



**HandsOn**  
SUBURBAN CHICAGO

# SCHOOL PROGRAMS IMPACT REPORT

HANDSON SUBURBAN CHICAGO

2024-2025

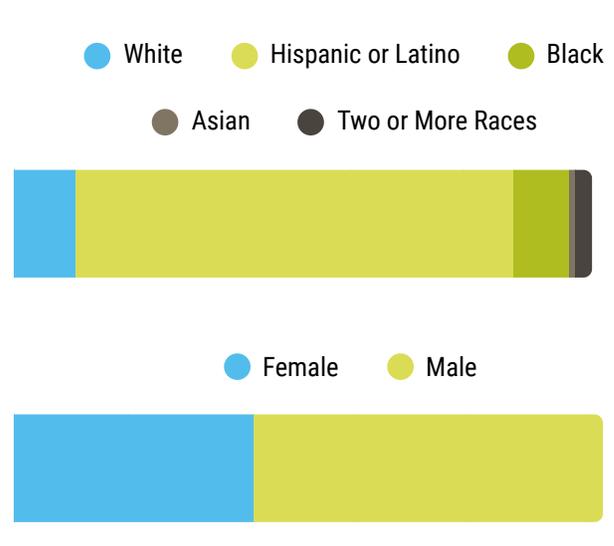
HOSC provides student-centered and volunteer-powered programming through a holistic, equity-centered approach that integrates academic support, mentoring, social-emotional learning, and case management. Our programs not only promote academic success - they build resilience, foster belonging, and lay the foundation for lifelong learning.



*"Thank you for the opportunity for my son to take advantage of this program. The work resulted in net gains for both my son and our family." - Parent of a London Middle School student.*

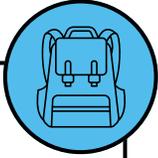
## WHO WE SERVE

- 33%** STUDENTS WITH AN IEP OR 504
- 70%** LIMITED ENGLISH PROFICIENCY
- 83%** QUALIFY FOR FREE OR REDUCED LUNCH
- 41%** SINGLE PARENT HOUSEHOLDS



*A 4<sup>th</sup> grade student from Whitman Elementary joined CHiL in the fall. The teacher at the school shared, "she was very shy. Over time, she began coming more regularly after finding a group of friends and connecting with a mentor she trusted. It was rewarding to witness her growth as she became more confident and open." When asked one way CHiL helped during the school year, the student shared that the program helped her to "feel less shy."*

# CHiL AFTERSCHOOL PROGRAM



103

Students participated in CHiL, which included mentoring, academic support, and SEL development.



57

Students participated in counselor led group therapy facilitated by OMNI.



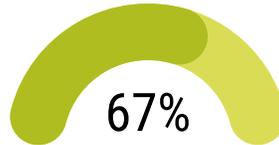
33

Volunteer mentors and interns supported students through the afterschool program.

## OUR IMPACT



SATISFACTORY ACADEMIC GRADES  
Defined as a "C" average or better.

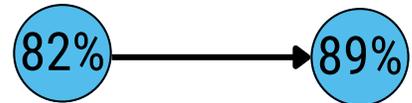


SATISFACTORY SEL GRADES  
Defined as greater than or equal to 2.5 on 1.0-3.0 Scale.



SATISFACTORY ATTENDANCE  
Defined as being absent less than 10% of school days.

I feel comfortable asking a tutor or mentor for advice.



I feel comfortable asking a tutor or mentor for help with schoolwork.

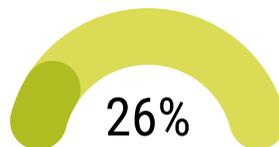


86% I would recommend CHiL to a friend.

93% I felt comfortable and enjoyed participating in the therapy group.



STUDENTS DEMONSTRATED  
MENTAL HEALTH IMPROVEMENT



FAMILIES IDENTIFIED NEEDING  
WRAPAROUND SERVICES



FAMILIES CONNECTED TO  
WRAPAROUND SERVICES

*A Holmes Middle School staff shared, "One of our 8<sup>th</sup> grade students really thrived this year. When he decided to join a sport, he saw the benefit of having time set aside for schoolwork. I think he also saw that the adults in his life were invested in his success." Now going into high school, the student shared he hopes to return as a mentor for future students in CHiL.*

## GROWING PROGRAM TEAM

Our program team added a new Site Coordinator to strengthen our impact. Jessa, a former London Middle School student and CHiL participant, joined our team this year. *"I know how important CHiL was for me, and I wanted to give the experience I had to the students currently in the program,"* she shared, adding the support she received at CHiL was *"incredibly important."*

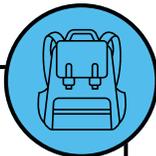
## CAREER PATHWAY OPPORTUNITIES

HOSC partners with high schools and colleges to provide workforce development opportunities for students seeking careers in education and social services. Vianhey, a student at Wheeling High School with a goal to become an elementary ESL teacher, interned with CHiL at Whitman Elementary School this spring. *"What drew me to serve as a mentor was the opportunity to connect with kids who come from backgrounds similar to mine. I understood the challenges they face, both in school and outside of it, and I wanted to be someone they could relate to not just academically, but personally. I saw how powerful it can be for a student to have a mentor who understands their experience and can support them both with schoolwork and with the confidence to move forward."*

## LUNCH BUDDIES

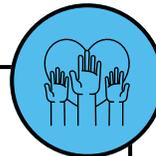
68

Students participated in Lunch Buddies, which includes mentorship and activities to strengthen foundational math and reading skills.



14

Volunteer mentors supported students through the Lunch Buddies program.



"The program jump starts my week and makes me feel like I am helping someone learn."  
- Jim, a Lunch Buddy for 8 years

## OUR IMPACT

89%

Students demonstrated improvements in classroom engagement or social emotional skills.

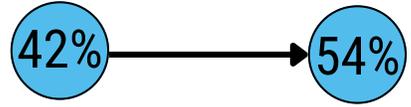
87%

Students shared that reading makes them feel happy, calm, smart, and curious.

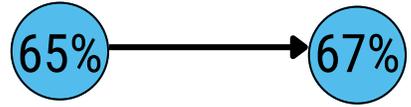
I feel comfortable asking a mentor or tutor for help with schoolwork.



I like to read.



I know how to pick books that are just right for me.



*"Bringing in community members to work with students is so important, and I'm really thankful for the program. Our students love it, and we're happy to have the volunteers join us year after year." - Jane Addams Elementary School Librarian*

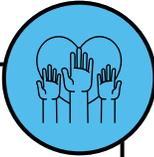
## PEN PALS



**87**  
Students participated in the Pen Pals program.



**434**  
Letters exchanged between students and Pen Pals volunteers.



**50**  
Volunteers served as Pen Pals in the program, exchanging letters with elementary students.

## OUR IMPACT



INCREASED CLASSROOM ENGAGEMENT



IMPROVEMENT IN READING OR COMPREHENSION



INCREASED COMPLETION OF WRITING ASSIGNMENTS

*Roberta, an RSVP Volunteer shared, "I look forward to the Pen Pal letters again in the new school year. Though I will miss knowing more about this year's student, especially as she transitions into middle school, I'm excited to find out more about my new Pen Pal in the fall."*

## SCHOOL PROGRAM PARTNERS

