

HOSC’s evidence-based School Programs provided equitable opportunities for high school success to underserved elementary and middle school students. Programs improved grades, attendance, and the social well-being of high-risk students, many whom had limited English proficiency and received special education. The programs provided a web of support to address academic needs, behavioral health, and dropout risk factors by removing barriers and addressing racial inequities.



**233**  
Students Served



**3514**  
Program Hours



**6**  
School Sites



**99**  
Volunteer Mentors

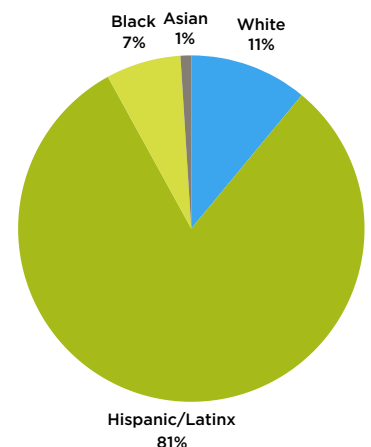
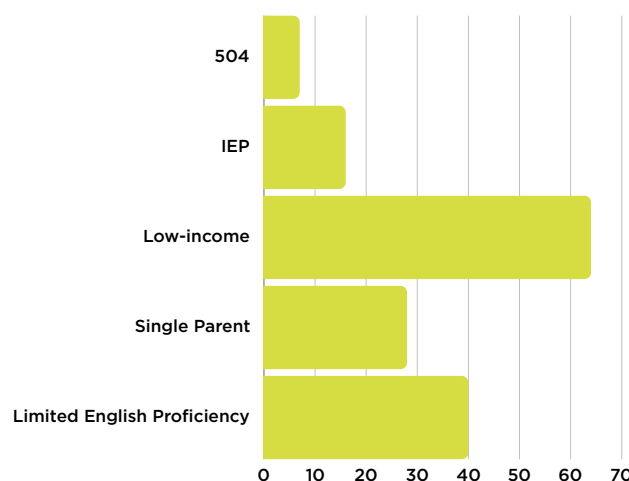
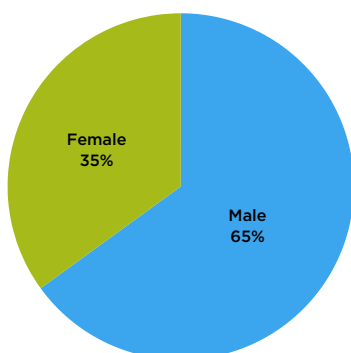
### HOSC School Programs result in:

- Increased engagement with peers.
- Improved confidence in the classroom.
- Increased academic engagement and social-emotional skills.
- Enhanced social skills and mental health.
- Confidence to ask for help from mentor.
- Developed a trusting relationship with a non-family adult.

#### Holmes Middle School Teachers:

“The student enjoys going to CHiL and getting extra support and time to work on his schoolwork. The extra time with assistance has helped him keep his grades where he wants them. He also has developed positive relationships with the mentors.” A second teacher echoed his growth, stating that he has had, “big improvements in Social Studies as well. He has increased confidence and ability to be successful, and shows a reduction in stress and anxiety as he is able to be successful.”

## SY 23-24 Demographics



# CHiL Afterschool Program



In partnership between HOSC, CCSD21, and OMNI, CHiL Afterschool program serves 4 school sites. 2 HOSC program staff and 9 OMNI counselors and interns facilitate academic and SEL support and wraparound services for families. Students served through the program received education on life skills, responsible decision-making, and coping strategies.

Whitman Elementary School Parent:

"My son is more independent, has more friends, and is improving in his school grades. He is really enjoying being part of CHiL!"



74

Students Served

1,883

Program Sessions  
Attended



2,200+

Hours of academic  
and SEL support



700+

Hours of counselor  
led group therapy



29

Volunteer Mentors



## Satisfactory Academic Grades



"Satisfactory academic grades" is defined as a "C" average or better.

## Academic Grade Improvement



Students demonstrated an increase in academic grades during their participation in CHiL.

## Satisfactory SEL Grades



"Satisfactory SEL grades" is defined as greater than or equal to 2.5 on the Learner Quality Scale (1.0-3.0 scale).

## SEL Grade Improvement



Students demonstrated an increase in SEL grades during their participation in the CHiL.

## Satisfactory Attendance



"Satisfactory attendance" is defined as being absent less than 10% of school days.

Cooper Middle School Teachers:

"The student consistently produces his homework in class the next day. CHiL has helped him develop good habits and complete work outside of school hours." Another teacher stated, "Yesterday when I passed him in CHiL, he approached me and asked, 'What should I complete for Language Arts?' Just this initiative in itself is a great step forward for him."

**93%** of students felt comfortable asking their mentors for advice, up 8% from the beginning of the year.

**93%** of students felt comfortable asking their mentors for help with schoolwork, up 2% from the beginning of the year.

**91%** of students would recommend CHiL to a friend.

**89%** of students found the therapy group valuable and worthwhile.

## Lunch Buddies



**Students  
Served**



**Program  
Hours**



**Community  
Volunteers**

### Jane Addams Elementary School:

Teachers shared that their students showed increased confidence in reading, tackling math problems, and participating constructively in class. A third grade teacher shared that one student, "really enjoys the program and it has helped her confidence level as a leader in the class," with another sharing that the program has helped a student, "with reading and he is now able to participate more in English reading."

**93%** of students felt comfortable asking their mentors for advice, up 6% from the beginning of the year.

**85%** of students shared that reading made them feel good or happy, up 13% from the beginning of the year.

**70%** of students agreed that they knew how to pick books that are just right for them, up 14% from the beginning of the year.

## Pen Pals



**Students  
Served**



**Letters  
Exchanged**



**Community  
Volunteers**

**90%** of students demonstrated improvements in their writing, reading, or comprehension, participation, completion of writing assignments, and engagement in the classroom.

### RSVP Pen Pal Volunteers:

When asked if they would be returning next year, RSVP Pen Pal volunteers stated, "Yes! I've enjoyed 5 years of writing in this program!"; "After 6 years, I will be proud to be a Pen Pal in SY 24-25."; "I'm coming back. Such a wonderful program for the students and the adults!"