

INDEPENDENCE, MO SCHOOL DISTRICT

BEFORE- AND AFTER-SCHOOL PROGRAM EVALUATION

ELEMENTARY AND MIDDLE SCHOOL

(21CCLC GRANT)

2015-2016

Conducted by the Zigler Center in Child Development and Social Policy

Yale University

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EXECUTIVE SUMMARY

In this 2015-2016 Evaluation Report we present the latest findings from five schools in the Independence, MO School District (ISD). The findings presented herein indicate that the district's before- and after- school programs at the elementary and middle schools level were highly effective and resulted in significant student gains as well as improvement in academic achievement among low-income students.

ISD has substantial experience operating before and after-school programs, implemented with support from the 21st Century Community Learning Centers (21CCLC) grants, awarded by the Missouri Department of Elementary and Secondary Education (DESE).

ISD's 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 effective and high 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 2015-2016 evaluation presented here, 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.

The five schools (four elementary schools and one middle school) participating in the 2015-2016 evaluation were: Fairmount, Korte, Sugar Creek, Three Trails, and Nowlin respectively.

At the elementary school level, a third, or 33 percent of students, were enrolled in the school-age program. This included both Kids' Safari and Clubs, and represents an increase of 4 percent since last year. 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 73 percent, qualifying for free or reduced fee lunch in Kids' Safari and 84 percent qualifying for free or reduced lunch in Clubs.

At the middle school level, 24 percent of students were enrolled in the school-age program. This was an increase of 3 percent since last year. These students were also identified as an at-risk population, with 80 percent of students in Latitude qualifying for free or reduced fee lunch.

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 and Mathematics MAP scores. These differences were statistically significant ($p < .05$) for both Kids' Safari and Latitude. Additional findings included the following:

- A total of 243 (out of 273) students were regular attendees at Kids' Safari at the four elementary schools and 80 (out of 188) 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 increased since last year at each school. Attendance rates ranged from 30 to 188 days at the four elementary schools. On average, students attended Kids' Safari for 137 days during the school year.
- Latitude attendance rates for regular attendees also increased since last year and ranged from 30 days to 179 days. On average, students attended Latitude for 108 days during the school year.
- Students enrolled in Kids' Safari 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 spelling (CA), vocabulary (CA), and demonstrates skill on grade level (PE).
- At Latitude, there were many statistically significant differences found for the Communication Arts subtests ($p < .05$), including Engagement and Participation (CA), Expressions and Equations (CA), Preparedness for Learning (CA), and Performance of Motor Skills/Movement. There were no statistically significant differences for Mathematics subtests when comparing Latitude to the control group.
- 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 4 (out of 5) for each standard, which was considered "excellent." Nowlin also received high marks on three of the six School-Age PQA standards, scoring at least a 4 on each of these standards.
- 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 4.72 (out of 5), that they don't worry about their children when at the afterschool program. This was an increase from 4.20 since last year. Additionally, the average parent indicated with a score of 4.82 (out of 5) that their child was having a positive experience in the afterschool program. This was an increase from 4.08 since last year.
- Parent survey data at Latitude was overwhelmingly positive again this year, with a near perfect average parent score of 4.93 (out of 5), indicating that they don't worry about their child when at the afterschool program. In addition, parents indicated that the afterschool program was reliable and they could count on it to provide the care they needed, with a near perfect average parent score of 4.93 (out of 5).

Our findings indicated that the ISD school-age program was a high quality and effective program during the 2015-2016 year. There were continued improvements in academics from the previous year, which was especially visible in the area of MAP scores. 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 students' experiences in Kids' Safari and Latitude.

To maintain the level of excellence in the provision of its programs, we recommend that ISD continues its effective operational practices, including: (1) the provision of opportunities for peer-peer and peer-staff interactions so that students participate in leadership opportunities; 2) continual engagement so that more students take part in the planning phases of the program and have a variety of choices; 3) the offering of clubs options that are academically rigorous and beneficial; and 4) the provision of opportunities for adult education class and promoting awareness of these.

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SECTION 1: EVALUATOR INFORMATION

SCOPE OF WORK FOR EVALUATOR

Research scientists at The Zigler Center in Child Development and Social Policy at Yale University conducted this evaluation. The Zigler 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 evaluation was designed to facilitate its use to improve program quality – by sharing the information with program staff – as well as to report findings to the state funding agency, the school board, school administrators, site advisory councils and others.

The evaluation design is based on the what we know from the research about effective evaluations and includes both a process of implementation and outcomes sections. The implementation component documents services and activities provided, 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 has been monitored during the evaluation period and objective assessments using national quality assessment tools from the research on quality programs for school-age students were used. Staff development practices, which are the foundation upon which quality is established, were examined as well. The outcome component included several assessments and an analysis of student achievement and behavior data to determine the 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, the evaluation also included surveys required by the Missouri State Department of Education.

COST FOR EVALUATOR

During the 2015-2016 year, the cost for an evaluator was \$27,435: \$21,435 plus \$6,000 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 fifth year of implementation of the program.

The before- and after-school program 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. In addition, a sliding scale and "coupons" were offered to meet the needs of all students, regardless of income level. This ensures that all students, whether or not enrolled in before- and after-school services, have the opportunity to participate in various club activities.

In this report, we present the findings for the 2015-2016 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, that 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 2015-2016 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 regular attendee students (30 days or more) were served in the Kids' Safari program at all four elementary schools, and 80 regular attendee 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 second and fourth quarter grades. In the second 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, there were statistically significant differences in Communication Arts and Mathematics subtests ($p < .05$).

- 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 and Mathematics ($p < .05$).
- Students enrolled in Latitude received higher MAP scores in Communications Arts, Mathematics, and Science than the control group. These results were statistically significant for all three subject areas ($p < .05$).
- 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. The measures that were statistically significant ($p < .05$) included spelling, vocabulary, 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. The measures that were statistically significant ($p < .05$) included engagement and participation, preparedness for learning, expressions and equations, and performance of motor skills/movement.
- 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 across all five schools was a 4.5 the following measure: "Afterschool staff are well informed about my child's learning success and challenges in school." In addition, the average parent score for all five schools was at 4.6 for the following measure: "The afterschool 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 73 and 80 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 30 days to 188 days, which the average student attending for at least 137 days during the school year.
- Latitude attendance from 30 days to 179 days, which an average student attending at least 108 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 afterschool program offered needed services to adult family members (i.e., GED, 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, parents were aware that the program was providing these important and helpful services.
- Parents 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 4.08 for the following prompt: "The afterschool 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." This was an increase from 3.36 since last year.

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 afterschool 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 afterschool program and the school.
- Afterschool 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.

- Administrators were required to report on a scale of 1 to 4, whether afterschool staff regularly communicated with school day teachers. The average responses ranged from a low of 2 at Latitude and a high of 4 at Korte. In addition, staff reported whether the afterschool program allowed the school day teachers to achieve better classroom outcomes. Responses ranged from a low of 2 at Sugar Creek to a high of 4 at Korte.
- Administrators were also asked to report on a scale of 1 to 4 if the afterschool program helped to improve the student's commitment to learning (e.g., homework completion, attitude toward school). The average response ranged from a low of 3 at Sugar Creek to a high of 4 at Korte and Latitude.

SECTION 4: 2015-2016 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 2015-2016 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 2015-2016 year, expenditures did not exceed the projected budget. The proposed cost of the program was \$267,963 (see Chart 1 below). Only \$266,845 was spent. This was \$1,118 less than the budget, or about 99.5 percent of the proposed budget for the year. Based on expenditures, \$411.79 was spent per student.

Chart 1: 2015-2016 School-Age Program Budget and Expenditures

Category	Budget	Expenditures
Salaries	\$134,210	\$134,210
Benefits	\$58,156	\$57,054
Travel and Transportation	\$2,550	\$2,550
Materials and Supplies	\$23,111	\$23,111
Professional Development	\$4,703	\$4,703
Purchased Services	\$35,014	\$35,014
PQA/Accreditation	\$6,000	\$6,000
In Direct Costs	\$4,219	\$4,203
Total Grant Dollars	\$267,963	\$266,845

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 2015-2016 academic year, ISD students enrolled on a first-come, first-served basis to fill 80 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 ABC 123 Yoga, Artistic Kids, Building Club, Coding Club, Computers, Creative Writing, Cub Scouts, Gymnastics, Harry Potter Club, Journalism, Karate, Kids Lit, Kids Math, Leadership, Learn to Swim, Music and Movement, Mutt-i-gree, Recycling, Soccer Club, STEM (Science, Technology, Engineering and Math), Spark, Tech Club, and Running Club.

KIDS’ SAFARI ENROLLMENT

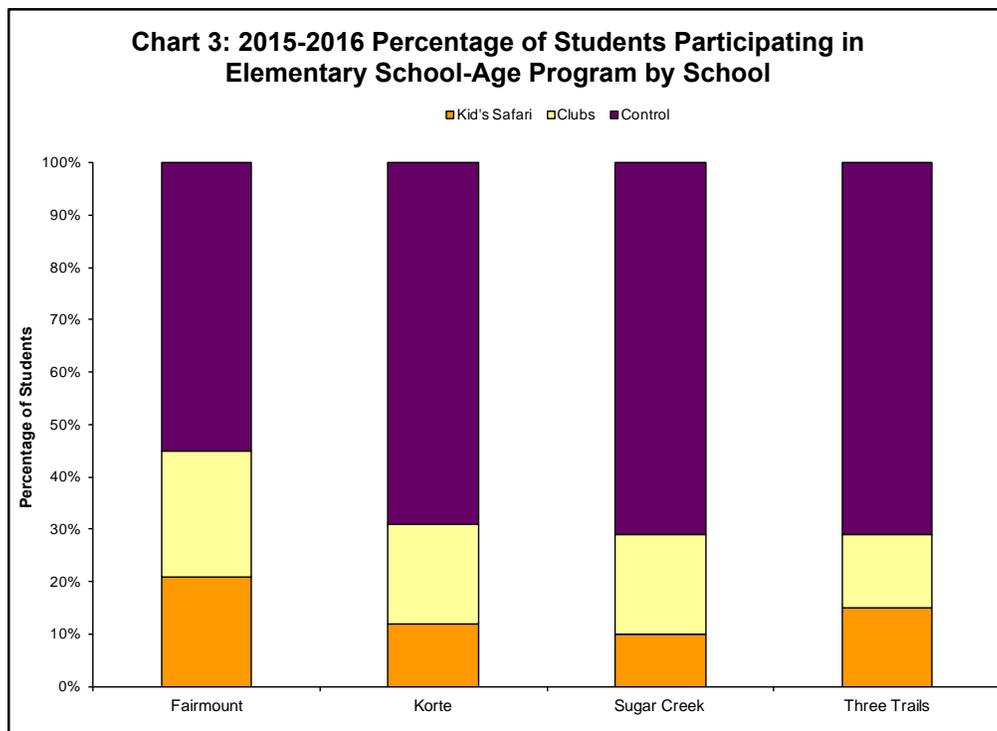
The Independence School District is comprised of 19 elementary schools, with a total enrollment of 7,036 students. The focus of this report is on four elementary schools that were annexed into the district from a neighboring Kansas, City district in 2008-2009. This includes Fairmount, Korte, Sugar Creek, and Three Trails. About 28 percent (1,967 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 on the next page shows the number of students enrolled in the four schools, along with the enrollment in Kids’ Safari and Clubs. 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: 2015-2016 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	368	78	21%	90	24%	168	45%	200	55%
Korte	600	74	12%	115	19%	189	31%	411	69%
Sugar Creek	540	53	10%	104	19%	157	29%	383	71%
Three Trails	459	68	15%	66	14%	134	29%	325	71%
TOTAL	1,967	273	14%	375	19%	648	33%	1,319	67%

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



KIDS' SAFARI DEMOGRAPHICS

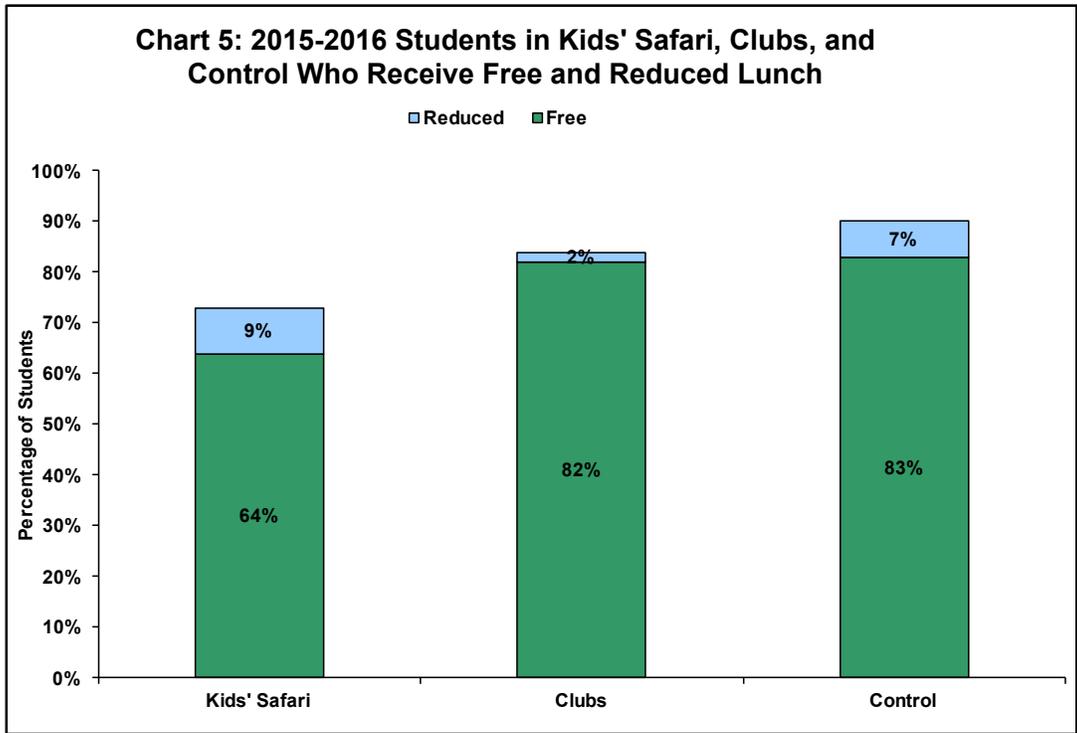
The four elementary schools served a total of 1,967 students, with 648 (33 percent) of those students in Kids' Safari and Clubs. Of those 648 students, 273 attended Kids' Safari and 243 (or 38 percent) were regular attendees (i.e., attended 30 or more days). We derived student demographic information 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. Nine 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 not statistically significant ($p < .05$). Additionally, 11 percent of student enrolled in Kids’ Safari needed ELL services, whereas 15 percent of students in the control group were in need of ELL services. This difference was statistically significant ($P < .05$). An interesting finding in the demographics was that in Kids’ Safari, there appeared to be more diversity across the board, with higher percentages of African American and Multi-racial students participating, when compared to Clubs and the control group. See Chart 4 below for more details.

Chart 4: 2015-2016 Elementary School Student Demographic Overview

Demographic	Kids’ Safari N=273	Clubs N=375	Control N=1,319
Male	49%	43%	52%
Female	51%	57%	48%
Student has IEP	9%	6%	10%
Qualifies for ELL Services	11%	2%	15%
African American	17.3%	13.7%	9.2%
American Indian	0%	0%	0.3%
Asian	0%	0%	0.3%
Pacific Islander	0.4%	0%	0.7%
Hispanic	22.5%	11.8%	25.8%
Multi-racial	17.3%	23.5%	12.3%
White	42.5%	51%	51.4%

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, almost three-quarters of regular attendees, or 73 percent, received free or reduced lunch. The percentage of students receiving free or reduced lunch in Clubs was higher than Kids’ Safari at 84 percent. This difference between Kids’ Safari and Clubs was statistically significant ($p < .05$). 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 were statistically significant ($p < .05$). However, the differences between the control group and Clubs were not statistically significant ($p < .05$). The data highlights the fact that students enrolled in the control group are slightly more economically disadvantaged than the regular attendees of Kids’ Safari. However, students enrolled in Clubs are somewhat comparable to the control group in terms of their economic disadvantages. Nevertheless, the Kids Safari and Clubs program as a whole 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 are 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 17 clubs² were offered during the 2015-2016 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 Arts & Crafts, Computer Lab, Sixth Grade Football, Into the Woods (Fall Play), Scholar Bowl, Self Portraits, Theater, and STEM Time. In the afternoon, students were given the opportunity to participate in recreational activities, academic enrichment or skill-based clubs and homework help or tutoring

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.

depending on their needs and interest. 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 Ridge. These four ISD middle schools served a total of 3,217 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 25 percent, or 798 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: 2015-2016 Student Enrollments at Nowlin

School	Total School Enrollment	Latitude		Control	
		N	% of Total Enrollment	N	% of Total Enrollment
Nowlin	798	188	24%	610	76%

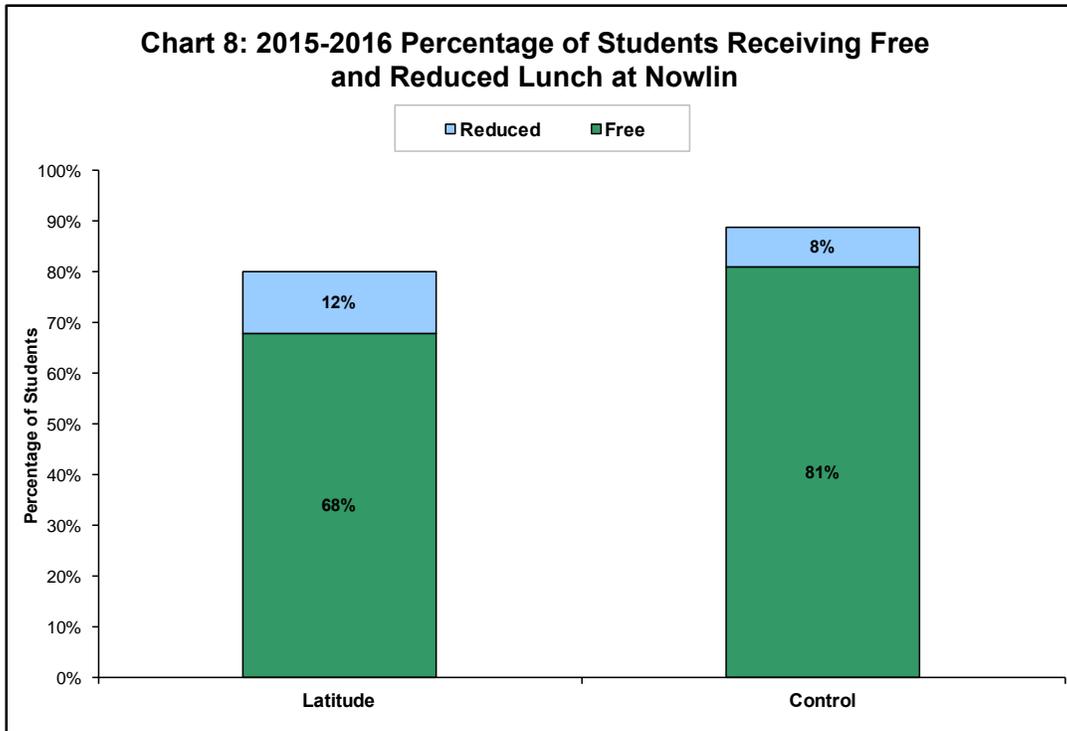
LATITUDE DEMOGRAPHICS

Nowlin Middle School served a total of 188 students in Latitude. Of those 188 students, 80 (or 43 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 12 percent in the control group. This difference was statistically significant ($p < .05$). Similarly, five percent of students enrolled in Latitude qualified for ELL services, compared to eight percent in the control group. This difference was not statistically significant ($p < .05$).

Chart 7: 2015-2016 Nowlin Student Demographic Overview

Demographic	Latitude N=188	Control N=610
Male	43%	50%
Female	57%	50%
Student has IEP	3%	12%
Qualifies for ELL Services	5%	8%
African American	18.7%	8.9%
American Indian	1.3%	0.1%
Asian	0%	0.1%
Pacific Islander	0%	0.6%
Hispanic	25.3%	24.9%
Multi-racial	4.0%	12%
White	50.7%	53.4%

Latitude and the control group reported somewhat similar numbers of students receiving free and reduced lunch. Eighty percent of students in Latitude and 89 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 on the next page 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 2015-2016 school year. The staff participated in a variety of training activities that were at both the beginner and advanced level. This was due to the fact that there were both brand new staff and seasoned staff. These trainings were meant to improve the staff's quality of work with the students and parents. The expectations surrounding these professional development opportunities are to not only improve the quality of the program, but to encourage staff to think outside of the box of what has already been learned and expand knowledge.

Trainings reflected YPQA standards to assure quality programing and included 12 hours of Method's Trainings, which were offered to all staff and Youth Specialists. Method's Trainings were designed to support the YPQA Assessments; if a site scored low in a particular area on the YPQA assessment, then that helped determine what Method's Trainings would be best for staff to attend. The focus this year on most training was STEM. Staff attended hands-on STEM trainings and participated in the actual activity that they would be teaching students. Since ISD had district trainers, they were able to offer a variety of Method's Trainings throughout the year in which staff could participate. The staff also had the option to attend NPASS trainings which also focused on STEM, but was different from the Method's Training.

Overall, 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. Some of the trainings and workshops that were offered and attended included:

- **Advanced Active Learning:** Advanced method training focused on the active learning process through hands-on activities that are appropriate and interactive.

- **Advanced Homework Help:** Advanced method training focused on homework in the Kids' Safari program. Through activities and other forms of training, participants will be able to apply what they have learned and make their homework time successful for all students.
- **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.
- **Planning and Reflection:** This workshop introduced staff to powerful and easy to use methods that promote youth engagement in planning, implementing, and evaluating activities and projects.
- **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.
- **Hands-on trainings** that engaged staff in STEM activities that they used with students.

The Youth Specialists and Kids' Safari staff also attended the Missouri School Age Care (MOSAC) conference held in Springfield, Missouri. During this conference, staff selected classes and sessions on various topics including Leadership, Active Play, Bullying, STEM/STEAM, Service Learning, and Networking. In addition, Youth Specialists attended trainings to help the program improve STEM/STEAM activities, social-emotional behaviors, and learn how laughter impacts behavior. The staff also had a chance to network with other professionals within the afterschool 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.

Kids' Safari and 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.

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 in 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, YPQA 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 2015-2016 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:

- **ABC 123:** Targeted students who needed extra help with sight words, letter recognition, and numbers. Students received one-on-one time with teachers through hands-on games, activities, and technology.
- **Artistic Kids:** Students created art based on the theme of the week. This includes painting, drawing, scrap booking, collages, chalk art, and more. Imaginations are encouraged!
- **Building Club:** Students were given multiple types of materials and encouraged to build structures, buildings, cities, bridges, airplanes, tracks, and more.
- **Coding Club:** Students were taught the basics of coding through online websites and apps. They were then able to use their skills to make Sphero 2.0.
- **Computers:** Students had the opportunity to practice computer skills and engage in educational games on the computer.
- **Creative Writing:** Students created their own stories and turned them into hardback books of their own. They learned the writing process and how to write a story from start to finish.
- **Karate:** With the assistance of Mark Long's Karate Shotokan, students learned the different techniques used in the art of karate. Students worked on character traits of self-control, respect, responsibility, courage, and initiative during each class session.
- **Learn to Swim:** Students participate in free swimming lessons and some free swim time. The lessons are taught by the YMCA.
- **Journalism:** Students worked on basic skills of how to be a journalist. They learned the tools of how to construct a good interview, what questions to ask, and how to write a story. They also put together the newspaper and yearbook.
- **Mutt-i-gree:** The Mutt-i-gree curriculum was used to enhance students' social and emotional and life skills and teach awareness self and social awareness. Students learned a weekly lesson and are given the chance to take home "Max" (the stuffed puppy) for the night.
- **Running Club:** Students in grades 3-5 trained with running coaches to prepare for a race. They also learned about proper health and nutrition.
- **Spanish Club:** This was a student-led club where students cooked a fiesta and learned the basics of the Spanish language such as greetings, colors, days of the week, and months.
- **STEM:** Science, Technology, Engineering, and Math. Students participated in different science experiments or projects up to four times a week. Experiments, nature exploration, animals, wild life, fossils, rain storms, coding, computer programming, architectures, and building, were among some of the many topics explored.
- **Tech Club:** Students in grades 2-5 worked together to program robots. Teams read challenges in order to come up with solutions for programming. They also worked on coding apps and websites.

Latitude also offered a variety of activities for every student based on their interests. Depending on the day, students would be able to do arts and crafts, STEM activities, cooking activities, play a variety of gym games, play board games, attend clubs and work on homework.

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 of activities in relation to Goal 1 included the following:

- **KidzMath:** In this program, students develop math skills through cooperative games. The structure of this program was meant to engage students through indoor and outdoor games, whole and small group activities, exploration, drama and movement.
- **KidzLit:** In this reading enrichment program, students read and build their literacy skills, while developing core values of helpfulness, fairness, personal responsibility, and respect for others.
- **Student 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 Zone:** When students arrive at Kids' Safari, they enter the Homework Zone area. Older students helped the younger students and staff helped all students. This may include spelling word searches, reading, math games, and STEM lessons.

In addition to the activities listed above, students communicated with other students in Spain through a pen pal exchange. This helped students with proper writing techniques, and helped them learn about other cultures.

Kids' Safari had a reading buddy program that encouraged older students to help younger students learn how to read. In addition, school clubs reinforced the importance of reading, such as Read All About It, Kids as Authors, and ABC 123. Clubs were used to help show that math could be fun and was relevant through hands-on learning games and computer games.

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

Kids' Safari staff helped support the school day by being present both before and after school, as well as during the school day for help. Kids' Safari started the day off with school announcements, and also provided announcements at the end of the day. Kids' Safari staff was in communication with school day teachers on a daily basis to learn more about the students' achievements and behaviors, in order to determine how they could help students succeed. Google Documents was used to improve staff-teacher communication. Each week the school day teacher could update the document with their learning targets and homework, so that Kids' Safari staff could plan lessons to reinforce what was learned during the school day and be a resource for homework questions.

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, the Homework Club and Math Club were started to help students that needed extra assistance.

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.

At Latitude, student activities were largely related to the overall academic 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.

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

Kids' Safari helps connect parents to the school day with weekly newsletters and verbal communication on a daily basis. Kids' Safari not only kept school-wide newsletters on the information table, but they also had a parent board with upcoming school and community events. They kept a copy of each newsletter in the homework station for students to use as a resource. In addition, Kids' Safari partnered with family and school events to help encourage the family atmosphere. Families learned ways in which they could become financially fit through parent education nights.

In addition, every club offered was an opportunity for parents to be involved. 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 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. In addition, the Youth Specialist would send out email reminders to encourage families to participate. Kids' Safari and Latitude staff worked diligently to help Hispanic families feel welcome in the school through the Hispanic Site Council. Both Kids' Safari and Latitude information has all been translated into Spanish for families, including enrollment information, flyers, and handbooks.

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

A Site Advisory Council continued to be utilized 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 continued the use of a student advisory council that provided 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. This year, a financial literacy series for families was provided so that they could learn how to be money smart.

It was observed at school that families needed time to come together and form a sense of belonging. This was mainly the case with non-English-speaking families. As a result of this need, the FAST (Families and Schools Together) program was created. In this program, families were able to come together in a family meal setting. After the meal, parents were able to go to one area and have a parent group, and children went to the Kids' Zone. During the parent meeting, the parents were able to discuss various topics that they felt they needed help with and built a support group to help meet those needs. During the Kids' Zone, the children completed various activities that helped them with social skills. The whole idea behind the program was to help parents bring back structure to the family unit and show that they were the head of the household and in control.

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 make a point every morning, while delivering students to their classrooms, to ask school day teachers how the students are doing in class and what they can do to help them be more successful. At this time, teachers inform staff of any homework assignments that are missing, any reading minutes not achieved, and/or any other areas in which students are demonstrating weaknesses.
- Kids' Safari and Latitude ensure that homework is completed. About 30-40 minutes of time is designated to homework each day. Academic-based board games were used when students did not have homework. In addition, iPads were integrated into homework time. Several apps were allowed for students to work on mathematics, spelling, and social studies.
- 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.
- Whenever parent meetings or dismissals are needed from Kids' Safari or the school day, Kids' Safari staff and building administrators communicate and collaborate in the decision-making process.
- 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.

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 on the next page, it can be seen that parents felt strongly about

the school day connections and recognized the strong link between the afterschool program and the school day, with the majority of the average responses close to the highest response (i.e., 5: Almost always true). This year, there was an increase in parent responses overall at Fairmount and Three Trails. For example, at Fairmount, the overall average response increased from 4.73 to 4.86. For Three Trails, the overall average response increased from 3.88 to 4.59. 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, and that improvements are being made since last year.

Chart 9: 2015-2016 Parent Perception of Program Integration with School Day

Prompt 1= Almost Never True; 5 = Almost Always True	Fairmount	Korte	Sugar Creek	Three Trails	Latitude
The afterschool program has helped our family get to know the school and school day teachers better.	4.92	4.29	3.45	4.33	3.92
Afterschool staff are well informed about my child’s learning successes and challenges in school.	4.92	4.76	4.10	4.69	4.36
The afterschool program is helping my child to be more successful in school.	4.75	4.88	4.20	4.73	4.49
OVERALL	4.86	4.65	3.92	4.59	4.26

Administrators were also asked questions related to the impact of Kids’ Safari and Latitude on academics and its connection to the school day. They were asked to indicate their level of agreement (i.e., 1 = strongly disagree; 2 = disagree; 3 = agree; 4= strongly agree). The majority of administrators at Kids’ Safari and Latitude combined indicated a high level of connection between the afterschool program and school day. All administrators responded in agreement that the afterschool program valued the contributions of school day staff and the afterschool program is effectively coordinated with the school day learning (i.e., afterschool program has a direct correlation/link to the school day curriculum). See Chart 10 on the next page for more details and additional survey responses (please note: no data was available for Fairmount).

Chart 10: 2015-2016 Administrators Perception of Program Integration with School Day

Prompt	Korte	Sugar Creek	Three Trails	Latitude
Afterschool staff regularly communicate with school day teachers.	4.0	2.5	3.5	2.0
The afterschool program helps to improve the student's commitment to learning (e.g., homework completion, attitude toward school).	4.0	3.0	3.5	4.0
The afterschool program is effectively coordinated with school day learning (i.e., afterschool program has a direct correlation/link to the school day curriculum).	4.0	3.0	3.5	3.0
The afterschool program director provides information about the program to the school administrators/principals	4.0	3.0	3.5	4.0
The afterschool program allows school day teachers to achieve better classroom educational outcomes (grades, test scores, etc.)	4.0	2.0	3.5	3.0
The afterschool program provides hands-on activities that support the school day instruction provided by the teachers.	4.0	3.0	3.5	3.0
The school shares grades, test scores, or student progress information with the afterschool program to coordinate supports for students in the afterschool program.	4.0	2.5	2.5	2.0
Afterschool staff members receive support from school administrators/teachers.	4.0	3.0	4.0	4.0
The afterschool program values the contributions of school day staff.	4.0	3.0	4.0	4.0

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. Family Nights in particular, were always a huge success at Fairmount. These events were offered to all families at the school. Free dinner was provided and activities were included that involved the entire family. Below are just a few of the many special events provided or in which Kids' Safari staff at Fairmount took part:

- Dads and Dogs: This night 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. Hotdogs were grilled and served. In addition, booths with different activities were set up throughout the building: sack races, hockey, football toss, jump rope, hula hoops, ropes and rings, and bean bag toss, to name a few.
- Math Night: At this event, different math games were set up to meet the needs of different grade levels for each student. Parents and students were free to roam to all of the Math Games available: Dice roll, Number Run, Addition Ants, and more. Sandwiches and chips were provided.
- Family Literacy Night: Families sat down and made their own family book or story together. Students were split into different grade levels and reading games were offered. The night ended with students getting to take home a few free books. Sandwiches and chips were provided.
- Ethnic Festival: This was one of the biggest events of the year, where families got to experience many countries and cultures from around the world. Foods from all over the world were cooked

and brought in for taste testing. Booths were set up for celebrating countries from where families, teacher, and volunteers were from, and the night ended with an hour-long performance including dancing, singing, and acting.

Kids' Safari staff at Korte were involved in various special events, including but not limited to the following:

- Kindergarten Round Up: Kids' Safari staff set up a table with information and assisted at the photo booth station.
- Spring Reading Night: Staff helped decorate and offered support during the event.
- Learn to Swim Celebration: Kids' Safari held a Celebration Night on the last night of the Learn to Swim club. Staff handed out student certificates on completion of the program.
- Father/Daughter Dance: Staff offered support during the dance and assisted in ideas to help make the event successful.
- Mom/Son Game Night: Kids' Safari staff loaned out games and supplies for this event to celebrate the mother-son relationship.
- Keys to Kindergarten: Staff assisted in this event by having activities for the students to complete while parents and staff collaborated on ways to prepare students for kindergarten. This special event was geared towards Spanish-speaking families.

Sugar Creek led and participated in many special events during the school year. Some of the events included:

- Fuel Up to Play 60: This night shined a light on the importance of health, nutrition, and getting active as a family. It was planned by the student wellness council through a partnership with the Kids' Safari PE teacher.
- BBQ: Kids' Safari staff kicked off the school year with a back to school BBQ to help families meet school personnel outside of the classroom setting, and in an effort to have families get to know Kids' Safari staff.
- Lights on Afterschool: Kids' Safari staff partnered with another school to celebrate this event. They invited families to come and see the impact that the afterschool program can have on students.
- Community Block Party: Parents really enjoyed this event, which involved a great partnership between Kids' Safari and the city, police, fire, and Sugar Creek library. Families enjoyed getting to know the local businesses and also their neighbors in this fun, safe environment.

Kids' Safari staff at Three Trails partnered with Kids' Safari staff at Korte to host a summer school sign up night. This was in an effort to help parents successfully navigate the new system of registration for summer school. The computer lab was available for parents to come and register students for the 2016 summer session. This was also a recruitment time for the before- and after- school program. In addition, Korte staff took place in and/or hosted the following special activities:

- Back to School Night: Staff set up a table and took the opportunity to recruit more parents into the program and also be visually seen. Staff let parents know about the services provided at Kids' Safari before and after school.
- Family Reading Night: Kids' Safari staff handed out books to students and conducted a reading activity that was centered on the KidzLit books.

- Science Night: Kids' Safari staff set up a table that provided hands-on experiments, showing how things bind together using salt, ice, and water. They also offered parents a couple of easy science recipes that they could use with their students at home.
- School Carnival: Staff assisted with the handing out of food at the end of the year school carnival.

At Latitude, there were a variety of special events that occurred throughout the year, including:

- Open House: This was an informational event developed for incoming sixth graders to give them an opportunity to meet teachers, learn about extra-curricular activities, see the facilities, and sign up for Latitude.
- Theater Performances: In the fall and spring drama club productions, Latitude staff helped serve by acting as ushers and running the concession stands.
- Art show: During the Sixth Grade Open House, families were invited to view artwork created by Latitude students in the Self-Portrait Club. This was a great opportunity for students to showcase their talents.
- Health Fair: Latitude participated in this school-wide event in partnership with the Family and School Liaison. Special guests included a dentist and a hygienist to talk about healthy habits. Toothbrushes, toothpaste, deodorant, and other items were given out for free.

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 KC Blaze. KC Blaze came in and taught the students basic soccer skills needed in order to participate actively in a soccer game. They also taught students self-control, sportsmanship, team work, cooperation, respect, and responsibility.

Another successful partnership was with the Boy Scouts of America. They worked with students in grades 1-5 on the military alphabet, weather safety, first aid, and other things that scouts cover. The students participating received Boy Scout shirts and a manual. At the end of each session, students earned belt buckles as badges to show that they learned a new skill.

Staff from the Three Trails Public Library hosted a year-long Anime club. In this club, students learned about the world of Anime and Manga, Japanese culture, and how to debate a chosen topic. This club taught students the importance of hearing and respective viewpoints different from their own. It was also an opportunity for students to deepen their analytical skills while comparing and contrasting the various works.

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

Mark Long Shotokan Karate	Kansas City Young Audiences (KCYA)
Kick it Forward	Three Trails Public Library
KC Blaze Soccer Association	Great American Gymnastics Express (GAGE)
Girls on the Run	Kohl's Volunteers
Let me Run	Local Investment Commission (LINC)
Nutra-Net	YMCA of Greater Kansas City
Sugar Creek Library	Arvest Bank
United Way	City of Sugar Creek
The Boy Scouts of America	Junior Achievement

Community partners had an opportunity to provide feedback and share their thoughts on the afterschool programs at both Kids' Safari and Latitude. Overall, all community partners agreed with the statement that the afterschool 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. All community partners also agreed that the afterschool program reflected community-wide goals and felt that their opinions and input were valued, stating that the afterschool program provided opportunities for input and participation. All community partners agreed that the afterschool program valued their contributions. Lastly, all community partners believed that the afterschool program staff promoted and disseminated information about the afterschool program to the community. Overall, the responses from community partners were overwhelmingly positive, with no negative (disagreement) feedback. It is clear that the relationship with community partners is positive and thriving.

RECRUITMENT STRATEGIES

Throughout the 2015-2016 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 and Latitude still made many efforts to be visible during the school day.

Kids' Safari staff at each of the four schools implemented a variety of strategies for recruitment into the before- and after-school program. Below are just a few of the many strategies:

- Kids' Safari information and enrollment forms were always available at the front office for students to take home to families. Poster were hung around the school.
- Enrollment information was translated into Spanish to better serve the Spanish-speaking families.
- Kids' Safari staff assisted with the morning routine and greeted parents and students as they went through the breakfast line.
- The front office staff makes a point to let newly enrolled parents know of the Kids' Safari program and services in the building.
- Kids' Safari staff initiated collaboration with parent volunteers to help out and recruit during events and family nights.
- Kids' Safari staff participate in back to school nights, school events, and are available throughout the day.
- The Youth Specialist assists with Kindergarten enrollment, summer enrollment, and enrollment events for Spanish-speaking families.

- The Youth Specialist set up a time with school day teachers to speak with students about Kids' Safari and all it had to offer.
- Kids' Safari led multiple family nights, provided information about Kids' Safari, and set up and ran the booths.
- Clubs and family events were mentioned in morning announcements.
- A coupon program is used to allow students to attend the program with no fee. This helps parents apply for the division of service dollars. If parents do not qualify for social service dollars, then a sliding fee scale is used. As a result, several families now use the services and are pleased with what is offered.

One of the main recruitment strategies at Latitude was in conjunction with clubs and afterschool activities, through their partnerships with athletics and performing arts. Latitude staff would send out flyers for the quarterly and semester-long clubs and recruited students through the bulletin boards in classrooms. Latitude staff also attended school-wide events, such as Open Hours, for a chance to meet with families and talk about the program.

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

There were many informal outcomes that were often specific to each school. At Fairmount, the greatest informal outcome was the safety and success of the families and students. Their focus was on providing a learning environment for students daily. They also wanted parents to feel confident in the fact that their students were in a safe environment, were learning, and were having fun. It was important that students grow academically, socially, and emotionally in the program.

At Korte, one informal outcome was to introduce new and exciting Clubs to students in the program and other students in the school. Korte Kids' Safari staff were interested in introducing students to new things and seeing what they love to do when given the opportunity.

Sugar Creek focused on fully aligning with the school day. Math and reading were a big focus in the school and district, so they made sure to incorporate it every day into Kids' Safari. Through Kidz Math and other related tasks students were able to appreciate math as part of everyday life. A reading program was also created to encourage students to see reading as fun rather than as homework. Another informal outcome was getting students to take more of a leadership role in the planning process. Students led activities and use the student planning book to help share ideas and use their words to let Kids' Safari staff how they felt about specific activities.

At Three Trails, one informal outcome was to expand the Mutt-i-grees Curriculum. In addition, their focus was on being able to allow staff and students to think outside the box, create new experiences to assist with teaching social-emotional behaviors, to find better ways to create student leaders in the program, and to find more creative ways to bring the staff and students together to plan lessons. It was important that students' interests were being met in the program.

Latitude's informal outcomes included 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.

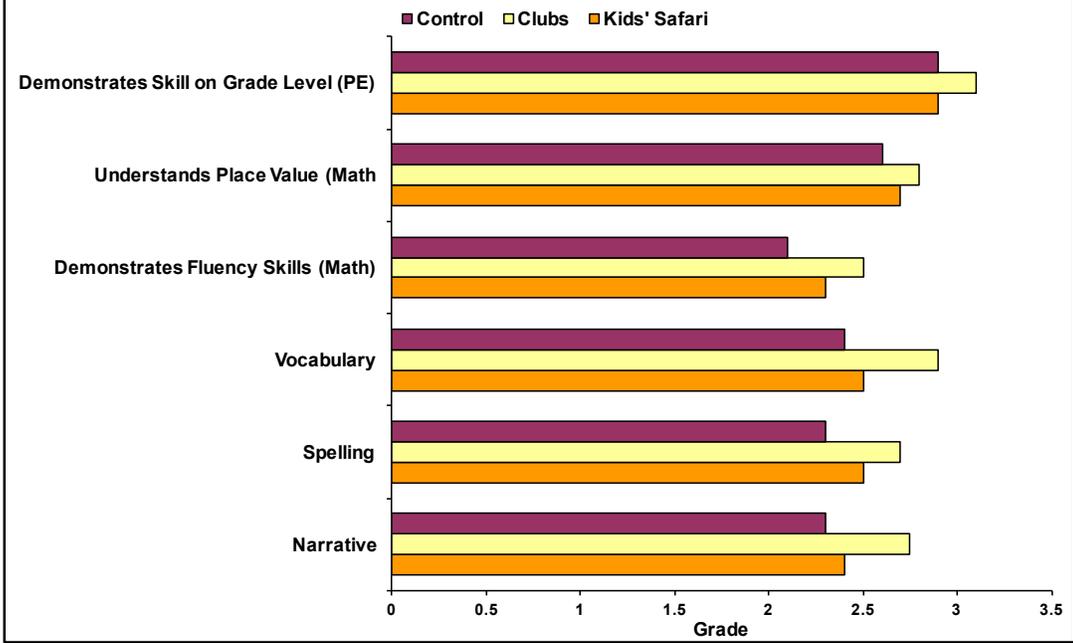
KIDS' SAFARI AND ACADEMIC ACHIEVEMENT

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

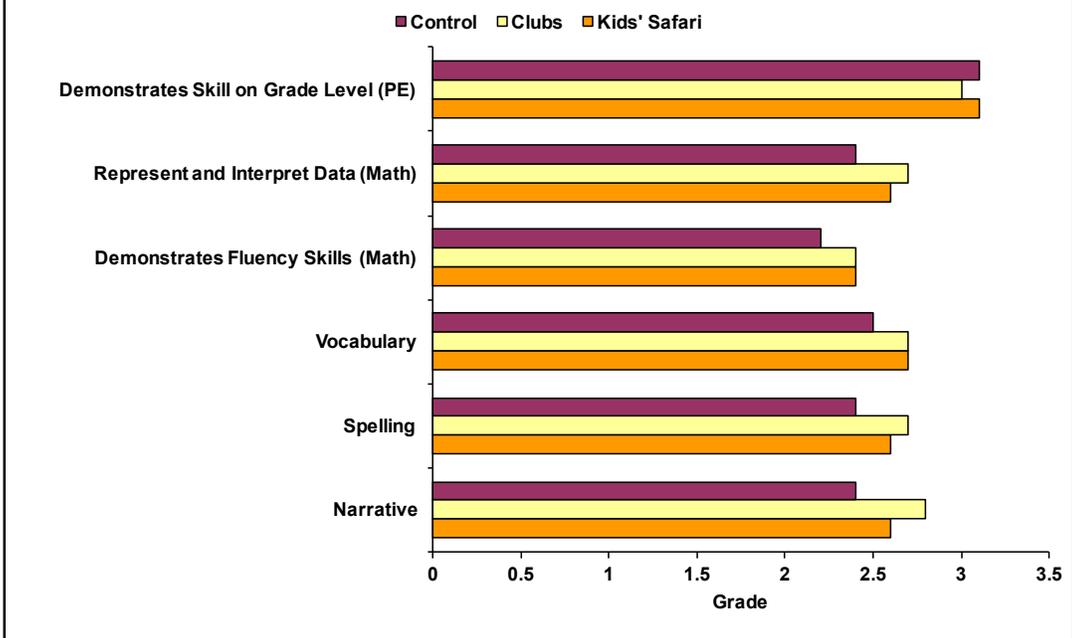
Academic achievement data that was used to inform the evaluation was derived from second and fourth quarter grade reports in which teachers evaluated each student's performance on a variety of measures. For communications arts, teachers assigned students numerical grades for a variety of measures including, 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 11 and 12 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, two tests were statistically significant ($p < .05$) when comparing Kids' Safari to the control group. These included spelling and vocabulary. 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, spelling, vocabulary, and demonstrates skill on grade level (PE). See Chart 11 and 12 on the next page for more details.

**Chart 11: 2015-2016 Kids' Safari, Clubs, and Control
Quarter Two Grades**



**Chart 12: 2015-2016 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 two questions related to work habits and their child’s interest in learning on a scale of 1 (almost never true) to 5 (almost always true). There responses were positive, with average responses at all four schools remaining above a score of 4 on both questions, indicating that parents felt that it was almost always true that the afterschool program was having a positive impact on academic achievement. See Chart 13 below.

Chart 13: 2015-2016 Kids’ Safari Parent Responses on Academic Efficacy

Prompt 1= Almost Never True; 3 = True about half the time; 5 = Almost Always True	Fairmount (N=13)	Korte (N=17)	Sugar Creek (N=20)	Three Trails (N=31)
As a result of participating in the afterschool program this year my child has developed better work habits.	4.55	4.59	3.74	4.40
As a result of participating in the afterschool program this year, my child’s interest in learning has increased.	4.67	4.63	4.15	4.40
OVERALL	4.63	4.62	4.15	4.40

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

KIDS’ SAFARI AND MAP SCORES

In this section we are reporting on MAP data, which was found to be even better than 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 and Mathematics. Kids’ Safari students performed higher than the district and state in Communication Arts and Mathematics, and performed higher than the district in Science. See Chart 14 and Chart 15 on the next page.

Chart 14: 2015-2016 MAP Score Mastery for Kids' Safari, Clubs, and Control Compared to ISD and State

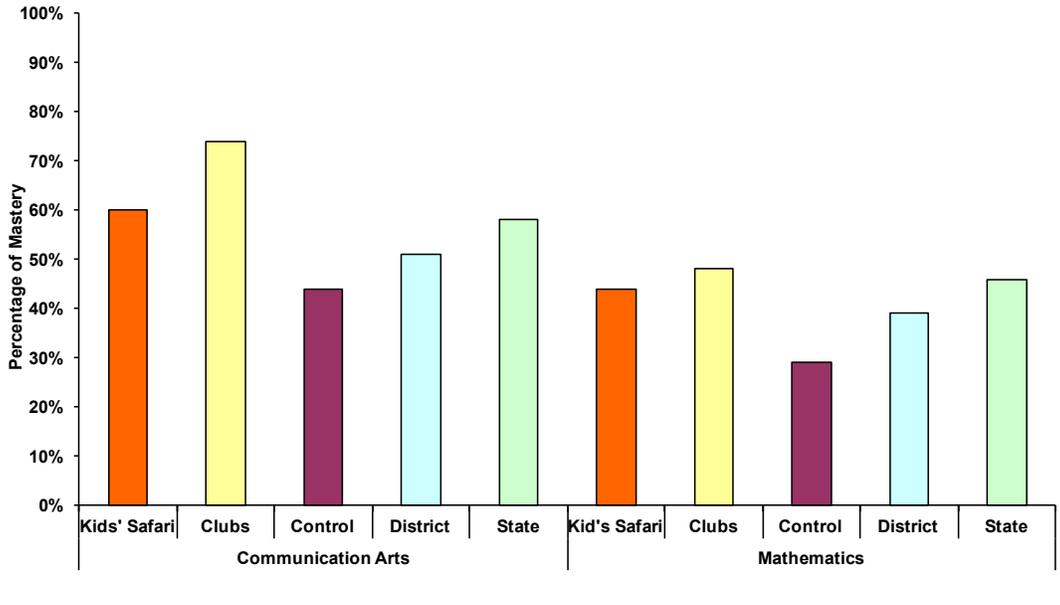
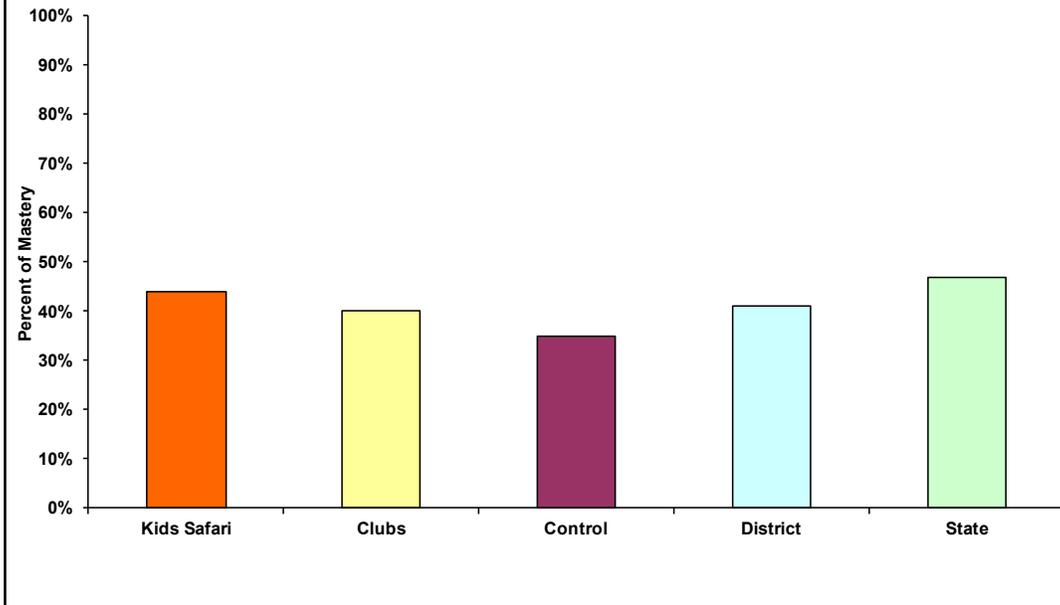
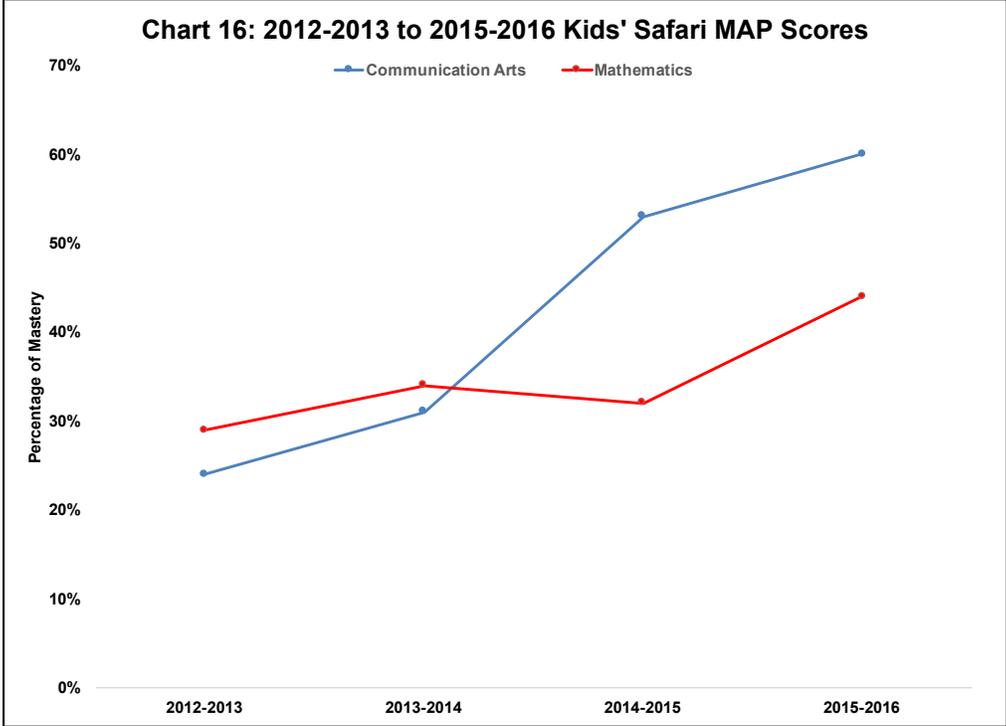


Chart 15: 2015-2016 Science MAP Mastery Score for Kids' Safari, Clubs, and Control Compared to ISD and State

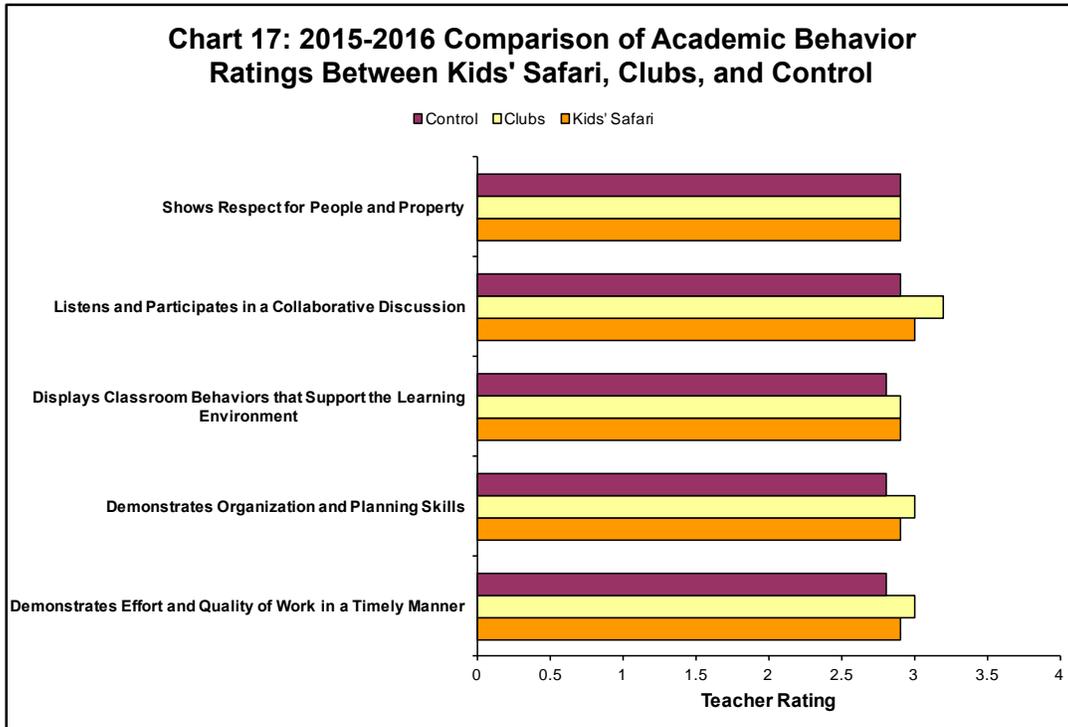


Overall, Kids' Safari MAP scores have substantially improved for Communication Arts and Mathematics in the last four years. See Chart 16 below for more details.



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. None of these measures were identified as statistically significant when comparing Kids' Safari to the control group and Clubs to the control group. See Chart 17 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 Chart 18 below.

Chart 18: 2015-2016 Kids' Safari Staff Responses on Participation and Knowledge

Prompt 1= Almost None; 3 = About Half; 5 = Almost All	Fairmount	Korte	Sugar Creek	Three Trails
I know what academic content my afterschool students will be focusing on during the school day on a week-to-week basis.	4.00	4.50	5.0	3.50
I coordinate the activity content of afterschool sessions with students' homework.	3.50	4.50	4.00	3.50
I help manage formal 3-way communication that uses the afterschool program to link students' parents with school-day staff and information.	4.00	3.75	4.00	3.50
I participate in meetings for afterschool and school day staff where linkages between the school day and afterschool are discussed and/or where academic progress of individual students are discussed.	2.00	3.75	3.50	2.75
I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program.	1.50	1.00	1.50	2.25
OVERALL	3.00	3.50	3.60	3.10

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. These continue to be the same areas of weakness as last year. However, 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 afterschool program.

PROGRAM QUALITY AT KIDS' SAFARI

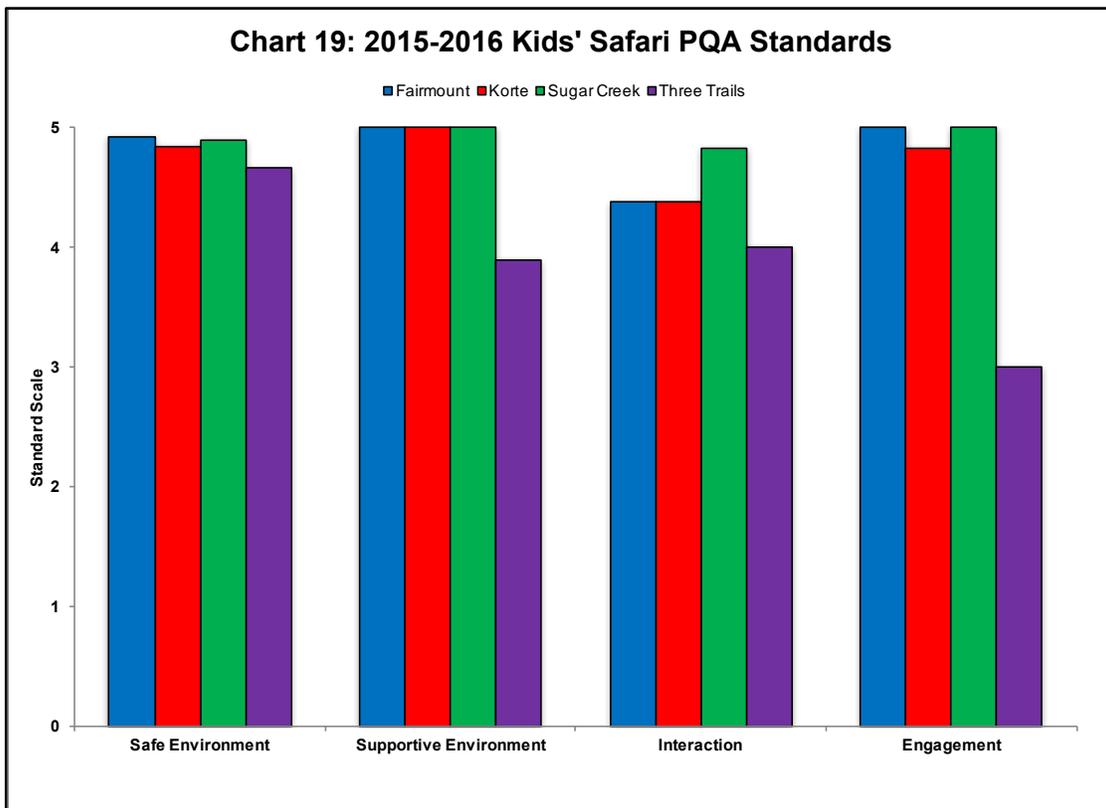
An outside evaluator conducted site level assessments for all four elementary schools using the School-Age Program Quality Assessment (School-Age PQA). This instrument was based on the Youth PQA, which is a validated instrument used to evaluate the quality of programs and identify staff training needs. The School-Age PQA consisted of a set of score-able standards for best practices in afterschool 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, and Engagement. 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.

A score of 1 would indicate that the practice is not in place, a score of 3 would indicate that the practice is available to a limited extent or in a less advanced form, and a score of 5 would indicate that the practice

is widely available and/or with great frequency. Overall, scores between 4 and 5 are considered “excellent,” according to the performance report. Scores between 1 and 2 would be a general cause for concern. 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 three out of the four schools receiving at least a 4 for each standard. Fairmount, Korte, and Sugar Creek received a perfect score (5) on the Supportive Environment standard. Fairmount and Sugar Creek received a perfect score on the Engagement standard. The lowest rating was on the Engagement Standard at Three Trails. See Chart 19 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. This qualitative data was considered as supportive evidence and anecdotes. Below are some examples of the feedback provided on the PQA reports across all four schools:

Safe Environment

- The emotional climate of the session was predominantly positive. Staff and children were observed interacting in a positive manner demonstrating mutual respect and camaraderie.
- The physical environment appeared to be safe. There were no health and safety hazards observed.
- Emergency procedures manual located in plain view on top of the cabinet facing the entrance to the program space.
- The program space was spacious allowing youth and staff to move freely.
- No evidence of unclean or unsanitary conditions observed.

- The milk and yogurt were plentiful and available at appropriate times for all children.

Supportive Environment

- All children are greeted by staff as they arrive. Staff stand at the door and greet each child by name as they arrive.
- Staff were observed speaking to children predominantly using a warm tone and respectful language.
- Staff explained all activities clearly. Children were excited about the business project and asked a lot of questions before breaking into their business groups.
- Staff modeled skills by role playing and providing the children with a variety of scenarios they may encounter as they plan their business.
- Staff members were observed using friendly gestures and making frequent eye contact. Staff smiled giving children high 5's. Staff were observed asking children about their day and speaking to children in an encouraging and caring manner.
- There was an appropriate amount of time for the bead and stamp art activities. All children were able to complete their projects. Those finishing early were encouraged to work on another project or assist another child with their project.

Interaction

- Staff provided structured small group activities as part of the program routine. The business club worked in small groups selected by the children based on the type of business they wanted to create.
- Staff helped the children respond appropriately by allowing them to calm down and compose themselves before processing the incident.
- Staff provided structured opportunities with the purpose of children getting to know each other.
- Children were observed to strongly identify with the program. Children were observed enjoying shared traditions such as the game "What would (insert child's name) say?" Children being picked up early expressed disappointment having to leave the program too soon.
- Staff role played with the girls to allow them to demonstrate effective solutions and respond appropriately.
- Staff were observed consistently working side by side with children. Staff sat with children at the tables assisting them with bead projects. Staff were observed sitting on the floor building with Legos.

Engagement

- During small group, staff encouraged students to make diagrams, take notes, draw pictures, and any other method of planning they chose stating, "You can do anything a real business would do."
- The staff engaged all children in an intentional process of reflecting on what they had done throughout the session by facilitating a large group discussion.
- Staff provided all children opportunities to make authentic choices within activities. Children were allowed to choose among three simultaneously occurring activities of computer lab, turkey craft, and turkey ball. All three of the activity had elements of authentic choices.
- Staff used two or more strategies to support children's planning.
- Staff utilized three strategies for students to share and reflect on their experiences. These strategies were the tangible product of the craft activity, discussion, and whiteboard.

- Staff creates multiple (more than 3) opportunities for children to take care of practical needs and accomplish routine tasks. Children were observed hanging up their backpacks, passing out materials, cleaning up, and taking initiative to meet these needs.

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 20 below. For the most part, the schools receive similar ratings as last year. However, Fairmount's overall ratings increased from a 4.37 to a 4.49. It is clear from their responses that students were very satisfied with the program with the overall average rating ranging from 4.08 to 4.41 (above average).

Chart 20: 2015-2016 Kids' Safari Student Responses on Engagement and Belonging

Prompt 1= Almost Never True; 3 = True about half the time; 5 = Almost Always True	Fairmount	Korte	Sugar Creek	Three Trails
I am interested in what we do.	4.29	4.53	4.14	3.41
The activities are important to me.	3.90	3.94	3.64	3.09
I am challenged in a good way.	4.37	4.13	3.86	3.48
I am using my skills.	4.58	4.35	4.00	3.87
I feel like I belong at this program.	4.78	4.20	4.40	4.14
I feel like I matter at this program.	4.68	4.56	4.00	4.09
OVERALL (Average of 8 items on Youth Engagement and Belonging Scale)	4.49	4.15	4.41	4.08

The lowest scoring area on the Youth Engagement and Belonging Scale was at Three Trails and Sugar Creek for the prompt, "The activities are important to me." While the average student response was still just above average at 3.09 and 3.64 at Three Trails and Sugar Creek respectively, 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 afterschool 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 4.72, that they don't worry about their children when at the afterschool program. This was an increase from 4.20 last year. Parents also had a score of 4.82 that their child is having a positive experience in the afterschool program. This score also increased, by .74 from last year (i.e., it was 4.08). 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. These responses also demonstrated that parents' perception of program quality at Kids' Safari is improving since last year.

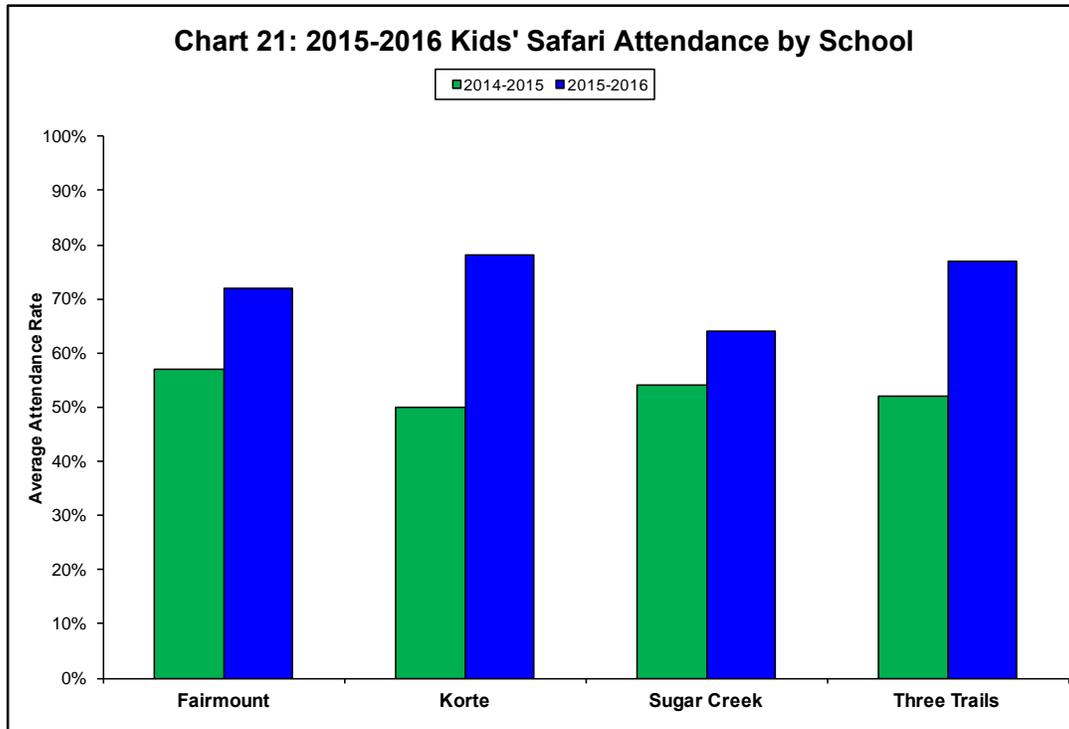
KIDS' SAFARI ATTENDANCE AS A MEASURE OF PROGRAM QUALITY

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, 243 students (out of 273) attended the Kids' Safari program 30 days or more. Of those 243 regular Kids' Safari attendees, 76 were served at Fairmount, 62 at Korte, 45 at Sugar Creek, and 60 at Three Trails.

Attendance rates have increased substantially from last year (see Chart 21 on the next page). Although we were unable to pinpoint the reason for this, we expect that attendance was emphasized throughout the district; schools had data boards where they posted the daily attendance of their buildings to encourage student attendance. When looking at the Kids' Safari average attendance rate by school for regular attendees only, Korte had the highest average attendance rate at 78 percent, up by 28 percent from last year. Three Trails had the second highest average attendance rate at 77 percent, up by 25 percent from last year. Fairmount had an average attendance rate of 72 percent, up by 15 percent from last year. Lastly, the average attendance rate at Sugar Creek was 64 percent, up by 10 percent since last year. Overall, Kids' Safari attendance ranged from 30 days to 188 days at the four schools. On average, students attended Kids' Safari for 137 days during the school year.

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., Gibbons, 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.



While Club average attendance was less than the Kids' Safari average attendance rate, the data shows that Club participation has also increased substantially since last year for regular attendees. Fairmount had the highest Club attendance rate at 53 percent, up by 35 percent since last year. Korte's average attendance rate was 39 percent, which increased by 18 percent since last year. Sugar Creek's average attendance rate was 23 percent, up by one percent, and Three Trail's average attendance rate was 21 percent (Note: we did not report average attendance rate for Three Trails last year because there were no enough regular attendees to report this data). Overall, Club attendance ranged from 30 days to 175 days. On average, students attended Clubs for 79 days during the school year. See Chart 21 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 22 on the next page shows the levels of family involvement from the perspective of parents. From this chart, it is clear that the afterschool 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. Since last year, the overall average parent perceptions of family involvement stayed relatively the same for Korte and Sugar Creek, but increased for Fairmount and Three Trails. The overall average parent response increased from 4.62 to 4.77 at Fairmount and increased from 3.64 to 4.34 at Thee Trails.

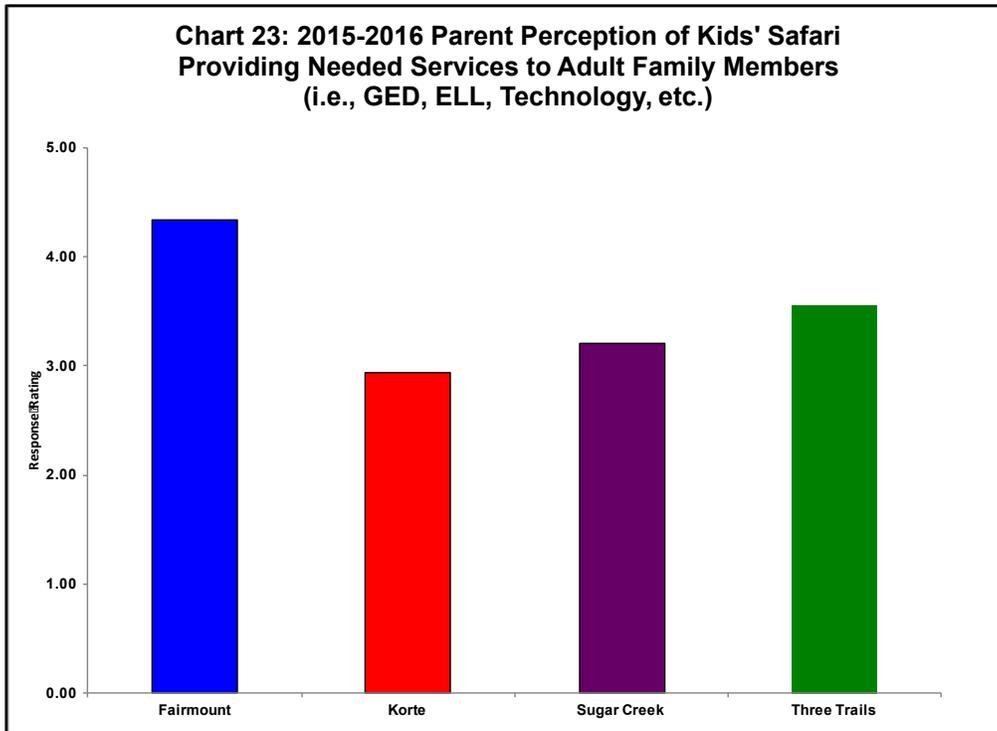
Some areas received varying marks depending on the school. For example, at Fairmount, the average parent (rating of 4.92) felt that it was almost always true that the afterschool program provided opportunities for parents to socialize with other families and had a sense of community. However, the average parent at Sugar Creek (rating of 3.68) leaned more towards the fact that this was true about half of the time for this prompt. Similarly, the average parent at Sugar Creek (rating of 3.70) felt that it was true about half of the time that the afterschool program linked with other service providers in order to bring services on site, whereas the average parent at Fairmount (rating of 4.77) felt that it was almost always true that the afterschool program linked with other service providers to bring services on site. From this data, it is important that parents at Sugar Creek are made aware of family and community involvement opportunities. See Chart 22 below for more details.

Chart 22: 2015-2016 Kids' Safari Parent Perceptions of Family Involvement

Prompt 1= Almost Never True; 3 = True about half the time; 5 = Almost Always True	Fairmount (N=13)	Korte (N=17)	Sugar Creek (N=20)	Three Trails (N=31)
The afterschool program provides opportunities for us to socialize with other families and has a sense of community (e.g., celebrations, activities in evenings).	4.92	3.88	3.68	4.45
Afterschool staff know me and regularly ask how I am doing.	5.00	4.88	4.55	4.74
The afterschool program provides either opportunities for parents to learn new skills or provides information about other community programs in the areas that provide skill development.	4.67	3.80	3.75	4.10
Afterschool staff take the time to get to know parents by asking and learning about their interests, families, and current activities.	4.92	4.00	4.05	4.53
The afterschool 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.	4.77	3.80	3.70	4.03
The afterschool program provides parents with opportunities to have input into program decisions.	4.62	4.20	4.00	4.32
OVERALL (Average of 10 items on Strengthening Families Scale)	4.77	4.12	3.99	4.34

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 afterschool program offered needed services to adult family members (i.e., GED, ELL, technology, family literacy, etc.). Their ratings by school are provided in Chart 23 on the next page, indicating that overall, parents feel that the program is providing important and helpful services. While parent responses increased at Fairmount since last year, responses at Korte, Sugar Creek, and Three Trails decreased slightly since last year on this measure. Therefore, it is strongly recommended that all schools continue efforts to advertise these services to families, and specifically, Korte should take additional measures to ensure that these types of needed services are fully marketed to families in afterschool 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 challenges was finding new community partnerships for collaborative purposes. While one community partnership was added, Fairmount Kids' Safari staff would like to see more. There were so many connections to be made within the community and they want to offer new activities to students. It can sometimes be challenging to make these connections. Another challenge was getting students involved in lesson planning. Students often wanted to be on the computers or wanted to play sports outside. While these were great activities, it was important for Fairmount Kids' Safari staff that students dug deeper and participated in planning. It took a lot of constant push and pull, but towards the end of the year, more students were planning their own activities.

At Korte, one of the main challenges was related to staffing needs. A brand new team was created. However, until this team was created Korte Kids' Safari relied on subs from other sites. It was tough for students, parents, and the subs themselves. There were new staff faces regularly. As a result, relationships between staff and students were missing and everyone missed those bonds. To assist in staff turnover, it was important for Korte to focus on improving staff morale and making sure staff was appreciated.

Similar to Korte, Sugar Creek experienced challenges with staffing needs. In October, the Youth Specialist went on maternity leave and two staff members put in their two week notice in December. This created a shift in culture for the program. In January, they were able to hire one staff member full-time, but the inconsistency was hard on the students. However, older students did step up with the planning and this made a huge difference. Sugar Creek Kids' Safari staff also used a class dojo as a behavior system and the kids responded very well.

Three Trails experienced two main challenges. The first challenge was staff transitioning students from one activity to the another. To overcome this challenge, the Youth Specialist challenged the staff to explore different transition strategies that were fun for both themselves and students. The Youth Specialist also explore various transition strategies and shared them with the staff. The second challenge was that there were several students that had a difficult time taking on leadership roles within the program. In the future, staff will intentionally explore more opportunities to encourage students to be comfortable serving as leaders.

KIDS' SAFARI PROGRAM QUALITY AND SUCCESS

Kids' Safari was successful in many areas at each of the four schools. Fairmount reported many successes in the past year. They served more students than the required third days or more. This was possible with recruitment and the help of the sliding scale offered through the grant. Kids' Safari also was able to provide five family events this year including *Lights on After School*. These events were an excellent way to keep families and students involved and connected school day teachers to the program through their willingness to volunteer. In addition, academic were a larger focus in Kids' Safari in the past year. There were many connections made with school day teachers in order to know what students were learning about per specific grade levels and subjects. Kids' Safari staff would then take back what students were learning during the school day and bring it to life. Another success was keeping Fairmount's homeless students involved in Kids' Safari as much as possible. This was made possible through a collaboration with the Family School Liaison, who worked diligently to always ensure late cabs were available to pick up students. Many times cabs were changed for eight weeks just for a student to be involved in Clubs. This was an amazing feat to offer in the program, and was made possible due to the cooperation of the transportation.

Korte experienced success in a variety of ways. However, the best way to represent Korte's success is through the testimonials of two school-day teachers.

Susan Malelega (4th Grade Teacher): *"I have been a teacher for over 20 years. I have also been in many schools and seen a variety of before and after school programs. I would like you to know the amazing job that Erica Kreisler and her staff do at Korte Elementary in their KID'S SAFARI Program. The Kid's Safari staff has also been attentive to providing things that the students need such as homework help, someone to talk to as well as being sure that when school is not in session that they give the children field trips and other educational activities. The adult interaction with the students is also a much needed resource within our low economic school clientele.*

The students are always engaged in meaningful, fun activities. The program has been able to offer a plethora of Clubs that the students can choose from as well as letting them choose more than one. It has been a true blessing for those students that need that extra interaction to have those clubs offered. Having had a child at another school in the program I find that Erica Kreisler and her staff far exceed any staff that I have ever had the opportunity to work with and I feel that our staff would do anything to see that they continue on here with their outstanding influence."

Raylene Alexander (3rd Grade Teacher): *"Thank you for all your hard work with my students this year. They enjoy coming to school every day because of all the friendships they've developed and worked with in Kids Safari. They get excited about all the programs throughout the year. Many of their personal narratives involve Kids Safari activities. You have truly helped them grow in mind, body, and soul."*

Sugar Creek Kids' Safari experienced the greatest successes with staff. Staff grew in both the field of planning and leadership. They took on program roles such as planning with students, homework, and reading goals. Through intentional time with students, they were able to build a culture that the students truly enjoyed. They listened to what students wanted to do and planned according to their ideas. By the end of the year, the staff had created a student planning committee and students begun helping them fill out activity plans. Staff also took a leadership role in the school as well. They were seen as leaders around the school and students searched them out by name when needing help. In Kids' Safari, students saw the staff as leaders as well. They went to staff to help solve problems and shared their ideas willingly with staff through open-ended conversations. The program has grown due to staff being on the same page. Staff worked together every day and were in constant communication with the Youth Specialist, each other, and school day staff. They used their planners each week and checked district email daily.

Three Trails experienced success in a variety of ways. The staff was able to grow on a professional level as a result of setting professional goals for improvement. These goals were set during professional development trainings provided by the Youth Development Department. Another success was that staff came out of their comfort zone to offer activities for students. This allowed students to learn new things about academics and recreational activities that would benefit them as they grew from year to year. As a program, Three Trails experienced success in the bonds developed between staff and students. As a result, students were able to build their identity of the program and really take ownership of the program. During the school year, students would take what they learned from Kids' Safari and apply it to their school day classroom. Another success was evident in the increase of students improving in homework completion. Staff learned how to position themselves in the homework area to be able to help students with questions. Lastly, below are two testimonials of parents that also highlight additional successes of the Three Trails Kids' Safari program.

Parent A: *"The Kids Safari program at Three Trails Elementary School in Independence, MO is an awesome program. As a grandmother I feel that this is a safe and fun place to have my granddaughter before and after school. She loves Kids Safari and I love that I feel safe leaving her there knowing that she will be protected and stimulated. I love the variety of activities that she can participate in. She is never bored at Kids Safari."*

Parent B: *"I truly appreciate the Kids Safari program at Three Trails. The staff shows genuine concern for the growth and well-being of my children. They give love, compassion, and enjoyment whenever they interact with my children. Ms. Dawn always is available for us when we need her. She goes above and beyond for us whenever she has to. She truly is helping us with teaching our children what is needed to be a productive person. We love her to pieces!"*

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
- Engagement and Participation (Math)
- Preparedness for Learning (Math)
- Expressions and Equations*
- Statistics and Probability
- The Number System
- Performance of Motor Skills/Movement**

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

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

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

See Chart 24 and Chart 25 on the next page for more details.

Chart 24: 2015-2016 Latitude and Control Quarter Two Grades

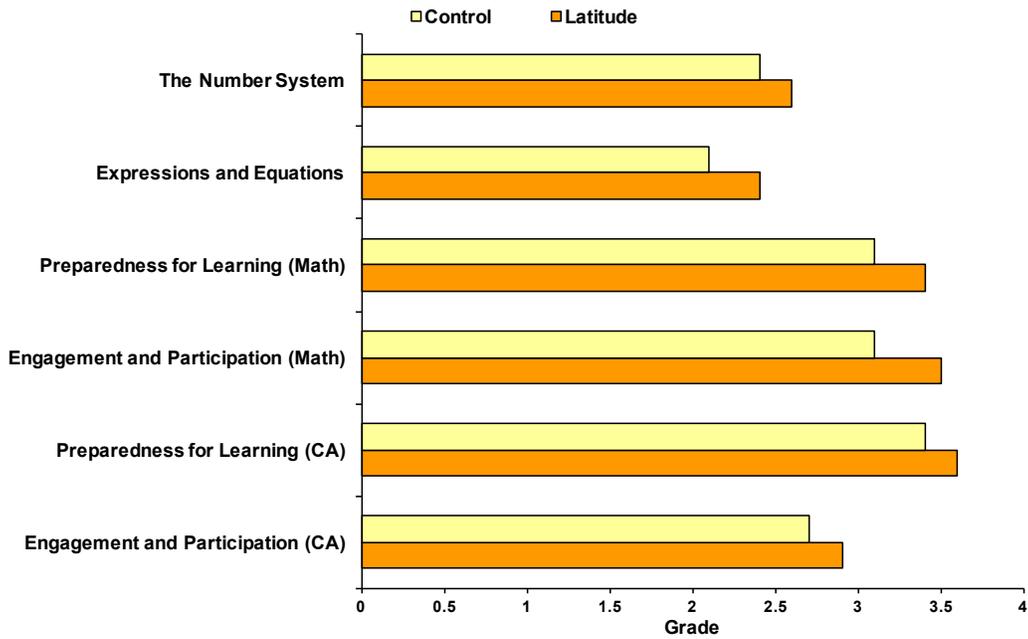
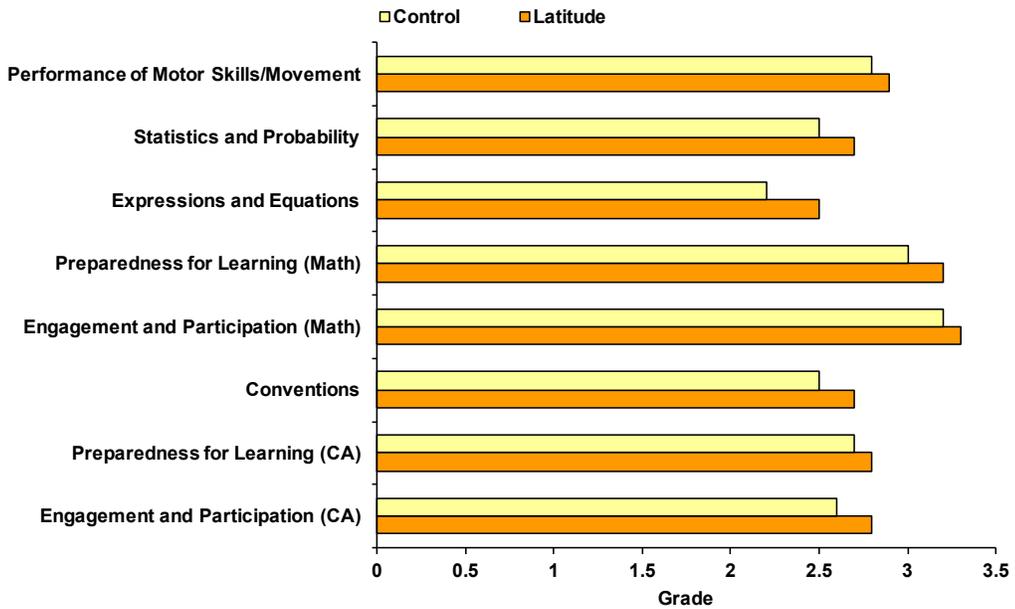


Chart 25: 2015-2016 Latitude and Control Quarter Four Grades

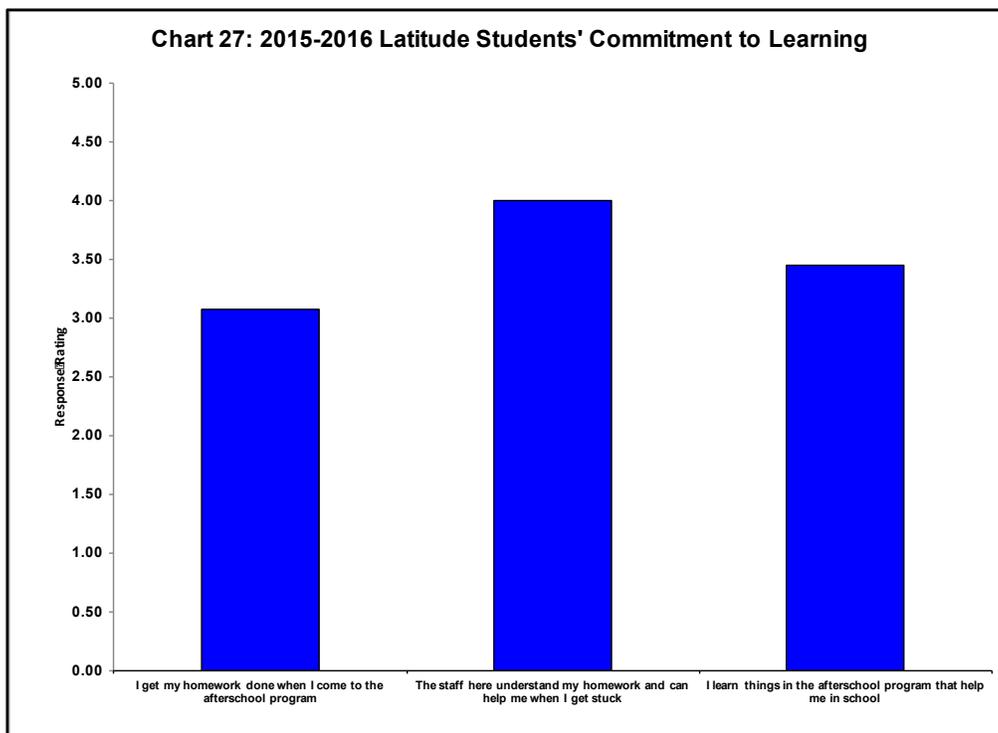


State sponsored parent and youth surveys were used to determine Latitude’s impact on academic achievement and commitment to learning. Parents at Latitude reported that the afterschool program had positive academic benefits on their child. Their responses were overwhelming positive as shown below in Chart 26. In addition, parent responses increased from 4.18 to 4.30 on the following prompt: As a result of participating in the afterschool program this year, my child has developed better work habits. Parents recognized that their child’s interest in learning had increased as a result of the program, with the average parent response at 4.15, which meant that parents believed this statement to be true almost all the time.

Chart 26: 2015-2016 Latitude Parent Perceptions of Academic Benefits

Prompt 1= Almost Never True; 3 = True about half the time; 5 = Almost Always True	Latitude
As a result of participating in the afterschool 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).	4.30
As a result of participating in the afterschool program this year, my child has developed more confidence in MATH.	4.30
As a result of participating in the afterschool program this year, my child has developed more confidence in READING/ENGLISH.	4.10
As a result of participating in the afterschool program this year, my child has developed more confidence in SCIENCE AND/OR TECHNOLOGY.	3.90
OVERALL	4.15

Student responses to the state sponsored surveys on the Commitment to Learning Scale were similar to parents, in that they were positive about their learning experiences in and outside of the afterschool program. See Chart 27 below.

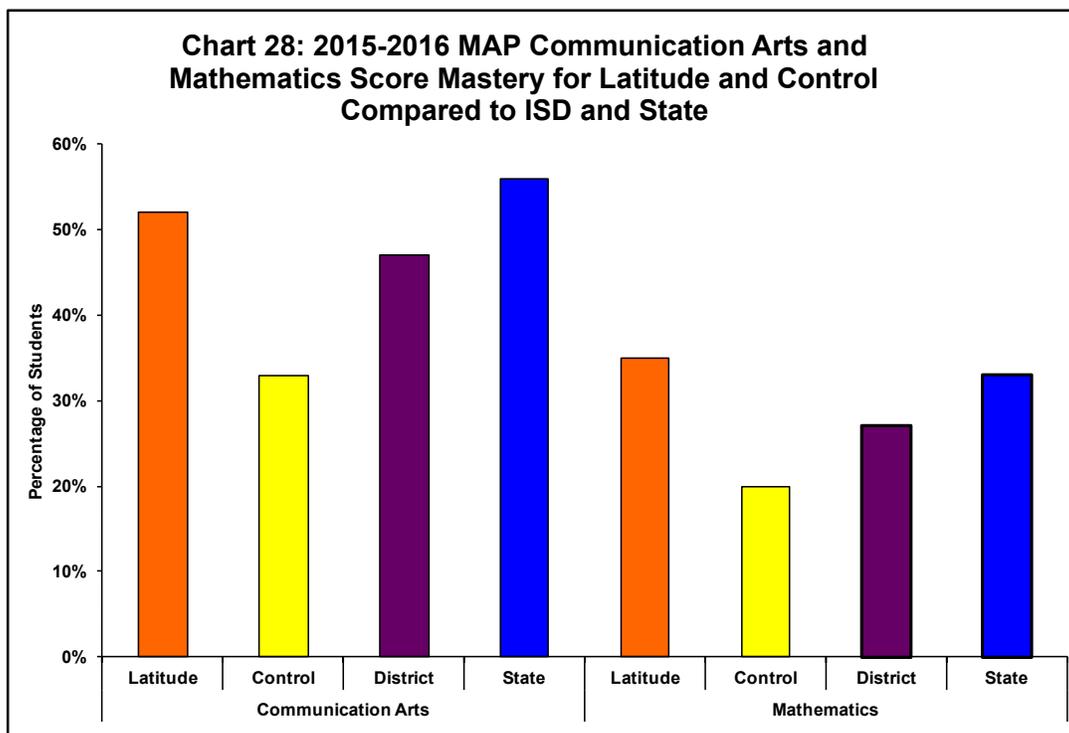


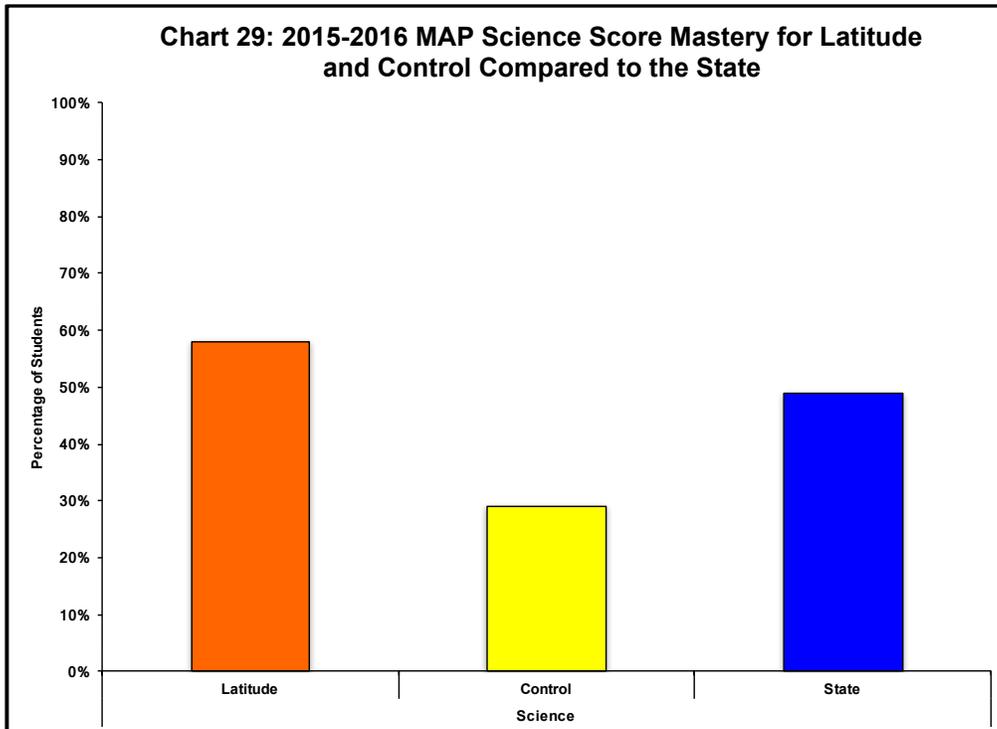
Students reported that about half of the time (average response of 3.07), they got their homework completed when they were at the afterschool program. Students also reported that almost all the time (average response of 4.34) the staff understood their homework and could help them when they got

stuck. They also indicated more than half of the time (average response of 3.44) that they learned things in the afterschool program that help them in school.

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 all three subject areas. Additionally, students enrolled in Latitude also received higher scores than the district in Communication Arts and Mathematics. Students enrolled in Latitude also outperformed students in the state in Mathematics and Science (see Chart 28 below and Chart 29 on the next page). Please note: There was no district data available for Science MAP scores.

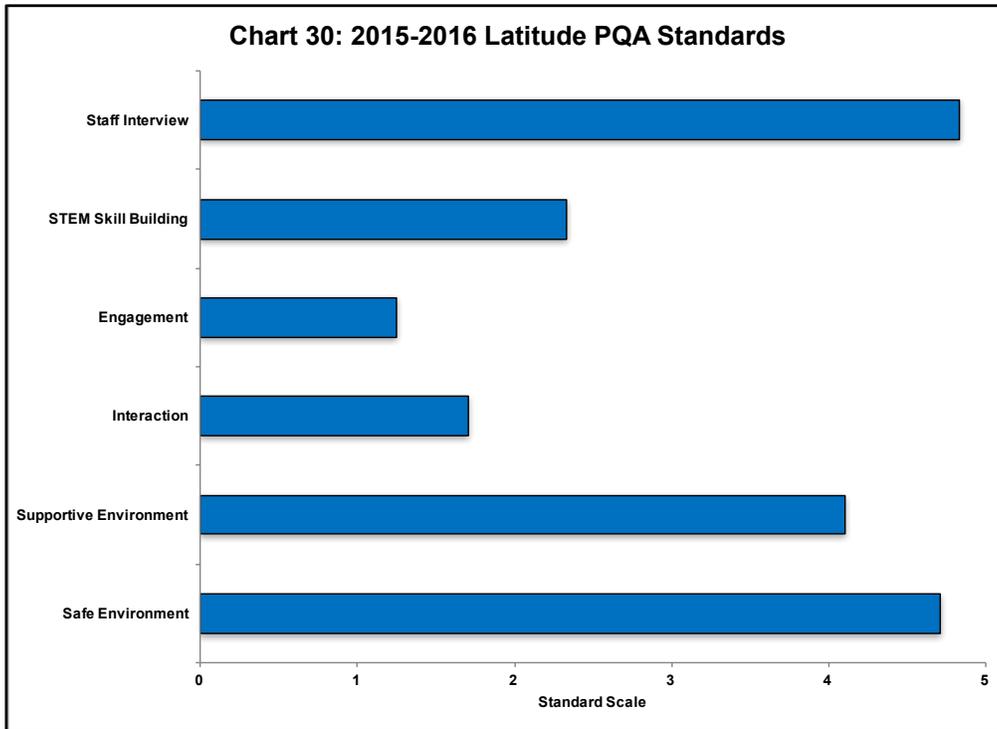




PROGRAM QUALITY AT LATITUDE

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. Scores between 4 and 5 indicate a rating of “excellent,” whereas scores between 1 and 2 indicate a general cause for concern and/or suggest areas of potential improvement. 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 Staff Interview, receiving at least a 4 for each standard. The lowest rating was on the Engagement Standard, which was 1.25. This standard decreased from last year, when the standard was rated at 2.75. See Chart 30 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. This data was considered supporting evidence for each standard. Below are some examples of qualitative feedback received.

Safe Environment

- The emotional climate of the session was predominantly positive. Staff and youth were observed interacting in a positive manner demonstrating mutual respect and camaraderie.
- The physical environment appeared to be safe. There were no health and safety hazards observed.
- Emergency procedures posted in plain view on file cabinet next to the staff desk.
- There was sufficient quantity of comfortable tables and chairs for all youth.
- Milk and granola bars were plentiful and available at appropriate times for all youth.

Supportive Environment

- Staff was observed speaking to youth predominantly using a warm tone of voice and respectful language.
- Staff explained all activities clearly. Youth demonstrate understanding by following the instructions given without the need to ask clarifying questions.
- Staff provided all youth with a structured opportunity to communicate what they are doing and thinking. Every youth had an opportunity to provide the definition for a scientific term and explain their reasoning.
- There were more than three instances with different individual youth in which staff-youth conversations included substantive back and forth dialogue about offering content.
- Staff was actively involved by facilitating discussion about scientific terms and conducting the bingo game throughout the entire session.

Interaction

- Staff provided informal opportunities for youth to get to know each other.
- Staff provided an extended opportunity for youth to practice group-processing skills by allowing students to volunteer definitions and calling on others to solicit their participation.
- Staff provides an explanation for some behavioral expectations. “Can you say that again so everyone can hear you?”

Engagement

- The staff provided multiple opportunities for youth to connect the STEM Bingo activity to their knowledge or scientific terms studied in school and other experiences.

STEM Skill Building

- The staff modeled use of STEM vocabulary terms by defining each term and providing examples.
- Staff encourage use of terms by asking students to provide definitions and examples of STEM terms.
- Staff encourage youth to convey STEM terms on a bingo card and writing down the definitions.

Staff Interview

- Staff have identified instructional goals for all STEM activities.
- Staff demonstrates knowledge of some of the youth’s academic achievements or challenges.
- Safety policies and procedures related to STEM activities are established and consistently followed.

LATITUDE STUDENT AND PARENT PERCEPTION OF QUALITY

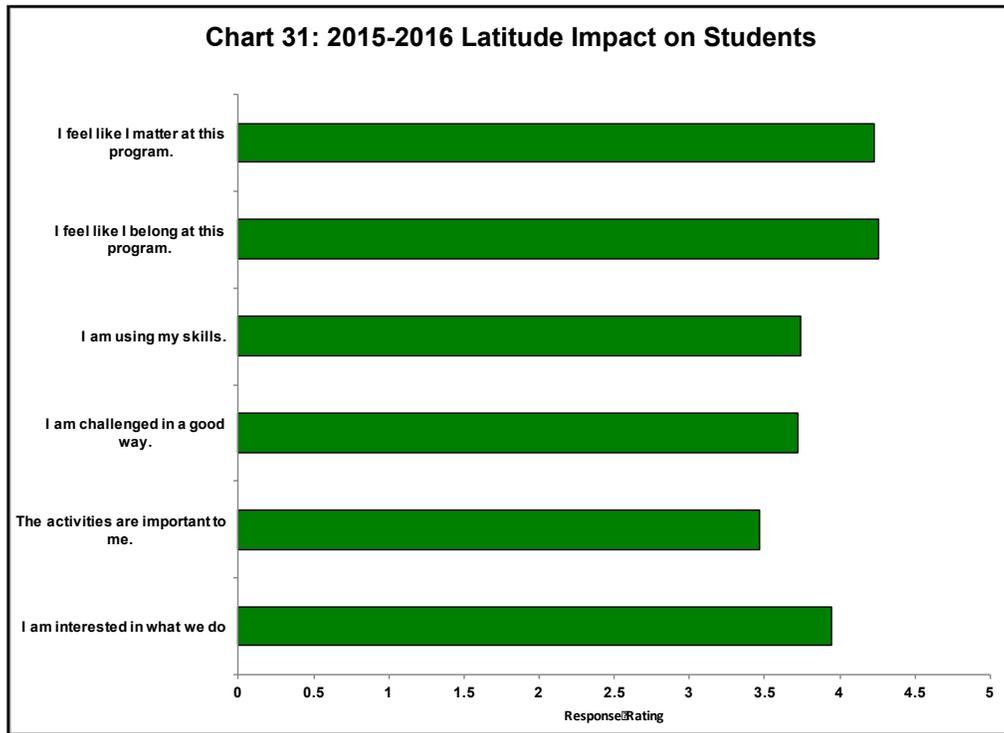
It was important to assess the parents and students’ perspective of the Latitude program, and to determine if there were areas where improvements needed to be made. Student satisfaction with the program has the potential to impact enrollment and attendance, and can either detract from or enhance the 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.

In some areas, student responses were very similar to the previous year. For example, the average student response for “I feel like I belong at this program,” was 4.26 out of 5, letting us know that most of the students believe this statement to be almost always true. Last year, student responses for this prompt was 4.27.

In other areas, student responses decreased since last year. For example, the average student response for the statement, “I am interested in what we do” was 3.95 out of 5, which was down from 4.38 since the previous year. While this rating let us know that the majority of students believed this statement, it is still important to note that student interest in this area has decreased and is a place where improvements could be made. Another 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 3.47 out of 5, down from 3.78 since last year. While this is still better than average, it is important to note that student responses

decreased since last year. Again, it is important that Latitude staff take steps to ensure activities are important and relevant to students. See Chart 31 below 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 afterschool program. Parents surveyed reported that they don’t worry about their child when they are in the afterschool program and that the afterschool program was reliable and that they could count on it to provide the afterschool care that they needed. Parent responses to the prompt, “My child is having a positive experience in the afterschool program” increased to a perfect score of 5.0 this year. Chart 32 below demonstrates that parents were satisfied with the program quality.

Chart 32: 2015-2016 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
I don’t worry about my child when at the afterschool program.	4.93
The afterschool program is reliable and I count on them to provide the afterschool care I need.	4.90
My child is having a positive experience in the afterschool program.	5.00
OVERALL	4.93

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, 80 students (out of 188) attended Latitude for 30 days or more. The average attendance rate at Latitude was 60 percent, which was a significant increase from 36 percent last year

(2014-2015). Overall, Latitude attendance ranged from 32 days to 179 days. On average, students attended Latitude for 108 days during the school year

LATITUDE COMMUNITY ENGAGEMENT AS A MEASURE OF PROGRAM QUALITY

We asked the site coordinator questions regarding opportunities for community engagement 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 student participation in community-led activities. Our findings indicated an average amount of opportunities for student involvement and outreach to the community, however this is an area where improvements can be made.

The site coordinator was asked questions related to community engagement. Responses indicated that in the past year, overall student community engagement occurred about only half of the time. See Chart 33 below for more details. As a result of these ratings, it is important that we continue to make community partnerships and various opportunities more visible and apparent to students’ 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 33: 2015-2016 Student-Community Engagement

Prompt 1= Almost Never True; 3 = True About Half of the Time; 5 = Almost Always True	Latitude
Our students participate in community service, service learning, or civic participation projects that extend over multiple sessions.	4.00
Our students experience afterschool sessions and/or field trips led by or provided by local businesses, community groups, and youth serving organizations who are not paid service vendors.	4.00
Our students experience afterschool sessions led or supported by past afterschool students who are paid staff or volunteers.	1.50
Our students help to provide public recognition of community volunteers, organizations, and businesses that contribute to the afterschool program.	2.50
OVERALL (Average of 4 items on Community Engagement Scale)	3.00

LATITUDE PROGRAM CHALLENGES

One of the biggest challenges at Latitude was homework time with students. The problem was the chosen timeframe, as it was difficult for students to do homework before having some time to relax after coming directly from the school day. As a result, staff rearranged the schedule to give students some needed downtime, which proved to be helpful.

Another challenge was with STEM activities, as students felt they were missing out on their free time and were reluctant to participate. Staff tried moving the activity times around to allow more free time but that created the problem of having students leaving before the activities could begin.

LATITUDE PROGRAM QUALITY AND SUCCESS

Overall, Latitude was successful in serving 90 students on a regular basis (i.e., attending 30 days or more). The greatest success of the program was in the change in students' comfort zones and attitudes towards each other and staff. Students were able to more easily talk with others that have different interests than themselves and try new things. There were a lot of group activities provided to help students explore other interests and see what was positive about those activities. For example, John (name has been changed) started out not talking or joining in. After John began participating in the leadership group for the concession stand, he began to involve himself and began to look forward to interacting with other students. At the end of the school year, John was more outgoing. He saw that he was accepted and feels like he belongs to the group.

Another success of the Latitude program was that students recognized that they were at a place where they could communicate freely among themselves and also with staff. They learned that they could trust and depend on staff. This was evident in how they shared things from their lives and asked for input. The consistent staff presence helped with this process. Staff have grown a lot in the past year in their abilities to engage with students and in their confidence running the program. The Youth Specialists can confidently leave staff in charge when they cannot be present.

Lastly, another exciting success was to see that Latitude staff and students were being recognized by the school as people of character. This was a great way for the program to feel valued by school day staff.

SECTION 7: SUMMARY & NEXT STEPS

Our findings for the 2015-2016 evaluation period indicated that the after-school program, including both Kids' Safari and Clubs, funded by 21CCLC grants, was highly successful in its fifth year of implementation and improved since last year in a variety of areas. There was a dramatic increase in attendance rates at Kids' Safari in all four schools, indicating that recruitment strategies employed were successful. In addition, 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 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 (73 percent) and Latitude (80 percent) received free or reduced lunch during the 2015-2016 academic year. Students enrolled in these programs were at a high risk for academic failure, yet performed well academically. 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 and Mathematics ($p < .05$). One notable finding was that the number of students attaining proficient or advanced Communication Arts MAP scores in Kids' Safari has increased from 24% during the 2012-2013 school year to 60% this year (2015-2016). This is a substantial increase of 36%. In addition, the number of students attaining proficient or advanced Mathematics MAP scores in Kids' Safari has increased from 29% in 2012-2013 to 44%.

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 all three subject areas ($p < .05$). 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 the Latitude program were very positive. Parents recognized that the afterschool 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, and a score of 4 or 5 considered "excellent." Fairmount, Korte, and Sugar Creek received a perfect score (score of 5) on the Supportive Environment Standard. Fairmount and Sugar Creek received a perfect score on the Engagement standard.

Nowlin received high marks on the Safe Environment, Supportive Environment, and Staff Interview standards, with a score of at least 4 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 the "physical look" of Kids' Safari. The goal is to make it look less like a cafeteria, and more like a place that belongs to students in Kids' Safari. The cafeteria would be split up into specific learning areas: STEM, Art, Math, Games, Large Muscle, Music and Movement, and more. The walls would be decorated with a theme and the area would

be transformed. Another focus would be to strengthen student planning. Kids' Safari will have the student lesson planning team help with the weekly schedule and writing lesson plans. They will establish a Student Leadership Team to develop expectations and program goals.

Another goal is to strengthen reading, science, and math activities. The plan is to organize a reading area based off of the school's reading system so it will be easier for students to choose the right books. Kids' Safari will use STEM-based activities to help students gain interest in the areas of Science, Technology, Engineering, and Math. Students will continue their community outreach and staff will offer more Adult Education classes. In order to maintain success, another area of focus will be on encouraging staff to reach for bigger and better things for families and students. In order to do so, it is important that the Youth Specialist be encouraging and have staff participate in professional development trainings that are offered through the school district and outside the school district. It is also important to continue to offer the type of care that parents need and want for their children. Positive communication with parents is also needed to discuss any situations and help students succeed.

At Latitude, the focus is to continue serving families. They will be providing a fees-based program, and host free clubs so that more students have access to a safe place after school. Latitude will be partnering with the Middle School Athletic department to provide sports' activities for sixth graders would cannot plan on a school team yet, along with a variety of other clubs for all three middle school grades. Lastly, though the Concession Stand Crew, Latitude hopes to continue growing student leadership and providing real life job skills. Latitude would like to continue to teach customer service skills, while pushing things further to teach students how to apply for real jobs and prepare for interviews.

The school-age program in these five schools has continued its success and effectiveness in its fifth phase of implementation. To sustain the effectiveness of the programs, we recommend that ISD: continue to offer opportunities for peer-peer and peer-staff interactions so that students; 2) increase engagement so that students continue to take part in the planning phases of the program and have a variety of choices; 3) continue to offer new clubs that are academically rigorous and beneficial; and 4) provide increased opportunities for adult education class and market those opportunities well so that families and communities are aware of their existence and benefits.