

INDEPENDENCE, MO SCHOOL DISTRICT

BEFORE- AND AFTER-SCHOOL PROGRAM EVALUATION

ELEMENTARY AND MIDDLE SCHOOL

(21CCLC GRANT)

2014-2015

Conducted by the Zigler Center in Child Development and Social Policy

Yale University

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EXECUTIVE SUMMARY

In this 2014-2015 Evaluation Report we present the latest findings from five schools in the Independence, MO School District (ISD). The report, the latest in a series of evaluations on ISD's after-school program, indicates that the district's before- and after-school programs at the elementary and middle school level continue to experience success. The Independence, MO, School District (ISD) has been operating before and after-school programs with support from the 21st Century Community Learning Centers (21CCLC) grants, awarded by the Missouri Department of Elementary and Secondary Education (DESE) and is known for its operation of effective after-school programming as indicated in longitudinal evaluations of its efforts.

ISD's after-school programs includes Kids Safari and Clubs at the elementary school level, and Latitude at the middle school level. Kids' Safari and Latitude combine before-school and after-school activities, whereas Clubs provides students who are not in Kids Safari with opportunities to participate in various after-school activities for free. Together, Kids' Safari and Clubs, and Latitude are referred to as ISD's before- and after-school programs.

In addition to the focus on quality implementation, ISD pays attention to students and parents, and provides professional development opportunities for its after-school staff. ISD has also undertaken a longitudinal evaluation of the after-school program. The evaluation, conducted by the Zigler Center in Child Development and Social Policy at Yale University, has been on-going since 2003 and includes comparisons among three groups: students and families in Kids' Safari and Latitude, students and families in the Club program at the elementary level, and a control group of students who do not participate in any of the after-school activities.

For the 2014-2015 evaluation, we collected and analyzed qualitative and quantitative data and included both implementation and impact studies. The implementation study focused on such qualitative information as: What types of services are offered; the characteristics and educational background of program staff; an assessment of the quality of the program; and the number of and characteristics of the students enrolled. Also included were attendance data. The impact study included a quantitative focus on the program's effect on the students, families, and the schools as a whole.

Implementation: The five schools (four elementary schools and one middle school) participating in the 2014-2015 evaluation were: Fairmount, Korte, Sugar Creek, Three Trails, and Nowlin respectively.

At the elementary school level, almost a third, or 29 percent of students, were enrolled in the school-age program. This included both Kids' Safari and Clubs. Students in kindergarten through fifth grade attended what we found to be well-planned, research-based before- and after-school programs. The schools served an at-risk population, with the majority of students, or 76 percent, qualifying for free or reduced fee lunch in Kids' Safari and 77 percent qualifying for free or reduced lunch in Clubs.

At the middle school level, 21 percent of students were enrolled in the school-age program. This was an increase of 7 percent since last year. These students were also identified as an at-risk population, with 74 percent of students in Latitude qualifying for free or reduced fee lunch.

Impact: Data analysis indicated that the major impact of participation in Kids' Safari and Latitude was related to academic achievement, as evident in the Quarter Two grades, Quarter Four grades, and Missouri Assessment Program (MAP) scores. Students in Kids' Safari and Latitude outperformed the control group in Communication Arts, Mathematics, and Science grades and MAP scores. There were statistically significant differences when comparing Kids' Safari and the control group in Communication Arts MAP scores ($p < .05$). This was an improvement over last year when no statistically significant differences were found. There were also statistically significant differences when comparing Latitude and the control group in Communication Arts and Mathematics MAP scores ($p < .05$). Additional findings included the following:

- A total of 228 (out of 243) students were regular attendees at Kids' Safari at the four elementary schools and 72 (out of 159) students were regular attendees at Latitude in Nowlin middle school. Regular attendees were students that attended at least 30 or more days.
- Overall, Kids' Safari attendance rates for regular attendees ranged from 33 days to 190 days at the four elementary schools. On average, students attended Kids' Safari for 139 days during the school year.
- Latitude attendance rates for regular attendees ranged from 32 days to 177 days. On average, students attended Latitude for 90 days during the school year.
- Students enrolled in Kids' Safari and Latitude outperformed students in the control group in second and fourth quarter grades for communication arts (CA), mathematics, and physical education measures. For students attending Kids' Safari, this difference was statistically significant on several subtests in all three subjects ($p < .05$), including but not limited to, narrative (CA), spelling (CA), understands place value (math), and demonstrates skill on grade level (PE). At Latitude, there were also many statistically significant differences found for the communication arts and mathematics subtests ($p < .05$), including but not limited to, voice (CA), word choice (CA), preparedness for learning (math), and statistics and probability (math).
- The four elementary schools received high marks on each of the five School-Age Program Quality Assessment (PQA) standards, with most schools receiving at least a 3.5 (out of 5) for each standard. Nowlin also received high marks on three of the six School-Age PQA standards, scoring at least a 3.5 on each standard.
- Parent survey data indicated their approval of the Kids' Safari program, indicating it was a great place for their child to be before and after school. The average parent indicated with a score of 4.20 (out of 5), that they don't worry about their children when at the after-school program. Additionally, the average parent indicated with a score of 4.08 that their child was having a positive experience in the after-school program.
- Parent survey data at Latitude was overwhelmingly positive again this year, with all parents, indicating with a perfect score (5 out of 5) that they don't worry about their child when at the after-school program. In addition, all parents (100 percent) also indicated with a perfect score that the after-school program is reliable and they can count on it to provide the after-school care that they need.

Recommendations: Our findings indicated that the ISD school-age program is a high quality and effective program during the 2014-2015 year. There were continued improvements in academics from the previous year. This was critical in demonstrating improvement in academic achievement among low-income students. The program provided an opportunity for student growth during the before- and after-school hours. The findings show that ISD should continue to provide these effective programs and

continue to focus on the connection between what is offered during the school day and the programs provided in Kids' Safari and Latitude.

We expect that ISD will continue its effort to provide exceptional activities that capture students' and families' interests and needs. It is critical that more students are involved in, and maintain, leadership roles throughout the year. It is also important to involve families and the community in the programs provided. This will assist in improving enrollment and attendance rates, and ensure student and family satisfaction with the program. Our recommendations include not only that ISD continue to provide the same exceptional services, but also that the following areas be addressed:

- 1) Continue to provide new club offerings that are both interesting and engaging to students and academically beneficial;
- 2) provide increased opportunities for adult education class and market those opportunities so that families and communities are aware of their existence and benefits;
- 3) increase enrollment numbers through improved and creative recruitment strategies; and
- 4) continue focusing on STEM (Science, Technology, Engineering, and Math), especially with the female population at both the elementary and middle school level.

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SECTION 1: EVALUATOR INFORMATION

SCOPE OF WORK FOR EVALUATOR

This evaluation was conducted by researchers at The Zigler Center in Child Development and Social Policy at Yale University. The Center has been evaluating after-school programs for a number of years, including those operated by ISD. It is also nationally known for its work on child development and social policy. Dr. Matia Finn-Stevenson, a senior scientist at Yale and one of the Zigler Center's directors is the Principal Investigator for the evaluation. Finn-Stevenson and her staff have extensive experience in the evaluation of federal, state and local projects; in particular, school-based initiatives, and they are the evaluators of ISD's 21CCLC programs.

The proposed evaluation will be used: 1) to improve program quality by sharing the information with program staff and 2) to report findings to the state agency, the school board, school administrators, site advisory councils and others.

The evaluation design is based on what we know from the research about effective evaluations and includes both a process of implementation and outcomes sections. The implementation component will document services and activities provided, to the extent that students are enrolled and participate, the demographic and other characteristics of the students and parents receiving services, and the characteristics and educational background of the program staff. In addition, program quality will be monitored and objective assessments using national quality assessment tools from the research on quality programs for school-age students will be used. Staff development practices, which are the foundation upon which quality is established, will be examined as well. The outcome component will include several assessments and an analysis of student achievement and behavior data to determine the extent of the Centers' impact on individual students who are enrolled, as well as the school as a whole.

In addition to measures selected or developed by the evaluators, this year's evaluation also included surveys required by the Missouri State Department of Education.

COST FOR EVALUATOR

During the 2014-2015 year, the cost for an evaluator was \$36,090: \$28,590 plus \$7,500 for conducting quality assessments at each of the schools participating in the evaluation.

SECTION 2: PURPOSE OF PROGRAM

PROGRAM NEED AND BACKGROUND

The Independence, MO, School District (ISD) received a 21st Century Community Learning Centers (21CCLC) grant from the Missouri Department of Elementary and Secondary Education (DESE) to assist in the start-up of the districts before- and after-school program in Western Independence schools. Western Independence consists of four elementary schools: Fairmount, Korte, Sugar Creek, and Three Trails, and one middle school: Nowlin. This evaluation reports on the fourth year of implementation of the program.

The before- and after-school programs in these five schools were implemented as part of the district's Child and Family Learning Centers (CFLCs). CFLCs provide a framework for the delivery of multiple family and child services within each school at ISD, allowing each school to customize services based on the needs of its neighborhood and community. This ecological approach recognizes that students are influenced not only by the school, but also by the family, neighborhood, and community and that an impact on academic achievement can be achieved when we provide not only academics, but also a range of support services that students and their families may need.

The 21CCLC grant enabled ISD to enhance its before- and after-school program and ensure that such programs are provided within a broad-based comprehensive model that focuses on students' development and academic achievement. Of significance is the fact that opportunities were provided for students who are not enrolled in Kids' Safari before- or after-school services; they may enroll in enrichment activities offered before or after school, referred to as Clubs. Along with the availability of coupons and a sliding scale fee system, this ensures that all students have the opportunity to participate.

In this report, we present the findings for the 2014-2015 evaluation of the Learning Center's major components -- Kids' Safari and Clubs at the elementary level and Latitude at the middle school level -- and the performance of students within each against the performance of the control group, which consists of all students in the five schools not participating in the school-age program.

PHILOSOPHIES EMPLOYED

Principles guiding the evaluation include:

One, the quality of implementation is a critical aspect of program success and its assessment can help inform impact findings. Implementation assessments should also be viewed as important feedback and provided to program staff, so they may continue successful strategies and refine those that need change. Data on implementation is further important in helping explain program outcomes. Although some evaluations focus only on outcomes, the Zigler Center's studies always include both implementation and outcomes.

Two, high quality implementation is dependent on knowledgeable personnel. Hence, the evaluation examines not only data on participating students, but also data on program administrators and the extent that on-going staff development opportunities are provided.

Three, that information on both enrollment and attendance is essential. Enrollment data alone is insufficient as it does not indicate attendance, which speaks to the intensity of the intervention; the higher

the attendance rate, the more likely the students are to benefit from their participation in the program. Attendance rates also indicate the extent that students are interested in activities and can be used to assess changes that may be needed in program offerings.

SECTION 3: PROGRAM GOALS

There were four performance goals for Kids' Safari and Latitude. The first two goals focused on academic achievement and the second two goals focused on collaboration and family and community involvement. It was expected that these goals would be met during the 2014-2015 school year. This section details progress measurement and the performance goal status.

PROGRESS MEASUREMENT

There are several components that were used to measure progress. First, we analyzed quantitative data to determine the extent to which performance goals were met, using various quantitative tools (see Section Five for data sources). Second, we surveyed students, parents, site administrators, staff, and other key members. From these surveys, valuable qualitative data were collected and used to assess progress and program satisfaction. Third, we utilized an external evaluation tool, notably, the School-Age Program Quality Assessment (PQA), which provided additional data on program success.

PERFORMANCE GOALS AND STATUS

This section reports on how the Kids' Safari and Latitude program for those regular attendees aligned with the performance goals set forth in the 21CCLC grant. Additional information and data will be provided in the remainder of the report.

The Independence School District's goals are to establish the current model of 21CCLC programming and increase levels of performance tremendously among the targeted population. These schools have the highest average of free and reduced lunch and ELL students in the district.

By providing quality services to students including academic enrichment, recreational learning opportunities, health and nutrition and life skills, we are preparing students for a better and brighter future.

The performance goals and status are as follows:

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

A total of 243 students were served in the Kids' Safari program at all four elementary schools, and 159 students were served in the Latitude program at the middle school. The control group, which is referenced below, is made up of students who did not participate in the before- or after-school programs at the elementary schools or middle school.

- Kids' Safari students outperformed students in the control group in communication arts, mathematics, and physical education measures in the second and fourth quarter grades. In the second quarter and fourth quarter, many of the differences were statistically significant ($p < .05$).
- Latitude students outperformed students in the control group in communication arts and mathematics measures in the second and fourth quarter grades. In both quarters, many of the differences were statistically significant ($p < .05$).

- Kids' Safari students received higher MAP scores in Communication Arts, Mathematics, and Science, when compared to the control, with statistically significant differences in Communication Arts only ($p < .05$).
- Students enrolled in Latitude received higher MAP scores in Communications Arts, Mathematics, and Science than the control group. These results were statistically significant for Communication Arts and Mathematics ($p < .05$).
- Kids' Safari aligned itself with the school day in every aspect of the program. Students were able to experience learning in a fun, hands-on atmosphere through reading, writing, and math-based clubs. Kids' Safari aided students' learning in reading and mathematics with academic-based clubs, homework and reading time, and curriculum-inspired activities.

Goal 2: Students participating in the Learning Centers will demonstrate higher levels of academic success as measured by school performance.

- Overall, Kids' Safari students outperformed the control group in communication arts, mathematics, and physical education measures in second and fourth quarter grades. Some of the measures that were statistically significant ($p < .05$) included, but were not limited to, narrative, spelling, vocabulary, understands place value (math), and demonstrates skill on grade level (PE).
- Overall, Latitude students outperformed the control group in communication arts and mathematics measures in second and fourth quarter grades. Some of the measures that were statistically significant ($p < .05$) included, but were not limited to, voice, word choice, engagement and participation (math), statistics and probability, ratio and proportional relations, and the number system.
- Parents were asked questions related to the impact of Kids' Safari and Latitude on academics and its connection to the school day. Parents scored various prompts on a scale of 1 (almost never true) to 5 (almost always true). Overall, the average parents score was at least a 4 on the following item: After-school staff are well informed about my child's learning success and challenges in school. In addition, for four out of the five schools, the average parent score was at least 4.7 for the following measure: The after-school program is helping my child to be more successful in school.
- Homework time was available before and after school. Staff checked students' folders for completed homework every morning. If students did not finish their work, staff would work together with them to complete the assignment before they participated in group activities.
- Kids' Safari continued to use a "homework contract" with the school day teacher to let the Kids' Safari staff know what each student should be working on and how the staff could assist.
- Kids' Safari recruited families who were frequently truant or absent. A coupon system was provided to families who were in need of help and had trouble getting their student to school at the beginning of the day.
- Every morning Kids' Safari staff discussed with teachers how students were doing and what was being taught that day to ensure collaboration with the school day. Teachers communicated homework assignments and behaviors to the staff.

Goal 3: Students and their families who participate in the program will be more involved in their student's education and school activities.

- Disadvantaged and at-risk students attended Kids' Safari and Latitude, with 76 and 74 percent receiving free or reduced lunch, respectively.
- Students at Kids' Safari, who were regular attendees (attending 30 days or more), attended the program anywhere between 33 days to 190 days, which the average student attending for at least 139 days during the school year.
- Latitude attendance from 32 days to 177 days, which an average student attending at least 89 days during the school year.
- Every club offered at the four elementary schools provided an opportunity for parental involvement. Activities and clubs drew parents and families due to the excitement from their students. At the end of clubs, certificates were passed out and oftentimes a display of performance was implemented to allow parents to be involved and participate.
- Parents were given articles and materials that they could use at home to encourage their student's education. Parents were also kept informed through weekly newsletters and daily verbal communication. School-wide newsletters were kept on the information table and a Parent Board featured upcoming school and community events, as well as Kids' Safari events and schedules.
- Kids' Safari staff hosted family nights and various events to encourage the family atmosphere.

GOAL 4: Centers will provide a variety of adult services to the neighborhood.

- Kids' Safari worked with neighborhood churches and other schools to offer a Hispanic Help Night to help families get familiar with the district's web page, enroll in free and reduced lunch, and learn how to use PowerSchool.
- Kids' Safari partnered with LINC to offer free community events for families, and to run site advisory council meetings. The Sugar Creek Site Council met once a month to discuss what they could do to improve the community.
- Parents at Kids' Safari were asked whether the after-school program offered needed services to adult family members (i.e., FED, ELL, technology, family literacy, etc.). Parents provided a score ranging from 1 (almost never true) to 5 (almost always true). Parents at all four elementary schools provided an average score of at least 3.5, indicating that overall, the program was providing these important and helpful services.
- Parents at Latitude were asked a variety of questions related to family involvement and adult services in the neighborhood. Parent responses were very positive. For example, the average parent response was 3.36 for the following prompt: The after-school program links with other service providers in order to bring services on site, ease the referral process, share information about resources, and identify and fill gaps.

PROGRAM AND BUILDING TEACHERS AND LEADERS

The Independence School District strived in the development of collaborations between different departments in the district. The relationship between the after-school program and building teachers was a collaboration that was fostered and maintained.

- Kids' Safari and Latitude invited school day teachers to lead before- and/or after-school clubs and tutoring to students in their building. This was done in order to enhance knowledge on school day subjects and strengthen the connection of the after-school program and the school.
- Eighty percent of the Youth Specialists indicated that they received student progress reports from the school day teachers during the year, and that the after-school staff regularly communicated with school day teachers.
- After-school program staff had the opportunity to provide hands-on learning and experiences that they may not have been able to complete during the regular school day.
- Staff were required to report on a scale of 1 to 5, whether they participated in meetings where linkages between the school day and after-school were discussed and/or where the academic progress of individual students were discussed. Their average responses ranged from a low of 3 at Fairmount to a high of 4.25 at Three Trails, indicating that they participated regularly, although not all schools at the same level.
- Staff were also asked to report on a scale of 1 to 5 if they coordinated the activity content of the after-school sessions with students' homework. Their average responses ranged from a low of 2.67 at Fairmount to a high of 4.5 at Sugar Creek.

SECTION 4: 2014-2015 PROGRAM DESCRIPTION

This section provides an overview of the proposed and actual costs of the evaluation on the before- and after-school programs. The program structure of Kids' Safari, Latitude, and Clubs is provided, including the 2014-2015 enrollment and demographic data. Additionally, the following components of both Kids' Safari and Latitude are discussed:

- Staff Involvement & Impact on the Program
- Activities
- Program Integration with the Regular School Day
- Special Events
- Program Partner Involvement & Impact
- Recruitment Strategies

PROPOSED AND ACTUAL COST

During the 2014-2015 year, expenditures did not exceed the projected budget. The proposed cost of the program was \$357,283.00 (see Chart 1 below). Only \$345,647.00 was spent. This was \$11,636.00 less than the budget, or about 97 percent of the proposed budget for the year. Based on expenditures, \$609.60 was spent per student.

Chart 1: 2014-2015 School-Age Program Budget and Expenditures

Category	Budget	Expenditures
Salaries	\$139,785.00	\$139,785.00
Benefits	\$55,957.00	\$54,470.00
Travel and Transportation	\$2,885.00	\$2,885.00
Materials and Supplies	\$90,147.00	\$88,264.00
Professional Development	\$4,245.00	\$4,245.00
Purchased Services	\$54,412.00	\$46,271.00
PQA/Accreditation	\$6,000.00	\$6,000.00
In Direct Costs	\$3,852.00	\$3,727.00
Total Grant Dollars	\$357,283.00	\$345,647.00

PROGRAM STRUCTURE

KIDS' SAFARI

The before- and after-school program at the elementary schools is known as Kids Safari, a name was selected to appeal to students. The goal of Kids' Safari is to enhance students' development and school achievement through recreational, academic, and enrichment activities, as well as to provide before- and after-school care. In Kids' Safari, students may select tutoring, homework help, field trips, and/or social activities during the before- and after-school period or during the summer. Students may also choose from numerous club options, including literacy, math, science, academic, dance, creative, recreational, and fitness activities. In order to ensure that all students can participate, a sliding scale fee option was developed. Families who qualify for free or reduced lunch and did not qualify for Department of Social

Services (DSS) assistance could utilize the sliding scale option. In addition, “coupons” were provided to families experiencing difficulties or to those families waiting on their DSS approval so they could utilize Kids’ Safari services. Scholarship funds were also available for families experiencing temporary financial difficulties or hardship situations. Relatively low fees and the availability of fee discounts and coupons ensured access to services for all families, particularly low-income families.

Kids’ Safari operated year-round at all four schools. During the academic year, it operated Monday through Friday, before school, from 6:30 a.m. until 9:05 a.m., and after school, from 3:45 p.m. until 6:00 p.m. Parents had the option to enroll in before-school, after-school, or full-time before and after school. During non-school days (i.e., vacations and special days), the program provided day-long services from 6:30 a.m. until 6:00 p.m.

During the summer, when summer school was in session, the program operated from 6:30 a.m. until 8:30 a.m., and then in the afternoon from 4:00 p.m. until 6:00 p.m. When summer school was not in session, the program provided day-long services from 6:30 a.m. until 6:00 p.m.

Club activities were open to all students at each of the four elementary schools. Clubs were free and operated on various days throughout the week before or after school. There was no set format for club activities; the period and schedule frequency varied depending on the club. One club might operate, for example, one day a week for three weeks, whereas another might be offered two days a week for the semester. Some clubs offered several sessions during the week.

During the 2014-2015 academic year, ISD students enrolled on a first-come, first-served basis to fill 100 clubs. The clubs varied in their content, structure, and objectives, and included tutoring and homework help, as well as numerous activity options, sufficient to address the many and varied interests of the students. Examples of clubs included Boy Scouts, Learn to Swim, Let Me Run, Math Madness, Music and Movement, Origami, Science, Reader’s Theater, CrossFit Kidz, Mutt-i-grees (a social and emotional learning program based on human-animal interactions), Force and Motion, Gymnastics, Juggling Jugglers, Journaling, and Chinese Culture Club.

KIDS’ SAFARI ENROLLMENT

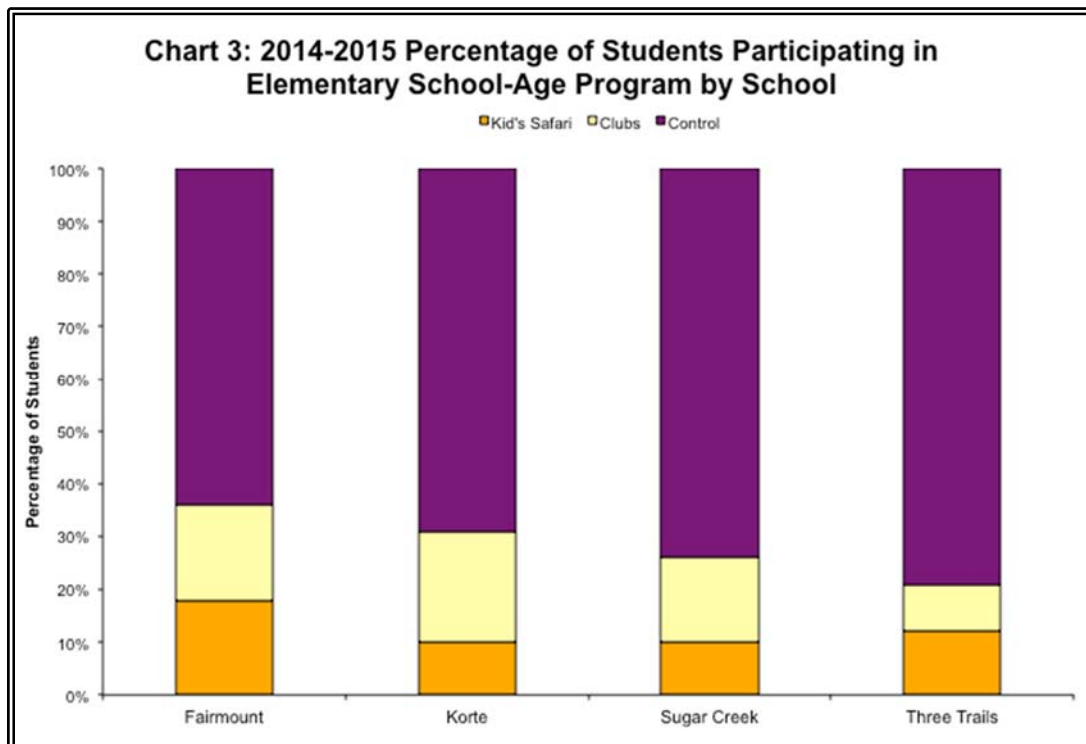
The Independence School District is comprised of 13 elementary schools, with a total enrollment of 5,356 students. During the 2008-2009 school year, four elementary schools, one middle school, and one high school were annexed into the district from a neighboring Kansas City, MO district. During the 2011-2012 academic year, we began implementation of the Kids’ Safari program in these four annexed elementary schools. The 17 ISD elementary schools served 6,991 students. About 28 percent (1,986 students) attended one of the four schools implementing programs with the 21CCLC grant this year.

These four schools were the focus of this evaluation. Chart 2 shows the number of students enrolled in the four schools, along with the enrollment in Kids’ Safari and Clubs (Note: The enrollment numbers include the Summer Success 2014 after-school program). Chart 2 also shows the percentage of students enrolled in Kids’ Safari and Clubs as a percentage of the population in each of the four schools (School-Age Program column). We monitored students not enrolled in either program as a control group. That column (control) lets you know how many students in each school were not enrolled in either Kids’ Safari or Clubs.

Chart 2: 2014-2015 Student Enrollments by Elementary School

School	Total School Enrollment	Kids' Safari		Clubs		School-Age Program (Kids' Safari & Clubs)		Control	
		N	% of Total Enrollment	N	% of Total Enrollment	N	% of Total Enrollment	N	% of Total Enrollment
Fairmount	388	71	18%	71	18%	142	36%	246	64%
Korte	584	60	10%	121	21%	181	31%	403	69%
Sugar Creek	546	55	10%	88	16%	143	26%	403	74%
Three Trails	468	57	12%	44	9%	101	21%	367	79%
TOTAL	1,986	243	12%	324	16%	567	29%	1,419	71%

Enrollment in Clubs was generally higher than in Kids' Safari (see Chart 3 below). We attributed this finding to the fact that Club parents were more likely to be unemployed and don't need the before- and/or after-school services five days a week. For them, club options worked best.



KIDS' SAFARI DEMOGRAPHICS

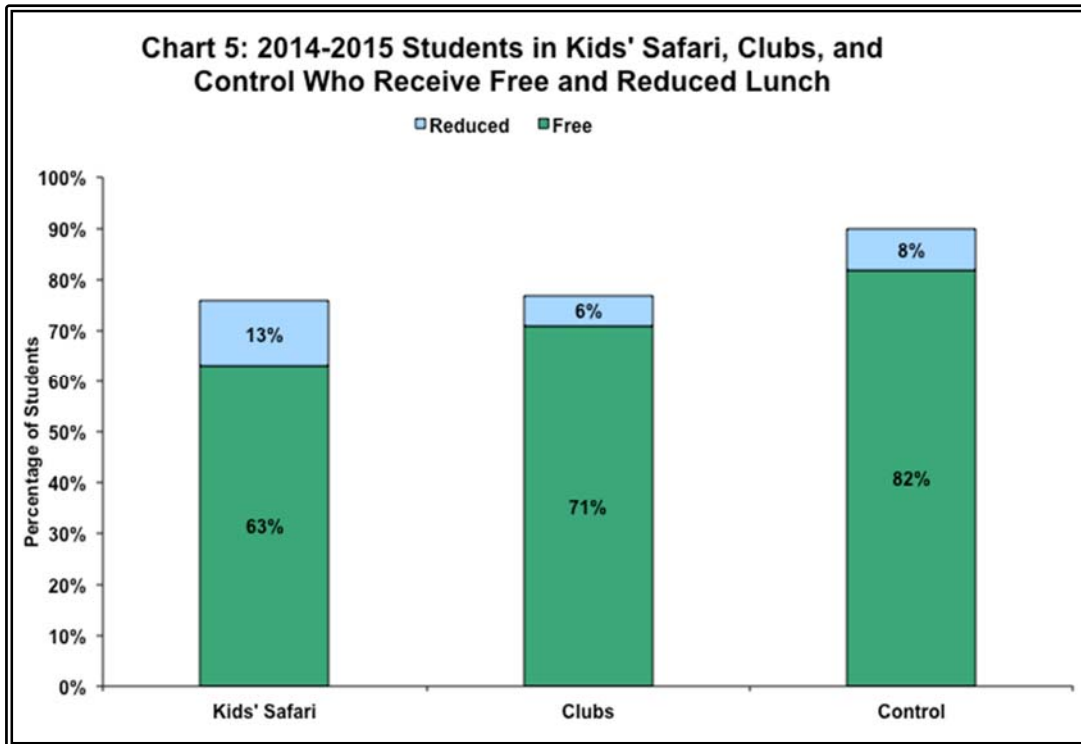
The four elementary schools served a total of 1,986 students, with 567 (29 percent) of those students in Kids' Safari and Clubs. Of Those 567 students, 287 (or 51 percent) were regular attendees (i.e., attended 30 or more days). We derived student demographic information from a student demographic report that ISD provided to the evaluation team. This report indicated that the regular attendees enrolled in Kids'

Safari and Clubs varied in gender and ethnicity. Within the context of the diversity of the student population, Chart 4 below shows the distribution across all three groups (Kids’ Safari, Clubs, and control) in terms of gender, IEP and ELL status, and ethnic background. Eight percent of students enrolled in Kids’ Safari had an IEP, whereas 10 percent of students in the control group had an IEP. This difference was statistically significant ($p < .05$). Additionally, 10 percent of student enrolled in Kids’ Safari needed ELL services, while only 4 percent of students in the control group were in need of ELL services. This difference was not statistically significant ($P < .05$). An interesting finding in the demographics was that in Clubs, more than half of students were male (62 percent), and only 38 percent were female. This was different from Kids’ Safari and the control group, where male and females were more equally represented. See Chart 4 below for more details.

Chart 4: 2014-2015 Elementary School Student Demographic Overview

Demographic	Kids’ Safari N=243	Clubs N=324	Control N=1,419
Male	45%	62%	51%
Female	55%	38%	49%
Student has IEP	8%	6%	10%
Qualifies for ELL Services	10%	2%	4%
African American	12%	14%	9.7%
American Indian	0%	0%	0.4%
Asian	0%	0%	0.3%
Pacific Islander	0%	0%	1%
Hispanic	26%	12%	23.7%
Multi-racial	15%	11%	11.9%
White	47%	63%	53%

The ISD demographic data included the economic status of the students, which is often used as a proxy for potential academic success or risk for educational failure. Students from low-income families, for example, often achieve lower grades than their more affluent peers. Of interest is that within Kids’ Safari, the majority of regular attendees, or 76 percent, received free or reduced lunch. The percentage of students receiving free or reduced lunch in Clubs was slightly higher than Kids’ Safari at 77 percent, with no statistically significant differences between the two groups ($p < .05$). Lastly, the number of students receiving a free or reduced lunch in the control group was higher than both Kids’ Safari and Clubs at 90 percent (see Chart 5 on the next page). The differences between Kids’ Safari and the control group and Clubs and the control group were statistically significant ($p < .05$). The data highlights the fact that students enrolled in the control group are at slightly economically disadvantaged than the regular attendees of Kids’ Safari and the control group. Nevertheless, the Kids Safari program and Clubs served a significant number of low-income families. This met the 21CCLC grant requirement to ensure that services were accessible to all families.



LATITUDE

Latitude is the name by which students and families know the before- and after- middle school program at Nowlin and other ISD middle schools. The name was selected in conjunction with the students. The goals of Latitude is to enhance students' development and school achievement through recreational, academic and enrichment activities, as well as to provide before- and after-school care. The program includes both AM & PM Latitude sections:¹ one hour of supervised activities before school from 7:00 a.m. until 8:00 a.m. and three hours of recreational, enrichment and academic activities and clubs after school from 3:00 p.m. until 6:00 p.m. The after-school program was designed to incorporate parent and student feedback, and program evaluation information into the structure, to better meet the needs and interests of the students and families. This was done through daily communication with building administrators, students and parents, as well as through completion of surveys. A Youth Specialist was in charge of the overall daily operation of the program at Nowlin middle school. This position enabled the coordination of activities with building administration, staff, and vendors to provide the Latitude program to students.

A total of 15 clubs² were offered during the 2014-2015 academic year at Nowlin Middle School. Teachers, para-educators, club leaders, and community partners led club offerings. The activities that were provided were very specific to students' individual needs and interests. These activities included, but were not limited to Chess Club, Foundations of Sports, Jewelry Club, Hip-Hop, Scholar Bowl, Theater Oddball, and Computer Club. In the afternoon, students were given the opportunity to participate in recreational

¹ As discussed later, a full-day option is also available when school is not in session, as well as an option for days when school is in early dismissal.

² Homework Help is included.

activities, academic enrichment or skill-based clubs and homework help or tutoring depending on their needs and interest. “Latitude Live!” was established to provide students with an additional option where they could finish homework, work on a project, or just hang out with friends in a safe environment. The last 30 minutes of each day was designated to student choice and quiet activities, such as board games, reading or drawing.

LATITUDE ENROLLMENT

There were four middle schools in Independence, Missouri. They included Bingham, Bridger, Nowlin, and Pioneer. These four ISD middle schools served a total of 3,173 students. The focus of this report is on Nowlin Middle School, which was annexed into the Independence school district during the 2008-2009 school year. About 24 percent, or 773 students in the district, were served at this middle school. Chart 6 below shows the number of students enrolled in the school, along with the enrollment in Latitude.

Chart 6: 2014-2015 Student Enrollments at Nowlin

School	Total School Enrollment	Latitude		Control	
		N	% of Total Enrollment	N	% of Total Enrollment
Nowlin	773	159	21%	614	79%

LATITUDE DEMOGRAPHICS

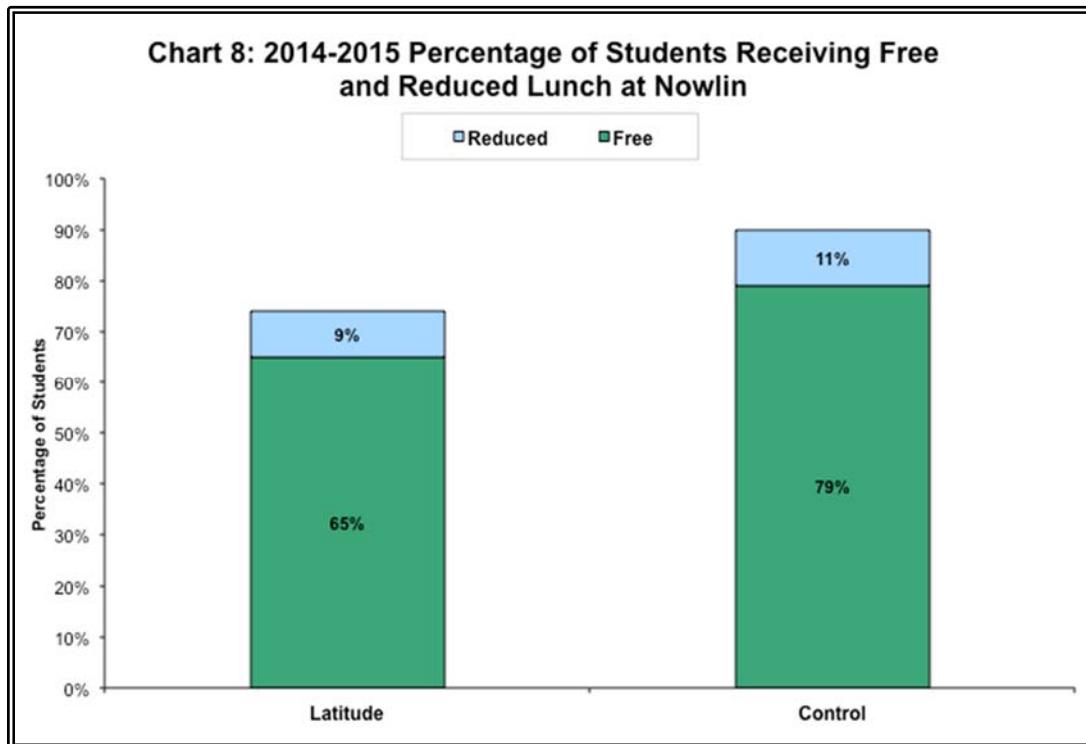
Nowlin Middle School served a total of 159 students in Latitude. Of those 159 students, 72 (or 45 percent) were regular attendees (i.e., attended at least 30 days or more). We derived student demographic information from a student demographic report that ISD provided to the evaluation team. This report indicated that the students enrolled in Latitude and the control group varied in ethnicity and ELL status. Chart 7 below shows the distribution between the two groups (Latitude and control) in terms of gender, IEP and ELL status, and ethnic background for regular attendees. Three percent of students enrolled in Latitude had an IEP, compared to 11 percent in the control group. This difference was statistically significant ($p < .05$). Similarly, three percent of students enrolled in Latitude qualified for ELL services, compared to eight percent in the control group. Again, this difference was statistically significant ($p < .05$).

Chart 7: 2014-2015 Nowlin Student Demographic Overview

Demographic	Latitude N=159	Control N=614
Male	45%	50%
Female	55%	50%
Student has IEP	3%	11%
Qualifies for ELL Services	3%	8%
African American	23%	10.6%
American Indian	1.5%	0.4%
Asian	0%	0.1%
Pacific Islander	1.5%	0.4%
Hispanic	14%	21%
Multi-racial	11%	12%
White	49%	55.5%

Latitude and the control group reported somewhat similar numbers of students receiving free and reduced lunch. Seventy-nine percent of students in Latitude and 90 percent in the control group received

a free or reduced fee lunch. Statistically significant differences ($p < .05$) were found when comparing Latitude and the control group. See Chart 8 below for more details.



STAFF INVOLVEMENT AND IMPACT ON PROGRAM

Staff development is a critical, though often overlooked aspect of successful implementation. There were many professional development opportunities for Kids' Safari and Latitude staff during the 2014-2015 school year. The staff participated in a variety of training activities that were more advanced than the previous year to improve the quality of their work with students and parents. Trainings reflected YPQA standards to assure quality programing and included 12 hours of Method's trainings, which support the YPQA standards and offered to all staff and Youth Specialists. The expectations surrounding the professional development opportunities was not only to improve the quality of the program, but also to encourage staff to further their education involving children and families. Staff who had previously participated in trainings were given additional courses. The trainings and workshops that were offered and attended included:

- **Active Learning Part 2:** Introduced advanced strategies for incorporating active learning and helped staff create more powerful opportunities for youth.
- **Ask-Listen-Encourage Part 2:** Included advanced communication techniques that helped build constructive, youth-centered relationships. Staff learned to ask effective questions, listen actively to youth, and offer encouragement instead of praise.
- **Building Community:** Focused on building emotionally and physically safe places of peers and adults.
- **Cooperative Learning:** This workshop helped staff with grouping strategies and ways to think about building cooperative learning into any activities.

- **Homework Help Part 2:** Focused on advanced strategies that made homework help time more effective. During this training, participants evaluated and restructured what homework looked like in their program. They were able to apply what they learned and made their homework time successful for all students through activities and input from others in the training.
- **Introduction to the Active-Participatory Approach:** Focused on youth needs, motivation, and engagement. This approach was the foundation for the Youth Work Methods series.
- **Planning and Reflection Part 2:** Focused on how adults could support the planning and reflection process among youth. It focused on adult support for planning and giving youth the tools for planning. It also focused on how to make reflection a part of everyday learning and how to help youth connect life experiences to what they are learning or have already been taught.
- **Reframing Conflict:** Interactive training familiarized staff to a step-by-step model for breaking down conflict as well as general principals of conflict resolution.
- **Structure and Clear Limits:** Helped staff analyze the level of structure in their program and practice identifying and maintaining clear limits.

In addition to the Method's trainings listed above, the Youth Specialists attended monthly Youth Specialist meetings to cover various program aspects, including My Program Plus (MPP), used for on-line enrollment. The Youth Specialists and Kids' Safari staff also attended the 2015 Missouri School-Age Care (MOSAC) conference held in Kansas City, Missouri. During this conference, staff gained knowledge on working with students under the STEM/STEAM initiative, including activities to encourage students to move their bodies. They also acquired resources to continue to offer exciting lessons to students that would encourage students to think while having fun in the process. The staff also had a chance to network with other professionals within the after-school field and continue the brainstorming process to enhance children's knowledge. Lastly, monthly staff meetings were held at the site level that were specific to the site, including such topics as: family events, behaviors, supervision, and lesson planning.

Latitude staff were required to attend six methods trainings throughout the year that aligned with YPQA. These trainings were specific to before- and after-school programming, and were essential to staff performance within program implementation and set-up. Staff attended monthly meetings met once a week to plan activities, ice breakers, physical fitness, and homework help. Staff also participated in A.L.I.C.E training to ensure student safety. This training provided the staff with knowledge and tools to protect students in the event of an intruder coming into the school. Lastly, the school district's head of technology provided a training for Youth Specialists on using iPads. This was available for Kids Safari staff as well.

EXPECTATIONS OF STAFF PERFORMANCE

There were many expectations of staff performance at both Kids' Safari and Latitude. Some examples of these expectations of staff include:

- Actively contributing to program delivery and facilitating age-appropriate activities.
- Participating in planning for student activities and helping students plan their own activities, club, and community service projects.
- Assembling supplies for program activities.
- Supporting youth by keeping records, documentations, and behavior plans.
- Maintaining program routines and schedules for structure in the program.

- Following Missouri’s licensing, YPQI standards, and procedures to safeguard the health and safety of children in the program.
- Maintain a professional image that is consistent with the department and building expectations.
- Actively partake in all district and department professional development and program trainings.

ACTIVITIES

A comprehensive list of activities was offered at each of the five schools during the 2014-2015 school year. The activities provided students with a diverse range of options to expand their knowledge and skills. Below are descriptions of some of those activities:

- **Art:** Students create art based on the theme for the week. This includes painting, drawing, scrap booking, collages, chalk art, etc. Imaginations were encouraged!
- **Computers:** Students had the opportunity to practice computer skills and engage in educational games on the computer.
- **Finance for Young Learners:** Students are provided with curriculum from UMKC’s Personal Finance for Young Learners program. Business are created from teams of students and items are sold for profit.
- **Gym Games:** Students engaged in a variety of large muscle activities. This included Jump the Creek, Circle Soccer, Capture the Flag, Guard Your Pin, Pop the Bubble, The Corner Game, and Pac-Man Tag are among student favorites, which were part of the SPARK physical fitness curriculum.
- **Kidz Lit:** Together with friends, students picked from a variety of books and participated in activities that related to the story to help them better understand the book and enforce reading, writing and comprehension.
- **Kidz Math:** Students used a variety of fun and games to learn math skills. Card games, dice games, building, etc., were all used to help students learn.
- **Kids’ Safari’s Got Talent:** Students were encouraged to show off their talents. Students sang, danced, and performed on the stage for all to see.
- **Learn To Swim:** A program made available in conjunction with the YMCA.
- **Mini Society:** Fourth and fifth grade students created an ideal society in which they would like to live. Service projects were included.
- **Music and Movement:** Using Just Dance, students were encouraged to dance along and get moving!
- **Nutra-Net:** Students learn how to make healthy snacks. Active lessons are provided to incorporate the importance of healthy eating and exercise. It also enhances students cooking skills.
- **Recycling:** Students were taught the importance of recycling. Students worked with janitors to collect the recycling bins from around the school and took the cardboard out to the recycle bin daily.
- **Science Explorers:** Students participated in different science experiments or projects throughout the week. Experiments, nature exploration, animals, wild life, fossils, rainstorms, etc., were among some of their favorites.
- **SPARK:** Spark curriculum is offered for physical activity, and includes a variety of games that will keep students moving.

Latitude also offered a variety of activities for every student. Each day a diverse group of students would arrive at Latitude where they would have the option of homework help, clubs, group games, physical activity, free art, organized crafts, computers, and social fun. Students were able to pick activities and choices in which they could participate. Each week, they wrote out ideas that they would either like to learn, discuss, or lead with the group. Some of the most popular activities were the result of student ideas. One such activity was a Chinese New Year Celebration that crossed multiple subjects. A group of students researched and planned the part for the entire program to enjoy. They provided an authentic meal, made costumes and decorations, provided historical background, and planned games.

ACTIVITIES' RELATION TO PROGRAM GOALS

GOAL 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

In all activities, Kids' Safari staff would break things down to give the students an opportunity to practice reading/language arts and mathematics skills. Some examples included the following:

- **Market Day:** Students had the opportunity to earn money each week and save up to buy items from the stores.
- **Jobs:** The snack manager would keep the roster up to date, track snack usage, and make sure numbers matched up with snack and drink selections.
- **Homework:** Older students mentored the younger students by helping with flash cards, homework, and reading.

Kids Math and Kidz Lit curriculums were implemented throughout the year to assist in achieving proficiency or better in reading/language arts and mathematics. In addition, Kids' Safari staff worked with kindergarten students on their site words during homework time by creating a simple site word game. To reinforce the lessons of Kids Math and Kids Lit, and further the site work integration, Kids' Safari staff incorporated technology into the experiences. Many academic-based apps were used on iPads to make learning time fun and keep students engaged. Parents were also given the list of apps that were used in the program so that this type of learning could continue at home.

The Kids' Safari staff implemented a reading buddies program that encouraged older students to help the younger students to learn how to read. Many Clubs were utilized to reinforce the importance of reading: Read All About It, Kids as Authors, and ABC 123. In addition, many Clubs helped show students that math was fun. Students learned that math could be used anywhere through hands-on learning and computer games.

GOAL 2: Students participating in the Learning Centers will demonstrate higher levels of academic success as measured by school performance.

Homework Club was offered for each grade level. Kids' Safari and Latitude staff was available during program time if additional support was needed. In addition, during Reading/Homework time, Kids' Safari staff would split the students up by what needed to get done. As a result of these smaller, more focused groups, Kids' Safari staff were able to work with more students. The school staff and Youth Specialist kept in great communication with the program, as the main goal was to help all students be successful. Teachers would stop by Kids' Safari and check in on students. They would also stay and help, as needed.

In addition, to ensure that students involved in the program were demonstrating higher levels of academic success, the Kids' Safari staff frequently went to school day teachers and had discussions about the behavior and academic successes and needs of Kids' Safari students. During this time, Kids' Safari staff received valuable and helpful information on homework status, areas of need, and strategies for assisting students in these areas. If a need was identified, the parent was also included in the discussion to help get the student back on track. Lastly, Kids' Safari staff coordinated with teachers to receive weekly newsletters so they could help support classroom goals and spelling words.

GOAL 3: Students and their families who participate in the program will be more involved in their student's education and school activities.

Activities at Kids' Safari were often times student ideas that were turned into school clubs. Kids' Safari staff allowed students to plan out activities and lead them as well. Students were given freedom and responsibility to create activities and clubs that they would lead for an entire group. Students planned out the steps and prepared all the supplies needed. This year, a student-led plan team was created. This team was responsible for coming up with two activities per week. This was extremely important for Latitude. Student input was key to offering a successful program. Students were involved in the decision process and program management. They assisted with creating the environment in the Latitude classroom as well as developing clubs and activities. Latitude students also assisted with getting new kids to come by creating posters or bulletin boards to promote what they were doing in Latitude.

In addition, every club offered was an opportunity for parents to be involved. Activities and clubs drew parents and families in due to the excitement from their students. At the end of clubs, certificates were passed out and oftentimes a display or performance was put on to allow parents to be involved and participate, or to simply allow students to show off their hard work.

Parents were given articles and materials that they could use at home to encourage their student's education. Parents were also kept informed through weekly newsletters and daily verbal communication. School-wide newsletters were kept on the information table and a Parent Board featured upcoming school and community events, as well as Kids' Safari events and schedules. Kids' Safari staff also hosted family nights and various events to encourage the family atmosphere. Reminder signs were posted to remind families to attend and participate as much as possible. The Youth Specialist would also send out email reminders to encourage families to participate. Lastly, Kids' Safari staff worked diligently to help Hispanic families feel welcome in the school through the Hispanic Site Council. All Kids' Safari and Latitude materials for families, including handouts and enrollment information, were translated into Spanish.

GOAL 4: Centers will provide a variety of adult services to the neighborhood.

A Site Advisory Council was established at each school. This council was a representative group of community stakeholders who sought to identify needs, wants, and/or problems that impacted the school community. The council was comprised of parents, community members, staff, administration, and LINC community organizers. In addition, Kids' Safari and Latitude developed a student advisory council that would provide leadership and guidance to the program as well as give input to the adults.

This year, Kids' Safari also worked with LINC to provide many resources to families. Through work with neighborhood churches and other schools, they were able to offer a Hispanic Help Night to help families get familiar with the district's web page, enroll in free and reduced lunch, and learn how to use PowerSchool. Kids' Safari staff also worked with the city of Sugar Creek and the KC Public Library to provide

family and community enriching events. The year was ended with a community block party and took donations to get their community food bank up and running. The donation helped feed 25 families over the week.

During the time of parent pick up, the Kids' Safari staff noticed that students and siblings were not properly secured in booster and car seats. Therefore, during one of the family nights, they had the Independence Health Department come and set up a table to give out information related to the proper installation and weight of car seats and booster seats. During this time, families were able to ask questions of the health workers and also walk away with information to reinforce what was talked about that evening.

Latitude

At Latitude, student activities were largely related to the overall goals by being accessible to every student. These activities were largely student led and managed with support from the staff. Staff at Latitude strived to make goals supportive of the school day in following through with Homework Help and tutoring sessions. The staff at Latitude recognized that Latitude was a place for every student to get involved, and explore their interests within a safe environment.

PROGRAM INTEGRATION WITH REGULAR SCHOOL DAY

The collaboration between program staff and regular teachers is important for continuity in intervention and maximizes student outcomes. Several opportunities for such collaborations were noted: Staff at Kids' Safari and Latitude communicated daily with the school day teachers and building administration at all five schools. In addition to regular communication, the following are examples of program integration with the regular school day across all five schools:

- Kids' Safari staff have daily conversations with classroom teachers while walking students to their classrooms, they discuss how student's mornings went and any information from the parent. This also gives them the opportunity to hear what is happening in the classroom so that Kids' Safari can reinforce what is being taught. Teachers communicate homework assignments and behaviors to the staff as well.
- Elementary school day teachers send weekly grade level newsletters that include what they are working on for the week and the weekly spelling list. This is important so Kids' Safari doesn't have to depend on getting this information from students and can continue to support what is happening during the day. Teachers also share handouts such as word searches that have been created with spelling words.
- Kids' Safari and Latitude have developed a Homework Zone to provide an environment for students to complete their homework every day. Homework Zone is designed to give kids an opportunity to practice reading and math skills, complete homework or time to work towards their reading goals. In addition, Latitude gives students the opportunity to access their grades and assignments in PowerSchool if needed to make sure they are getting things turned in and they are getting good grades.
- Meetings with the Principal, Assistant Principal, and Youth Specialist were held monthly throughout the school year and summer.

- Latitude and Kids’ Safari Youth Specialist communicated with teachers on a regular basis regarding student challenges and to give teachers additional information that may assist in helping the student be successful during the regular school day classroom.
- Building Administration communicated and collaborated with Kids’ Safari and Latitude regarding student behavior. Building Administration, teachers and Family School Liaisons (FSL) all worked with the Youth Specialist to develop behavior plans if needed, and attended parent meetings so all students were successful in Kids’ Safari and Latitude.
- Kids’ Safari and Latitude use the same system as the school day for behavior intervention Positive Behavior Intervention System (PBIS) is being implemented during the day in all schools. Youth Specialist attend trainings with the regular school day so they can incorporate PBIS in their before- and after-school program.
- Latitude provided and/or participated in various events including Open House, Curriculum Night, and theater performances.

We also sought parental input to gauge collaborations among program staff and school teachers. Parents were asked questions specifically related to the impact of Kids’ Safari and Latitude on academics and its connection to the school day. In Chart 9 below, it can be seen that parents felt strongly about the school day connections and recognized the strong link between the after-school program and the school day, with the majority of the average responses close to the highest response (i.e., 5: Almost always true). This quantitative data, combined with the qualitative data, above supports the fact that Kids’ Safari and Latitude strive to continuously foster a close relationship to the school day teachers and school day learning experiences.

Chart 9: 2014-2015 Parent Perception of Program Integration with School Day

Prompt 1= Almost Never True; 5 = Almost Always True	Fairmount (N=22)	Korte (N=35)	Sugar Creek (N=29)	Three Trails (N=27)	Latitude (N=22)
The after-school program has helped our family get to know the school and school day teachers better.	4.73	4.41	4.52	3.69	4.09
After-school staff are well informed about my child’s learning successes and challenges in school.	4.73	4.71	4.79	4.04	4.27
The after-school program is helping my child to be more successful in school.	4.73	4.83	4.79	3.92	4.73
OVERALL	4.73	4.65	4.70	3.88	4.36

Note: The sample size (N) differs by item, but the average sample size (N) across all items is shown above.

Administrators were also asked questions related to the impact of Kids’ Safari and Latitude on academics and its connection to the school day. The majority of administrators at Kids’ Safari and Latitude combined indicated a high level of connection between the after-school program and school day. All administrators who responded indicated that the after-school program provided hands-on activities that supported the school day instruction and that the after-school program valued the contributions of school day staff. See Chart 10 on the next page for more details and additional survey responses.

Chart 10: 2014-2015 Administrators Perception of Program Integration with School Day

Prompt	Strongly Agree/ Agree	Strongly Disagree/ Disagree	No Response
After-school staff regularly communicate with school day teachers.	78%	11%	11%
The after-school program helps to improve the student's commitment to learning (e.g., homework completion, attitude toward school).	78%		22%
The after-school program is effectively coordinated with school day learning (i.e., after-school program has a direct correlation/link to the school day curriculum).	89%	11%	
The after-school program director provides information about the program to the school administrators/principals	89%		11%
The after-school program allows school day teachers to achieve better classroom educational outcomes (grades, test scores, etc.)	78%	11%	11%
The after-school program provides hands-on activities that support the school day instruction provided by the teachers.	89%		11%
The school shares grades, test scores, or student progress information with the after-school program to coordinate supports for students in the after-school program.	89%	11%	
After-school staff members receive support from school administrators/teachers.	100%		
The after-school program values the contributions of school day staff.	89%		11%

SPECIAL EVENTS

There were several special events at each of the four elementary schools throughout the year. These special events were either hosted by Kids' Safari or events they collaborated with the regular school day to offer. These events were open to all students and provided a great opportunity to make connections with families who were not involved with the before- and after-school program.

A variety of special events took place at Fairmount. These events involved the entire family and dinner was usually provided. One event, Dad's and Dogs, encouraged Fathers and male role models to spend time with their students and families. Moms and daughters were just as much a part of the night. Hot dogs were grilled and served, and booths with different fun activities were set up throughout the building (i.e., sack races, hockey, football, jump rope, etc.). Another event, Ethnic Festival was one of the biggest events of the year. Families experienced many cultures and countries from around the world. Foods from all over the world were cooked and brought in for taste testing. Booths were set up celebrating countries of the families, teachers, and volunteers. The night ended with an hour-long performance from dancing, to acting, to signing. Some of the countries represented included Panama, Mexico, Soma, Jordan, Ethiopia, South Africa, and Venezuela. In addition to family nights, there were four consecutive parent education classes offered to help parents of incoming kindergarteners. Parents worked with their young children to learn self-help, hands-on strategies to prepare their student(s) for school life. This preparation enabled pre-school-aged students to be ready for Kindergarten. School-aged students were split up and completed activities around the subject that was introduced each night.

Korte was involved in many special events. Kids' Safari set up an information table and helped sponsor the Korte School Carnival. Kids' Safari also sponsored the Muffins with Moms event, and Kids' Safari staff worked the craft area where students and their moms made a special craft. Kids' Safari also set up an

information table at Spring Reading Night and helped with attendance at this event. At Korte, Kids' Safari held a Karate Graduation and a Learn To Swim Celebration. The graduation took place at the end of Karate Club to celebrate what students had learned. With Learn To Swim, Kids' Safari held a Celebration Night on the last night of Learn to Swim. Kids' Safari staff handed out certificates to students for their completion of the program.

Sugar Creek partnered with the community, LINC, and school day teachers and administration to offer many family nights throughout the year. Kids' Safari staff helped LINC provide an opportunity for Hispanic families to have a voice by running a Hispanic site council. Kids' Safari also worked with our FSL to host Love and Logic classes for families. In addition, they partnered with the city of Sugar Creek to host a summer block party to introduce new families to the community and help build community among others already at the school.

Three Trails Kids' Safari provided many events for parents, families, and students. To better educate parents, Kids' Safari put together a health and safety night. During this night, the Independence Fire Department, Health Department, Electric Company, Police Department, and School District Aquatics, set up a table and passed out information to keep families safe during the summer months. Parents received information on fire alarms, fire safety plans, proper hand-washing, car and booster seat safety, electrical line safety, and safety around the pool and other open bodies of water. In addition, Kids' Safari set up informational tables at a Back to School Night and Science Night. These were opportunities to recruit more parents to the program and be visually seen so that parents knew of the services that were offered before and after school. Kids' Safari provided adult education on car seats and insurance options for children to the parents on Family MAP night. Lastly Kids' Safari handed out food at the end of the year school carnival.

At Latitude, there were a variety of special events that occurred throughout the year. One such event was Curriculum Night, this event was for all families at Nowlin. Latitude's Youth Specialist was able to speak to parents and give them information regarding before- and after-school services. Latitude also participated in the school's Open House as well as a 6th grade night. 6th Grade night was an opportunity for incoming 6th graders to come to Nowlin and learn about what it was going to be like in middle school. Latitude had activities for the kids to do and showcased what Latitude was all about. Parents had the opportunity to get information on Latitude's summer program at this time. In addition, Latitude's drama club was able to do several productions throughout the year for families.

PROGRAM PARTNER INVOLVEMENT & IMPACT

In addition to Kids' Safari staff collaboration with teachers, as noted above, they also connected with the Family School Liaison school counselors throughout the academic year. These collaborations better assisted the Youth Specialist and staff to connect the school day with Kids' Safari.

Kids' Safari also established partnerships with many district and non-district partners. One partnership was with JoHo the Storyteller. Joho taught students how to read and learn a script of the purpose of putting on productions. She not only taught them about scripts, but also about the use of costumes, how to take direction from a director, how to project their voices for an audience, how character development is used in any drama performance, and how students can take a popular story and re-make it so that it will incorporate more things of interest to their audience. UMKC trained staff to implement financial learning for students, and supplies were provided for all students for each lesson. Yet another partnership

was with Mr. Long through Long’s Shotokan Karate. Mr. Long taught students how to use the art of Karate as a self-defense technique. Through his teaching, students not only learned basic moves, but also self-control, respect, responsibility, and cooperation. Mr. Long incorporated stranger danger and gun safety into his teaching, and provided positive motivation for the students to assist in the building of positive self, to help students achieve greatness.

Below is a list of outside partnerships with Kids’ Safari and Latitude.

Great American Gymnastics Express (GAGE)	The Boy Scouts of America
Girls on the Run	Henley Aquatics Center
Long’s Shotokan Karate	JoHo the Storyteller
LINC	Kansas City Young Audiences (KCYA)
Nutra-Net	Community Gardens of Kansas City
Sugar Creek Public Library	Kansas City Public Library
Three Trails Public Library	Midwest Dairy Council
YMCA of Greater Kansas City (KC)	Puppetry Arts Institute
UMKC	PTA
United Way	

Community partners had an opportunity to provide feedback and share their thoughts on the after-school programs at both Kids’ Safari and Latitude. Overall, all community partners that responded (92 percent; 8 percent had no response) believed that the after-school program made a positive difference in the lives of families in the community, was well-known in the community, and would be missed if it no longer existed.

The majority, or 85 percent, felt that the after-school program reflected community-wide goals and felt that their opinions and input were valued, stating that the after-school program provided opportunities for input and participation. All community partners that responded (92 percent; 8 percent had no response) felt that the after-school program valued their contributions. These responses were slightly improved from the previous year, demonstrating even stronger connections between the after-school programs and the community.

The majority, or 85 percent, felt that the after-school program staff promoted and disseminated information about the after-school program to the community. This area has significantly improved from last year when only 56 percent felt that the after-school program staff promoted and disseminated information about the after-school program to the community. It is clear that more effective and successful recruitment strategies are being implemented to market Kids’ Safari and Latitude to the community.

RECRUITMENT STRATEGIES

Throughout the 2014-2015 school year, various strategies were implemented for student recruitment in the before- and after-school programs at both Kids’ Safari and Latitude. While the best recruitment strategy was word of mouth from program families, teachers, and school staff, Kids’ Safari still made many efforts to be visible during the school day. Information, enrollment forms, posters, and flyers were available in the front office for students to take home to families. In addition, informational flyers were set out periodically throughout the school year. The best time to do so was when before- and after-school clubs were being offered. Parents were able to see firsthand through these fliers what was involved in the

program. Clubs and family events were also mentioned in morning announcements, and enrollment was available year round.

Clubs were offered to all students and parents were made aware of the Kids' Safari program through these Clubs. Kids' Safari at Korte specifically, experienced a jump in enrollment through students' involvement in Clubs. In addition, parent volunteers were used to recruit during events and family nights. These Family Nights and Parent Education Nights were a great recruitment tool for Kids' Safari. Kids' Safari led many of these events and therefore, was well represented. Informational booths were set up and recruitment was considered a success.

The Youth Specialist made many efforts throughout the year to recruit. In particular the Youth Specialist set up a time with school day teachers to go and speak with the students about Kids' Safari and all it had to offer. In addition, Kids' Safari staff were available on Family Nights, Back to School Nights, school events, and were available throughout the day. They assisted with the morning routine by greeting parents and students as they went through the breakfast line. The Youth Specialist assisted with Kindergarten enrollment, summer enrollment, and enrollment events for Spanish-speaking families.

In order to reach out to the Hispanic community, enrollment information was translated in Spanish, and Hispanic Enrollment nights were provided at the beginning of the school year. Interpreters were present to translate information to the families. Both Kids' Safari and Latitude collaborated with the Family School Liaison (FSL) to reach homeless and at-need families. The FSL collaborated with cab services and worked out a way for students to be able to stay in Kids' Safari or Latitude.

The primary recruitment strategy at Latitude was in conjunction with clubs and other after-school activities, such as partnering with athletics and performing arts. Flyers were sent out which detailed the quarterly or semester-long clubs. Latitude staff recruited students by posting program information on bulletin boards and in classrooms. In addition, staff also attended school-wide events, such as Open Houses, as a chance to meet families and talk about the program. Students helped with recruitment by inviting their friends, making posters and putting together announcements to get kids excited and involved with Latitude.

SECTION 5: OUTCOMES

This section details both formal and informal outcomes at Kids' Safari and Latitude. Additionally, the measures that were used to determine program success are listed.

FORMAL OUTCOMES: RESEARCH QUESTIONS

The evaluation of the 21CCLC grant is based on the goals and operational principles identified in the previous section, and were conducted by the Zigler Center in Child Development and Social Policy at Yale University. The overall purpose of the evaluation is to document the implementation of the school-age program activities (formative studies) and ascertain their impact (summative studies). Three research questions guided the evaluation:

1. What has been implemented as part of the school-age programs?
2. What is the effect of the programs on students?
3. What is the effect of the programs on the schools as a whole?

INFORMAL OUTCOMES

The greatest informal outcome at Fairmount was the safety and success of the families. This included providing a learning environment for students on a daily basis, and having parents that felt confident in the fact that their students were in a safe, educational, and fun environment. At Korte, Kids' Safari staff would like to get parents more involved in the program and school events. They believe this could be accomplished by offering more parent classes, family events, and speaking with parents face-to-face about upcoming events. They were also seeking to introduce new and exciting Clubs to the students in the program, as well as the attendees from the school. They want to introduce students to new things and see what it is that students love to do, when given the opportunity.

Sugar Creek had many informal outcomes for their Kids' Safari program. Their focus was on fully aligning with the school day. Math and reading were incorporated into every day of Kids' Safari, as math and reading were a big focus not only in their school, but also district-wide. Technology was incorporated into Kidz Math, and students were able to see math as part of everyday life rather than another subject. Through Kidz Lit, reading buddies and smarty ants, they were able to help their entire student gain at least one reading level.

At Three Trails, an informal outcome is to be able to offer more adult education programs for families. They want to be able to be a constant resource for families whenever they encounter a parent situation that they have never encountered before, and to constantly provide training for their staff. They are also seeking to expand the students' knowledge in technology with the use of iPads. They would like to incorporate iPads into not only the homework portion, but also to use to teach students how to create meaningful videos, how to effectively research topics that they are interested in, and how to use the different apps to improve their classroom experience and make them better students.

Latitude's informal outcomes include developing community and building partnerships that will help in family outreach and recruitment. They would like to host a family outreach night that utilizes the youth

leadership team and community/building partnerships. They also would like to see Latitude become a self-sustaining program, but still be accessible to 80 percent of middle school families.

OUTCOME MEASUREMENT: METHODOLOGY AND DATA SOURCES

We undertook a longitudinal approach in the evaluation; we used the same instruments for several years, but added new instruments in order to appropriately capture program growth and new and necessary data, as a required by the state. Progress and program goals were measured by a variety of quantitative and qualitative data sources. This included:

- Students' Grades
- Students' Missouri Assessment Program (MAP) Scores
- Enrollment and Attendance Data
- State-Sponsored Coordinator and Staff Surveys and Feedback
- State-Sponsored Family Surveys and Feedback
- State-Sponsored District Administrator and Community Partner Surveys and Feedback
- School-Age Program Quality Assessment (PQA)
- Program and Club Narratives
- Summary of Advisory Council Meetings

The School-Age PQA standards were used to help measure their progress and success of the program. Observations and surveys were also used to improve the program, and a suggestion box and open communication with students and families helped gain insight on how Kids' Safari could better serve them.

The ISD central office sent school records data from individual schools participating in the evaluation directly to Yale. We also received state-sponsored data through surveys of parents, students, site coordinators, staff, school administrators, and community partners. All survey instruments are available upon request. ISD central office staff did not participate in data management and analysis, but they facilitated data collection and ensured the protection of student identity.

Additionally, we worked with program and central office staff at ISD to ensure the accuracy and relevance of the data. Under the direction of the study's principal investigator Matia Finn-Stevenson, Vanessa J. Bravo (Yale) and Erica Smith (ISD) collaborated to ensure timely and complete collection of data and to verify the accuracy of the information used in the report.

SECTION 6A: KIDS' SAFARI ANALYSIS

This section of the report provides qualitative and quantitative results from grade reports, MAP data, and state-sponsored surveys at the elementary school level. This section provides an indication of how well the program met expectations and achieved goals. Additionally, program quality was evaluated. Program quality is fundamental to the success of any program. An effective program that is not well implemented and lacks quality and fidelity will not realize the program's potential, hence our including an assessment of program quality in the evaluation. An assessment of program quality is also critical as it enables program staff to closely examine, understand and improve upon their efforts. There are many ways to measure program quality, and in this report, we investigated several program areas to obtain a comprehensive understanding of program quality, including the School-Age PQA, parent and student survey responses, student attendance, and family and community activities and connections.

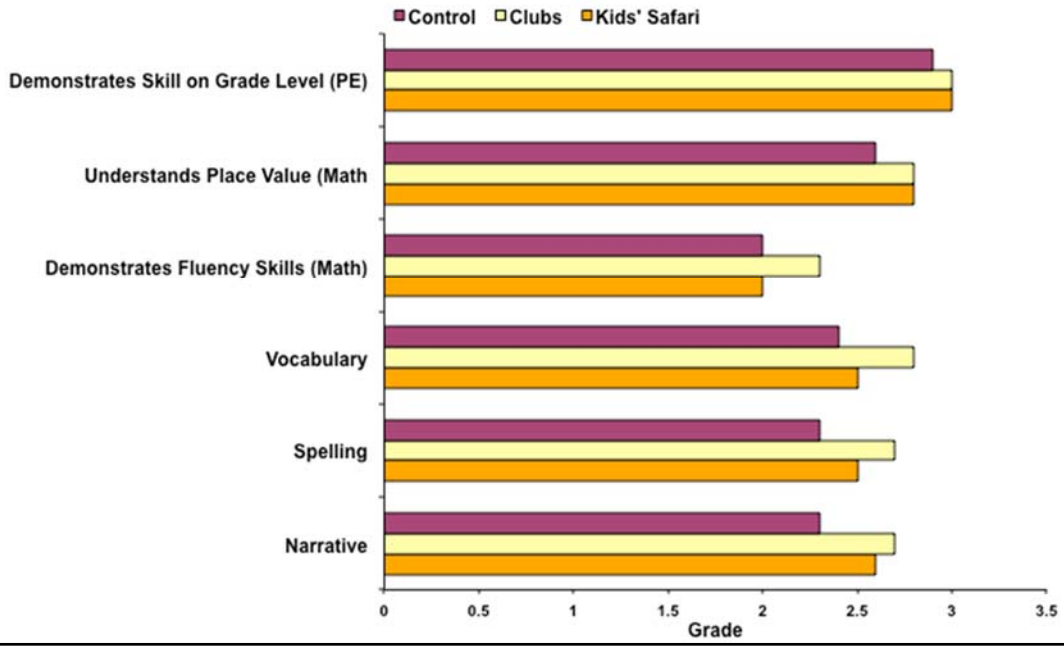
KIDS' SAFARI AND ACADEMIC ACHIEVEMENT

This year's findings indicated that students' participation in Kids' Safari program was related to school achievement. The findings were based on academic achievement data, as measured by second and fourth quarter grades and by MAP scores.

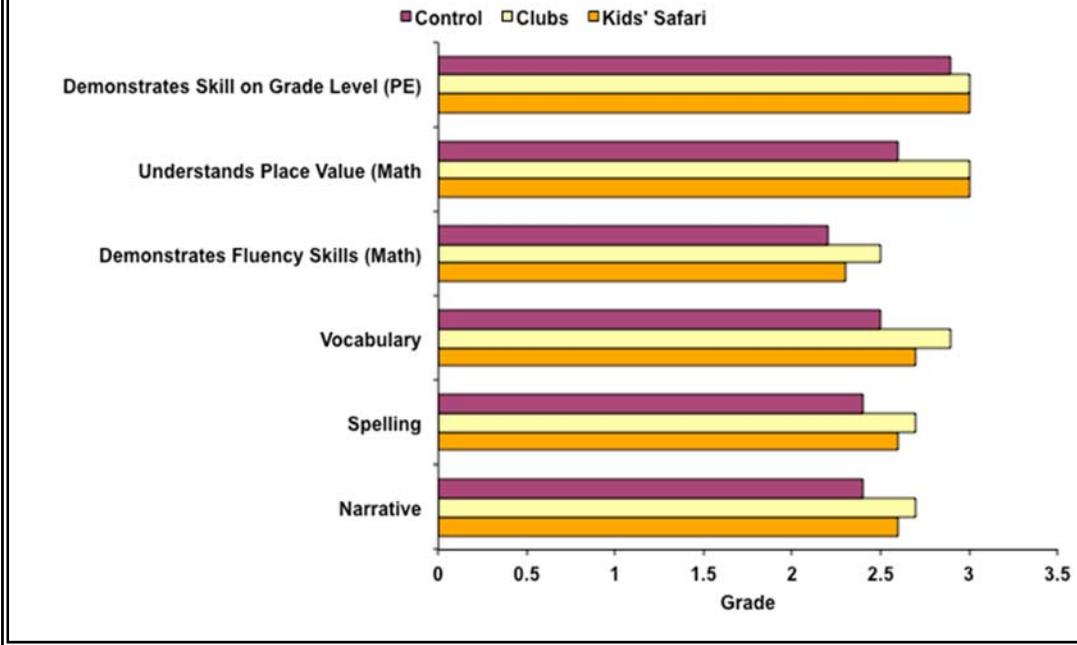
Academic achievement data that was used to inform the evaluation was derived from second and fourth quarter grade reports in which teachers evaluated each student's performance on a variety of measures. For communications arts, teachers assigned students numerical grades for a variety of measures including, but not limited to, fluency, phonics, punctuation, narrative, spelling, and vocabulary. The numerical grades were based on a four-point scale, with one being the lowest grade and four being the highest. The same four-point scale was used to evaluate student performance in mathematics and physical education. Mathematics measures included but were not limited to demonstrating fluency skills in math and understanding place value. Lastly, for physical education, measure included, but were not limited to, actively participates, comes to class prepared, and demonstrates skills on grade level. Charts 9 and 10 on the next page provide some of the grade averages for the communications arts, mathematics, and physical education tests in both quarters.

Overall, Kids' Safari students outperformed the control group in communication arts, mathematics, and physical education measures in the second and fourth quarter. In the second quarter, five tests were statistically significant ($p < .05$) when comparing Kids' Safari to the control group. These included narrative, spelling, vocabulary, understands place value (math), and demonstrates skill on grade level (PE). At the end of the fourth quarter, Kids' Safari students outperformed the control group in communication arts, mathematics, and physical education measures. Again, many of the tests were statistically significant ($p < .05$) when comparing Kids' Safari to the control group, including, narrative, spelling, vocabulary, and demonstrates skill on grade level (PE). See Chart 11 and 12 on the next page for more details.

**Chart 11: 2014-2015 Kids' Safari, Clubs, and Control
Quarter Two Grades**



**Chart 12: 2014-2015 Kids' Safari, Clubs, and Control
Quarter Four Grades**



In addition to quarter two and four grade reports, state-sponsored parent and student surveys were used to determine the program’s impact on academic achievement. Parents were asked a variety of questions related to work habits, math, reading/English, and science and technology on a scale of 1 (almost never true) to 5 (almost always true). Their responses were positive, with average responses at three of the four schools remaining above a score of 4, indicating that parents felt that it was almost always true that the after-school program was having a positive impact on academic achievement. Three Trails was the only school that had an overall average academic efficacy slightly less than 4. See Table 13 below.

Chart 13: 2014-2015 Kids’ Safari Parent Responses on Academic Efficacy

Prompt 1= Almost Never True; 3 = True about half the time; 5 = Almost Always True	Fairmount (N=45)	Korte (N=45)	Sugar Creek (N=33)	Three Trails (N=48)
As a result of participating in the after-school program this year my child has developed better work habits.	4.14	4.94	4.57	3.85
As a result of participating in the after-school program this year my child has developed more confidence in MATH.	4.09	4.65	4.31	3.77
As a result of participating in the after-school program this year my child has developed more confidence in READING/ENGLISH.	4.09	4.65	4.38	4.08
As a result of participating in the after-school program this year my child has developed more confidence in SCIENCE and/or TECHNOLOGY.	4.09	4.71	4.52	3.85
OVERALL	4.10	7.74	4.44	3.88

It is clear from parent responses, that the program had a positive impact on student’s academic achievement and confidence in various school subjects.

KIDS’ SAFARI AND MAP SCORES

In this section we are reporting on MAP data, which was found to be somewhat similar to second and fourth quarter grades, as reported in the previous section. Students, who were regular attendees, and enrolled in Kids’ Safari, received higher scores in Communication Arts, Mathematics, and Science, when compared to the control group. These findings were statistically significant ($p < .05$) for Communication Arts only. Kids’ Safari students performed higher than the district in Communication Arts, but slightly lower than the State overall in Mathematics. In Science, students in Kids’ Safari outperformed those in Clubs and the control group, and these findings were statistically significant ($p < .05$). However, Kids’ Safari performed slightly lower than the district and state (see Chart 14 and Chart 15 on the next page).

Overall, MAP scores improved for Kids’ Safari and Cubs for Communication Arts, and stayed about the same for Math and Science, when compared to last year (2013-2014).

Chart 14: 2014-2015 MAP Score Mastery for Kids' Safari, Clubs, and Control Compared to ISD and State

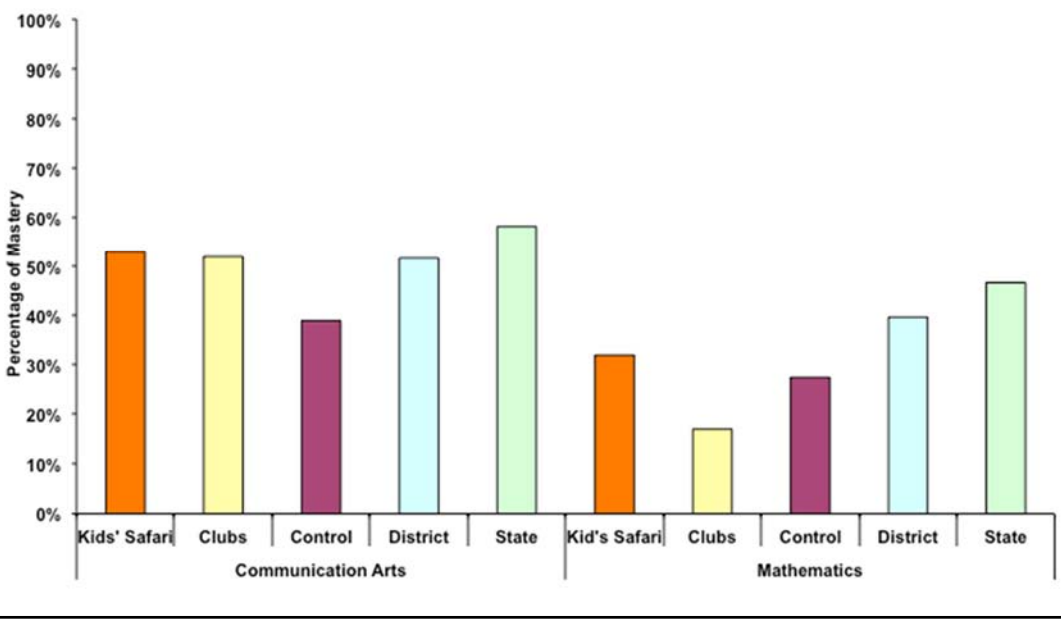
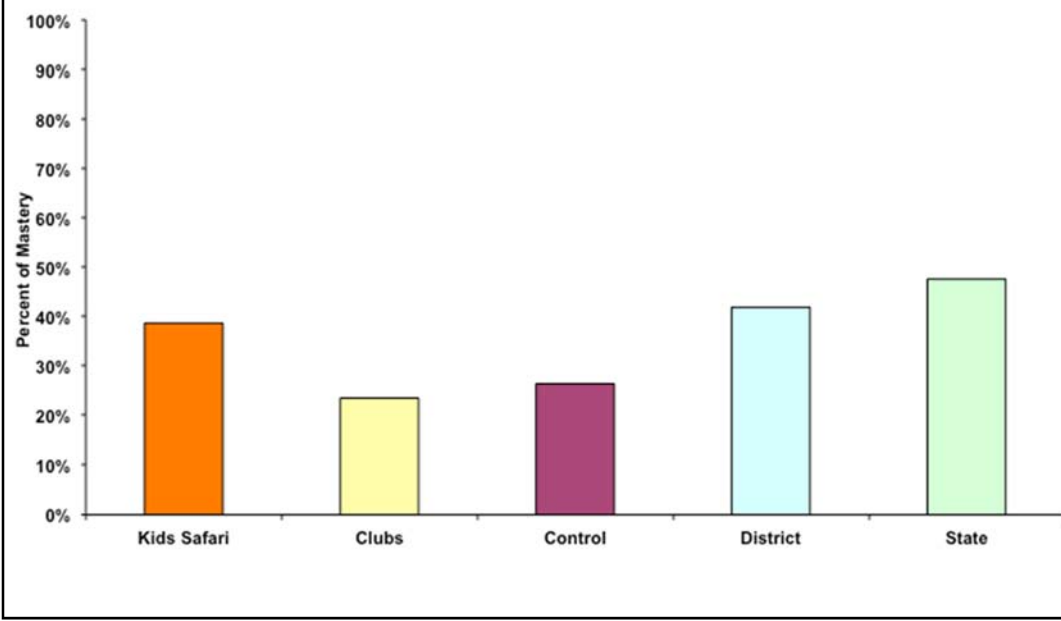


Chart 15: 2014-2015 Science MAP Mastery Score for Kids' Safari, Clubs, and Control Compared to ISD and State

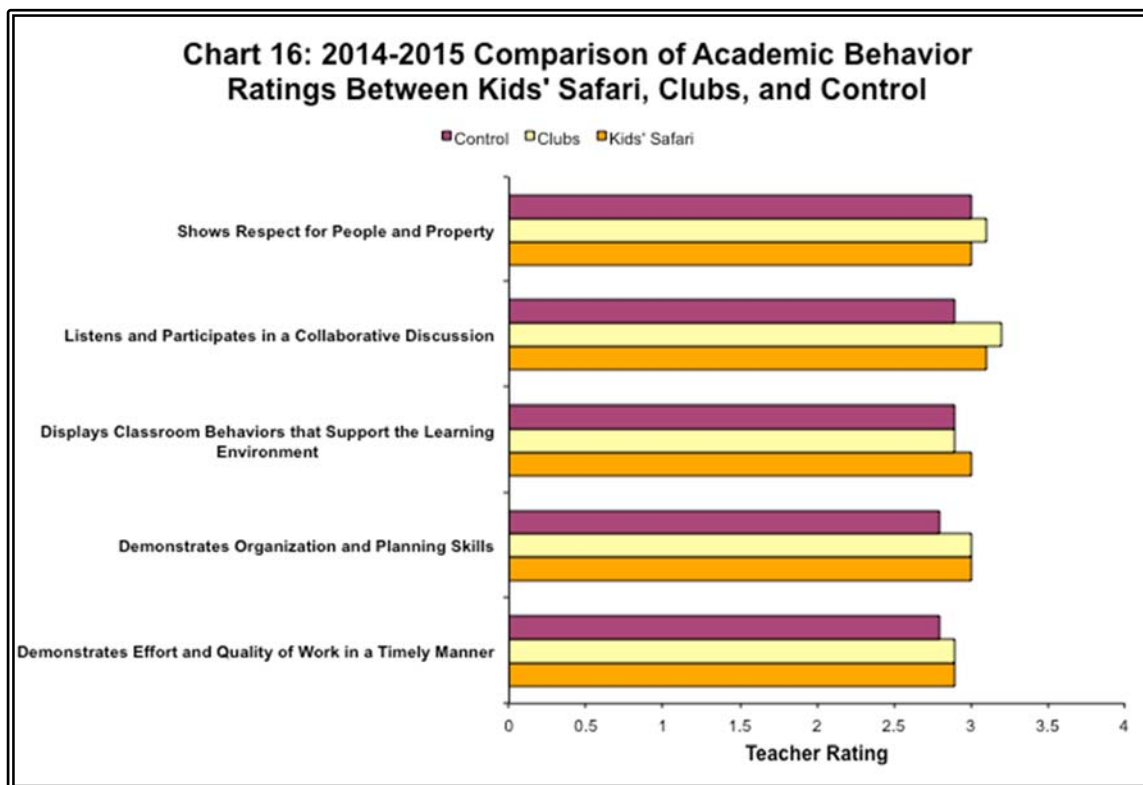


KIDS' SAFARI AND ACADEMIC BEHAVIOR

For purposes of this evaluation, academic behavior was defined as a set of behaviors related to high academic achievement, including, but not limited to, displaying classroom behaviors that support the learning environment, demonstrating organization and planning skills, and demonstrates effort and quality of work in a timely manner. We examined academic behavior as reported in each student's grade report. Students in Kids' Safari and Clubs achieved slightly higher or similar ratings than students in the control group. However, two measures were identified as statistically significant ($p < .05$) when comparing Kids' Safari to the control group:

- Displays classroom behaviors that support the learning environment.
- Listens and participates in a collaborative discussion.

See Chart 16 below for more details.



POSITIVE SCHOOL CLIMATE AT KIDS' SAFARI

A positive school climate indicates that the school is conducive to learning and is a supportive and motivating environment. Various questions in the state-sponsored surveys aimed to evaluate the school climate. Staff contribute to the overall atmosphere and climate in the Kids' Safari program. Therefore, their responses to questions based on their participation and knowledge of school day content was assessed. See Table 17 below.

Table 17: 2014-2015 Kids' Safari Staff Responses on Participation and Knowledge

Prompt 1= Almost Never True; 3 = True about half the time; 5 = Almost Always True	Fairmount (N=5)	Korte (N=3)	Sugar Creek (N=3)	Three Trails (N=3)
I know what academic content my after-school students will be focusing on during the school day on a week-to-week basis.	3.17	4.00	4.50	3.75
I coordinate the activity content of after-school sessions with students' homework.	2.67	4.25	4.50	4.25
I help manage formal 3-way communication that uses the after-school program to link students' parents with school day staff and information.	4.17	4.25	4.25	4.75
I participate in meetings for after-school and school day staff where linkages between the school day and after-school are discussed and/or where academic progress of individual students are discussed.	3.00	3.75	4.00	4.25
I participate in parent-teacher conferences to provide information about how individual students are faring in the after-school program.	1.50	1.25	1.50	2.00
OVERALL	2.90	3.50	3.75	3.80

Staff responses indicated that there are still areas where staff can be more present (i.e., participate in parent-teacher conferences) and knowledgeable of the school day content. However, overall, their responses demonstrated that they have high levels of participation in the program and a strong connection with the school day, thus fostering a positive atmosphere in the after-school program.

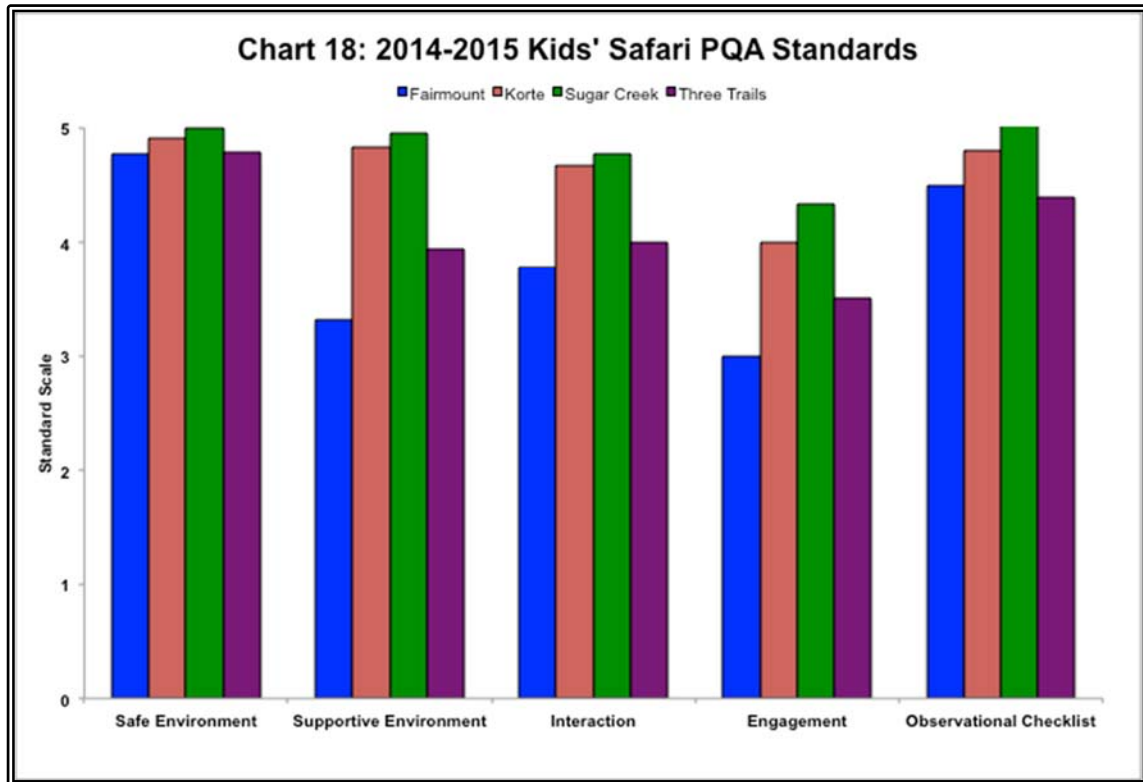
PROGRAM QUALITY AT KIDS' SAFARI

An outside evaluator conducted site level assessments for all four elementary schools using the School-Age Program Quality Assessment (School-Age PQA). This instrument was based on the Youth PQA, which is a validated instrument used to evaluate the quality of programs and identify staff training needs. The School-Age PQA consisted of a set of score-able standards for best practices in after-school programs. These standards were derived from research-based rubrics that allowed observers to differentiate programs in meaningful ways. Each school was rated on six standards: Safe Environment, Supportive Environment, Interaction, Engagement, and Observational Checklist. The score for each standard was based on two to five sub-standards. Each sub-standard was scored on a five-point scale, with five being the highest. For example, the Safe Environment standard is comprised of the following five sub-standards:

- **Emotional Safety:** Psychological and emotional safety is promoted.
- **Healthy Environment:** The physical environment is safe and free of health hazards.
- **Emergency Procedures:** Appropriate emergency procedures and supplies are present.
- **Accommodating Environment:** Program space and furniture accommodate the activities.
- **Nourishment:** Healthy food and drinks are provided.

Qualitative data for each element was also provided to support each rating and provide additional information. Additional information about this instrument can be provided upon request.

Overall, the four elementary schools received high marks on many of the five standards, with two out of the four schools receiving at least a 4 for each standard. Sugar Creek received a perfect score (5) and Korte received a near perfect score (4.9) on the Safe Environment standard. The lowest rating was on the Engagement Standard at Fairmount, which was also the case last year as well. See Chart 18 below for a breakdown of the standards across schools.



In addition to receiving scores for each of the five standards, qualitative data was also provided as it related to those standards. Below are some examples of the feedback provided on the PQA reports:

Safe Environment

- Positive emotional climate
- Children were active, played well together, helped one another, talked with one another, relaxed, listened well
- Comfortable temperature
- Free of health and safety hazards
- Posted emergency procedures
- Supervised indoor entrances
- Plenty of room in the gym to play both games. Youth can move about easily in library and cafeteria
- Nutritious food and drink

Supportive Environment

- Staff warm and respectful; Very calm voice, maintains same tone, uses “thank you” a lot
- All staff smile a lot, children hug staff, whether standing or sitting staff use eye contact when talking to a child
- Starts and ends on time
- Plenty of computers, plenty of board games to choose from and books from library to read
- Children engage with materials or ideas
- Learning focus linked to activity
- Staff models skills
- Staff uses non-evaluative language

Interaction

- Children identify with the program
- Children informally talk to one another during computer games and jump the creek physical activity game
- A couple of children initiate on their own to help the little ones
- Staff circulates: At some point especially during the gym activities and computer games, staff is interacting with all children
- Staff are always being positive, takes time to explain rules of games, never puts a child down and allows child to lead conversations

Engagement

- Authentic choices: Choose what gym activities to play; choose which computer games to play, choose which board games to play; choose what to read
- Structured opportunities to provide feedback: Staff asks “how did you like it?” and “How do you like it?”
- Opportunities for routine tasks: Children put away materials, sign in, clean up, get materials
- Children carry snacks to eating areas, ask to be a leader of the line to walk to and from gym; clean up area with board games and computers

Observational Checklist

- Variety of activities: Physical activity; Free time; Board games; Computer learning (math); Reading
- Staff supervises children: Explains rules always positive feedback to children
- Staff prepares children for transition: Children already appear to know routine but staff still communicate expectations
- Departure is smooth
- Staff communicates with families: Some parents ask about schedule. Staff acknowledge parents as they come pick up child

KIDS’ SAFARI PARENT AND STUDENT PERCEPTION OF QUALITY

It was important to assess the parents and students’ perspective of the Kids’ Safari program, and to determine if there were areas where improvements needed to be made. Student satisfaction with the program has the potential to impact enrollment and attendance, and can either detract from, or enhance the program’s impact. Therefore, we used specific student and parent responses about their perceptions of the Kids’ Safari program to assess satisfaction. Students were asked a variety of questions related to

youth engagement and belonging, and were required to rate each question on a scale of 1 (almost never true) to 5 (almost always true), with 5 being the highest. Their results are reported in Chart 19 below. It is clear from their responses that students were very satisfied with the program with all responses above average (at least 4 out of 5).

Chart 19: 2014-2015 Kids’ Safari Student Responses on Engagement and Belonging

Prompt 1= Almost Never True; 3 = True about half the time; 5 = Almost Always True	Fairmount (N=45)	Korte (N=45)	Sugar Creek (N=33)	Three Trails (N=48)
I am interested in what we do.	4.38	4.60	4.46	4.21
The activities are important to me.	4.30	3.86	4.04	4.08
I am challenged in a good way.	4.16	4.37	4.49	4.10
I am using my skills.	4.55	4.41	4.44	4.25
I feel like I belong at this program.	4.64	4.64	4.52	4.46
I feel like I matter at this program.	4.27	4.58	4.54	4.69
OVERALL (Average of 8 items on Youth Engagement and Belonging Scale)	4.37	4.39	4.41	4.31

The lowest scoring area on the Youth Engagement and Belonging Scale was at Korte for the prompt, “The activities are important to me.” While the average student response was still above average at 3.86, it is clear that this is an area that can be improved upon. Therefore, it is important that student interests are factored heavily into the decisions of what activities to include in the program.

In addition to students’ attitudes, it was also important to gauge parent attitudes towards the program as well. Parents were asked three questions related to their confidence in the care provided at the after-school program. Similar to students, they rated their response on a scale of 1 (almost never true) to 5 (almost always true). Overall, parent responses were positive, with the average parent indicating with a score of 4.20, that they don’t worry about their children when at the after-school program, and a score of 4.08 that their child is having a positive experience in the after-school program. There are still areas for improvement in these scores. However, their responses were exceedingly positive and combined with student responses, indicate there is satisfaction with program quality.

KIDS’ SAFARI ATTENDANCE AS A MEASURE OF PROGRAM QUALITY

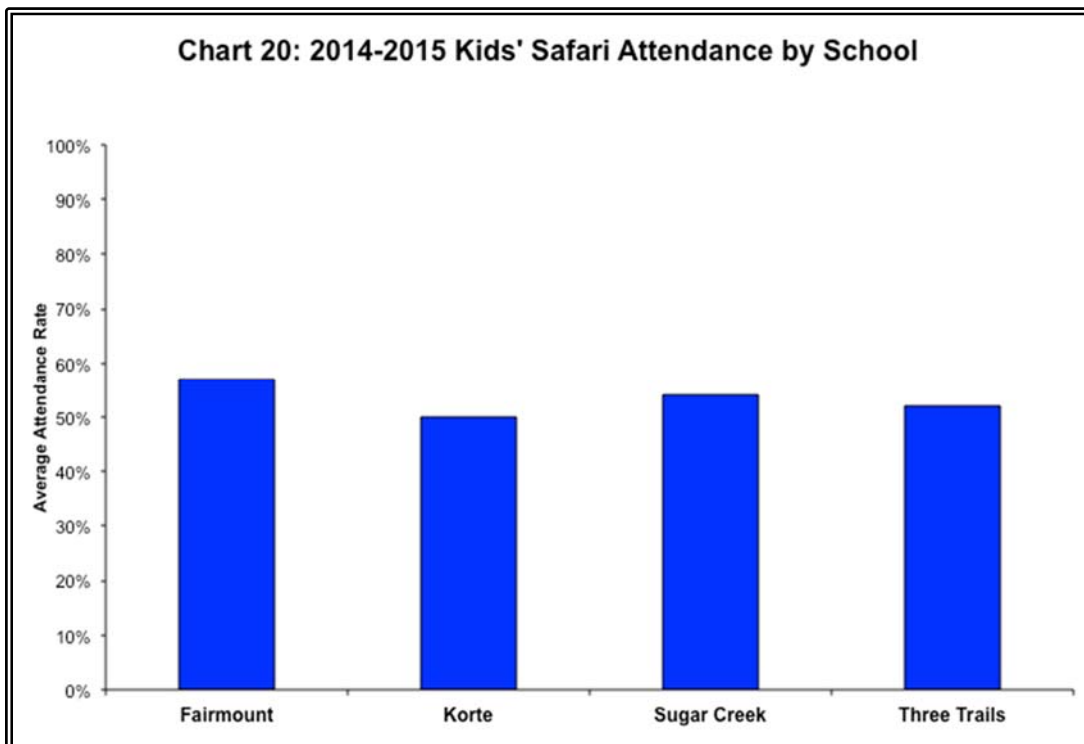
After-school programs must have high attendance to have an impact. The research indicates that high enrollment but low attendance in after-school programs is one of the major barriers to improving student outcomes; when students are enrolled in a program but fail to attend, there is no opportunity to realize any potential benefits.³ For this reason, attendance was a major variable in this evaluation.

Youth Specialists provided attendance reports for Kids’ Safari and for each Club session. Students that attended the program 30 days or more were considered regular attendees. Therefore, we are only reporting data from those students. In total, 228 students (out of 243) attended the Kids’ Safari program

³ For example, Baker, D. & Witt, P. (1996). Evaluation of the impact of two after-school programs. *Journal of Park and Recreation Administration*, 14 (3), 23-44.; Huang, D., Gribbons, B. Kim, K. et al. (2000). *A Decade of Results: The Impact of LA’s Best After-School Enrichment Initiative on Subsequent Student Achievement and Performance*. Los Angeles, CA: Center for the Study of Evaluation, Graduate School of Education, UCLA.

30 days or more. Of those 228 regular Kids' Safari attendees, 66 were served at Fairmount, 58 at Korte, 52 at Sugar Creek, and 52 at Three Trails.

When looking at the Kids' Safari average attendance rate by school for regular attendees only, Fairmount had the highest average attendance rate at 57 percent, followed by Sugar Creek at 54 percent, Three Trails at 52 percent, and lastly, Korte at 50 percent. Overall, Kids' Safari attendance ranged from 33 days to 190 days at the four schools. On average, students attended Kids' Safari for 139 days during the school year. In contrast, the Club average attendance rate by school was less than the Kids' Safari average attendance rate for regular attendees. Sugar Creek had the highest Club attendance rate at 22 percent, followed by Fairmount and Korte at 18 percent. There were not enough Club-only regular attendees at Three Trails to report this data. Overall, Club attendance ranged from 30 days to 161 days. On average, students attended Clubs for 51 days during the school year. See Chart 20 below for Kids' Safari attendance by school.



KIDS' SAFARI FAMILY AND COMMUNITY ACTIVITIES AS A MEASURE OF PROGRAM QUALITY

We asked the parents of Kids' Safari and Clubs' students several questions regarding opportunities for involvement at their school. Our findings indicated many opportunities for family involvement and outreach to the community. Each of the grantee elementary schools collaborated and partnered with other organizations in the community, thus enriching the program's offerings and providing parents and students with a sense of the community in which they lived. Chart 21 on the next page shows the levels of family involvement from the perspective of parents. From this chart, it is clear that the after-school staff took the time to regularly ask how parents were doing. Parents rated this item high in the survey. This regular interaction and close relationship between staff and parents was yet another indicator of the collaboration and community fostered at Kids' Safari. Other areas received varying marks depending on the school. For example, at Fairmount, the average parent (score of 4.62) felt that it was almost always true that the after-school program provided opportunities for parents to socialize with other families and

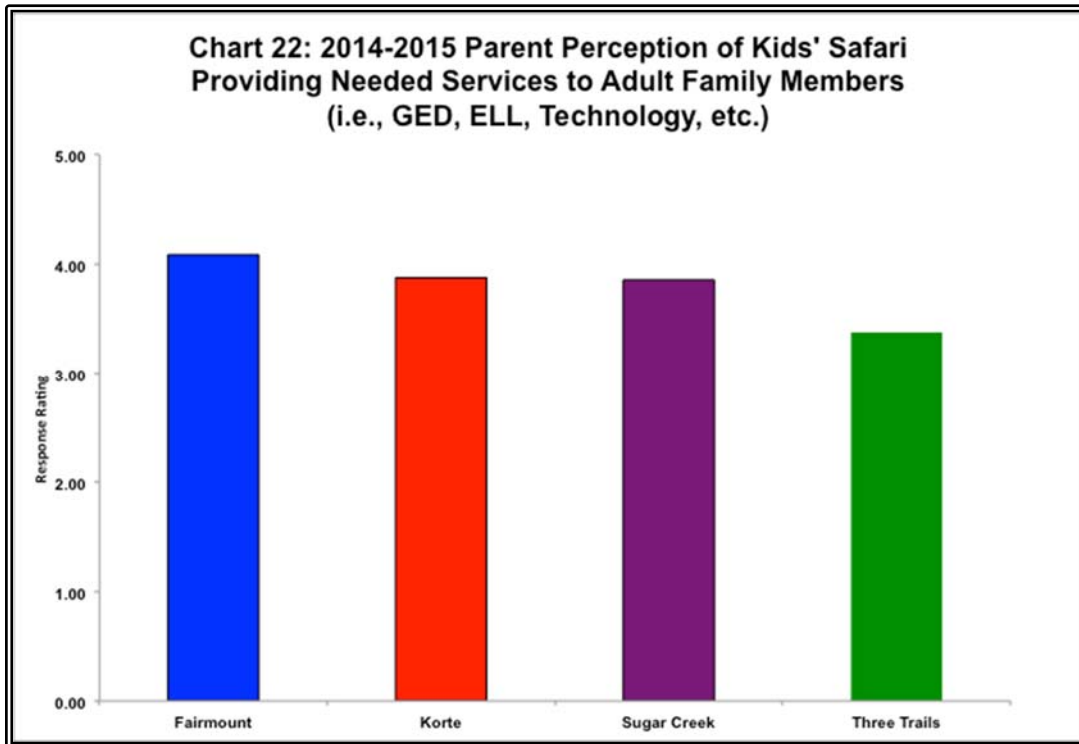
had a sense of community. However, the average parent at Three Trails (score of 3.85) leaned more towards the fact that this was true about half of the time for this prompt. See Chart 21 below for more details.

Chart 21: 2014-2015 Kids' Safari Parent Perceptions of Family Involvement

Prompt 1= Almost Never True; 3 = True about half the time; 5 = Almost Always True	Fairmount (N=22)	Korte (N=35)	Sugar Creek (N=29)	Three Trails (N=27)
The after-school program provides opportunities for us to socialize with other families and has a sense of community (e.g., celebrations, activities in evenings).	4.62	4.29	4.45	3.85
After-school staff know me and regularly ask how I am doing.	4.91	4.94	4.79	4.15
The after-school program provides either opportunities for parents to learn new skills or provides information about other community programs in the areas that provide skill development.	4.55	4.12	4.31	3.23
After-school staff take the time to get to know parents by asking and learning about their interests, families, and current activities.	4.64	4.77	4.52	3.85
The after-school program links with other service providers in order to bring services on site, ease the referral process, share information about resources, and identify and fill gaps.	4.55	4.70	4.31	3.31
The after-school program provides parents with opportunities to have input into program decisions.	4.45	4.83	4.43	3.31
OVERALL (Average of 10 items on Strengthening Families Scale)	4.62	4.49	4.45	3.64

Note: The sample size (N) differs by item, but the average sample size (N) across all items is shown above.

In addition to parental involvement in program decisions and the development of a strong sense of community within the program, parents had an opportunity to rate whether the after-school program offered needed services to adult family members (i.e., GED, ELL, technology, family literacy, etc.). Their ratings by school are provided in Chart 22 on the next page, indicating that overall, parents feel that the program is providing important and helpful services. However, it is still recommended that all schools continue efforts to advertise these services to families, and specifically, Three Trails should take additional measures to ensure that these types of needed services are fully marketed to families in after-school program.



KIDS' SAFARI PROGRAM CHALLENGES

While the Kids' Safari program as a whole was considered successful, there were a few challenges faced. At Fairmount, one of the continued challenges was finding new community partners. There are so many connections to be made with the community and Fairmount Kids' Safari would like to be able to offer new activities to students. Another challenge was getting students involved in the lesson planning. Students tend to want to be on computer or play sports outside, and it is often difficult to get them to plan other activities.

At Korte, one of the main challenges was centered on student behavior. This challenge was most likely the result of a higher than usual staff turnover rate, especially in the Youth Specialist position. To combat this challenge, the staff developed an earning system that also incorporated the concept of saving; they used a sticker chart, and every session that students attended would earn them a sticker that could be used to purchase items in the Site store. These stickers were posted in a place where parents would be able to see the progress.

Another challenge at Korte was staff moral and motivation. As a result, staff meetings were held on a regular basis to discuss struggles and successes. The Youth Specialist would let staff know that they were appreciated through the use of notes/cards and surprise gifts. Staff also found ways to let students know that they appreciated them through the use of a Star Student of the Week. Two students were selected and highlighted on the Parent Board and staff wrote notes to the start students and shared them with everyone when new Stars were selected.

Sugar Creek faced a similar challenge as Korte, in that staff were leaving the program which resulted in inconsistency with the students. This inconsistency was hard on the students, disrupted lesson planning was especially difficult for one particular staff member.

Three Trails experienced two main challenges throughout the year. One challenge was transitioning from the BIST to PBIS behavioral method. Students were used to and familiar with the BIST method. The students, staff, and teachers had to become familiar with the new system and understand that positive behavioral reinforcement assisted in critical thinking and self-correction. Once everyone was on the same page they could see that some students responded well to the system and others still remained resistant. The staff at Three Trails used additional methods for those that were resistant to the system, which allowed them to correct problematic behaviors. Another challenge was staff motivation related to working with students. This was due to some of the student behaviors being so over the top that it drained the staff and made them not want to interact with those particular students. To overcome these challenges for next year, students will continue to stay on the PBIS system throughout the summer school and summer full day programs. Thus, when they return for the school year, there will be constant practice and familiarity with expectations and guidelines. This practice will be done with students, staff, and parents. With those students who are displaying difficult behaviors, there will be behavioral contracts created to target specific behaviors and keep them on track with PBIS so that they can be successful within the program.

KIDS' SAFARI PROGRAM QUALITY AND SUCCESS

Kids' Safari was successful in many areas. Fairmount served more students 30 days or more than the required amount. This was possible with recruitment and the help of the sliding scale offered through a grant. Fairmount Kids' Safari provided five family events this year including *Lights On After School*. These events were always an excellent way to keep families and students involved. It was also a way to connect school day teachers to the program due to their willingness to volunteer.

Fairmount Kids' Safari had a very good turnout of teacher volunteers at both family events and leading all-school clubs. The goal this year was to have at least 50 percent of all teachers lead all-school clubs. This goal was successfully reached! The students and families loved being a part of clubs and events that school day teachers were leading. The teachers were very willing to help out and be involved.

Another major success at Fairmount Kids' Safari was keeping the homeless students involved in the program as much as possible. This was made possible through the collaboration with FSL, who worked diligently to always ensure that late cabs were able to pick up students. Many times cabs were changed for eight weeks just for a student to be involved in all-school clubs. This was an amazing feat to offer at the program in order for these students to succeed.

At Korte Kids' Safari, successes were seen in individual students and in the program as a whole. The Kids' Safari program was a great way for some of the "toughest" kids to start their day. They have a safe environment to begin and end the day and the lines of communication between school day teachers and Kids' Safari staff was open and working well. The program as a whole was very successful with the introduction of the Job Fair. Students took pride in the program and in themselves. School staff and district administrators shared in this event, as they came into the program and held the interviews for the older students. There has not been a single student that has quite their job, and has helped students become more responsible.

Sugar Creek Kids' Safari experienced tremendous success in many ways. Through intentional planning, school alignment, and goal setting, they have helped students succeed not only in school but also in their personal lives as well. Kids' Safari staff turned in lesson plans weekly and produced a weekly schedule to post. These efforts made a big difference for parents. In addition, the Sugar Creek Kids' Safari saw more than 25 students lead clubs/activities this year, and they have established a students' planning committee, which reviews the lesson plans and takes in ideas from the students. Next year, Sugar Creek Kids' Safari plans to have the student planning committee fill out the weekly schedule to post each week. They have also strengthened the school day connection through increased daily interactions, homework reinforcement, and in-class time to help support students. Each Kids' Safari staff member has a class that they check-in with daily, get homework, and see if they can provide additional support as necessary. Finally, Sugar Creek Kids' Safari was very intentional with the goals that they set with their students. Through open-ended conversations, staff were able to target their greatest needs and then capitalize on helping them be achieved. They created a student-led program, began parent education classes, implemented multiple reflection strategies, and increased student-community engagement.

At Three Trails Kids' Safari, success first began when the Kids' Safari staff looked at the program and wanted to think outside of the box in terms of how they taught the students' different skills. From this thought process, the Kids' Safari staff began to offer activities that got the students very excited and motivated to participate and learn new things. From this, the Kids' Safari staff were able to learn new things about their students in order to further encourage learning. Another success at Three Trails Kids' Safari was that certain Kids' Safari staff began to look toward the future and wanted to expand and explore higher positions within the department. From this desire, one staff member was able to begin on-the-job training as a Youth Specialist. This allowed her to see firsthand what went into the job on a day-to-day basis, and really evaluate whether or not this was the direction that she wanted to go.

Three Trails Kids' Safari saw huge successes with the introduction of technology into the program. The students were interested in learning how to create, edit, and finalize mini videos of random things. Students were merging what they were learning in the classroom with what they were doing at Kids' Safari. For example, the fourth and fifth graders took their technology experience one step further. They were challenged at the beginning of the new year to choose a significant person in history, research them, and create a PowerPoint presentation. They presented their findings to the other students at Kids' Safari. Lastly, another success at the Three Trails Kids' Safari program was seeing how receptive students and parents were to the new behavioral system adapted by the district. Three Trails Kids' Safari also incorporated a ticket system into the program and students were able to follow the same criteria from the classroom. This helped the behaviors that were occurring and gave the students more confidence and awareness of what they were doing and how they treated their friends and themselves.

SECTION 6B: LATITUDE ANALYSIS

This section of the report provides qualitative and quantitative results from map data, second and fourth quarter grade reports, state-sponsored surveys, and the School-Age PQA at the middle school level. This is an indication of how well the program met expectations and achieved goals.

LATITUDE AND ACADEMIC ACHIEVEMENT

This year's findings indicated that students' participation in ISD's Latitude program was related to school achievement. The findings were based on academic achievement data, as measured by second and fourth quarter grades, state-sponsored survey results, and by MAP scores.

Academic achievement data that was used to inform the evaluation was derived from second and fourth quarter grade reports in which teachers evaluated each student's performance on a variety of measures in communication arts (CA) and mathematics. Students in Latitude outperformed students in the control group on a variety of measures including, but not limited to:

- Engagement and Participation (CA)
- Preparedness for Learning (CA)
- Conventions
- Organization
- Voice*
- Word Choice**
- Engagement and Participation (Math)*
- Preparedness for Learning (Math)*
- Expressions and Equations *
- Statistics and Probability*
- Ratio and Proportional Relations**
- The Number System*

*Statistically significant in Quarter Four ($p < .05$)

** Statistically significant in Quarter Two and Quarter Four ($p < .05$)

See Chart 23 and Chart 24 on the next page for more details.

Chart 23: 2014-2015 Latitude and Control Quarter Two Grades

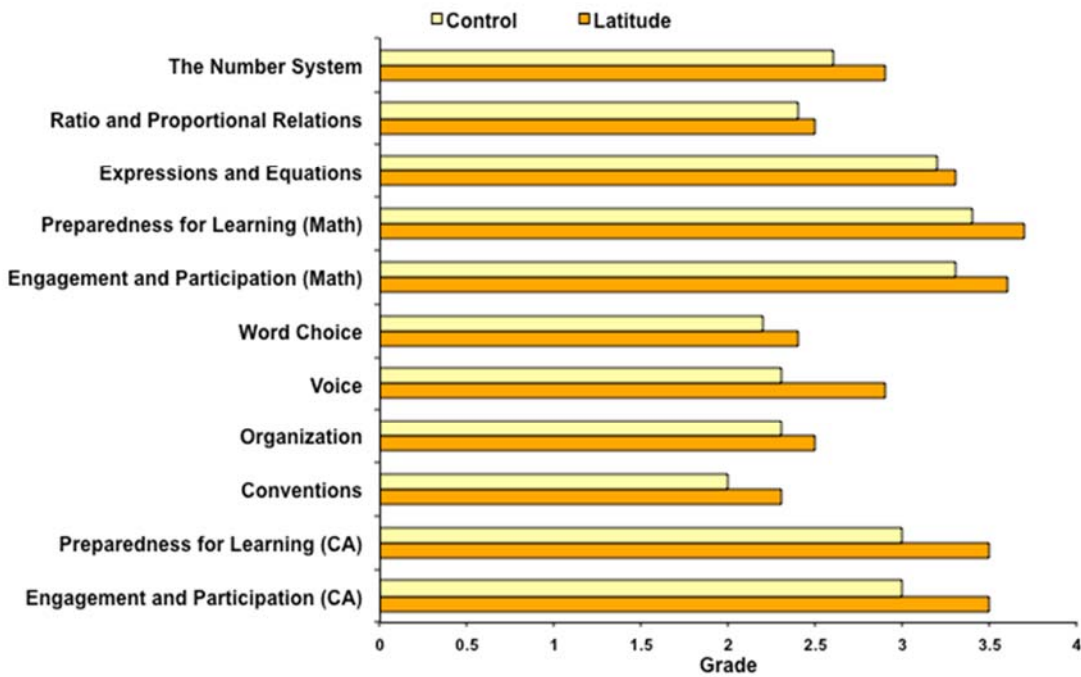
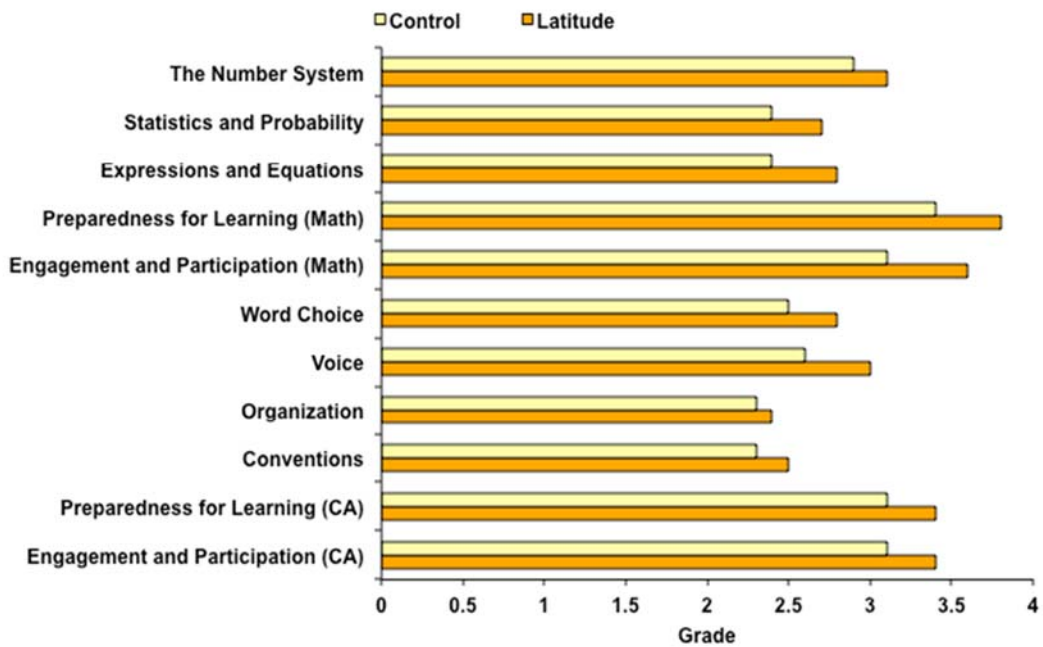


Chart 24: 2014-2015 Latitude and Control Quarter Four Grades



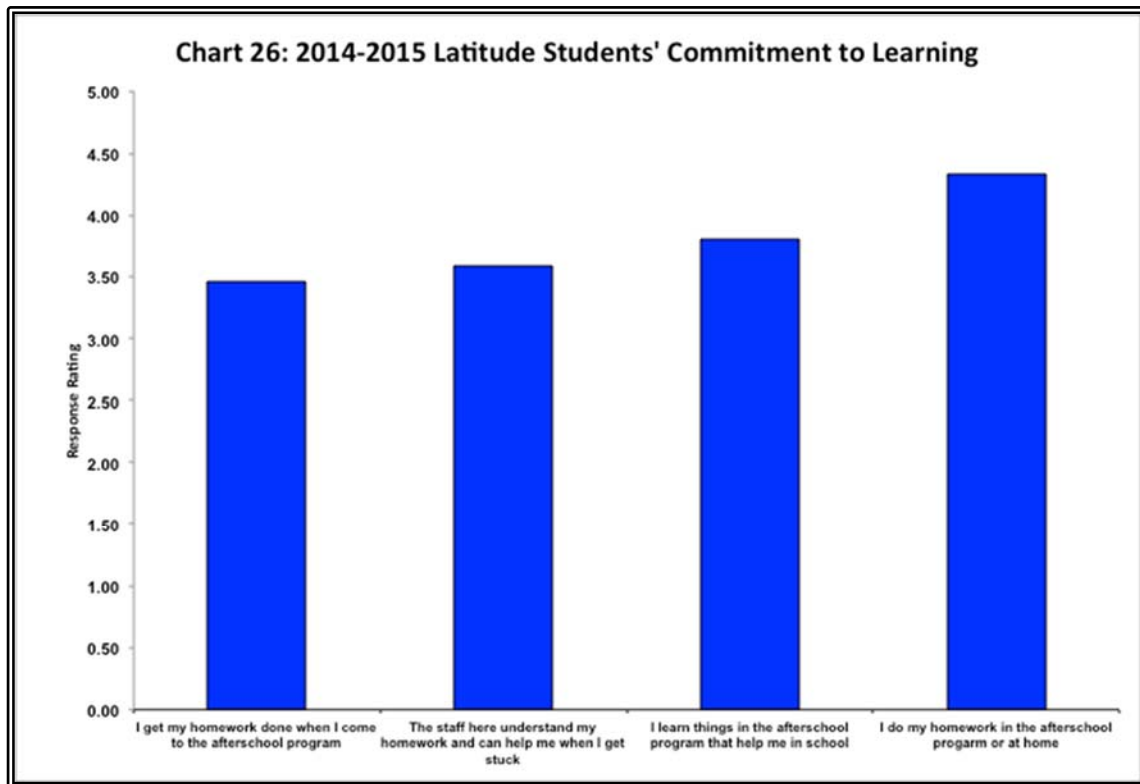
State-sponsored parent and youth surveys were used to determine Latitude’s impact on academic achievement and commitment to learning. Parents at Latitude reported that the after-school program had positive academic benefits on their child. Their responses were overwhelming positive as shown below in Chart 25. Parents recognized that their child’s interest in learning had increased as a result of the program, with the average parent response at 4.64, which meant that parents believed this statement to be true almost all the time.

Chart 25: 2014-2015 Latitude Parent Perceptions of Academic Benefits

Prompt 1= Almost Never True; 3 = True about half the time; 5 = Almost Always True	Latitude (N=22)
As a result of participating in the after-school program this year my child has developed better work habits (i.e., works well by self, finishes work on time, follows rules, careful and neat).	4.18
As a result of participating in the after-school program this year, my child’s interest in learning has increased.	4.64
OVERALL	4.41

Note: The sample size (N) differs by item, but the average sample size (N) across all items is shown above.

Student responses to the state-sponsored surveys on the Commitment to Learning Scale were similar to parents, in that they were overwhelmingly positive about their learning experiences in and outside of the after-school program. See Chart 26 below.

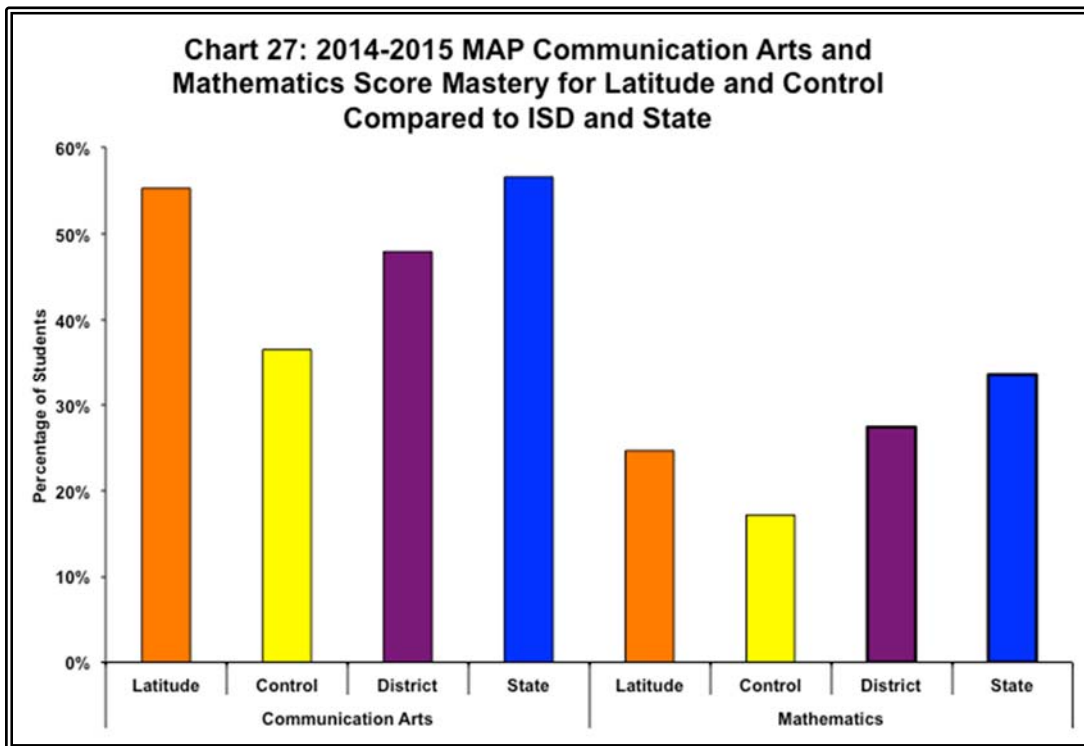


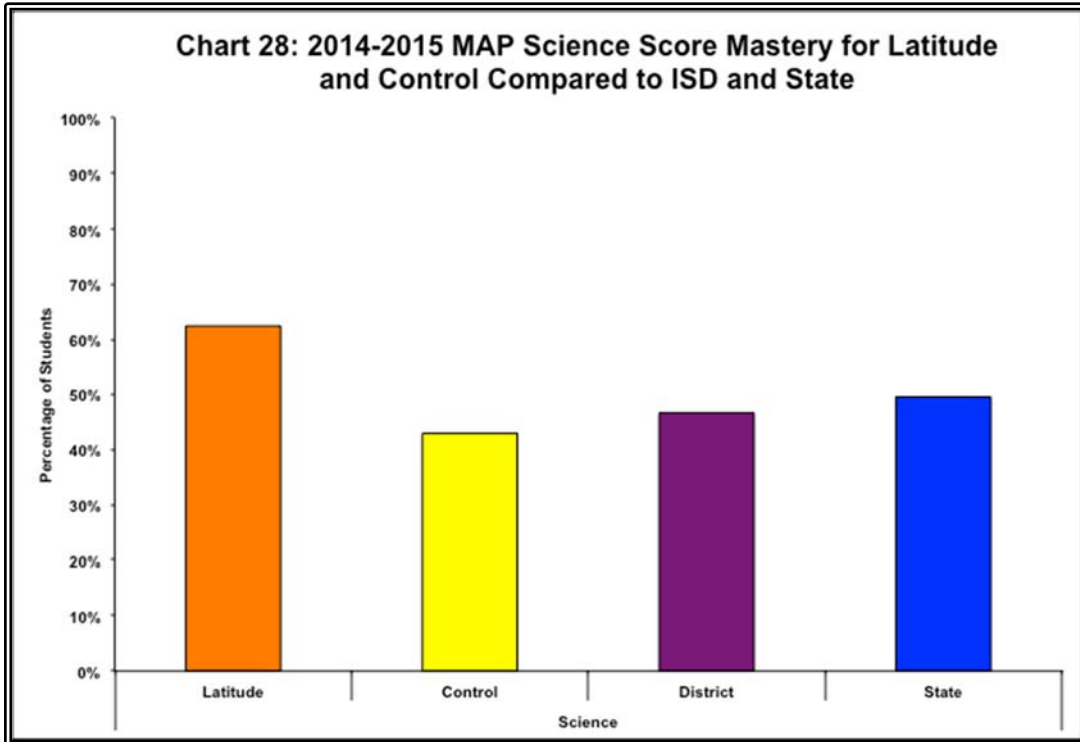
Students reported that more than half of the time (average response of 3.36), they got their homework completed when they were at the after-school program. Students also reported that they worked on their homework in the after-school program or at home almost all of the time (average response of 4.34). Students’ recognized that what they learned in the after-school program would be able to help them

during the school day, and reported that staff understood their homework and helped them when they were stuck.

LATITUDE AND MAP SCORES

The analysis in the section below focuses on academic achievement of children enrolled in the Latitude program. In this section we are reporting on MAP data, which includes Communication Arts Mathematics, and Science scores. These findings were somewhat similar to second and fourth quarter grades, as Latitude outperformed the control group in both Communication Arts and Mathematics overall. Students, who were regular attendees, and enrolled in Latitude, received higher scores in Communication Arts, Mathematics and Science, when compared to the control group. These results were statistically significant ($p < .05$) for Communication Arts and Mathematics. Additionally, students enrolled in Latitude also received higher Communication Arts scores than the district, and performed at about the same level as the state (see Chart 27 below and Chart 28 on the next page).

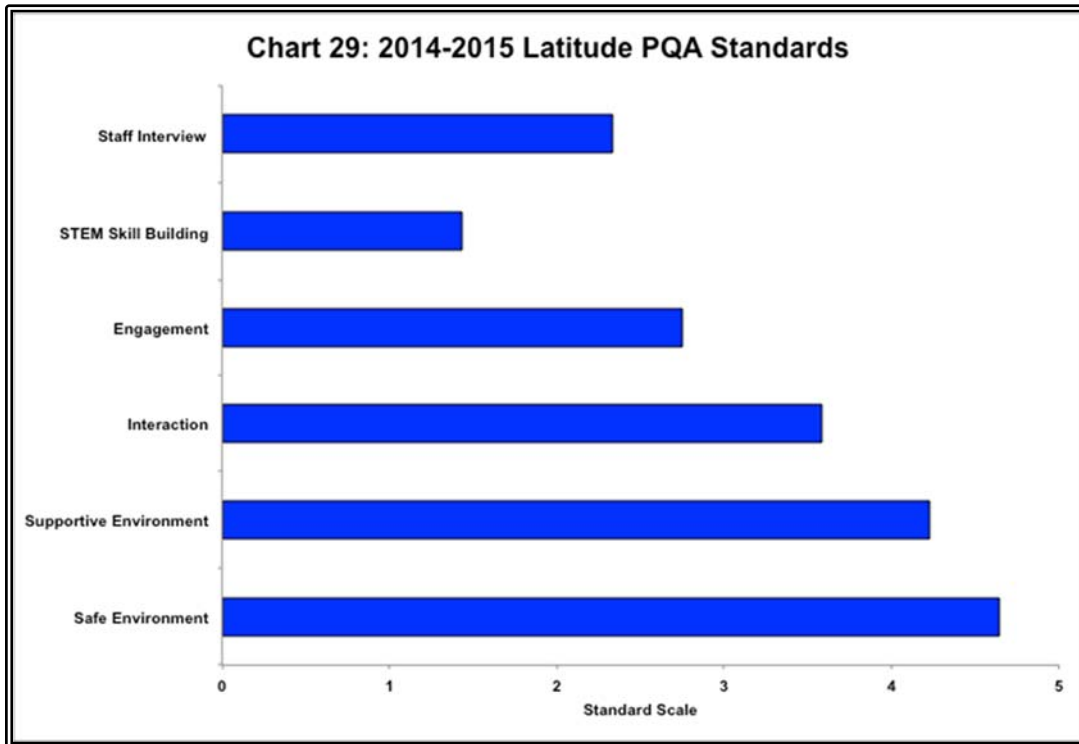




PROGRAM QUALITY AT LATITUDE

An outside evaluator conducted site level assessments for Nowlin using the School-Age PQA. Nowlin was rated on six standards: Safe Environment, Supportive Environment, Interaction, Engagement, STEM Skill Building, and Staff Interview. The score for each standard was based on two to five sub-standards. Each sub-standard was scored on a five-point scale, with five being the highest. Qualitative data for each element was also provided to support each rating and provide additional information. Additional information about this instrument can be provided upon request.

Nowlin received high marks on three of the six standards, Safe Environment, Supportive Environment, and Interaction, receiving at least a 3.5 for each standard. The lowest rating was on the STEM Skill Building Standard, which was compromised of Scientific Reasoning, Observation and Measurement, and Representation sub-standards. See Chart 29 on the next page for a breakdown of the standards across schools.



In addition to the scores for each standard, qualitative data was also provided for each of the six standards. Below are some examples of qualitative feedback received:

Safe Environment

- Positive emotional climate: Young people enjoy each other’s company by talking, laughing, sharing insights, playing with one another, being competitive with one another.
- Interior space is clean and not congested.
- Appropriate safety equipment.
- Sufficient space: Courtyard is a fairly good size area, room for youth to play, youth congregate in a couple of areas. Youth spread out using several cafeteria tables for science activity.
- Nutritious food and drink: 1% low fat milk or chocolate skim milk or strawberry skim milk and applesauce.

Supportive Environment

- All youth called by name as they entered. Staff ask individual questions about their day.
- Materials ready: Football and other ball ready for outdoor play. Hantis equipment already in game room. Most science materials were ready. Had youth go get rules to measure tape.
- Youth talk about activities: During science activity, youth are encouraged to talk to one another, work as a team and tell each other their ideas of how to use materials given to protect the egg when dropped: “Talk about what you want it to look like.”
- Staff encourages all youth to think about how to use the materials given on how to protect their egg.

Interaction

- Youth appear to identify with the program. They are given a choice about what activity they want to do; they laugh and enjoy one another and ask to take on responsibilities (run errands).
- Staff shares control with youth: Staff let youth decide what activity they want to do. Hantis was finally done for a few minutes after free play while others went to an activity that was not observed. Also, let youth experiment with Egg Drop.

Engagement

- Staff give youth opportunities to decide what to every so often.
- Youth decide how to create their design on their own.

STEM Skill Building

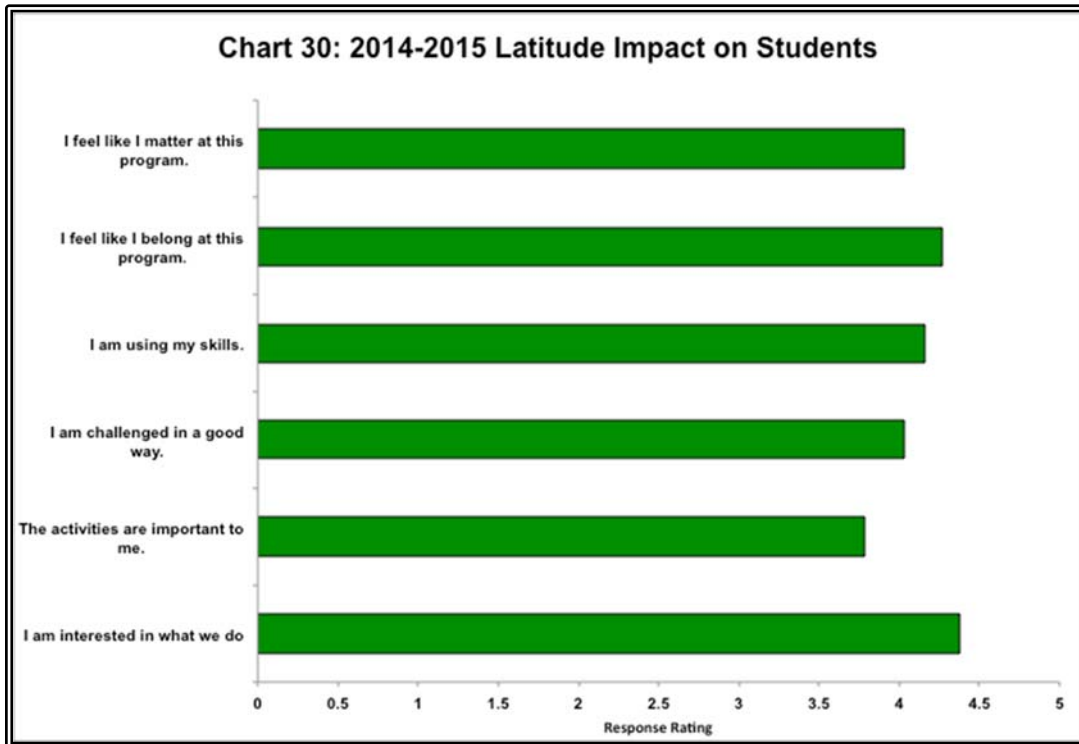
- Staff support youth in identifying a guiding question: We want to know which design is going to work best to keep an egg from cracking when dropped from 3 ft or more.

Staff Interview

- Staff expose youth to people/places using STEM: Yes, in the past at the Zoo (was not able to describe), and at Powell Gardens for a Lego activity that involved metrics.
- Safety policies related to STEM are enforced: Yes, when needed, and yes they are followed.

LATITUDE STUDENT AND PARENT PERCEPTION OF QUALITY

It was important to assess the parents and students' perspective of the Latitude program, and to determine if there were areas where improvements needed to be made. Student satisfaction with the program has the potential to impact enrollment and attendance, and can either detract from or enhance the program's impact. Therefore, we used specific parent and student responses about their perceptions of the Latitude program to assess satisfaction. The results let us know that there were still areas that could be improved with students. However, student's responses were more positive than negative overall, and parent responses were overwhelmingly positive. For example, the average student response for "I feel like I belong at this program," was 4.27 out of 5, letting us know that most of the students believe this statement to be almost always true. In addition, the average student response for the statement, "I am interested in what we do" was 4.38 out of 5. Again, letting us know that the majority of students believed this statement. One area for improvement is in the type of activities that are included at Latitude. The average student response for "The activities are important to me" was only 3.78 out of 5. While this is still better than average, it is definitely an area that can be improved upon by integrating activities that are of interest to students. See Chart 30 on the next page for more details.



Parent’s perception of the program was overwhelmingly positive again this year. Parents were asked a variety of questions related to the confidence in care provided at the after-school program. All parents surveyed reported that they don’t worry about their child when they are in the after-school program and all parents reported that the after-school program was reliable and that they could count on it to provide the after-school care that they needed. Chart 31 below demonstrates that parents were satisfied with the program quality.

Chart 31: 2014-2015 Latitude Parent Perceptions of Confidence and Convenience of Care

Prompt 1= Almost Never True; 3 = True about half the time; 5 = Almost Always True	Latitude (N=22)
I don’t worry about my child when at the after-school program.	5.00
The after-school program is reliable and I count on them to provide the after-school care I need.	5.00
My child is having a positive experience in the after-school program.	4.91
OVERALL	4.97

LATITUDE STUDENT ATTENDANCE AS A MEASURE OF PROGRAM QUALITY

Youth Specialists provided attendance reports for Latitude and each Club session. Students that attended the program 30 days or more were considered regular attendees. Therefore, we are only reporting data from those students. In total, 72 students (out of 159) attended Latitude for 30 days or more. The average attendance rate at Latitude was 36 percent. Overall, Latitude attendance ranged from 32 days to 177 days. On average, students attended Latitude for 90 days during the school year.

LATITUDE FAMILY AND COMMUNITY ACTIVITIES AS A MEASURE OF PROGRAM QUALITY

We asked the parents of Latitude students several questions regarding opportunities for involvement at their school. Nowlin collaborated and partnered with other organizations in the community, thus enriching the program’s offerings and providing parents and students with a sense of the community in which they lived. Equally important has been the extent of family participation in school activities. Our findings indicated an average amount of opportunities for family involvement and outreach to the community, however this is an area where improvements can be made. Parents were asked many questions related to involvement and community. Responses indicated that in the past year, parental involvement opportunities occurred about only half of the time. See Chart 32 below for more details. As a result of these ratings, it is important that we make community partnerships and various opportunities more visible and apparent to parents in the future, so that they can see the strong connections that Latitude has with the community and that Latitude offers a variety of valuable services that may be of interest.

Chart 32: 2014-2015 Latitude Parent Perceptions of Family Involvement

Prompt 1= Almost Never True; 3 = True About Half of the Time; 5 = Almost Always True	Latitude (N=22)
The after-school program provides opportunities for us to socialize with other families and has a sense of community (e.g., celebrations, activities in evenings).	3.73
After-school staff know me and regularly ask how I am doing.	4.64
The after-school program provides either opportunities for parents to learn new skills or provides information about other community programs in the areas that provide skill development.	3.18
After-school staff take the time to get to know parents by asking and learning about their interests, families, and current activities.	3.91
The after-school program links with other service providers in order to bring services on site, ease the referral process, share information about resources, and identify and fill gaps.	3.36
The after-school program provides parents with opportunities to have input into program decisions.	3.36
OVERALL (Average of 10 items on Strengthening Families Scale)	3.59

Parents were asked the extent to which the after-school program offered needed services to adult family members (i.e., GED, ELL, technology, family literacy, career/job training, etc.). Unfortunately, the average response was 2.82 on a scale of 1 (Almost never true) to 5 (Almost always true). This would indicate that Latitude parents felt that this was true less than half the time. This is an area that must be improved in the coming years, and not only should these needed services to adult family members be provided, but they should also be marketed well so that parents are always aware of these services.

LATITUDE PROGRAM CHALLENGES

Latitude continued to experience challenges with student leadership. Latitude staff hoped that students would be able to take ownership and run their own clubs. However, they ran into issues with students not showing up when they were expected to run their activities, not being prepared, or having to move out of their club space. Again, this was a similar problem to last year. To help in this area, Latitude Staff have begun exploring a program called The Leader in Me, which is based on Dr. Covey’s book, *The 7 Habits of Highly Effective People*. Another continued challenge from the previous year was getting parents to be involved in after-school events. Parents continue to see Latitude as a babysitting atmosphere, rather than a growing opportunity for their students. Lastly, staff turnover was the greatest challenge throughout the year. Mid-way through the year, the program’s Youth Specialist left the position. Between the months of

November and February, the program saw five additional staff members leave. From February to May, the program was run by an interim Youth Specialist. This high turnover rate impacted numerous areas of the program. It created difficulties working with students on leadership because students needed time to build trust with new staff before they became comfortable working with them. In addition, this made it harder to host family events. A lack of relationship seemed to be at the root of the problem. With time, relationships will grow and some of these struggles will no longer exist. As the staff gets to know and build trust with the families, they will be able to effectively share the program's vision.

LATITUDE PROGRAM QUALITY AND SUCCESS

Overall, Latitude was successful in serving 80 students on a regular basis (i.e., attending 30 days or more). Latitude staff were able to get students involved and connected with activities and clubs that were not offered during the school day. Latitude was effective in communicating from the school day to parents who would not normally have any connection with the school. Latitude staff also ran effective activities that reached their diverse student population.

The introduction of the My Program Plus (MPP) was a great benefit. MPP allowed parents an opportunity to enroll their child online, manage authorized pick-ups, and sign their child in and out via an iPad. The ability to sign students in and out this way helped make keeping track of attendance easier and accurate.

In addition, the purchase of iPads presented a great new experience for students. The iPads were filled with recreational and educational apps geared towards students in the program. They used the iPads to relax and have fun while playing games, conducted research for school projects and homework, and completed activities planned by students and Latitude staff. Students were excited about creating short films and picture collages, whether for an actual assignment or just for fun. The use of iPads opened up students' creativity in ways they had never imagined.

SECTION 7: SUMMARY & NEXT STEPS

Our findings for the 2014-2015 evaluation period indicated that the after-school program, including both Kids' Safari and Clubs, funded by 21CCLC grants, was successful in its fourth year of implementation. The program continued to serve a population that was economically disadvantaged and at high risk for academic failure. It had a positive impact on students and families, and was associated with improvements in academic achievements: students enrolled in Kids' Safari and Clubs produced better Quarter Two and Quarter Four grades than the control group on a variety of measures. Many of both the Quarter Two and Quarter Four measures were statistically significant ($p < .05$). Students in Latitude outperformed students in the control group on a variety of Quarter Two and Quarter Four grades. Many of these measures across disciplines were found to be statistically significant ($P < .05$).

The majority of students in Kids' Safari (76 percent) and Latitude (74 percent) received free or reduced lunch during the 2014-2015 academic year. This demonstrated that students performed well academically, even though they were at a high risk for academic failure. Students, who were regular attendees, and enrolled in Kids' Safari, received higher MAP scores in Communication Arts, Mathematics, and Science, when compared to the control group, with statistically significant differences in Communication Arts ($p < .05$ found). Students enrolled in Latitude also received higher scores in Communication Arts, Mathematics and Science, when compared to the control group. These results were statistically significant for both Communication Arts and Mathematics ($p < .05$). Overall, it was clear that students in Kids' Safari and Latitude demonstrated solid academic performance levels in both Quarter Two and Four grades and MAP scores.

Parents' and students' perceptions of the Kids' Safari and Latitude program were very positive. Parents recognized that the after-school program had allowed their child to develop better work habits and recognized an increase in their child's interest in learning. In addition, an outside evaluator conducted site level assessments for Kids' Safari and Latitude using the School-Age PQA. They rated the programs on a variety of standards and scored the schools on a five-point scale, with five being the highest. Sugar Creek received a perfect score and the other three elementary schools received a near perfect score (above 4.5) on the Safe Environment standard. In addition, all four elementary schools received high marks (above 4) in the Observational Checklist standard. They also received a score of at least a 3.5 on the Interaction standard. Nowlin received high marks on the Interaction, Supportive Environment and Safe Environment standards, with a score of at least 3.5 for each of these standards. These high marks demonstrated the high level of quality that continues to exist in both the Kids' Safari and Latitude program.

There are many "next steps" for Kids' Safari. Next year, one area of focus will be on maintaining and increasing enrollment through creative and improved recruitment strategies. In addition, Kids' Safari hopes to offer new clubs that students have never experienced and set up program space to create canters that introduce new hands-on items. Kids' Safari will continue to strengthen the student-planning component by having the student's lesson planning team help with the weekly schedule and lesson planning. In addition, another goal is to strengthen the reading, science, and math activities. Kids' Safari will organize reading areas based off the school's reading system so that it will be easier for students to choose the right books. They will also use STEM-based activities to help students gain interest in the areas of Science, Technology, Engineering, and Math.

Kids' Safari would also like to offer more adult education classes. Some examples include offering a training series on love and logic to assist in parenting children, healthy eating to help cut down on obesity,

behaviors, illness, resume writing, and a financial series where parents would learn how to budget their finances and create a savings for emergency or educational purposes and re-vamp the parent communication station. In addition, Kids' Safari would like to set up a group email to keep parents informed of upcoming events. Lastly, in order to keep the connection between Kids' Safari and the school day strong, Kids' Safari will focus on working towards having at least 50 percent of teachers will either lead or c-lead an all-school club at some point during the year. In order to accomplish these goals, it is imperative that positive relationships with school day teachers are developed and fostered throughout the year.

Similar to Kids' Safari, Latitude's focus is also on maintaining and increasing enrollment through creative and improved recruitment strategies. In addition, Latitude would like to see an improvement in student-led activities and clubs through the creation of a student leadership team. Another focus is on maintaining consistent staff and building a relationship between staff, students, and parents. In order to do so, Latitude hopes to host family events and provide adult education. These family events and adult education opportunities would seek to interest parents and focus on student-parent engagement as a family unit. Surveys will be administered to determine parent interest.

The school-age program in these five annexed schools has continued its success and effectiveness in its fourth phase of implementation. However, there are still areas for improvement, as indicated by the program challenges provided. Therefore, we recommend the following areas be addressed in both programs: 1) continue to offer new clubs that are both interesting and engaging to students and academically beneficial; 2) provide increased opportunities for adult education class and market those opportunities well so that families and communities are aware of their existence and benefits; 3) increase enrollment numbers through improved and creative recruitment strategies; and 4) continue focusing on STEM (Science, Technology, Engineering, and Math), especially with the female population at both the elementary and middle school level.