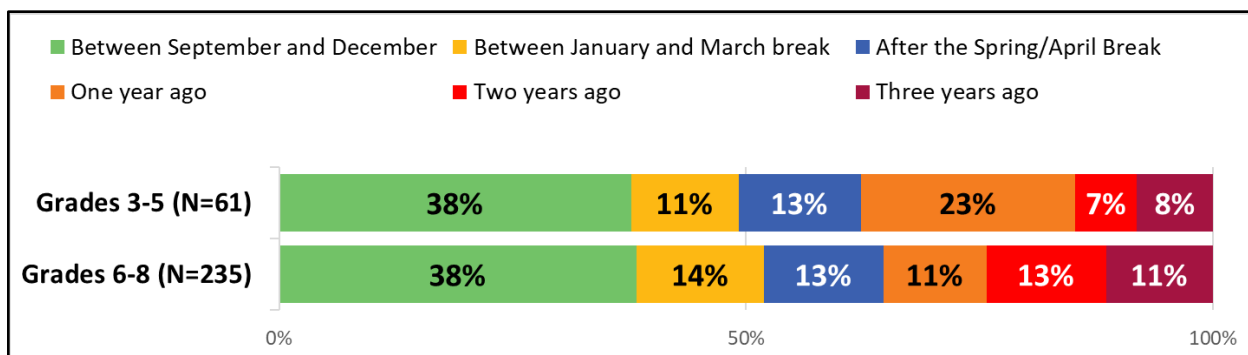
“...we didn't start this year in cohorts. And that was a huge difference for us. Last year, I had two students, two to five students, probably less. And this year with

⁵ Refer to Appendix G, Question 4 for details on Ethno-racial categories and sub-categories.

no cohorts, it started off with 30 students. So the attendance was a lot better this year without cohorts.” – B3:30/TFSS Staff

As the chart below indicates, 38% of students in both Junior (Grades 3-5) and Senior (Grades 6-8) programs began attending B3:30 from September to December 2021 (see Figure 7). Between January and March break (2022), 11% of Juniors and 14% of Seniors started to attend the program. After the Spring/April break (2022), 13% of students for both groups first started attending the program. The highest variance between when students from the two groups first started attending B3:30 was one year ago (2020-21), with 23% for Juniors and 11% for Seniors.

Figure 7: When did you first start attending B3:30?



The combined attendance for both Juniors and Seniors is 76% which is higher than the previous year (54% in 2020-21) as reported in the Phase I report. This may support the observation that with in-person programming, the attendance rate increased in comparison to the figures from last year, 2020-21, when B3:30 was primarily offered virtually.

As mentioned above, one of the key reasons for the increase in attendance was that the B3:30 program returned to an in-person delivery model. Socialization and peer engagement were identified by students, parents/caregivers, program staff, and TFSS administrators as significant factors for joining and regularly attending B3:30 after the previous year with heightened COVID-19 restrictions (such as lockdowns and cohorting).

In addition to attendance, how often students attended B3:30 during the week was captured in the surveys. For Juniors, 51% of students attended five days each week while 45% of Seniors did (see Figure 8). The attendance rate for four days was very close for both Junior and Senior students (15% and 14%, respectively).

Figure 8: On average, I attend B3:30 for the following number of days each week

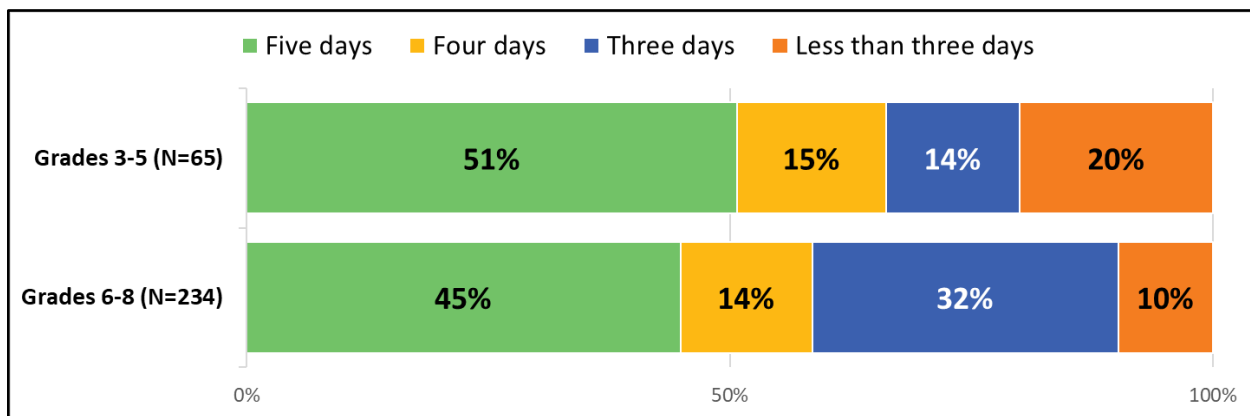


Figure 9 shows that 55% of boy/man identifying students in Grades 3-5 attended five days each week compared to 50% of girl/woman identifying students in the same grades. Among Senior program students (Grades 6-8), 43% of boy/man identifying students and 45% of girl/woman identifying students attended B3:30 five days each week. It is noteworthy that for both girl/woman identifying students and boy/man identifying students in Grades 6-8, the proportion of students who attended three days a week is relatively high (31% for both, see Figure 9) as compared to the previous year (2020-21) where only 4% of boy/man identifying students and 9% of girl/woman identifying students attended the 2020-21 program three days a week.

*Figure 9: On average, I attend B3:30 for the following number of days each week
Grades 3-5 and Grades 6-8 by self-identified gender identity⁶*

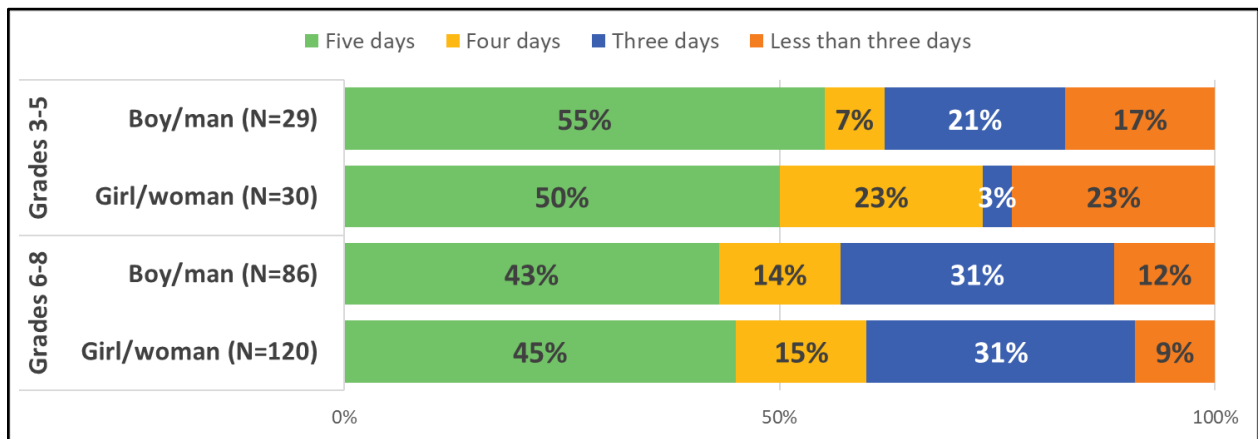
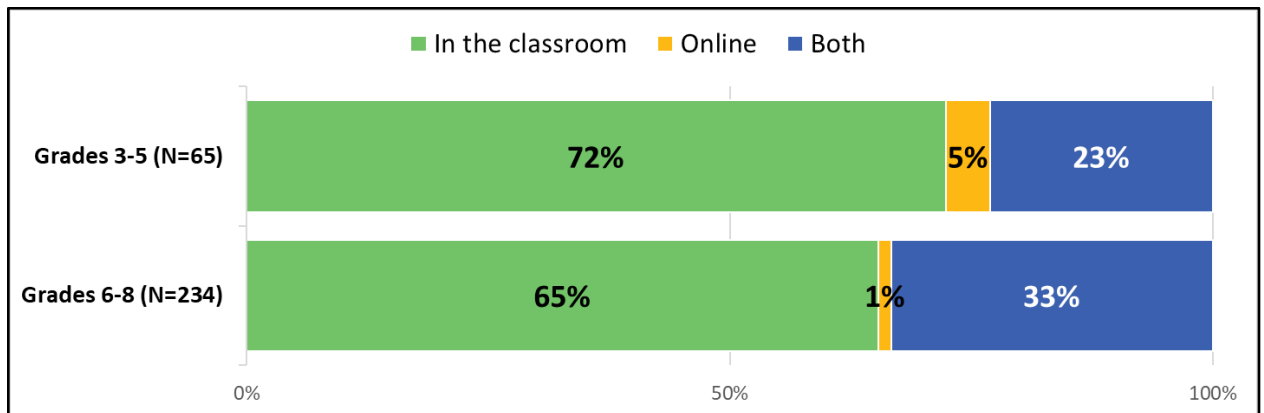


Figure 10 shows the modes for participating in the B3:30 program for 2021-22. Nearly three quarters of Grades 3-5 students participated in-person (72%) in comparison to 65% of students in Grades 6-8. It is notable that amongst students in Grades 6-8, participation in the online program is also sizable (33%).

Figure 10: How did you participate in the B3:30 program this school year?

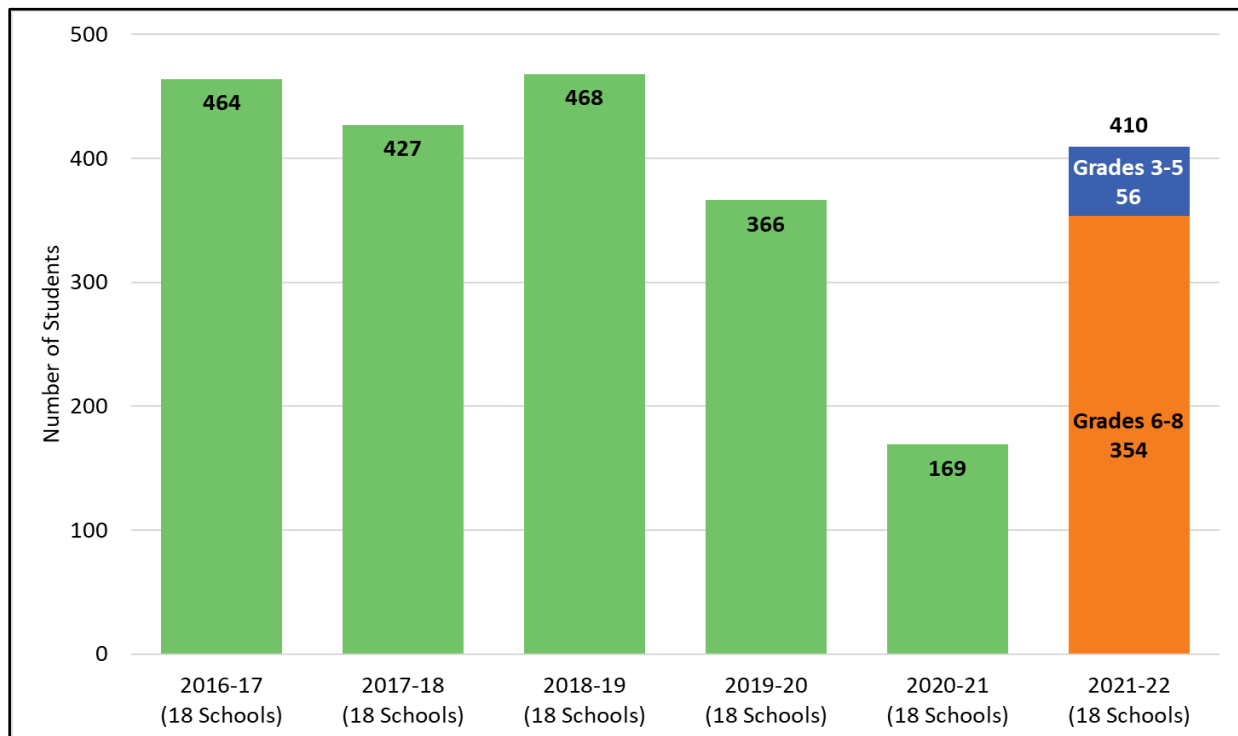


⁶ Data representing students in Grades 3-5 and Grades 6-8 identifying as questioning/not sure, non-binary and gender fluid are not reflected in Figure 9 due to the small proportion of respondents as compared to the overall percentage of respondents. This helps in maintaining participant anonymity.

Figure 11 shows the average daily attendance for unique B3:30 participants⁷ from 2016-17 to 2021-22⁸. It is important to note that the 2020-21 and 2021-22 attendance numbers reflected participation both in the Junior and Senior programs combined, whereas attendance in previous years was only for the Senior program.

There was an increase in attendance from 169 participants in 2020-21 to 410 participants in 2021-22, as shown in Figure 11. Due to the distinction between the Junior and Senior programs, future B3:30 reports will report the average daily attendance separately for the Junior and Senior programs. It was noted by the program staff as well as the administrators that significant challenges were encountered by the staff in enrolling the students due to the restrictions around hosting communal events and reaching out to the parents.

Figure 11: B3:30 Average Daily Attendance from 2016-17 to 2021-22



⁷ A “unique participant” refers to a student who attended the B3:30 program at some point during the school year. A student is counted once during the school year.

⁸ For the average daily attendance from 2009-10 to 2015-16, please refer to the Phase I B3:30 report.

Student Engagement

Student engagement was influenced by various factors. These factors included the mode of delivery and the strategies used by program staff to engage students. As the program transitioned from online to in-person delivery, staff and parents/caregivers shared that student engagement in the program increased as students were keen to return to in-person schooling and be in a space with their friends. During on-site observations, it was noted that there were instances wherein program staff were teaching program content (e.g., math worksheets). However, the students did not perceive it to be interactive and as such, students appeared to be engaged in other activities. Many were observed using their cell phones or actively engaging in other aspects of the B3:30 program (e.g., during meal preparation in nutrition or playing in the gym).

To engage students this past year, staff mentioned that they used numerous strategies and activities including interactive games such as Jeopardy and Kahoots, which also involved a competitive element. At one site, a staff member introduced the idea of “Teacher of the Day”, as described below.

“...students would volunteer and sign up for days that they want to teach the rest of the program something that they think they're very good at in a specific subject or a specific unit. And so they would plan what to teach and then maybe provide some questions at the end, and then help those who would work. And that's something that I thought really helped model everyone in terms of how to teach other people and that learning aspect as well.” – B3:30/TFSS Staff

Furthermore, B3:30 staff engaged students by providing opportunities for student voice and student choice. For example, one staff member set up different tables, ranging from arts and crafts activities to math, literacy, and games, so that students had options in what they wanted to explore.

“So I didn't really...tell them that you have to do JUMP Math with the whole class together. I gave them options. If one didn't work, they can explore their options that they have available.” – B3:30/TFSS Staff

At another site, a staff member developed programming that incorporated students' interests, as the following quote illustrates.

“So, one thing that I noticed with the kids...they are very chatty...because I realized that they're really chatty, we kind of just incorporated that a lot into the programming...So we would give them private time to do their homework, of course...But outside of that, when we had nothing to do, we would do a lot of Jeopardy. We'd do a lot of debate club... And by the end of the year, we got to do a mini movie with them because they were just really into the idea of having their ideas put on something. So, we made that happen.” – B3:30/TFSS Staff

One of the other strategies to engage B3:30 students was by offering programs in collaboration with community partners. One such partnership was with Lay-up Youth Basketball, an organization that worked with students in the gym. This partnership was also described in the Phase I evaluation. The field trip to Downsview Park at the end of the 2021-22 school year was another successful strategy used to engage and bring together everyone in B3:30 across sites.

“...[the field trip to Downsview Park] that's something that the kids look forward to, and it just made them more engaged. Even on the trip, we had kids who didn't really participate much through our programming, come and participate and even say how many red chairs there are, for that question that was on the scavenger hunt task...So I would say that the trip helped because everyone was engaged with the trip. And then we got to see people from other sites as well...So just having that community there, of all of us at beyond, helped as well.”

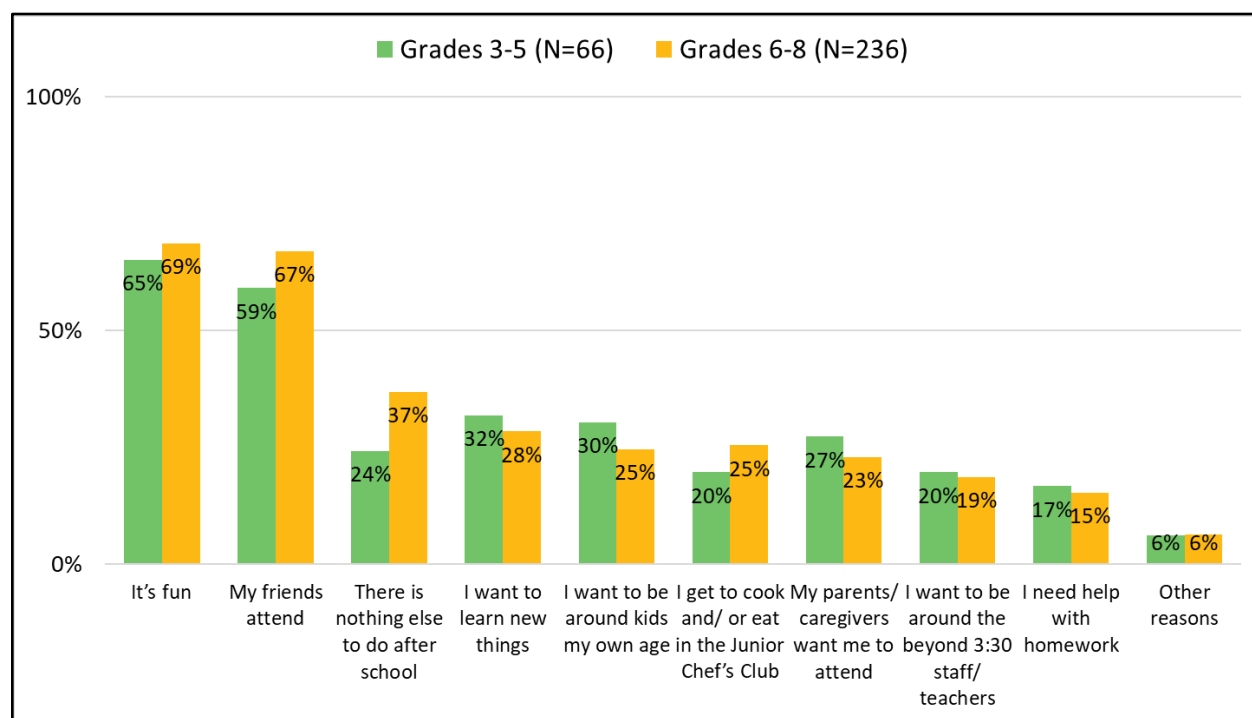
– B3:30/TFSS Staff

In the section on *Pandemic Recovery and Returning to In-Person Programming*, additional strategies will be discussed that were used specifically to engage students in JUMP Math this past year.

Rationale for Participating in B3:30

Students' participation in B3:30 was rooted in various reasons, including socializing and previous experience with the program. Data from the student survey (see Figure 12) shows that the program being considered fun (65% for Juniors and 69% for Seniors) and friends attending (59% for Juniors and 67% for Seniors) as the two main reasons for enrolling. For parents/caregivers, there were multiple intentions for registering their children for B3:30, which included socializing with peers, after-school childcare needs, and academic support. The rationale for participation, gathered from focus groups, in-person site observations, and year-end study survey data, are shared in detail below.

Figure 12: I attend B3:30 because:



Opportunities to Socialize with Friends/Peers

In-person B3:30 offered students the opportunities to socialize and be with their friends. According to the survey, students stated that their friends attending B3:30 and

wanting to be around peers were reasons for enrolling in the program. Many students missed in-person programming because of the lack of peer engagement and socialization with their peers during online learning. Common sentiments expressed by students about B3:30 enrollment were happiness, feeling welcomed, and being engaged within a fun-filled space. During the in-person observations, it was noted that students often interacted with each other, were comfortable working in groups, and were well-informed about each other (e.g., students were aware and advised program coordinator if their peers could not attend).

“It's really fun to be here and it's one of my choices to be here. My parents could come anytime to pick me up, but I choose to be here because I get to be around my friends and everything. In school, we don't get to talk to our friends a lot so I come here to talk to my friends.” – B3:30 Student

Students' sentiments about enrollment were shared by parents/caregivers who highlighted the benefits of participation for their children which included enhanced confidence, friendship, and settling into their new community.

“My daughter asked me to be a part of that program at first. There really wasn't a need for it per se, in terms of I was working later and she had to have some care or attending to after school. She really wanted to go because she knew that her friends were going and she heard of the activities that would be happening and she was just really excited to be a part of that. So that was the reason why I enrolled her.” – B3:30 Parent/Caregiver

“So I was saying that as we were new immigrants, we just migrated in 2020 during pandemic. So first we didn't get to school on time because we moved in the pandemic, it was in between the schools started then online so they had major miscommunication because back home they had friends, here they didn't have friends. So then when the in-person started, they actually automatically opted for the beyond 3:30 because their friends were there. So my daughter, she wanted to be with her friend all the time so that she can mingle and mix with other kids.. At first she was more of with only her friend, but now she is more of

like a talkative girl. And I think that this actually benefited her because that way it improves their confidence.” – B3:30 Parent/Caregiver

Past Program Experience

Many students and parents/caregivers expressed that previous experience with the program was a strong consideration for enrolling again. During the on-site observations, students mentioned that they had been attending B3:30 for many years and recommended the program to friends. Moreover, some parents/caregivers had many of their children in the program because of their previous positive experience with B3:30.

“And he also wanted to enroll and he's been there in the program about six years now and he love it because he always say, “Mom, I'm going to beyond” and he goes almost four to five days a week. Sometime if he have the time, he goes all five days in the week. So I can tell from that that he enjoy being in the program. Thank you.” – B3:30 Parent/Caregiver

“Yes, my daughter, she would like to register for beyond 3:30 in September, because right now she's doing online at home school, but she will return in-person in September and she's already, she's supposed to join beyond since before the pandemic actually, but she didn't have a turn. At the same time, everything started to shut down so she didn't have the chance to ever go to beyond. But she heard all these good things that her brother coming home and telling her about the program and the activities and all these good things. So she's so excited. She already told me I have to register her in September and she'll be starting grade six in September. Yeah.” – B3:30 Parent/Caregiver

Parents/Caregivers' Needs

Parents/caregivers continued to face challenges during the ongoing global health pandemic which included the closure and inaccessibility of childcare facilities and after-school programs. Parents/caregivers in the focus groups highlighted the ways that B3:30 filled this void and provided them with after-school childcare support. For working

parents/caregivers with childcare needs, B3:30 was a fun after-school program that was a critical lifeline for them in the absence of access to daycares and other after-school options.

“This was a godsend, but also at the time I was home, but I usually start work earlier before I drop my son to school. So I've had my older son at the same school and he was in an after school program, so I did not participate in joining beyond 3:30. However, I really appreciate the program at the time because it was much needed. I wasn't sure if I had gone back to work, like what I would've done because I was on a waiting list to get him into before and after school program. And to this day, still can't find anything for him. So this came out the right time and I really appreciate it.” – B3:30 Parent/Caregiver

Similar to Phase I findings, B3:30 served as a way for many parents/caregivers to provide an after-school activity and childcare to their children while they were at work. Moreover, B3:30 is a suitable option because it sustained opportunities for learning, peer engagement, recreational activities, and academic support that parents/caregivers continuously provided their children.

“Actually, like beyond, I give them, it has really helped me because I work until 5:30 so they can stay until six o'clock there, I can come 5:30 after finishing my work, I can pick up them. And as like I don't have any daycare and anybody not at home, if they come at home, they can, but still, they're going to be busy with their device or anything. I don't like them [on device]. If they stay there, they can do some activities that's going to help them. And sometimes they learn many things from there and they told me they learn this and they like this. They have some friends there. So I think it's really helped me with me and helped them as well. Thank you.” – B3:30 Parent/Caregiver

“I don't remember the exact time that my child joined, but I enrolled her because of the timing that I've left work. So I finished work at 04:30 and she leaves school like three, so I think it'd be better for her to stay and do her homework and

participate in activities instead of coming home and being alone. So, that's my reason or being home without any... I'm here. Yeah." – B3:30 Parent/Caregiver

B3:30 provided an opportunity to better support working parents/caregivers by providing supervised care beyond the traditional school day. It also offered parents/caregivers peace of mind especially knowing that their children were in a safe after-school program. Notably, the program created another avenue of network and support for parents/caregivers navigating multiple stressors and responsibilities. One student suggested that their enrollment in B3:30 offered their parents/caregivers' time for themselves, further allowing them to focus on other aspects of their family life.

"It's reduced my stress after school, I have to pick up them like it was main stress for me. But when they started beyond, after finishing school, they went to the beyond. I don't have to worry about anything until I pick up them. Then we come together at home, then I feel okay. I don't have to worry and looking for anybody to taking care of them because we all are working parents, dad, and mom so nobody at home to taking care of them, even though they're okay. But still. So it's reduced my stress." – B3:30 Parent/Caregiver

"Yeah. And I get to give my parents free time at home" – B3:30 Student

Recreational Activities and Sports

Sports, physical health, arts, such as painting and dance, and cooking were highlighted by students as reasons for enrolling in B3:30. Students indicated that they enjoyed the activities and sports because they were interactive, fun, learned new skills, and engaged with peers. During the on-site observations, it was noted that students were clearly having fun and engaged in sports, such as basketball and rugby, activities such as Jeopardy and the Junior Chefs' Club. In the survey, many students also expressed 'eating' in the Junior Chefs' Club as a further motivation for joining the program.

“Gym, like it's good. I like when we play football. Football is our favorite thing to play. We play basketball, badminton, lots of games, floor hockey. It's really fun. It really helps with the physical activity.” – B3:30 Student

“It's very fun because yeah like the painting, I really enjoy doing that.” – B3:30 Student

Parents/caregivers also commented on the benefits of the various activities and sports for their children and a possible return to pre-COVID19 programming. However, space restrictions, because of the ongoing global health pandemic, were identified by parents/caregivers and program staff as posing a challenge for the full return to particular aspects of the program (e.g., Junior Chefs' Club and gym). However, program staff stated that even with the challenges, they were able to accommodate and modify the program to continue delivering aspects of the program.

“This program has been very good like other parents have mentioned or caregivers. They've also said that the basketball has played an important role. As well as after school activities that entail more interaction with other like peers. And there was a cooking, I think, aspect of it too. So, they got to do some cooking before the pandemic. Also, now the tutoring is a big bonus as well. So that's something that we're really benefiting off of.” – B3:30 Parent/Caregiver

“When we got back into the school, we weren't allowed to use the gym or the kitchen. So, there was no nutrition program. There was just a feeding program and a gym. In the winter months, we had to use the lunchroom to try to do physical stuff. And it was very it was difficult. It's not a large lunchroom. We had to do things like musical chairs or stuff that used a small space, but got them moving.” – B3:30/TFSS Staff

“So we were confined to one room, so they didn't have too much room to do stuff, but we did make it work” – B3:30/TFSS Staff

Academic Support

In both the survey and on-site observations, students reported academic support as an important rationale for enrolling in B3:30. Students and parents/caregivers indicated that they welcomed and appreciated the help with homework as B3:30 provided students with the space, time, and staff for homework help. This also meant that students had more quality time with their parents/caregivers after the program since homework had been completed. Another area of academic support that students valued was JUMP Math as it helped to overcome gaps in, understand, and appreciate math. Students' academic performance and success was noted by parents/caregivers who were appreciative of the academic assistance.

"If I don't have time to do homework at home... So, I have time to do it here, like three hours to do it here, and I can spend more time with my mom if I finish all my work here." – B3:30 Student

"It has helped me with math because I've been really struggling with stuff, more specifically, fractions. So, for fractions beyond 3:30 gave me a private tutor lesson and now I'm doing a lesson on fractions now and I know lots about it. So, I'm doing really, really good. And it also helped me in addition, multiplication and division." – B3:30 Student

"Yes. Yes because my daughter, when she came home she didn't like to do her homework. I used have to bug her every second like, "Hey, go and do your homework. Don't you have homework?" And she would, it's either she would say, "No, I don't have any homework." And the teacher will call me like another day and be like, "Hey, she had homework on such and such days" and I'm like, "Didn't I ask you if you had homework?" But now when she goes, the teacher makes sure that she does her homework so I am very appreciative of that too as well." – B3:30 Parent/Caregiver

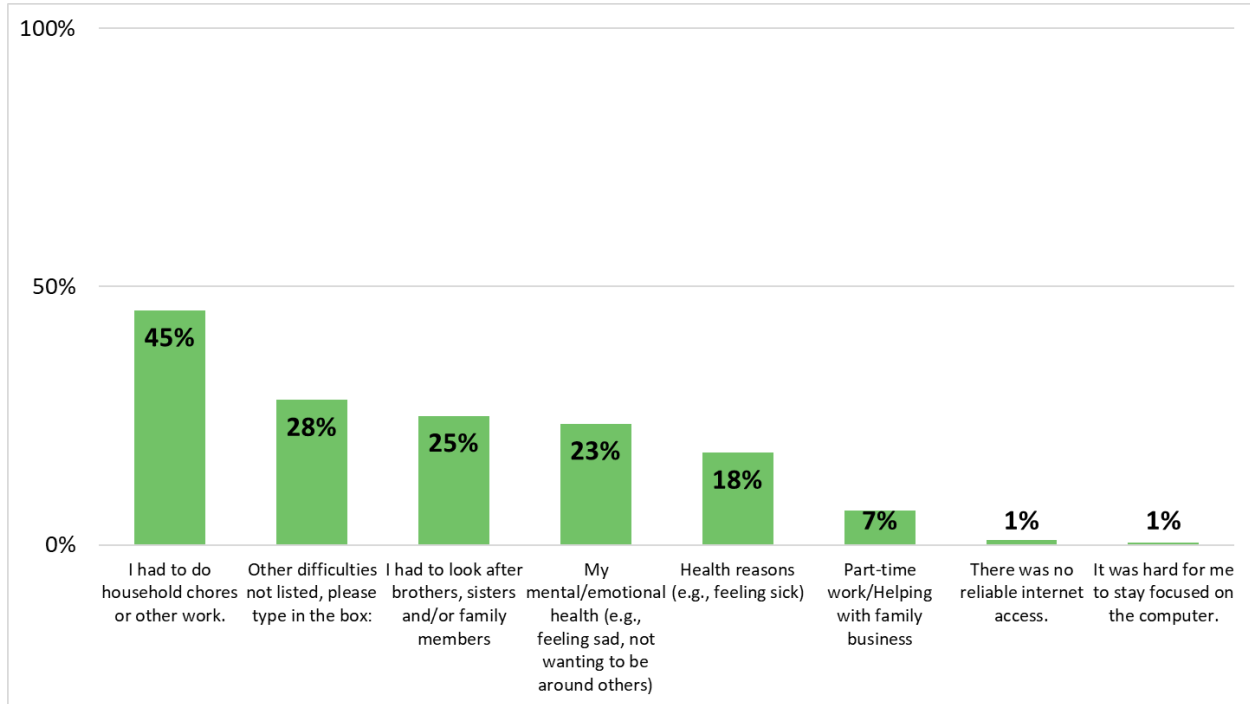
“I am very appreciative of the program because what have drawn me to register my child in the program was the fact that they help the children with their homework. Right? So instead of my child coming home early, being on the TV or talking to friend, she is at a place where she can stay and they have them complete their assignment or homework, so that's what I'm most appreciative about.” – B3:30 Parent/Caregiver

Challenges with Participation in B3:30

Students in Grades 5 to 8 identified factors that posed as barriers in participating in B3:30 (see Figure 13). These included household chores, paid and unpaid work to aid parents/caregivers, helping with the care of younger siblings as well as health reasons (e.g., their own and/or family members). There was a struggle to maintain active ongoing participation in the program after enrollment because of micro and macro structural factors. Micro (immediate setting such as family and school) and macro (social, cultural, economic, and political forces) factors were critical as they influenced families, had implications for children’s development and were useful to understand as well as establish quality programming.

It is important to note that knowledge of the challenges with participation is critical as it may have impacted sustained engagement in programming after registration. Sustained engagement refers to meaningful participation of students and parents/caregivers that is active and ongoing. Key strategies to ensuring effective engagement are ongoing planning and decision making that are driven by members of the communities that programs are situated in.

*Figure 13: Did any of the following things make it difficult for you to participate in the B3:30 program this school year (2021-2022)?
Grades 5-8 (N=196)*



Ongoing Impact of COVID-19 on Program, Staff, Students, and Families

This section explores the ongoing impact of COVID-19 on the B3:30 program from 2021-22, specifically as it relates to program delivery, the learning environment, student engagement, staffing, and program recruitment and attendance reporting. It also discusses the ongoing impact of the pandemic on fundraising for the program and the strategies developed to address funding needs.

A general point should be made about the ongoing reality of the pandemic over the past year. The continued impact of the pandemic was evident from the number of school closures in Ontario, which increased from 136 in 2020-21 to 174 in 2021-22 (Government of Ontario, 2022). See Appendices H and I for visual depictions of the number of reported school closures during the past two years. In planning the formative evaluation for Phase II, staff indicated that the pandemic was still a reality and needed to be included as a component of the evaluation. Despite this, staff also perceived that the impact of COVID-19 on the B3:30 program was somewhat lessened in 2021-22 and that there were fewer disruptions in terms of prolonged school closures compared to the previous year. However, it was noted that COVID-19 safety restrictions were still in place to run the program and interact with students.

Program Delivery

According to the comments expressed by stakeholders, the pandemic impacted the delivery of B3:30 in many ways. One immediate impact was on the nutrition component (as described in the Phase I report). In focus groups with program and TFSS staff, it was noted that at some program sites, students did not have access to the kitchen and were unable to cook, making teaching difficult. In addition, TFSS staff noted the challenge in delivering the nutrition component virtually rather than in-person.

“...it was sort of hard to deliver because the nutrition staff would've had to have all the materials home to prepare and show the kids how to basically go through a recipe. But when they're in-person, it's different. The interaction is different.” – B3:30/TFSS Staff

Program and TFSS staff also said the pandemic affected recreational activities due to space restrictions in schools. This resulted in the cancellation of activities such as field trips, talent shows, tournaments, the Junior Chefs' Club competition, as well as activities that took place in collaboration with external community partners. Other aspects of the program that were impacted by the pandemic this past year were activities that involved parents/caregivers. TFSS staff noted that previously in-person community dinners and parent/caregiver workshops were cancelled and transitioned to online formats, respectively.

Learning Environment

Despite the best efforts of staff to make the online program fun and interactive, stakeholders noted the challenges of learning in an online environment. One such challenge, which was also noted in the Phase I report, was excessive screen time. Having their children be on a screen all day for school and during the B3:30 program was a concern expressed by parents/caregivers and further noted by TFSS staff.

"...it was literally just a click away for my daughter to just go on the internet, like YouTube or go and play a game or whatever it is. Sometimes I'll come out, I'll be like, "Aren't you supposed to be doing school work?" – B3:30 Parent/Caregiver

Parents/caregivers and TFSS staff discussed the impacts of being in a virtual learning environment on students. These included being in a confined space at home, isolation, missing the social interaction of their peers, and being physically inactive.

Student Engagement

With the online program, there was also difficulty in keeping students focused and engaged. According to program staff, many students had their cameras turned off, making it difficult to know whether they were participating in the program. Many students did not talk, and program staff found it difficult to get students' attention. Some students mentioned the lack of hands-on activities in the online program, including their inability to interact with friends, or go to the gym. Further, program staff noted that

students had limited opportunities to interact in the online program due to the presence of their parents/caregivers at home who they did not want to disturb.

“When it was online, it was kind of hard because you couldn’t really you know do hands on activities and talk to people in front of them. But being in-person is very easier. You get to experience more things.” – B3:30 Student

Impact on Staffing

Based on feedback from program and TFSS staff, the pandemic impacted program staffing. This was reported to have occurred in many sectors across the country and for different reasons including choosing to stay home due to fear of COVID-19. Staff shortages limited the number of program staff available to deliver specific components of the program, such as academic support and recreation, to its full capacity. As a result, program staff were asked to move to different sites to provide support. The pandemic also had an impact on the training of new staff members who did not get to experience on-site training which, prior to the pandemic, was provided to new staff over a period of a few days. Staffing concerns and their impact on students will be discussed in the *Pandemic Recovery and Returning to In-Person Programming* section.

Program Recruitment and Attendance Reporting

The pandemic also led to changes in the process used to recruit students to B3:30 and to report student attendance. According to TFSS staff, prior to the pandemic, individual schools shared information about the program with parents/caregivers through newsletters, packages that were sent home with registration forms, and information shared during Parent-Teacher Night. However, during the past two years of the pandemic, B3:30 staff have had to rely solely on school administrators to send information to parents/caregivers about the program. According to TFSS staff, school administrators differed in their levels of engagement with B3:30 recruitment and the strategies they used to inform parents/caregivers about the program. TFSS staff observed that in schools where registration forms were sent out electronically (i.e., by email or through a link to an online registration form), there was a lower registration of

students into the program. However, schools which used in-person recruitment strategies and interacted directly with parents/caregivers were reported to have a higher program registration.

During the pandemic, a new change was introduced in the system for recording program attendance. As the B3:30 program delivery transitioned from online to in-person, certain aspects of the online program were carried over to the practices used in-person. One aspect was the online input of student attendance. While the student attendance fluctuated with the transition of the program, the electronic registration of the attendance which began during the online delivery helped the teachers in automatically updating parents/caregivers in case of students' absence.

Impact on Families

Parents/caregivers also spoke about the challenges they faced with the online program and how they were affected. These challenges included being at home with their children to supervise and keep them focused while they were working online from home.

"I just didn't feel that staying home was the best alternative for many reasons, not just to go to school, but it was an issue for a lot of parents." – B3:30

Parent/Caregiver

Funding

According to TFSS staff, B3:30 relies on funders and in-kind donations for support. TFSS staff identified the challenges of fundraising during the pandemic, which they said mirrored broader challenges in the charitable sector that saw a decline in charitable donations during the pandemic. Funding challenges also included rising food prices and the difficulty connecting with donors and bringing them in to observe the in-person B3:30 program.

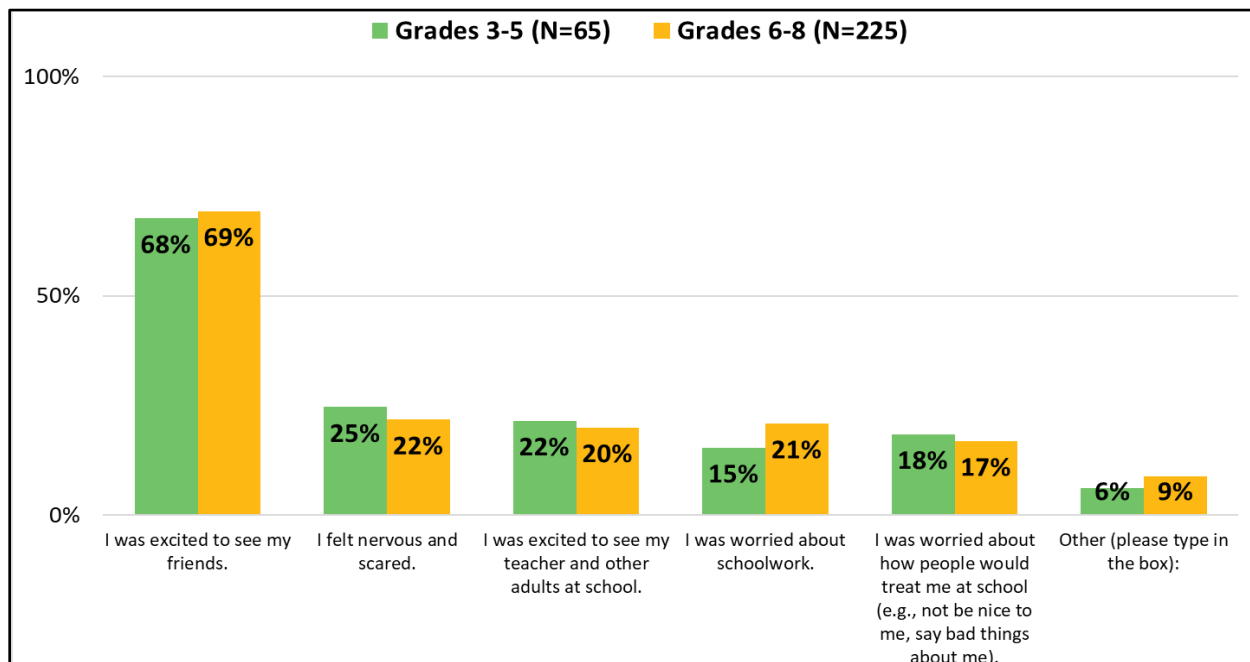
To address these challenges, TFSS staff have asked funders to commit more money and to make longer-term commitments to the program. They were planning to reach out to more funders for the 2022-23 school year.

Pandemic Recovery and Returning to In-Person Programming

The global health pandemic has impacted the academic learning and mental well-being on an unprecedented scale for students (Gallagher-Mackay et al., 2021; Hodgson-Bautista et al., 2022; Sansone et al., 2021). To support the academic, mental health and well-being of students, stakeholders identified key aspects of the B3:30 pandemic recovery plan. They also shared experiences and challenges associated with returning to in-person programming.

Online delivery of B3:30 was highly appreciated and valued by parents/caregivers, especially during a time when public education pivoted to virtual learning due to school closures. All stakeholders shared a common sense of relief and comfort in returning to in-person delivery of the program as well as the regular resumption of schooling in 2021-22, as shown in Figure 16. About two-thirds of students in both the Junior (68%) and Senior (69%) programs felt excited to see their friends returning to regular school. Notably, both sets of students felt excited to see their teachers and other adults in school. To a lesser extent, students felt nervous and scared, worried about homework, and/or worried about how others would treat them at school.

Figure 16: How did you feel about returning to regular schooling - outside of B3:30 this year?



Students explained that they had mixed feelings about returning to school for two main reasons: the social aspect of schooling and anxiety stemming from various school-related issues.

Regarding the social aspect of schooling, many students were excited to reconnect with friends whom they had not seen for a long time and who brought them joy. For other students, seeing their friends helped them to escape the boredom, loneliness, and isolation they experienced at home and being in school online.

“I was excited to see my friends because we haven’t been able to meet up and play together in so long because of the pandemic.” – B3:30 Student

The second reason had to do with anxiety. Some students were nervous and scared about returning to school as it meant they had to adjust to a new school environment, with new people and different expectations. Students were also anxious and worried about the amount of schoolwork they would have to face.

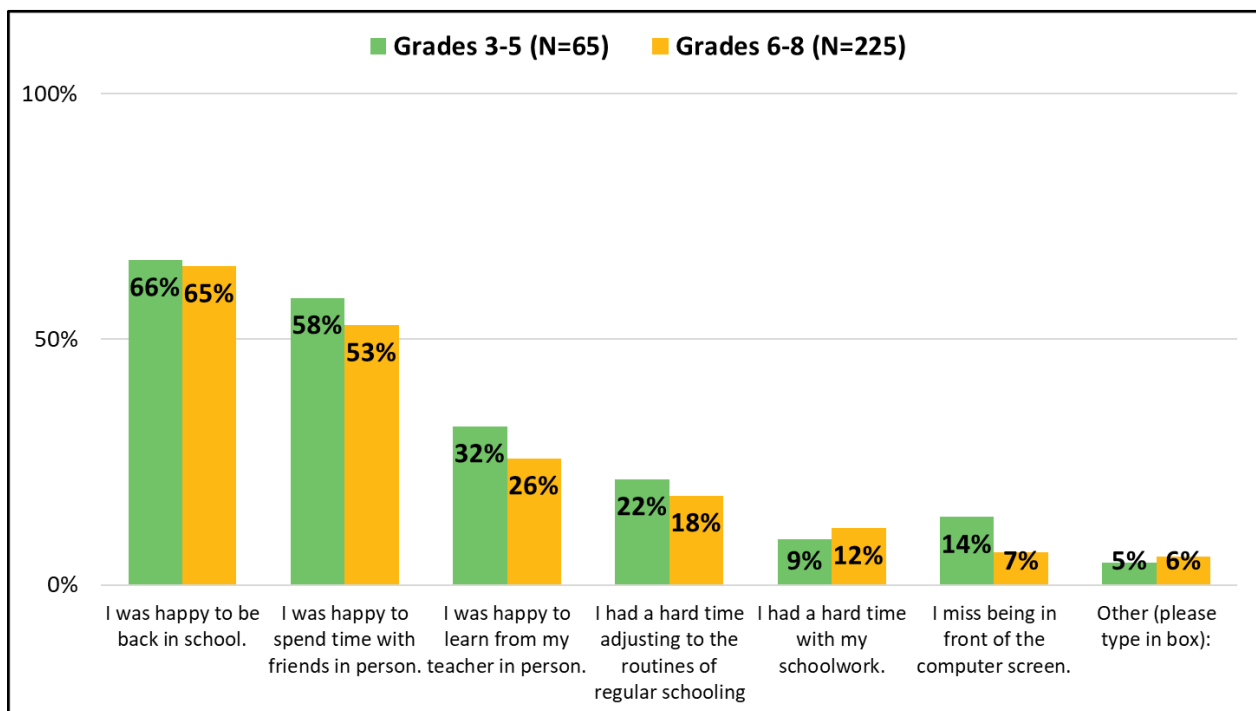
“Since I haven’t gone to school for a long time, there will be new experiences for the next grade and not everything will be the same. There will be new

expectations from me. Also, there will be new people at school and my old friends might not be in the same class as me. Part of the reason is homework pressure from school and home. I was extremely nervous and partly scared of this new beginning of a new grade.” – B3:30 Student

In addition to these feelings, some students were worried about how others would treat them. A common concern expressed was the fear of being teased or bullied.

After beginning regular schooling, two-thirds of Grades 3-5 (66%) and Grades 6-8 (65%) students stated they were happy to be back in school and just over half of Grades 3-5 (58%) and Grades 6-8 (53%) students said they were happy to spend time with friends in-person (see Figure 17). The transition back to the in-person delivery model was accompanied by some restrictions and a new and modified program structure.

Figure 17: How did you feel after you began regular schooling?



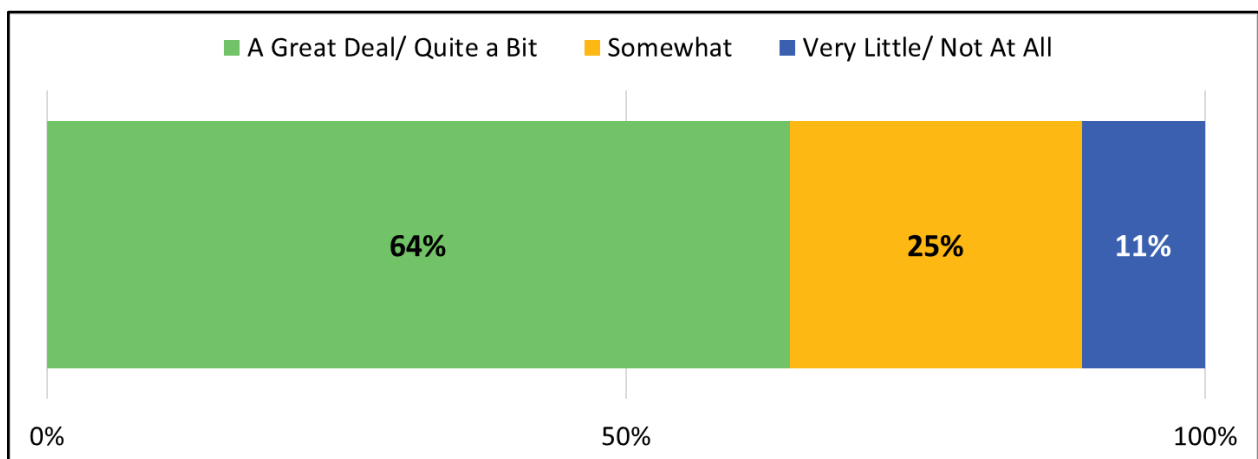
Students explained that they were largely happy to begin regular schooling due to the social aspect of schooling, the learning environment (e.g., an end to the fatigue,

boredom, and loneliness associated with online learning, compared to in-person learning), and adjustment to routines.

“I feel this way because being at home for 6 hours in front of a computer was boring.” – B3:30 Student

In addition, most students shared that being a part of B3:30 helped them a great deal in feeling comfortable to return to regular learning at school, while 25% and 11% of students said it helped them somewhat and very little/not at all, respectively (see Figure 18).

*Figure 18: How much did B3:30 help you in feeling comfortable to return to regular learning at school?
(N=226)*



On the year-end student survey, there was a space for open comments where students in Grades 5-8 were asked to share how B3:30 helped them to feel comfortable returning to regular learning at school. Two themes surfaced in students' comments.

The first theme was the support that B3:30 provided on a social-emotional level. As students shared, the program provided them with an opportunity to make new friends or spend time with friends.

“Most people that were there were people I was friends with and people I knew from before.” – B3:30 Student

“Just outside of school time, being with friends was great for me.” – B3:30 Student

“I felt comfortable because my friends were there.” – B3:30 Student

Along with friendships, B3:30 was a source of emotional support for students, promoting feelings of belonging and connection. Students shared about having close relationships with the staff and other students in the program who were often their friends from the school.

“I like beyond. There’s nice staffs amazing people and people who treat me like I matter.” – B3:30 Student

“Since the students and staff there support me, I don’t feel lonely!” – B3:30 Student

The second theme was in relation to academic support, specifically with homework. Students appreciated and acknowledged the value in having support with their work and learning through tutoring.

“It helped me get into doing my homework on time.” – B3:30 Student

Learning Recovery

To account for unfinished student learning and changing engagement due to the impact of COVID-19, B3:30 transitioned from one-on-one tutoring to group tutoring for Math and English. The program also increased the frequency of tutoring and JUMP Math to twice a week. This additional tutoring support came as a response from TFSS administrators as teachers, principals, and parents/caregivers shared their concerns about students’ learning experiences and performance in schools.

“We heard it from parents, from teachers, from principals, that there’s a massive learning loss due to the pandemic. So, as part, partially, we tried to respond in that way, too, to provide extra additional support. And that’s where the tutoring came in, especially, to kind of keep the tutoring going and try and expand it even further. So these are all responses, in a way, to the fact that there’s a need there,

*and there's an opportunity and we were able to fill a little bit of that void. –
B3:30/TFSS Staff*

Based on feedback from TFSS stakeholders, math was noted as the priority subject for academic support to bridge the learning loss students experienced due to COVID-19 related interruptions.

*“We heard it from parents, from teachers, from principals, that there's a massive learning loss due to the pandemic. So, as part, partially, we tried to respond in that way, too, to provide extra additional support. And that's where the tutoring came in, especially, to kind of keep the tutoring going and try and expand it even further. So these are all responses, in a way, to the fact that there's a need there, and there's an opportunity and we were able to fill a little bit of that void.” –
B3:30/TFSS Staff*

Math was also highlighted because it has been a focal subject within TDSB's three-year plan to discontinue streaming which began in 2017 (Brown & Tam, 2017; Toronto District School Board, 2019). Course pathway planning begins in Ontario in Grades 7 and 8, when students create an Individual Pathways Plan, typically created using electronic tools such as myBlueprint in collaboration with their elementary teachers. Formal Grade 9 course selection by students and parents generally occurs in the winter of Grade 8, often based on the recommendations from students' Grade 8 teacher or principal and open houses or visits to students' new secondary school. Previously, students could select between applied or academic course pathways. However, the recent discontinuation of streaming (or destreaming) now means that all students are encouraged to take an academic course pathway.

It is important to note that during this evaluation, discussions of learning loss as a result of the pandemic and destreaming did not include race, disabilities, immigration status, and the socio-economic context of students. Ontario data on learning loss is still emergent, however, they show differential impact of the pandemic on learning by students' identities (Hodgson-Bautista et al., 2022; Gallagher-Mackay et al., 2021; Gillmore, 2020; Sansone et al., 2021). For instance, students with disabilities

encountered challenges with accessing specialist staff and longer waitlists or cancellation to special education services (Gallagher-Mackay et al., 2021; Gillmore, 2020).

Therefore, it is necessary to understand the construct of students' identities within the context of systemic and structural inequities (e.g., race and racism for Black identifying students) as they are entrenched in Canadian institutions including schools. Comprehensions of systematic barriers and their impact on marginalized students as well as communities are essential to creating strategies and approaches that support students' academic success, belonging, and well-being. These considerations are particularly significant as the majority of B3:30 students are racialized (see Figures 5 and 6). Thus, incorporating culturally relevant teaching and curriculum can be an effective tool for B3:30 and its partners⁹.

“Yeah. Just to add one thing. Part of the reason why we wanted to even go towards Jump Math and to try to get that to happen was that some of the destreaming activities that have been happening in the schools, we wanted to help make sure that kids had really strong math skills before they were going into the high school program. While those programs were potentially shifting, we were trying to help the kids to be prepared for those changes.” – B3:30/TFSS Staff

JUMP Math is a program that offers academic support twice a week to students based on their grouping, Junior (Grades 3-5) or Senior (Grades 6-8). In addition to JUMP Math, students received tutoring that focused on a variety of subjects (e.g., reading, writing) twice a week. As noted in Phase I, JUMP Math and tutoring were modified in accordance with COVID-19 safety measures but offered at an increased frequency to meet the gaps in students' academic needs owing to pandemic education disruptions. Data from the year-end student survey shows that 45% of Juniors and 41% of Seniors received tutoring in 2021-22 (see Figure 14). Specifically for math tutoring, 75% of Junior and 85% of Senior students obtained support (see Figure 15).

⁹ (2022). *COVID-19 Pandemic Recovery Plan*. Toronto, Ontario, Canada: Toronto District School Board. <https://www.tdsb.on.ca/Portals/0/docs/FinalPandemicRecoveryPlanUpdate-March2022.pdf>.

Furthermore, 28% of students in Grades 3-5 got tutoring in language (reading and writing) while the proportion for Grades 6-8 was 26% (refer to Figure 15).

Figure 14: Did you get tutoring in the B3:30 program this school year (2021-22)?

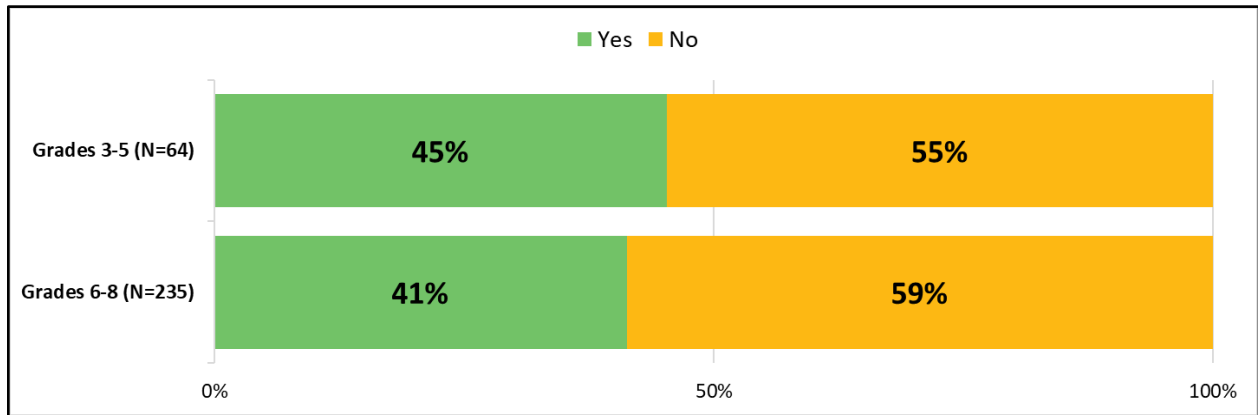
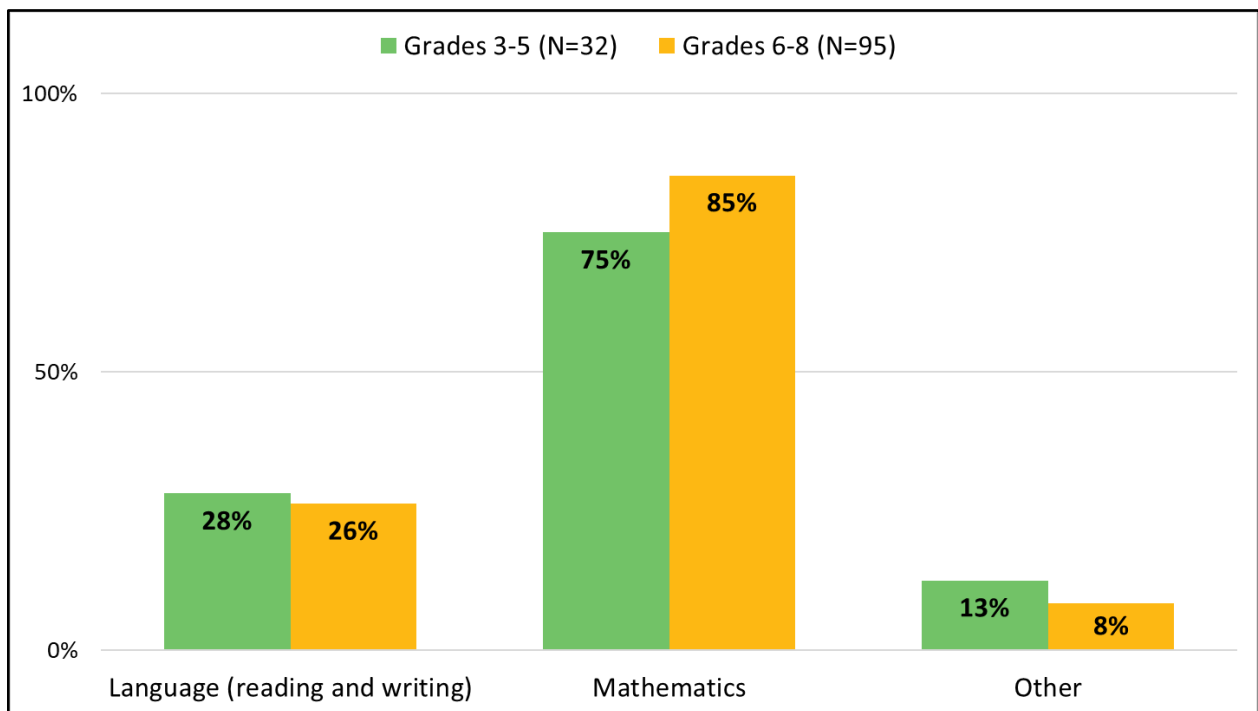


Figure 15: If yes, in what subjects did you get tutoring?



To implement JUMP Math and tutoring, the Phase I report evaluation report noted that program staff were provided with extensive training to teach students. Program staff, through the support of the JUMP Math team, were trained to teach math

concepts, such as fractions and addition, and provided math resources (e.g., booklets and modules) for the students.

Program staff acknowledged the loss in learning and the importance of JUMP Math while noting that the implementation of JUMP Math with B3:30 students was challenging. Program staff noticed a dip in attendance on days that JUMP Math was being taught as students experienced math fatigue and the material was not considered engaging.

While a high proportion of B3:30 students were registered in tutoring for math (75% of Juniors and 85% of Seniors, see Figure 15), the challenges identified by program staff were also corroborated by them. Students felt there was an overwhelming emphasis on JUMP Math and for some, the need for change. Moreover, program staff highlighted the difficulties with teaching materials that they were not familiar with and lacking resources such as JUMP Math booklets with modules for mathematical concepts.

“For me, it would kind of fluctuate. Majority of the time, I have a consistent, 13 kids that would be there every single day. The rest they would come, I mean not everybody gets to be there every single day. Some are just there three times a week. But I think the only thing that would stop them really was JUMP Math. Once they knew there was JUMP Math, they may not show up.” – B3:30/TFSS Staff

“The JUMP Math, they didn't really like.” – B3:30/TFSS Staff

“At the beginning we were told to do two times a week, with math booklets in-person programming and then in addition to that, tutors would use them on their own time when they're doing the virtual tutoring. But then after we had some professional development opportunities for Jump Math, we figured out that having that two day structure, Wednesday, Thursday, Jump Math, it kind of caused some students to skip those days, to be honest, 'cause they weren't really engaged with those materials. They kind of found it boring to go through the worksheets.” – B3:30/TFSS Staff

“...then there's that barrier there where you don't know what exactly is being covered, right? So even the fact that the Jump Math booklets do cover different concepts, if you don't know what concept they're working on now then there's not going to be that relation there. Right? So even with my kids, I know some of them were talking about how they were working on... What's it called? Probability, but there was no Jump Math module for probability. So I developed probability materials and actually went to what they were learning in school. So my grade eights were learning algebra. They have a Jump Math entire booklet for algebra. So then, okay, I can go and grab that material there.” – B3:30/TFSS Staff

“Something that I'd like to change is the Jump Math.” – B3:30 Student

“I just feel like we've been doing a lot of fractions. Since I got here in grade six, we've been doing fractions.” – B3:30 Student

“Jump Math's, just boring in general.” – B3:30 Student

To address the challenges, program staff discussed that they had to incorporate best practices to engage students in JUMP Math. Program staff utilized a variety of strategies to encourage ongoing attendance and active engagement including hands-on and fun activities (e.g., mathematical puzzles), real life mathematics (e.g., using math in everyday scenarios such as restaurants), incentives and rewards (e.g., gift card), and a point system that also resulted in bonuses. The quotes below outline how program staff implemented the strategies to engage students.

“So I would make sure that sometimes I'd incorporate games or I'd have some hands-on learning activities, but it was a bit hectic because we had to make sure we also got through the module booklets.” – B3:30/TFSS Staff

“I made them do mathematical puzzles related to fractions or interesting worksheets related to PEMDAS. So if math is in the form of an activity, they like it more. They like more of fun-filled activities.” – B3:30/TFSS Staff

“I used like. There are things like math in different places like math in restaurants, how you use math in restaurants, how you use math in fashion, how you use math in different areas. I gave Sheldon those resources because I thought all the sites could use them where they can see why math is important. It showed. And they could also do the work to show how they would solve a problem using math in fashion or restaurants or so on. We always had a lot to do. We had a lot.” – B3:30/TFSS Staff

“So I had a lot of incentives to get them going. So, I guess that's what got them excited. We had a point system, anything for participation. For just being involved, you get a point. They just get excited with that. And then towards the end, whoever has the most points or whatnot, I would normally give them a gift card. Stuff like that got them going. Especially if it was an activity that they weren't really fond of, but they would do it because they knew ultimately there would be something that they would get.” – B3:30/TFSS Staff

The increased focus on JUMP Math and tutoring as well as responsive strategies by program staff were noted by students for helping them improve their grades, as well as confidence and skills, in math. This will be covered more extensively under the section on *Preliminary Impact of the Program on Students and Families*.

“It helped me a lot because like I learned about math.” – B3:30 Student

“It has helped me with math because I've been really struggling with stuff, more specifically, fractions. So for fractions beyond 3:30 gave me a private tutor lesson and now I'm doing a lesson on fractions now and I know lots about it. So I'm doing really, really good. And it also helped me in addition, multiplication and division.” – B3:30 Student

“My son was okay with it. So like I said, it helped him with his grades so he... At the beginning he didn't like math, but now math has become his favorite subject. I don't know. Maybe spending more time with him with the homework after beyond 3:30, so having that maybe a bit more one-on-one compared to having 30 kids in a class at school. So you're not getting that one-on-one, you're not getting that support. So I think that extra support really built his confidence with math.” – B3:30 Parent/Caregiver

Students' and parents'/caregivers' observations were also corroborated by the year-end survey in which a greater proportion of Junior and Senior students agreed with the statement that they were “able to answer difficult mathematics questions”. This will be explored in greater detail in the *Preliminary Impact of the Program on Students and Families* section.

Focus on Student Mental Health and Well-being

According to TFSS staff, there was recognition for the need to have mental health support as part of their pandemic recovery plan because of students' experiences with pandemic related lockdowns and safety measures, resulting in feelings of isolation and other mental well-being concerns. These concerns were shared by students who felt socially isolated or missed peer to peer engagement because of the lack of in-person schooling/programming. Others experienced feelings of social anxiety being new to the community or a school.

“The idea is that we're trying to support them throughout the year in terms of finding out how they're feeling, how they're responding to the school year, how they're feeling academically and just their well-being in general, which is something we didn't do in this format last year.” – B3:30/TFSS Staff

“I came from a school far away. So I didn't know anyone here because some of our classmates know each other, so it's really nice being in the program. And also it's a lot of fun because I can vent to people... or whoever's here, to... And everybody here, about my life, because it's stressful. And also, I'm... You can tell

I really like program because I try to come every single day. But I think it's really helpful with my social skills, because I have also anxiety, so it's hard for me.” – B3:30 Student

As previously demonstrated in the Phase I evaluation, B3:30 staff offered students a supportive environment in which they were encouraged to talk about their feelings and thoughts to help cope with COVID-19. Students felt their connection with B3:30 staff and peers helped to lessen the emotional impact of the health pandemic. The year-end student survey of that Phase II evaluation only revealed modest increases in students' ability to cope with stresses.

As a result, the focus on mental health during the year for Phase II (2021-22) was formalized and extended to support students throughout the year. It was observed during site visits as well as shared by the staff that the staff had created space for the students to talk about how they were feeling with respect to what was happening in the world as well as the impact of the pandemic on their lives.

“We believed as a result of the pandemic, we tried to make a more formalized plan around how we deliver mental health programming or what we could kind of support the students with.” – B3:30/TFSS Staff

Furthermore, a journey map was developed to be able to assess individual students' progression throughout the program in comparison to a prior assessment tool that focused on the entirety of B3:30. A journey map is a virtual or text representation of individuals' movements throughout each stage to assess how they are doing, feeling, and their progression (Wolff et al., 2022). The Journey map was in its nascent stage in 2021-22 but will be used by site staff to evaluate students' progression within B3:30 more widely in 2022-23. Students' voices and choices will be incorporated as they will be involved in advising staff what they want to get out of B3:30, about themselves, and their feelings. Program staff will then continuously map their journey to ensure that students' needs and wants are being met, and to strategize for improvements if they are not being met.

To further support student mental health and well-being, B3:30 partnered with the Centre for Addiction and Mental Health (CAMH) who conducted focus groups to gain enhanced insights on the prior assessment tool. There was also a study with University of Toronto and Hincks-Dellcrest Centre to explore the social emotional well-being of B3:30 students. These activities will be further developed and expanded in the coming year.

“The idea is that we're trying to support them throughout the year in terms of finding out how they're feeling, how they're responding to the school year, how they're feeling academically and just their well-being in general, which is something we didn't do in this format last year.” – B3:30/TFSS Staff

“Also, in response to some of the stuff that we experienced more so last year, we believed as a result of the pandemic, we tried to make a more formalized plan around how we deliver mental health programming or what we could kind of support the students with. So we kind of came up with a journey map, which is, in a way, essentially like an individual student, uhmm I don't know, plan, but a kind of assessment of where they're at, at the beginning of their program.” – B3:30/TFSS Staff

To implement enhanced mental health support, program staff were provided with training sessions. Program staff were offered training on conflict resolution, helping students to manage their emotions and behaviours, and for executing journey mapping. Also, ongoing communications to program staff were shared through a bulletin to share best practices to support student mental health and well-being.

“I don't know how many we had this year, but we had a few mental health training sessions with our staff this year. We try and do that every year, but uhmm especially we wanted to make that the focus this year and I guess last year during the pandemic. So that's something I think we picked up a little bit. And then, just like with anything else, we have our regular communications through the bulletin, just with updates and information about what they need to do for the journey mapping, for example, and how they can follow up on that. So that's kind of what we did in terms of the staff.” – B3:30/TFSS Staff

Like 2020-21 programming, program staff created an ‘outlet’ for students to discuss how they were feeling and the impact of COVID-19 on them and their families during 2021-22. Students noted that B3:30 helped them to manage and overcome challenges through the teaching of coping strategies, which resulted in positive feelings. According to the year-end survey, students in Grades 5-8 reported a greater ability to talk about and manage their social-emotional well-being which will be discussed more later.

“Yeah, I did a lot of discussion about it because I was concerned for them. So many weeks, we talked about how they felt about the pandemic, what they thought could have happened instead, how it affected them and their family, what did it stop them from doing? So we discussed, we talked about it. We talked about it. We talked about it for them to understand that they're not the only ones and that it affects everybody.” – B3:30/TFSS Staff

“Hi. Yes. It gave my daughter umm an outlet to speak about her day, to speak about any difficulties, her peer interactions. I think it really supported her just overall mental health and well-being. I mean, she always appeared to be just content or just happy after the club.” – B3:30 Parent/Caregiver

“It's helped me go through a lot of challenges. Like, they've taught us different strategies on if something was to happen to you, how to use it and step by step and a lot of things that they've taught me that I could use in my day-to-day life, when I get older.” – B3:30 Student

“Yes. Just happier. Just overall happier.” – B3:30 Student

“It feels so great because there's always somebody that's there to help you and like they always support you for everything.” – B3:30 Student

Check-ins with students by program staff were observed during site visits, where students were asked about their day, how they were doing and feeling, and to name highlights of their day. In some instances, program staff members encouraged peer relationships by asking students to say one positive thing about a peer. As systematic and formalized approaches to address students' mental health needs were considered in progress in 2021-22, TFSS staff identified this as an area for further development in 2022-23. Furthermore, quantitative data did not capture findings about students' mental health as a result of the formalized plans. A possible area of focus for the Phase III report could be to better understand the systematic and formalized approaches to mental health with B3:30.

As part of the systematic and formalized mental health and well-being approaches that are forthcoming, it is crucial to identify and discuss the dual pandemics since 2020 - the global health pandemic (COVID-19) and structural racism - that continue to disproportionately impact marginalized communities (Gallagher-Mackay et al., 2021). COVID-19 highlighted the significance of social determinants of health (e.g., race, gender, newcomer status, socio-economic) and systemic inequities that are fundamental causes of health disparities and overarchingly impacting communities of color. As B3:30 works with racialized communities, it is understood for mental health approaches to be responsive to students, the social determinants of health that encompass all their intersecting identities and structural racism need to be understood.

Staffing Concerns and their Impact on Students

Several site coordinators as well as TFSS administrators shared that there were staffing concerns and challenges as the program transitioned back to in-person delivery. Constantly changing staff and being understaffed were causes of concern and made the transition harder for the program coordinators and the staff members. The constantly changing staff also compromised student enrollment as well as disrupted relationships between students and program staff and a sense of stability for students. As the program transitioned this year, the increased consistency in staffing improved student attendance and participation in the program.

“And that was a little bit of a challenge, especially with transitioning different staff from site to site, ‘cause I know a good portion of the sites were kind of understaffed. So that caused me to personally to get taken from the site that I was at to help out with a couple of different sites.” – B3:30/TFSS Staff

“When you change staff a lot, when the staff moves around, the kids get very antsy and they don't feel comfortable. Every time they come, there's somebody new. That's one of the things that would cause them to leave. I was lucky this year. I mostly had the same stuff from, we started and... Sorry. Yeah, so we mostly had the same staff in juniors. We had the same staff all along. In seniors, we had a change in rec staff only. And so the kids were more comfortable. I think that's one of the things. They get this uncomfortable when the staff moves around a lot.” – B3:30/TFSS Staff

Restricted Physical Space

Due to the ongoing restrictions with COVID-19 in 2021-22, several sites had restricted access to specific spaces within the school. For example, staff could not access the kitchen at some sites, there was limited space for recreational activities due to social distancing norms or restricted participation by the students or mingling with the staff in smaller numbers due to social distancing. One of the main negative impacts from the pandemic was the discontinuation of the Junior Chefs' Club as well as the community dinner. The impact of this was felt by the TFSS program staff as B3:30 could no longer host the community dinners which brought parents/caregivers and other stakeholders together. The B3:30 and TFSS staff shared that the delivery of the nutrition aspect of the program faced a special challenge as they were heavily reliant on the availability of physical space in the school and since the transition of the program was done amidst the pandemic, cooking spaces at some sites were still restricted. During on-site visits, it was observed that students were visibly excited to engage with the nutrition staff as well as share with their peers the fruits of their work in the kitchen at the end of the day. The restricted space during this transition required that the staff make the best of the limited space and engage students in creative ways. In order to

keep students involved they were asked to support with handing out food, assembling sandwiches, or distributing packed snacks to their peers, depending on protocols followed at each site.

“But I think probably one challenge we had in going back in-person was the actual uhmm the actual use of the space, also, ..., because before we had our designated space that we use for recreation, academic and nutrition. But when we went back, when we were online, with all the restrictions and policies in the school, when we came back, we didn’t have some of the space. So some of the stuff, there was no cooking, absolutely no cooking. We just had one sink, probably, to wash some stuff.” – B3:30/TFSS Staff

“So we were confined to one room, so they didn’t have too much room to do stuff, but we did make it work, but the numbers did drop. And I was hoping when they lifted some of the restrictions, we would get to go back to the kitchen. But I don’t think they ever had the chance to this year. But near the end, we had a consistent amount of students show up. The same consistent students showed up. So, I guess, I would say, it was a pretty good year despite the transitions and all the back and forths.” – B3:30/TFSS Staff

“The kids are really interested in the program. When we were online, they consistently came online with us. When we got back into the school, we weren’t allowed to use the gym or the kitchen. So there was no nutrition program. There was just a feeding program and a gym. In the winter months, we had to use the lunchroom to try to do physical stuff. And it was very it was difficult. It’s not a large lunchroom. We had to do things like musical chairs or stuff that used a small space, but got them moving. And for nutrition, instead of teaching them how to cook, actually we would have to tell them about how to cook and teach them nutrition, which was normal. Teaching them nutrition, but not being able to actually show them was kind of difficult.” – B3:30/TFSS Staff

Responsive Program Delivery

Across sectors, program delivery during an ongoing pandemic has meant responding and adapting to changing realities and needs. For instance, nutrition was an important component of the B3:30 program, as well as a source of support for students and parents/caregivers. During the transition to in-person delivery, staff prepared ready-to-eat snacks or meals with some student involvement due to continued COVID-19 restrictions and physical space constraints across many sites. Staff also distributed gift cards and coupons for dairy and egg products to parents/caregivers.

In addition, B3:30 staff pivoted their programming to offer flexibility and choice to the students. These efforts fostered student engagement and student voice. At some sites, staff took time and provided an opportunity for students to share their input on what they would like included in the program. Another way staff engaged students was by offering them choices between the different components of the program like arts and craft, literacy, and tutoring, among others. This was done to help students ease into the program as they were uncertain about the changes and transitioning from the online to in-person program.

“I was just going to say that one thing that I knew that really helped my program was that I transitioned from making my own schedule to asking them what would you like to see in the program this week? And by doing that, they're not only feeling like they they're being told what to do, but that their ideas are being considered. Because a lot of the times when they're just being told what to do and they'll be like, "Oh, but I don't really want to do this." And it's often times where, because they're all around the same age, they usually like our ideas kind of differ from theirs. So it's like, they'll probably suggest something. And we're like, "Okay, well, I didn't think of that." But they seem to have so much fun doing it, right?” – B3:30/TFSS Staff

“So basically what we did is the idea was to keep the children busy. So when I was doing programming, I would have a variety of different activities. So on different tables, on one table, I would set up an arts and crafts activity. On one table math, on one table literacy and on one table, what do you call it? Games

and stuff. And when they first came in, they would have to sign themselves in and then choose what they want to do. So I didn't really give children the option of, tell them that you have to do JUMP Math with the whole class together. I gave them options. If one didn't work, they can explore their options that they have available.” – B3:30/TFSS Staff

Experiences and Feelings about B3:30

Students in the interviews during the on-site observations expressed an array of feelings about the program. Many students discussed their positive feelings such as happiness, love, warmth, and boredom in association with how they feel to be in B3:30.

“It makes me feel welcomed and safe.” – B3:30 Student

“It makes me feel comfortable. It makes me feel like that's a place where I can have fun, to learn and try new things at the same time.” – B3:30 Student

“It makes me feel like happy and just energetic, more energetic than I usually am.” – B3:30 Student

“Uhm, loved.” – B3:30 Student

Students attributed their emotional states about the program to several factors including spending time with friends, support with and time to complete homework, and access to people who offer support.

“Very fun cause I get to play with my friends.” – B3:30 Student

“It's been great because I've made some friends and it's really fun. You get to do craft, finish your homework there, and it's a really fun place to connect with people.” – B3:30 Student

“It feels so great because there's always somebody that's there to help you and like they always support you for everything.” – B3:30 Student

Students also noted positive experiences with peers and program staff that resulted in social-emotional wellness (refer to Figure 29). Students liked that staff interacted with them, engaged them in different activities that they were interested in such as arts, cared about them, and supported them in a variety of ways (e.g., emotionally, and academically). During the on-site observation, a student noted that their program staff bought them art supplies such as canvases using their own money

as the students enjoyed drawing. Also, the room for the program was filled with students' artwork including drawings and vision boards of their present and future selves. These relationships were also noted as being genuine connections between program staff and students in the Phase I report.

“It feels great. The staff members, they're really nice and I'm glad to be here because it gives me a lot of time to spend with my friends and I guess to know a lot about other people.” – B3:30 Student

However, some students also expressed mixed feelings about B3:30. They ascribed their ambivalent feelings to a variety of factors that included their day at school, the boredom they experienced from the program, and relationships with program staff. During on-site observations, girl/woman identifying students expressed frustration with boy/man students being given preference to access the gym to practice for sporting tournaments. This impacted the access of girl/woman identifying students to spaces for physical activity.

“Mixed emotions.” – B3:30 Student

“Sometimes the teachers yell for no reason.” – B3:30 Student

Similar to students, most parents/caregivers noted positive feelings and experiences about the program.

“I can't think of anything else. The program was well run.” – B3:30 Parent/Caregiver

“I really loved the program.” – B3:30 Parent/Caregiver

Parents/caregivers recognized several reasons for their feelings about B3:30 including the components of the program such as Junior Chefs' Club, as described below.

“The food was great. It was really nice that they had really nutrition food there and whatever food that they would be able to give the kids. My son also really

enjoyed that part and I appreciate that part because sometimes he come home and he's like, "Oh, I'm not hungry" kind of thing so that kind of helps. I think it kind of helps parents, especially with that part of cooking and what's not, and they may not want to eat what you have. So coming home with a belly full also was great." – B3:30 Parent/Caregiver

Parents/caregivers also appreciated the relationship program staff had with their children. They noted that program staff had connections with their children and formed relationships. Parents/caregivers also highlighted the open communication from staff which they welcomed as part of the program engagement strategy with families, as outlined below.

"I remember there was a time, one of them has a tête-à-tête meeting with my wife to discuss about my daughter, maybe her attitude or behavior. And she noticed some changes in her and was reported to my wife, which was welcome to us. And we worked on it. And to me, I think that that goes a long way, it shows that they actually knew the students and they know their characters, their attitudes within the few short hours that they spend together with them." – B3:30 Parent/Caregiver

Parents/caregivers also appreciated that program staff gave their children the opportunity to connect and talk with them during programming. For example, a parent discussed that her son called her daily and program staff provided him with access to a phone to call her.

"So I really appreciate their giving the kids an opportunity to call their parents, even if it's for a couple of minutes." – B3:30 Parent/Caregiver

"So I really loved the program, the persons, the adults there they were very respectable. They communicate very well so I was really impressed with that. I would send a text or whatever to let him know that I'm outside, so I really feel appreciative of this program in our school." – B3:30 Parent/Caregiver

“Basically, I just want make a shout out to the beyond 3:30 teachers. They're awesome and professional.” – B3:30 Parent/Caregiver

For parents/caregivers, communications from program staff were welcomed as they felt that it created a safe environment for their children. Parents/caregivers also noted that another reason they felt the program was safe for their children was because program staff waited with the students outside until their parents/caregivers arrived and ensured that they witnessed the children leaving with their parent/caregiver.

“And one other thing I'd like to add on that in terms of the kids, because I think when I signed my form, I mentioned that I was going to pick up my son's. I was not going to allow him to walk on his own, especially in the wintertime when it gets dark. But they were very like strict like if I would leave my home because I think I live about five minute, less than five minutes. So I would text him, say please have my son get ready. I'll be, he could meet me outside. And they're like, "No, once you outside..." Like they would actually come out to make sure that they saw me outside. So I really appreciate that in terms of I know that and like my child is always safe, and they just letting my child outside to wait for me. So that was also really good that I really liked as well.” – B3:30 Parent/Caregiver

Preliminary Impacts of the Program on Students and Families

The B3:30 program provided many preliminary benefits to students and their families in 2021-22 academic year. When asked about how B3:30 impacted students, several themes were discussed by stakeholders. These included benefits to academics, social-emotional development, and healthy living.

Academic Benefits

A repeated theme in focus groups with students, parents/caregivers, and program staff was the program's academic benefits. Students derived benefits through the academic support provided, such as tutoring, dedicated time for students to complete their homework, and assistance with homework. The tutoring service was seen as a particularly helpful aspect of the program.

"...now the tutoring is a big bonus as well. So that's something that we're really benefiting off of. The group tutoring, being able to be with your peers. My son gets to get extra help from others, as well as the main tutor." – B3:30 Parent/Caregiver

"So that helps as well and academic support, right, with tutoring. It's free for the parents. Tutoring is extremely expensive. So for us to be providing parents with academic support for their child, for math and English, it goes a long way." – B3:30/TFSS Staff

"It has helped me with math because I've been really struggling with stuff, more specifically, fractions. So for fractions, beyond 3:30 gave me a private tutor lesson and now I'm doing a lesson on fractions now and I know lots about it." – B3:30 Student

Another benefit was dedicated homework time. This motivated students to complete their homework so they could enjoy the remaining time at the program and when they arrived at home.

"It helps me get my homework done." – B3:30 Student

"I like how we get to come here and then do our homework and stuff so we don't have to do when we're at home and stuff." – B3:30 Student

"And even with the academic component, the way we structured it was that either you had homework or you would do the academic activity for the date..., whether it was scattergories or relay or so forth. So if you did have homework, you would get that support from the academic staff that was there to assist you with whatever questions you needed. So that helped as well....But just knowing that, "Okay, I have this support here for these 30 minutes or 45 minutes of academic support time. Let me get it done and out of the way." So I think it helped as a motivator to get their stuff done." – B3:30/TFSS Staff

Students also valued the help they received with homework at B3:30.

"It feels good to get to be in the environment with people who care about you, and they're always here to help you with homework and stuff." – B3:30 Student

In addition to the above benefits, many students mentioned learning about math, and the knowledge they gained about operations such as fractions, multiplication, and division.

"I think I got better because I wasn't so strong with long division, but now I know how to work problems out better." – B3:30 Student

"...I know how to do fractions because of this program. So I think that if we didn't have JUMP Math, I'd still be stuck with fractions." – B3:30 Student

Some parents/caregivers and students noted an improvement in students' grades, particularly in math. Increased confidence in math was also mentioned by students. One parent/caregiver saw a connection with confidence in math and the help they received with their homework.

“Maybe spending more time with him with the homework after beyond 3:30, so having that maybe a bit more one-on-one compared to having 30 kids in a class at school. So you're not getting that one-on-one, you're not getting that support. So I think that extra support really built his confidence with math.” – B3:30 Parent/Caregiver

Students were asked questions on the year-end student survey about whether they had perceived changes in their attitudes towards academics before and after joining B3:30. Figure 19 depicts the results for students in Grades 3-5. The largest change before and after the program was in students' perception of their study habits/attitudes towards learning, which showed a substantial increase of 22%. There were also moderate changes in students' perceptions of their enjoyment of school and perceived ability to complete school assignments before and after the program, with a difference of 7% and 6%, respectively.

Figure 19: Grades 3-5 Student Attitudes towards Academics Before and After Joining B3:30 (N=52-58)

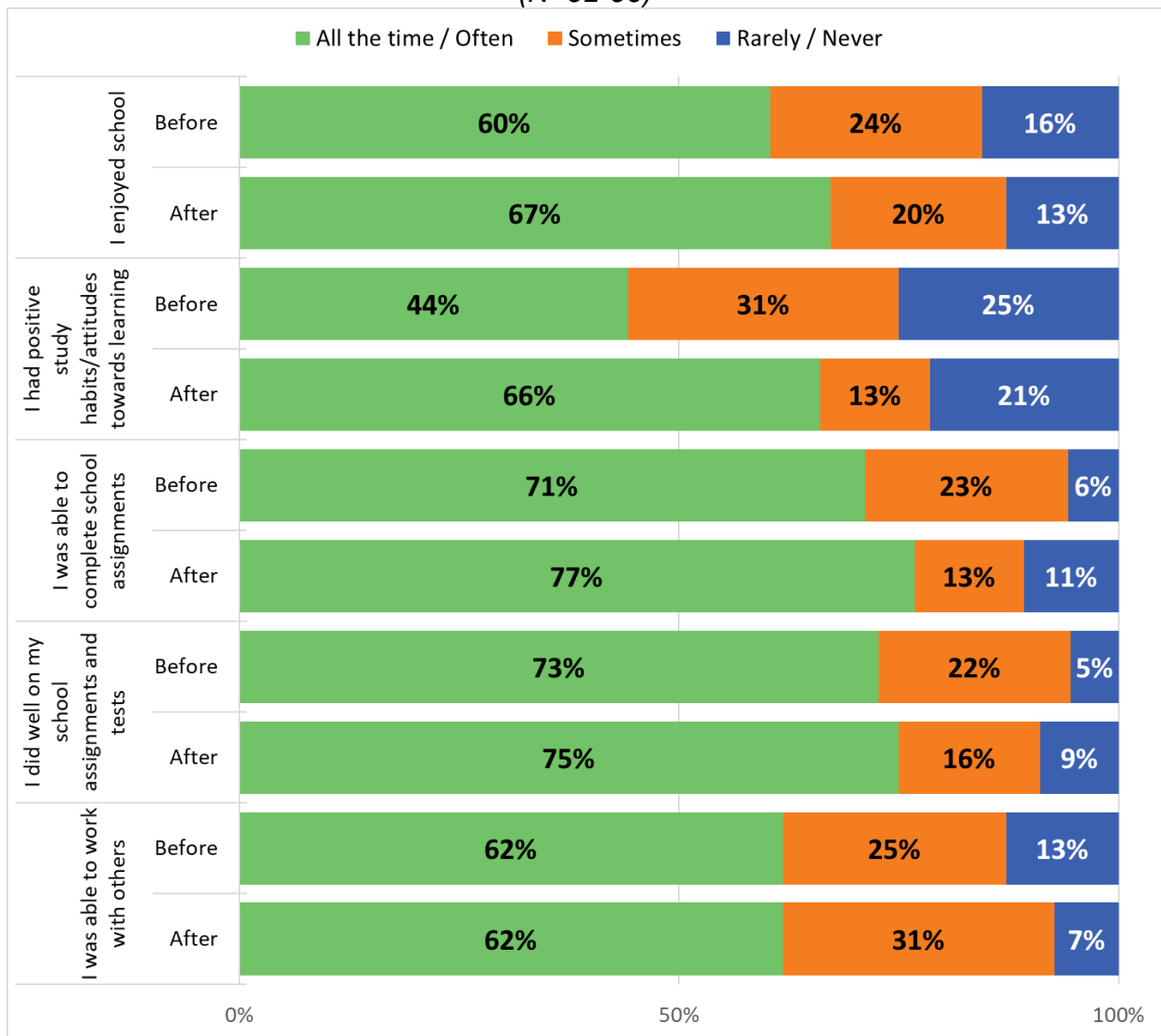
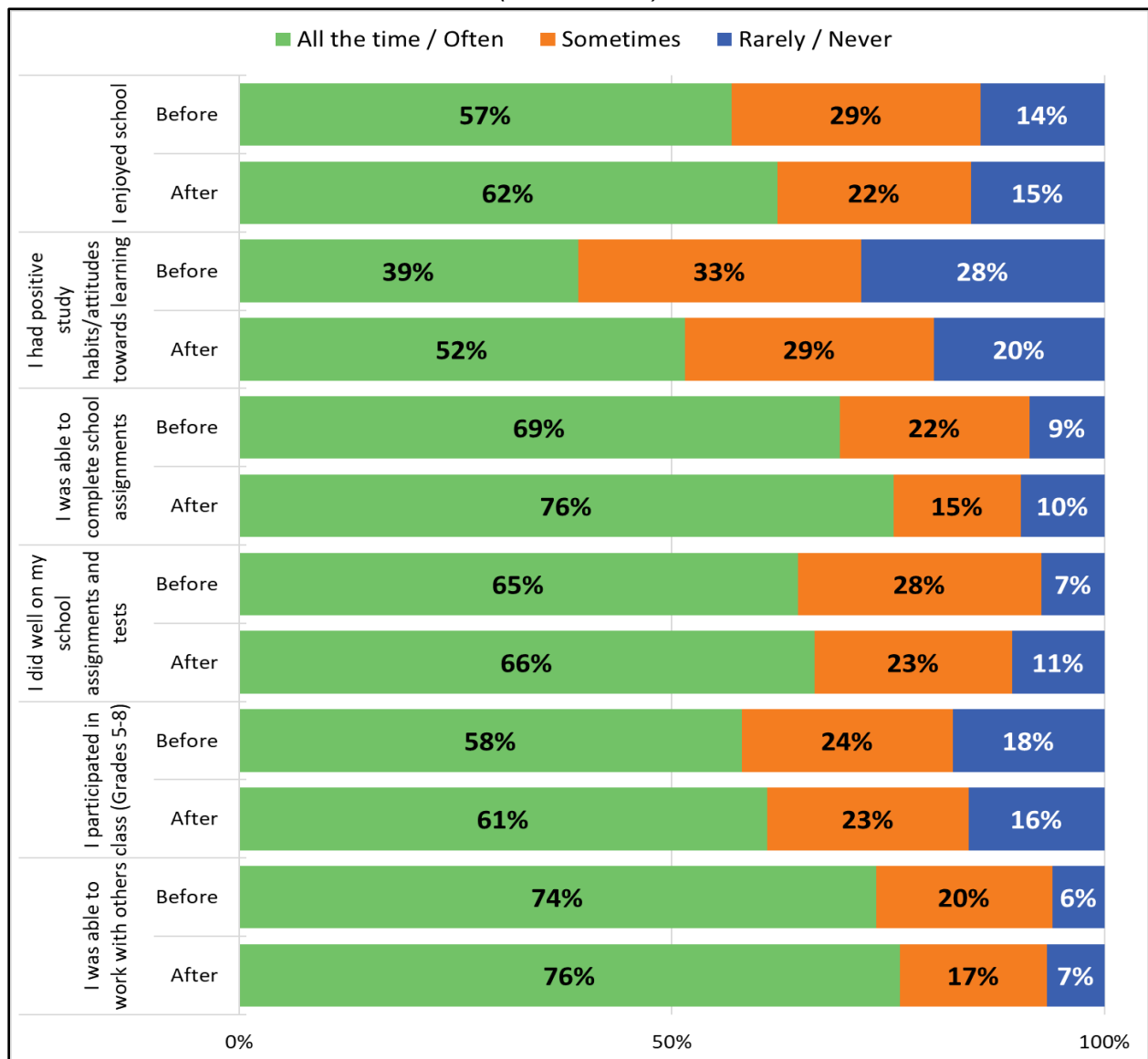


Figure 20 displays students' attitudes towards academics for Grades 6-8 students before and after the program. There was a moderate increase in students' perception of enjoying school (a difference of 5%), being able to complete school assignments (a difference of 7%), and a greater increase in the perception of their study habits (a difference of 13%).

Figure 20: Grades 6-8 Student Attitudes towards Academics Before and After Joining B3:30 (N=195-249)



Students were asked questions to assess whether they perceived changes in their attitudes towards math before and after joining B3:30. Figure 21 displays the results for students in Grades 3-5. The largest change was in students' perception of being able to answer difficult mathematics questions, which showed a substantial increase of 12%.

Figure 21: Grades 3-5 Student Attitudes towards Mathematics Before and After Joining B3:30 (N= 55-62)

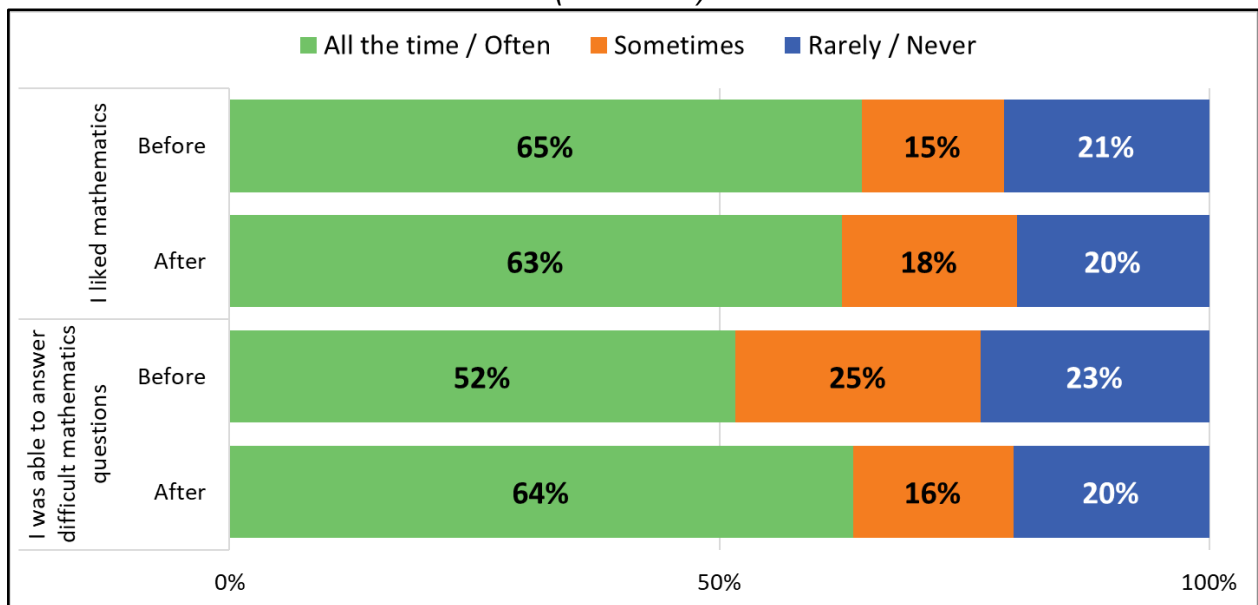
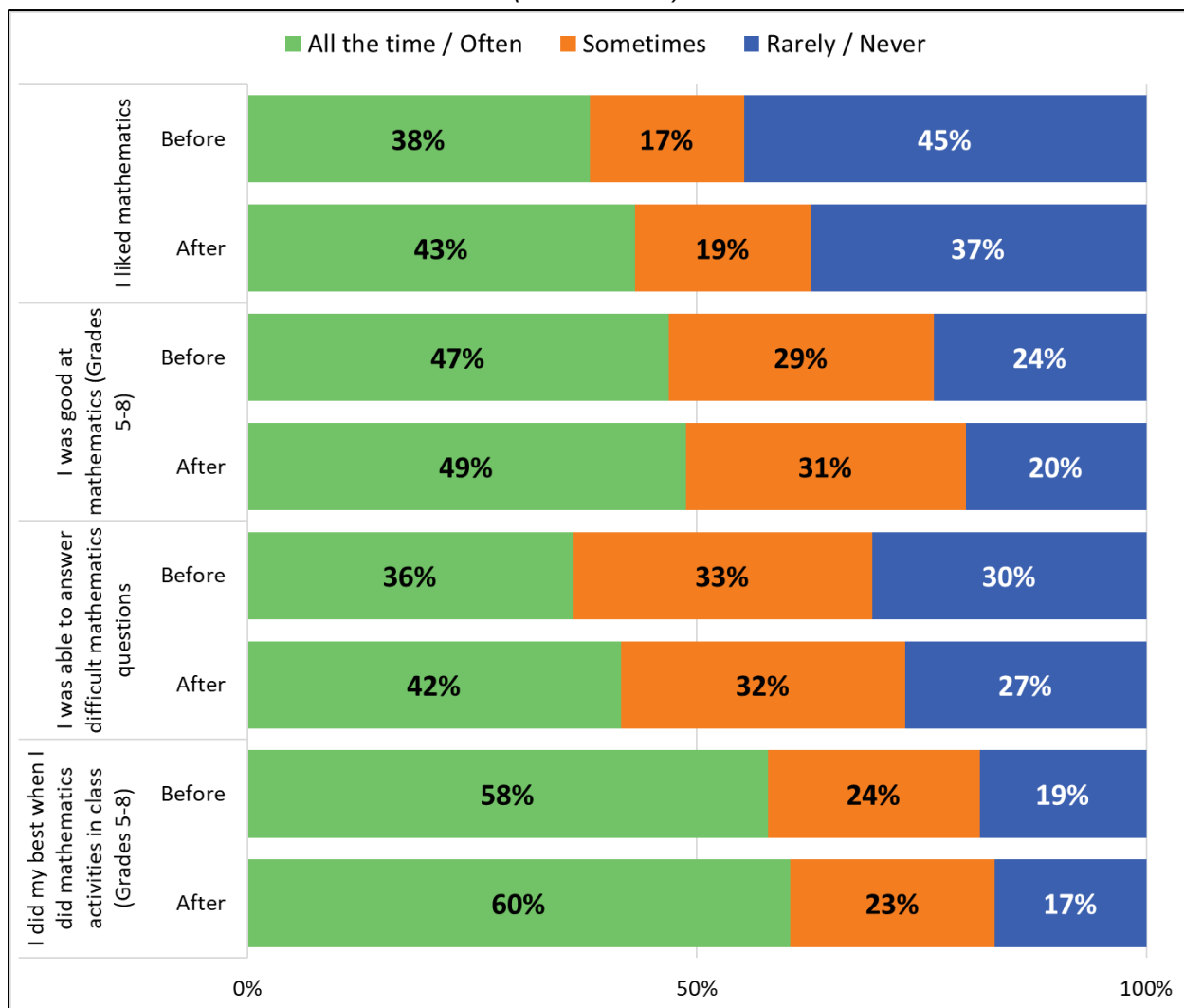


Figure 22 shows the attitudes towards mathematics for Grades 6-8 students before and after the program. The greatest improvement was in students' perceived ability to answer difficult mathematics questions (increase of 6%) which was followed by an increase in enjoying mathematics by 5%.

Figure 22: Grades 6-8 Student Attitudes towards Mathematics Before and After Joining B3:30 (N=190-224)



Open-ended comments from the year-end student survey corroborated the preliminary academic benefits of B3:30. When asked how much B3:30 helped students with their learning during the COVID-19 pandemic, some students commented that the

program helped to support them academically. This included help with tutoring, math, and other subjects, as evident in the following quote.

“I was offered many opportunities to be helped/tutoring in every subject. For example, math.” – B3:30 Student

Data from the 2021-22 elementary report cards were analyzed to understand the preliminary associations between the B3:30 program and student achievement. Data were analyzed for all participating B3:30 students from the Junior and Senior programs combined. Students were divided into two groups: students who attended the program for 1-60 days (“occasional participants”) and those who attended for 61 or more days (“regular participants”). These groups were compared to a control group of students who were from the same school and grade but did not attend B3:30. The control group is referred to as “non-participants”.

It is important to note that the results on student achievement presented in this section do not reflect the wide-ranging abilities or capacities of students, their families, or communities. Approaching the results with a critical lens, student achievement needs to be understood within the context of larger systemic and structural inequities and constructs of ability within and outside schools (see Parekh et al., 2016 for an example of implicit bias in teachers’ assessment of learning skills¹⁰).

Figure 23 displays the relationship between B3:30 attendance and achievement in Reading, Writing, and Mathematics strands for students in Grades 3-5. The graph shows that B3:30 students, irrespective of their attendance level, met provincial standards in both reading and writing achievement in moderately higher proportions than their counterparts, with a difference of 8% for reading achievement and 7% for writing achievement. Regarding math achievement, a higher proportion of the “regular” B3:30 participants met provincial standards than “occasional” participants and “non-participants”, but these differences were relatively small.

¹⁰ Parekh, G., Brown, R. S., & Zheng, S. (2021). Learning skills, system equity, and implicit bias within Ontario, Canada. *Educational Policy*, 35(3), 395-421. <https://doi.org/10.1177/0895904818813303>.

Figure 23: 2021-22 Proportion of Students Meeting Provincial Standards (Levels 3 or 4) in Reading, Writing, and Mathematics, Grades 3-5

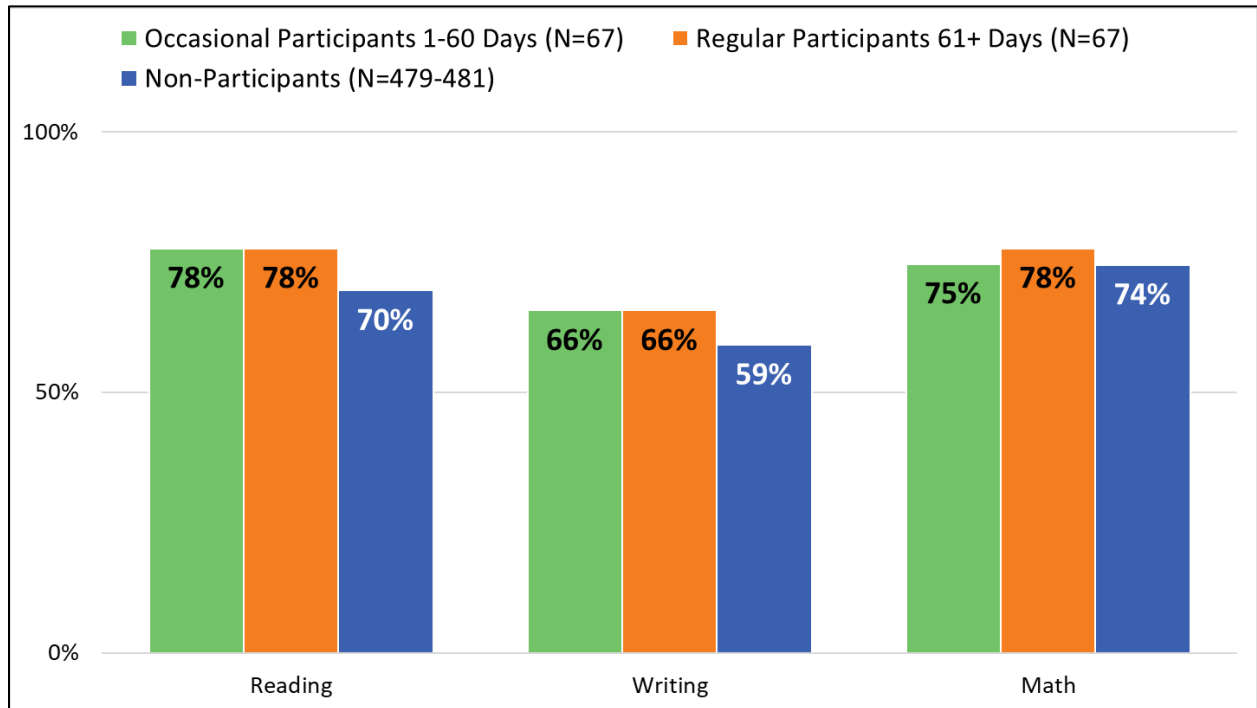


Figure 24 displays the relationship between B3:30 attendance and achievement in Reading, Writing, and Mathematics strands for students in Grades 6-8. The results show a very different pattern compared to students in Grades 3-5. The proportion of B3:30 students who met provincial standards in reading achievement was moderately lower than non-participants, with a difference of 5-6%. “Regular” B3:30 participants met provincial standards in writing and math achievement in moderately lower proportions than “non-participants” (a difference of 7% and 5%, respectively).

Figure 24: 2021-22 Proportion of Students Meeting Provincial Standards (Levels 3 or 4) in Reading, Writing, and Mathematics, Grades 6-8

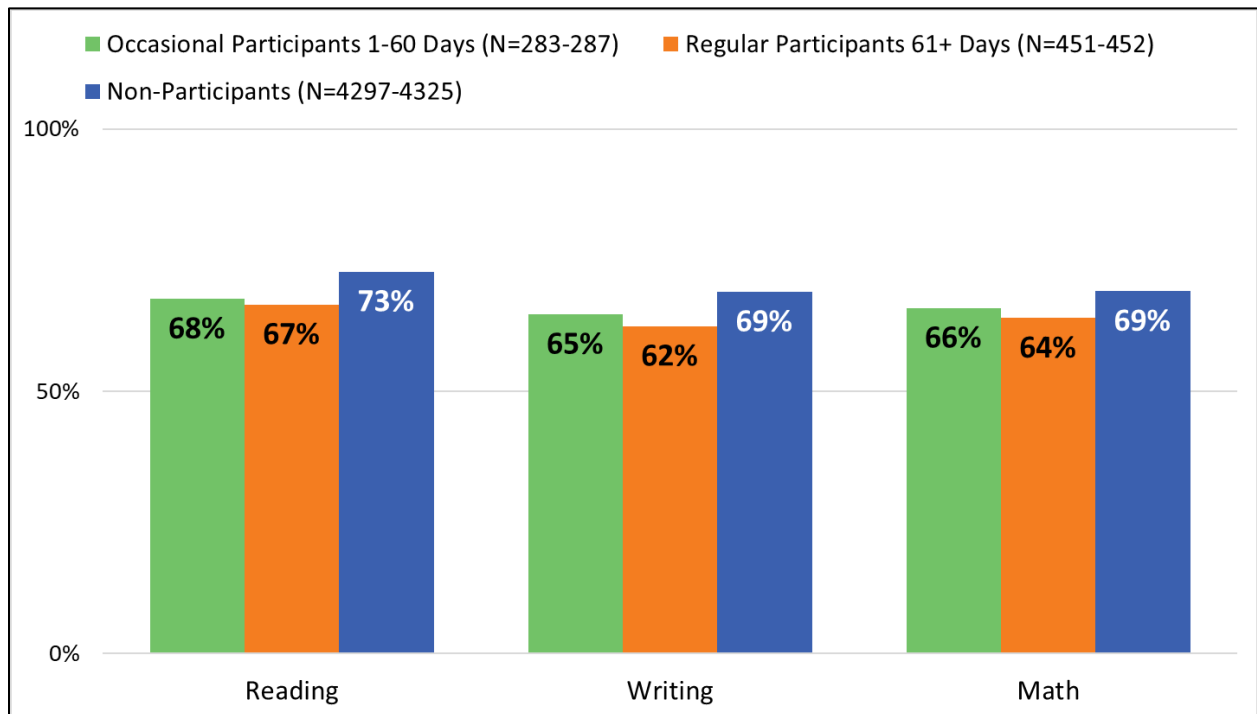


Figure 25 shows the learning skills achievement of the previously mentioned student groupings for students in Grades 3-5. The findings were mixed, with no clear pattern. “Regular” participants attained “Good” or “Excellent” ratings in moderately higher proportions than “occasional” participants in initiative (a difference of 6%), but a negligible difference compared to “non-participants”. “Occasional” participants were also found to attain “Good” or “Excellent” in moderately higher proportions than “regular” participants in responsibility and self-regulation, with a difference of 12% and 8%, respectively. Further, when compared to students who were not in the program, “regular” participants attained provincial standards (good or excellent) in moderately lower proportions in responsibility and self-regulation (a difference of 8% and 6%, respectively). Differences between student groupings for organization, independent work, and collaboration were negligible.

Figure 25: 2021-22 Proportion of Students Meeting Provincial Standards (Good or Excellent) across Learning Skills, Grades 3-5

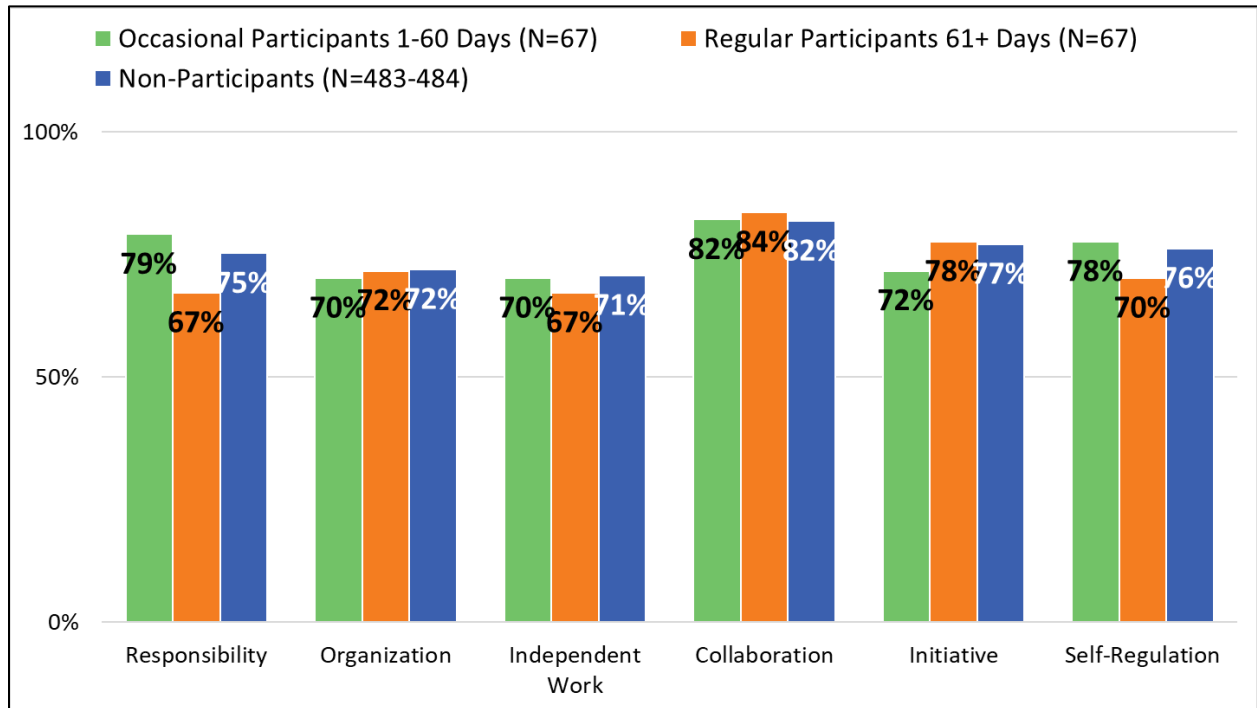
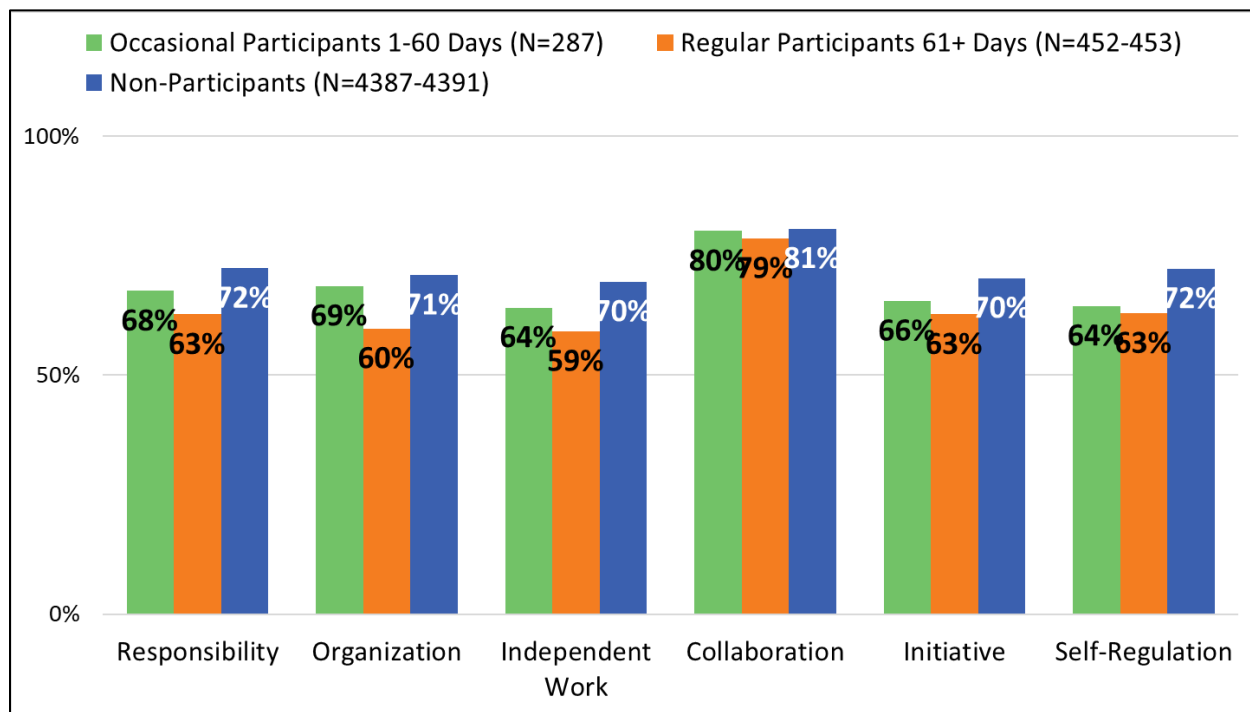


Figure 26 displays the learning skills achievement of students in Grades 6-8 by student groupings. When compared to “occasional” participants, “regular” participants attained lower ratings across all learning skills. Equally important to note among this student grouping are the higher proportions of “non-participants” who met provincial standards across all learning skills when compared to “occasional” participants.

Figure 26: 2021-22 Proportion of Students Meeting Provincial Standards (Good or Excellent) across Learning Skills, Grades 6-8



Social-Emotional Development

Findings revealed B3:30 positively impacted students' social and emotional development in several areas. Based on the interviews and focus groups with stakeholders, the program helped students to socialize, make new friends, and develop their social skills.

"It helped me to meet new people and make friends and just listen to other people's experiences and stuff they've been doing." – B3:30 Student

"I think it's really helpful with my social skills, because I have also anxiety, so it's hard for me." – B3:30 Student

"I have a student in particular who says she has a social phobia with speaking or even making friends. And she doesn't have much friends during the school hours. And she said, since coming to beyond, it was easier to make friends there, I guess, because it's a little more intimate compared to the entire school. So she

thanked me and she thanked the friends that she had for helping her gain that confidence because she was really, really scared.” – B3:30/TFSS Staff

Further, through interactions with peers in the program, students developed an understanding of relationships and how to work in groups.

“So to see that his skills were developing and help him to, in terms of teamwork, working on other teams or working with teams. So that was a great positive impact for him.” – B3:30 Parent/Caregiver

Another area of growth noted by students, parents/caregivers, and program staff was the self-confidence and vulnerability that students developed in the program. As a program staff member reflected,

“For me, I think something that I've noticed recently is they've learned how to come out of their shell and step out of their comfort zone.” – B3:30/TFSS Staff

B3:30 also helped students to develop their intrapersonal social and emotional skills. For example, students learned how to regulate their behavior, cope with challenges, manage their feelings, and develop a sense of responsibility. The program also provided students with an outlet where they could express their feelings which improved their mental well-being. On the year-end student survey, students were asked questions to assess perceived changes in their social skills before and after joining B3:30. For students in Grades 3-5, there were no meaningful differences in their perceptions to report (Figure 27).

Figure 27: Student Social Skills Before and After Joining B3:30, Grades 3-5 (N=52-59)

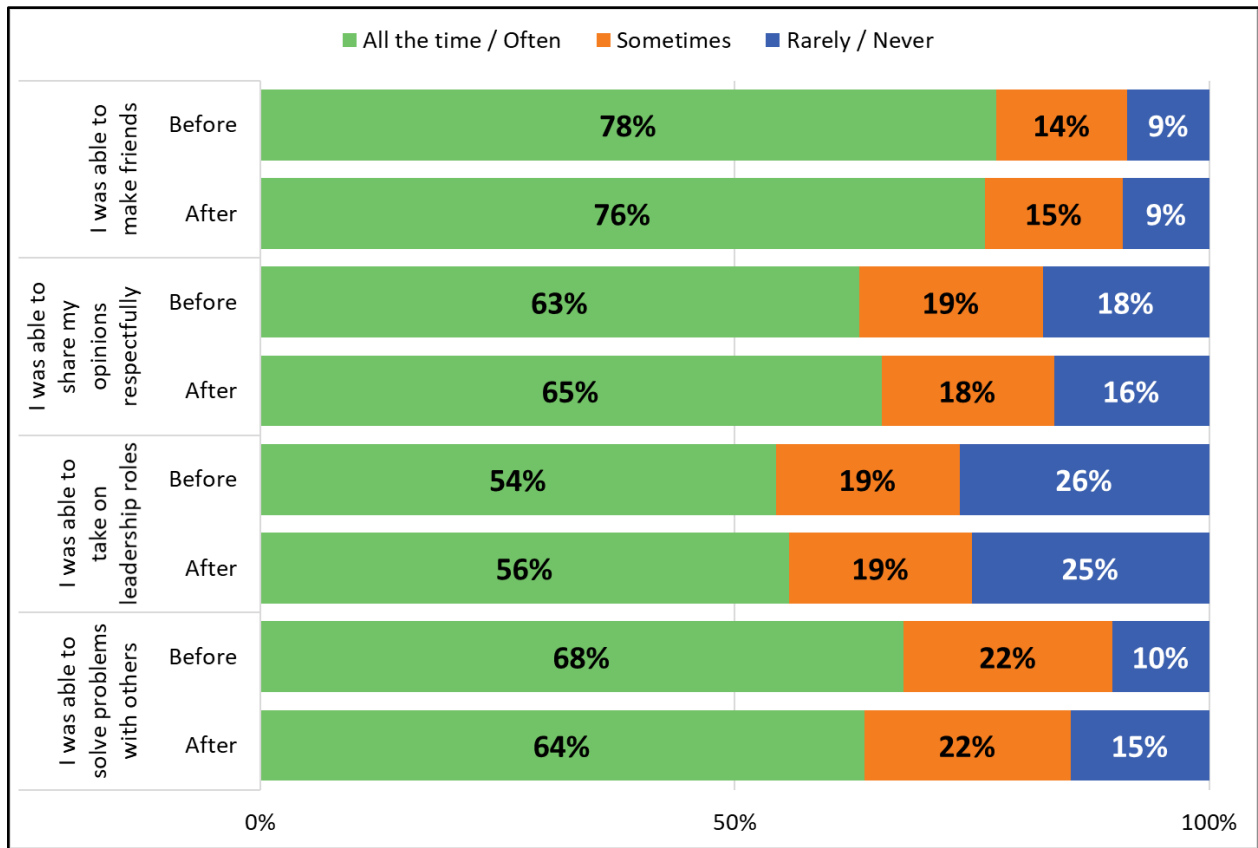
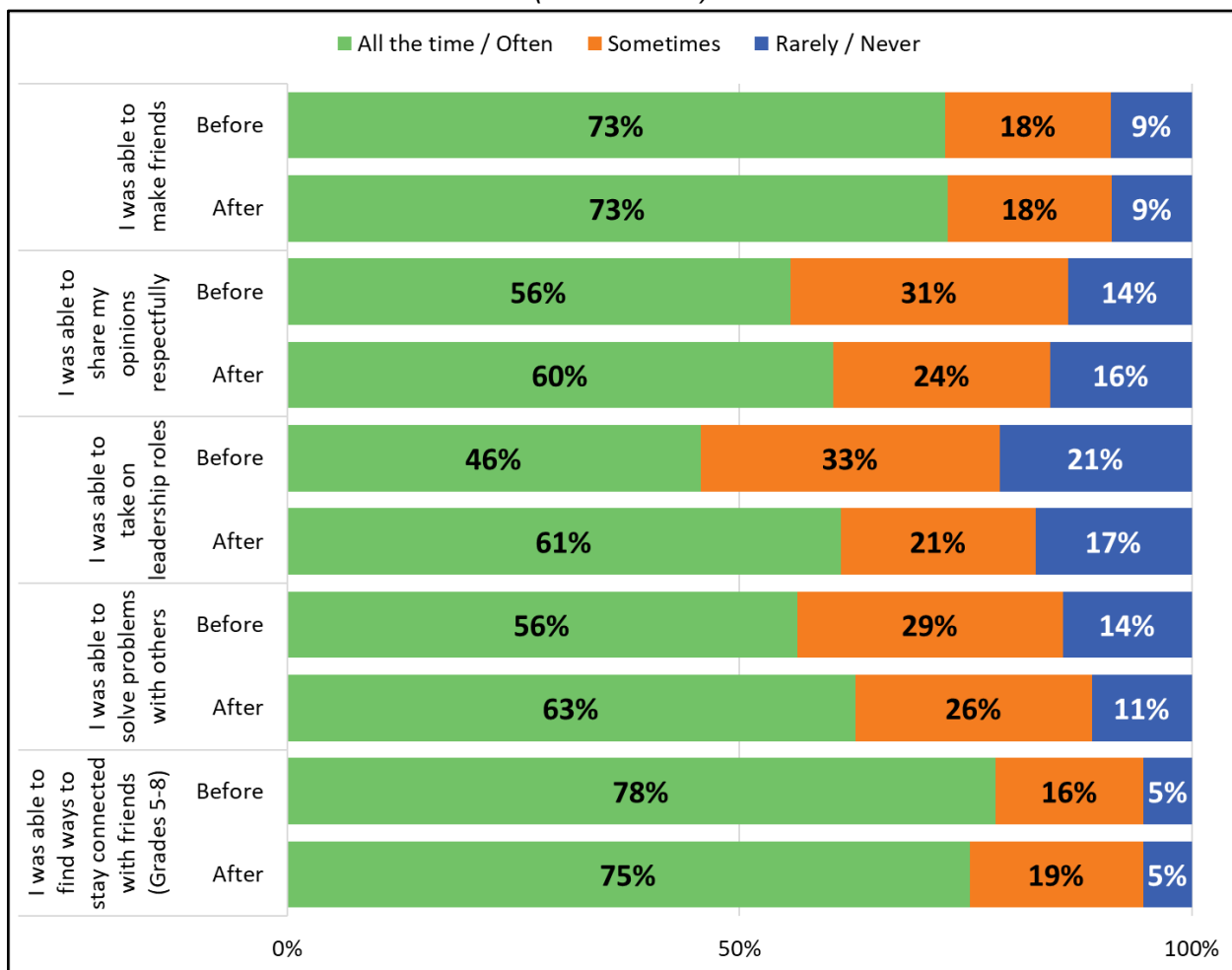


Figure 28 displays the results for Grades 6-8 students regarding perceived changes in their social skills before and after joining B3:30. For students in this age group, there was a substantial increase in students' perception of being able to take on leadership roles (a difference of 15%) and a moderate increase in their perceived ability to solve problems with others (a difference of 7%).

Figure 28: Student Social Skills Before and After Joining B3:30, Grades 6-8¹¹
(N=191-226)



In open-ended comments provided on the year-end student survey, students shared that B3:30 helped them to socialize, similar to the findings from interviews and focus groups with stakeholders.

“beyond helped me during the covid situation a lot because they taught me a lot more social skills...socializing with people and etc.” – B3:30 Student

Comments on the survey revealed that the program also engaged students to build their leadership skills.

¹¹ Unless specified, results shown are for Grades 6-8.

“...it's given me an opportunity to become more efficient in leadership, because I've taught people to do things, I've tutored other people, and we always have a leader of the week, and I've done that many times. So it's given me the opportunity to learn my strengths, and my weaknesses also.” – B3:30 Student

On the year-end student survey, students were also asked questions to assess perceived changes in their social-emotional well-being before and after the program. The results for Grades 3-5 students are shown in Figure 29. Results indicate moderate increases before and after the program in students' perception of being able to cope with stress/problems (a difference of 13%) and feeling lonely (also a difference of 13%).

Figure 29: Student Social-Emotional Well-being Before and After Joining B3:30, Grades 3-5 (N=51-58)

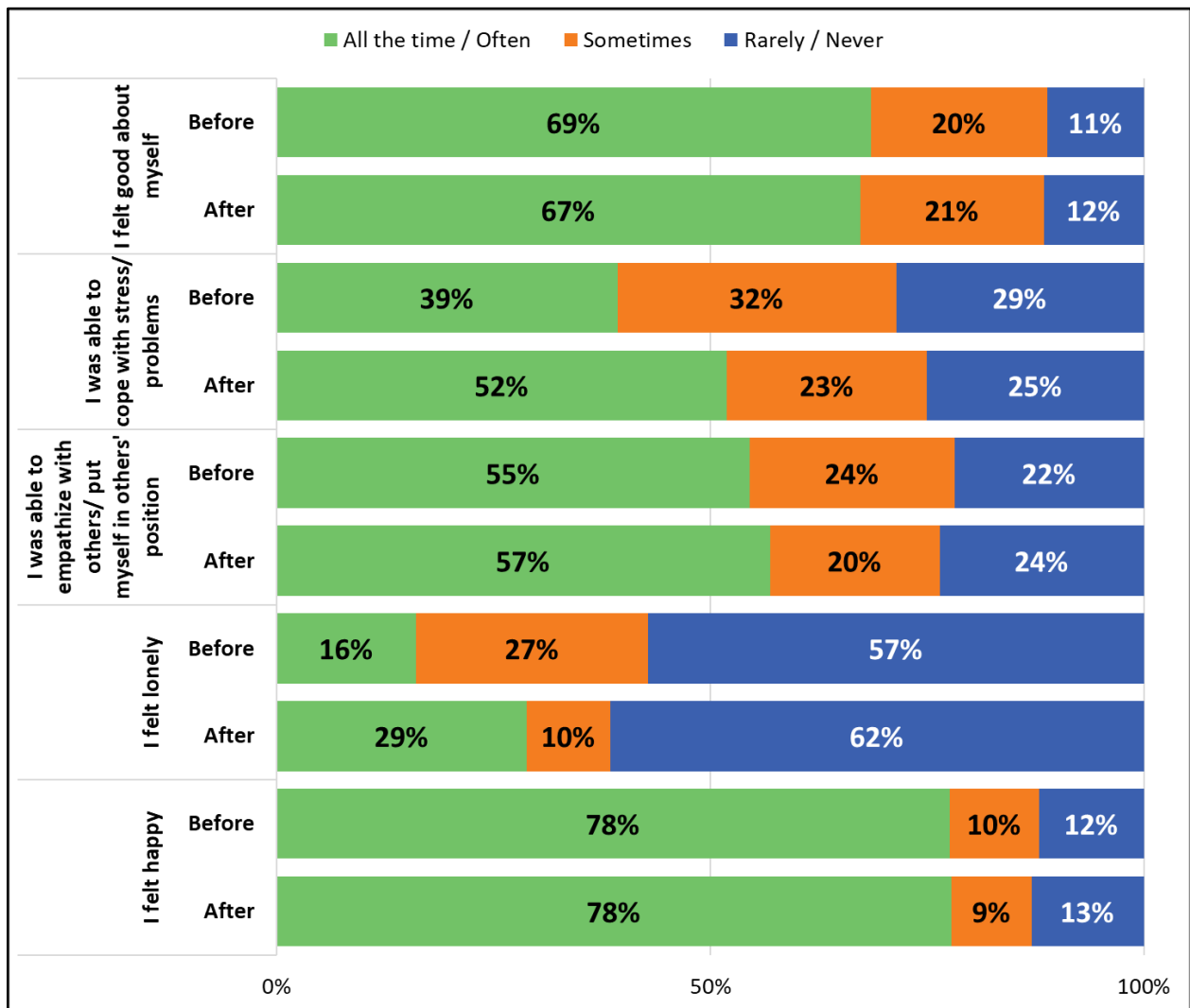
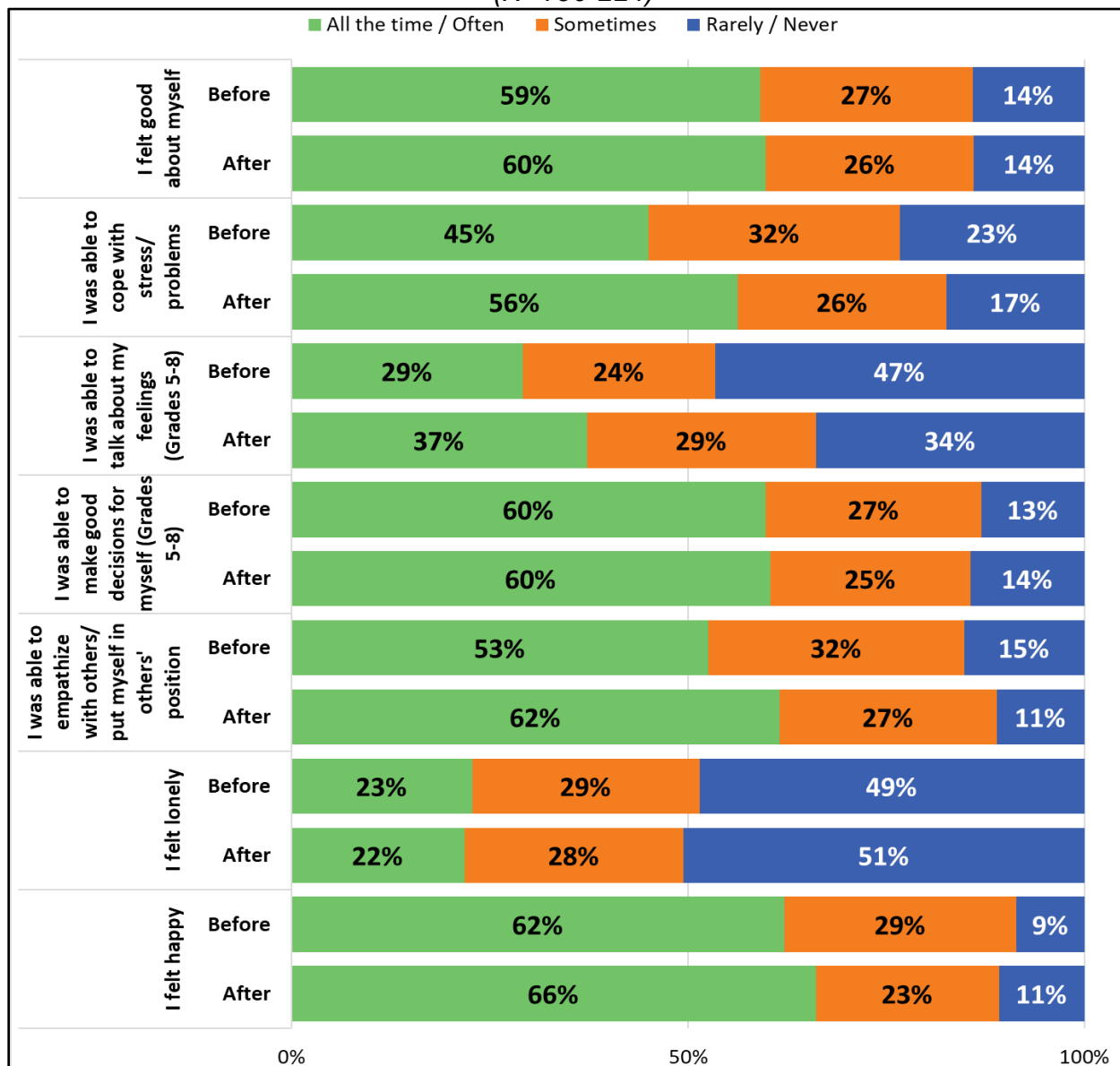


Figure 30 displays Grades 6-8 students' perceived changes in social-emotional well-being before and after the program. There were substantial increases in students' perception of being able to cope with stress/problems (a difference of 11%), empathize with others (a difference of 9%), and talk about their feelings (a difference of 8%).

Figure 30: Student Social-Emotional Well-being Before and After Joining B3:30, Grades 6-8¹²
(N=186-224)

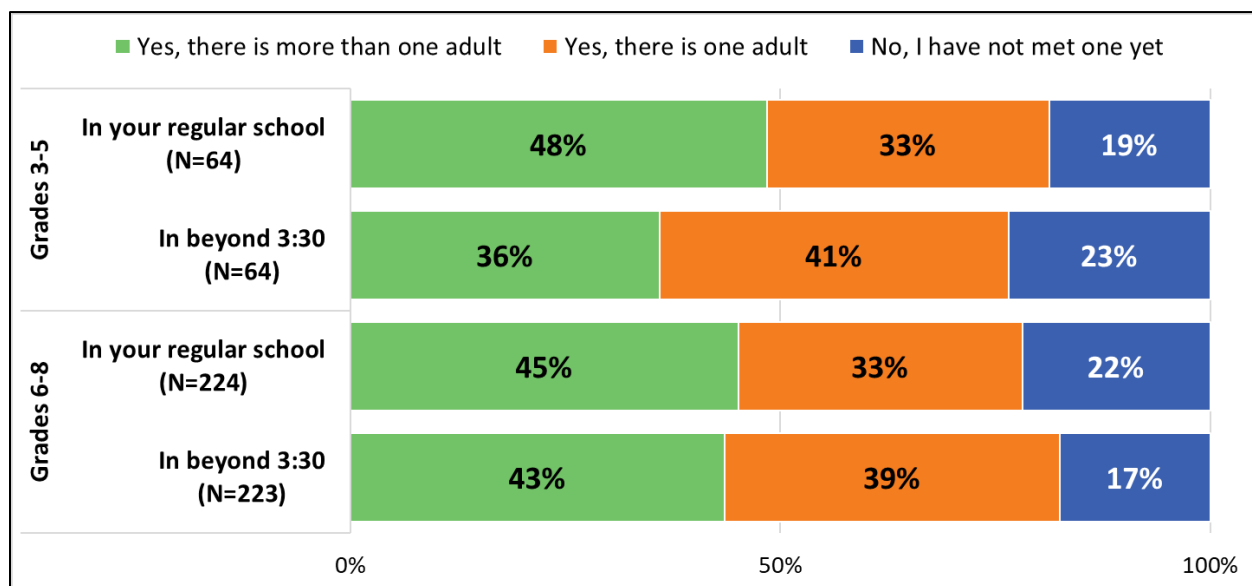


On the year-end student survey, B3:30 students were asked to indicate the number of caring adults to whom they could turn for support in their regular school and in B3:30. For students in the Junior grades, a substantially lower proportion reported having more than one caring adult in B3:30 than those in their regular school (a difference of 12%) (Figure 31).

¹² Unless specified, results shown are for Grades 6-8.

For students in the Senior program, there was a negligible difference in the proportion of students who reported having more than one adult in their regular school when compared to B3:30 (45% versus 43%, respectively). However, a moderately higher proportion of students reported having one caring adult in B3:30 than in their regular school (a difference of 6%) (Figure 31).

Figure 31: Is there an adult in your regular school – outside of B3:30 – who you feel comfortable to go to for personal support, advice, or help?



In a follow-up question on the student survey, Grades 5-8 students were invited to share why they had not been able to find support from a caring adult in their regular school. Among those who answered, “No, I have not met one yet”, students gave different reasons. One reason had to do with the feelings that students had about expressing their emotions to others. While some students said they did not or chose not to share their feelings with others, others shared that they found it difficult to do so.

“I have yet to find an adult at school to go to for support and advice because I often have a hard time expressing my feelings.” – B3:30 Student

Another reason students had for not being able to find support from a caring adult in their regular school appeared to be due to a lack of comfort in interacting with adults.

“I don’t want to ask for personal support or advice from an adult at my school.”

– *B3:30 Student*

“I don’t really talk to teachers in the first place.” – B3:30 Student

For some students, there were also issues related to trust and comfort.

“I don’t trust anyone.” – B3:30 Student

Grades 5-8 students were also asked to share why they had not been able to find a caring adult in the B3:30 program. For those who answered, “No, I have not met one yet”, the same reasons were cited as to why they had not found a caring adult in their regular school, as stated previously. In addition, some B3:30 students expressed that they did not feel heard or understood by staff in the program. Some students also perceived that B3:30 adults were unavailable or busy.

“Usually whenever I try to talk to an adult about my feelings they don’t really hear me. They think they know what I’m trying to say or what I am going through but no, they never understand.” – B3:30 Student

“I have not found personal support, advice or help because they do not ask how you are feeling.” – B3:30 Student

Healthy Living

According to stakeholders, students learned about healthy living through the program. They learned cooking skills and got experience trying new foods.

“...one of my favorite hobbies is cooking, so I get to learn new techniques in the kitchen.” – B3:30 Student

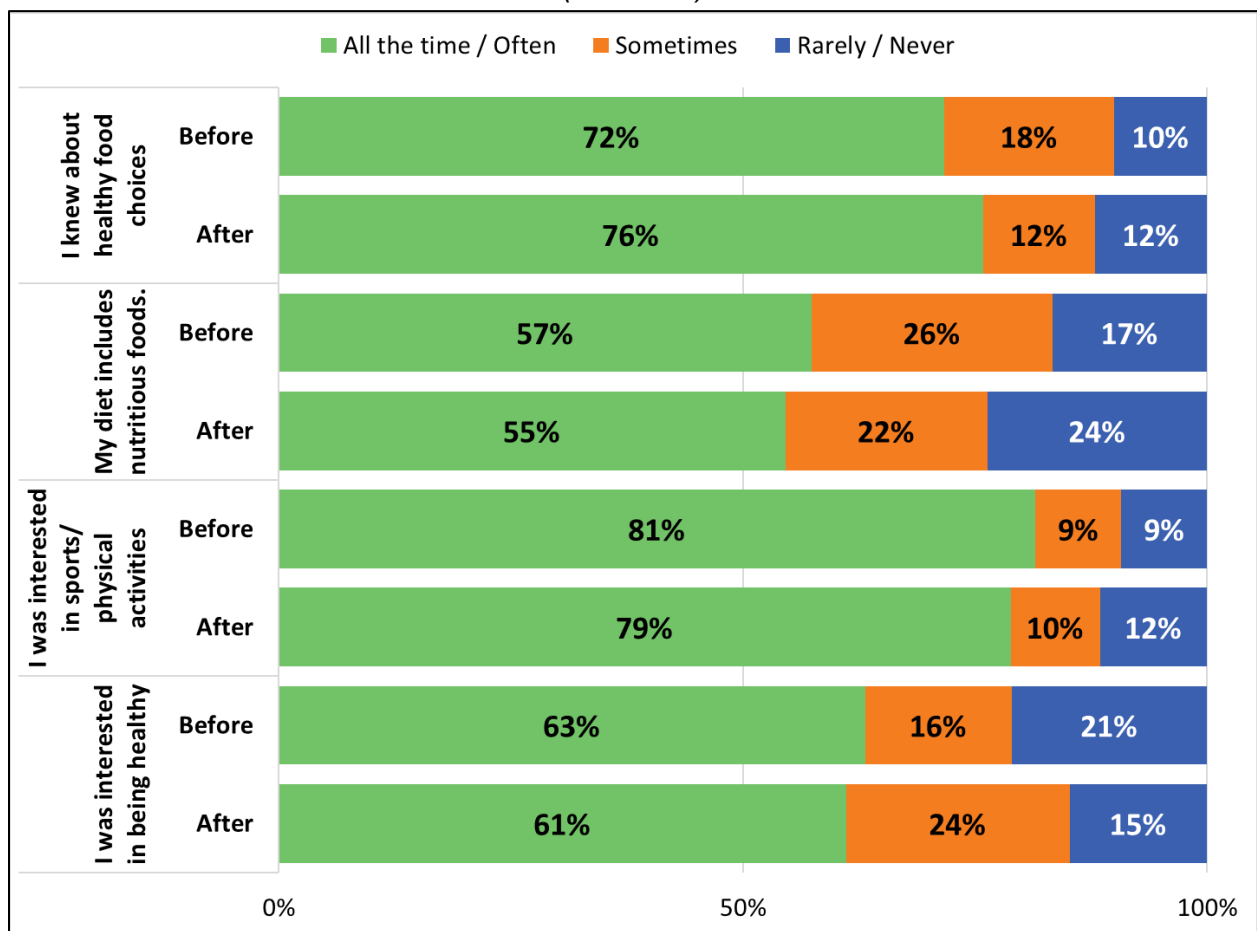
“I like food and trying these new foods make me want to combine them and make something else.” – B3:30 Student

Through their participation in sports, recreation, and physical activities, students also improved their physical health and well-being.

“And then playing certain sports outside for DPA (Daily Physical Activity) it’s also helpful because I like to stay active.” – B3:30 Student

On the year-end student survey, students were asked questions to assess changes in their perceptions of healthy living before and joining B3:30. Figure 32 presents the results for students in Grades 3-5. There was a small difference in the proportion of students who perceived changes in their knowledge about healthy food choices from before and after the program (a difference of 4%).

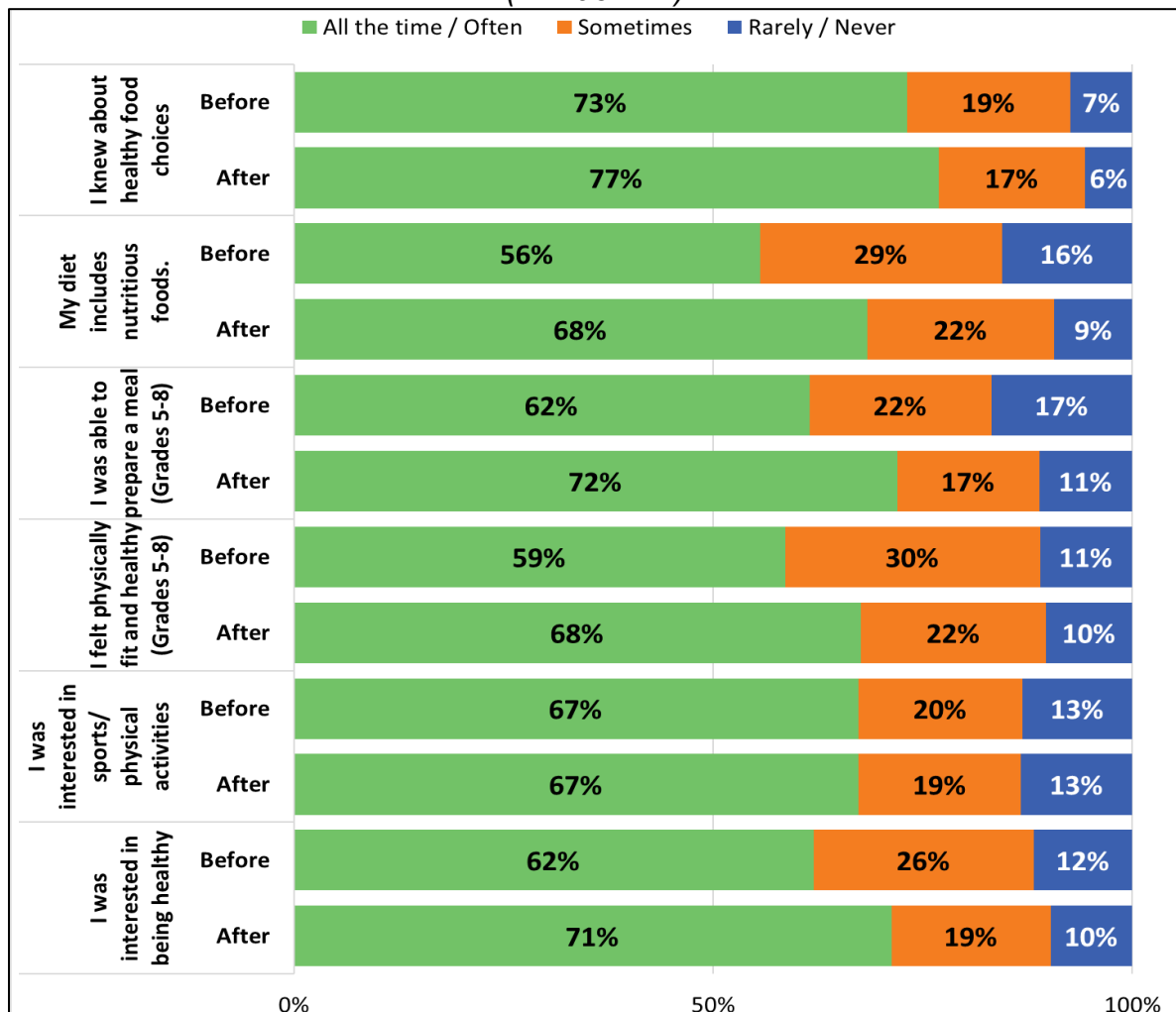
*Figure 32: Student Healthy Living Perceptions Before and After Joining B3:30, Grades 3-5¹³
(N=52-60)*



¹³ On the year-end student survey for Grades 3-4, students were not asked the following questions: “I was able to prepare a meal” and “I felt physically fit and healthy.”

Among Senior grade students (Grades 6-8), there were moderate to substantial increases in students' perceptions of healthy living before and after the program (see Figure 33). For students in Grades 5-8, there was an increase in the proportion of students who perceived changes in being able to prepare a meal (a difference of 10%) and in feeling physically fit and healthy (a difference of 9%). In the Grades 6-8 group, there were positive changes in students' perceptions of having a nutritious diet (a difference of 12%) and having an interest in being healthy (a difference of 9%) (Figure 33)

Figure 33: Student Healthy Living Perceptions Before and After Joining B3:30, Grades 6-8¹⁴
(N=193-227)



¹⁴ Unless specified, results shown are for Grades 6-8.

On the year-end student survey, students commented that B3:30 helped them to learn about cooking, engage in sports, and become healthier.

Other Outcomes and Skills

During the student interviews, students shared that the program helped them to enhance their skills and knowledge in a range of other areas. One area was communication skills.

“They teach us stuff and how to communicate with people and all. And I guess that’s basically the whole point of playing the games and all. So we have a better understanding of how to communicate with people in a way.” – B3:30 Student

Further, students learned about arts and crafts and strengthened their creativity and open-mindedness.

“Sometimes there’s extra skills that I’ve learned, for example, crocheting, which I never knew how to do before.” – B3:30 Student

“It helped me with different creations and it helped me with being more open to new ideas.” – B3:30 Student

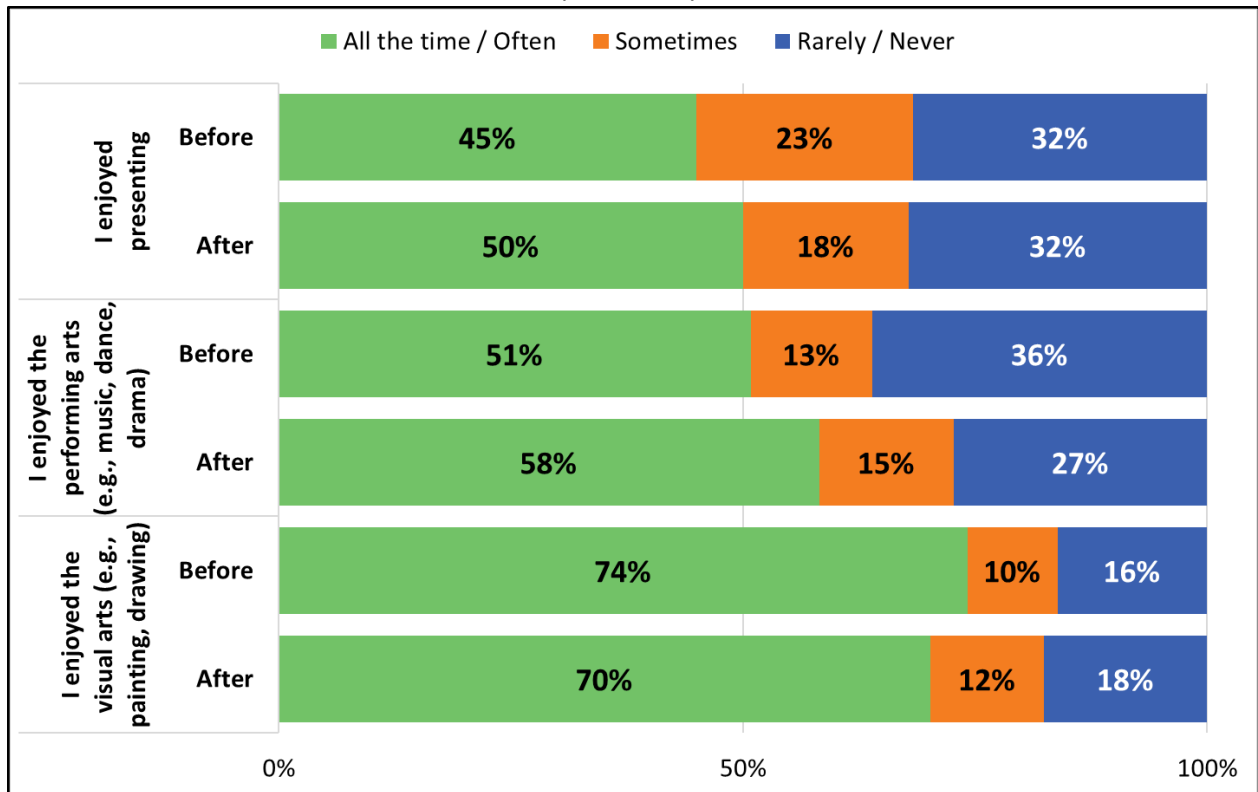
They also developed their knowledge on topics such as money and finances.

“For me, one of the stuff that it helped me in was, we had this money club thing, and before I actually did it, I didn’t really know what credit cards, debit cards, the financial stuff. I didn’t really know what it was before. So then they did a lot of different activities, and then after that, I knew a lot more about...everything financial.” – B3:30 Student

On the year-end student survey, students were asked about perceived changes in their knowledge or skills in other areas before and after they joined the B3:30 program. For students in Grades 3-5, there was an increase in their perceived

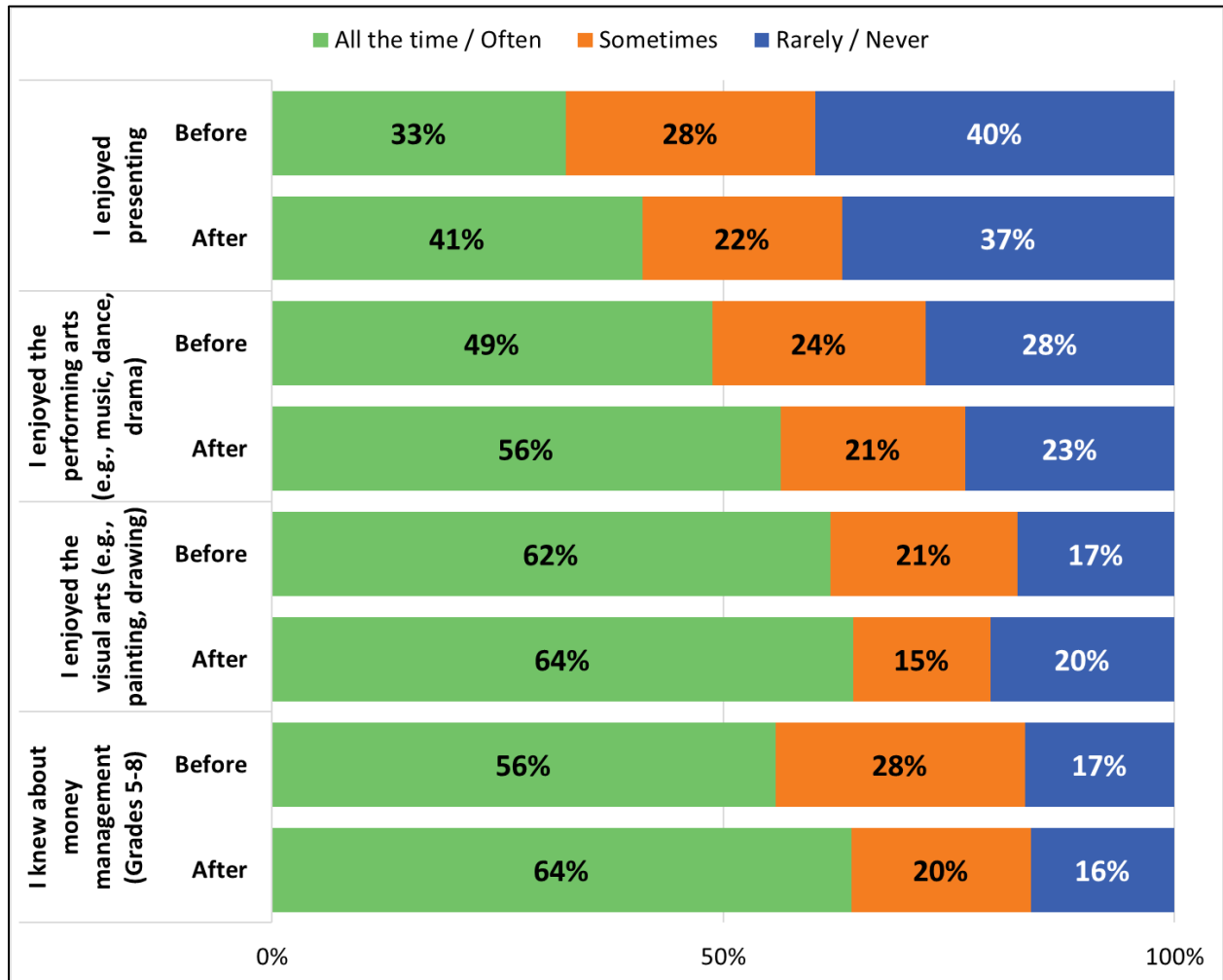
enjoyment of presenting (a difference of 5%) as well as their perceived enjoyment of the performing arts (a difference of 7%) (Figure 34).

Figure 34: Other Skills Before and After Joining B3:30, Grades 3-5
(N=55-62)



Grades 6-8 students also perceived changes in their enjoyment of presenting (a difference of 8%) and their enjoyment of the performing arts (a difference of 7%) (Figure 35). There was also an increase in Grades 5-8 students' perceptions in knowing about money management (a difference of 8%) (Figure 35). These changes represented moderate increases from before and after the program.

Figure 35: Other Skills Before and After Joining B3:30, Grades 6-8¹⁵
(N=190-217)



In their comments on the year-end student survey, students stated that they learned about communication, time management, and money.

“...it's given me an opportunity to become more efficient in leadership, because I've taught people to do things...I've tutored other people and we always have a leader of the week, and I've done that many times.” – B3:30 Student

¹⁵ Unless specified, results shown are for Grades 6-8.

Impact of the Program on Families

As identified in other areas of the report B3:30 program impacted families on a positive note. First, it provided some material resources to families in the form of food and/or gift cards to purchase food, and the provision of school supplies and winter clothing.

“Yes, I received during the pandemic, I receive a gift card, I think. Like a grocery gift card, which was very appreciated during that time, because it was so hard. You're in the pandemic, sometimes we didn't get work all the time and I was so happy for the gift card to buy groceries...I think two times we receive gift card, I think. Yeah. From the beyond program. That was very helpful.” – B3:30 Parent/Caregiver

Secondly, the program gave families peace of mind, knowing that their children were being cared for and were safe in the program. The program was also perceived as a helpful support for single parents/caregivers.

“For me, it's just to know that my child is safe, to know that she's safe. So instead of she being home on her computer, I know that she's at school interacting with other kids and learning, and part doing her homework. So that for me is safety.” – B3:30 Parent/Caregiver

Recommendations for the Program

The Phase II evaluation of B3:30 analyzed the interviews with students and focus groups with parents/caregivers, program staff as well as TFSS administrators to culminate the following key suggestions about the future direction of B3:30. While some suggestions were unique to a particular stakeholder group, most of the others overlapped due to similarity. Further, some of the suggestions from the stakeholders overlap with the recommendations as provided in the Phase I report.

Increased parent/caregiver involvement during program planning and implementation

Based on the past experiences and levels of engagement among parents/caregivers as well as community members, there were suggestions on how to continue and expand opportunities for their involvement. TFSS administrators and staff shared that the parents/caregivers were keen on getting involved and actively participating in the program. Parents/caregivers wanted to get more involved in the community dinners as well as the tutoring aspects of the program. While some parents/caregivers had been involved in the program over the course of many years, there were also parents/caregivers who had enrolled their children in the program for the first time this school year. Regardless, both groups of parents/caregivers shared a common need and interest in being more involved in the program. This also included supporting activities, chaperoning for B3:30 events, and establishing a more regular chain of communication through emails, updates, or newsletters.

During the last two years of hybrid and online delivery of B3:30, parents/caregivers were able to get a close-up view of students' involvement and participatory activities in the program since the program updates were regularly shared on the Google classroom dashboard. Some parents/caregivers requested similar ways to remain connected with and informed by program staff. It was noted in Phase I that one of the conditions for program success in 2020-21 was the engagement of parents/caregivers in the online delivery of the program and their ability to get involved in the students' learning. During Phase I observations, it was noted that the students

were often joined by their siblings or other family members while they took part in online B3:30. However, with in-person B3:30, parents/caregivers stated that they could not participate or interact while their children attended the program. For parents/caregivers, this impacted their ability to gain knowledge about their children's day and ongoing activities at B3:30.

“And maybe once in a while have a parents can go online and answer questions or just get a little bit more understanding and communication I think certainly will go a long way, just even a little bit. Because it's not a good thing having the parents sometimes, I don't know, but not knowing what's exactly going on because I know in my daughter's program, there are a couple of students in her class and they seem to be getting a lot of attention. So just a little bit more communication with the parents I find would probably be very helpful. And that's probably just about it.” – Parent/Caregiver

“Sometimes I like the hands on experience to see what my child is doing, and how the program is being run from my own eye. That's why I ask.” – Parent/Caregiver

“So we were able to do two, so we were getting there again, and hopefully, as we get back to normal, we will be able to bring back our community dinner, where we will have parents come in and be part of the program experience, the program as well as have workshops available for parents. But other than that, we haven't done a lot of work with parents. And in the tutoring piece, I think, I guess now, as we brought in tutoring, the parents are involved in meeting the tutors, selecting the times that their child would be tutored. We encourage the parents to sit in on the tutoring sessions so that they can see or hear what their child is doing.” – B3:30/TFSS Staff

Expanding the program and program components

B3:30 has evolved and grown over the course of the past decade, from being present in nine school sites with around 180 students in 2009-10 to being present in 18

school sites with 410 students, based on 2021-22 attendance data. There was a demand from parents/caregivers for the B3:30 program to expand to different school sites and explore different program components at existing sites. TFSS staff and administrators also expressed interest in expanding the program to more schools and sites in the coming years. According to TFSS administrators, the community dinners, talent shows, and gatherings of such nature would also help with bringing more visibility to the program and attracting more patrons to support it. Even though the Junior program starts in Grade 3, certain parents/caregivers expressed interest in lowering the age of enrollment. Since some of the parents/caregivers have more than one school-aged child, they suggested that the age of enrollment for the program should be brought down to Grade 2. Lowering the age of enrollment would help parents/caregivers with younger children who have older siblings in the program. As a result, the parents/caregivers would not need to arrange for alternate childcare for their younger children.

“Basically, if there is no age restriction, my second daughter is going to be in Grade two by September, I will have love her to join, but I think the grades started in three to join the beyond. But if it's something they accept from their role from Grade two, it will have been more appreciated.” – B3:30 Parent/caregiver

“I want to say that the age limit should be from the class second or maybe from first, rather than starting from class third” – B3:30 Parent/caregiver

According to students, they would like more space and time dedicated to physical and outdoor activities, planning more field trips, more arts and craft materials, and introducing newer sports and games. There were also changes suggested to the program schedule to allow students to stay longer in the day and add flexibility to the program structure by potentially providing meals earlier as some students leave early. They also would like the opportunity to suggest the meal offerings that are included in the program. Students also expressed interest in resuming paused activities like the community dinners, expanding tutoring to include reading and financial literacy, and modifications to the JUMP Math program since they felt an unbalanced amount of time

was dedicated to JUMP Math. The staff at B3:30 shared that engaging students in more activities like field trips would have a positive impact on students' interaction and engagement in the program.

"It's hard to say for sure the long-term effect since our trip was near the end of May. But I did notice after the trip, I saw kids playing basketball, kids who would sit in the corner the majority of the time. They made friends on that trip. I don't know what it was, sitting on the bus, talking to people they never talked to before. But there was clearly a pre-trip and a post-trip version of some of the kids. And I think engaging them in more things like that, yeah, can't hurt." – B3:30/TFSS Staff

"And if I heard the kids at all over the last few weeks, when we've been in there, they would tell you that we're going to do more field trips and do more, like some of the things that we weren't able to do this year, whether it was the tournaments, the field trips, the, you know, talent show, some of those, maybe community dinners, the things where community comes together. Again, it would be nice to have that back." – B3:30/TFSS Staff

"I feel like, we get a, everybody gets a lot of math homework, so then we have to come here and do more math. Which is okay, but we could do something like, it could be math, but more fun, or a different subject." – B3:30 Students

TFSS staff and administrators also made suggestions to optimize the use of the time allocated for B3:30, and if possible, expand the duration to have an extra half hour. B3:30 staff also shared a common interest in how the program should expand to involve more arts and crafts supplies and resources to diversify the delivery of the program.

"So we just have to keep doing it and hope that we can bring people in next year and hope that we can have the odd event where people can connect, to bring someone to a community dinner or even some of the things that they guys are talking about that are so fun for the kids, like the Junior Chefs' cooking competition." – B3:30/TFSS Staff

“I think that's what we need to do. I think what we have right now in three hours, and maybe three and a half, if we get extra time this year, is really dense and it's a lot to pack in. And I think we just have to do what we're doing well and find new, anything that we're doing, if there are better ways to do it.” – B3:30/TFSS Staff

Increased focus on student mental health and well-being

TFSS staff and administrators expressed interest in bringing in CAMH staff and expanding the increased focus on mental health and well-being of the students. As noted in the *Pandemic Recovery and Returning to In-Person Programming* section, the focus on mental health and well-being was equally appreciated by the parents/caregivers and the students.

“So I think that piece, we are going to work on the, and reaching out to other programs. That's one of the new, the new ideas. But most of it is strengthening what we've been doing. We will be surely looking forward to CAMH's input this year. And some of the things that they've learned when they met with our kids and so on, and to see what are the new things we can put in. As I said, the journey map would, it started this year, but in terms of the execution and the follow-up of it throughout the whole year, with all the interruptions, so that has not been executed fully, but it has started. So next year we will see a thorough rollout of the journey map. We'll see kids paired up with staff. We'll have more staff and kids engagement directly so that they can report on what's happening.” – B3:30/TFSS Staff

Greater program structure and choice

The students suggested that there should be more structure to their day in the program on a daily or weekly basis. For example, students requested a schedule for the day or week, so they knew what to expect in advance. This would also align with the parents'/caregivers' suggestion to have greater communication and transparency about the scheduling and content of the program. The students suggested an expansion of the

offerings of the program as well as the freedom to choose activities that they would like to participate in. Some of the activity suggestions were to include more outdoor activities, different and greater variety of sports (e.g., dodgeball, hockey, basketball, etc.), as well as educational games and quizzes using electronic devices.

Parents/caregivers also recommended that activities be expanded to include soccer, extra tutoring hours, and reflect students' interests.

"Maybe that we could have certain days, like our schedule, because sometimes it's a bit messy" – B3:30 Student

"I really enjoyed playing dodgeball so better dodgeball equipment and other good activities that everyone likes and sometimes the students should have the chance to choose the activities." – B3:30 Student

"I feel like, we get a, everybody gets a lot of math homework, so then we have to come here and do more math. Which is okay, but we could do something like, it could be math, but more fun, or a different subject." – B3:30 Student

"Different sports...The different, a lot of the sports...Like a different the variety... I don't know something popular or lacrosse or stuff... Like something that hasn't been like played often and something that like that's different to the program." – B3:30 Student

"Maybe we can start playing more sports." – B3:30 Student

According to the site staff, it would also help if changes to the program, such as expanded program structure and activities, are implemented coherently and across all sites, thereby creating a consistent experience. Some students also expressed interest in having opportunities to visit and collaborate with students at different B3:30 sites so that students can interact and work together.

"I think that it could be made more consistent across the two the areas, all the areas, east and west and all the different sites. I'm not sure how that could happen, but I think we need more input for that. So that each person, each site

coordinator feels more supported and has. We do have places where we can go to get ideas of what to do for different things, math or science, or just discussions and arts and crafts and so on.” – B3:30/TFSS Staff

“Maybe visiting other schools that participate in beyond 3:30 and having conjoined sessions.” – B3:30 Student

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Appendix A

beyond 3:30 On-Site Observation Guide 2021-2022

The following guide was designed to observe the delivery of the beyond 3:30 in-person program.

<p>School: _____</p> <p>Number of participants: _____</p> <p>Grades of participants:</p> <p><input type="radio"/> Grade 3-5</p> <p><input type="radio"/> Grade 6-8</p>	<p>Researcher: _____</p> <p>Date of Observation: _____</p> <p>Start time: _____</p> <p>End time: _____</p> <p>Program Components that were observed:</p> <p><input type="radio"/> Homework Club</p> <p><input type="radio"/> Junior Chefs' Club</p> <p><input type="radio"/> Sports and Recreation</p> <p><input type="radio"/> Other program component(s): _____ _____</p>
---	--

- **Describe the activities in each component of the program in sequence** (e.g., indicate the program component; how did the staff introduce each unit of activity; what was done/said, student grouping, game/play-based vs content/lecture-style, guest speaker etc.; and how did students respond and engage; how is the transitioning between different components of the program, are participants arriving on time? Are most participants still in the program during the time we observe? What is structure of the program component: Very structured, Somewhat structured, Not very structured?)

<p>Program Component:</p> <p>Program Component:</p> <p>Program Component:</p>

Program Component:

Pre-session instructions

- **What are the instructions before the program component begins?**

-

Program Component:
(Y/N)

Program Component:
(Y/N)

Program Component:
(Y/N)

Program Component:
(Y/N)

- Are there check-ins about students' well-being? How the students must be feeling that day or the previous day etc.? (Y / N)
- Are there check-ins related to the last session? (Y / N)
- Program staff introduces the topic or activity for the session)

Program Component:
(Y / N)

Program Component:
(Y / N)

Program Component:
(Y / N)

Program Component:
(Y / N)

Comments/Observations:

Program Delivery

- **How is the program organized and differentiated between the Jr and Sr program?**

Program Component:

Program Component:

Program Component:

Program Component:

Comments/Observations:

- **How is the program differentiated for students' learning styles and abilities?**
 - Program staff uses a variety of strategies to support learning (e.g., audio, visual, verbal, social, aural).

Program Component:

Program Component:

Program Component:

Program Component:

- **OVERALL - Are there any parents/caregivers engaged in the program or welcomed to participate in the program? (Y / N)**
 - Other forms of parent/guardian engagement?

Comments/Observations:

- **What kind of raw material or preparation was required on the students' part? (e.g., any homework or other activities, writing and other supplies, etc.)**
 - Were the students prepared for it?

- Did the program staff offer any alternative?
- Who provided the tools/raw materials/aids, if needed, for the session?

Program Component:

Program Component:

Program Component:

Program Component:

Comments/Observations:

Engagement

Rate the following activities observed in the program: (We will decide which program component each of us will observe for these questions).

Activities	All the time	Often	Sometimes	Rarely	Never
The program staff checks for student understanding of a task, activity, assignment, or content shared.					
The program staff asks questions to get students' thinking.					
The program staff responds to students' feedback and questions.					
The program staff invites quiet participants to speak.					
The program staff is attuned to participants' feelings.					
The program staff engages participants in a variety of ways, in addition to verbal communication.					
The program staff communicates in clear language.					
The program staff encourages students to share their ideas.					

The program staff encourages student-to-student interaction.					
The program staff address students by their name.					

Comments/Observations:

Share an incident, if any, to support the following: (We will decide which program component each of us will observe for these questions).

- **Level of engagement with participants – e.g., direct interactions, rapport, body language, side conversations, relationship building.**

Program Component:

Program Component:

- **The program staff creates a safe environment for learning.**

Program Component:

Program Component:

- **The program staff gives students the opportunity for choice in their learning.**

Program Component:

Program Component:

- **The program staff accommodates individual students' learning styles.**

Program Component:

Program Component:

- **The program staff connects the discussion/content to previous material.**

Program Component:

Program Component:

- **What kinds of roles did the program staff play during the session? (check all observed during the period):**
 - Instructional role (Y / N)
 - Facilitating role (Y / N)
 - Mentoring role (Y / N)
 - Advising role (Y / N)
 - Role modelling (Y / N)
 - Listening (Y / N)
 - Other (please specify):

Program Component:

Program Component:

- **Nature of interaction directed from the students**

Rate the following activities observed in the program: (We will each observe ONE for these questions.)

Activities	All the time	Often	Sometimes	Rarely	Never
Students share personal reflections.					
Students contribute to an ongoing activity.					
Students share their progress on the activity.					
Students are able to ask questions and seek clarity while an activity is being conducted.					
Students are interested in what they are doing.					

- **OVERALL** - What is the nature of questions that the students ask the program staff? (e.g., questions about content, instructions about how to do an activity)

Comments/Observations:

- **OVERALL** - Do students talk to other students? (*how is that received by others, what is the nature of the interaction: Task related, personal moment/sharing*)

Comments/Observations:

Impact

Are there any extensions made by staff/students on how the students can use it for their school life, personal life, future tasks etc.? (We will each observe two program components for this question.)

Comments/Observations:

Program Component:

Program Component:

OVERALL - 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, is the program adhering to COVID-19 guidelines (physical distancing, use of masks, hand sanitizers, limiting of contact sports, separating cohorts of students), Are there any spaces that are restricted due to the pandemic?

Comments/Observations:

- **Do you have any other observations or reflections on how the session was delivered and/or experienced?**

Appendix B

In-Person Interview Guide for beyond 3:30 Jr and Sr Students

1. What has it been like to be part of beyond 3:30? How does it make you feel? What do you like about it?
2. How has beyond 3:30 helped you this year?
3. What ideas or suggestions do you have to improve the program? What suggestions do you have to make this program more fun? Think about any aspect of the program.
4. Is there anything else you would like to add?

Appendix C

Focus Group Guide for beyond 3:30 Parents/Caregivers

Date and time of Focus Group: _____

East/West?: _____

Number of participants: _____

1. How you have been doing during the pandemic and transition to in-person schooling?
2. Why did you enroll your child in beyond 3:30?
 - a. When did they join beyond 3:30?
 - b. This year, what would your child have done after-school if they were not in beyond 3:30?
3. What does having your child enrolled in beyond 3:30 mean to you? How do you feel about the program?
 - A. What do you like about it?
 - B. What are some of the things that you wish were different or some of the things that you do not like so much?
 - C. Do you find it hard for your child to attend some of the days?
 - D. *Have you ever had an interaction with the program facilitator outside of beyond 3:30? Have they helped or supported you in any way?*
4. How has the transition to in-person beyond 3:30 program been this year?
 - A. What were the challenges?
 - B. What made it different?
 - C. What made it still feel the same?
5. How has beyond 3:30 helped your child this year?
6. Do you have any other child that you would like to register in the program?
7. Even though it is your child that is enrolled in beyond 3:30, have you noticed any changes in yourself due to that? Did your role as a parent/caregiver shift and if yes, "how" and "if no, why do you think that is?" Has the program had an impact on you or your family?
8. Now we want you to think about your child's experience with their regular/normal school prior to the pandemic. How has the change from learning in the classroom to online learning and transitioning to in-person schooling been for your child?
9. What ideas or suggestions do you have to improve the beyond 3:30 program? Is there anything that your child needs from an after-school program like beyond 3:30 that they are not getting now?
10. Is there anything else you want to tell us about the program?

Appendix D

Focus Group Guide for beyond 3:30 Program Facilitators

Date and time of Focus Group: _____

East/West?: _____

Program: _____ B3:30 Junior Grades 3-5 _____ B3:30 Grades 6-8

Number of participants: _____

1. Tell us how long you have been with beyond 3:30, your role and responsibilities.
2. What are your thoughts on the delivery of beyond 3:30 this school year with the transition to regular schooling and programming?
 - A. How did it go?
 - B. What worked well?
 - C. What did not work well?
 - D. What were the main goals/objectives of the program this year?
3. Were there challenges that you and the children/youth faced in programming this year? If yes, what were the challenges?
 - a. How were these challenges overcome? Did you have the resources/supports needed to deliver the program?
 - b. What were these resources or supports?
 - c. What else do you think we need to address the challenges experienced?
4. What are the things (i.e., effective practices, strategies, supports) that worked for this year?
5. Are you and/or the children/youth seeing new opportunities and if yes, what are they?
6. How would you describe your relation/connection with students in the program? And with parents/caregivers?
7. Tell us about students' and parents' experiences with the beyond 3:30 program this year. Did they enjoy it?
8. What were their attendance and engagement like? Did you see any changes as a result of the evolving pandemic and transition to in-person schooling and delivery of the program?
9. How has beyond 3:30 helped students?
10. How has beyond 3:30 helped families this year?
11. What ideas or suggestions do you have to improve the program for students?
12. Is there anything more you would like to add?

Appendix E

Focus Group Guide for TFSS Administrators

Date and time of Interview: _____

Number of participants: _____

1. Tell us how long you have been with the beyond 3:30 program and your role and responsibilities in relation to beyond 3:30?
2. *How has B330 evolved as a program over the years?*
3. What was the key focus of beyond 330 for this year?
 - a. What is the focus for the student?
 - b. What, if any, is the focus for the parents/caregivers?
 - c. What are the needs of families during the pandemic and what are the ways in which the needs of families are assessed for distribution of resources (e.g., gift cards, Saputo, computers, backpacks, etc.)?
4. What are your thoughts on the delivery and implementation of beyond 3:30 back to in-person learning/programming this school year?
 - A. How did it go?
 - B. What worked well?
 - C. What did not work well?
 - D. What is still needed to meet or exceed the standards for the in-person model prior to COVID-19?
5. What challenges did you and your TFSS team face in managing the program?
 - a. How did you overcome these challenges? Did you have the resources/supports needed to deliver the program?
6. What changes and adjustments, if any, had to be made to the program this school year because of the pandemic and transition to in-person learning? What impact did this have for students?
7. What were the effective practices, strategies or conditions for delivering beyond 3:30 within the context of an evolving COVID-19 pandemic?
 - A. What types of planning and preparation took place?
 - B. What are the best practices and strategies for re-engaging students?
 - C. What are the best practices and strategies for re-engaging parents?
8. What do you think of students' and parents' attendance and engagement in the program this school year? Did you see any changes in students' and parents' attendance and engagement as a result of the evolving pandemic and return to in-person schooling?
9. How do you gauge the success of the program? What are the aspects of the program that you use to allude to its success or usefulness to the students?
10. What are some new ideas you have for the upcoming year of the program?
11. Is there anything more you would like to add?

Appendix F

beyond 3:30 Year-End Student Survey Grade 3-4

Instructions for beyond 3:30 staff/teachers:

- This hard copy of the beyond 3:30 Year-end Student Survey is to be filled by students only.
- Please make sure that each survey has the name of the school site as well as the grade of the students duly filled.
- Whenever needed, please read out the questions as well as explain the vocabulary to the students to assist them in filling the survey.

Instructions for students

- You do not 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 how it can be improved or expanded for more students.
- If you need any help with completing the survey or have any questions, please contact your beyond 3:30 staff/teacher.

Q 1. Name of your beyond 3:30 school

Q 2. What grade are you in? (put a ✓ in the box to indicate your answer)

Grade 3

Grade 4

Q 3. What is your country of birth? (put a ✓ in the box to indicate your answer)

Canada

If you were not born in Canada, type your country of birth in the box:

Q 4. Which of the following best describes your racial background? (put a ✓ in the box to indicate your answer) ** some of the options carry on to the next page

Black

- **Afro-Caribbean** (e.g., Vincentian, Jamaican, Barbados, etc.)
 - **Black African** (e.g., Somalian, Nigerian, Kenyan, Ethiopian)
 - **Black North American or European** (e.g., Afro/Black Canadian, African American, Afro-British, etc.)
 - **Black South or Central American** (e.g., Panamanian, Haitian, Brazilian, etc.)
 - Prefer to self identify in your own words
-

Asian

- **East Asian** (e.g., Taiwanese, Tibetan, Taiwanese, Japanese, Macau, Mongolian, Korean, Hong Kong, Chinese)
 - **Indo-Caribbean** (e.g., Trinidadian, Jamaican, Guyanese)
 - **South Asian** (e.g., Sri Lankan, Pakistani, Nepalese, Indian, Bangladeshi, etc.)
 - **Southeast Asian** (e.g., Vietnamese, Indonesian, Filipinx / Filipina / Filipino, Cambodian, Burmese, etc.)
 - Prefer to self identify in your own words
-

Indigenous person of Turtle Island (North America)

- **First Nations**
 - **Inuit / Inuk**
 - **Métis / Michif**
 - **Native American**
 - **Native Alaskan**
 - **Native Mexican**
 - Prefer to self-identify in your own words (i.e., Nation, Tribe, Clan, Band, Family, etc.)
-

Indigenous person from outside Turtle Island (North America)

- Prefer to self-identify in your own words (e.g., Aboriginal Person of Australia, Adivasi, Chorti-Maya, Pacific Islander, etc.)
-

Latinx or Latina or Latino (People of Latin America/Abya-Yala & its Global Community)

- **Caribbean** (e.g., El Salvadorian, Haitian, Cuban)
 - **Central American** (e.g., Mexican, Honduran)
 - **South American** (e.g., Chilean, Brazilian, Argentinian)
 - Prefer to self identify in your own words
-

- Middle Eastern, North African, and Southwest Asian**
- **Middle Eastern** (e.g., Syrian, Palestinian, Lebanese, Israeli)
 - **North African** (e.g., Moroccan, Libyan, Egyptian)
 - **Southwest Asian** (e.g., Iranian, Afghan)
 - Prefer to self identify in your own words
-

- Multiracial or Mixed Heritage**
- Prefer to self identify in your own words (e.g., Afro-Indigenous, Afro- Latinx, Black and White, Indigenous and Chinese, etc.)
-

- White**
- **White African** (e.g., South African)
 - **White Caribbean** (e.g., Trinidadian, Puerto Rican, Cuban)
 - **White North American or European** (e.g., Ukrainian, Scottish, Russian, Israeli, French, Canadian, British, American, etc.)
 - **White South & Central American** (e.g., Chilean, Brazilian, Argentinian, etc.)
 - Prefer to self identify in your own words
-

- Prefer to self identify in your own words**
-

Gender identity refers to a person's internal sense or feeling of being a girl or woman, a boy or man, both, neither or anywhere on the gender spectrum.

Q 5. What is your gender identity? (You may pick more than one by putting a ✓ in the box to indicate your answer)

- Girl/woman
- Boy/man
- Non-Binary
- Gender Fluid
- Transgender girl/woman
- Transgender boy/man
- Two-Spirit (An Indigenous/Afro-Indigenous person whose gender identity, spiritual identity, or sexual orientation includes masculine, feminine, or non-binary spirits)
- Questioning/ Not Sure
- Gender identity or identities not listed above. Please type in the box:

- I do not understand this question

Q 6. When did you first start attending beyond 3:30? (put a ✓ in the box to indicate your answer)

- I first started attending three (3) years ago (2018-2019)
- I first started attending two (2) years ago (2019-2020)
- I first started attending one (1) year ago (2020-2021)
- I first started attending this school year (2021) between September and December

Beyond 3:30 Formative Evaluation: Phase II

I first started attending this school year (2022) between January and March break

I first started attending this school year (2022) after the Spring/April Break

Q 7. On average, I attend beyond 3:30 for the following number of days each week: (put a ✓ in the box to indicate your answer)

Five (5) days

Four (4) days

Three (3) days

Less than three days

Q 8. How did you participate in the beyond 3:30 program this school year? (put a ✓ in the box to indicate your answer)

In the classroom

Online (using a computer, tablet or phone)

Both in the classroom and online

Q 9. I attend beyond 3:30 because: (You may pick more than one by putting a ✓ in the box to indicate your answer)

My friends attend

My parents/caregivers want me to attend

There is nothing else to do after school

It's fun

I need help with homework

I want to learn new things

Beyond 3:30 Formative Evaluation: Phase II

- I get to eat in the Junior Chefs' Club
- I want to be around kids my own age
- I want to be around the beyond 3:30 staff/teachers
- If you have other reasons, please type them in the box:

Q 10. Did you get tutoring in the beyond 3:30 program this school year (2021-2022)?
(put a ✓ in the box to indicate your answer)

- Yes
- No

Q 11. If **Yes**, in what subjects did you get tutoring? (You may pick more than one by putting a ✓ in the box to indicate your answer)

- Mathematics
- Language (reading and writing)
- Other (please type in box)

Q 12. Is there an adult in your regular school – outside of beyond 3:30 – who you feel comfortable to go to for personal support, advice, or help? (put a ✓ in the box to indicate your answer)

- Yes, there is one adult
- Yes, there is more than one adult
- No, I have not met one yet

Q 13. Is there an adult in beyond 3:30 (including program staff, teachers, volunteers) who you feel comfortable to go to for personal support, advice, or help? (put a ✓ in the box to indicate your answer)

- Yes, there is one adult
- Yes, there is more than one adult
- No, I have not met one yet

Q 14. How did you feel about returning back to regular schooling - outside of beyond 3:30 - this year? (You may pick more than one by putting a ✓ in the box to indicate your answer)

- I felt nervous and scared. 😬
- I was excited to see my friends. 🤗
- I was excited to see my teacher and other adults at school. 😊
- I was worried about schoolwork. 😞
- I was worried about how people would treat me at school (e.g., not be nice to me, say bad things about me). 😞
- Other (please type in the box):

Q 15. How did you feel after you began in-person schooling? (You can choose more than one answer) (put a ✓ in the box to indicate your answer)

- I was happy to be back in school. 😊
- I was happy to spend time with friends in person. 😊
- I was happy to learn from my teacher in person. 😊
- I miss being in front of the computer screen. 😞
- I had a hard time with my schoolwork. 😞
- I had a hard time adjusting to the routines of in-person schooling (e.g., getting up early, getting dressed for school, travelling to school) 😞
- Other (please type in box):

Q 16. How much did beyond 3:30 help you in feeling comfortable to return back to in-person learning at school? (put a ✓ in the box to indicate your answer)

- A Great Deal
- Quite a Bit
- Somewhat
- Very Little
- Not At All

Q 17. Tell us how often you felt this way in each of the following areas **BEFORE** you joined beyond 3:30 this year? (put a ✓ in the box to indicate your answer)

	Never	Rarely	Sometimes	Often	All the time
SCHOOL					
I enjoyed school					
I had positive study habits/attitudes towards learning					
I was able to complete school assignments					
I did well on my school assignments and tests					
I was able to work with others					
NUTRITION					
I knew about healthy food choices					
My diet includes nutritious foods.					
I was interested in sports/physical activities					
I was interested in being healthy					
	Never	Rarely	Sometimes	Often	All the time
SOCIAL EMOTIONAL ASPECTS					
I was able to make friends					
I was able to share my opinions respectfully					
I was able to take on leadership roles					
I was able to solve problems with others					
I was able to find ways to stay connected with friends					
I felt good about myself					
I was able to cope with stress/problems					
I was able to talk about my feelings					
I was able to make good decisions for myself (e.g., take care of myself, etc.)					

Beyond 3:30 Formative Evaluation: Phase II

I was able to empathize with others/put myself in others' position					
I felt lonely					
I felt happy					
MATHEMATICS					
I liked mathematics					
I was able to answer difficult mathematics questions					
OTHERS					
I enjoyed presenting					
I enjoyed the performing arts (e.g., music, dance, drama)					
I enjoyed the visual arts (e.g., painting, drawing)					
I knew about money management					

Q 18. Tell us how often you felt this way in each of the following areas **AFTER** you joined beyond 3:30 this year? (put a ✓ in the box to indicate your answer)

	Never	Rarely	Sometimes	Often	All the time
SCHOOL					
I enjoy school					
I have positive study habits/attitudes towards learning					
I am able to complete school assignments					
I am doing well on my school assignments and tests					
I am participating in class (such as answering questions in class)					
I am able to work with others					
NUTRITION					
I know about healthy food choices					
My diet includes nutritious foods					
I am interested in sports/physical activities					
I am interested in being healthy					
SOCIAL EMOTIONAL ASPECTS					
I am able to make friends					
I am able to share my opinions respectfully					
I am able to take on leadership roles					
I am able to solve problems with others					
I am able to find ways to stay connected with friends					
I feel good about myself					

I am able to cope with stress/problems					
	Never	Rarely	Sometimes	Often	All the time
I am able to talk about my feelings					
I am able to make good decisions for myself (e.g., take care of myself, etc.)					
I am able to empathize with others/put myself in others' position					
I feel lonely					
I feel happy					
MATHEMATICS					
I like mathematics					
I am able to answer difficult mathematics questions					
OTHERS					
I enjoyed presenting					
I enjoy the performing arts (e.g., music, dance, drama)					
I enjoy the visual arts (e.g., painting, drawing)					
I know about money management					

Q 19. What suggestions (things, activities, and supports, etc.) do you have for an after-school program like beyond 3:30 that are not currently being provided?

Q 20. Is there anything else you would like to share with us about your beyond 3:30 experience?

Appendix G

beyond 3:30 Year-End Student Survey Grade 5-8

You do not 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 how it can be improved or expanded for more students.

There are 4 pages to this survey. Click on the "Next" button at the bottom of each page to move on to the next page. When you complete the survey, you will notice a "Submit" button at the bottom of the very last page. Please click "Submit" to finish the survey.

If you need any help with completing the survey or have any questions, please contact your Beyond 3:30 staff/teacher.

1. What is the name of your beyond 3:30 school program?

- | | |
|---|--|
| <input type="radio"/> Bliss Carman Middle School | <input type="radio"/> Brookview Middle School |
| <input type="radio"/> Charles Gordon Sr. Public School | <input type="radio"/> Carleton Village Jr & Sr Sports Wellness Academy |
| <input type="radio"/> DA Morrison Middle School | <input type="radio"/> Dixon Grove Middle School |
| <input type="radio"/> Dr. Marion Hilliard Sr. Public School | <input type="radio"/> Greenholme Junior Middle School |
| <input type="radio"/> Emily Carr Public School | <input type="radio"/> Lawrence Heights Middle School |
| <input type="radio"/> Joseph Brant Public School | <input type="radio"/> Maple Leaf Public School |
| <input type="radio"/> Military Trail Public School | <input type="radio"/> Portage Trail Community School |
| <input type="radio"/> Tecumseh Senior Public School | <input type="radio"/> Rockcliffe Middle School |
| <input type="radio"/> Valley Park Middle School | <input type="radio"/> Smithfield Middle School |

2. Grade: Grade 5 _____ Grade 6 _____
 Grade 7 _____ Grade 8 _____

3. Country of Birth:

- Canada

Country of Birth:

- Canada
 If you were not born in Canada, type your country of birth in the box: _____

4. Which of the following best describes your racial background:

- Black** - Afro-Caribbean (e.g., Vincentian, Jamaican, Barbados, etc.) Black African (e.g., Somalian, Nigerian, Kenyan, Ethiopian) Black North American or European (e.g., Afro/Black Canadian, African American, Afro-British, etc.)

Black South or Central American (e.g., Panamanian, Haitian, Brazilian, etc.)
Prefer to self identify in your own words _____

- Asian** - East Asian (e.g., Taiwanese, Tibetan, Taiwanese, Japanese, Macau, Mongolian, Korean, Hong Kong, Chinese) Indo-Caribbean (e.g., Trinidadian, Jamaican, Guyanese) South Asian (e.g., Sri Lankan, Pakistani, Nepalese, Indian, Bangladeshi, etc.) Southeast Asian (e.g., Vietnamese, Indonesian, Filipinx / Filipina / Filipino, Cambodian, Burmese, etc.) Prefer to self identify in your own words _____
- Indigenous person of Turtle Island (North America)** - First Nations Inuit / Inuk Métis / Michif - Native American - Native Alaskan - Native Mexican - Prefer to self-identify in your own words (i.e., Nation, Tribe, Clan, Band, Family, etc.)

- Indigenous person from outside Turtle Island (North America)** - Prefer to self-identify in your own words (e.g., Aboriginal Person of Australia, Adivasi, Chorti-Maya, Pacific Islander, etc.) _____
- Latinx or Latina or Latino (People of Latin America/Abya-Yala & its Global Community)** - Caribbean (e.g., El Salvadorian, Haitian, Cuban) Central American (e.g., Mexican, Honduran) South American (e.g., Chilean, Brazilian, Argentinian) Prefer to self identify in your own words _____
- Middle Eastern, North African, and Southwest Asian** - Middle Eastern (e.g., Syrian, Palestinian, Lebanese, Israeli) North African (e.g., Moroccan, Libyan, Egyptian) Southwest Asian (e.g., Iranian, Afghan) Prefer to self identify in your own words _____
- Multiracial or Mixed Heritage** - Prefer to self identify in your own words (e.g., Afro-Indigenous, Afro- Latinx, Black and White, Indigenous and Chinese, etc.)

- White** - White African (e.g., South African) White Caribbean (e.g., Trinidadian, Puerto Rican, Cuban) White North American or European (e.g., Ukrainian, Scottish, Russian, Israeli, French, Canadian, British, American, etc.) White South & Central American (e.g., Chilean, Brazilian, Argentinian, etc.) Prefer to self identify in your own words _____
- Prefer to self identify in my own words:** _____

5. Gender identity refers to a person's internal sense or feeling of being a girl or woman, a boy or man, both, neither or anywhere on the gender spectrum.

What is your gender identity? You may pick more than one.

- Girl/woman
- Boy/man
- Non-Binary
- Gender Fluid
- Transgender girl/woman
- Transgender boy/man
- Two-Spirit (An Indigenous/Afro-Indigenous person whose gender identity, spiritual identity, or sexual orientation includes masculine, feminine, or non-binary spirits)
- Questioning/ Not sure

Gender identity or identities not listed above. Please type in the box:

 I do not understand this question

6. When did you first start attending beyond 3:30?

- I first started attending three (3) years ago (2018-2019)
- I first started attending two (2) years ago (2019-2020)
- I first started attending one (1) year ago (2020-2021)
- I first started attending this school year (2021) between September and December
- I first started attending this school year (2022) between January and March break
- I first started attending this school year (2022) after the Spring/April Break

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

- Five days
- Four days
- Three days
- Less than three days

8. How did you participate in the beyond 3:30 program this school year (2021-22)?

- In the classroom
- Online (using a computer, tablet or phone)
- Both in the classroom and online

9. What type of device did you use most of the time to participate in beyond 3:30 online?

- Desktop computer
- Laptop computer
- Tablet
- Cell phone
- Other (please type in the box): _____

10. I attend beyond 3:30 because (you may pick more than one):

- My friends attend
- My parents/caregivers want me to attend
- There is nothing else to do after school
- It's fun
- I need help with homework
- I want to learn new things
- I get to cook and eat in the Junior Chefs' Club

- I want to be around kids my own age
- I want to be around the beyond 3:30 staff/teachers
- If you have other reasons, please type them in the box: _____

11. Did you get tutoring in the beyond 3:30 program this school year (2021-2022)?

- Yes
- No

12. If Yes, in what subjects did you get tutoring? (please select all that apply)

- Mathematics
- Language (reading and writing)
- Other (please type in box)

13. Tell us how often you had the following experiences or feelings about the online beyond 3:30 program.

	Never	Rarely	Sometimes	Often	All the time
It was hard to access or connect to the beyond 3:30 Google Classroom.					
I was comfortable participating in beyond 3:30 online.					
All the activities were easy to understand in the online format.					
It was difficult to follow instructions from beyond 3:30 staff/teachers online.					
beyond 3:30 staff/teachers helped and supported me during the online sessions.					
I watched the recorded videos that were posted.					
I missed being around my friends in the beyond 3:30 program.					
I felt connected to my peers in beyond 3:30 online.					

I felt like I belonged in beyond 3:30 online.					
I felt bored during beyond 3:30 online.					
I enjoyed the beyond 3:30 program.					

14. Tell us how often you felt this way in each of the following areas BEFORE you joined beyond 3:30 this year?

	Before beyond 3:30				
School	Never	Rarely	Sometimes	Often	All the time
I enjoyed school					
I had positive study habits/attitudes towards learning					
I was able to complete school assignments					
I did well on my school assignments and tests					
I participated in class (such as answering questions in class)					
I was able to work with others					
Health and Nutrition					
I knew about healthy food choices					
My diet includes nutritious foods.					
I was able to prepare a meal					
I felt physically fit and healthy					
I was interested in sports/physical activities					
I was interested in being fit and healthy					
Social					
I was able to make friends					
I was able to share my opinions respectfully					

Beyond 3:30 Formative Evaluation: Phase II

I was able to take on leadership roles					
I was able to solve problems with others					
I was able to find ways to stay connected with friends					
Emotional					
I felt good about myself					
I was able to cope with stress/problems					
I was able to talk about my feelings					
I was able to make good decisions for myself (e.g., take care of myself, etc.)					
I was able to empathize with others/put myself in others' position					
I felt lonely					
I felt happy					
Mathematics:					
I liked mathematics					
I was good at mathematics					
I was able to answer difficult mathematics questions					
I did my best when I did mathematics activities in class					
Other Areas:					
I enjoyed presenting					
I enjoyed the performing arts (e.g., music, dance, drama)					
I enjoyed the visual arts (e.g., painting, drawing)					
I knew about money management					

15. Tell us how often you felt this way in each of the following areas AFTER you joined beyond 3:30 this year?

	After beyond 3:30				
School	Never	Rarely	Sometimes	Often	All the time
I enjoy school.					
I have positive study habits/attitudes towards learning					
I am able to complete school assignments					
I am doing well on my school assignments and tests					
I am participating in class (such as answering questions in class)					
I am able to work with others online					
Health and Nutrition					
I know about healthy food choices					
My diet includes nutritious foods					
I am able to prepare a meal					
I feel physically fit and healthy					
I am interested in sports/physical activities					
I am interested in being healthy					
Social					
I am able to make friends					
I am able to share my opinions respectfully					
I am able to take on leadership roles					
I am able to solve problems with others					
I am able to find ways to stay connected with friends					
Emotional					

I feel good about myself					
I am able to cope with stress/ problems					
I am able to talk about my feelings					
I am able to make good decisions for myself (e.g., take care of myself, etc.)					
I am able to empathize with others/put myself in others position					
I feel lonely					
I feel happy					
Mathematics:					
I like mathematics					
I am good at mathematics					
I am able to answer difficult mathematics questions.					
I do my best when I do mathematics activities in class.					
Other Areas:					
I enjoy presenting					
I enjoy the performing arts (e.g., music, dance, drama)					
I enjoy the visual arts (e.g., painting, drawing)					
I know about money management					

16. Is there an adult in your regular school – outside of beyond 3:30 – who 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 have not met one yet

Please share why you have not been able to find personal, support, advice or help from an adult in your regular school.

17. Is there an adult in beyond 3:30 (including program staff, teachers, volunteers who 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 have not met one yet

Please share why you have not been able to find personal, support, advice or help from an adult in Beyond 3:30.

18. Did any of the following things make it difficult for you to participate in the beyond 3:30 program this school year (2021-2022)? You may pick more than one.

- There was no reliable internet access.
- Someone else was using the computer or another device.
- There was no one to help me use the computer or another device.
- There were frequent distractions (background noise, sounds of traffic, people talking).
- There was no private or quiet space at home.
- It was hard for me to stay focused on the computer.
- I had to do household chores or other work.
- I had to look after brothers, sisters and/or family members
- Part-time work/Helping with family business
- Health reasons (e.g., feeling sick)
- My mental/emotional health (e.g., feeling sad, not wanting to be around others)
- Other difficulties not listed, please type in the box: _____

19. How did you feel about returning back to regular schooling this year? (You can choose more than one answer)

- I felt nervous and scared.
- I was excited to see my friends.
- I was excited to see my teacher and other adults at school.
- I was worried about schoolwork.
- I was worried about how people would treat me at school (e.g., not be nice to me, say bad things about me).
- Other (please type in the box): _____

Please share why you feel this way (please type in the box)

20. How did you feel after you began regular schooling? (You can choose more

than one answer)

- I was happy to be back in school.
- I was happy to spend time with friends in person.
- I was happy to learn from my teacher in person.
- I miss being in front of the computer screen.
- I had a hard time with my schoolwork.
- I had a hard time adjusting to the routines of regular schooling (e.g., getting up early, getting dressed for school, travelling to school)
- Other (please type in box): _____

Please share why you feel this way (please type in the box)

21. How much did beyond 3:30 help you in feeling comfortable to return back to regular learning at school?

- A Great Deal
- Quite a Bit
- Somewhat
- Very Little
- Not At All

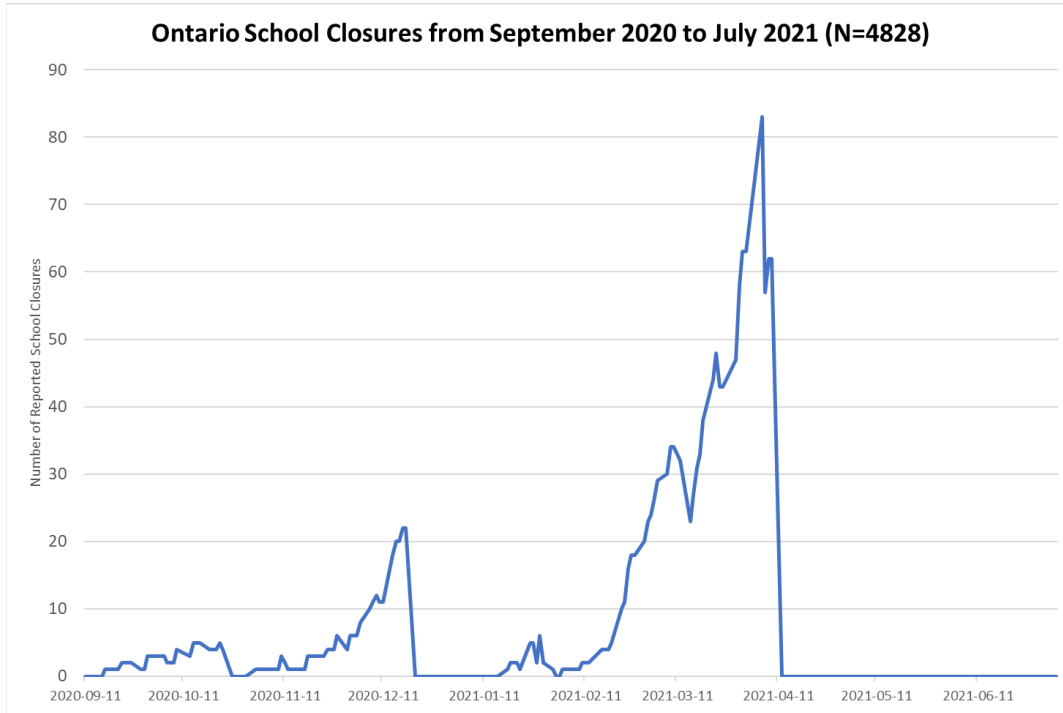
Please share why you feel this way (please type in the box)

22. How much did beyond 3:30 help you with your learning during the COVID-19 pandemic?

23. What suggestions (things, activities, and support, etc.) do you have for an after-school program like beyond 3:30 that are not currently being provided?

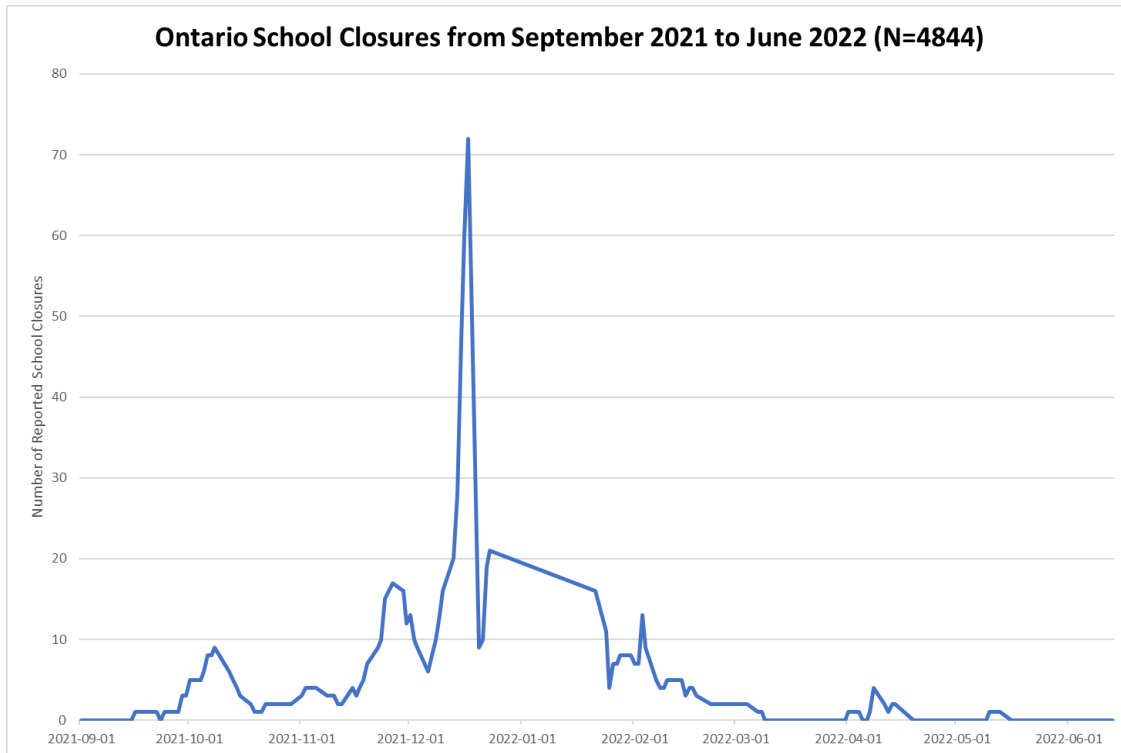
24. Is there anything else you would like to share with us about your beyond 3:30 experience?

Appendix H



Source: Schools COVID-19 data, 2020-09-11 to 2021-07-05 <https://data.ontario.ca/dataset/summary-of-cases-in-schools>

Appendix I



Source: Schools COVID-19 data, 2021-08-25 to 2021-12-22 and 2022-01-21 to 2022-06-13
<https://data.ontario.ca/dataset/summary-of-cases-in-schools>