



**City of Columbus
Recreation and Parks Department**

Presents



2009-2010 Program Evaluation

September 2010

Overview

The 2009/2010 evaluation of the Capital Kids After-School Program focused on its four program sites: Beatty, Marion Franklin, Sullivant and Douglas. All sites met program performance standards identified by the City of Columbus Recreation and Parks Department. The evaluation also focused on the four sites' programmatic impact on developmental assets, learning, and academic performance.

The Capital Kids Program Model embraces a Developmental Asset focus (Search Institute, 2002). At the beginning of the school year, The City of Recreation and Parks Department staff and the four Capital Kids Site Directors affirmed the assets the program's strategies directly targeted. These included the three external assets- support, empowerment, and constructive use of time and the two internal assets positive values and positive identity.

The Program Evaluation results indicate that:

- Attendance criteria across all four sites was met consistently
- Over 90% of all stakeholder groups perceive Capital Kids staff to be committed to program
- Both parents/guardians (98%) and tutors (98%) perceive staff value students' involvement
- Most parents/guardians (96%) and tutors (97%) strongly agree they feel a part of the Capital Kids Program
- Over three-fourths (79%) of school staff strongly agree-agree they feel a part of the Capital Kids Program
- 80% of parents/guardians strongly agree-agree that they were adequately involved in the Capital Kids Program
- The majority (80%) of school staff strongly agree-agree that they were adequately involved in the Capital Kids Program
- 90% of tutors thought they were supervised adequately

- The majority of tutors (40%) agree somewhat that Capital Kids Program has adequate resources
- Almost all stakeholders (97%) were satisfied with the Capital Kids Program
- Over 80% of all stakeholders thought the Capital Kids Program had impacted positively students' ability to learn and make appropriate behavioral changes
- Over 80% of all stakeholders recognized that Capital Kids Program provided homework assistance
- Over 80% of all stakeholders perceived that the following three external assets- support, empowerment, and constructive use of time were impacted by the Capital Kids Program
- Over 80% of all stakeholders perceived that the internal assets- positive values and positive identity were impacted by the Capital Kids Program
- Both tutors and school staff recognize that they have derived personal benefits from the Capital Kids Program

Overall, one of the most noticeable improvements in this year's program evaluation was the consistent positive ratings by school staff across all four sites.

Both qualitative and quantitative data indicate that all stakeholders are satisfied with the Capital Kids Program and recognize its value from multiple perspectives.

This Report Includes

Section 1: Context

Section 2: Program Evaluation Results

Section 3: Key Findings and Recommendations

Section 1: Context

During the 2009-2010 Program Evaluation process, two hundred seventy-two (272) stakeholders representing six stakeholder groups provided feedback. Table 1 provides a summary of participants by stakeholder groups. Parents/guardians and students, the primary Capital Kids stakeholders, represented the majority of stakeholders (66%) providing feedback. With regard to the students, It was

determined that students in the second through fifth grades could read and complete the survey. Consequently surveys were distributed to these students only. On the other hand, parents/guardians of all Capital Kids students provided feedback. While tutors represented only eight percent of the overall stakeholders, all tutors who worked in the Capital Kids Program provided feedback. School staff that provided feedback were those staff that had direct contact with a Capital Kids student.

Table 1. Stakeholders Participating in 2009-2010 Capital Kids Program Evaluation

Stakeholder Group	Total Number Participants
Students	81 (30%)
Parents/Guardians	97 (36%)
Tutors	22 (8%)
School Staff	53 (19%)
Volunteers	9 (3%)
Site Staff	10 (4%)

Data presented in Table 2 identifies the number of participants per stakeholder group that provided feedback from each of the four Capital Kids sites.

Table 2. Stakeholders Participating in 2009-2010 Capital Kids Program Evaluation by Site

Stakeholder Group	Feddersen	Marion Franklin	Sawyer	Sullivant
Students	22	28	15	16
Parents/Guardians	24	29	21	23
Tutors	8	4	3	7
School Staff	13	21	6	13
Volunteers	-	-	4	5
Site Staff	3	3	3	1

Section 2: Program Evaluation Results

Data is presented in this section that provides insight with regard to stakeholders' perception about:

- Capital Kids Staff
- Stakeholders' Program Involvement
- Supervision of Tutors & Volunteers
- Resources
- Stakeholder satisfaction
- Program Impact- behavior and academics

- Developmental Assets

► **STAKEHOLDERS' PERCEPTIONS OF STAFF**

Regardless, of stakeholder group, Tables 3 & 4 indicate that overwhelmingly there is a positive perception that Capital Kids staff are committed to the program.

Table 3. Students' Perceptions about their Capital Kids Teachers

Item	Yes	Somewhat	No	Don't Know
My Capital Kids teachers show me they care about me	88%	10%		2%

Table 4. Stakeholders' Perceptions of Staff Commitment to Program

Stakeholder	Strongly Agree	Agree	Agree Somewhat	Neutral	Disagree Somewhat	Disagree	Strongly Disagree
Parents/Guardians	82%	13%					
Tutors	43%	53%	4%				

Data in Table 5 indicates that almost all parents/guardians and tutors perceive that Capital Kids staff value student involvement.

Table 5. Stakeholders' Perceptions that Staff Value of Students' Involvement

Stakeholder	Strongly Agree	Agree	Agree Somewhat	Neutral	Disagree Somewhat	Disagree	Strongly Disagree
Parents/Guardians	66%	33%	1%				
Tutors	70%	30%					

► **PERCEPTIONS OF INVOLVEMENT**

Data presented in Table 6 & 7 indicate that parents/guardians, tutors, and school staff all feel they are a part of the program. Parents/guardians appear to feel they are more adequately involved than school staff. However, school staff perceptions have over all trended more positively than the previous school year.

Table 6. Stakeholders' Perceptions of Being a Part of Program

Stakeholder	Strongly Agree	Agree	Agree Somewhat	Neutral	Disagree Somewhat	Disagree	Strongly Disagree
Parents/Guardians	64%	32%	4%				
Tutors	63%	34%	3%				
School Staff	24%	55%	8%	13%			

Table 7. Stakeholders' Perceptions of Adequacy of Program Involvement

Stakeholder	Strongly Agree	Agree	Agree Somewhat	Neutral	Disagree Somewhat	Disagree	Strongly Disagree
Parents/Guardians	49%	31%	16%	4%			
School Staff	21%	36%	18%	17%	8%		

► PERCEPTIONS OF SUPERVISION

Data presented in Tables 8 & 9 indicate that over 80% of tutors feel they were adequately supervised and understood their roles and responsibilities.

Table 8. Stakeholders' Perceptions of Adequacy of Supervision

Stakeholder	Strongly Agree	Agree	Agree Somewhat	Neutral	Disagree Somewhat	Disagree	Strongly Disagree
Tutors	39%	49%	12%				

Table 9. Stakeholders' Understanding of Roles & Responsibilities

Stakeholder	Strongly Agree	Agree	Agree Somewhat	Neutral	Disagree Somewhat	Disagree	Strongly Disagree
Tutors	35%	47%	9%	8%			

► PERCEPTIONS ABOUT RESOURCES

Data presented in Table 10 indicates that a majority of tutors agree somewhat that the Capital Kids Program has adequate resources as compared to a majority of school staff who strongly agree-agree that the resources are adequate.

Table 10. Stakeholders' Perceptions about Adequacy of Resources

Stakeholder	Strongly Agree	Agree	Agree Somewhat	Neutral	Disagree Somewhat	Disagree	Strongly Disagree
Tutors	10%	25%	53%	12%			
School Staff	26%	42%	1%	31%			

► **SATISFACTION**

Data presented in Tables 11 & 12 indicate that over 80% stakeholders within each group are satisfied with the Capital Kids Program. Additionally in Table 13, almost all (99%-100%) are willing to recommend the program to other.

Table 11. Students' Overall Satisfaction

Item	Yes	Somewhat	No	Don't Know
I like the Capital Kids Program	96%		1%	3%

Table 12. Stakeholders' Overall Satisfaction

Stakeholder	Very Satisfied	Satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Dissatisfied	Very Dissatisfied
Parents/Guardians	87%	11%	1%	1%			
Tutors	49%	48%	3%				
School Staff	50%	41%	3%	6%			

Table 13. Stakeholders' Willingness to Recommend to Others

Stakeholder	YES	NO
Students	99%	1%
Parents/Guardians	100%	
Tutors	100%	
School Staff	100%	

► **PROGRAM RATING**

Data presented in Table 14 indicates that 93% of Capital Kids' students rate the program as excellent – good.

Table 14. Students' Rating of Capital Kids Program

Item	Excellent	Very Good	Good	Fair	Poor
How would you rate Capital Kids	56%	21%	16%	7%	

► **PROGRAM IMPACT**

Tables 15-21 indicate that regardless to stakeholder group, there is a majority of stakeholders within each group that perceive the Capital Kids Program is having an impact with regard to behavior, academics, and homework.

Behavior

Table 15. Stakeholders' Observation of Behavioral Change

Stakeholder	YES	NO	Sometimes
Parents/Guardians	88%	2%	10%
School Staff	61%	21%	18%

Academics

Table 16. Students' Perceptions about Capital Kids Impact on Learning

Item	Yes	Somewhat	No	Don't Know
The Capital Kids Program has helped me learn	89%	7%	4%	
The Capital Kids Program has helped me do better in school	81%	9%	3%	7%

Table 17. Other Stakeholders' Perceptions about Capital Kids Learning Impact

Stakeholder	Strongly Agree	Agree	Agree Somewhat	Neutral	Disagree Somewhat	Disagree	Strongly Disagree
Parents/Guardians	65%	32%	3%				
School Staff	39%	50%	9%	2%			

Table 18. Other Stakeholders' Perceptions about Capital Kids Impact on Academic Performance

Stakeholder	Strongly Agree	Agree	Agree Somewhat	Neutral	Disagree Somewhat	Disagree	Strongly Disagree
Parents/Guardians	38%	53%	9%				
Tutors	11%	67%	7%	15%			
School Staff	22%	51%	13%	9%	5%		

Homework Help

Table 19. Students' Perceptions about Capital Kids Homework Assistance

Item	Yes	Somewhat	No	Don't Know
The Capital Kids Program has helped me with my homework	97%	2%	1%	

Table 20. School and Site Staff Perceptions about Homework Assistance

Item	Yes	Sometime	No	Don't Know
Most student completed their homework assignments				
School Staff	78%	8%	14%	

Table 21. Parents' Perceptions about Homework Assistance

Item	Strongly Agree	Agree	Agree Somewhat	Neutral	Disagree Somewhat	Disagree	Strongly Disagree
My child//children completed their homework assignments	96%		4%				

► DEVELOPMENTAL ASSETS

External Assets

Tables 22-24 indicate that stakeholders perceive the Capital Kids Program to positively impact the following three external assets- support, empowerment, and constructive use of time.

SUPPORT

1. Other adult relationships

Young person receives support from three or more non parent adults.

Table 22. The Capital Kid Program provided support from other adult relationships

Stakeholder Group	Yes	No
Tutors	100%	

EMPOWERMENT

2. Safety- Young person feels safe at home, at school, and in the neighborhood.

Table 23. The Capital Kids Program provided a safe environment

Stakeholder	YES	NO	Sometimes
Parents/Guardians	99%		1%
Tutors	100%		
School Staff	100%		

CONSTRUCTIVE USE OF TIME

3. Creative activities- Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.

Table 24. Most students were involved in creative activities.

Stakeholder	YES	NO	Sometimes
Tutors (n-)	37%		63%

Internal Assets

Tables 25 -27 indicate that stakeholders perceive the Capital Kids Program to positively impact the following internal external assets- positive values and positive identity.

POSITIVE VALUES

4. Caring- Young person places high value on helping other people.

Table 25. Other Stakeholders' Perceptions about Positive Values

Stakeholder	Strongly Agree	Agree	Agree Somewhat	Neutral	Disagree Somewhat	Disagree	Strongly Disagree
Parents/Guardians	43%	52%	3%	2%			
Tutors	14%	38%	49%				
School Staff	21%	42%	24%	12%	1%		

POSITIVE IDENTITY

5. Self-esteem- Young person reports having a high self-esteem.

Table 26. Students' Perceptions about Positive Identity

Item	Yes	Somewhat	No	Don't Know
The Capital Kids Program has helped me feel better about myself	83%		3%	14%
The Capital Kids program has helped me to feel I can be successful	86%	2%	7%	5%

Table 27. Other Stakeholders' Perceptions about Positive Identity

Stakeholder	Strongly Agree	Agree	Agree Somewhat	Neutral	Disagree Somewhat	Disagree	Strongly Disagree
Parents/Guardians	42%	44%	13%	1%			
Tutors	3%	35%	53%		9%		
School Staff	22%	37%	28%	10%	2%	1%	

► PROGRAM'S PERSONAL BENEFITS

Tables 28 & 29 indicate that both tutors and school staff perceive they derive some personal benefits from participation in the Capital Kids Program.

Table 28. Tutors' Perception of Personal Benefits

Item	Yes	Somewhat	No	Don't Know
The Capital Kids Program has helped me develop skills in working with at-risk students	87%	13%		

Table 29. School Staff Perception of Personal Benefits

Stakeholder	Strongly Agree	Agree	Agree Somewhat	Neutral	Disagree Somewhat	Disagree	Strongly Disagree
School Staff	39%	38%	6%	14%	3%		

Section 3: Key Findings & Recommendations

The following key findings were identified as a result of the program evaluation analysis.

- The Capital Kids Program met the City of Columbus Office of Education Attendance Performance Criteria.
- The Capital Kids Program exceeded the City of Columbus Office of Education Stakeholder Satisfaction Performance Criteria for all stakeholder groups.

- Qualitative data from all stakeholders' groups support the quantitative analysis regarding program satisfaction and program impact.
- All stakeholders perceived that both external and internal assets were positively impacted by the After-School Program.

Based upon these findings, the following are recommendations for consideration for the coming school year.

- The Site Directors should continue building upon the positive relationships established with school staff.
- Continue to utilize Education Management software program to plan, document, and manage program to ensure individual student needs are met.
- Take time during each reporting period to assess internal program performance including involvement and satisfaction of stakeholders so that programmatic changes can be made at the appropriate time.
- Conduct inventory of resources to determine adequacy and identify the type of additional resources that are needed.
- Share evaluation findings with stakeholders and use the results to create work plan for the coming the year.