

Communities In Schools of Aurora
Program Narrative
Aurora Summer Programs
2018

13 pages



Communities
In Schools

Aurora

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Introduction

Under the leadership of Mayor Richard Irvin and Alderman, the City of Aurora has been a vital source of funding for summer programming. As a result, 1,367 Aurora youth were able to engage in summer learning and expanded learning opportunities in 2018 through various funding resources.

The following report provides information on the 2018 summer camps provided through funding in partnership with the City of Aurora, East Aurora School District, Indian Prairie School District, Oswego School District, West Aurora School District, and Communities In Schools of Aurora. Additional summer full and half-day camps are included in the report .

In particular, it examines program information related to participation, activities, and community partner services, specifically for the four summer camps funded by the City of Aurora. Additionally, it details the results of the surveys for the four summer camps, which were developed by Communities In Schools to track information on what the effects of participation in the summer camps had in increasing student achievement. Overall, the data collected indicates that students who participated in the summer programs made significant gains in all of the areas measured by surveys.

CIS values the quality of relationships and the impact summer programs have on youth by developing a meaningful, nurturing and positive relationship between the participants and adult and youth staff during the course of our programming.



Executive Summary

As students return to school this fall, many of them – perhaps especially those from historically disadvantaged student groups – will be starting the academic year with achievement levels lower than where they were at the beginning of summer break. This phenomenon – sometimes referred to as summer learning loss, summer setback, or summer slide – has been of interest to education researchers going back as far as 1906.^[1] We review what is known about summer loss and offer suggestions for the City of Aurora looking to combat the problem.

An early comprehensive review of the literature summarized several findings regarding summer loss.^[2] The authors concluded that: (1) on average, students' achievement scores declined over summer vacation by one month's worth of school-year learning, (2) declines were sharper for math than for reading, and (3) the extent of loss was larger at higher grade levels. Importantly, they also concluded that income-based reading gaps grew over the summer, given that middle class students tended to show improvement in reading skills while lower-income students tended to experience loss. However, they did not find differential summer learning in math, or by gender or race in either subject.

The recent literature on summer loss has been mixed. One study using data from over half a million students in grades 2-9 from a southern state (from 2008-2012) found that students, on average, lost between 25 – 30 percent of their school-year learning over the summer; additionally, black and Latino students tended to gain less over the school year and lose more over the summer compared to white students.^[3] However, an analysis of the nationally-representative Early Childhood Longitudinal Study, Kindergarten Class of 2010 – 11 (ECLS-K:2011) found little evidence of overall loss over the summers after grades K and 1, and the summer socioeconomic status gaps widened in some subjects and grades but not others.^[4] Von Hippel and Hamrock re-analyzed two earlier data sets and concluded that gaps “do not necessarily...grow fastest over the summer” (p.41).^[5] Thus, it seems summer loss and summer gap-growth occur, though not universally across geography, grade level, or subject.

Entwisle, Alexander, and Olson’s “faucet theory” offers an explanation as to why lower-income students might learn less over the summer compared to higher-income students.^[6] According to the theory, the “resource faucet” is on for all students during the school year, enabling all students to make learning gains. Over the summer, however, the flow of resources slows for students from disadvantaged backgrounds but not for students from advantaged backgrounds. Higher-income students tend to continue to have access to financial and human capital resources (such as parental education) over the summer, thereby facilitating learning.^[7]

Authors

David M. Quinn

Assistant Professor of Education -University of Southern California

Morgan Polikoff

Associate Professor of Education -University of Southern California Rossier School of Education

1. [1Cooper H., Nye B., Charlton K., Lindsay J., Greathouse S. \(1996\). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. Review of Educational Research, 66\(3\), 227–268. <http://journals.sagepub.com/doi/10.3102/00346543066003227>](#)
2. [2Ibid](#)
3. [3Atteberry, A., & McEachin, A. \(2016\). School’s out: Summer learning loss across grade levels and school contexts in the United States today. In Alexander, K., Pitcock, S., & Boulay, M. \(Eds\). *Summer learning and summer learning loss*, pp35-54. New York: Teachers College Press.](#)
4. [4Quinn, D.M., Cooc, N., McIntyre, J., & Gomez, C.J. \(2016\). Seasonal dynamics of academic achievement inequality by socioeconomic status and race/ethnicity: Updating and extending past research with new national data. *Educational Researcher*, 45\(8\), 443-453. <http://journals.sagepub.com/doi/abs/10.3102/0013189X16677965?journalCode=edra>](#)
5. [5Von Hippel, P.T., & Hamrock, C. \(2016\). Do test score gaps grow before, during, or between the school years? Measurement artifacts and what we can know in spite of them. \(Social Science Research Network working paper\). Retrieved from \[http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2745527\]\(http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2745527\)](#)
6. [6Entwisle D. R., Alexander K. L., Olson L. S. \(2000\). Summer learning and home environment. In Kahlenberg R. D. \(Ed.\), *A notion at risk: Preserving public education as an engine for social mobility* \(pp. 9–30\). New York, NY: Century Foundation Press](#)
7. [7Borman G. D., Benson J., Overman L. T. \(2005\). Families, schools, and summer learning. *The Elementary School Journal*, 106\(2\), 131–150. <http://www.journals.uchicago.edu/doi/abs/10.1086/499195>](#)

Cumulative Effects of Summer Learning Loss

If an investment is expected to depreciate by 30 percent in its first year and experience compounding losses every year thereafter, it is probably not a sound venture.

But that’s what happens with children’s education every summer.

While school is out, kids can lose up to two to three months of the skills they learned in the classroom that year.

“At the beginning of the school year, teachers need to spend the first five to six weeks reviewing material they saw the year before. We invest for nine months and then let those gains slip away. It’s a vicious cycle,” said Matthew Boulay, founder of the National Summer Learning Association.

While early learning depends on different moving parts, the association focuses solely on highlighting research and solutions to summer learning loss, often referred to as the “summer slide.”

Moreover, while summer slide disproportionately affects low-income families who can’t afford high-quality summer camps that build on the reading and math skills learned in the classroom, all kids are at risk.

The nation’s report card, recently published by the National Assessment of Educational Progress (NAEP), revealed that just 37 percent of the nation’s fourth-graders from both public and private schools are proficient readers.

The score has remained stagnant for the past 10 years.

“The research is crystal clear: Summer learning loss drags down achievement. It’s not so much that it’s one summer — it’s summer after summer. We’re never going to close the achievement gap unless we deal forthrightly with summer learning loss,” Boulay said.

In addition, because younger children aren’t yet equipped to retain as much new information for as long as older kids, for them, summer slide is steepest.

According to the association, summer learning loss during elementary school accounts for two-thirds of the achievement gap in reading between low-income children and their middle-income peers by ninth grade.

On top of lack of access to high-quality summer programs due to cost, transportation or availability, kids — especially those from low-income families — may not have age-appropriate books in the home or have opportunities for the breadth of social interaction that comes with being in school.

“Summer is the most unequal time of the year. There can be a sense of isolation for many kids. They might be home indoors while parents work because of inadequate supervision to be outside interacting with the world,” he said.

Although policy has yet to catch up, many school districts and communities are bridging summer learning gaps through partnerships and initiatives that engage families to keep summer slide at bay. The more families learn about summer slide, the more they’re willing to address it.

Boulay says summer learning shouldn’t feel punitive like summer school might, and there are lots of fun ways to keep learning while out of school.

In recent years, summer book reading challenges have gained popularity and can be accessed online, for instance. The key is to keep up good habits often enforced more closely during the school year, like reading daily.

“There’s an upside in summer learning. So many of the constraints in schools, like standardized testing, aren’t present in the summer. There are more opportunities for communities to experiment with new curriculum,” he said.

By Kim Doleatto, [Heraldtribune.com/news/20180507](https://www.heraldtribune.com/news/20180507)

The primary goal of the summer camps is to provide youth in Aurora with a structured, supervised and stable environment during the summer. Children should look forward to coming each day to a camp environment where they can learn new skills, make new friends, experiment with ideas and grow in self-esteem. Children had the opportunity to build friendships, explore new interests with other children and with each staff member. The importance of cooperation, friendship, teamwork, decision making, responsibility, trust and distinguishing between right and wrong through their experience was emphasized continuously. Targeted students identified by each school district benefitted from receiving additional academic support.

The summer camps continued to engage the city’s adolescent and pre-adolescent students in positive activities beyond the school year in the areas of academics, fine arts, socialization, leadership, and recreation. In doing so, students had the

opportunity to improve academic performance, artistic performance, physical performance and emotional performance while developing skills, attitudes, and behaviors that translated to both academic success and the development of life skills in a safe and supportive environment.



The success of these programs comes from the many organizations, which lend their support. Communities In Schools was responsible for the fiscal and programmatic coordination as well as the overall administration of the summer programs funded by the City of Aurora. CIS has worked at establishing positive relationships with community organizations, which contributed to the realization and continued development of the program.

CIS partnered with 15 community agencies and partners during the summer to provide hands-on engaging activities, supplemented activities or provided resources for the students enrolled in these summer programs.

- East Aurora School District
- Indian Prairie School District
- Oswego School District
- West Aurora School District
- Aurora Public Library
- Aurora Township Youth Department
- Brad Smith, Chess Club
- Cantigny Park
- Chicago Museum of Science and Industry
- City of Aurora
- Fox Valley Park District
- SciTech Hands on Museum
- Sodexo
- Starved Rock State Park
- Triple Threat Mentoring

City of Aurora Elementary Education Full Day Camps

Total students enrolled = 339

Georgetown Elementary School = 99

The Wheatlands Elementary School = 86

Magnet Academy = 87

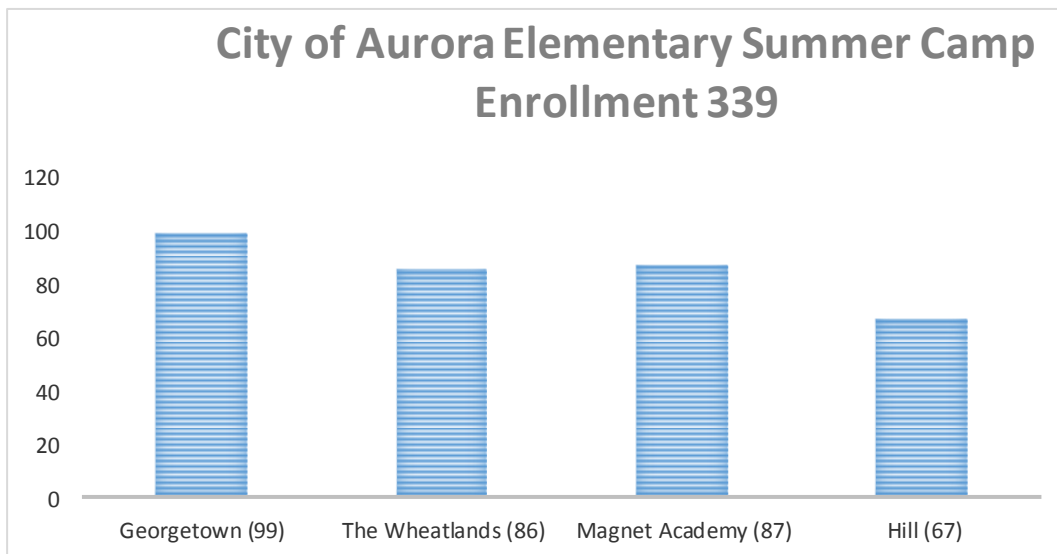
Hill Elementary School = 67

Communities In Schools in partnership with the City of Aurora, offered four-full day elementary education summer camps funded by the City of Aurora at Hill Elementary School in West Aurora School District 129 for four weeks, (110 hours); Georgetown Elementary in Indian Prairie School District 204 for six weeks (121 hours); The Wheatlands Elementary in Oswego School District 308 for six weeks (121 hours); and Fred Rodgers Magnet Academy in East Aurora District 131 for 6 weeks (110 hours). The education camps included math, literacy, STEM, fine and cultural arts, recreation, teambuilding and leadership.

We offered a variety of optional weekly themes with supplemental activities, curriculum and supplies as needed for each of the full day camps. Themes provided: Spirit Week, Safety Superheroes, Animals, and Their Habitats, Young Inventors, Weather, Getting To Know You, Science of Foods, Camping and Nature, Aviation, Wild Waterworks, and Olympics.

Breakfast and lunch were provided each day for all students through Aurora Township Youth Department for students enrolled in the camp at Georgetown and The Wheatlands and Sodexo for students enrolled in the camp at Hill and the Magnet Academy.

Total enrollment was 339 students from grades kindergarten – seventh grade enrolled in the City of Aurora Camps. Demographically speaking, there were more males (176) than females (163) and they were from a wide variety of racial and ethnic backgrounds. The most prolific backgrounds were Hispanic/Latino (180), African American (57), Caucasian (38) and Multi-Racial (26) which is reflective of the community’s diversity.



High school and college students were employed to work as youth leaders in the City of Aurora summer camp programs. Youth workers gained valuable hands-on experiences that build workforce and career skills. Youth workers benefitted through opportunities provided in their field of study as well as valuable, meaningful and trusting relationships with elementary school students as well as adults in the program. Their main responsibility was to assist the site coordinator and adult staff in delivering quality programs to the students. CIS employed 63 summer staff: 27 adults, 15 college and 21 high school students.

Evaluation Results

Evaluations play an important role in program development for summer camp programs. They were utilized to assess the impact of services as well as ways to improve service delivery mechanisms.

City of Aurora Elementary Education Full Day Camps (Hill, Georgetown, The Wheatlands and Magnet Academy)

The evaluation questions were formatted to assess summer camp programmatic goals, and the results of 181 student surveys were tabulated and analyzed by the staff at Communities In Schools. Full survey results are available upon request for the following surveys; parent, adult staff, youth staff, and students 2nd -5th grade.

One of the programmatic goals of the summer education camp was to help the elementary school students improve their academic experiences and performance. In relation to school and summer camp, successful gains are noted. One of the stronger positive responses in the entire evaluation was to the statement, *"I have fun at summer camp,"* with 96% (174) agreed responses out of 181.

Other positive responses were linked to developing skills, attitudes, and behaviors that transfer to school success. These were evident in responses to statements such as, *"I learned something new at camp this summer,"* with 80% (144) agreed responses.

Youth workers completed an evaluation of the program. Of those 21 high school and college workers that responded, 100% responded favorably to working in the program. The youth workers felt the program facilitated positive behavior among the elementary students with a 100% positive response rate. In response to *"I would like to work in the camp again next year,"* 100% responded positively.

Adult workers also completed an evaluation of the program. Of those 27 adults that responded, they stated they enjoyed working in the summer camp program with a 100% response rate. Additional questions with a 100% response rate were, *"I feel the program has staff that are positive role models of positive relationships,"* and *"The program facilitates positive behavior among the elementary students to make responsible choices and encourages positive outcomes,"* and *"The program builds relationships with arts, cultural and other community agencies to expand and enhance program offerings."*

A separate survey was given to the parents of children in the programs with 109 surveys returned. Out of the 105 responses there was a 96% positive response rate to the statement *"My child seems happier since participating in the summer camp program,"* and an additional 100% of respondents (108 out of 108) agreed that *"I feel welcome at my child's summer camp."* In addition, 100% of survey participants said that they would enroll their children again next year, and 100% agreed that they would recommend the program to other parents.

"This was the best summer camp our son had in years. Good and well planned and executed!" – Parent from Georgetown Elementary School.

"Thank you for teaching my children! They love summer camp." – Parent from Magnet Academy

"My child has truly enjoyed the summer camp. He has met new friends and he loves his teacher. I would highly recommend this camp." – Parent from The Wheatlands Elementary School.

“I really enjoyed the summer camp for my child. She can’t wait to go back tomorrow when she is being picked up. Thank you for your efforts and great staff you have this year.” Parent from Hill Elementary School



FVPD Elementary Full Day and West Aurora School District 129, 21st Century Community Learning Center Summer Camp Enrollment

264 Total students enrolled.

FVPD at Hall Elementary School (102)

D129 at Greenman Elementary School (162)

Fox Valley Park District and West Aurora School District 129 offered a full day, four week camp five days a week at Hall and Greenman Elementary Schools in partnership with Communities In Schools through 21st Century Community Learning Center grants. The City of Aurora provided the funding for four field trips for each camp to attend Phillips Park and Zoo, Chicago Museum of Science and Industry, FVPD Splash Country Aquatic Park, and Starved Rock State Park, however, the Phillips Park and Zoo was canceled due to rain. These two camps included academics (math, reading, and STEM), the fine and cultural arts, recreation, team building, and leadership. Starved Rock provided hiking and hands-on learning about native Illinois animals, their habitats, food sources, etc.

School District 131 Elementary Enrichment Half Day Summer Camps Enrollment Numbers

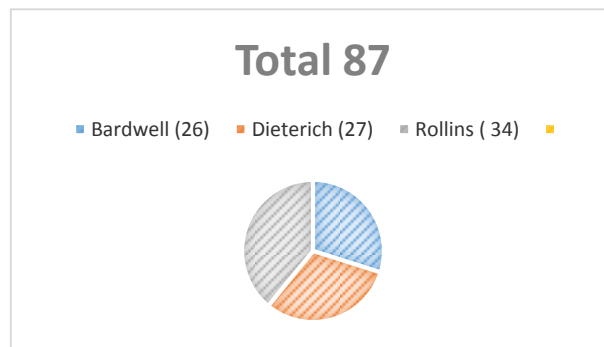
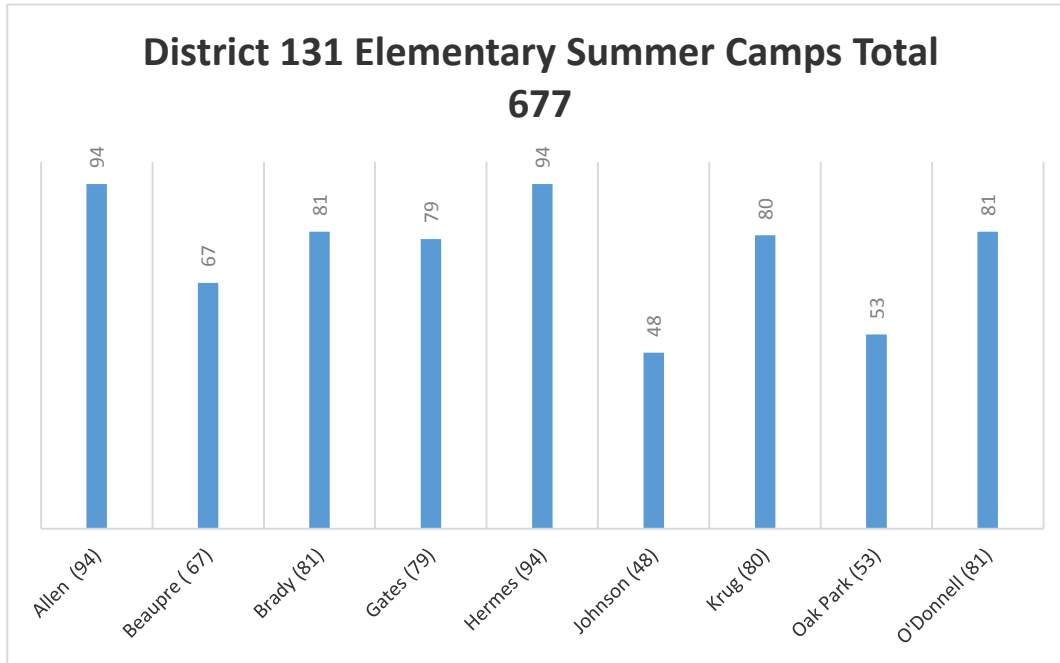
Total students enrolled 764

Students enrolled with District 131 (677)

Students enrolled with Family Focus at three elementary schools in District 131 (87).

East Aurora School District 131 in partnership with 21st CCLC and Communities In Schools, offered ten half-day summer camps for elementary school students at Allen, Beaupre, Brady, Gates, Hermes, Johnson, Krug, Oak Park, and O’Donnell with an enrollment number of 677. Family Focus in partnership with 21st CCLC and District 131 provided three half-day camps at Bardwell, Dieterich, and Rollins with an enrollment number of 87 students. The half-day camps included lunch, which was provided by Sodexo, recreation, crafts, board games, field trips, STEM, cooking, teambuilding and socialization. The City of Aurora provided various field trip experiences including transportation and admission for the D131 Elementary sites to attend

Cantigny Park, Into the Woods Jr production in partnership with Fox Valley Park District, Chicago Museum of Science and Industry, and FVPD Blackberry Farm.



Funding Resources

Communities In Schools strongly believes that the formula for providing effective, cost-effective and high-quality programs includes collaboration with many community organizations. CIS and community partners continue to look for funding and resources through local, state and federal grants and partnerships as well as fundraising activities to sustain the summer camp programs.

2018 City of Aurora Summer Full Day Education Camp Partner Descriptions

Organization	Involvement	Schools Served
East Aurora School District	Provided classrooms, gym, outdoor space and playgrounds, cafeteria and refrigeration, assistance in recruiting students in the summer camp and assistance in hiring staff. Access to school computers, technology and other school resources.	Magnet Academy
Indian Prairie School District 204	Provided classrooms, gym, outdoor space and playgrounds, cafeteria and refrigeration, assistance in recruiting students in the summer camp and assistance in hiring staff. Access to school computers, technology and other school resources.	Georgetown Elementary
Oswego School District 308	Provided classrooms, gym, outdoor space and playgrounds, cafeteria and refrigeration, assistance in recruiting students in the summer camp and assistance in hiring staff. Access to school computers, technology and other school resources.	The Wheatlands Elementary
West Aurora School District 129	Provided classrooms, gym, outdoor space and playgrounds, cafeteria and refrigeration, assistance in recruiting students in the summer camp and assistance in hiring staff. Access to school computers, technology and other school resources.	Hill Elementary
Aurora Public Library	Provided reading incentives and library books.	Magnet Academy, Hill, Georgetown and The Wheatlands
Aurora Township Youth Department	Provided breakfast and lunch to students through Illinois State Board of Education Summer Food Service Program.	Georgetown and The Wheatlands
Brad Smith Chess Club	Students learn the basic rules and strategies tactics, and problem solving skills of chess, improve and measure their skills using <u>Chess Belt</u> requirements and exam. Students will be able to apply these skills to the three parts of chess game; the opening, the middle game and the end game.	Magnet Academy, Hill, Georgetown and The Wheatlands
Chicago Museum of Science & Industry	Field trip - Students were able to tour the whole museum including Genetics and baby chicks hatchery, U-505 submarine, Science Storms, Numbers in Nature, The Great Train History, Ships Gallery and much more.	All camps
City of Aurora	Provided funding for staff, supplies, and programming.	Magnet Academy, Hill, Georgetown and The Wheatlands
	Provided funding for field trips, including transportation and admission.	All camps

Fox Valley Park District	Introduction to Karate	All camps
	Field trip to Splash Country Aquatic Center – students had the opportunity to swim.	Hall, Greenman and Hill
	Field trip to Phillips Park Aquatic Center – students had the opportunity to swim.	Georgetown and The Wheatlands
	Field trip to - Historic Blackberry Farm celebrates the pioneer days of the 1800s, bringing yesteryear to life amid a beautiful setting of modern amenities and attractions. Students were able to enjoy a nice day with a variety of recreational and educational activities such as museums, train rides, playgrounds and carousels.	All D131 camps
	Field trip to West Aurora High School – Student were able to watch the live production of “Into the Woods, Jr.” presented by students enrolled in the summer City of Aurora Drama Camp at the Fox Valley Park District.	All D131 camps, Georgetown and The Wheatlands
Scitech Hands on Museum	STARLAB® is an incredibly precise, interactive and exciting planetarium. The innovative design of this highly durable and portable dome, creates an ideal environment for hands-on, minds-on activities to space.	All camps
Triple Threat Mentoring	Nike SPARQ Olympic activities were provided to encourage fitness by engaging students in high-energy, fun athletic competitions focused on teamwork and core competencies of (Speed, Power, Agility, Reaction, and Quickness). Nutrition education, student leadership, and character development were also integrated into the program.	All camps

Completed by: Karen Harkness, Director of Programs, August 9, 2018

Aurora Summer Elementary Camps sites 2018

Summer Elementary Camp Objective			
<p>To provide youth in Aurora a structured, supervised and stable environment during the summer. Children should look forward to coming each day where they can learn new skills, make new friends, experiment with ideas and grow in self-esteem. Children will have the opportunity to build friendships, explore new interests with other children and with each staff member. The importance of cooperation, friendship, teamwork, decision making, responsibility, trust and distinguishing between right and wrong through their experience will be emphasized continuously.</p>			
Inputs	Strategies	Outputs	Short Term Outcomes
<p>Funding Resources: <u>Total of all summer programs</u> <u>92</u> Adult Staff <u>46</u> College students <u>37</u> High School Students <u>19</u> Partners</p> <p>Locations: <u>City of Aurora</u></p> <ul style="list-style-type: none"> • The Wheatlands • Georgetown • Magnet • Hill <p><u>27</u> Adult Staff <u>15</u> College students <u>21</u> High School Students</p> <p><u>FVPD & D129:</u></p> <ul style="list-style-type: none"> • Greenman • Hall <p><u>24</u> Adult Staff <u>15</u> College students <u>6</u> High School Students</p> <p><u>D131</u></p> <ul style="list-style-type: none"> • Allen • Beaupre • Brady • Gates 	<p>One-on-one tutoring with math and reading skills</p> <p>Group tutoring with math and reading skills</p> <p>Mentoring from adults to youth workers and from adults to students</p> <p>Mentoring from youth workers to students</p> <p>Academic enrichment activities included math, literacy, science, computer skills, nutrition, health and safety</p> <p>Fine arts included arts and crafts, drama, plays and music</p> <p>Recreation included fitness programs including The SPARQ fitness programs, martial arts, obstacle courses, playgrounds, hula hoops, soccer, basketball, dodge ball, kick ball,</p>	<p>339 students K-7th participated in the full day summer education camps provided by City of Aurora</p> <p>264 students K-5th participated in the full day summer education camps provided by D129 & FVPD</p> <p>677 students K-5th participated in the half day camps provided by D131</p> <p>87 students K-5th participated in the half day camps provided by Family Focus</p> <p>COA - Full Day Camps were 5.5 hours per day, 4 days a week for 6 weeks.</p> <p>D129 & FVPD Full day camp was 5.5 hours per day, 5 days a week for 4 weeks.</p> <p>D131 Half Day Camps were 3.5 hours per day, 4 days a week for 6 weeks.</p> <p>Family Focus Half Day Camps were 3.5 hours per day, 4 days a week for 6 weeks</p> <p>Locations: <u>City of Aurora=339</u></p> <ul style="list-style-type: none"> • D204 Georgetown 99 • D308 The Wheatlands 86 • D131 Magnet Academy 87 	<p>Hours youth are in a safe environment during out-of school-time</p> <p>Indicator: Of the 181 responses from 2nd – 5th graders: <i>“I feel safer during the day at the summer camp program.”</i> 172 students (95%) agreed.</p> <p>Youth increase knowledge about academic subjects they are studying</p> <p>Indicator: Of the 181 responses from 2nd – 5th graders: <i>“My math improved during the summer camp.”</i> 123 students agreed. <i>“My reading improved during the summer camp.”</i> 128 students agreed.</p> <p>Youth increase knowledge of sports, physical fitness and health</p> <p>Indicator: Of the 181 responses from 2nd – 5th graders: <i>“Activities and Sports keep me active.”</i> 170 students agree.</p>

<ul style="list-style-type: none"> • Hermes • Johnson • Krug • Oak Park • O'Donnell <p><u>41</u> Adult Staff</p> <p><u>16</u> College students</p> <p><u>10</u> High School Students</p> <p><u>Family Focus</u></p> <ul style="list-style-type: none"> • Bardwell • Dieterich • Rollins <p>Community Partners</p> <ul style="list-style-type: none"> • East Aurora School District • Indian Prairie School District • Oswego School District • West Aurora School District • Aurora Public Library • Aurora Township Youth Department • Brad Smith Chess Club • City of Aurora • Fox Valley Park District • Scitech Hands on Museum • Sodexo • Triple Threat Mentoring 	<p>board games and much more</p> <p>Character Counts activities were built into each day with staff and the community partners as well as promoting positive behavior throughout the day with all students</p>	<ul style="list-style-type: none"> • D129 Hill 67 <p><u>FVPD & D129:=264</u></p> <ul style="list-style-type: none"> • Greenman 162 • Hall 102 <p><u>D131=677</u></p> <ul style="list-style-type: none"> • Allen 904 • Beaupre 67 • Brady 81 • Gates 79 • Hermes 94 • Johnson 48 • Krug 80 • Oak Park 53 • O'Donnell 81 <p><u>Family Focus=87</u></p> <p><u>D131</u></p> <ul style="list-style-type: none"> • Bardwell 26 • Dieterich 27 • Rollins 34 	<p>Youth develop positive peer relationships with others in the program</p> <p>Indicator: Of the 181 responses from 2nd – 5th graders: <i>“I made new friends who make me feel better about myself.”</i> 163 students (90%) agreed and <i>“I would ask a friend to join me at camp because I like it.”</i> 163 students agreed.</p> <p>Of the 181 responses from 2nd – 5th graders; <i>“I have fun at camp.”</i> 174 responses (96%) agreed.</p>
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