

Domains	Data	Theme	Category
Schedule	“Time-wise I liked the half of day [so students can] be at home so that they can still feel like they had a summer.”	Liked the daily schedule	Span of time
	“The previous year was too long. The half day was about as much as they could take for the length of time.”	Liked the daily schedule	Span of time
	“I think that the time was good for my son so that he would not lose focus. If you stay on one subject for a long period of time, they lose focus.”	Liked the daily schedule	Span of time
	“They should tie in with Parks and Recreation so that the teachers would not have to stay the entire day and so that the kids could have an opportunity to do fun activities.”	Liked the daily schedule	Span of time
	“For me I tend to be a morning person and I work better in the morning. So I liked the earlier hours which gave him the afternoons to do other things he wanted to do. So I thought the hours worked fine.”	Liked the daily schedule	Span of time
	“I think any child will do better in the morning. If you just take a look at them, by the evening they seem worn out. I am one who never likes too much time on their hands so the length of the program could have been longer.”	The program could have been longer	Span of time
	“Actually, my child has more energy and seems to like it a lot more now. The regular school year is a little different because of the daily schedule.”	Child has more energy because of daily schedule	Span of time
	“The length of time gives an opportunity to begin something and end something and see some progress.”	The length gives an opportunity to see progress	Span of time
“Five hours is a good length as long as there are hands-on activities to enhance the SOL. Four weeks would also be long enough. The longer you stretch it out the more frustrated the child becomes. If you have it four weeks, the students still get a summer break.”	Five hours and four weeks are long enough	Span of time	

(appendix continues)

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	“The length of time is good. I think it could be a little longer. I think too much is lost even in two weeks.”	Length could be longer	Span of time
Transportation	“Getting to a bus stop at a feeder school at 7:00 a.m. really was a bit early. He was to be at the stop at 7:05 a.m. but if we did not arrive by 7:00 a.m. the bus had already departed. So I found myself having to leave by five or ten of 7:00 a.m.”	Did not like the morning bus schedule	Location and schedule
	“The way I feel with the buses coming that early is that they should come closer to the houses like last year. Parents would be better off bringing their kids to school than trying to get them to the bus stop. Otherwise, you would have to leave them unattended earlier. It makes it difficult to get them to a bus stop that early.”	Did not like the morning schedule	Location
	“From our house to the stop (elementary feeder school) it is too far for him to walk. I have to be at work at 7:30 a.m. so he is riding with someone else, luckily.”	Did not like the location of the bus stops	Location
	“I wish they could have been picked up at their regular bus stops. It was much harder for the students to get to a meeting place in the morning.”	Did not like the location of the stops	Location
	“It was kind of early and it put me out of my way. In the afternoon, you had to get back to that stop or find someone to get them at the stop in the middle of the day.”	Put me out of my way	Convenience
	“My child cannot walk to the stop because of the time and distance. I had to take him to school.”	Time and distance prohibited child from riding bus	Convenience

(appendix continues)

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	“My child could not have attended the program without transportation. If they are getting out of school mid-day, I have to leave work and come to bring them back to where I work. I would not have a job because I could only spare a half-hour.”	My child attended because of the available transportation.	Convenience
	“The bus situation is why my child is going to a recreation program until 5:00 p.m. so that my husband would not have to come pick them up in the middle of the day. Plus, there is no one home even if he was to go directly there.”	My child went to recreation after the program because of the bus schedule	Convenience
	“Some kids would have been better carpooling instead of going to the elementary school because there was difficulty getting them to the elementary school.”	Bus stops were hard to get to	Location
Communication	“I have absolutely no clue as to what is going on.”	No clue of what is going on	Program details
	“During the program I would like to be invited to an open house to find out what the kids are doing and to meet the teachers. This would also show me if the needs of my child would be met. Will the program be looking at the one skill my child is lacking or will it be something offered to the entire group? Is it diagnostic and prescriptive or general intervention? Afterwards, I would like to see the results of the posttest. This is where he was and this is where he is now.”	Need information specific to my child	Progress reports
	“The parents should also know why their kids have been recommended for the program. Is it because my child is weak in math and science or is it because of reading and writing?”	Why were students recommended	Diagnosis
	“Last year after the program ended, I did not find out anything until my son came back for the start of the next year. I would like to see some sort of note come home.”	Want to know child’s progress	Progress reports

(appendix continues)

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	<p>“I would like an outline or something at the end of the third week (maybe at the very beginning) letting me know that these are the areas that are going to be discussed and talked about. These are the activities your child will be doing and talking about. You will receive a little progress report at the end of the first session and one at the very end of the program. Right now, we only receive a progress report at the beginning and end of the sessions.”</p>	Send more information home relative to my child	Progress reports
	<p>“I think we should get information to let us know what our child will be doing; the time and length and if it will be transportation. Just give information about the program that will help enhance the skills of my child. Let me know how well my child is doing and if they would need a tutor when regular school starts.”</p>	Provide more program information	Program details
	<p>“I would like to know the courses my child has and the types of activities in those courses. If they were doing a theme, I would like to know what the related classroom activities are. During and at the end of the program, I would like to know what has been covered so that I could provide reinforcement at home.”</p>	Provide more program information	Program details
	<p>“Although my son really liked the program, I knew very little about what he was doing. I want to know all of the nuts and bolts about the program.”</p>	Know very little about the program	Program details
	<p>“During the program, I would like to be invited to an open house to find out what the kids are doing and to meet the teachers.”</p>	Invite parents in to see the program	Program details
	<p>“They sent progress reports this year that I thought were good at the end of the first session.”</p>	Some communication was sent home	Progress reports
	<p>“The sign-up sheet described the program but it would have been good to get more information once my child was signed-up.”</p>	Send more program related information home	Program details

(appendix continues)

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	“I did remember getting a letter stating that my child was in the program but that was it.”	Send more program related information home	Program details
Cost	“I have paid for summer school. This [program] being free was a blessing	Prefer no cost	Affordability
	“If the program were priced, it needs to remain within the means of the families targeted for participation. In order to provide the greatest benefit, it should remain free.”	Prefer no cost	Affordability
Instruction	“I think they [students] are really enjoying the program and classroom activities.”	Enjoyed program and classroom activities	Instructional strategies
	“I don’t feel like I know enough about the activities to talk about them. I don’t know what they did in the classroom.”	Do not know enough to comment	Program details
	“There were fewer field trips this year then last year. The trips should continue because the kids looked forward to them last year.”	Reinstate field trips	Field trips
	“Focus on things that will be done during school. Students should be able to do hands-on stuff.”	Reinforce school-year activities	Instructional strategies
	“My child enjoyed reading the novels. The only reason I knew about them was because her paper on the novel was one submitted to the author by her teacher.”	Enjoyed novel reading	Instructional strategies
	“He really enjoys the piece on history because that is his area. I know one day he was talking about the Civil War because they were really into that.	Enjoyed history piece	Instructional strategies

(appendix continues)

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	“They didn’t do the fun activities. They didn’t go outside. They missed being involved in some of the hands-on activities. They were involved in more activities from a fun standpoint last year. This year there was more rigor but from an academic side.”	Missed out on fun activities	Instructional strategies
	“Why not involve electives teachers – gym, art, music, etc.? They could be the tie-in from the first part of the day and provide those much needed hands-on activities that relate to the academic material covered in the morning.”	Involve elective teachers	Classroom activities
	“I know one day he was talking about the Civil War because they were really into that. He was telling me about one of the novels that they were reading in class and he was surprised that some of the kids weren’t aware of some of the little facts but that is only because I push him on the facts.”	Student talked about common study novels	Classroom activities
	“Why aren’t there field trips this year because the kids really enjoyed those last year?”	Kids missed field trips	Field trips
	“I think the summer should be fun. Actually, I think regular school should be fun because that is the way kids learn. I think if kids are enjoying what they are doing, they will retain the information.”	Make experience fun	Program enjoyment
Satisfaction	“I thought it was really nice of the teachers to offer prizes for certain activities.”	Prizes for activities	Teacher commitment
	“Actually, my child has more energy and seems to like it a lot more now. The regular school year is a little different because of the daily schedule.”	My child likes the program	Daily schedule
	“My son goes directly from this program to recreation. He enjoys coming here.”	Enjoys coming	Program enjoyment
	“From listening to my child, his teacher had a great sense of humor and really enjoyed working with them.”	Liked his teacher and enjoyed working with him	Program enjoyment

(appendix continues)

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	“The indicators I am getting from him are that he is enjoying it and that is good. That is the most important thing. That is 99% of it. I want him to enjoy it and every now and then I get the comments.”	Enjoying it	Program enjoyment
	“My child seems happy when she gets off of the bus each day.”	Happy each day	Program enjoyment