



Church Avenue Merchants
Block Association, Inc.
(CAMBA)

A Study of CAMBA's
Process and Capacity for
Conducting Self-Evaluation

Final Report

Submitted To: CAMBA

September 1, 2004

Metis Associates
...making a meaningful difference

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Executive Summary

Church Avenue Merchants Block Association, Inc. (CAMBA) has received funding from the Henry Luce Foundation over the past two years to strengthen the organization's youth programs by improving organizational evaluation and increasing its ability to measure the efficacy of its programs in helping young people develop competencies and skills. This report presents findings from research conducted by Metis Associates over the period from September 2003 through August 2004, with an overview of findings from work conducted in the previous year.

In fall 2002, CAMBA retained Metis Associates, an independent research and evaluation firm, to conduct a comprehensive literature review of youth development indicators and to develop assessment instruments that would measure outcomes in one of its after-school programs. In fall 2003, CAMBA contracted with Metis to continue and expand on this work. Metis' work in year two included a review of CAMBA's newly developed RESULTbase On-line Data Manager (RbODM) system, a comparative analysis of the RbODM framework and the literature review of youth development indicators, and an evaluation of two of its after-school programs using the assessment instruments developed in year one.

For the review of the RbODM and comparative analysis, Metis conducted individual interviews with CAMBA staff and a review of documentation on the content of the system. For the evaluation of the two youth programs, Metis administered assessment instruments to students, parents, teachers, and program staff at the *Kids Connect* and *Kidz World* after-school programs at PS 109 and PS 269, respectively, in Brooklyn, New York. Metis conducted two trainings for all staff in each program in March and April 2004, prior to the administration of the instruments in April-June 2004. Metis collected and analyzed the data using frequency distributions and crosstabulations.

Findings of comparative analysis

The comparative analysis of the RbODM framework and the performance indicators highlighted in youth development literature revealed similarities between the outcome areas assessed in both systems but differences in how those outcomes are measured. Metis found that the target areas defined in the RbODM aligned directly with the competency areas highlighted in the literature, meaning that CAMBA seeks to impact youth in ways that are common among youth development programs. However, Metis also found that the methods to measure achievement of target areas in the RbODM differed from methods highlighted in the research. They differed according to:

- Types of outcomes measured;
- Specificity of outcomes measured;
- What or who is being assessed;
- Age level of clients assessed;
- Number of perspectives collected; and
- How achievement of outcomes is documented.

Metis proposes a number of recommendations to CAMBA to address the differences and improve CAMBA's method of measuring outcomes. These recommendations are presented in the conclusion of the report.

Evaluations of after-school programs

Metis administered the assessment instruments that were developed for CAMBA to measure the outcomes of participants of two of CAMBA's after-school programs. Findings from the administration of the assessments at the two programs offer examples of how the assessments can be used to enhance CAMBA's process for evaluating its youth programs. Analysis of the assessment data highlighted that the two programs have impacted the young people they serve by helping them:

- Develop academic skills, as well as an enjoyment of school and reading;
- Learn and use appropriate ways to handle conflicts;
- Form positive relationships with adults and peers;
- Develop new interests and learn to use their free time more productively; and
- Gain a stronger sense of responsibility and charity.

The specific findings from the assessment data show how CAMBA can evaluate its youth program using feedback on student behaviors and attitudes from multiple groups of stakeholders in the program, including students, parents and teachers, as well as program staff.

Conclusion

The comparative analysis and the evaluation of the two after-school programs using the assessment instruments revealed the following findings that will help inform and improve the development of CAMBA's self-evaluation process:

- 1) It is important to measure both attitudes and behaviors to evaluate the impact of a program on young people.
- 2) A useful process of self-evaluation must include standardized tools for measuring achievement and outcomes.
- 3) Evaluation tools should incorporate multiple perspectives from multiple groups of program stakeholders.
- 4) A comprehensive evaluation includes program evaluation, as well as assessment of individual clients.

Inclusion of these important components in the evaluation process will help CAMBA improve its capacity for self-evaluation by broadening the scope of the evaluations, making assessment of outcomes less subjective and more standard, and incorporating feedback from multiple groups of program stakeholders.

Recommendations

Metis offers the following recommendations to CAMBA to help them incorporate these findings into the RbODM and improve its self-evaluation process:

- *Incorporate attitudinal outcomes, as well as behavioral outcomes, into the milestones that measure achievement of performance targets in the RbODM.*

- *Develop standardized tools or instruments to collect, document, and assess client achievement of all milestones and performance targets in the RbODM.*
- *Standardize documentation tools across programs so that similar data are collected for similar programs to allow for cross-program evaluation.*
- *Provide adequate and thorough training for all staff on the use and administration of documentation and evaluation tools.*
- *Develop methods to collect perspectives of client outcomes from multiple groups of program stakeholders, such as parents, teachers, and students.*
- *Develop a standardized process for analyzing evaluation data and using findings for program improvement.*
- *Conduct periodic program evaluations using the data collected in the RbODM.*

I. Introduction

In fall 2002, Church Avenue Merchants Block Association, Inc. (CAMBA), a community-based organization that provides services to residents of central Brooklyn in New York City, initiated a multiyear project to strengthen its youth development programs by improving organizational evaluation and fundraising. Funding for the project has been provided by the Henry Luce Foundation through two one-year grants covering the periods September 2002 – August 2003 (year one) and September 2003 – August 2004 (year two). This report provides an overview of two years of research conducted by Metis Associates in support of CAMBA's goal, with an emphasis on accomplishments and findings in year two.

CAMBA's goal for the project is to increase the organization's ability to determine the efficacy of its programs in developing competencies, strengths, and skills of the young people it serves over time and empowering them to become healthy, responsible, and caring youth and adults. To address this goal, CAMBA retained Metis Associates, an independent research firm with significant experience in program evaluation, to study its youth programs and to assess the capacity of CAMBA's management information systems to collect data that would measure the impact of its programs on the youth they serve.

In year one of the project, Metis' work included a comprehensive literature review of indicators of youth development; an analysis of how the goals, philosophy, and activities of CAMBA's programs are aligned with those youth development indicators; and the development of assessment instruments to measure progress of young people toward achieving the indicators. Metis presented findings from its research and copies of the assessment instruments in a report to CAMBA in February 2003.¹ Metis also submitted a report of findings from a pilot administration of the instruments at CAMBA's *Kids Connect* after-school program at PS 109 in Brooklyn, New York in October 2003.²

In year two, Metis continued the development and implementation of the assessment instruments, and evaluated the capacity of CAMBA's management information systems to collect data to evaluate its youth programs. The research activities included:

- 1) A review of CAMBA's work in developing a RESULTbase On-line Data Manager system (RbODM) and a comparative analysis of the outcomes identified in the RbODM with performance indicators measured with the assessment instruments developed by Metis
- 2) An administration of the assessment instruments at CAMBA's *Kidz World* after-school program at PS 269 in Brooklyn, as well as a second year administration of the instruments at the *Kids Connect*/PS 109 program

This report presents findings from this research in the four sections that follow. Section I, the introduction, includes a brief description of the project and Metis' research methods. Section II presents findings from the comparative analysis, which includes an overview of the youth development indicators identified in year one, a description of CAMBA's work toward developing the RbODM system, and an analysis of the alignment between Metis' assessment instruments and the RbODM framework. Section III presents evaluations of CAMBA's *Kids Connect* and *Kidz World* programs based on findings from the administration of the assessment instruments.

¹ "Qualitative Report to Develop Youth Indicators, Interim Report." Metis Associates, Inc., February 2003.

² "A Study of Youth Development: Findings from an Analysis of Evaluation Instruments, Final Report." Metis Associates, Inc., October 2003.

It includes a description of the two programs, descriptions of the student populations at PS 109 and PS 269, and findings from the evaluation data at each program. Section IV, the conclusion, includes an analysis of how Metis' research informs CAMBA's development of an internal self-evaluation process and recommendations for using the findings to improve the system.

A. Research methods

Metis used individual interviews with CAMBA staff and a review of documentation about the RbODM system to collect data for the comparative analysis research. On February 12, 2004, Metis conducted an interview with CAMBA's Director of After School Services to gather initial information about the development of the RbODM system and to define the scope of Metis' research. On April 13 and July 12, 2004, Metis conducted interviews with CAMBA's Program Director of Performance Management System to gather specific information and documentation about the RbODM system, including lists of target outcomes and indicators that were developed for each youth program, and to observe a demonstration of how data are collected and analyzed in the system. Metis analyzed the documentation and interview data to compare the outcomes measured in the RbODM system with the outcomes measured with the assessment instruments developed by Metis in year one.

Metis collected evaluation data about CAMBA's youth programs by administering assessment instruments at CAMBA's after-school programs at PS 109 (*Kids Connect* program) and PS 269 (*Kidz World* program). Metis provided staff trainings at each site on March 16 to present an overview of the project to program staff and on April 13 to instruct program staff on how to administer the surveys to the students. The student surveys were administered by program staff on April 22 at PS 269 and April 23 at PS 109, with assistance from Metis. The parent and teacher surveys and the staff checklists were administered in April through June 2004. Copies of the instruments and the staff training materials are included in the Appendix.

CAMBA had reviewed the instruments in year one, and no changes were made to the assessment instruments from year one to year two. The instruments included a survey for students in grades three through five,³ a survey of parents of all students in the after-school program, a school-day teacher survey, and a program staff checklist that was completed by program staff individually for each student in their after-school group. The surveys and the checklist were each two pages long, and the parent survey was translated into Spanish.

Metis analyzed the survey data in July 2004 using frequency distributions and crosstabulations. Table 1 shows the number of surveys received from each program.

**Table 1 – Number of Instruments Completed,
by Program**

Instrument	<i>Kids Connect/PS 109</i>	<i>Kidz World/PS 269</i>	Total
Student survey	77	109	186
Parent survey	46	113	159
Teacher survey	2	27	29
Program staff checklist	233	143	376

³ The grant from the Henry Luce Foundation specified this age group as the focus of the research; therefore Metis' research and the resulting assessment instruments cover that age group.

**II. Comparative Analysis
of Youth Development Indicators and
CAMBA's RESULTbase On-line Data Manager**

A. Overview of youth development indicators

Metis' review of relevant literature on youth development in year one of the project highlighted the following definition of youth development:

*"A process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent."*⁴

This definition aligns directly with the following six competency areas in which CAMBA seeks to impact youth: cognitive and educational competence, personal and social competence, development of special interests and talents, leadership and citizenship skills, health and physical well-being, and preparation for work.⁵

The literature identifies performance indicators to measure proficiency in each competency area. A performance indicator is a benchmark by which an individual or a program is measured to determine the extent to which a certain outcome has been achieved. These performance indicators, along with the associated competency areas, are discussed later in this section.

To measure the extent to which students exhibited positive outcomes on the performance indicators, Metis developed several assessment instruments. Survey items such as *"How much do you agree or disagree with the statement, 'It is important to complete my homework on time?'"* on the student survey, and *"How often does your child show interest in learning new things?"* on the parent survey were designed to measure outcomes on the indicators. Other items, such as *"Since the beginning of the school year, how often does this student fight with other students?"* on the staff checklist were developed to measure the extent to which students have changed specified outcome behaviors since participating in the program.

The assessments included a student survey, a parent survey, a teacher survey, and a program staff checklist. An attempt was made to align the survey items on each of the instruments in order to obtain multiple perspectives from students, parents, teachers, and program staff, about students' progress on the youth development indicators. Responses to each instrument were anonymous; therefore data from the surveys were not used to assess individuals but were aggregated to provide an assessment of the overall program.

It should be noted that some of the youth development indicators that were identified in the literature review were not included in the development of the assessments. Reasons for their elimination included an interest in limiting each assessment to a maximum of two pages and because they were not directly relevant to the program, age level served, or CAMBA's goals. Findings from an administration of these assessment instruments at *Kids Connect/PS 109* and *Kidz World/PS 269* are presented in Section III of the report.

B. Overview of RESULTbase On-line Data Manager system (RbODM)

In 2003, CAMBA began development of the RbODM system to collect data on the organization's programs for evaluation of client, program, and staff outcomes. The framework

⁴ From www.nydic.org, the website of the National Youth Development Information Center, a product of the National Assembly, an association of national non-profit health and human service organizations.

⁵ As defined in CAMBA's program literature.

of the RbODM was designed for CAMBA by the Rensselaerville Institute, using its Open DataBase Connectivity (ODBC compliant) system architecture. CAMBA’s management and program staff developed the content of the system by identifying target areas and outcomes that would measure and evaluate client, program, and staff performance.⁶ The identified areas and outcomes were used to create “Target Outlines” for each program activity that CAMBA offers. Each Target Outline identifies the:

- **Target Area**, the competency that is addressed with the program activity;
- **Performance Target**, the desired outcome for participants;
- **Milestones**, steps clients must accomplish to achieve the performance target; and
- **Target Verifications**, methods for program staff to assess achievement of milestones.

An example Target Outline for the homework help program activity is presented in Table 2.

**Table 2 –
Academic Enrichment - Homework Help Target Outline**

Target Area	Performance Target	Milestones	Target Verification
Children and youth have age appropriate reading, writing and numeracy skills.	Complete at least 90% of homework correctly with no assistance for 90 days in at least three subject areas and submit at least one report card.	<ul style="list-style-type: none"> • Enroll in after-school program • Attend at least four days per week for first 30 days • Set at least one educational improvement goal and timeline to achieve it • Complete 90% of homework correctly with help for at least 90 days in at least one subject and provide first quarter report card • Complete at least 90% of homework correctly with minimal assistance for 60 days in at least two subject areas and provide second quarter report card 	<ul style="list-style-type: none"> • Quarterly meetings with students • Maintain progress notes • Obtain report cards

Since early 2004, program staff has been working to develop Target Outlines for each of CAMBA’s youth programs. As of July 2004, the Target Outlines had been developed, and staff had begun the process of collecting and inputting data into the system. Going forward, program staff will be responsible for inputting data for each client in their program. Work in this area is still in progress, so analysis of data has not yet taken place. Once CAMBA has finalized Target

⁶ Client information, such as name, address, social security number and other contact information, as well as health records, program participation data, and other “input” data, are also collected in the RbODM. The analysis for this report, however, focuses on outcome data.

Outlines for its youth programs, they will begin to create outlines for CAMBA's other programs and input those outlines into the RbODM.

C. Comparative analysis of youth development indicators and the RbODM framework

Metis compared the Target Outlines developed for CAMBA's youth programs with the youth development indicators that Metis used to develop the assessment instruments administered at two of CAMBA's after-school programs. This comparative analysis is presented in Table 3, which provides a side-by-side comparison of the target areas and performance targets as defined in the RbODM Target Outlines⁷ and the corresponding competency areas and performance indicators measured with Metis' assessment instruments. A list of the survey items from Metis' assessment instruments that correspond with each performance indicator and RbODM performance target is included in the Appendix.

It is important to note that while the terminologies used in the RbODM and Metis' research differ, the terms describe similar concepts. The "*target areas*" in the RbODM describe concepts similar to the "*competency areas*" identified by Metis, and the "*performance targets*" are comparable to the "*performance indicators*." The comparative analysis thus compared the *target areas* with the *competency areas* and the *performance targets* with the *performance indicators*. Metis also compared how data are collected in the RbODM with how they are collected by the assessment instruments developed through Metis' research.

⁷ Includes Target Outlines for youth programs only.

**Table 3 –
Comparative Analysis of Youth Development
Indicators and RbODM Framework**

Youth Development Indicators (Assessment Instruments)		RbODM System (Target Outlines ⁸)	
Competency Area	Performance Indicators	Target Area	Performance Targets ⁹
1) Cognitive and educational competence	<ul style="list-style-type: none"> • Homework completion • Interest in reading • Enjoyment of school • Participation in classroom activities • Improved academic performance 	1) Children and youth have age appropriate reading, writing and numeracy skills.	<ul style="list-style-type: none"> • Complete at least 90% of homework correctly with no assistance. • Achieve at least three new skills (reading, math, ESL, etc.) • Demonstrate ability to pass standardized tests and increase class grade.
2) Personal and social competence	<ul style="list-style-type: none"> • Positive interaction with peers • Ability to develop positive relationships with adults • Ability to listen to adults and authority figures • Use of conflict resolution skills • Reduced incidents of negative behavior • A sense of self-confidence and self-worth 	2A) Children and youth find creative ways to resolve conflicts and solve problems.	<ul style="list-style-type: none"> • Students use at least one conflict resolution skill. • Participants will have a more positive attitude (evidenced by increased attendance, decrease in punitive referrals and affirming report card comments).
		2B) Children and youth go to caring, appropriate and positive adults for help if they need it.	
3) Special interests and talents	<ul style="list-style-type: none"> • Productive use of leisure time • Development of new interests • Development of new skills 	3) Children and youth have diverse life experiences within and outside their local communities.	<ul style="list-style-type: none"> • Demonstrate at least one new skill/technique and perform/showcase in public.
4) Leadership and citizenship development	<ul style="list-style-type: none"> • Good decision-making skills • Understanding the importance of staying out of trouble • Participation in actions to help others • Respect for others • Learning about racial/cultural identity 	4) Youth take responsibility for their actions and contribute to their community in positive ways.	<ul style="list-style-type: none"> • Increase youth and adult participation in Beacon programs and services.

⁸ Youth programs only.

⁹ Some of the Performance Targets are summarized or generalized across program types in this table. The overall outcomes measured with the performance targets, however, are the same. For example, “Demonstrate at least one new skill...” includes skills in martial arts, visual art, computer software and other areas.

Youth Development Indicators (Assessment Instruments)		RbODM System (Target Outlines ⁸)	
Competency Area	Performance Indicators	Target Area	Performance Targets ⁹
5) Preparation for work	<ul style="list-style-type: none"> • Good work habits • Interest in learning about careers • Preparation for the next grade level in school 	5A) Youth 14 and older find and keep unsubsidized employment	<ul style="list-style-type: none"> • Participants apply for at least one job. • Demonstrate knowledge about employment strategies and labor law requirements for young adults. • Participants will create a practical business plan and demonstrate their ability to present a business plan. • Take and pass the GED exam with at least the minimum desired score.
		5B) High school youth and job ready.	
		5C) Graduate to the next level of education or vocational training	
6) Health and physical well-being	<ul style="list-style-type: none"> • Participation in physical activity • Awareness of the importance of living a healthy lifestyle • Avoiding risky behaviors 	6A) Youth delay parenthood or additional children until financially/emotionally ready.	<ul style="list-style-type: none"> • Participants demonstrate their key knowledge of abstinence concepts.
		6B) Teen parents will demonstrate appropriate parenting skills.	
		6C) Youth maintain a drug-free healthy lifestyle.	

As presented in Table 3, the findings from the comparative analysis showed that the nine *target areas* identified in the RbODM are well-aligned with the six *competency areas* highlighted in the literature review. This indicates that the RbODM is designed to measure areas in which programs impact young people that are similar to the areas highlighted in relevant literature as being critical to youth development.

The analysis also showed that while *target areas* are similar to the *competency areas*, the *performance targets* defined in the RbODM differ significantly from the *performance indicators* highlighted in Metis' research. It also showed that the data collected to measure achievement on *performance targets* differed from the data collected to measure the *performance indicators* on the assessment instruments. Metis found that they differ in the following ways:

- 1) **Type of outcomes measured** - The *performance targets* documented in the RbODM focus primarily on behaviors, such as participation in activities and demonstration of skills. The *performance indicators*, however, measure behaviors *and* attitudes, such as enjoyment of school or respect for others.
- 2) **Specificity of outcomes measured** - The *performance targets* in the RbODM assess specific outcomes, such as use of a conflict resolution skill or achieving a new reading skill, whereas, the *performance indicators* on the assessment instruments measure general outcomes or changes, such as a young person's ability to get along with his or her peers or improved academic achievement.
- 3) **What or who is being assessed** - The RbODM links achievements to an individual client and therefore is used to measure outcomes of an individual as well as the program. On the other hand, the assessment instruments are used primarily to evaluate the program's progress in helping a group of young people achieve desired outcomes and not an individual. A reason for this is that responses to the assessments are confidential, and names of individual students are not collected.¹⁰
- 4) **Age level covered** - Metis' assessment instruments focus only on students in grades three through five, as defined in the scope of Metis' research in year one. The RbODM covers all of CAMBA's youth programs. Thus, several performance targets that are measured in the RbODM, including delaying parenthood, maintaining a drug-free life, and becoming job ready and obtaining employment are not measured with the assessment instruments.
- 5) **Number of perspectives collected** - The primary source of data in the RbODM is program staff responses; therefore it is not designed to gather multiple perspectives in assessing outcomes. Metis' assessments are aligned across respondent groups to help gather multiple perspectives on student outcomes from the student, his or her parent, teacher, and after-school program staff. Multiple perspectives provide a more complete and stronger assessment of achievement.
- 6) **How achievement is documented** - The RbODM does not include standardized tools to document or assess outcomes. The RbODM requires verification of achievement of outcomes, such as observations by staff or quarterly meetings with students, yet does not have tools to measure or document the achievement. On the other hand, the assessment instruments *are* documentation tools to measure the performance indicators.

¹⁰ The assessment instruments can be used to measure individual outcomes; however, this would require respondents to use their names or other identifying information on their responses.

The findings of the comparative analysis of the youth development indicators and the RbODM framework show that there is substantial alignment in the outcome areas that are measured in the two systems. However, there is a lot of variation in the specific indicators that are being measured, as well as how they are measured, how they are documented, and how the outcomes can be used for evaluation. Implications of these differences and recommendations for proposed changes to the RbODM are presented in Section IV in the conclusion and recommendations.

**III. Evaluations of CAMBA's
Kids Connect and *Kidz World*
After-School Programs**

This section provides program evaluations of CAMBA’s *Kids Connect* and *Kidz World* after-school programs, based on findings from an analysis of data collected from the administration of assessment instruments. The evaluation includes a description of the *Kids Connect* and *Kidz World* programs, a description of the student populations at PS 109 and PS 269, a review of the data collection methods Metis used, and a presentation of data from each program on student outcomes in the competency and target areas addressed by the program. These evaluations provide an example of how the assessment instruments can be used to enhance CAMBA’s capacity to evaluate youth programs.

A. Description of programs

The *Kids Connect* and *Kidz World* programs are after-school programs offered to elementary school students in the Flatbush neighborhood of Brooklyn, New York. The programs are funded by The After School Corporation (TASC) and follow a program model that includes academic enrichment and recreational activities. Table 4 presents the components of the program model, the RbODM target areas that are addressed with these program components, and the verification tools outlined in the RbODM to measure youth outcomes in those areas.

Table 4 – Model for the *Kids Connect/Kidz World* programs

Program component	Target area	Verification tools
Homework Help – small group or one-on-one instruction/assistance.	Children and youth have age appropriate reading, writing and numeracy skills.	<ul style="list-style-type: none"> • Quarterly meetings with students • Progress report • Report cards
Academic Enrichment – activities in literacy, math, science, or social studies to connect or build on what students learn during the school day.		
Conflict resolution – hands-on lessons and activities to teach students about alternative ways to resolve conflicts and prevent violence.	Children and youth find creative ways to resolve conflicts and solve problems.	<ul style="list-style-type: none"> • Interviews • Observations • Parent/teacher reports
Creative Art – students participate in drama, music, voice, dance, visual arts, or other arts-based workshops facilitated by Creative Arts Specialists.	Children and youth have diverse life experiences within and outside their local communities.	<ul style="list-style-type: none"> • Observations • Review of student products/ performances
Recreation – group games, including sports and physical activities.		
Clubs – theme and project-based activities that culminate in a showcase.		
Cultural partners (<i>Kidz World</i> only) – arts-related workshops with outside organizations such as the Brooklyn Arts Council		
Community circles – student-led groups in which students discuss issues and concerns and learn positive social development.	Youth take responsibility for their actions and contribute to their community in positive ways.	No milestones developed
Small group structure – students are divided into small (10-15 students), grade-specific groups that are led by a Program Leader and a Program Assistant.	Children and youth go to caring, appropriate and positive adults for help if they need it.	No milestones developed
Counseling (<i>Kidz World</i> only) – bi-weekly sessions for 5 th grade students to discuss issues related to maturation, self-esteem, and social skills.		

B. Description of student populations

Table 5 describes the student populations at PS 109 and PS 269, including size of school enrollment, demographic characteristics, and student academic achievement (based on proficiency on city and state reading and math tests), and, where applicable, how the schools compare with the citywide average for all elementary schools.

As shown in Table 5, the populations served at both PS 109 and PS 269 are “high-need,” as indicated by the high proportion of students who are from minority racial/ethnic backgrounds and who are eligible for free or reduced price lunch, and the low proportion of students scoring at or above proficient levels¹¹ on the city/state reading and math exams.

Table 5 – Description of School Populations

Characteristic (2002-2003 school year)¹²	PS 109	PS 269	All NYC elementary schools
Number of students	551	586	
Grade levels	PreK-5	3-5	
Racial/ethnic distribution of school:			
% African-American	82.9%	89.3%	31.7%
% Hispanic	14.1%	7.5%	40.1%
% Caucasian or Other	2.9%	3.2%	28.3%
% eligible for free/reduced price lunch in school	91.0%	93.3%	75.1%
% of recent immigrants	11.9%	7.6%	7.6%
Average daily attendance	91.8%	92.0%	92.9%
% with proficient score on city/state reading exam in spring 2003	44.1%	37.2%	48.9%
% with proficient score on city/state math exam in spring 2003	41.0%	36.0%	52.1%

During the 2003-2004 school year, the *Kids Connect* program served 236 students in kindergarten through grade 5 at PS 109. About two thirds of the students had attended the program in previous school years, while about a third was new to the program. More than 90 percent of the students, according to program staff and parents, attended the after-school program every day.

The *Kidz World* program served 148 students in grades three through five at PS 269. About two thirds of the students were new to the program, including all third grade students. According to program staff, most of the students (85%) attended the after-school program on a daily basis.

C. Data collection methods

Evaluation data were collected through an administration of student, parent, and teacher surveys and program staff checklists at the *Kids Connect* and *Kidz World* after-school programs. Student surveys were administered by program staff to all third through fifth grade students who attended the program on April 22 (PS 269) and April 23 (PS 109). A total of 109 surveys were collected from the *Kidz World* program, out of a student population of 148, for a response rate of

¹¹ As defined by the NYC and NYS Departments of Education and the test publishers.

¹² Data collected from Annual School Report Cards for 2002-2003 on NYC Department of Education website at www.nycenet.edu.

74%. Of the 109 surveys, 37 were from third grade (34%), 31 from fourth grade (28%), and 41 from fifth grade (38%). At the *Kids Connect* program, a total of 77 student surveys were collected, out of a population of about 110 students (third through fifth grade only), for an approximate response rate of 70%. Of the 77 surveys, 24 were from third graders (31%), 23 from fourth graders (30%), and 30 from fifth graders (39%).

Parent surveys were distributed by program staff to parents of all students in the program from April through June 2004. A total of 113 parent surveys were collected from PS 269 (response rate of 76%) and 43 were collected from PS 109 (response rate of 18%).

Teacher surveys were also distributed by program to all school day teachers at PS 109 and PS 269 in April through June. A total of 29 surveys were returned, two from PS 109 and 27 from PS 269. Because of the overall low response rate, data from the teacher surveys are not presented in the body of the report. An annotated survey of findings from the teacher surveys from PS 269 is presented in the Appendix.

A staff checklist was completed by program staff for every student in their after-school group in April through June; 143 were collected from *Kidz World* (response rate is 97%) and 233 from *Kids Connect* (response rate is 99%).

Metis collected all surveys in July 2004 and analyzed the data using frequency distributions and crosstabulations. Data are presented in the following sections; when appropriate, figures were included to provide a visual representation of the data. Data within the figures may not add to 100 percent due to rounding.

**D. Evaluation of the *Kids Connect*
After-School Program at PS 109**

The following section provides an evaluation of the *Kids Connect* after-school program at PS 109 organized by the six competency areas identified in Metis' research and the corresponding RbODM target areas.¹³ The program evaluation is based on findings from the analyses of the student and parent surveys and the program staff student checklists.

1. Cognitive and educational competence

Target Area: Children and youth have age appropriate reading, writing, and numeracy skills.

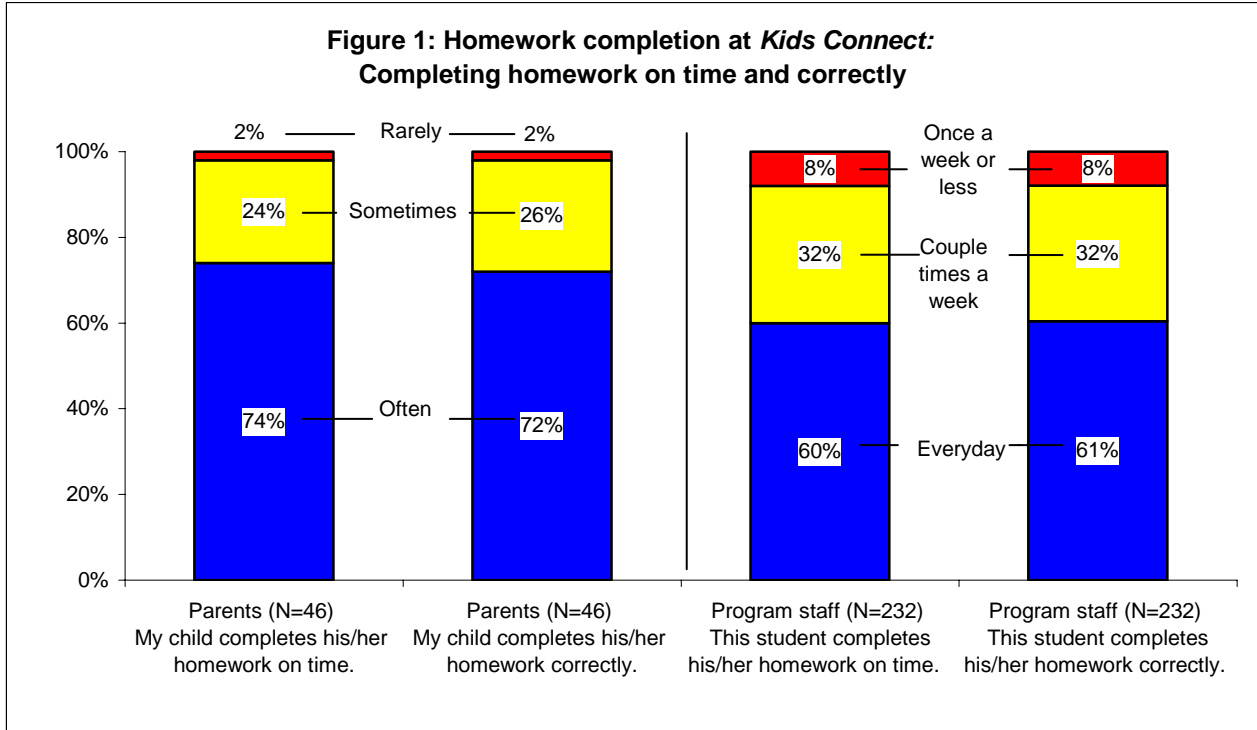
Cognitive and educational competence was measured through responses to survey items that assess outcomes on the following five indicators: homework completion, interest in reading, enjoyment of school, participation in classroom activities, and improved academic achievement.

Homework completion

Students in the Kids Connect program understand the importance of completing their homework on time, and, according to their parents and program staff, most complete their homework on time and correctly on a regular basis.

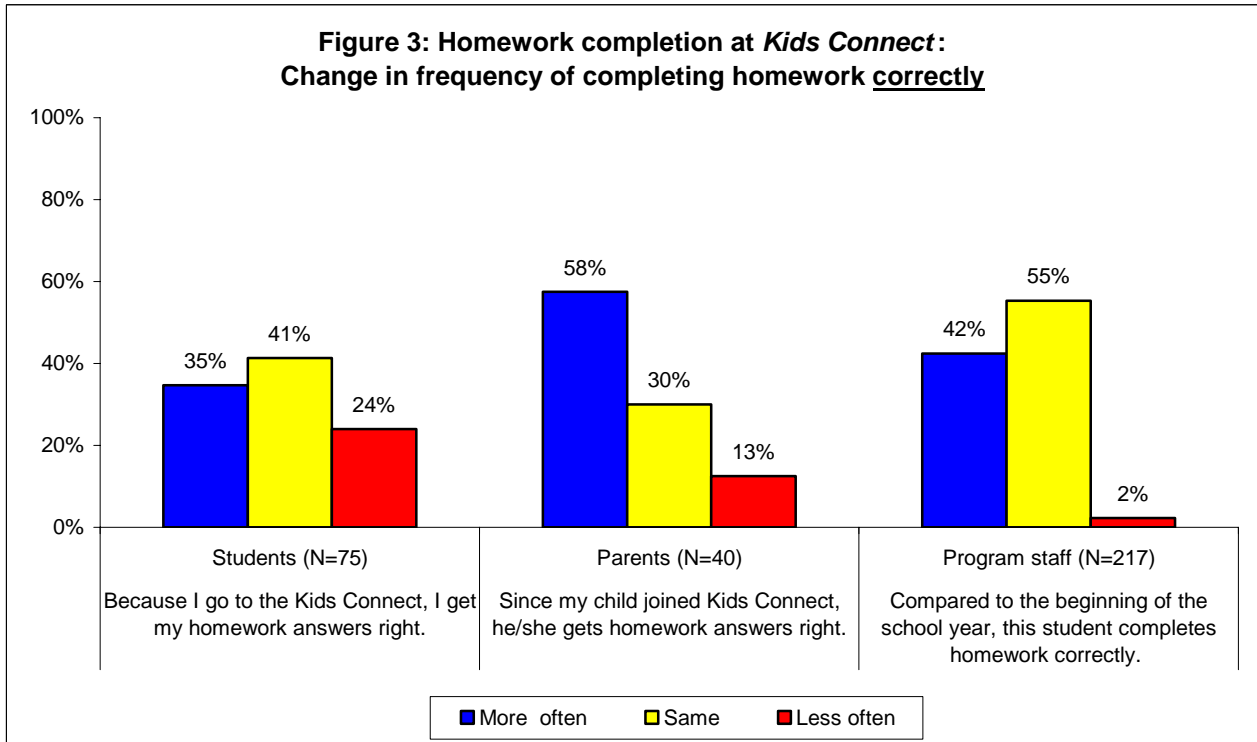
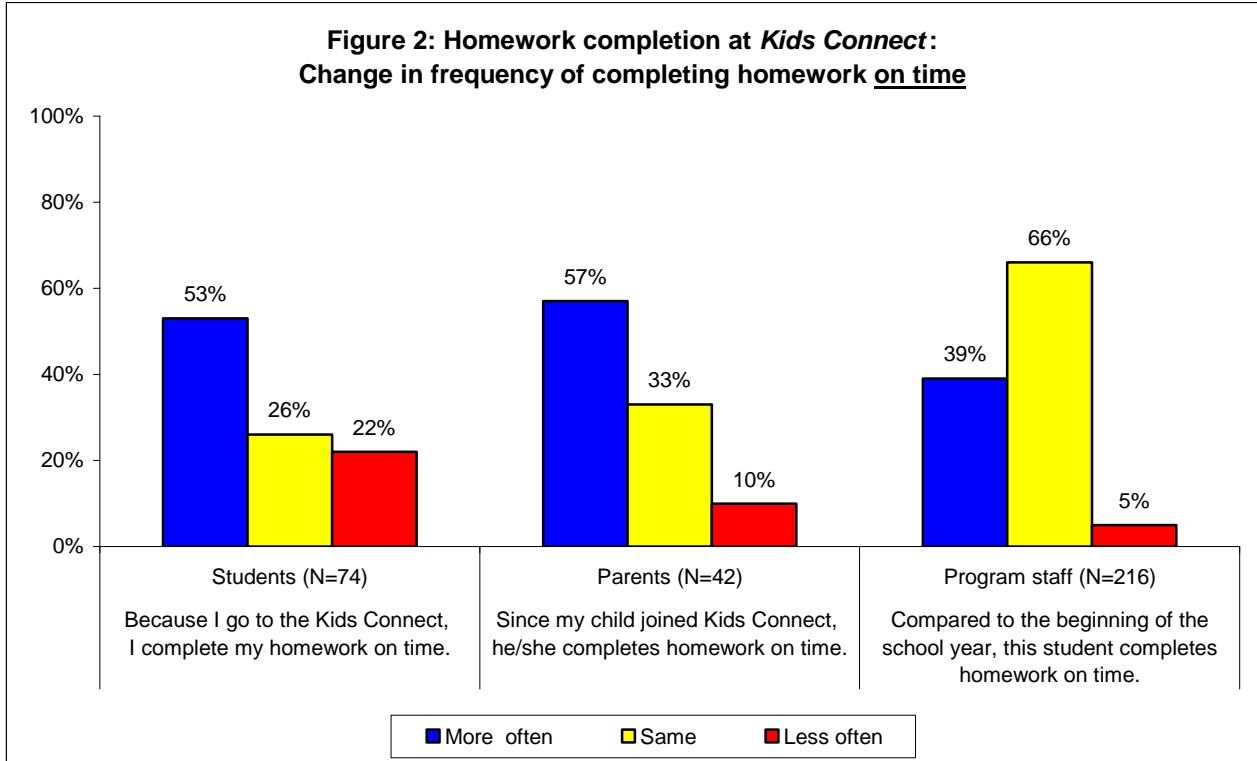
- When *Kids Connect* students were asked how much they agreed with the statement “*It is important to finish my homework on time,*” 83 percent said they agreed “a lot” and 12 percent agreed “a little.” Only five percent said they “do not agree at all.”
- A majority of parents (74%) said their child “often” completes his or her homework on time, while 24 percent said he or she does so “sometimes” and only two percent said “rarely.” A similar percentage reported that their child “often” completes his or her homework correctly (72%), with 26 percent saying “sometimes,” and two percent saying “rarely” (Figure 1).
- Program staff substantiated these findings by reporting that 92 percent of students in the program complete their homework on time either “everyday” (60%) or “a couple of times a week” (32%) and that 93 percent complete their homework correctly either “everyday” (61%) or “a couple of times a week” (32%) (Figure 1).
- Program staff also reported that more than half (52%) of the students work independently on their homework without prompting “every day,” and 31 percent do so “a couple of times a week” and six percent “once a week.” Only 11 percent do so less than once a week.

¹³ The health and physical well-being competency area was not measured in the assessments, in the interest of limiting the length of the assessment and because this area is not directly relevant to the goals of the *Kids Connect* program.



Students, parents, and program staff agreed that since joining the Kids Connect program, many students are completing their homework on time and correctly more often.

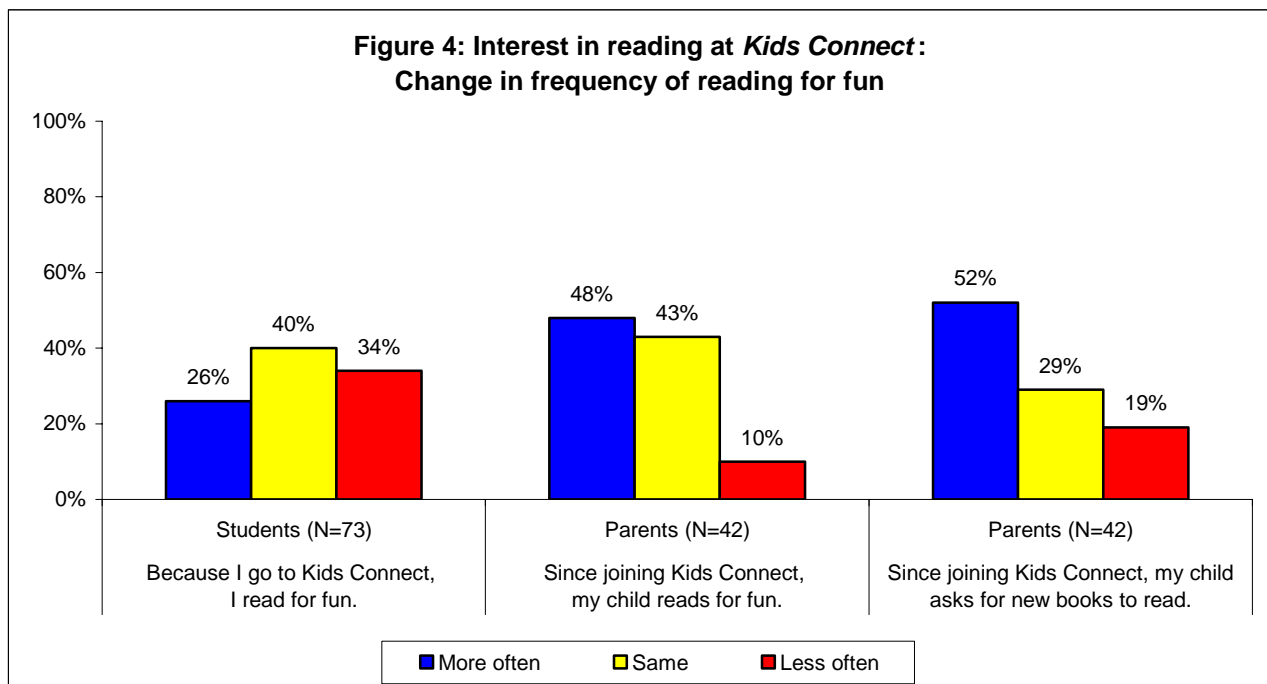
- Majorities of both students (53%) and their parents (57%) said that they (or their child) complete(s) their homework on time “more often” since joining *Kids Connect*. The percentage reported by program staff was slightly lower; they indicated that 39 percent of students complete their homework on time “more often” and that 66 percent do so “about the same” (Figure 2).
- More than half of the parents (58%) also reported that their child completes his or her homework correctly “more often” since joining the program (Figure 3).
- The percentages reported by students (35%) and program staff (42%) were slightly lower. Most of the students (41%) said they get their homework answers right “about the same” as before joining *Kids Connect*. Program staff agreed, reporting most (55%) of the students complete their homework correctly “about the same” as in the beginning of the school year (Figure 3).
- Program staff also reported that 39 percent of students work on their homework independently without prompting “more often” since the beginning of the school year, while 55 percent do so “about the same” and seven percent do so “less often.”



Interest in reading

Almost all of the students in Kids Connect, according to their own reports and those of their parents, enjoy reading. Just over a quarter of students, and about half of the parents, said they (or their child) read books for fun “more often” because of the Kids Connect program.

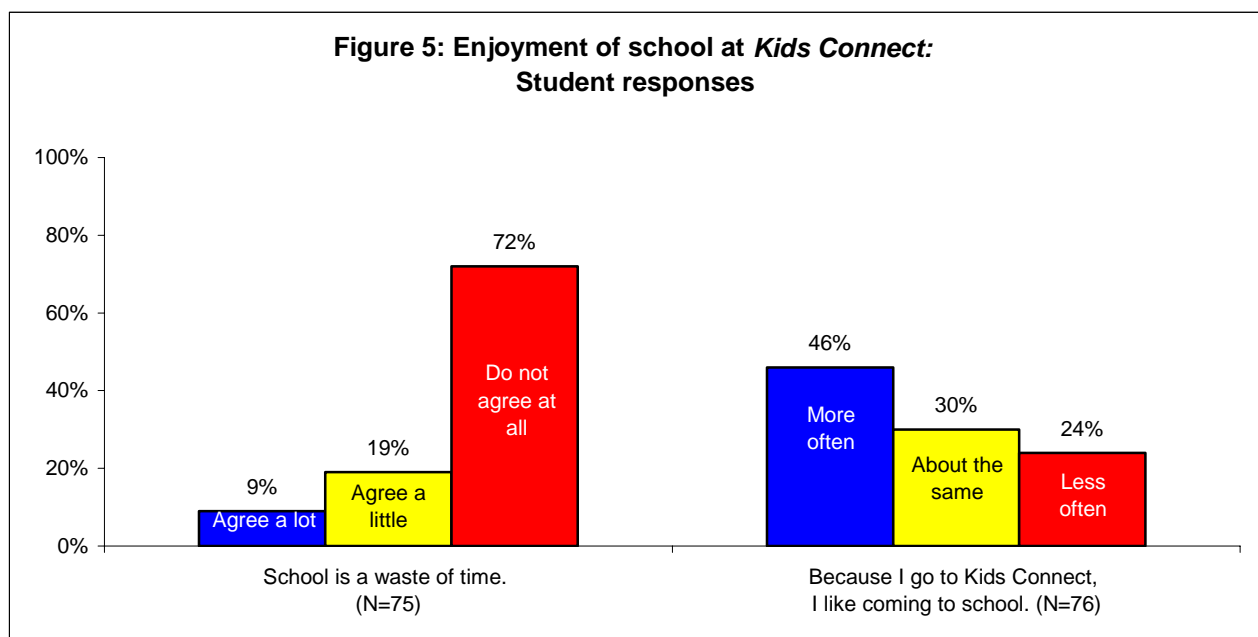
- Almost all of the students in *Kids Connect* enjoy reading, with 46 percent agreeing with the statement, “I like to read books for fun” “a lot” and 47 percent agreeing “a little.” Less than eight percent said “I do not agree at all.”
- Parents agreed; 89 percent said their child reads books for fun either “often” (57%) or “sometimes” (33%). Only nine percent said their child “rarely” reads books for fun, and two percent said “never.”
- About one quarter of the students (26%) indicated that they read books for fun “more often” because they go to *Kids Connect*, yet higher proportions said they do so “about the same” (40%) or “less often” (34%) (Figure 4).
- More parents reported that their child enjoys reading more since joining *Kids Connect*. Almost half (48%) said their child reads books for fun “more often,” and even more (52%) said their child asks for new books to read “more often” (Figure 4).



Enjoyment of school

Very few students in Kids Connect reported negative feelings toward school, and almost half said they like school more because they attend the program. Parents agreed, with almost all reporting that their child often enjoys going to school.

- Seventy-two percent of students reported that they “do not agree at all” with the statement, “School is a waste of time.” Only nine percent agreed with the statement “a lot” and 19 percent agreed “a little” (Figure 5).
- Furthermore, almost half of the students said they enjoy going to school “more often” because of *Kids Connect*. Thirty percent said they enjoy school “about the same,” and fewer (24%) said they enjoy it “less often” (Figure 5).
- Parents overwhelmingly agreed; 85 percent said their child enjoys going to school “often,” and another 13 percent said they enjoy going “sometimes.” Only two percent said their child “rarely” enjoys going to school, and none said “never.”

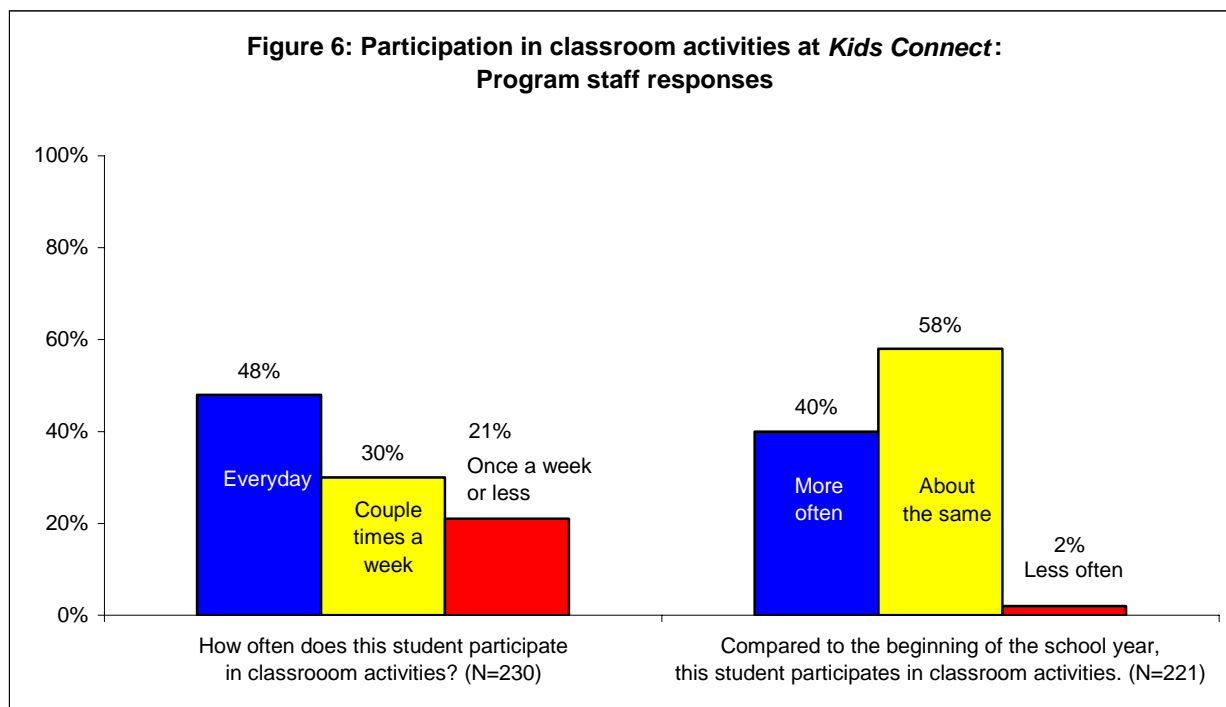


Participation in classroom activities

Program staff reported that most students in Kids Connect actively participate in classroom activities and that four in ten students do so more often than they did in the beginning of the school year.

- On the checklists, program staff reported that almost half (48%) of the students participate in classroom activities or discussions “everyday,” while another 30 percent do so “a couple of times a week” and less than a quarter (21%) participate less often than that (Figure 6).

- They also reported that 40 percent of the students actively participate in classroom activities and discussions “more often” than they did at the beginning of the school year, while 58 percent participate with “about the same” frequency, and only two percent participate “less often” (Figure 6).



Improved academic achievement

A large majority of Kids Connect students understand the importance of trying their best in school, and many of their parents reported that students are performing better in school since participating in the program.

- Almost all of the students surveyed agreed with the statement, “*It is important to try my best in school,*” with 89 percent agreeing “a lot” and just over five percent agreeing “a little.” Only five percent said they “do not agree at all” with the statement.
- Almost half of the parents (48%) reported that their child does well in school “more often” since joining the *Kids Connect* program, while 38 percent think their child does well “about the same,” and 14 percent said “less often.”

This performance indicator can also be measured through an analysis of student achievement data on standardized tests, such as the New York city and state tests in Reading and Math. The city and state test data are not included in this report because the scores for the spring 2004 tests were not available at the time of report submission.

2. Personal and social competence

Target Area: Children and youth find creative ways to resolve conflicts and solve problems.

Target Area: Children and youth go to caring, appropriate and positive adults for help if they need it.

The performance indicators used to measure personal and social competence include positive interaction with peers, the ability to listen to adults and authority figures, the ability to develop positive relationships with adults, use of conflict resolution skills, and reduced incidents of negative behavior. Data from assessment items about these indicators are presented below.

Positive interaction with peers

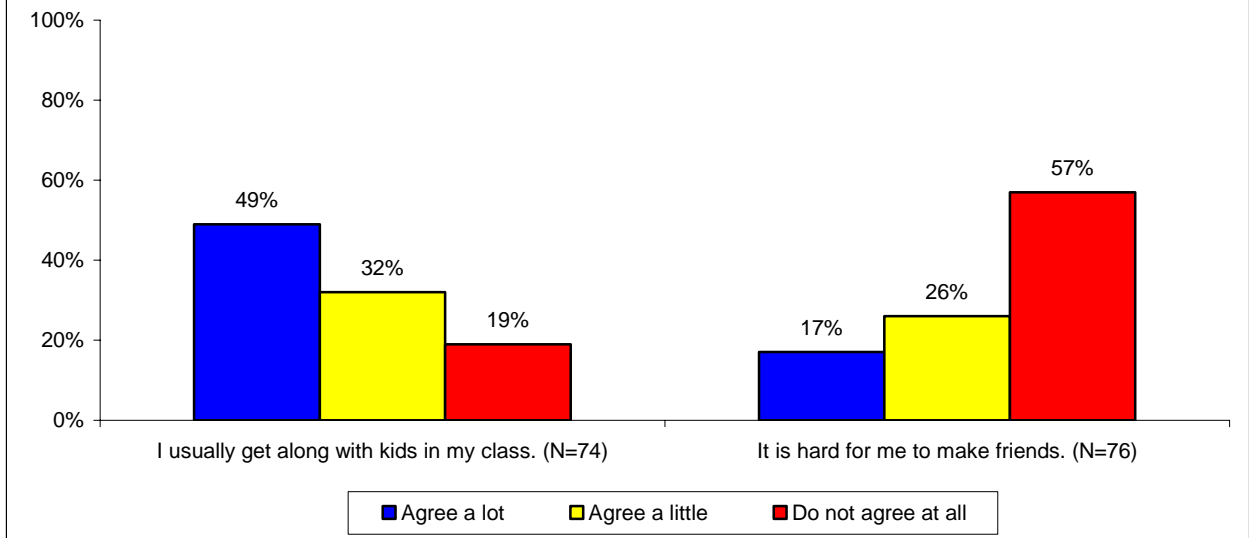
Students, parents and program staff agree that most Kids Connect students often interact positively with their peers in that they make friends easily, cooperate with other children, and work well in a group.

- Almost half of the students in *Kids Connect* agreed “a lot” with the statement, “*I usually get along with kids in my class.*” Another 32 percent agreed with the statement “a little.” Similarly, more than half of the students (57%) said they “do not agree at all” with the statement, “*It is hard for me to make friends*” (Figure 7).
- Parents substantiated this finding. A large majority (76%) of them reported that their child “often” makes friends easily and another 17 percent said they do so “sometimes.” Conversely, more than half of parents (52%) said that their child is “rarely” or “never” nervous around kids that he or she does not know. Only five percent of parents said their child is “often” nervous around other children (Figure 8).
- Program staff agreed with both students and their parents. They reported that more than half of students in the program “often” cooperate with their peers without prompting (55%) and “often” share and work well in a group (57%). Many students also do these things “sometimes” (39 and 37 percent, respectively), according to program staff (Figure 8).

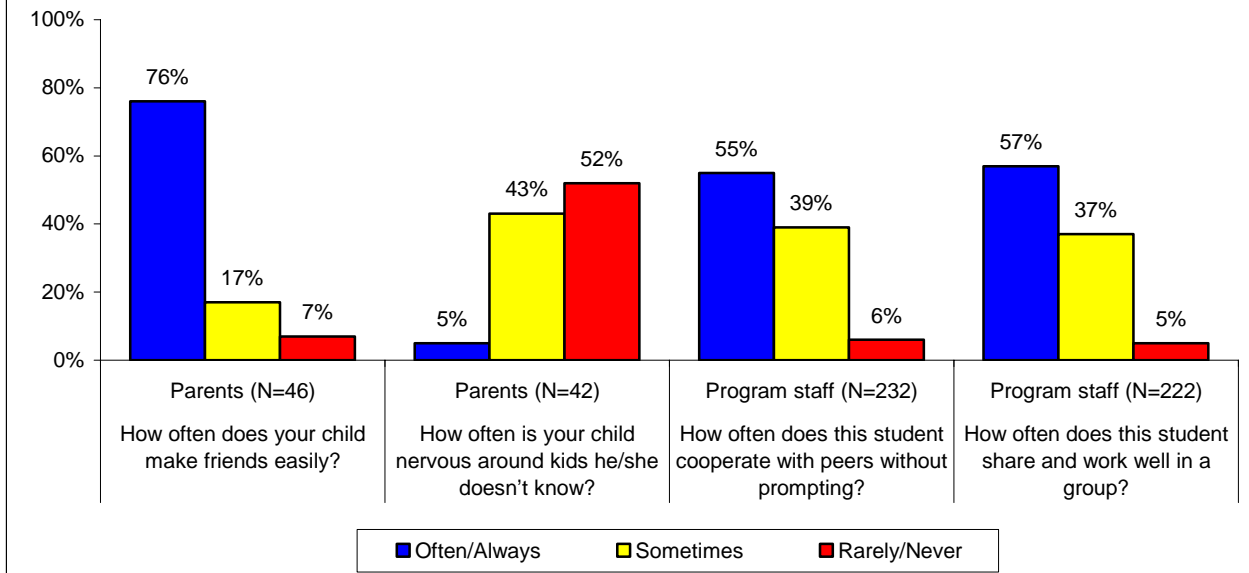
About a third of Kids Connect students, according to students themselves and program staff, interact positively with peers more often since joining the program.

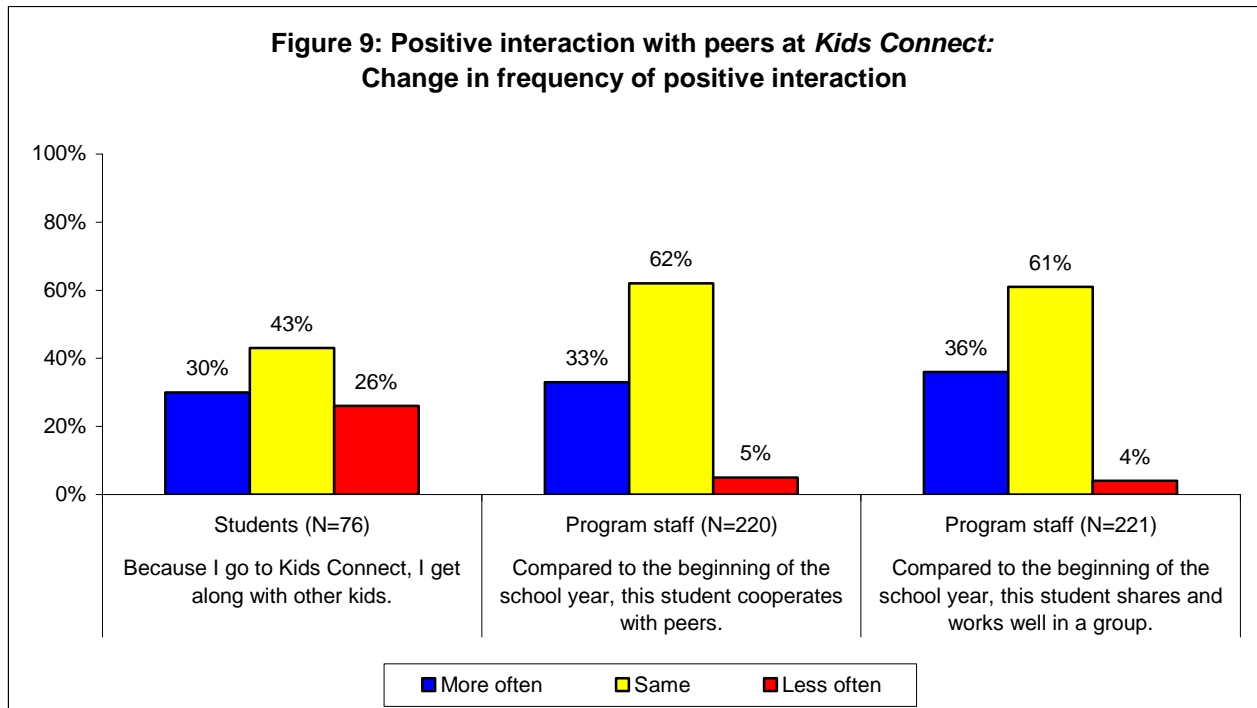
- Thirty percent of students reported that they make friends easily “more often” because they attend *Kids Connect* (Figure 9).
- Program staff reported that 33 percent of the students cooperate with peers without prompting “more often” and 36 percent share and work well in a group “more often” compared with the beginning of the school year (Figure 9).

**Figure 7: Positive interaction with peers at *Kids Connect*:
Student responses**



**Figure 8: Positive interaction with peers at *Kids Connect*:
Parent and program staff responses**





Ability to listen to adults and authority figures

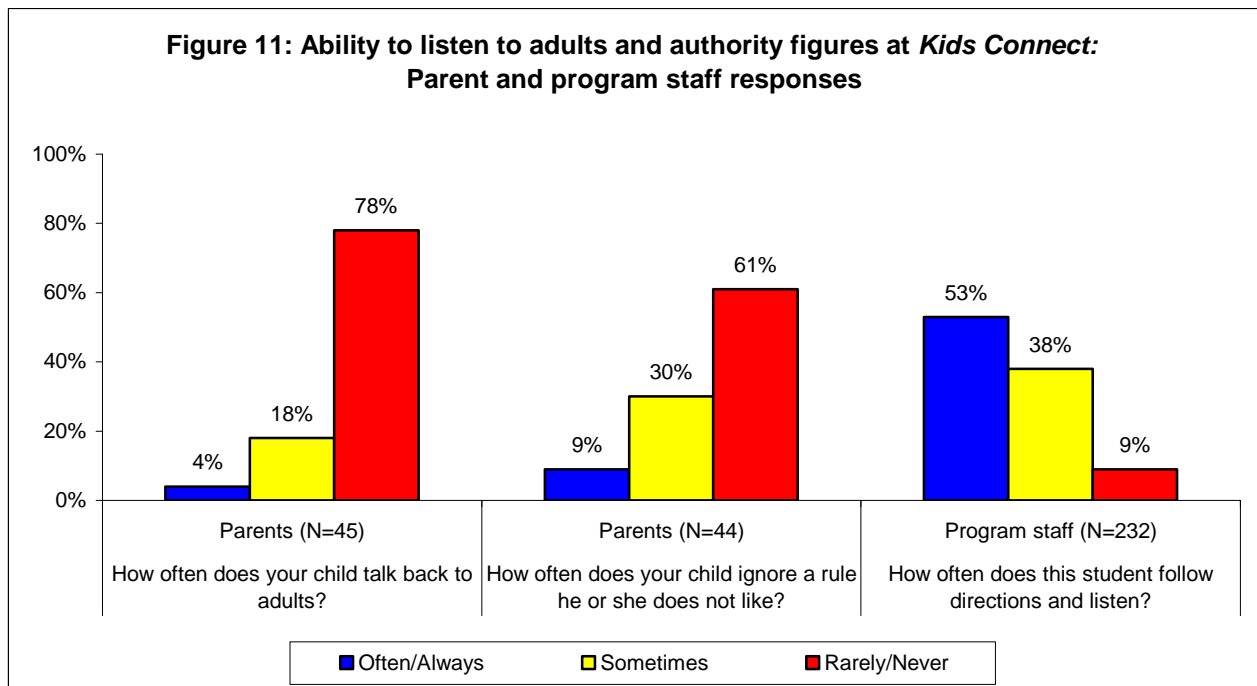
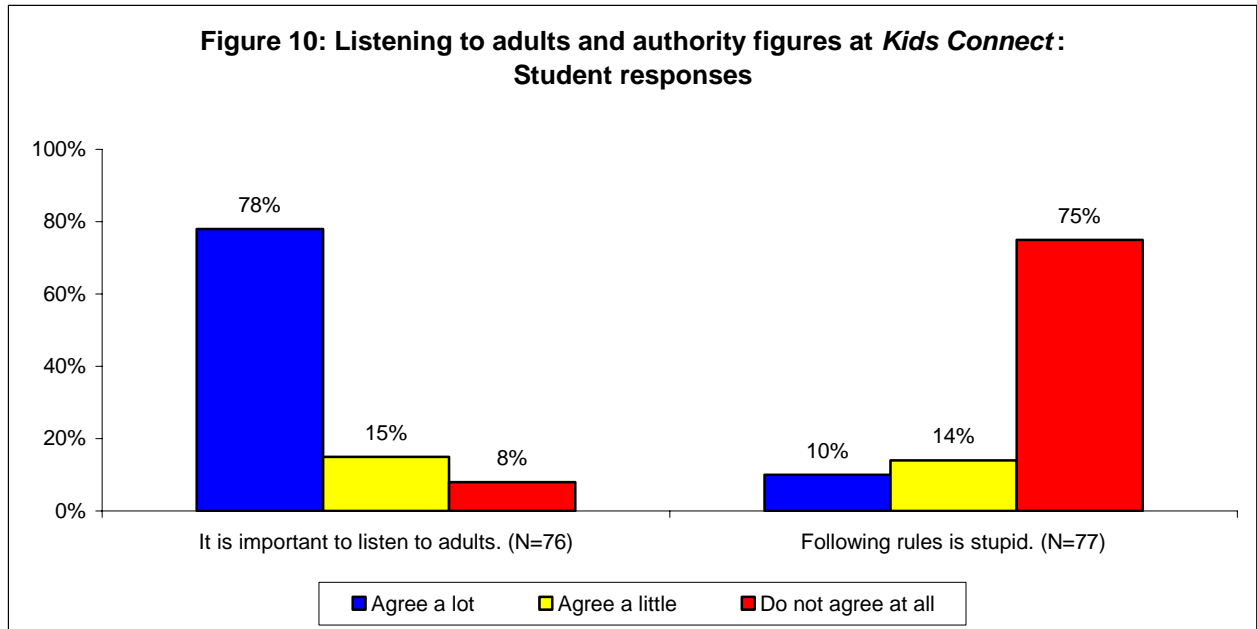
Most Kids Connect students demonstrated a good ability to listen to adults and authority figures. Reports by parents and the program staff substantiated this finding.

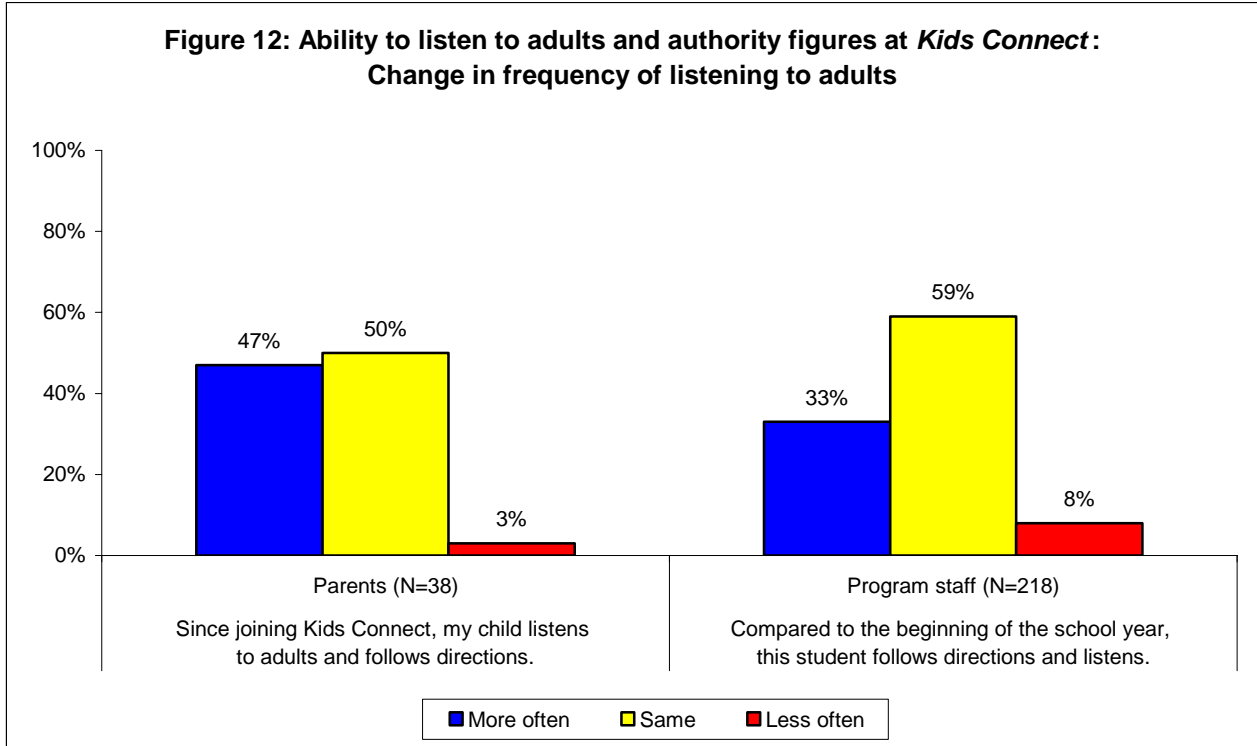
- A majority (78%) of the *Kids Connect* students agreed “a lot” with the statement, “*It is important to listen to adults,*” while 15 percent agreed “a little.” Furthermore, three quarters of the students said they “do not agree at all” with the statement, “*Following rules is stupid*” (Figure 10).
- Parents also agreed that their children have a good ability to listen to authority figures. Sixty-one percent said that their child “rarely” or “never” ignores a rule that he or she doesn’t like. Even more (78%) said that their child “rarely” or “never” talks back to adults, and only four percent said their child does this “often” (Figure 11).
- Program staff supported this finding, reporting that more than half (53%) of the students follow directions and listen “often” and another 38 percent does so “sometimes.” They indicated that only nine percent of *Kids Connect* students “rarely” or “never” follow directions and listen (Figure 11).

Parents and program staff also felt that many students have improved their ability to listen to adults and authority figures since they started coming to Kids Connect.

- Almost half of the parents (47%) said their child listens to adults and follows directions “more often” since they joined *Kids Connect*. Half (50%) reported that their child does this “about the same,” while only three percent said he or she does so “less often” (Figure 12).

- Program staff agreed but reported a slightly lower percentage of students who use these skills more often. They reported that, compared to the beginning of the school year, a third (33%) of the students follow directions and listen “more often” (Figure 11).





Ability to develop positive relationships with adults

Most students in Kids Connect feel comfortable talking with or getting help from adults. Many have started doing this more often since they joined the program.

- Eighty-three percent of students agreed with the statement, “I trust adults to help me when I am sad or scared,” with 63 percent saying that they agree “a lot” and 20 percent saying “a little.” Seventeen percent said they “do not agree” with this statement at all.
- Forty-eight percent of parents said that their child talks to them about things that bother him or her “more often” since he or she starting coming to Kids Connect. Forty-three percent of the parents said their child talks to them “about the same,” while 10 percent said their child does so “less often.”

Use of conflict resolution skills

Most students in Kids Connect participate regularly in conflict resolution activities and demonstrate a strong ability to apply the conflict resolution skills they have learned.

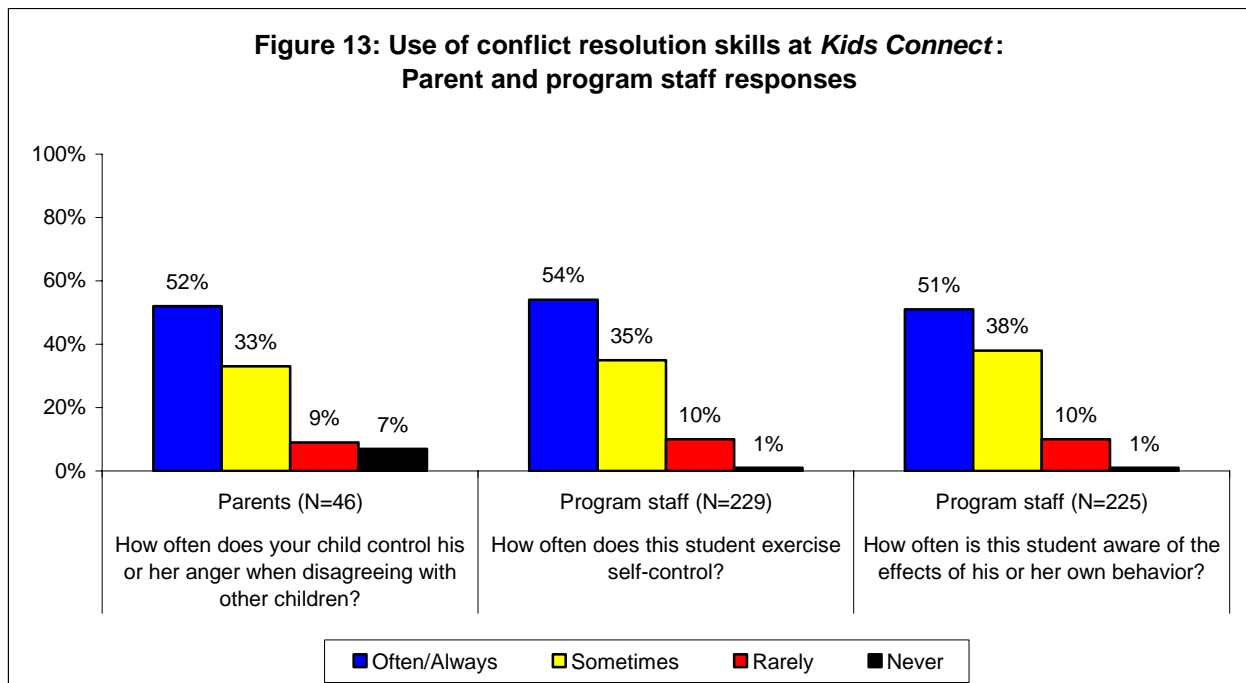
- Program staff reported that 92 percent of the students actively participate in the conflict resolution activities at least once a week, while 24 percent participate once a week and eight percent do so less often than that.
- Students demonstrated that they have retained the lessons taught in the conflict resolution activities. For example, they overwhelmingly disagreed with the statement, “It is OK to hit

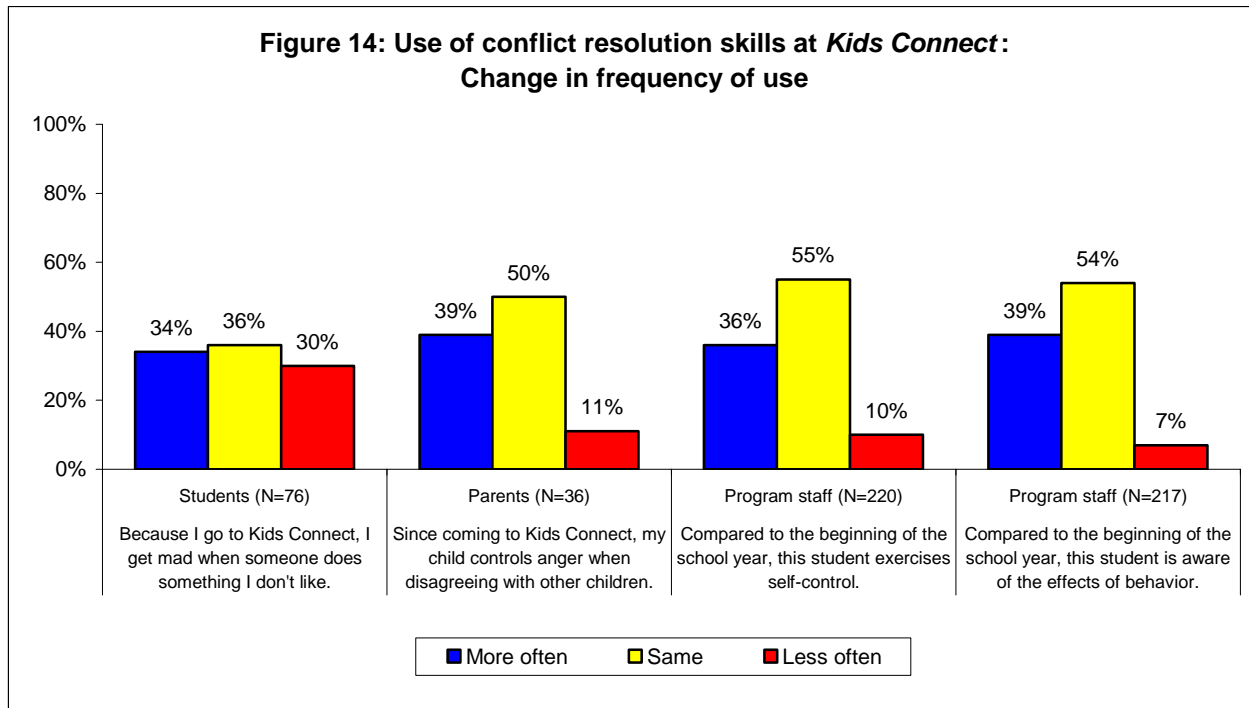
someone if I feel like it.” Seventy-four percent said they “do not agree at all” with the statement, while 13 percent said they agreed “a little,” and 13 percent said “a lot.”

- Parents provided support for this finding. Over half of the parents (52%) said their child “often” controls his or her anger when disagreeing with other children; another 33 percent said their child does so “sometimes” (Figure 13).
- Similarly, program staff reported that 54 percent of *Kids Connect* students “always” exercise self-control and another 35 percent does so “sometimes.” They also reported that 51 percent of students are “always” aware of the effects of their own behavior, while 38 percent “sometimes” are (Figure 13).

About a third of the students in *Kids Connect* demonstrate conflict resolution skills more often since joining the program, according to feedback from students themselves, parents, and program staff. Students, however, were less likely than their parents or program staff to report this change.

- Thirty percent of students said they get mad when someone does something they don’t like “less often” because of *Kids Connect*. However, 36 percent said they do this “about the same,” and 33 percent said “more often” (Figure 14).
- More than a third of parents (36%) said that their child controls his or her anger when disagreeing with other children “more often” since he or she started coming to *Kids Connect* (Figure 14).
- Program staff reported similar findings, indicating that 36 percent of students exercise self-control “more often” and 39 percent are aware of the effects of their own behavior “more often” compared to in the beginning of the school year (Figure 14).





Reduced incidents of negative behavior

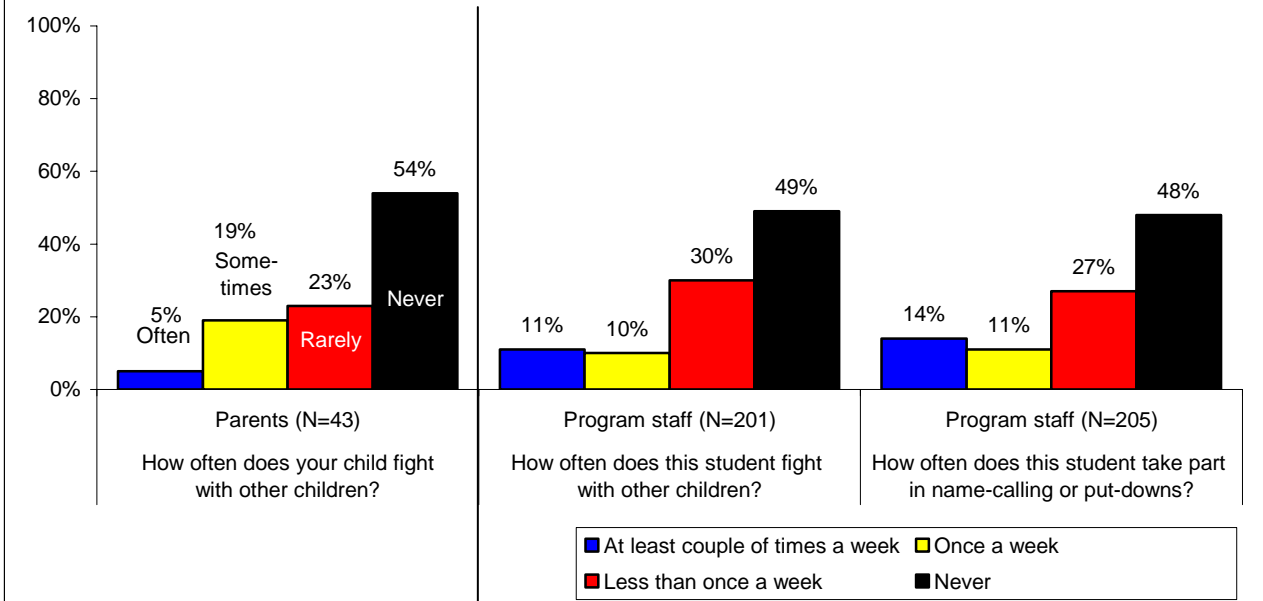
Parents and program staff reported that most students in Kids Connect rarely get into fights with other children.

- More than half (54%) of the parents said their child “never” fights with other children; another 23 percent said their child does this “rarely.” Only five percent of parents reported that their child fights with others “often” (Figure 15).
- Program staff agreed. They reported that almost half (49%) of the *Kids Connect* students “never” fight with other children, and another 30 percent does so “less than once a week.” Also, they reported that 48 percent of the students “never” take part in name-calling or put-downs, while 27 percent does so “less than once a week,” 11 percent “once a week,” and 14 percent “more than once a week” (Figure 15).

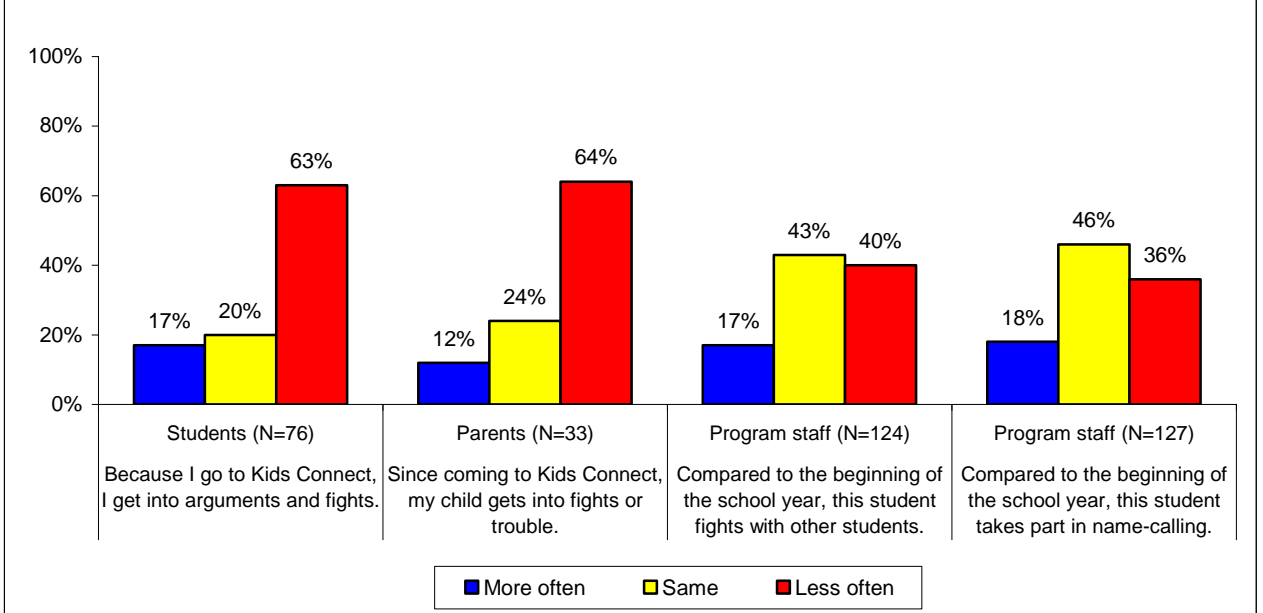
In addition, a majority of students and their parents reported decreased involvement in negative behaviors by students since joining Kids Connect. Program staff also reported this decrease, but in smaller proportions.

- Almost two thirds of students (63%) and parents (64%) reported that they (or their child) get into fights or trouble “less often” since joining *Kids Connect* (Figure 16).
- Program staff, however, reported that 40 percent of students get into fights with other students “less often” and 36 percent takes part in name-calling or put-downs “less often” compared to the beginning of the school year. However, they reported that compared with the beginning of the school year, a larger percentage of students engage in each behavior with “about the same” frequency as before (43 and 46 percent, respectively) (Figure 16).

**Figure 15: Reduced incidents of negative behavior at *Kids Connect*:
Parent and program staff responses**



**Figure 16: Incidents of negative behavior at *Kids Connect*:
Change in frequency of involvement in negative behavior**



3. Special interests and talents

Target Area: Children and youth have diverse life experiences within and outside their local communities.

This competency area is evaluated with data from assessment items measuring two performance indicators: productive use of leisure time and development of new interests.

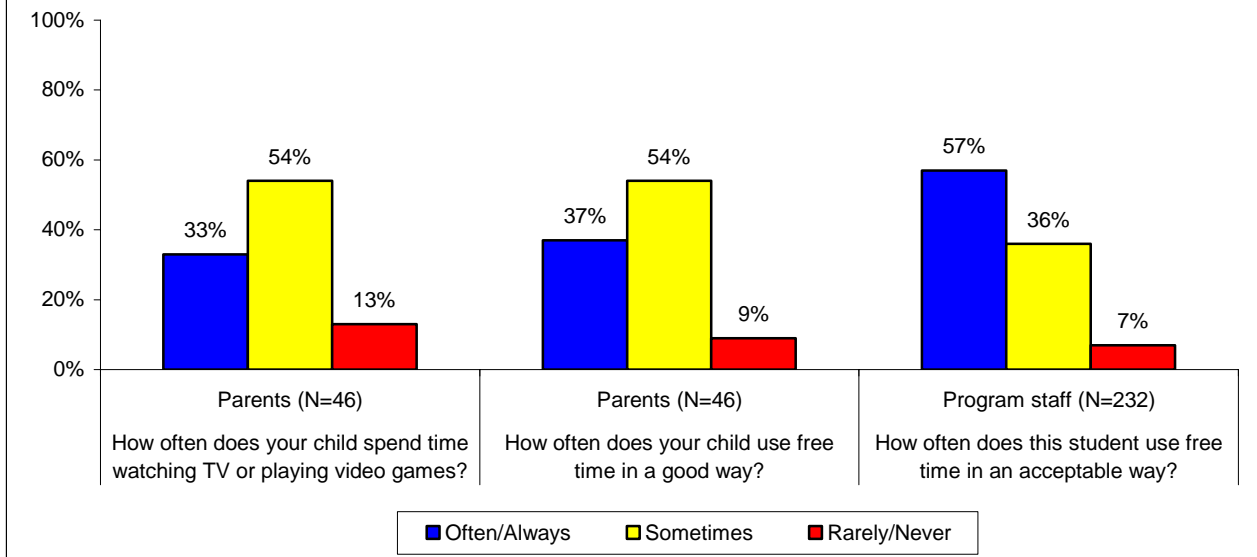
Productive use of leisure time

- While most parents (87%) said that their child spends time watching TV or playing video games at least “sometimes,” many also reported that their child “often” (37%) or at least “sometimes” (54%) uses his or her free time “in a good way” (Figure 17).
- Program staff reported an even higher proportion of students who use their free time “in an acceptable way.” They reported that 57 percent do so “always” and another 36 percent do “sometimes” (Figure 17).

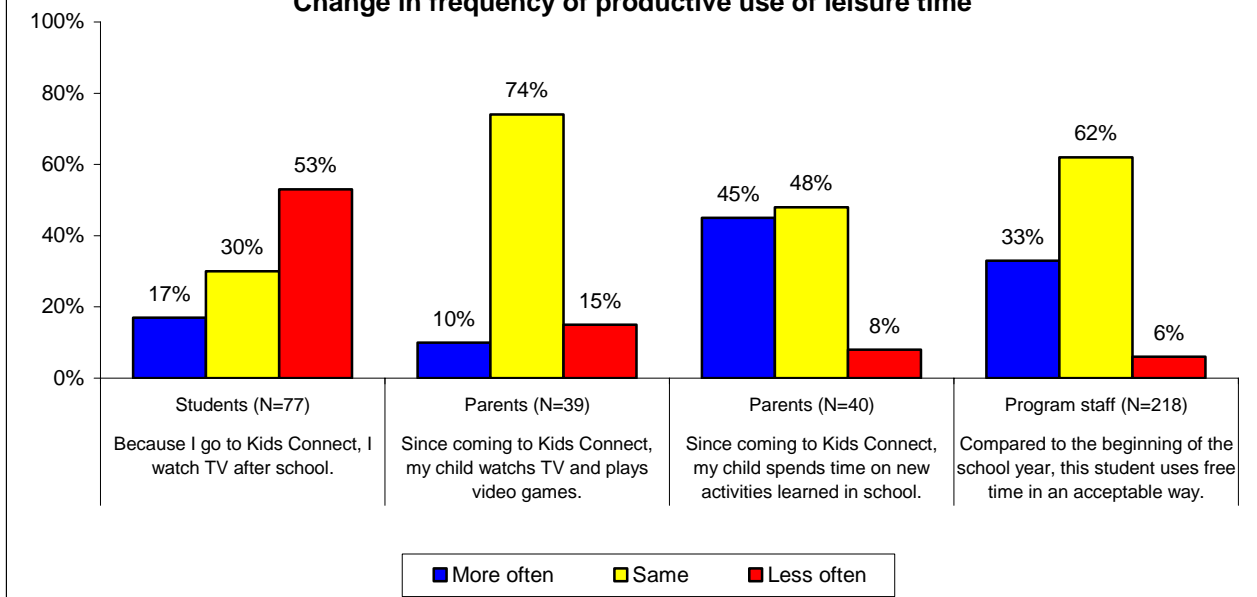
A majority of students reported watching TV less often since joining Kids Connect; their parents, however, reported that they watch about the same amount of TV. Parents, however, did report that students are spending more time on new activities. Correspondingly, program staff reported that many students are starting to use their free time in acceptable ways more often.

- Fifty-three percent of students reported that because they attend *Kids Connect*, they watch television “less often” after school. Most parents (74%), however, reported that their child watches television and plays video games “about the same” as they did before joining the program (Figure 18).
- Almost half of the parents (45%) reported that their child, however, spends time on new activities that they learned in school “more often,” while 48 percent do so “about the same” (Figure 18).
- Similarly, program staff reported that many (33%) students use their free time in an acceptable way “more often” compared with the beginning of the school year; however, most (62%) do this “about the same.” Only six percent do it “less often” (Figure 18).

**Figure 17: Productive use of leisure time at *Kids Connect*:
Parent and program staff responses**



**Figure 18: Productive use of leisure time at *Kids Connect*:
Change in frequency of productive use of leisure time**



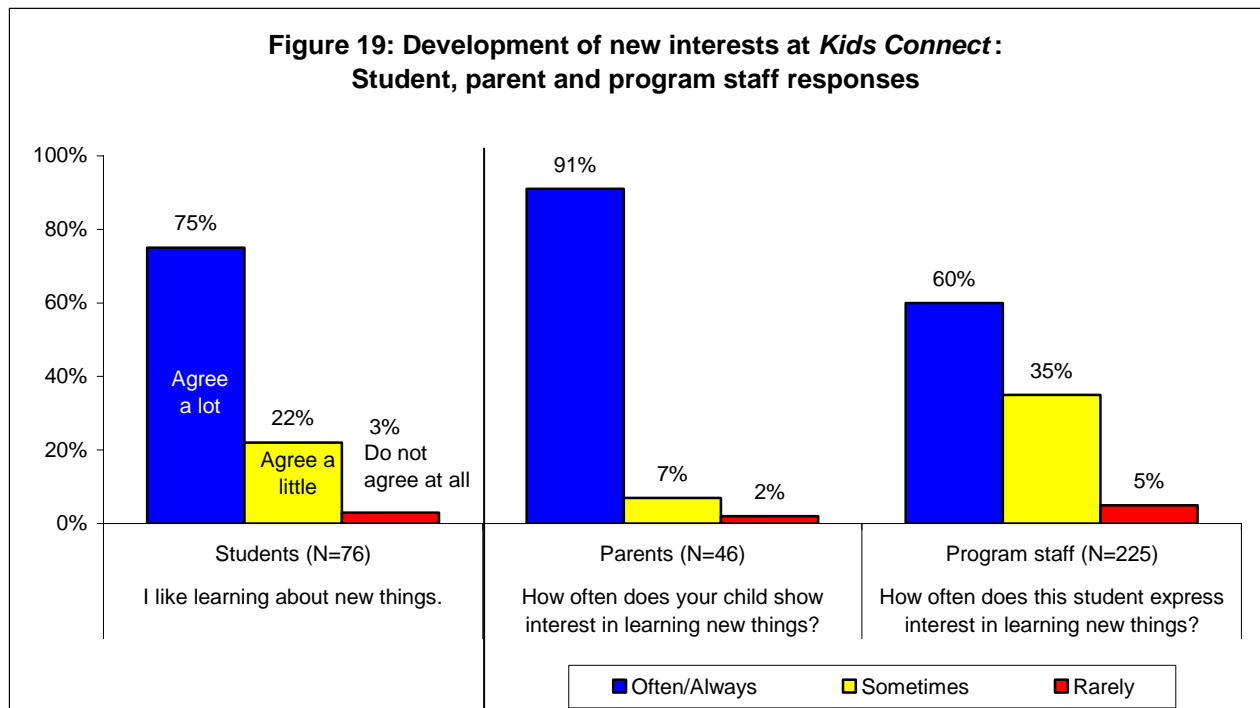
Development of new interests

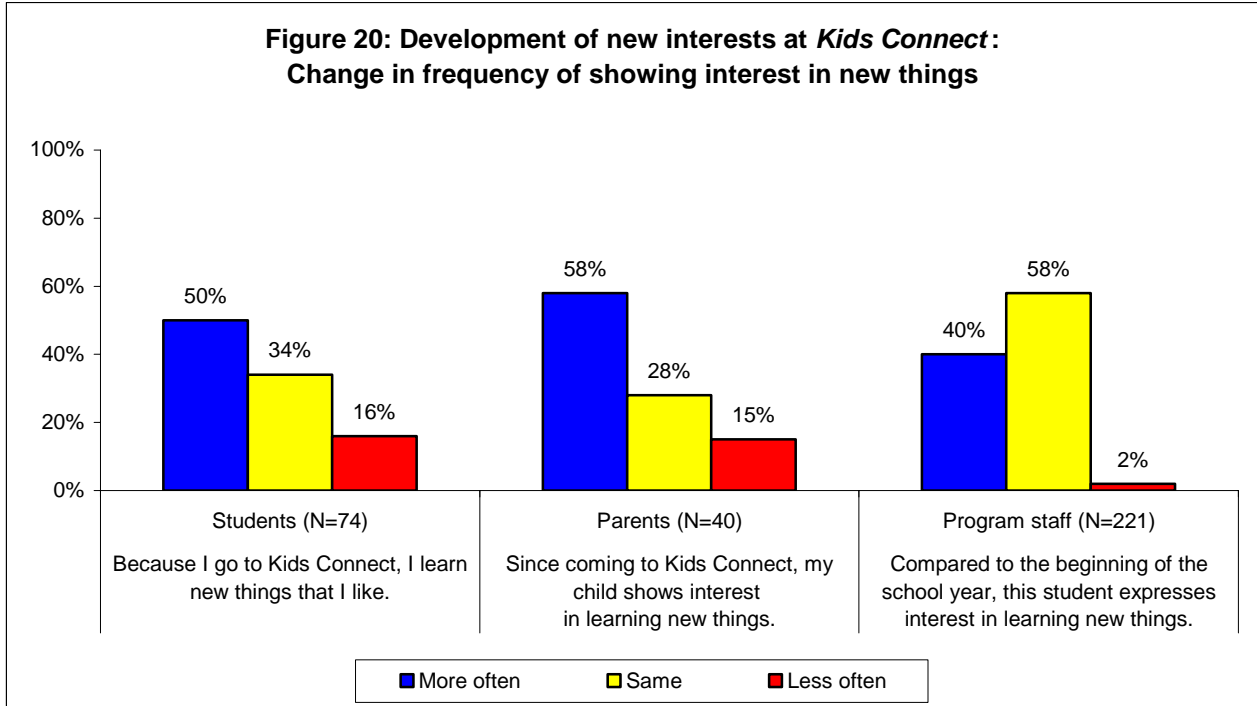
Almost all students in Kids Connect enjoy developing new interests and learning new things.

- Three quarters (75%) of the students agreed “a lot” with the statement, “*I like learning about new things.*” Another 22 percent agreed “a little” (Figure 19).
- Parents and program staff also reported that most students show interest in learning new things. Ninety-one percent of parents said their child “often” shows interest in learning new things. Program staff reported that 60 percent of the students “often” express interest in learning new things, while 35 percent expresses interest “sometimes.” Both groups agreed that few students “rarely” express interest in new things (2% parents; 5% program staff).

Many students have developed new interests or express interest in learning new things more often because of Kids Connect.

- Half of the students in *Kids Connect* said they learn new things that they like “more often” because they go to *Kids Connect* (Figure 20).
- Responses from parents and program staff support this finding. Most (58%) of parents responded that their child shows interest in learning new things “more often” since coming to *Kids Connect*. Program staff reported that 40 percent of students express interest in learning new things “more often” compared to the beginning of the school year (Figure 20).





4. Leadership and citizenship skills

Target Area: Youth take responsibility for their actions and contribute to their community in positive ways.

Competency in the area of leadership and citizenship was evaluated through responses to assessment items that measure the following three performance indicators: good decision-making skills, helping others, and respect for others.

Good decision-making skills

A large majority of students in *Kids Connect* demonstrated having good decision-making skills, such as understanding the importance of thinking before acting and of behaving well in school.

- Eighty-four percent of students agreed “a lot” with the statement “*It is important to think before I do something.*” Another 12 percent agreed “a little” (Figure 21).
- Almost as many (82%) agreed “a lot” with the statement, “*It is important to behave well in school,*” with 16 percent agreeing “a little” (Figure 21).

Helping others

Students, their parents, and program staff agreed that Kids Connect students enjoy helping others.

- A large majority of *Kids Connect* students said they like helping others, indicated by 69 percent saying that they “agree a lot” with the statement, “*I like helping others even if it is hard work*” and 24 percent agreeing “a little” (Figure 21).
- Parents provided additional support for this finding. 39 percent of parents reported that their child “often” helps out around the house, and 54 percent said their child helps out “sometimes.” Only four percent said that their child “rarely” helps out and two percent said “never.”
- Program staff further substantiated the finding by reporting that 73 percent of the students in *Kids Connect* volunteer to help their peers or program staff with classroom tasks either daily (49%) or a couple of times a week (24%). Another 13 percent of students volunteer to help about once a week, 10 percent do so less than once a week, and only three percent never volunteer to help out.

Almost four in ten students said they help others more often because of Kids Connect, and program staff agreed. Parents were slightly less likely to report this improvement.

- Thirty-eight percent of students reported that because they go to *Kids Connect*, they help other people “more often.” Similarly, program staff reported that 38 percent of students volunteer to help their peers or staff in the classroom “more often” than they did at the beginning of the school year (Figure 22).
- Twenty-four percent of parents reported that their child helps out at home “more often,” while most (62%) said they help out “about the same” (Figure 22).

Figure 21: Good decision-making skills and helping others at *Kids Connect*: Student responses

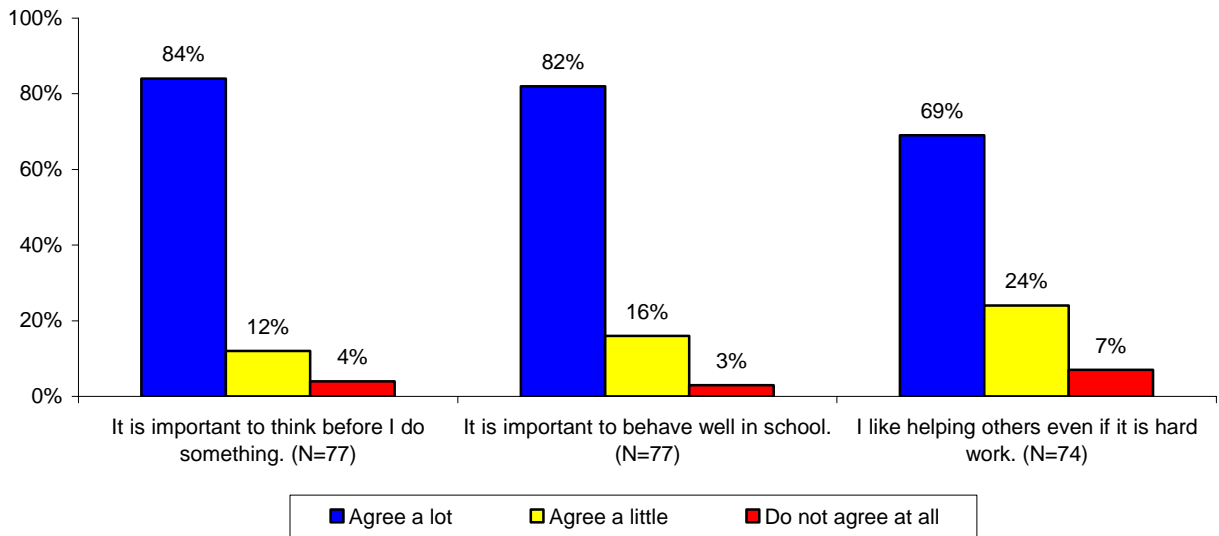
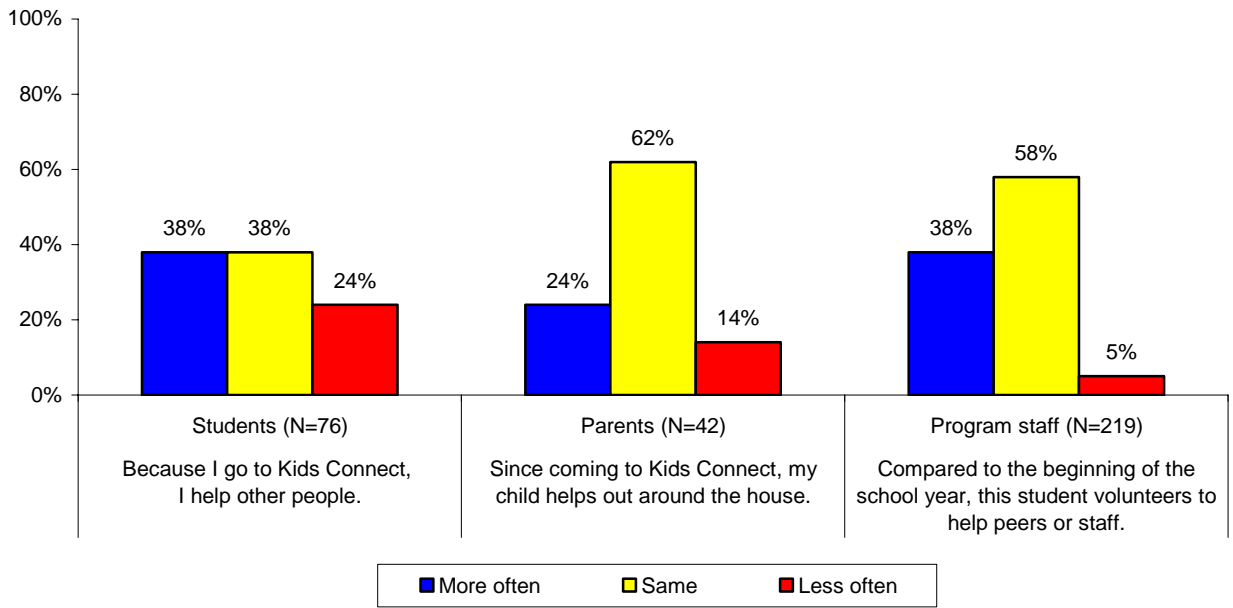


Figure 22: Helping others at *Kids Connect*: Change in frequency of helping others



Respect for others

A substantial majority of Kids Connect students agreed that it is important to respect people who are different from them. Program staff reported similar findings, indicating that many students often listen to other people's points of view.

- Eighty-seven percent of students said they agreed with the statement, *"It is important to respect people who are different from me,"* either "a lot" (75%) or "a little" (12%). Only 13 percent said they "do not agree at all" with the statement.
- Program staff provided some evidence for this finding. They reported that almost half (49%) of the students in *Kids Connect* "always" listen to other people's points of view, while 42 percent do "sometimes," and only nine percent do "rarely."
- Program staff also reported that 35 percent of the students listen to other people's view "more often" than they did at the beginning of the school year, while 61 percent listen to others "about the same," and four percent do "less often."

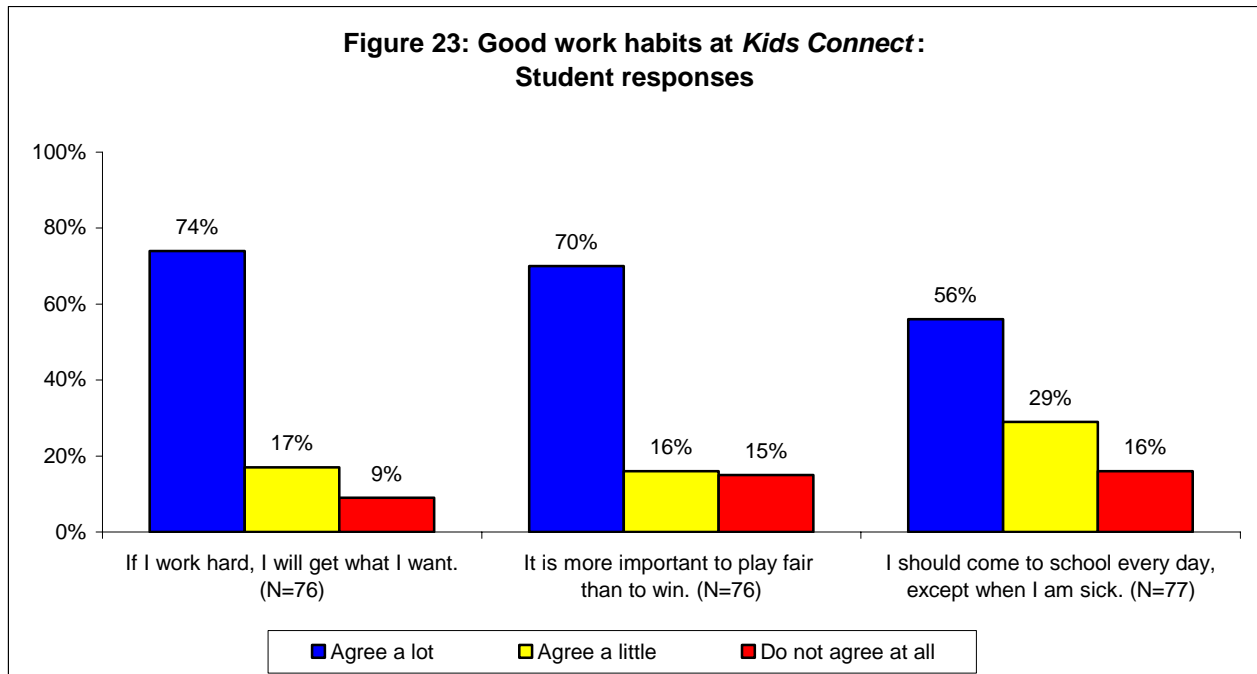
5. Preparation for work

This competency area is not as relevant to the development of students in the *Kids Connect* program because they are still in elementary school. However, two proxy indicators, good work habits and good school attendance are used to measure competency in this area.

Good work habits

Kids Connect students displayed good work habits, such as understanding the importance of hard work and playing fair.

- Almost three quarters (74%) of the students agreed "a lot" (74%) with the statement, *"If I work hard, I will get what I want"* and 17 percent agreed "a little." Almost as many (86%) agreed "a lot" (70%) or "a little" (16%) that *"It is more important to play fair than to win"* (Figure 23).
- Program staff also reported that students displayed good work habits. They reported that 40 percent of students in *Kids Connect* "always" stay on a task until it is completed, and that 49 percent do this "sometimes," and only 10 percent do so "rarely." Sixteen percent of students stay with tasks until they are complete "more often" than they did at the beginning of the year, while fewer (7%) do so "less often." They reported that most (77%) stay on task "about the same" as at the beginning of the school year.



Good school attendance

- More than half of the students agreed “a lot” that “*I should come to school every day except when I am sick,*” and 29 percent agreed “a little” (Figure 22).

This performance indicator can also be measured with student average daily attendance data. Individual student attendance data for the 2003-2004 school year were not available when the report was submitted; therefore these analyses are not included.

6. Concluding evaluation of Kids Connect

The *Kids Connect* program seeks to help young people develop in the following target areas:

- 1) Achieving age appropriate reading, writing, and numeracy skills;
- 2) Finding creative ways to resolve conflicts and problems;
- 3) Being able to go to caring, appropriate and positive adults for help if they need it;
- 4) Experiencing diverse life opportunities within and outside their local communities; and
- 5) Taking responsibility for their actions and contributing to their community.

The data from the assessment instruments provide feedback about the program’s impact on young people in each of the target areas. The data present opinions and views gathered from students, their parents, and the staff who provide services to present a general evaluation about how program participation has helped students. This evaluation includes the following overall findings:

- ***The program has helped many students develop academic skills and an enjoyment of reading and learning.*** About a quarter to half of the students served in *Kids Connect* showed improvement in completing their homework on time and correctly,

showing an interest in reading, participating in classroom activities, and doing well in school since they joined the program.

- ***Kids Connect has also helped students learn appropriate ways to handle conflicts.*** About a third of students use conflict resolution skills, including being able to control anger and being aware of their own behavior, more often since joining *Kids Connect*. About two thirds of students, according to the parents and students, get into fights or trouble less often since joining *Kids Connect*; program staff reported that about one third get into fights and trouble less often.
- ***The program has helped students develop positive relationships with adults and peers.*** Just under half of the students showed better respect for adults and authority figures, including being better able to listen to adults and follow directions. In addition, about a third of the students showed improvement in being able to get along and interact positively with their peers.
- ***Kids Connect has helped a majority of its students develop new interests and use their free time more productively.*** More than half of the students are learning new things and are expressing interest in learning new things more often. Almost as many, about a third to half of the students, have learned to use their free time more productively, such as spending time on new activities learned in school instead of watching television or playing video games.
- ***Kids Connect has also helped students develop a stronger sense of responsibility and giving.*** Many, about three or four of every ten students, help other people more often since joining *Kids Connect*. In addition, about 20 percent display good work habits, such as staying with a task until it is completed, more often than they used to.

It should be noted that the proportions of students who showed improvement in each target area, based on feedback from students themselves, parents, and program staff, are especially meaningful given that a large majority of the students in *Kids Connect* already demonstrated strong competence in these target areas and therefore may not have needed to improve much in these areas. These data thus show that *Kids Connect* has been successful in helping many students achieve desired outcomes in the target areas and in helping students sustain those outcomes once they have achieved them.

**E. Evaluation of the *Kidz World*
After-School Program at PS 269**

This section provides an evaluation of the *Kidz World* after-school program at PS 269, organized by the competency areas and corresponding RbODM target areas.¹⁴ The program evaluation is based on findings from the analyses of the student and parent surveys, and the program staff student checklists.¹⁵

1. Cognitive and educational competence

Target Area: Children and youth have age appropriate reading, writing, and numeracy skills.

The five performance indicators used to measure cognitive and educational competence on the assessment instruments are homework completion, interest in reading, enjoyment of school, participation in classroom activities, and improved academic achievement.

Homework completion

A large majority of the students in the Kidz World program understand the importance of completing their homework on time. A majority of them, according to their parents and program staff, regularly complete their homework both on time and correctly.

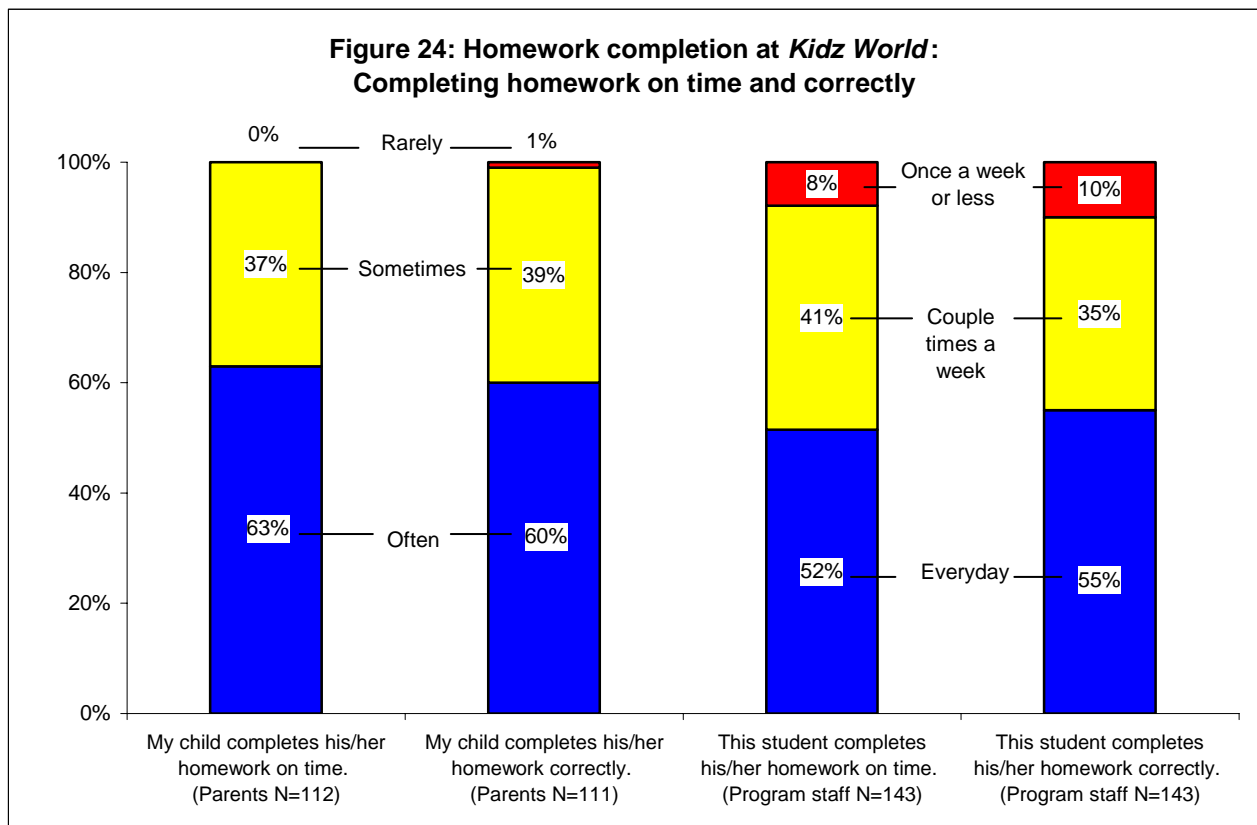
- More than three quarters (77%) of the students in *Kidz World* agreed “a lot” with the statement, “*It is important to finish my homework on time.*” Another 12 percent agreed with this statement “a little,” and only six percent said they “do not agree at all.”
- Almost two thirds of parents reported that their child “often” completes his or her homework on time (63%) and correctly (60%). Most of the remaining parents said that their child “sometimes” completes it on time (37%) and correctly (39%). None of the parents said their child “rarely” finishes his/her homework on time and only one percent said he/she “rarely” completes it correctly (Figure 24).
- Program staff agreed with the parent responses but reported slightly lower proportions of students completing homework on time or correctly. They reported that just over half of the students complete their homework on time (52%) or correctly (55%) “everyday.” They also reported that another 41 percent of students complete their homework on time “a couple of times a week,” while 35 percent complete it correctly that often. Staff indicated that only a few complete their homework on time (8%) or correctly (10%) “once a week or less” (Figure 24).
- In addition, program staff reported that just over half (55%) of the students in *Kidz World* work on their homework independently without prompting “everyday,” while 29 percent do so “a couple of times a week,” and 15 percent work on homework without prompting “once a week or less.”

¹⁴ The health and physical well-being competency area was not measured in the assessments, in the interest of limiting the length of the assessment and because this area is not directly relevant to the goals of the *Kidz World* program.

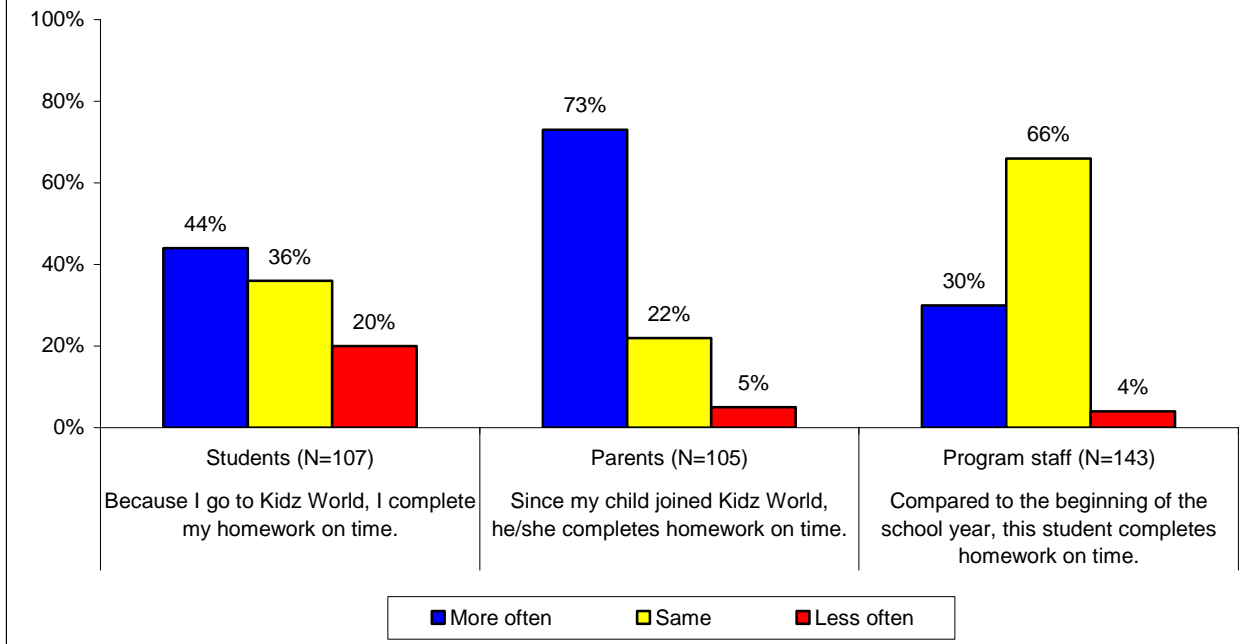
¹⁵ An annotated survey with responses from the teacher survey at PS 269 is included in the Appendix.

Parents overwhelmingly reported that their child completes his/her homework on time and correctly more often since joining the Kidz World program. Students and program staff agreed, but to a much lesser extent.

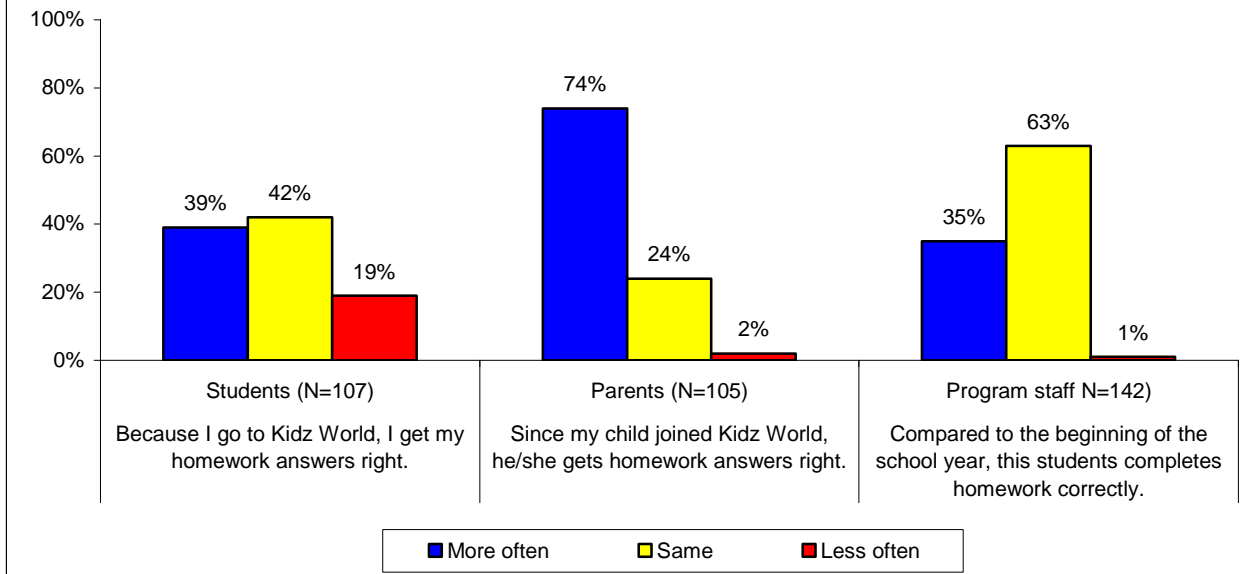
- Forty-four percent of the students in *Kidz World* said that they complete their homework on time “more often” because they attend the program, while 36 percent said they do so “about the same,” and 20 percent said they complete it on time “less often” (Figure 25).
- Similar proportions reported changes in the frequency with which they complete their homework correctly. 39 percent said they get their homework answers right “more often” because they go to *Kidz World*, while 42 percent said “about the same” and 19 percent said “less often” (Figure 26).
- Program staff reported similar findings. They said that 30 percent of students complete their homework on time “more often” compared to the beginning of the school year, while 66 percent do so “about the same,” and only a few (4%) do so “less often” (Figure 25). Similarly, they reported that 35 percent of the students complete their homework correctly “more often,” and 63 percent do so “about the same,” and one percent “less often” (Figure 26).
- Parents, however, reported greater improvements in homework completion. 73 percent of parents said their child completes his/her homework on time “more often” since joining the program, and 74 percent said they complete it correctly “more often” (Figures 25 and 26).



**Figure 25: Homework completion at *Kidz World*:
Change in frequency of completing homework on time**



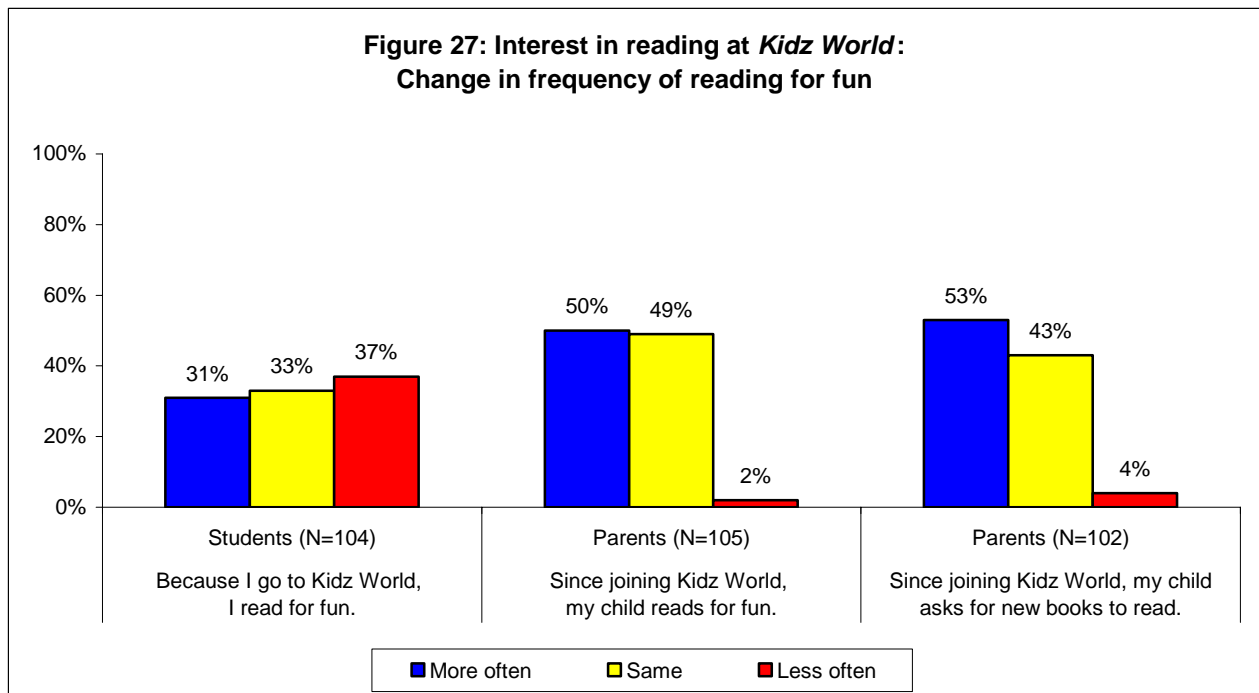
**Figure 26: Homework completion at *Kidz World*:
Change in frequency of completing homework correctly**



Interest in reading

A majority of students in Kidz World are interested in reading for fun, and, according to the students and their parents, some are showing an interest in reading more often since joining Kidz World.

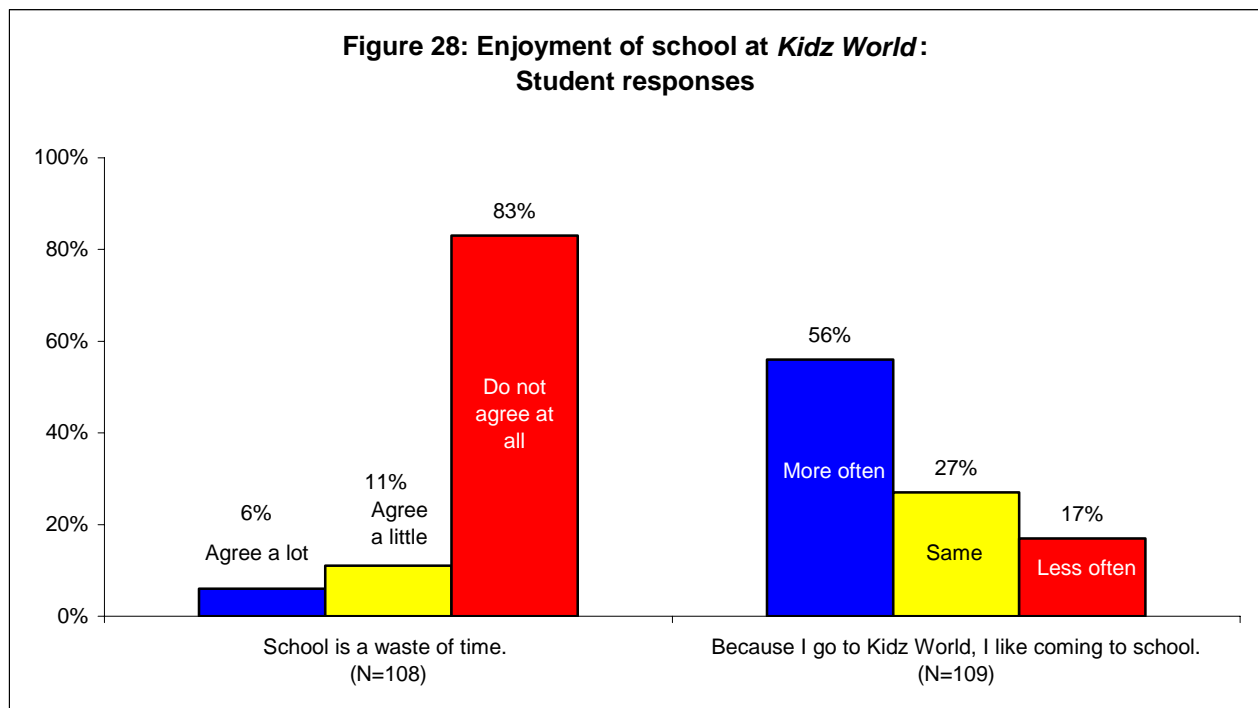
- Almost all of the students in *Kidz World* read for fun, as indicated by 43 percent responding that they “agree a lot” and 50 percent responding that they “agree a little” with the statement, “*I like to read for fun.*” Only seven percent of the students said they “do not agree at all” with this statement about reading.
- Most parents agreed that their child enjoys reading. 57 percent of the parents said their child reads for fun “often,” and another 39 percent said their child does so “sometimes.” Only four percent of the parents reported that their child “rarely” reads for fun.
- About a third of the students (31%) said they read for fun “more often,” because they attend *Kidz World*. However, slightly more students (33%) said they read for fun “about the same,” and 37 percent said they do so “less often” (Figure 27).
- Parents were more likely than their children to report an increased interest in reading. Half of the parents (50%) said their child reads for fun “more often” since joining *Kidz World* and 53 percent said their child asks for new books to read “more often.” Only two percent of parents said their child reads for fun “less often,” while only four percent said he/she asks for new books “less often” (Figure 27).



Enjoyment of school

Very few students in Kidz World reported having negative feelings about school and more than half said they enjoy school more often because of Kidz World. Most parents agreed, saying that their child often enjoys going to school.

- Eighty-three percent of students said they “do not agree at all” with the statement, “School is a waste of time.” 11 percent of the students said they agreed with it “a little,” while only six percent agreed “a lot” (Figure 28).
- Similarly, more than half (56%) of the *Kidz World* students said they like going to school “more often” because they attend *Kidz World*, while 27 percent said they enjoy school “about the same” (Figure 28).
- Parents reported similar findings. Seventy-nine percent of parents said their child “often” enjoys going to school, while 20 percent said “sometimes;” only two percent said their child “rarely” enjoys going to school and none said “never.”

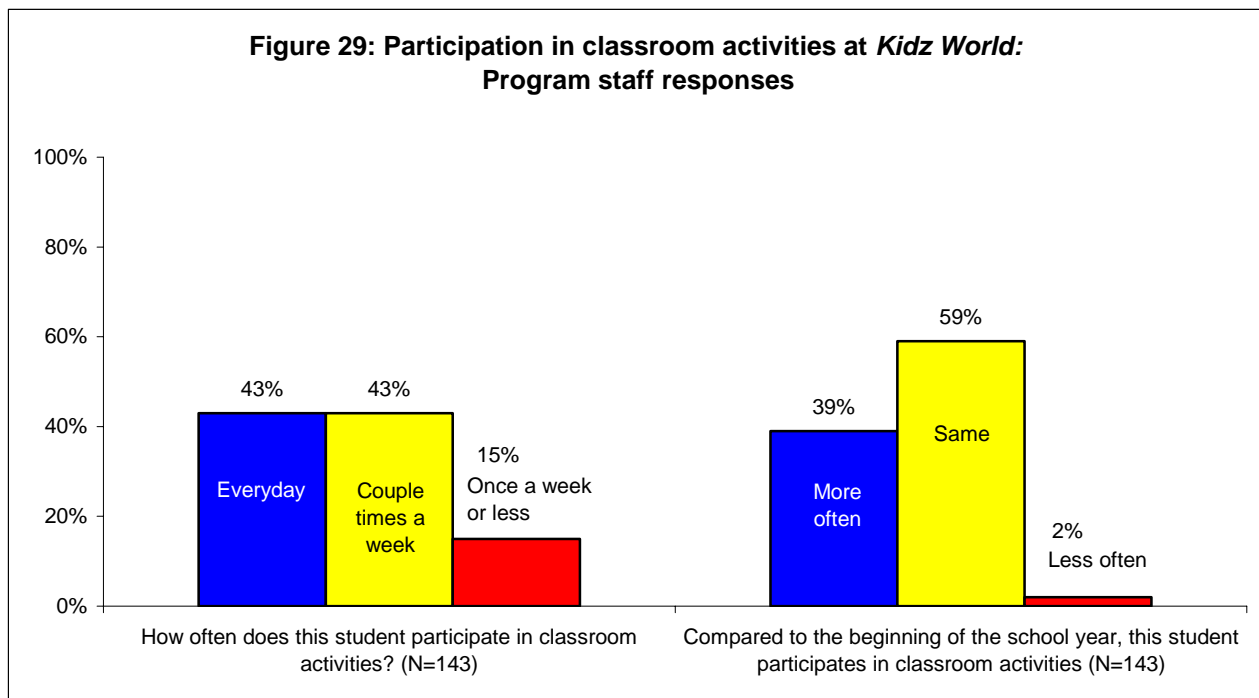


Participation in classroom activities

Program staff reported that almost all of the students in *Kidz World* participate in classroom activities regularly, and that almost 40 percent have increased their level of participation since the beginning of the school year.

- Program staff reported that a large majority (85%) of students in the program actively participate in classroom activities either “everyday” (43%) or “a couple of times a week” (43%). Only 15 percent participate “once a week” or less (Figure 29).

- They also reported that many (39%) of the students actively participate in classroom activities “more often” compared to the beginning of the school year, while 59 percent do so to “about the same” extent (Figure 29).



Improvement academic achievement

Almost all of the Kidz World students understand the importance of trying hard in school, and a majority of them, according to their parents, have improved their performance in school since joining the program.

- Ninety-eight percent of the students in *Kidz World* agreed with the statement, “*It is important to try my best in school,*” with 96 percent agreeing “a lot” and two percent agreeing “a little.” Less than two percent said they “do not agree at all” with the statement.
- Two thirds of their parents (67%) reported that their child is doing well in school “more often” since joining the *Kidz World* program, while 30 percent said their child does well “about the same” as before, and only three percent said “less often.”

Improvement in academic achievement is also measured by an analysis of student test score data from the New York city and state standardized tests in reading and math. These data were not available when this report was submitted and thus are not included in the analysis.

2. Personal and social competence

Target Area: Children and youth find creative ways to resolve conflicts and solve problems.

Target Area: Children and youth go to caring, appropriate and positive adults for help if they need it.

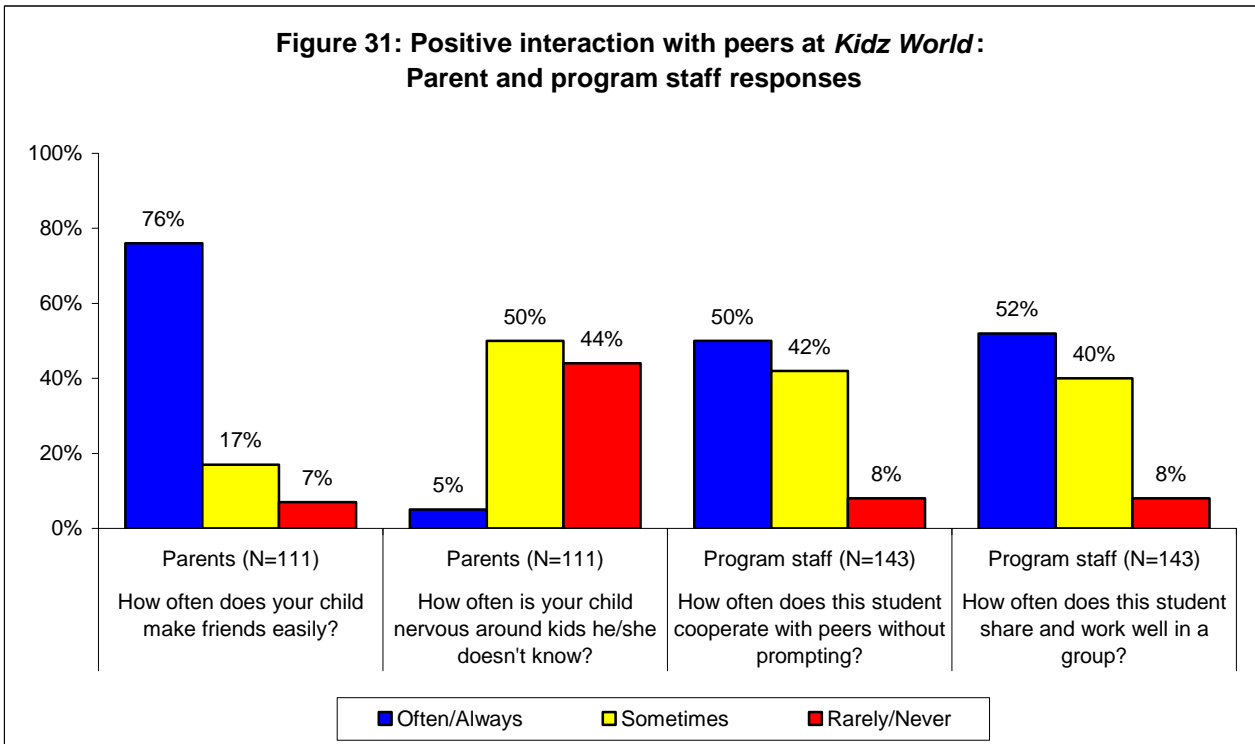
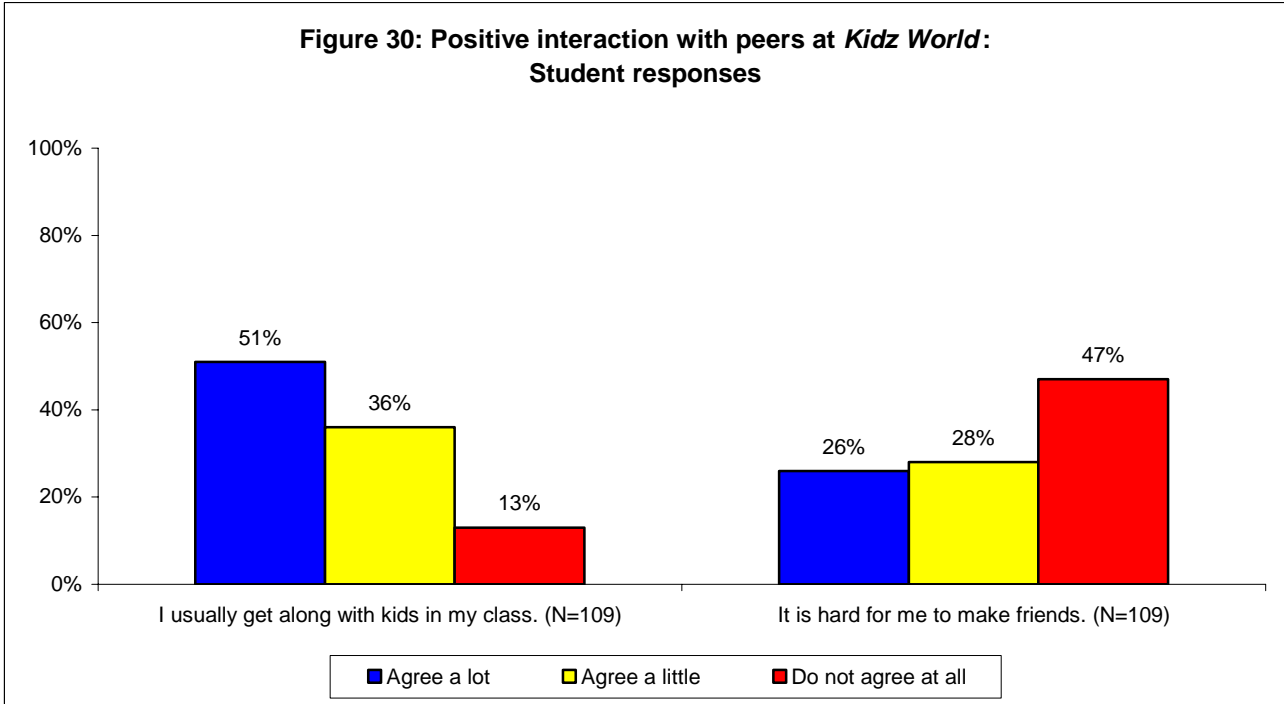
This competency area is measured with assessment items for the following five performance indicators: positive interaction with peers, ability to listen to adults and authority figures, the ability to develop positive relationships with adults, use of conflict resolution skills, and reduced incidents of negative behavior.

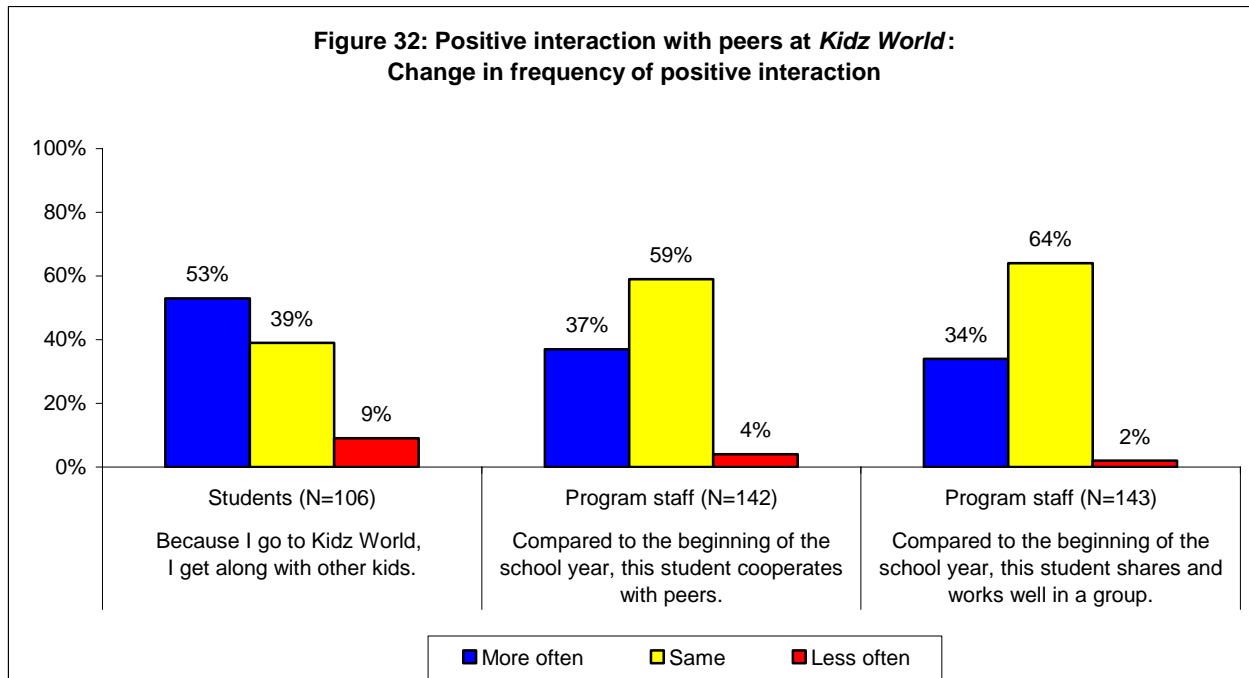
Positive interaction with peers

Students and parents provided mixed reports about their (or their child's) ability to interact positively with peers. However, many students believed that Kidz World helps them get along with other children more often.

Program staff agreed, saying that most Kidz World students interact positively with each other on a regular basis and that more than a third of the students do so more often since the beginning of the school year.

- Just over half (51%) of the students agreed “a lot” with the statement, “*I usually get along with kids in my class,*” while 36 percent agreed “a little” (Figure 30). Similarly, more than half (53%) of the students also reported that they get along with other kids “more often” because they go to *Kidz World* (Figure 32).
- However, more than half (54%) of the students also agreed with the statement, “*It is hard for me to make friends*” either “a lot” (26%) or “a little” (28%) (Figure 30).
- Parents also reported somewhat mixed findings about their child’s interaction with peers. More than three quarters (76%) of the parents reported that their child “often” makes friends easily, and 17 percent reported that they do so “sometimes.” However, more than half of the parents (55%) also reported that their child is at least sometimes nervous around kids that he or she does not know (5% often and 50% sometimes) (Figure 31).
- Program staff, however, overwhelmingly reported that students in the *Kidz World* program interact with their peers positively. They reported that 50 percent of the students “always” cooperate with their peers without prompting, while 42 percent do so “sometimes.” They reported that an equal proportion (52%) of students “always” share and work well in a group and 40 percent do so “sometimes” (Figure 31).
- They also reported that more than a third (37%) of the students cooperate with their peers without prompting “more often” than they did at the beginning of the school year. Similarly, they reported that 34 percent of the students share and work well in a group “more often,” compared to the beginning of the school year, and 64 percent do so “about the same” (Figure 32).





Ability to listen to adults and authority figures

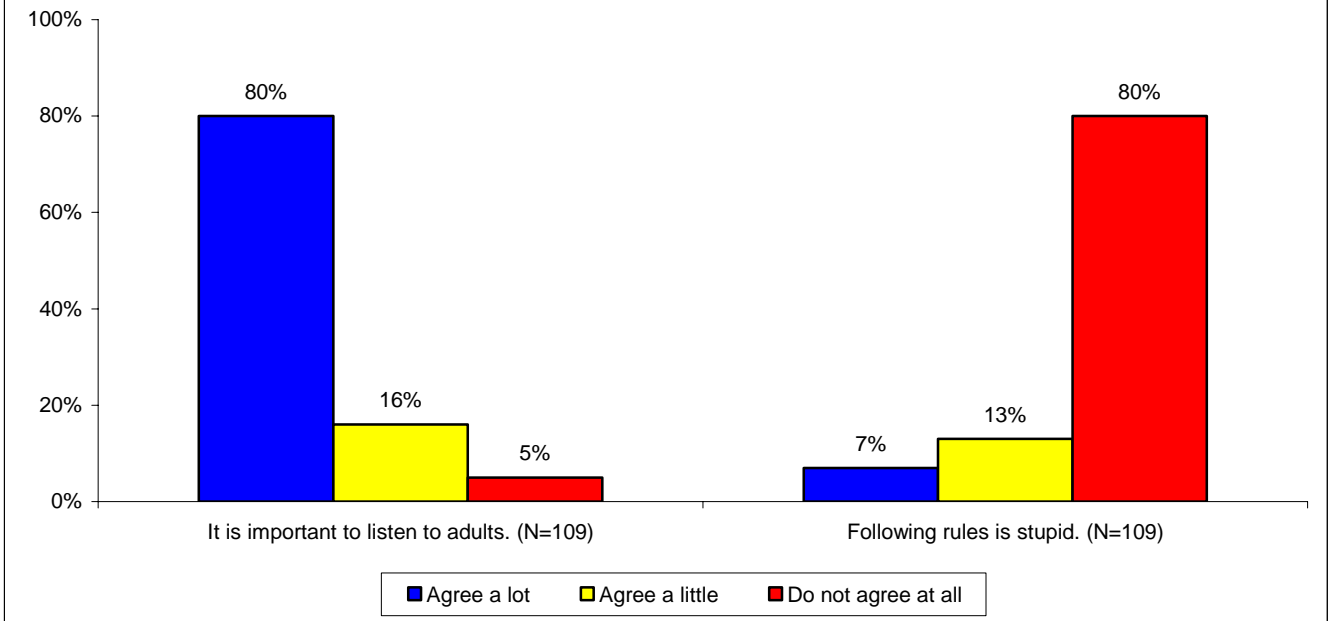
Most students in the Kidz World program demonstrated a good ability to listen to adults and authority figures. This finding is supported with responses from students themselves, as well as their parents and program staff.

- A large majority of students in *Kidz World* demonstrated a good ability to listen to adults and authority figures. For example, 80 percent of students “agreed a lot” with the statement, “*It is important to listen to adults,*” and another 16 percent agreed “a little.” 80 percent of the students also said they “do not agree at all” with the statement, “*Following rules is stupid*” (Figure 33).
- Parents and program staff substantiated this finding. Large majorities of parents said their child “rarely” or “never” talks back to adults (83%) or ignores a rule that he or she does not like (76%). Similarly, program staff reported that about half (49%) of the *Kidz World* students “always” follow directions and listen, while another 46 percent does so “sometimes” (Figure 34).

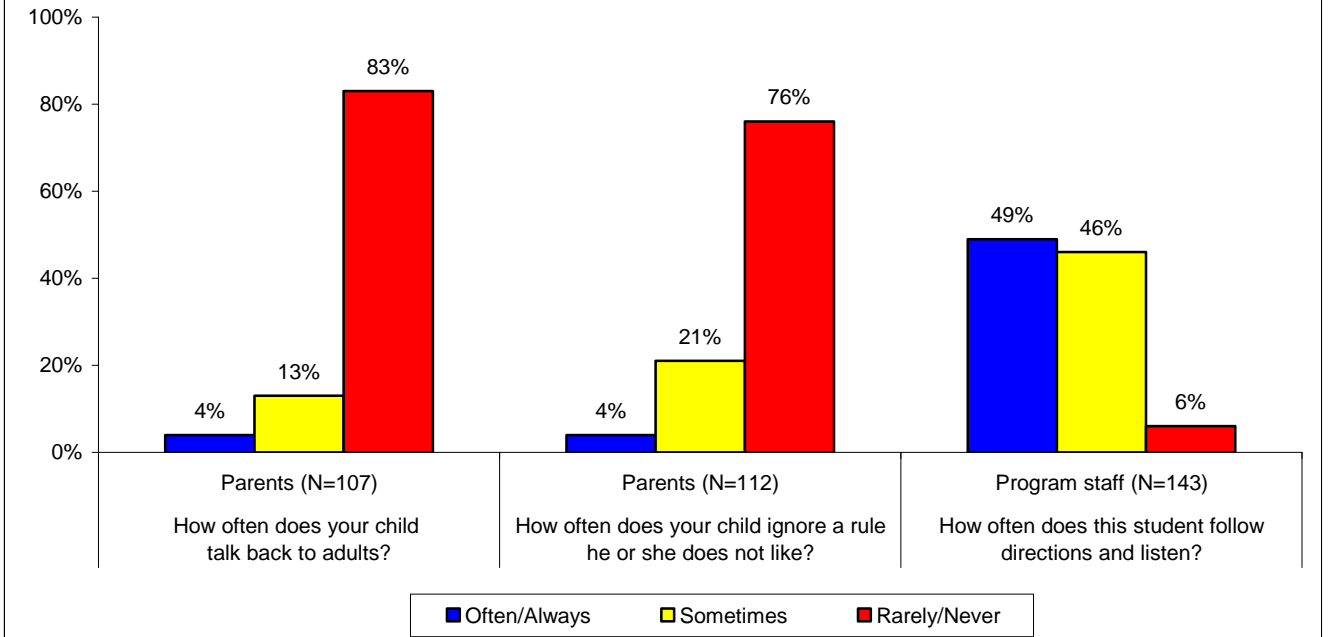
Parents and program staff reported an increase in the ability to listen to adults among about a third of the students.

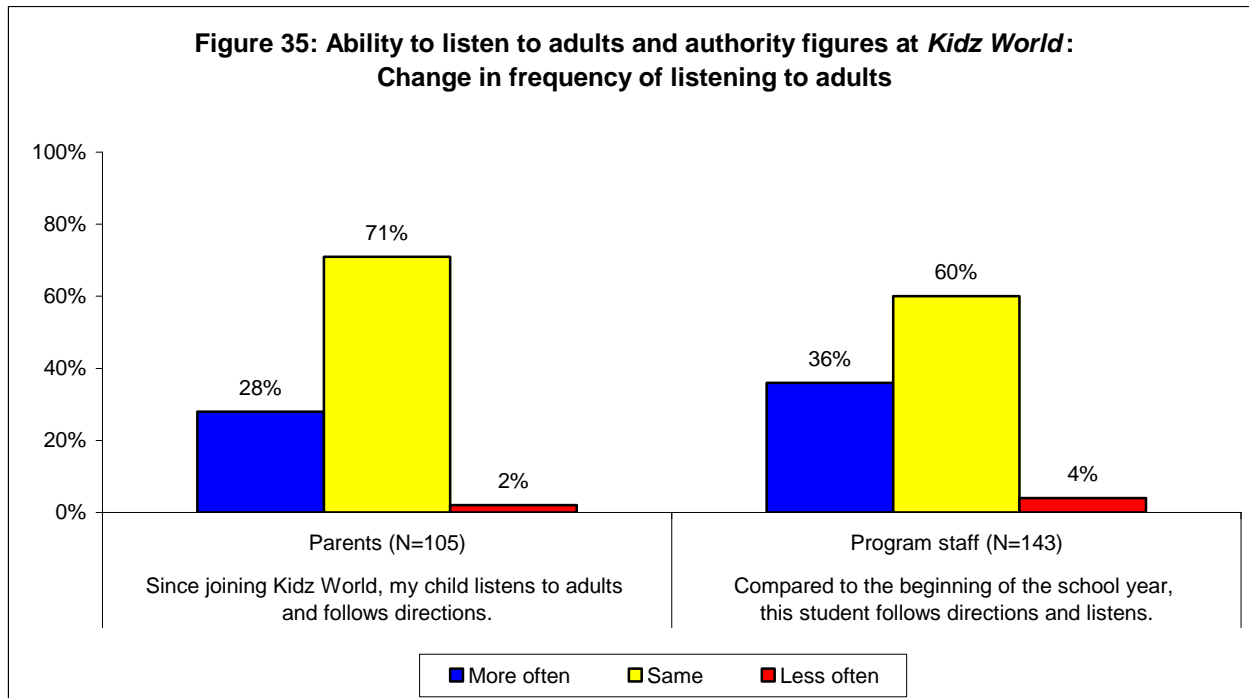
- 28 percent of parents reported that their child listens to adults and follows directions “more often” since joining *Kidz World*; 71 percent reported that their child does so “about the same” as before they joined the program
- Similarly, program staff reported that 36 percent of students follow directions and listen “more often” than at the beginning of the school year, while 60 percent do so to “about the same” extent (Figure 35).

**Figure 33: Listening to adults and authority figures at *Kidz World*:
Student responses**



**Figure 34: Ability to listen to adults and authority figures at *Kidz World*:
Parent and program staff responses**





Ability to develop positive relationships with adults

Many Kidz World students trust adults to help them with problems, and some have started talking to their parents more often about things that bother them since they started attending the program.

- Eighty-nine percent of *Kidz World* students agreed with the statement, “I trust adults to help me when I am sad or scared.” Among these, 61 percent agreed “a lot” and 27 percent agreed “a little.” Only 11 percent said they “do not agree at all.”
- Almost four in ten parents (38%) reported that their child has started talking to them about things that bother him or her “more often” since he or she joined the *Kidz World* program. 59 percent of parents said their child talks to them “about the same,” while only four percent said he or she talks to them “less often.”

Use of conflict resolution skills

A majority of students in Kidz World participate in conflict resolution activities at least once a week. Many of them often demonstrate the conflict resolution skills they learned in those activities.

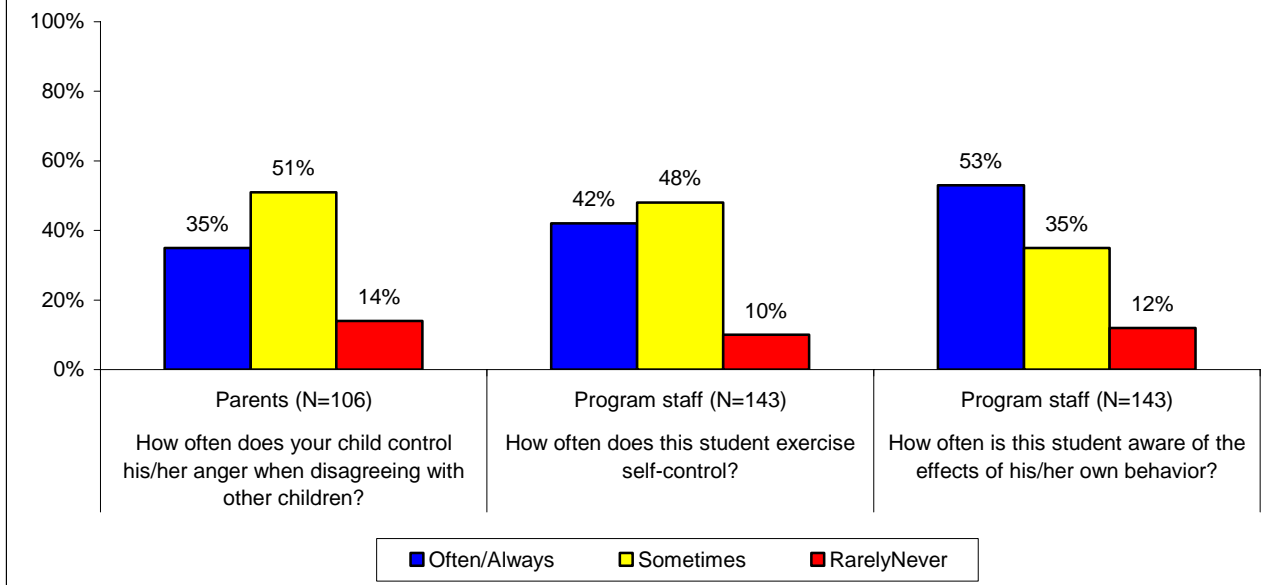
- Program staff reported that 41 percent of *Kidz World* students actively participate in conflict resolution activities “everyday,” while another 19 percent do so “a couple of times a week.” Furthermore, 24 percent of students participate in conflict resolution activities “once a week,” and only 17 percent do so less often than that.

- Most students indicated that they have retained information learned in the conflict resolution activities. More than 84 percent of the *Kidz World* students said they “do not agree at all” with the statement, “*It is OK to hit other people if I feel like it.*” Conversely, 12 percent said they agreed “a little” with the statement, while only four percent said they agreed “a lot.”
- Parents agreed; 86 percent of the parents reported that their child controls his or her anger when disagreeing with other children either “often” (35%) or “sometimes” (51%) (Figure 36).
- Program staff also agreed. They reported that 42 percent of the students in *Kidz World* “always” exercise self-control, while another 48 percent exercise self-control “sometimes.” They also reported that more than half (53%) of the students are “always” aware of the effects of their own behavior and 35 percent are “sometimes” aware (Figure 36).

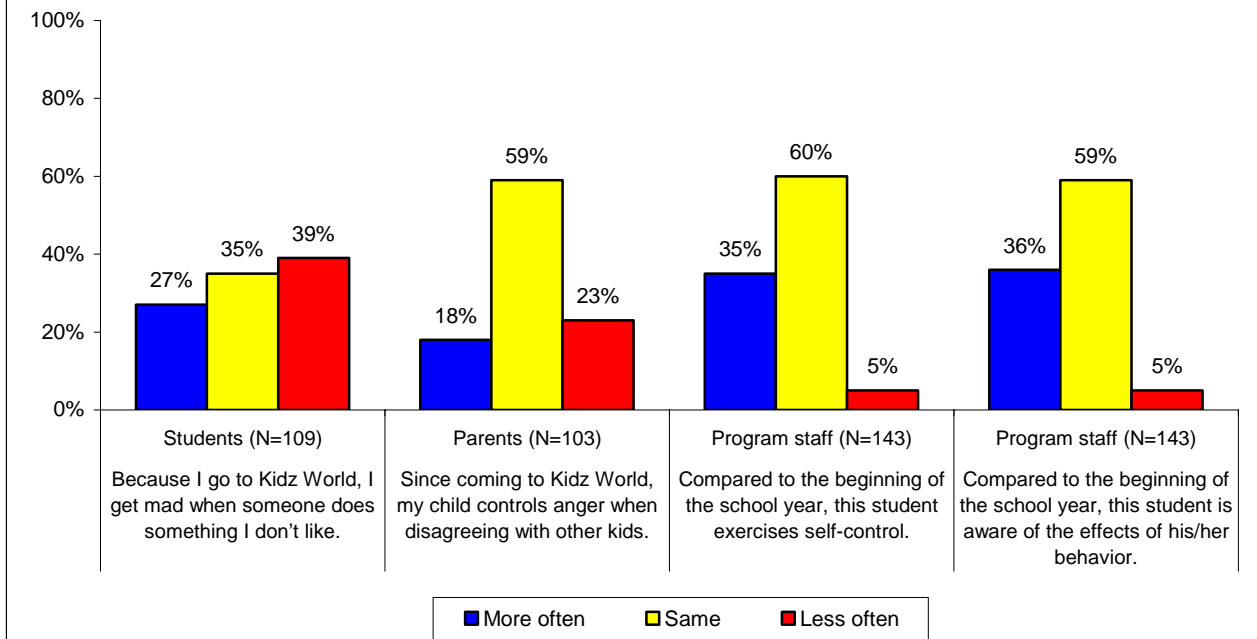
About a third of the students in the Kidz World program use conflict resolution skills more often than they used to, according to students themselves and program staff. Parents reported a slightly lower proportion of students who use those skills more often.

- Thirty-nine percent of students reported that they get mad when someone does something they do not like “less often” because they go to *Kidz World*. 35 percent reported that they do so “about the same” (Figure 37).
- Program staff also reported that about a third of students use conflict resolution skills more often than they used to. They reported that 35 percent of students exercise self-control “more often” than in the beginning of the school year. Similarly, they reported that 36 percent of the students are aware of the effects of their own behavior “more often” than earlier in the school year (Figure 37).
- Parents reported a slightly lower proportion of students who showed improvement in this area. 18 percent of the parents reported that their child controls his or her anger when disagreeing with other students “more often” since joining *Kidz World*. The majority (59%), however, said their child controls his or her anger “about the same” as before (Figure 37).

**Figure 36: Use of conflict resolution skills at *Kidz World*:
Parent and program staff responses**



**Figure 37: Use of conflict resolution skills at *Kidz World*:
Change in frequency of use**



Reduced incidents of negative behavior

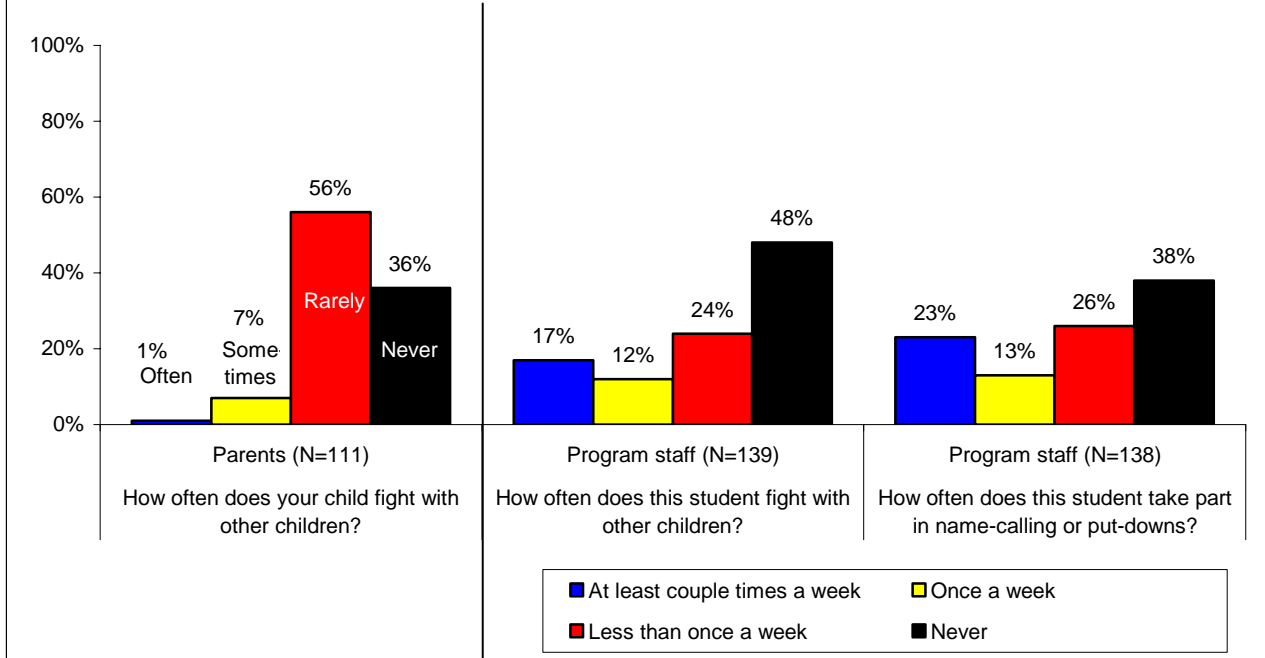
Parents and program staff reported that most students in Kidz World rarely get into fights with other children.

- Ninety-two percent of parents reported that their child “rarely” (56%) or “never” (36%) gets into fights with other children. Only seven percent said their child fights “sometimes,” and less than one percent said “often” (Figure 38).
- Program staff confirmed this finding, but reported a slightly higher proportion of students who fight at least sometimes. Staff reported that 72 percent of the students in *Kidz World* get into fights with other children either “rarely” (24%) or “never” (48%). In addition, staff reported that 65 percent of students “rarely” (26%) or “never” (38%) take part in put-downs or name-calling, while 23 percent of students do this “often” and 13 percent “sometimes” (Figure 38).

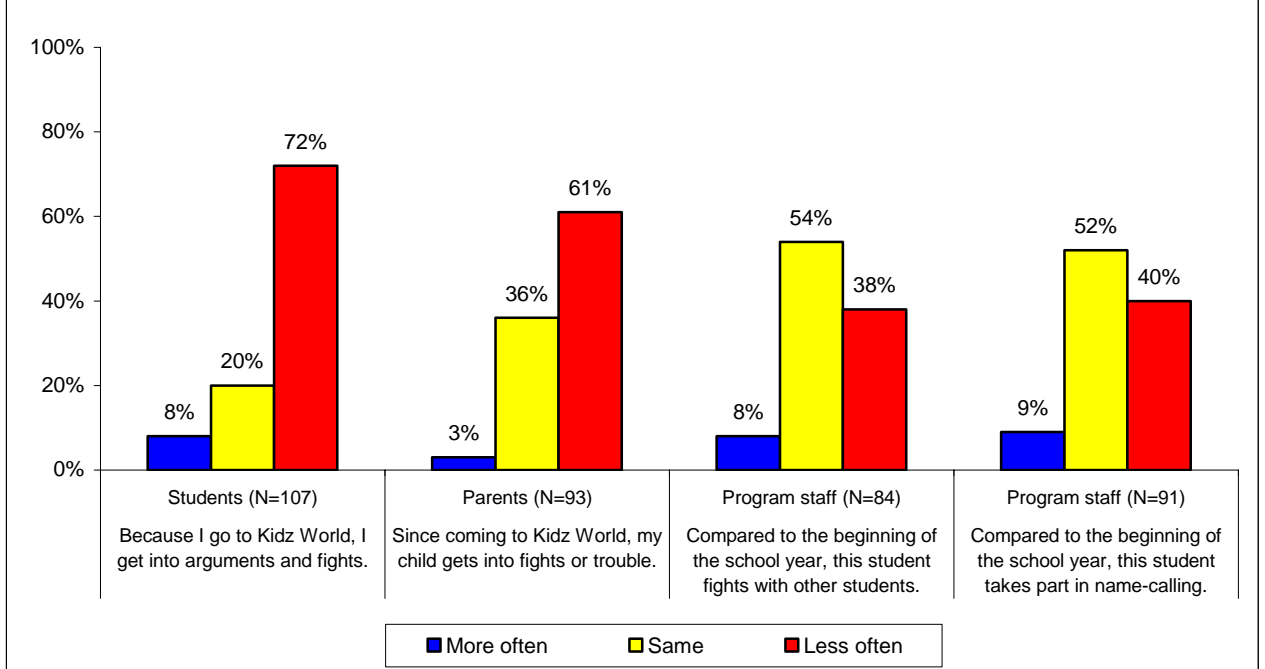
A majority of students and their parents reported decreased involvement in negative behaviors by students since joining Kidz World. Program staff also reported this decrease, but in smaller proportions.

- Almost three quarters (72%) of the students said they get into fights or trouble “less often” because of *Kidz World* (Figure 39).
- Their parents reported a similar decrease in negative behavior; 61 percent of the parents reported that their child gets into fights or trouble “less often” since joining *Kidz World*, while 36 reported that their child gets into trouble “about the same” as before, and only three percent said “more often” (Figure 39).
- Program staff also reported a decrease in involvement in negative behavior among some students. They reported that 38 percent of students get into fights or trouble and 40 percent take part in put-downs or name-calling “less often” than they did at the beginning of the school year. They reported however that most get into trouble (54%) or take part in put-downs (52%) to “about the same” extent (Figure 39).

**Figure 38: Reduced incidents of negative behavior at *Kidz World*:
Parent and staff responses**



**Figure 39: Incidents of negative behavior at *Kidz World*:
Change in frequency of involvement in negative behavior**



3. Special interests and talents

Target Area: Children and youth have diverse life experiences within and outside their local communities.

The development of special interests and talents was assessed with survey items for two performance indicators: productive use of leisure time and development of new interests.

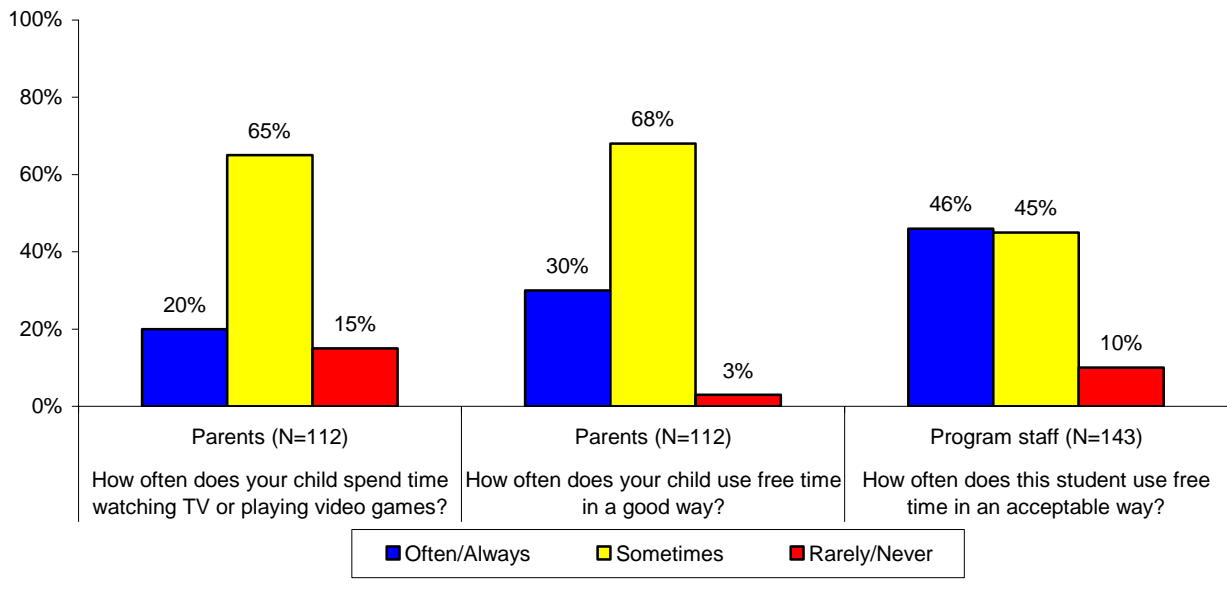
Productive use of leisure time

- Most parents (85%) reported that their child spends time watching television or playing video games at least “sometimes.” Yet an even higher proportion of parents (98%) reported that their child uses free time in a good way at least “sometimes” (Figure 40).
- Program staff also reported that many students (46%) “always” use their free time in an acceptable way, while 45 percent do so “sometimes” (Figure 40).

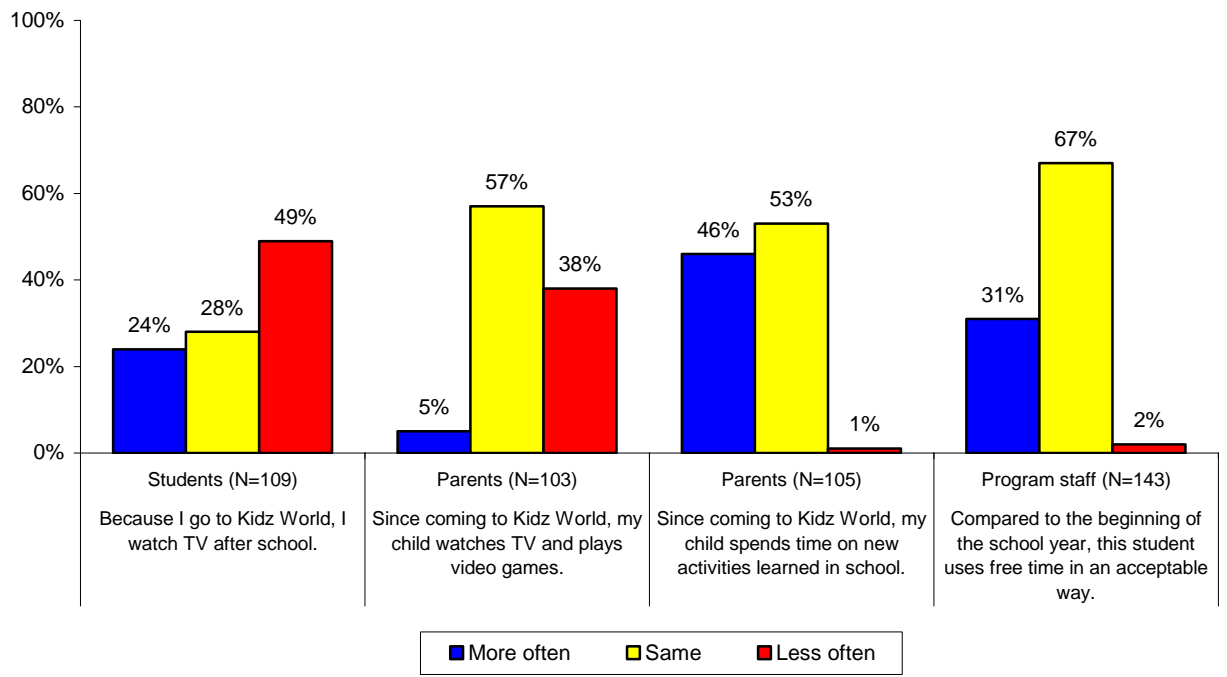
Many students said they watch television less often than they used to because of Kidz World. Parents also reported that students are using their time more productively since joining the program, and program staff agreed.

- Almost half (49%) of the students in *Kidz World* reported that they watch television “less often” after school because they attend *Kidz World*. Their parents reported a slightly lower decrease in television watching. 38 percent said that their child watches television or plays video games “less often” (Figure 41).
- In addition, 46 percent of parents reported that their child spends time on new activities that he or she learned in school “more often” since joining *Kidz World*, while most (53%) said their child does this “about the same” (Figure 41).
- Program staff reported that about a third (31%) of students have started using their free time “in acceptable ways” “more often” than they used to. They, too, were most likely to say that students do this “about the same” as before (67%) (Figure 41).

**Figure 40: Productive use of leisure time at *Kidz World*:
Parent and program staff responses**



**Figure 41: Productive use of leisure time at *Kidz World*:
Change in frequency of productive use of leisure time**



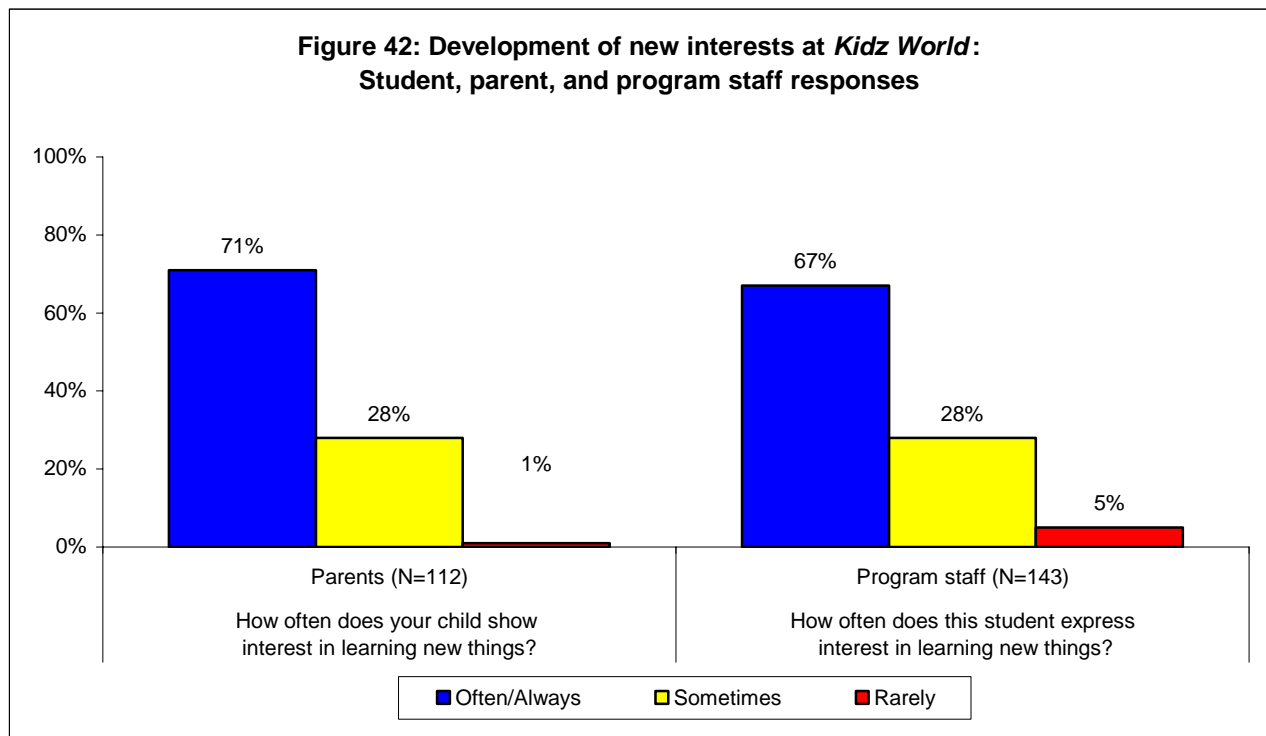
Development of new interests

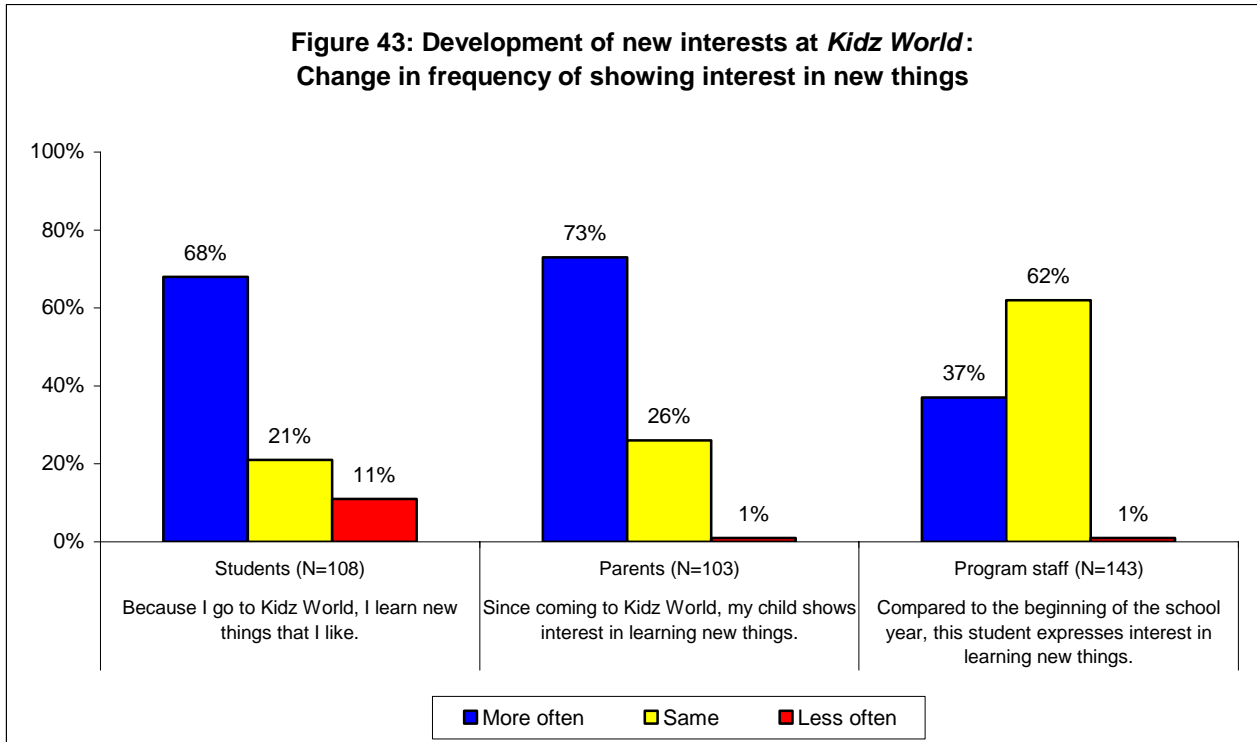
Almost all of the students in Kidz World show interest in learning about new things. Students, parents, and program staff all agreed with this assessment.

- Eighty-three percent of students agreed “a lot” with the statement, “*I like learning about new things,*” and 16 percent agreed “a little.”
- Parents and program staff also reported that students often show interest in learning about new things. Seventy-one percent of parents reported that their child “often” shows interest in learning new things; 28 percent reported that their child shows interest “sometimes.” Program staff reported similar findings; they indicated that 67 percent of students “always” show interest in new things, while 28 percent does so “sometimes” (Figure 42).

Many students have developed new interests or have started expressing interest in learning new things more often since joining Kidz World.

- Sixty-eight percent of students said that they learn new things that they enjoy because they attend *Kidz World*. Similarly, 73 percent of parents said that their child shows interest in learning new things “more often” since joining *Kidz World* (Figure 43).
- Program staff agreed; however, they reported a lower proportion of students who express interest in learning new things “more often.” Staff reported that 37 percent of students express interest in learning new things “more often” than they did at the beginning of the school year, while 62 percent do so “about the same,” and only one percent do so “less often” (Figure 43).





4. Leadership and citizenship skills

Target Area: Children and youth take responsibility for their actions and contribute to their community.

Competence in leadership and citizenship is measured with the following performance indicators: good decision-making skills, helping others, and respect for others.

Good decision-making skills

Almost all Kidz World students exhibited a strong understanding of good decision-making skills, such as thinking before acting and having good behavior.

- Ninety-five percent of students in *Kidz World* agreed “a lot” with the statement, “*It is important to think before I do something,*” and another five percent agreed “a lot” (Figure 44).
- Almost as many (89%) agreed “a lot” with the statement, “*It is important to behave well in school,*” and 10 percent agreed “a little” (Figure 44).

Helping others

Students, their parents, and program staff agreed that Kidz World students enjoy helping others.

- More than two thirds (69%) of students in *Kidz World* agreed “a lot” with the statement, “*I like helping people even if it is hard work,*” and another 26 percent agreed “a little.” Only six percent of students said they “do not agree at all” with this statement (Figure 44).
- Parents substantiated this finding; 94 percent of parents reported that their child helps out around the house either “often” (30%) or “sometimes” (63%). Only six percent said their child “rarely” helps out. No parents said their child “never” helps.
- Program staff also reported that students like to help out. They indicated that about half (49%) of the students in *Kidz World* volunteer to help peers or staff with classroom tasks “everyday,” and another 32 percent volunteers to help “a couple of times a week.” About eight percent of students only volunteer to help “once a week,” and 12 percent does so “less than once a week.”

About half of Kidz World students said that they help other people more often because they attend the Kidz World program. Program staff and parents agreed but reported lower proportions of students who showed this improvement.

- Fifty-one percent of students reported that they help other people “more often” because they go to *Kidz World*. Twenty-nine percent said they help others “about the same” as before, and 20 percent said they do so “less often” (Figure 45).
- Program staff agreed, but reported that slightly less (39%) of the students volunteer to help peers or staff “more often,” while most (55%) do so “about the same” as before, and only six percent do so “less often.”
- Parents were least likely to report that students help more often. Twenty-six percent of parents reported that their child helps out around the house “more often,” while a large majority (73%) reported that their child helps out “about the same” as before. Only one percent said their child helps “less often” (Figure 45).

Figure 44: Good decision making skills and helping others at *Kidz World*: Student responses

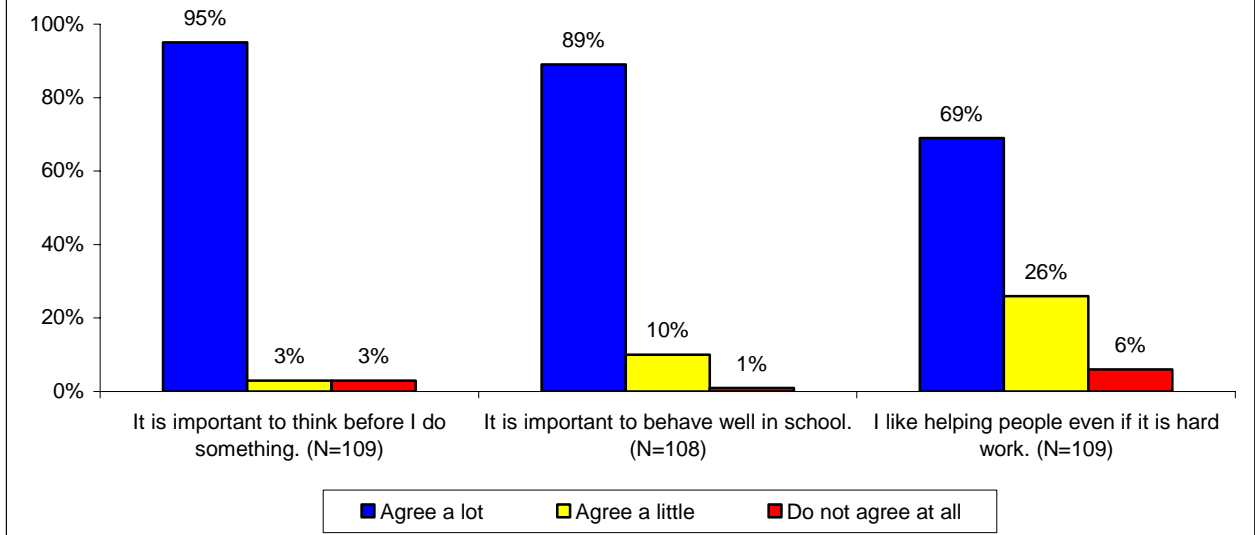
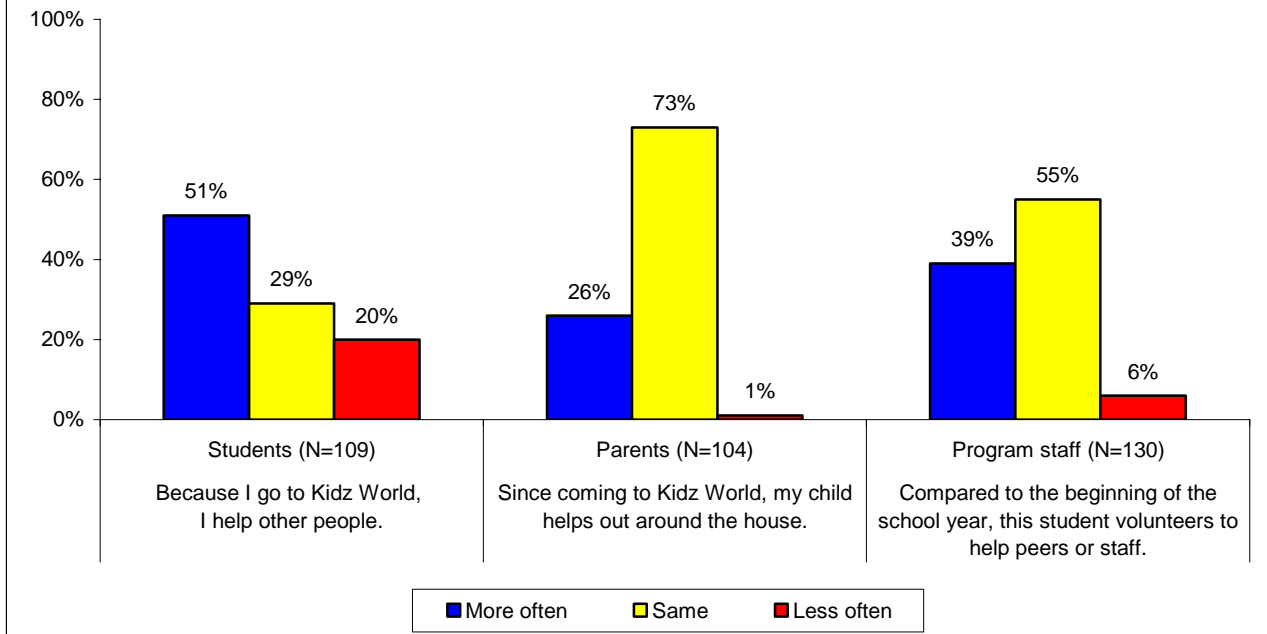


Figure 45: Helping others at *Kidz World*: Change in frequency of helping others



Respect for others

Most Kidz World students agreed that it is important to respect others, and many have shown respect for others more often since coming to the program.

- Ninety-two percent of *Kidz World* students agreed with the statement, “*It is important to respect other people who are different from me,*” including 82 percent who agreed “a lot” and 10 percent who agreed “a little.” Only eight percent said they “do not agree at all” with that statement.
- Program staff provided some evidence for this finding. They reported that more than half (51%) of the students in *Kidz World* “always” listen to other people’s points of view, and 41 percent listen to others “sometimes.” They indicated that only eight percent of students “rarely” listen to others, and none “never” do so.
- Staff also reported that 36 percent of the students listen to other people’s points of view “more often” than they did at the beginning of the school year. 60 percent listen to others “about the same,” and only four percent listen to others “less often” than before.

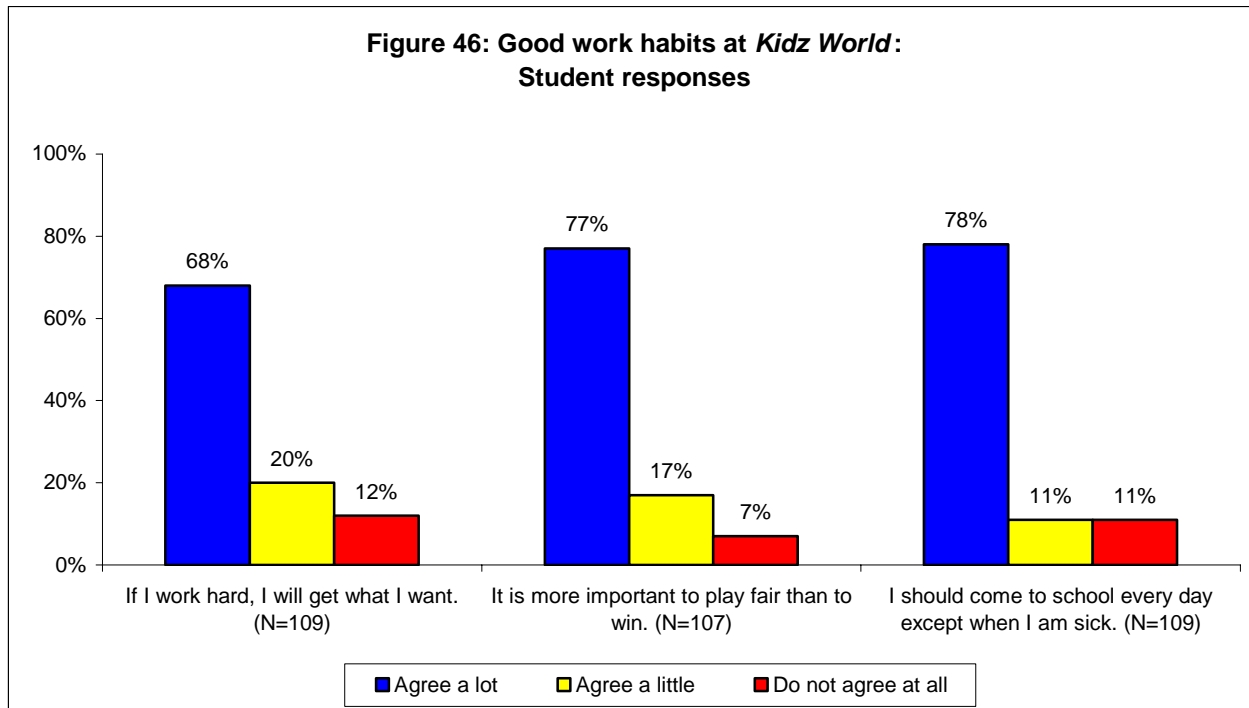
5. Preparation for work

This competency area is not highly relevant to youth development at *Kidz World* because the students who participate in the program are only in grades three through five. However, there are two performance indicators that were used to measure progress in this area: good work habits and good school attendance.

Good work habits

Kidz World students demonstrated good work habits, such as working hard and playing fair.

- A large majority of students (88%) agreed with the statement, “*If I work hard, I will get what I want.*” Even more (94%) agreed that “*It is more important to play fair than to win*” (Figure 36).
- Program staff reported that students demonstrated good work habits in class. They reported that 46 percent of students “always” stay on a task until it is completed, while 47 percent do so “sometimes.” They indicated that only six percent of *Kidz World* students “rarely” stay with a task until it is completed, and less than one percent “never” do so.
- Staff also reported that about a third (34%) of *Kidz World* students have demonstrated staying with a task until it is completed “more often” than they did at the beginning of the school year, while 65 percent does so “about the same” as before and only one percent “less often.”



Good school attendance

- A large majority of the students displayed an understanding of the importance of having good school attendance. 78 percent agreed “a lot” with the statement, “*I should come to school every day except when I am sick,*” and 11 percent agreed “a little” (Figure 46).

Good school attendance can also be measured with an analysis of individual average daily attendance data. These data for the 2003-2004 school year, however, were not available when this report was submitted, and therefore are not included in the analysis.

6. Concluding evaluation of *Kidz World*

Similar to *Kids Connect*, the *Kidz World* program is designed to impact young people in the following target areas:

- 1) Achieving age appropriate reading, writing, and numeracy skills;
- 2) Finding creative ways to resolve conflicts and problems;
- 3) Being able to go to caring, appropriate and positive adults for help if they need it;
- 4) Experiencing diverse life opportunities within and outside their local communities; and
- 5) Taking responsibility for their actions and contributing to their community.

As with the evaluation of the *Kids Connect* program, the data from the assessment instruments collected the views and opinions of students, their parents, and the program staff about student outcomes and the impact of the *Kidz World* program on trying to help young people achieve those outcomes. When analyzed together, these data offer an overall evaluation about how participating in *Kidz World* has helped students. These overall findings include the following:

- ***The Kidz World program is impacting the academic achievement of students by encouraging them to complete their homework, participate in class, and read for fun.*** About half of the students in the *Kidz World* program complete their homework on time and correctly more often since joining the program. Furthermore, about 40 percent participate in classroom activities more often and almost as many read for fun more often. As a result, two thirds of parents reported that their child is doing better in school since joining *Kidz World*.
- ***Kidz World has been successful in helping students learn and use alternative and appropriate ways to resolve conflicts.*** About a third of students use conflict resolution skills, such as controlling anger and exercising self-control, more often than they used to. Parents and students reported that two thirds of students get into fights or trouble less often since joining *Kidz World*; program staff reported that one third do this less often.
- ***Since joining the Kidz World program, many students have developed their ability to listen to adults and follow directions and to interact positively with their peers.*** According to parents and program staff, about one third of students showed an increase in their ability to listen and follow directions. They, as well as students, reported that a third of students are better able to get along and interact positively with their peers since joining the program.
- ***Kidz World has helped a large majority of its students develop new interests and use their free time more productively.*** More than two thirds of the students have developed new interests or are expressing interest in learning new things more often since joining *Kidz World*. In addition, parents and staff reported that almost half of the students in the program are using their free time productively more often than they used to.
- ***Kidz World has also helped students develop a stronger sense of responsibility and giving.*** Half of the students in *Kidz World* said they help other people more often since joining the program. Parents and program staff agreed but reported slightly lower proportions of students who have improved in this area. In addition, about a third of students have demonstrated better work habits, such as staying on a task until it is completed, since joining the program.

The general evaluation of the *Kidz World* program shows that the program is helping many students learn, develop, and sustain competency in the target areas it seeks to impact. The data indicate that many students, according to their parents, program staff and the students themselves, are displaying positive outcomes more often than they did before they joined the program. Furthermore, because many of its students already displayed positive outcomes, the program has been successful in sustaining those outcomes among its students.

IV. Conclusion

The primary goal of Metis' work was to answer the question, *How can research on youth development outcomes inform CAMBA's development of a process for self-evaluation?* The research findings outlined in the comparative analysis section of this report, as well as the data findings presented in the evaluations of two of CAMBA's after-school programs, provide the following responses to that question:

- 1) ***It is important to measure both attitudes and behaviors to evaluate the impact of a program on young people.*** A program evaluation should assess how a program impacts students' behaviors, such as increased academic achievement, reduction in negative behaviors, and achievement of new skills; yet it should also measure the impact on student attitudes, such as enjoyment of school or learning new things, and the ability to listen to adults and interact positively with peers.
- 2) ***A useful process of self-evaluation must include standardized tools for measuring achievement and outcomes.*** It is important to use standardized tools, such as surveys, checklists or logs, to document and assess outcomes among clients. Use of standardized tools will ensure that all clients are evaluated in comparable ways and that all staff use similar criteria to assess achievement. Such use will also allow CAMBA to conduct evaluations across programs that offer similar services to similar groups of clients.
- 3) ***Evaluation tools should incorporate multiple perspectives.*** Evaluations that incorporate data from multiple respondent groups, such as students, parents, teachers, and program staff, provide stronger evidence of outcomes. By incorporating multiple perspectives, an evaluator can compare views or opinions about the impact of the program from clients, service providers, and other important stakeholders to provide more validity to the evaluation findings.
- 4) ***A comprehensive evaluation includes both program evaluation and assessment of individual clients.*** Evaluation can be used to assess individual outcomes or to assess an entire program's success in helping individuals meet those outcomes. It is important to include program evaluation into a process of self-evaluation in order to learn about the impact of programs and to use that aggregate data to improve programming.

By incorporating these important components of self-evaluation into its RbODM system, CAMBA can improve the organization's process of self-evaluation in a number of ways: 1) evaluations will be broader in scope because they measure both client behaviors and attitudes; 2) the process will be less subjective and rely less on staff assessment because it will incorporate standardized tools for documentation and evaluation of outcomes; and 3) the evaluation findings will provide a more complete understanding of the impact of the program on its clients by incorporating multiple perspectives from multiple groups of program stakeholders.

Recommendations

In light of the findings from its research, Metis offers the following recommendations to CAMBA to improve its process of self-evaluation:

- Incorporate attitudinal outcomes, as well as behavioral outcomes, into the milestones that measure achievement of performance targets in the RbODM.
- Develop standardized tools or instruments to collect, document, and assess client achievement of all milestones and performance targets in the RbODM.

- Standardize documentation tools across programs so that similar data are collected for similar programs to allow for cross-program evaluation.
- Provide adequate and thorough training for all staff on the use and administration of documentation and evaluation tools.
- Develop methods to collect perspectives of client outcomes from multiple groups of program stakeholders, such as parents, teachers, and students.
- Develop a standardized process for analyzing evaluation data and using findings for program improvement.
- Conduct periodic program evaluations using the data collected in the RbODM.

Appendix

Table of Survey Items, by Performance Indicator/Performance Target

Annotated teacher survey for *Kidz World* at PS 269

Copies of assessment instruments

Copies of staff training materials

**Table A - List of Survey Items by Performance Indicator/
Performance Target (RbODM)**

Competency Area/ Performance Indicators	Survey item topic	Target Area/ Performance Targets
Cognitive and educational competence		Children and youth have age appropriate reading, writing and numeracy skills.
<ul style="list-style-type: none"> • Homework completion 	<ul style="list-style-type: none"> ▶ Completes homework on time ▶ Completes homework correctly 	<ul style="list-style-type: none"> • Complete at least 90% of homework correctly with no assistance.
<ul style="list-style-type: none"> • Interest in reading 	<ul style="list-style-type: none"> ▶ Reads for fun ▶ Asks for new books to read 	
<ul style="list-style-type: none"> • Enjoyment of school 	<ul style="list-style-type: none"> ▶ Likes school ▶ Does not think school is a waste of time ▶ Has a positive attitude toward learning 	
<ul style="list-style-type: none"> • Participation in classroom activities 	<ul style="list-style-type: none"> ▶ Actively participates in classroom activities 	
<ul style="list-style-type: none"> • Improved academic performance 	<ul style="list-style-type: none"> ▶ Does well in school 	<ul style="list-style-type: none"> • Achieve at least three new skills (reading, math, ESL, etc.) • Demonstrate ability to pass standardized tests and increase class grade.
Personal and social competence		Children and youth find creative ways to resolve conflicts and solve problems.
<ul style="list-style-type: none"> • Positive interaction with peers 	<ul style="list-style-type: none"> ▶ Gets along with other kids ▶ Makes friends easily ▶ Is nervous around kids he/she doesn't know ▶ Cooperates with peers without prompting ▶ Shares and works well in a group 	
<ul style="list-style-type: none"> • Use of conflict resolution skills 	<ul style="list-style-type: none"> ▶ Thinks it is OK to hit others ▶ Gets mad when someone does something he/she does not like ▶ Controls anger when disagreeing with other children ▶ Exercises self-control ▶ Is aware of the effects of his/her own behavior ▶ Actively participates in conflict resolution activities 	Students use at least one conflict resolution skill.
<ul style="list-style-type: none"> • Reduced incidents of negative behavior 	<ul style="list-style-type: none"> ▶ Gets into trouble or fights ▶ Takes part in name-calling or put-downs 	Participants will have a more positive attitude (evidenced by increased attendance, decrease

Competency Area/ Performance Indicators	Survey item topic	Target Area/ Performance Targets
<ul style="list-style-type: none"> A sense of self-confidence and self-worth 		in punitive referrals and affirming report card comments).
		Children and youth go to caring, appropriate and positive adults for help if they need it.
<ul style="list-style-type: none"> Ability to develop positive relationships with adults 	<ul style="list-style-type: none"> Trusts adults to help him/her when scared or sad Talks to parents about things that bother him/her 	
<ul style="list-style-type: none"> Ability to listen to adults and authority figures 	<ul style="list-style-type: none"> Listens and follows directions Thinks it is important to listen to adults Does not think following rules is stupid Talks back to adults Ignores a rule if he/she doesn't like it 	
Special interests and talents		Children and youth have diverse life experiences within and outside their local communities.
<ul style="list-style-type: none"> Productive use of leisure time 	<ul style="list-style-type: none"> Watches television and plays video games less often Uses free time in a good/acceptable way 	
<ul style="list-style-type: none"> Development of new interests 	<ul style="list-style-type: none"> Shows interests in learning new things Likes learning new things 	
<ul style="list-style-type: none"> Development of new skills 	<ul style="list-style-type: none"> Spends more time learning new things 	<ul style="list-style-type: none"> Demonstrate at least one new skill/technique and perform/ showcase in public.
Leadership and citizenship development		Youth take responsibility for their actions and contribute to their community in positive ways.
<ul style="list-style-type: none"> Good decision-making skills 	<ul style="list-style-type: none"> Thinks it is important to think before acting 	
<ul style="list-style-type: none"> Understanding the importance of staying out of trouble 	<ul style="list-style-type: none"> Thinks it is important to behave well in school 	
<ul style="list-style-type: none"> Participation in actions to help others 	<ul style="list-style-type: none"> Likes helping others Helps others/volunteers to help more often 	<ul style="list-style-type: none"> Increase youth and adult participation in Beacon programs and services.
<ul style="list-style-type: none"> Respect for others 	<ul style="list-style-type: none"> Thinks it is important to respect people who are different from oneself 	

Competency Area/ Performance Indicators	Survey item topic	Target Area/ Performance Targets
	▶ Listens to other people's points of view	
<ul style="list-style-type: none"> • Learning about racial/cultural identity 		
Preparation for work		Graduate to the next level of education or vocational training
<ul style="list-style-type: none"> • Good work habits 	<ul style="list-style-type: none"> ▶ Thinks if he/she works hard, he/she will get what they want ▶ Thinks it is more important to play fair than to win ▶ Stays on task until it is completed ▶ Thinks he/she should come to school everyday except when sick 	<ul style="list-style-type: none"> • Take and pass the GED exam with at least the minimum desired score
<ul style="list-style-type: none"> • Preparation for the next grade level in school 		
<ul style="list-style-type: none"> • Interest in learning about careers 		
		Youth 14 and older find and keep unsubsidized employment
		High school youth and job ready.
		<ul style="list-style-type: none"> • Participants apply for at least one job.
		<ul style="list-style-type: none"> • Demonstrate knowledge about employment strategies and labor law requirements for young adults.
		<ul style="list-style-type: none"> • Participants will create a practical business plan and demonstrate their ability to present a business plan.
Health and physical well-being		Youth delay parenthood or additional children until financially/ emotionally ready.
		Teen parents will demonstrate appropriate parenting skills.
		Youth maintain a drug-free healthy lifestyle.
<ul style="list-style-type: none"> • Avoiding risky behaviors 		<ul style="list-style-type: none"> • Participants demonstrate their key knowledge of abstinence concepts.
<ul style="list-style-type: none"> • Participation in physical activity 		
<ul style="list-style-type: none"> • Awareness of the importance of living a healthy lifestyle 		

**CAMBA – Kidz World/PS 269
ANNOTATED TEACHER SURVEY (N=27)**

We are conducting this survey of classroom teachers to learn about how CAMBA's *Kidz World* after school program impacts students. Your responses are confidential. If you have any questions about the survey, please contact the Program Director.

1. What grade do you teach? _____
2. Do any of the students in your class attend the *Kidz World* after school program?
100% Yes 0% No 0% Don't know (If don't know, please see Program Director for a list of students who attend the program before answering the following questions.)
3. Thinking about the students in your class who attend *Kidz World* after school, have you noticed changes in them, as a group, since the beginning of the school year?

Specifically, for each of the statements listed below, do these students do each of the following **less often, about the same, or more often** than they did in the beginning of the school year?

In general, students in my class who attend <i>Kidz World</i> after school...	Less often	About the same	More often
Complete homework on time. (N=27)	-	93%	7%
Complete homework correctly. (N=27)	-	93%	7%
Produce correct schoolwork. (N=27)	-	82%	19%
Enjoy reading. (N=27)	-	78%	22%
Fight with other students. (N=27)	26%	74%	-
Can refrain from putdowns or name-calling. (N=27)	11%	85%	4%
Have a positive attitude toward learning. (N=27)	4%	56%	41%
Participate in classroom activities or discussions. (N=27)	-	63%	37%
Cooperate with peers without prompting. (N=27)	-	74%	26%
Follow directions and listen well. (N=27)	-	85%	15%
Volunteer to help peers or teachers with classroom tasks. (N=27)	-	63%	37%
Use free time in an acceptable way. (N=27)	-	93%	7%
Listen to other people's points of view. (N=27)	-	85%	15%
Stay on a task until it is completed. (N=27)	-	93%	7%
Share and work well in groups. (N=27)	-	41%	59%
Are aware of the effects of their own behavior. (N=27)	-	63%	37%
Are absent from school. (N=27)	33%	67%	-

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4. Now, think about how the students in your class who attend *Kidz World* compare with other students in your class.

For each of the statements below, do the students who attend *Kidz World*, as a group, **do each of the following less often, about the same, or more often than students who do not attend the program?**

Compared with other students in my class, students from my class who attend <i>Kidz World</i> after school...	Less often	About the same	More often
Complete homework on time. (N=26)	-	73%	27%
Complete homework correctly. (N=26)	-	69%	31%
Produce correct schoolwork. (N=26)	-	65%	35%
Enjoy reading. (N=26)	-	81%	19%
Fight with other students. (N=26)	35%	65%	-
Can refrain from putdowns or name-calling. (N=26)	-	89%	12%
Have a positive attitude toward learning. (N=26)	-	62%	39%
Participate in classroom activities or discussions. (N=26)	-	46%	54%
Cooperate with peers without prompting. (N=27)	-	73%	27%
Follow directions and listen well. (N=25)	4%	48%	48%
Volunteer to help peers or teachers with classroom tasks. (N=26)	-	58%	42%
Use free time in an acceptable way. (N=26)	4%	96%	-
Listen to other people's points of view. (N=26)	-	89%	12%
Stay on a task until it is completed. (N=25)	4%	80%	16%
Share and work well in groups. (N=26)	-	42%	58%
Are aware of the effects of their own behavior. (N=26)	-	58%	42%
Are absent from school. (N=26)	46%	54%	-

5. In what other ways has participating in *Kidz World* impacted students in your class? _____

6. Is there anything else you would like to tell us about the *Kidz World* program? _____

THANK YOU!

Metis Associates, Inc.

CAMBA STUDENT SURVEY

These questions are about you. This is not a test. There are no right answers and no wrong answers. We will not show your answers to your family, your teachers, or anyone you know. If you have any questions, please ask your program leader. Thank you!

1. I am a: BOY GIRL (Circle one)
2. I am in: _____ grade (Fill in answer)
3. When I started coming to *Kidz World/Kids Connect*, I was in _____ grade. (Fill in answer)
4. Read each sentence and answer if you agree with it A LOT, A LITTLE, or NOT AT ALL. Fill in one bubble for each sentence.

	I agree <u>A LOT</u>	I agree <u>A LITTLE</u>	I do <u>NOT</u> agree <u>AT ALL</u>
It is important to finish my homework on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to read books for fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School is a waste of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to try my best in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like learning about new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I work hard, I will get what I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I should come to school every day, except when I am sick.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is hard for me to make friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually get along with kids in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust adults to help me when I am sad or scared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like helping other people even if it is hard work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to behave well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is OK to hit other people if I feel like it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Metis Associates, Inc.

5. Read each sentence and answer if you agree with it A LOT, A LITTLE, or NOT AT ALL.
Fill in one bubble for each sentence.

	I agree <u>A LOT</u>	I agree <u>A LITTLE</u>	I do <u>NOT</u> agree <u>AT ALL</u>
It is important to think before I do something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following rules is stupid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is more important to play fair than to win.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to listen to adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to respect people who are different from me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Each sentence describes something. Because you go to *Kidz World/Kids Connect*, do you think you do each of these things less than, the same as, or more than you used to? To answer the question, circle LESS, THE SAME, or MORE. Circle one answer for each sentence.

	(Circle one answer)		
Because I go to KZ/KC, I watch TV after school...	LESS	THE SAME	MORE
Because I go to KZ/KC, I finish my homework on time...	LESS	THE SAME	MORE
Because I go to KZ/KC, I get my homework answers right...	LESS	THE SAME	MORE
Because I go to KZ/KC, I read for fun...	LESS	THE SAME	MORE
Because I go to KZ/KC, I get into arguments or trouble...	LESS	THE SAME	MORE
Because I go to KZ/KC I get along with other kids...	LESS	THE SAME	MORE
Because I go to KZ/KC, I learn new things that I really like...	LESS	THE SAME	MORE
Because I go to KZ/KC, I like coming to school...	LESS	THE SAME	MORE
Because I go to KZ/KC, I get mad when someone does something I don't like...	LESS	THE SAME	MORE
Because I go to KZ/KC, I help other people...	LESS	THE SAME	MORE

THANK YOU!

CAMBA PARENT/GUARDIAN SURVEY

We are conducting this survey of parents/guardians to learn about how being in the *Kidz World/Kids Connect* after-school program helps your children. Your answers are private and will not be shown to anyone at your child's school. Thank you!

Please answer the following questions about your oldest child who goes to *Kidz World/Kids Connect*.

1. What grade is your child in?
 Kindergarten 1st 2nd 3rd 4th 5th
2. How many years has he/she been coming to *Kidz World/Kids Connect*?
 Less than 1 year 1-2 years 3 or more years
3. About how many days a week does he/she usually come to *Kidz World/Kids Connect*?
 1 day 2 days 3 days 4 days 5 days
4. Please read each statement and answer if your child does it often, sometimes, rarely, or never. Please check one answer for each sentence.

My child...	Often	Sometimes	Rarely	Never
Does his/her homework on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does his/her homework correctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reads for fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoys going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows interest in learning new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes friends easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is nervous around kids he/she doesn't know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fights with other children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Controls his/her anger when disagreeing with other children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talks back to adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ignores a rule if he/she does not like it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps out around the home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spends free time watching TV or playing video games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses free time in a good way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Since your child started coming to *Kidz World/Kids Connect*, do you think he/she does the following things less often, about the same, or more often than he/she used to before coming to *Kidz World/Kids Connect*? Check one answer for each question.

Since my child started <i>Kidz World/Kids Connect</i>, he/she....	Less often than before	About the same as before	More often than before
Finishes his/her homework on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gets homework answers right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reads for fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks for new books to read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses interest in learning new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gets into fights or trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Controls his/her anger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listens to adults and follows directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spends time watching TV or playing video games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spends time on activities he/she learned at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps out around the home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talks to me about things that bother him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In what other ways has *Kidz World/Kids Connect* impacted your child?

7. Is there anything else you want to tell us about *Kidz World/Kids Connect*?

THANK YOU!

CAMBA PROGRAM STAFF STUDENT CHECKLIST

This student checklist is designed to gather information about the impact of the *Kidz World/Kids Connect* program on the students it serves. Please complete one checklist for each student in your after-school group. Please answer each question honestly and accurately. Your responses are confidential and will not reflect on your job performance. If you have any questions, please ask the Program Director or Claire Aulicino from Metis. Please return all checklists to Claire before you leave today.

1. This student is a: Boy Girl

2. What grade is this student in? 3rd 4th 5th

3. How long has this student been in your after school group?
 Less than 1 month 1-3 months 4-6 months More than 6 months

4. How many days a week does this student usually attend *Kidz World/Kids Connect*?
 1 day 2 days 3 days 4 days 5 days

5. Read each statement and indicate how often this student usually does the activity listed? Does he/she usually do it Every day, A couple of times a week, About once a week, Less than once a week, Never, or Does not apply? Fill in one bubble for each statement.

This student...	Every day	A couple of times a week	About once a week	Less than once a week	Never	Does not apply
Completes homework on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completes homework correctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works on homework independently without prompting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fights with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes part in putdowns or name-calling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively participates in classroom activities or discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively participates in conflict resolution activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteers to help peers or program staff with classroom tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Read each statement and indicate how often this student does the activity listed? Does he/she do it Always, Sometimes, Rarely, Never, or Does not apply? Fill in one bubble for each statement.

This student...	Always	Sometimes	Rarely	Never	Does not apply
Cooperates with peers without prompting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows directions and listens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercises self-control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This student...	Always	Sometimes	Rarely	Never	Does not apply
Uses free time in an acceptable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses interest in learning new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listens to other people's points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stays on a task until it is completed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shares and works well in a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is aware of the effects of his/her own behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Since the beginning of the school year, has this student changed in any of the following areas? Specifically, does this student do each of the following **less often, about the same, or more often than he/she did at the beginning of the school year?**

Compared to the beginning of the school year, this student...	Less often	About the same	More often	Does not apply
Completes homework on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completes homework correctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works on homework independently without prompting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fights with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes part in putdowns or name-calling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively participates in classroom activities or discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively participates in conflict resolution activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteers to help peers or program staff with classroom tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with peers without prompting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows directions and listens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercises self-control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses free time in an acceptable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses interest in learning new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listens to other people's points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stays on a task until it is completed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shares and works well in a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is aware of the effects of his/her own behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. In what other ways has participating in *Kidz World/Kids Connect* impacted this student? (Feel free to incorporate feedback you have received about this student from his/her classroom teacher).

Thank you!

**CAMBA
PS 269 TEACHER SURVEY**

We are conducting this survey of classroom teachers to learn about how CAMBA's *Kidz World/Kids Connect* after school program impacts students. Your responses are confidential. If you have any questions about the survey, please contact the Program Director.

1. What grade do you teach? _____
2. Do any of the students in your class attend the *Kidz World/Kids Connect* after school program?
 Yes No Don't know (If don't know, please see Program Director for a list of students who attend the program before answering the following questions.)
3. Thinking about the students in your class who attend *Kidz World/Kids Connect* after school, have you noticed changes in them, as a group, since the beginning of the school year?

Specifically, for each of the statements listed below, do these students do each of the following **less often, about the same, or more often** than they did in the beginning of the school year?

In general, students in my class who attend <i>Kidz World/Kids Connect</i> after school...	Less often	About the same	More often
Complete homework on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete homework correctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce correct schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoy reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fight with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can refrain from putdowns or name-calling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a positive attitude toward learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in classroom activities or discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperate with peers without prompting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow directions and listen well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer to help peers or teachers with classroom tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use free time in an acceptable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to other people's points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay on a task until it is completed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share and work well in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are aware of the effects of their own behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are absent from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Now, think about how the students in your class who attend *Kidz World/Kids Connect* compare with other students in your class.

For each of the statements below, do the students who attend *Kidz World/Kids Connect*, as a group, **do each of the following less often, about the same, or more often than students who do not attend the program?**

Compared with other students in my class, students from my class who attend <i>Kidz World/Kids Connect</i> after school...	Less often	About the same	More often
Complete homework on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete homework correctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce correct schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoy reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fight with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can refrain from putdowns or name-calling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a positive attitude toward learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in classroom activities or discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperate with peers without prompting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow directions and listen well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer to help peers or teachers with classroom tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use free time in an acceptable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to other people's points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay on a task until it is completed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share and work well in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are aware of the effects of their own behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are absent from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. In what other ways has participating in *Kidz World/Kids Connect* impacted students in your class?

6. Is there anything else you would like to tell us about the *Kidz World/Kids Connect* program?



**CAMBA – *Kids Connect/Kidz World*
Staff Training Guide
for Administration of CAMBA Surveys**

Prepared by
Metis Associates
April 2004

What is the purpose of this training session?

To provide information about surveys for CAMBA's study of youth indicators and detailed instructions for administering the student survey.



Why is CAMBA administering the surveys?

- To measure outcomes of its youth programs.
- To develop a system for ongoing self-evaluation.



What are the surveys?

There are 4 surveys/instruments:

- 1) Student survey (Grades 3-5)
- 2) Program staff checklist (completed by staff for each student in the program)
- 3) Teacher survey (school-day teachers)
- 4) Parent survey (Parents of all students in program)

What do the surveys measure?

The surveys measure students' progress toward meeting the indicators that were identified in Metis' study of youth development, from the perspectives of students, teachers, parents, and the program staff.



What is the survey data used for?

- The data will help CAMBA evaluate the impact of its programs on youth.
- The data will NOT be used to evaluate staff or students.
- The data will NOT negatively impact the program and its students.



When will the surveys be administered?

- The student surveys will be administered by program staff during the after-school program on April 23rd.
- The program staff checklists will be completed by staff today after the training.
- The teacher and parent surveys will be administered by the Program Director during April and May.



Why does the staff need detailed instructions for administering the student surveys?

- To ensure that all staff are familiar with the surveys and administer them to their students in a uniform way.
- To make administration of the surveys easier for staff.
- To ensure that staff can help all students understand the purpose of the survey and follow the instructions correctly.



What are the instructions for administering the student surveys?



Student Survey Instructions

Please read these instructions and review the student survey before distributing the surveys to your students. If you have any questions about the survey, please ask Tyesha Branch or Claire Aulicino from Metis.

Distributing the surveys:

1. Distribute one survey to each student in your group. Make sure each student completes the survey individually and can complete it without having other students disturb them or view their responses. The survey should take about 15-20 minutes.

Script to read to students while they complete the survey:

2. To help the students understand the directions, the Program Leader should read the following paragraphs as the students complete each section of the survey. The Program Assistant should walk around the room and answer students' questions.

(Read aloud to students):

"Today we are going to spend about 15 minutes doing a survey about Kids Connect. The survey asks you questions about how you feel about some things about school, friends, and things you like to do. **The survey is not a test.** You will **not** be graded on your answers. Just answer honestly. All of your answers are **private**. No one you know will see your answers, and you do not have to write your name anywhere on the survey. Does anyone have any questions before we begin?"

3. Answer any questions that your students have. Once you've answered all questions, read the following:

(Read aloud to students):

"We are going to go through the survey together and I will read you the instructions. If you have a question about the survey, ask me. The instructions say, '*These questions are about you. This is not a test. There are no right answers and no wrong answers. We will not show your answers to your family, your teachers, or anyone you know. If you have any questions, please ask your program leader. Thank you!*' Does everyone understand? OK, let's go on. The first three questions ask you about yourself. Read each question and fill in your answer. When you have finished questions 1, 2 and 3, please look up at me and wait until everyone is done."

4. Once all students have completed the first three questions, read:

(Read aloud to students):

"The instructions for question 4 say, '*Read each sentence and answer if you agree with it a lot, a little, or not at all. Fill in one bubble for each sentence.*' Does everyone understand? Let's do the first one together.

WRITE OUT THE FIRST QUESTION AND ANSWER CHOICES ON THE BOARD.

(Continue reading) The sentence is 'It is important to finish my homework on time.' If you agree with this sentence a lot, fill in the bubble under the answer choice "A lot." If you agree with it a little, fill in the bubble under the answer choice "A little." If you do not agree with this sentence, fill in the bubble under the choice "I do not agree at all." Does everyone understand? (ANSWER ANY QUESTIONS)

(Continue reading) OK, read all of the sentences under question 4 and answer them this way. Let me know if you have any questions. When you have finished with the whole list, please look up at me and wait. Do not turn your paper over until I tell you to."

5. Once all students have completed question 4, read:

(Read aloud to students):

"OK, turn to the next page. The instructions for question 5 are the same as for question 4. '*Read each sentence and answer if you agree with it a lot, a little, or not at all. Fill in one bubble for each sentence.*' When you have finished with the whole list in question 5, please look up at me and wait."

6. Once all students have completed question 5, read:

(Read aloud to students):

"The instructions for question 6 say, 'Each sentence describes something. Because you go to Kids Connect, do you think you do each of these things less than, the same as, or more than you used to? To answer each question, circle LESS, THE SAME, or MORE. Circle one answer for each sentence.' Let's do the first one together.

WRITE OUT THE FIRST QUESTION AND ANSWER CHOICES ON THE BOARD.

(Continue reading) The first sentence says, "Because I go to Kids Connect, I watch TV after school _____." If you think you watch TV after school less than you used to, circle "LESS." If you think you watch TV the same as you as you used to, circle "THE SAME," and if you think you watch TV more, circle "MORE." Does everyone understand? Let me know if you have a question. (ANSWER QUESTIONS)

(Continue reading) OK, read all of the sentences under question 6 and answer them this way. When you are done with all of the sentences in question 6, give me your survey."

7. When all of the students have completed the survey, read:

"Thank you boys and girls for taking this survey."