

Ubuntu Kids Club: A Project Evaluation

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Executive Summary

Ubuntu Kids Club is an afterschool program of the African Canadian Association of Waterloo Region and Area. The program is designed to deliver cultural engagement and educational support services to immigrant and refugee children of African decent living In the Waterloo Region. This evaluation project assessed the programming offered by Ubuntu Kids Club in it's first programming year under Ontario Trillium Foundation funding support.

The environmental context of the program is the Waterloo Region, n mid-sized urban center in Southwestern Ontario with increasingly diversified

demographic of first generation immigrant and refugee families. The project goals of Ubuntu Kids Club examined in this evaluation were 1) the program's capacity to address educational barriers and increasing supports for immigrant elementary learners and 2) the program's success in demonstrating a model of after-school culture-based programming.

In the first year of programming, Ubuntu Kids Club operated weekly in two program sites Cedabrae Public School in Waterloo and Sunnyside Public School in Kitchener through partnership with the Waterloo Region District School Board's Community Use of Schools program. The direct oversight of the program was carried out through a program coordinator staff person who was supported by student volunteers accessed through Wilfrid Laurier University's Community Service Learning Centre. Recruitment was carried out through door to door promotion in targeted neighbourhoods with high representation of African immigrant and refugee families.

Evaluation of Ubuntu Kids Club applied quantitative and qualitative methodologies. Process evaluation measures included staff tracking tools that tracked attendance, gathered data on project participants personal and educational profiles and tracked weekly affect, behavior, educational progress and participation of children and youth attending Ubuntu Kids Club. Another process evaluation measure applied was the Quality Program Assessment (QPA) measure with four subscales; 1) Safe Environment 2) Supportive Environment 3) Interaction 4) Engagement. Process evaluation measures also included the Head, Heart & Feet art-based research tool and

pre and post interviews. Outcome evaluation measures included the Patterns of Adaptive Learning Scale with the following four subscales 1) Personal Achievement Goal Orientations, 2) Perception of Classroom Goal Structures, 3) Academic Related Perceptions, Beliefs and Strategies and 4) Perception of Parents, Home Life & Neighbourhood. Outcome measures also included two post focus groups; a parent focus group and a program participant focus group.

Evaluation findings showed that a total of 57 children and youth were served by the Ubuntu Kids Club program in the first year of programming and that social motivators such as peer participation as well as a need for academic support were encouraged participation in Ubuntu Kids Club. Participant feedback showed that children and youth valued opportunities for outings and field trips as well as culture-based programming offered at Ubuntu Kids Club. Process measures showed that Ubuntu Kids Club's project team was successful in achieving a safe and supportive environment for program participants with predominantly positive interaction but that more work needed to be done to ensure school-aged choice and leadership opportunities were being provided and that adequate reflection opportunities were build into programming sessions. Other key findings were that parents and child participants alike had concerns about racial discrimination in the school system and identified Ubuntu Kids Club as an important space for positive cultural engagement and identity expression.

It is the recommendation of this program evaluation that Ubuntu Kids Club invests in stronger recruitment strategies for the surrounding neighbourhood of the Cedarbrae Public School – Program site and that adequate transportation is put in place and resource to support attendance in the Waterloo site. Additional recommendations are that programming be restructured to accommodate older participants, that the project team investigate best practices to improve adaptive learning strategies for learners, that racial-trauma responsive programming be included as part of services to increase healthy racial and cultural identity supports for participating children and youth.

Introduction

In August 2016, The African Canadian Association of Waterloo Region and Area (ACAWRA) received \$67,600 in funding from Ontario Trillium Foundation to deliver an afterschool program at the conceptual stage; this resulted in the creation of Ubuntu Kids Club. Ubuntu Kids Club is an inclusive after-school social engagement and educational support program targeting urban immigrant and refugee children living in the Waterloo Region.

The African-Canadian Association of the Waterloo Region & Area is a local umbrella organization for African immigrant and refugee communities represented in the Waterloo Region, a mid sized urban centre in Southwestern Ontario. ACAWRA works in collaboration with community agencies, government organizations and the community at-large to enhance the general wellbeing community members. ACAWRA is a community based organization and is currently working in three program focus areas to increase the enhance community well-being. These areas include; the Homework Support Program for Children and Youth, Recreation: Indoor/Outdoor Soccer Program, and Immigration Aid. Historically the African Canadian Association of Waterloo Region and Area has operated a Homework Support Program to African Canadian children in the Waterloo Region. In 2009, Ontario Trillium Foundation funded ACAWRA to deliver a Homework Support Program in response to community identified social, educational and psychological challenges faced by local African Canadian children and youth. The African Canadian Association of Waterloo Region and Area built on the

successes and lesson learned of the Homework Support Program model to develop Ubuntu Kids Club in 2016. Ubuntu Kids Club design would incorporate a community-led after-school program model whose focus would be to offer culturally enriching educational support services to children served by the organization.

Program Rationale and Logic

The Waterloo Region has been determined to be one of the fastest growing immigrant receptor urban sites in Canada. As an African immigrant serving organization, ACAWRA has identified that over the years as an increasing number of immigrant families settle in and contribute to the overall growth and success of the Waterloo Region, the local social service and educational systems are yet in the process of adapting to the unique needs of a changing regional demographic. Newcomer families served by ACAWRA face a number of identified social and economic barriers that are part of the settlement experiences of immigrant and refugee children and youth. Immigrant children and youth whose families are exposed to housing and income insecurity and who themselves are faced with barriers in the academic system.

Ubuntu Kid Club provides a meaningful response to the social and educational needs experienced by African Canadian children by delivering intensive culture-based holistic support to participating elementary learners that addresses psychosocial needs and supports their educational

experience. Canadian researchers that have observed the experiences of African immigrant children and youth in the Canadian educational system have found that a “secured, clarified and developed self-identity and pride in African cultural/racial indemnity positively affects academic success among black students” (Codjoe, 2006). Ubuntu Kids Club would address a gap in delivering local culture-based services for African immigrant elementary learners. At Ubuntu Kids Club intended benefits are that participants; 1) have access to additional educational support where they can process their school experience and access support for identified areas of difficulty and 2) gain important skills in social navigation and emotional navigation through culture based group exercise that utilize African-culture based modalities of engagement that include play, art, story and song. A review of culture-based educational support programming initiatives in other Canadian communities supports the function of such programming for Black learners. For example, Hampton (2010) has considered the experiences of Black learner’s in Canada, has provided a historical review of Afrocentric educational initiatives in Montreal, and concluded the following:

Any adequate response to the crisis in the public education of Black learners should extend beyond the existing school system and seek to create spaces for emancipatory, community-based educational programming. Within the spaces created by community-based education initiatives, ‘education’ and ‘learning’ can be re-framed as an

accessible, culturally relevant, life-long process which belongs, ultimately, to communities themselves (Hampton, 2010).

As an afterschool program for African Canadian elementary learners, Ubuntu Kids Club is designed to utilize a cultural engagement and educational support approach to promote the psychosocial functioning of the members and promote educational success in the school system. The program design incorporates culture-based components that would utilize traditional stories, songs, art and play during group sessions. Codjoe (2006) studied the experiences of African learners in the Canadian school system and argued that “racial/ethnic cultural identity promotes a positive self-concept and is related to higher levels of self-esteem and academic achievement.”

Program Description

In its first year of operation, Ubuntu Kids Club functioned as an after-school social engagement and educational support program targeting urban immigrant and refugee children of African descent living in the Waterloo Region. During programming sessions, Ubuntu Kids Club staff strived to increase social supports to primary school aged children from who experience linguistic or other identified barriers navigating the school system. Ubuntu Kids Club operated from a community participation-strength based model by including parents, cultural community leaders, university placement students and volunteers from the larger community. On a weekly basis an interactive after-school environment was created where educational

support could be provided, interpersonal skills developed, confidence boosted and cultural heritage and self expression celebrated through play, song, dance and the arts.

Programming ran during the school calendar year and special events in the summer period in two city sites in the Waterloo Region with supportive partnership from Waterloo Region District School Board through the Community Use of Schools program. The first site was located at the City of Waterloo at Cedabrae Public School in the Sunnyside neighbourhood.

Programming was delivered in the school gym from 6pm to 8pm to Tuesdays.

The second site was Sunnyside Public School in Kitchener in the Sunnyside neighbourhood. The programming was delivered in the library from 6:30pm to 8:30pm. Programming was delivered in both semesters of the academic school year. Ubuntu Kids Club's program evening structure involved free play, an opening activity that employed story, song or play, homework/study time, snack, free play/art and closing. The project lead organization experienced delays in the program start date. October 2016 was spent in hiring staff, setting up the program operational structure and recruiting program participants. A program coordinator was hired and engaged in diverse promotion and recruitment strategies to reach the underserved and low-income African immigrant families living that could benefit from the program. Recruitment strategies included publicizing the program through local immigrant serving organizations including Kitchener-Waterloo Counselling Services - Together is Better Program, KW Multicultural Centre,

Cedarbrae Public School, Sunnyside Public School, Better Beginnings Waterloo, Sunnyside Community Centre and the diverse ethno-cultural African associations under the umbrella-ship of ACAWRA. Recruitment strategies also included calling member families on the ACAWRA listserv who have accessed homework support services in the past. The program coordinator in October 2016 engaged in door-to-door knocking in target neighbourhoods highly populated by the program's target demographic and handed out program fliers. Registration forms were distributed during fall semester recruitment and participating children were asked to submit forms during the first few weeks of programming (see Appendices for Sample Registration Form - figure 1.1). ACAWRA was also able to rely on word of mouth promotion as participating children and families shared with neighbours and peers. In addition to participant recruitment activities, the hired program coordinator carried out structure setting partner engagement. The coordinator registered the program with the Community Use of Schools service with the Waterloo Region District School Board by establishing an online profile, the program was approved and direct contact needed to be made with the identified schools to ensure room bookings for the desired timeslots. Additionally, the coordinator made contact with the Wilfrid Laurier University-Community Service Learning office to discuss volunteer placement opportunities with Ubuntu Kids Club. The process involved developing a formal arrangement and obtaining approval for Ubuntu Kids Club to operate as a placement setting for WLU students for the 2016 academic year. The

program coordinator ensured that all the placement-setting requirements were met and arrangements were made for volunteer orientations and for volunteer students from Wilfrid Laurier University to complete Vulnerable Sector Police Record Checks. Fall programming commenced on the first week of November 2016. The winter semester involved the same programming structure and special events included a Black History Month and community events.

Evaluation methods

This evaluation project's intent has been to assess the success of Ubuntu Kids Club as an afterschool program. Two central project goals guiding the evaluation include 1) Ubuntu Kids Club's success in addressing educational barriers and increasing supports for immigrant elementary learners and 2) the projects capacity to demonstrate a programming model for culture-based after-school programming. The evaluation will focus on the identified outcomes of the program as well as the processes involved in fulfilling the program mandate (see Appendix for Research Evaluation Design - Logic Model - figure 1.2). This evaluation applied quantitative and qualitative methodologies to carry out a process and outcome evaluation of the program. The evaluation process was responsive to the program delivery and tools were subject to change as various programming components underwent redirection.

Process Evaluation - Staff Tracking Tools

Ubuntu Kids Club frontline project staff and volunteers received weekly tracking tools. The Project Coordinator was equipped with an Attendance Tracking Tool (See Appendix for sample Attendance Tracking Tool - figure 1.3) whose function was to monitor project participant's attendance on a weekly basis. The data collected was to be program site specific. Data collected using the Attendance Tracking tool included weekly attendance of the project participant as well as weekly participation of parents, guardians/adult allies. Consistent data included project participant's names, school grade and contact phone numbers. The Attendance Tracking Tool was designed for updating by direct project staff and volunteers on a weekly basis.

The Ubuntu Kid Club coordinator was also equipped with an Affect, Behavior, Goals, Participation and Learner's Feedback -Tracking Tool (see Appendix for sample Affect, Behavior, Goals, Participation - Tracking Tool - Fig 1.4). This tool was a way to monitor the general progress and engagement level of every project participant by the staff and volunteers working with them on a weekly basis. The tool's function was to collect a significant amount of valuable data on an ongoing basis in a non-time consuming method. Staff were asked to indicate on a matrix of 1 to 5 each participant's presenting

affect or mood and his or her level of participation in the program's activities and his or her behavior. Staff could also use the tool to indicate progress on learning areas of math and literacy based on the educational activities provided to the child on a weekly basis as was applicable. Additionally, staff could use the tool to track the children's reflexive feedback on a program night using. The tool included age-accessible pictorial representations that learner's could use to indicate positive/negative or ambiguous feelings about the program evening on weekly basis.

A third Tracking tool provided to project staff was the Learner's Profile - Tracking Tool (see Appendix for sample Learner's Profile - Tracking Tool - Figure 1.5). The function of the Learner's Profile Tool was to collect some base-line information about each program participant upon registration to Ubuntu Kids Club. Data collected through the Learner's Profile Tools included participants names, age and school grades, contact information locating their physical address, parent/guardian information and transportation plans. The Learner's Profile - Tracking Tools were also used to collected cultural-linguistic and settlement information including each learner's ethnic background and linguistic orientations as well as his/her history of settlement in Canada. Additionally, the tool functioned to collect data on educational background information including the school attended by the project participant, educator details an indication of math and literacy skills as well as an indication of educational goals. Information was gathered from

registered participants and their parents/guardians as was applicable and as far as they were willing to provide the information.

Process Evaluation - Program Quality Assessment (PQA)

A process evaluation measure used to examine the overall afterschool program quality was the School Age - Program Quality Assessment (PQA) tool accessed through the Centre for Youth Program Quality. According to the CYPQ, the School Age PQA in its design will:

“Evaluate the quality of children’s programs and identify staff training needs. It consists of a set of score-able standards for best practices in afterschool programs, The School Age PQA is designed to empower people and organizations to envision optimal quality programming for children by providing a shared language for practice and decision making by producing scores that can be used for comparison and assessment of progress over time” (Weickart, 2012).

Smith and Hohman (2005) conducted a four year validation study on the Youth PQA on which the School-Age PQA is based and concluded that the tool is a valid, reliable, and highly usable measure of youth program quality. YouthRex, an Ontario-based initiative that promotes the integration of evidence and evaluation in the development and delivery of Ontario’s youth programs, has listed the School Age PQA among its inventory of process evaluation measures. The School-Age PQA is made up of four primary

subscales with corresponding focus areas (see Appendix Table 1.1 and Table 1.2 for QPA Subscales, Focus Area and corresponding definitions).

The School-Age Program Quality Assessment was applied twice during this evaluation; once in each semester at the Sunnyside Public School – program site and at the Cedabrae Public School Program site.

Process Evaluation - Head, Heart & Feet - Art-Based Tools

Head, Heart and Feet –Art Based Tool was a participatory approach to data collection that employed Art Based Research principles to gather meaning about Ubuntu Kids Club program evaluative topics through the interactive process of art making. The tool was accessed through Ontario-based YouthRex Research and Evaluation Exchange. *Head, Heart and Feet –Art Based Tool* involved inviting the program participants to reflect on thoughts, feelings and desired actions related to their experience at Ubuntu Kids Club. Participants were provided with outline drawings of a head, a heart shape and feet shapes as well as paints, crayons and markers. They were asked to take turns with each shape and using the mediums provided. The participants created visual representations that could include words or images. During the interactive activity, the researcher probed participants with reflective questions about what aspects of the program they felt had an impact on their minds. Participants reflected on their feelings about the program and expressed desired personal or collective actions that they wanted actualized at Ubuntu Kids Club. *Head, Heart and Feet –Art Based*

Tool was administered twice during this evaluation; once in each semester at the Sunnyside Public School – program site and at the Cedabrae Public School Program site.

Process Evaluation - Pre and Post Interviews

This program evaluation incorporated pre and post interviews with a sample of 15 program participants using selected questions from the YouthRex: Research and Evaluation Exchange – Interview Sample Guide 1 under the inventory of qualitative tools. Out of the 22 questions provided in the YouthRex Interview Sample Guide 1, this evaluation selected 12 interview questions that provided a broad based of data collection, capturing themes relevant to the Ubuntu Kids Club context (see Appendix for sample pre and post interview questions – Table 1.3)

Outcome Evaluation - Patterns of Adaptive Learning Scale (PALS)

The Patterns of Adaptive Learning Scale accessed through YouthRex: Research and Evaluation Exchange is listed within their inventory of outcome measures that is guided by the themes and measures set out by Ontario’s Ministry of Children and Youth Services’ *Stepping Up* framework. *Stepping Up* is the Government of Ontario's evidence-based strategic framework for improving youth outcomes. (Stepping Up Annual Report, 2016). In a study investigating the reliability of the Patterns of Adaptive Learning Scale Ross et al. (2005) published that PALS scales are likely to yield adequately reliable scores. The used in this evaluation examined the relation between the

learning environment and Ubuntu Kids Club program participant's motivation, affect, and behavior. The identified target population for the Patterns of Adaptive Learning Scale is children and youth between the ages of 5 and 17. All of the children participated in PALS evaluation were within the identified age range. According to YouthRex: Research and Evaluation Exchange (2017), particular themes and outcomes captured through the scale and that resonate with Ontario's *Stepping Up* framework covered three identified thematic categories. The first identified category is education and training where the PALS measure examines participant's achievement of academic success and educational experiences that respond to their needs and prepare them to lead.

SUBSCALES	Personal Achievement Goal Orientations	Perception of Classroom Goal Structures	Academic Related Perceptions, Beliefs, & Strategies	Perception of Parents, Home Life & Neighbourhood
EXAMPLE OF SCALE ITEM STATEMENTS	I like class work best when it really makes me think.	In our class, learning new ideas and statements is very important.	I can do almost all the work in class if I do not give up.	My parents want to see how my classwork relates to things outside of school.

Table 1.4: PALS Subscales and Examples of Scale Item Statements

The second thematic category captured in the PALS measure is diversity, social inclusion and safety. This category measures whether child and youth

participants feel safe at school, at home, online and in their community. Lastly, a third thematic category captured by the PALS measure as identified the YouthRex has to do with evidence of coordinated and child/youth friendly communities. This category is concern with whether children and youth participants have access to safe spaces that provide adequate opportunity for play and recreation. Table 1.4 lists the five subscales included in the Patterns of Adaptive Learning Scale and corresponding examples of scale item statements. The Patterns of Adaptive Learning Scale is 94 items in length and response options range from 1 (not true at all) to 5 (very true). Internal psychometrics as identified by YouthRex: Research and Evaluation Exchange (2017) for the reported to be of high reliability with an internal consistency $\alpha > .70$. The Patterns of Adaptive Learning Scale contains constant and convergent validity. The instrument was administered to a sample of 16 participants from both programming sites in the second semester of Ubuntu Kids Club Programming.

Outcome Evaluation - Post Interviews and Focus Groups

There were Post Interviews and Focus groups conducted after the conclusion of the after-school programming at the end of the school year. There was a focus group conducted with a sample of parents of program participants and as well as with child and youth program participants. In addition, there was an interview questionnaire sent out to program staff. The Parent Focus Group explored three areas of interest: 1) We asked parents to describe their children's experiences at school 2) We asked parents to talk about their

children's home life 3) We asked parents to discuss their children's experiences at Ubuntu Kid's Club. Nine parents attended the focus group conversation and the session lasted a period of two hours. The program participant Post-Focus Group examined the following questions:

1. What made you decide you wanted to attend Ubuntu Kids Club?
2. What was it like meeting the Ubuntu Kids Club staff for the first time?
3. How is Ubuntu Kids Club different from school?
4. What part of the program have been your favourite: have been your favourite parts of the program?
5. What is it like hanging out with other African kids?
6. Would you come back and what would you want to achieve?

Post-Interviews and Focus groups questions were adapted from the YouthRex: Research and Evaluation Exchange sample interview guides

Research Findings

Results for Process Evaluation - Staff Tracking Tools

Results from the Attendance Tracking - Staff Tracking Tool whose function was to monitor project participant's attendance on a weekly basis during the program period at the two programming sites. Two significant findings from this tool included the difference in attendance trends between the two programming sites and consistently strong attendance of special events and activities. While Sunnyside Public School - Programming Site based in City of Kitchener reached attendance targets, the Cedabrae Public School - Programming Site located in the City of Waterloo experienced trends of low attendance throughout the program year. This was the consistent trend

despite the fact that the Waterloo site is located in a neighbourhood with high representations of African immigrant and Refugee families. In addition, this was the case despite comparable door-to-door efforts carried out for both sites. One possible contributor to low attendance cited was the lack of adequate transportation supports at the Cedabrae site. (see Appendix for Attendance Tracking Tool Results - Table 1.5)

Themes identified in Affect, Behavior, Goals, Participation and Learner's Feedback - Staff Tracking Tool results included evidence of improved staff perceptions of participant, affect, behavior, participation and educational progress as the program year progressed. Another significant theme was that cultural activities had particular resonance for program participants, indicated in the fact that average scores in this category were highest. The Affect, Behavior, Goals, Participation and Learner's Feedback - Staff Tracking Tool also measured participant feedback on a weekly basis and showed that on average 97% of program participants each week experienced programming in a positive way. (see Appendix for Affect, Behavior, Goals, Participation and Learner's Feedback - Staff Tracking Tool Results Table 1.6)

Important information gathered from the Learner's Profile - Staff Tracking Tool included demographic data on the program participant population. Findings showed that there was close to equal gender representation among program users with slightly more female registrants. Cultural-linguistic information showed a high representation of African children and youth of South-Sudanese background among a predominantly East-African descent

group of attendees. Spoken languages that were identified included English, Swahili, Arabic, Juba, Nuer and Acholi. A noteworthy trend was that while participants located their ethnic background with South Sudan and a few other East-African countries of origin, the dominant group of attendees were Canadian born with second-generation immigrant experiences. Another significant finding from the Learner's Profile - Staff Tracking Tool is that the majority parents/guardians identified their children as having average skills in areas of math and literacy at the onset of the program (see Appendix for Learner's Profile - Staff Tracking Tool - Results for Math and Literacy Skills Category - Table 1.7).

Results for Process Evaluation - Program Quality Assessment (PQA)

Findings from the Program Quality Assessment indicated in the fall semester the Waterloo based Cedarbrae Public School - Programming site demonstrated high performance indicators in areas of psychological and emotional safety, offered a safe environment free of health hazards and appropriate emergency preparedness, that the space was accommodating to the activities and healthy food and drinks were provided. Also in the same semester the site evidenced a supportive environment offered through strong positive interactions with adults. . The same with evidenced at the Sunnyside Public School - Programming with lower performance in areas of emergency preparedness and the space being accommodating to the activities. Findings indicated a trend of lower scores in both sites in the fall

programming in providing adequate opportunities for school-age leadership and reflection during programming sessions. In the winter semester at both programming site performance indicators showed slight increases in areas of providing a warm welcome and in facilitating shared responsibility among attendees and a decrease in the achieving a child-centred space with adequate visual representations and child involvement in creating the environment. A possible explanation of performance fluctuations as the program year progressed also followed transition in Ubuntu Kids Club staff and volunteers who contributed diverse skill sets and expertise.

SUB-SCALES	SAFE ENVIRONMENT	SCORE (mean)	SUPPORTIVE ENVIRONMENT	SCORE (mean)	INTERACTION	SCORE (mean)	ENGAGEMENT	SCORE (mean)
FOCUS AREAS	emotional safety	4	warm welcome	5	managing feelings	2.5	school age planning	2.3
	healthy environment	5	session flow	3	belonging	5	school-age choice	3
	emergency preparedness	4.5	active engagement	5	school-age leadership	2.3	reflection	1.6
	accommodating environment	5	skill-building	3.8	interaction with adults	4.5	responsibility	5
	nourishment	4.3	encouragement	3				
			child-centred space	3				
TOTAL AVE. CATEGORY SCORES		4.6		3.8		3.6		3
TOTAL SITE SCORE								3.7

Table 1.8: Score Results for Cedarbrae Public School – Program Site, Fall Semester.

SUB-SCALES	SAFE ENVIRONMENT	SCORE (mean)	SUPPORTIVE ENVIRONMENT	SCORE (mean)	INTERACTION	SCORE (mean)	ENGAGEMENT	SCORE (mean)
FOCUS AREAS	emotional safety	3	warm welcome	3	managing feelings	2.5	school age planning	2.3
	healthy environment	5	session flow	3	belonging	5	school-age choice	3
	emergency preparedness	3.5	active engagement	5	school-age leadership	2.3	reflection	1.6
	accommodating environment	3.8	skill-building	3.8	interaction with adults	4.5	responsibility	5
	nourishment	4.3	encouragement	3				
			child-centred space	3				
TOTAL AVE. SCORES		3.9		3.4		3.6		3
TOTAL SITE SCORE = 3.4								

Table 1.9: Score Results for Sunnyside Public School – Program Site, Fall Semester.

SUB-SCALES	SAFE ENVIRONMENT	SCORE (mean)	SUPPORTIVE ENVIRONMENT	SCORE (mean)	INTERACTION	SCORE (mean)	ENGAGEMENT	SCORE (mean)
FOCUS AREAS	emotional safety	4	warm welcome	4.3	managing feelings	2.5	school age planning	2.3
	healthy environment	5	session flow	3	belonging	5	school-age choice	2.5
	emergency preparedness	4.5	active engagement	3	school-age leadership	2.3	reflection	1.6
	accommodating environment	5	skill-building	3	interaction with adults	4.5	responsibility	4
	nourishment	4.3	encouragem	3				

			ent child-centred space	2.1				
TOTAL AVE. SCORES		4.6		3		3.6		2.6
TOTAL SITE SCORE = 3.4								

Table 1.10: Score Results for Cedarbrae Public School – Program Site, Winter Semester.

SUB- SCALE S	SAFE ENVIRONME NT	SCO RE (mea n)	SUPPORTIVE ENVIRONME NT	SCO RE (mea n)	INTERACTI ON	SCO RE (mea n)	ENGAGEME NT	SCORE (mean)
FOCUS AREAS	emotional safety	4	warm welcome	4.3	managing feelings	2.5	school age planning	2.3
	healthy environment	5	session flow	3	belonging	5	school-age choice	2.5
	emergency preparednes s	3.5	active engagement	3	school-age leadership	2.3	reflection	1.6
	accommodat ing environment	3.8	skill-building	3	interaction with adults	4.5	responsibili ty	4
	nourishment	4.3	encouragem ent	3				
				child-centred space	2.1			
TOTAL AVE. SCORES 3.3		4.1		3		3.6		2.6

Table 1.10: Score Results for Sunnyside Public School – Program Site, Winter Semester.

Results for Process Evaluation - Art-Based Tool: Head, Heart & Feet

Identified patterns in the program participants' artwork provided results to the Head, Heart & Feet qualitative art-based measure. Participating children

used outline drawings of a head, a heart shape and feet shapes as well as paints, crayons and markers to create created visual representations of their experiences at Ubuntu Kids Club that could included words or images. (see Appendix for example of Head, Heart & Feet – Art-based responses – Figures 1.7, 1.8 & 1.9). Findings indicated that participants had strong positive associations with the program. Patterns identified in the “head” drawings indicated strong associations with Ubuntu Kids Club as a place of learning. Recurrent themes in the “heart” drawings indicated a spectrum of emotions with higher representations of words identifying positive feelings like “happy” and “excited”. The “feet” drawings provided meaningful data around activities that resonated with the program participants and what activities they envisioned themselves engaging in during their time at Ubuntu Kids Club. This data indicated the strong resonance that the children and youth had for physical and extra-educational curricula activities such as cultural engagement activities and special outings.

Result for Process Evaluation - Pre and Post Interviews

Findings from the Pre and Post Interviews provided insight around topics of recruitment, ongoing participation, participant perceived benefits of attending the program, interactions with staff and peers, impact of program on participant’s community outlook and feedback on ways to improve programming. Key findings indicated that door-to-door recruitment campaigns played a significant role in program in participants finding out about Ubuntu Kids club. Two themes were identified around motivations for

attendance, which were, peer attendance and need for academic support. Social connections and extra curricula events played a significant role in ongoing attendance. With regards to staff and peer interactions, one trend that was evident was that younger participants expressed stronger appreciation for adult interactions whereas older program participants preferred peer interactions during program evenings. Identified benefits of the program focused on social gains and opportunities to engage in cultural activities:

"I had fun coming to a program where had African dance, I don't usually get to dance and it was fun learning new steps".

(Cedarbrae Public School - Program Site, Grade 3 learner)

Themes in program improvement centred on snack choice. Participants expressed desiring more snack options from week to week and different snacks than those provided.

Results for Outcome Evaluation - Patterns of Adaptive Learning Scale (PALS)

Four subscales from the Patterns of Adaptive Learning Scale were administered to Ubuntu Kids Club Program Participants. Below are the results from the Patterns of Adaptive Learning Scale (PALS) based on a sample of 16 Ubuntu Kids Club Program participants. PALS uses a five-point Likert-type response scales and items on the student scales are anchored at 1 = "Not at all true," 3 = "Somewhat true," and 5 = "Very true." Items on the teacher

scales are anchored at 1 = "Strongly disagree," 3 = "Somewhat agree," and 5 = "Strongly agree. The first PALS sub-scale administered in this evaluation is the Personal Achievement and Goal Orientations Scale that tests the following focus categories; 1) Mastery Goal Orientation, 2) Performance-Approach Goal Orientation and 3) Performance-Avoid Goal Orientation.

Themes from the PALS indicated that Ubuntu Club Participants demonstrated average orientations and approaches to learning overall. There was a theme of understanding academic work and classrooms as important for developing competency. There were also indicators of maladaptive learning goal orientations, self-handicapping strategies and below perceptions of the neighbourhood environment as adequate to meet social needs. Findings under the Personal Achievement and Goal Orientation Scale indicated above average goals to develop competency, which is associated with adaptive patterns of learning. Under the same scale, findings indicated that Ubuntu Kids Club participants less likely to seek opportunities to perform competence in a learning environment and more likely to avoid demonstration of incompetence which is associated with maladaptive patterns of learning. Under the Perception of Classroom Goal Structure Scale, score trends showed that program participants had above average perceptions that purpose of academic work in classrooms settings is for developing competence. Under the same scale, findings indicated that below average perceptions of the classroom as a space to perform competence and above average perceptions of the classroom as a space to

avoid demonstrating incompetence. These findings revealed a pattern of adaptive as well as significant maladaptive learning goal orientations. Findings from the Academic Related Perceptions, Beliefs and Strategies Scale and the Under the Perceptions of Parents, Home Life and Neighbourhood Scale Ubuntu Kids Club participants had predominantly average or close to average scores. Areas of attention include evidence of above average scores in exhibiting self-handicapping strategies and below average scores in perceptions of accessing safe and enjoyable spaces for social gathering in neighbourhood settings.

Personal Achievement and Goal Orientations Scale - Mastery Goal Orientation		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
9. It is important to me that I learn a lot of new concepts this year.	4.5	3.99
25. One of my goals in class is to learn as much as I can.	4.4	4.28
29. One of my goals is to master a lot of new skills this year.	4.3	4.09
38. It is important to me that I thoroughly understand my class work.	4.4	4.07
49. It is important to me that I improve my skills this year.	4.2	4.34
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	4.36	4.15

Table 1.14: PALS Results - Personal Achievement and Goal Orientation Scale - Mastery Goal Orientation

Personal Achievement and Goal Orientations Scale - Performance-Approach Goal Orientation		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
8. It is important to me that other students in my class think I am good at my class work.	3.6	2.61
26. One of my goals is to show others that I'm good at my class work.	4	2.69
41. One of my goals is to show others that class work is easy for me.	3.6	2.38
45. One of my goals is to look smart in comparison to the other students in my class.	3.2	2.36
48. It's important to me that I look smart compared to others	2.7	2.28

in my class		
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	3.42	2.46

Table 1.15: PALS Results – Personal Achievement and Goal Orientation Scale – Performance-Approach Goal Orientation

Personal Achievement and Goal Orientations Scale - Performance-Avoid Goal Orientation		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
3. It is important to me that I do not look stupid in class.	2.6	2.41
33. One of my goals is to keep others from thinking I am not smart in class.	1.3	2.03
51. It is important to me that my teacher does not think that I know less than others in class.	3.2	2.63
55. One of my goals in class is to avoid looking like I have trouble doing the work.	2.6	2.52
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	2.42	2.40

Table 1.16: PALS Results – Personal Achievement and Goal Orientation Scale – Performance-Avoid Goal Orientation

Perception of Classroom Goal Structures - Classroom Mastery Goal Structure		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
59. In our class, trying hard is very important.	4.25	4.26
61. In our class, how much you improve is really important	4.25	4.26
63. In our class, really understanding the material is the main goal	3.8	3.92
66. In our class, it is important to understand the work, not just memorize it.	5.54	4.21
68. In our class, learning new ideas and concepts is very important.	4.7	4.05
70. In our class, it is OK to make mistakes as long as you are learning.	4.3	3.98
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	4.30	4.11

Table 1.17: PALS Results – Perception of Classroom and Goal Structure Scale – Classroom Mastery Goal Structure

Perception of Classroom Goal Structures - Classroom Performance-Approach Goal Structure		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
62. In our class, getting good grades is the main goal.	3.9	3.51
64. In our class, getting right answers is very important	2.8	3.00
71. In our class, it's important to get high scores on tests.	2.5	3.49
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	3.0	3.34

Table 1.18: PALS Results - Perception of Classroom and Goal Structure Scale - Classroom Performance-Approach Goal Structure

Perception of Classroom Goal Structures - Classroom Performance Avoidance Goal Structure		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
60. In our class, showing others that you are not bad at class work is important.	3	2.17
65. In our class, it is important that you don't make mistakes in front of everyone.	2.09	2.05
67. In our class, it's important not to do worse than other students	2.3	2.00
69. In our class, it is very important not to look dumb.	1.5	2.00
72. In our class, one of the main goals is to avoid looking like you can't do the work	2.1	1.19
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	2.2	2.03

Table 1.19: PALS Results - Perception of Classroom and Goal Structure Scale - Classroom Performance-Avoidance Goal Structure

Academic-Related Perceptions, Beliefs, and Strategies - Academic Efficacy		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
1. I am certain I can master the skills taught in class this year.	3.43	4.17
11. I'm certain I can figure out how to do the most difficult class	3.12	4.10

work		
52. I can do almost all the work in class if I do not give up.	3.26	4.42
56. Even if the work is hard, I can learn it.	3.9	4.42
58. I can do even the hardest work in this class if I try	3.75	4.33
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	3.5	4.20

Academic-Related Perceptions, Beliefs, and Strategies - Academic Press		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
6. When I have figured out how to do a problem, my teacher gives me more challenging problems to think about.	3.5	3.14
10. My teacher presses me to do thoughtful work.	3.25	3.20
15. My teacher asks me to explain how I get my answers.	4.6	4.09
17. When I am working out a problem, my teacher tells me to keep thinking until I really understand.	3.7	3.61
19. My teacher doesn't let me do just easy work, but makes me think	4.46	4.05
53. My teacher makes sure that the work I do really makes me think.	4.25	3.53
57. My teacher accepts nothing less than my full effort.	3.98	3.63
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	3.9	3.62

Table 1.20: PALS Results – Academic-Related Perceptions, Beliefs, and Strategies Scale – Academic Efficacy

Table 1.21: PALS Results – Academic-Related Perceptions, Beliefs, and Strategies Scale – Academic Press

Academic-Related Perceptions, Beliefs, and Strategies - Academic Self Handicapping Strategies		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
12. Some students fool around the night before a test. Then if they do not do well, they can say that is the reason. How true is this of	3.3	2.00

you?		
16. Some students purposely get involved in lots of activities. Then if they do not do well on their class work, they can say it is because they were involved with other things. How true is this of you?	2.9	2.16
18. Some students look for reasons to keep them from studying (not feeling well, having to help their parents, taking care of a brother or sister, etc.). Then if they do not do well on their class work, they can say this is the reason. How true is this of you?	2.2	2.08
42. Some students let their friends keep them from paying attention in class or from doing their homework. Then if they do not do well, they can say their friends kept them from working. How true is this of you?	2.2	2.22
44. Some students purposely do not try hard in class. Then if they do not do well, they can say it is because they did not try. How true is this of you?	1.9	1.89
47. Some students put off doing their class work until the last minute. Then if they do not do well on their work, they can say that is the reason. How true is this of you?	2.57	2.29
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	2.51	2.09

Table 1.22: PALS Results – Academic-Related Perceptions, Beliefs, and Strategies Scale – Academic

Self-Handicapping Strategies

Academic-Related Perceptions, Beliefs, and Strategies - Avoiding Novelty		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
7. I would prefer to do class work that is familiar to me, rather than work I would have to learn how to do.	3.43	2.94
20. I do not like to learn a lot of new concepts in class.	1.9	2.33
23. I prefer to do work as I have always done it, rather than trying something new.	3.07	2.91
35. I like academic concepts that are familiar to me, rather than those I have not thought about before.	2.46	3.06
40. I would choose class work I knew I could do, rather than work I have not done before.	3.6	3.35
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	2.89	2.92

Table 1.22: PALS Results – Academic-Related Perceptions, Beliefs, and Strategies Scale – Avoiding

Novelty

Academic-Related Perceptions, Beliefs, and Strategies - Cheating Behavior		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
22. I sometimes copy answers from other students during tests.	1.56	1.48
31. I sometimes cheat on my class work.	1.6	1.70
39. I sometimes copy answers from other students when I do my class work.	1.86	1.74
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	1.67	1.64

Table 1.22: PALS Results – Academic-Related Perceptions, Beliefs, and Strategies Scale – Cheating Behavior

Academic-Related Perceptions, Beliefs, and Strategies - Disruptive Behavior		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
14. I sometimes annoy my teacher during class.	2	2.31
30. I sometimes get into trouble with my teacher during class.	2.8	2.16
34. I sometimes behave in a way during class that annoys my teacher	1.9	2.14
50. I sometimes do not follow my teacher's directions during class. 54. I sometimes disturb the lesson that is going on in class.	3	2.20
54. I sometimes disturb the lesson that is going on in class.	2.1	2.05
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	3.36	2.17

Table 1.23: PALS Results – Academic-Related Perceptions, Beliefs, and Strategies Scale – Disruptive Behavior

Perceptions of Parents, Home Life and Neighbourhood - Dissonance Between Home and School		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
76. I do not like to have my parents come to school because their ideas are very different from my teachers' ideas.	2.5	1.80
81. I feel uncomfortable when my parents come to school, because	1.6	1.96

they are different from the parents of many of my classmates.		
83. I feel troubled because my home life and my school life are like two different worlds.	2.6	1.96
85. I am not comfortable talking to many of my classmates because my family is very different from theirs.	1.4	1.64
88. I feel upset because my teacher and my parents have different ideas about what I should learn in school.	1.3	1.94
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	1.88	1.87

Table 1.24: PALS Results – Perceptions of Parents, Home Life and Neighbourhood Scale – Dissonance Between Home and School

Perceptions of Parents, Home Life and Neighbourhood – Neighbourhood Space		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
74. In my neighborhood, I have trouble finding safe places to hang out with my friends. (reversed)	2.1	3.99
77. After school, I find it difficult to find anything worthwhile to do in my neighborhood. (reversed)	2.3	3.56
79. On the weekends, I can find good and useful things to do in my neighborhood.	3.5	3.67
84. After school, I can find many interesting and positive things to do in my neighborhood.	3.9	3.53
86. In my neighborhood, there are places I can go to play outdoors and have fun.	4.1	3.85
93. In my neighborhood, there are no places I can go that are attractive and clean. (reversed)	1.3	3.91
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	2.88	3.74

Table 1.25: PALS Results – Perceptions of Parents, Home Life and Neighbourhood Scale – Neighbourhood Space

Perceptions of Parents, Home Life and Neighbourhood – Parent Mastery Goal		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
75. My parents want me to spend time thinking about concepts.	2.7	3.27
80. My parents want my work to be challenging for me.	2.8	3.18
82. My parents would like me to do challenging class work, even if I make mistakes.	3.7	3.78
87. My parents want me to understand my class work, not just	4.5	3.38

memorize how to do it.		
89. My parents want me to see how my class work relates to things outside of school.	2.3	3.12
91. My parents want me to understand concepts, not just do the work.	3.9	4.22
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	3.08	3.66

Table 1.26: PALS Results – Perceptions of Parents, Home Life and Neighbourhood Scale –Parent

Mastery Goal

Perceptions of Parents, Home Life and Neighbourhood - Parent Performance Goal		
ITEMS	Ubuntu Kids Club - Item Mean Score	PALS Manual - Item Mean Score
73. My parents do not like it when I make mistakes in my class work.	2	2.11
78. My parents would like it if I could show that I am better at class work than other students in my class.	2.8	2.01
90. My parents would like me to show others that I am good at class work.	3	2.50
92. My parents think getting the right answers in class is very important.	3.1	3.50
94. My parents would be pleased if I could show that class work is easy for me.	3	3.39
	Ubuntu Kids Club - Scale Mean Score	PALS Manual - Scale Mean Score
	2.78	2.70

Table 1.27: PALS Results – Perceptions of Parents, Home Life and Neighbourhood Scale –Parent

Performance Goal

Results for Outcome Evaluation - Post-Focus Groups

A parent focus group and a program participant focus groups were conducted after the conclusion of the afterschool programming.

The program participant focus group ran in two sessions designed around age differences. The sessions were hosted in an outdoor park setting. The first session was held with seven older participants, grades 6 to grade 10 and the second session was held with younger participants grades 1 to grade 5. In both sessions, questions similar to the pre-interview guide were used to gather feedback about experiences at Ubuntu Kids Club.

Findings showed that recurring themes related to motivations to attend the program centered social and gaining educational support, which supported findings from previously conducted interviews, however there was also indication of cultural engagement as a motivating factor for attendance.

Below are a sample of responses related to reasons to attend.

"I learned that it was an African club and I don't get outside and connect with anyone of my culture"

~UBK Student Participant

Student: "It is good for school and teaches us some stuff that you haven't learned yet and you get a head- start, first we were not learning decimals at school then we started learning it at Ubuntu Kid Club and then I already knew"

~UBK Student Participant

"I started coming in September. I came because there was nothing to do at home and sometimes I had lots of homework. I needed resources like computers and did not have them at home. I had access to the computer at Ubuntu Kids Club. Joseph [project team member] told my dad and my dad told me about it to inform the other children".

~UBK Student Participant

Focus group participants made comparisons between Ubuntu Kids Club and their school experience, discussing dissatisfaction with being treated equally at school and reported concerns about perceived racial discrimination from teachers at school that was not present at Ubuntu Kids Club where they where they experienced increased representation among other Black children and youth with shared experiences. They also discussed feeling positively about having playtime structured into the program and having more attention from adult staff:

“Teachers have more time for me and the teachers at time say, “I’m going to come and Ms. Hall says; “Ill give you five minutes” and she never come to me. She says, “Oh sit down”.

~UBK Student Participant (Grade 9)

“They are Black and I know them better because they are Black too. I feel uncomfortable with White people sometimes. At school they won’t help you and you end up feeling ignored, they don’t give you enough information sometimes”.

~UBK Student Participant (Grade 9)

Results also indicated that participants experienced sharing cultural identity as meaningful. Capacity to engage in speaking common African languages was a recurrent theme in responses demonstrating that participants valued being able to engage with peers in their various spoken languages.

“It is fun, especially since you can learn stuff you haven’t learned and you can talk to people about your culture and they know what you’re talking about. For example the traditional dance”.

~UBK Student Participant

“You want your culture to keep on going you don’t want it to fade away and stop”.

~UBK Student Participant

“Language, I spoke my own language, I spoke Arabic to other students too”.

~UBK Student Participant

“With Gloria I spoke, Acholi when I had something to say”.

~UBK Student Participant

Nine parents of program participants attended the parent focus group. It was held in community meeting space as part of an afternoon parent engagement workshop. Questions designed focused on three basic themes, the parent’s perception of their child’s experience within the school system, the parent’s observation of their child’s experience at home and the parent’s feedback on their child’s involvement with Ubuntu Kids Club. Documented below is summery and noteworthy participant comments from the conversation.

Finding related to the parent’s perceptions of their children’s experiences within the school system showed a spectrum of responses including recurrent discussion of concerns around teacher-child interactions as well as concerns around racial integration in school experiences as is evident in the two comments below:

“I think reading and science, he has had difficulties with that and even writing paragraphs and he has difficulty spelling. It’s hard for him now and he’s in grade seven. This year when he went to grade seven, because it’s

harder. I noticed my son has more challenges than my daughters. He says he doesn't like school because of the way the teacher treats him. He has asked if he can change schools and that maybe he can do better".

~UBK Program Participant's Parent

"Academics is a concern. I think my children are doing well but when my daughter was joining kindergarten, she was the only Black girl and she wasn't comfortable joining the school and felt that nobody wanted to play with her. I encouraged her to ask them. So sometimes they joined groups and they say you are so Black. We moved to Coronation Public School in Grade two and they were the only Black kids there because before in Cambridge there was only White but now there's more Black students. I tried to address questions with the teachers because at first the teachers were not getting involved [with racial comments toward child]. I got involved and fought with them. As far as grade four in concern, no more problem"

~UBK Student Participant Parent

Discussion around experience of children at home revealed that parents experienced challenges related to keeping children engaged after school and maintaining work related responsibilities, there was discussion of challenges related to motivating children to complete academic work at home. Several parents discussed various strategies that they apply in their parenting.

Themes around parent's experiences with Ubuntu Kids Club centred on the value of the program as means to access academic support and social engagement, positive impact of the program on their children and concerns around adequate transportation supports.

Discussion and Recommendations

Staff Tracking Tools

Themes identified in research findings from Staff Tracking Tools included evidence of higher attendance in the Kitchener site and consistently lower attendance in the Waterloo programming site, evidence of strong attendance at special events and activities. A possible barrier to attendance at the Cedabrae Public School - Program Site was the lack of transportation. Research has shown that “transportation is a key barrier to program participation. Programs struggle to provide safe transportation for students for a number of reasons: transportation costs, distance from school to afterschool, and lack of public transportation” (Little, 2007). The theme of high attendance at cultural events was identified. Other themes identified from tracking tools included improvement in staff perceptions of affect, behavior and educational progress as the program year unfolded, highest staff perceptions of learner’s participations in areas of cultural engagement. These findings are useful for demonstrating staff perceptions of program functionality and impact on attendees. Finally, demographic themes identified strong representation of South Sundanese - African immigrant program users. Cultural-linguistic based data can be used inform future recruitment and ensure adequate culturally informed supports in programing design.

Recommendations:

- More work needs to be done to engage barriers to attendance at the Waterloo Cedarbrae Public School site. Transportation was identified as a possible barrier during the winter months when families are less likely to walk. Develop a partnership with the school board to arrange for a bus to shuttle the children to the programming site. Also, more community engagement with families living in the Sunnydale Place Neighbourhood would be recommended given that it is a high density low income area with a high population of African Canadian families.
- Stronger focus on special events could be incorporated during the programming year given the high attendance and be used as an opportunity.
- Strengthen the cultural component of the program that resonates with program participants.
- Focus attention on supporting educational skills in math by investing in more math curriculum supports, books and activities.
- Develop a youth component of the program to accommodate older participants who are in grades 7 to 10.

Program Quality Assessment (PQA)

Research supports the value of program quality assessments to support success in afterschool programmatic interventions. Studies have shown that efforts to improve access and participation in programming must “incorporate attention to supporting and improving program quality. This includes promoting the use of statewide quality assessment tools, supporting an integrated professional development system, and providing incentives for

quality improvement efforts". (Little, 2007). Program Quality Assessments of Ubuntu Kids Club programming sites throughout the year indicated above average results. One trend identified was fluctuation in some measured areas that could be attributed to transitioning staff.

Recommendations:

- Program developers need to identify strategies that incorporate stronger engagement in areas of reflection and program participants opportunities plan programming activities. This may require added supports and resources provided to programming staff prior to and during the programming months to put time into designing and incorporating identified strategies.
- Program developers need to investigate ways to increase choice during the programming session. In the first semester, the program coordinator managed to work towards designing activity centers. More needs to be done to resource activity centres with adequate multi-sensory [tactile (rocks, fabric, blocks), visual (books, pictures), etc.]) materials and structured time needs to be set aside for participants to explore activity centres.
- If programming is to run at the Sunnyside Public School site again, Ubuntu Kids Club might want to advocate for use of the gym or a second room to provide adequate space to program participants.
- Ensure that all new staff and volunteers are trained on emergency procedures that are site specific including location of fire extinguishers and emergency exits. If the first-aid kit is not easily accessible at the

school site, ensure that Ubuntu Kids Club staff have access to a first-aid kit purchases with the program materials.

Head, Heart & Feet

Themes from the Head, Heart & Feet art based measure included evidence of strong associations of Ubuntu Kids Club with educational activities, highly positive emotional responses to programming and patterns of interest in cultural and physical activities as part of Ubuntu programming. The tool was helpful in providing an accessible medium of ongoing feedback from the program participants.

Recommendation:

- Beyond its evaluative function, the Head, Heart & Feet exercise might be a worthwhile activity to incorporate into future programming. Participants often expressed excitement to document their thoughts and feelings and it provides a form of reflection and debrief.

Pre and Post Interviews

The pre and post interviews revealed that most participants found out the program through house visits from program representatives. They also indicated that social connections were a major motivator of joining in the

program, based on the participation of peers. Social motivator and peer participation were also a major factor in ongoing engagement in the program for participants. Accessing support with homework and socializing were reported by participants to be the most important aspect of the program. Adult interactions also seemed to have an impact for program participants, especially younger participants tended to grow more attached and seek out adult interactions. Individual interviews did not reveal in-depth reflection of theme of snacks was recurrent as respondents expressed a desire for more or different snacks. All interviewees expressed interest to return to the program.

Recommendation:

- Strengthen and resource door to door community engagement as the most effective way of recruitment for future programming.
- Tap further inter peer communication by encouraging participants to invite their friends and share information about the program with their peers and other children in the neighbourhood that may want to attend.
- Engage children in snack schedule planning alongside dietary education to increase understanding of why healthy snacks are selected.

Patterns of Adaptive Learning Scale (PALS)

Bohn (2012) demonstrated that “that student perceptions of after-school program performance approach goal structures significantly predicted an individual performance-approach goal orientation beyond that accounted for by classroom performance-approach goal structures”. This empirical evidence points to the significant impact of the after-school program setting in supporting adaptive learning orientations. Ubuntu Kids Club program participants demonstrated a range of scores evidencing some areas of adaptive orientations as well as significant areas of maladaptive patterns of learning.

Recommendations:

- Ubuntu Kids Club Project Team would benefit from discussing findings of the PALS: Personal Achievement Goal Orientation Scale with program staff and research programming approaches that develop adaptive orientations of personal achievement for elementary learners. Explore staff training that helps support personal achievement orientations for children and youth.
- Ubuntu Kids Club project team would also benefit from identifying strategies to support healthy classroom goal structures that emphasize students perceiving the classroom setting as a space to develop competence. The project team should explore strategies to dismantle goal structures that prioritize performance-approach structures of demonstrating competence or performance-avoid structures of avoiding demonstrating incompetence. The Ubuntu Kids Club setting

might provide an optimal space to assist kids in forming healthy competence-development-focused perceptions of learning settings.

This might be achievable through intentional conversations and reinforcement of health perceptions. However, it would be beneficial for project staff to research best strategies.

- Ubuntu Kids Club project team would also benefit from reviewing scores from the PALS: Academic Related Perceptions, Beliefs, & Strategies and once again discussing with project team implementable practices to reinforce project participants adaptive perceptions, beliefs and strategies.
- Finally, the Ubuntu Kids Club project team would benefit from reviewing the Perceptions of PALS: Parents, Home Life and Neighbourhood Scale scores. Findings may offer insight on parent engagement programming and in programmatic intervention designs that address home-life and neighbourhood needs of program participants.

Post-Focus Groups

Program Participant Post-Focus Group: Findings from the Program Participant

- Post Focus Groups supported earlier findings that participation in the program was motivated by a desire for social connection, peer participation and a need for academic support. In the post-focus group, participants also identified interest in a culture-based program as motivators in participating. Post-focus group discussions also revealed that staff attitudes and interactions with participants increased interest in the program. The post-

focus group discussions detailed program participants concerns around racial discrimination in the school setting and the value of a program like Ubuntu Kids Club where racial identity was supported and they felt well represented. In the post-focus groups program participants also emphasized that special events and outings were their favourite aspects of the program, they offered suggestions around structuring the program to meet the needs of the different age groups and expressed concern around adequate transportation. Participants emphasized the importance of the cultural aspect of the program and expressed appreciation for being able to engage interact in their languages.

Parent Post-Focus Group: The parent focus groups revealed that parents had strong concerns around the academic experiences of their children and their social experiences in the education system. The discussions revealed that while parents faced challenges engaging their children in their home-life, they were able to develop strategies to solve problems as they arose. Parents expressed need for after-school engagement as a needed support. Parents expressed that their children were having a positive experience at Ubuntu Kids Club. Some parents wanted to see stronger focus on academics. Others reported that the social aspects were meaningful for their children. Parents expressed concerns around transportation arrangements to ensure the children were home at an appropriate time.

Recommendations:

- Specific programming on racial-trauma care and healthy racial identity formation.
- Better coordination and resourcing around transportation. There were recurring reports of children who wanted to attend but didn't have a ride.
- Continue to incorporate special events and outings as integral part of Ubuntu Kids Club programming.
- Continue promoting and strengthening cultural aspect of programming with increased use of the arts, drumming, traditional song dance and storytelling. Support use of African indigenous languages as celebrated aspects of participant's identities.
- Stronger engagement and involvement of parents through volunteer roles, special events and workshops.

Conclusion

This program evaluation has assessed Ubuntu Kids Club in the first year of operation as an afterschool cultural engagement and academic support program. The African Canadian Association of Waterloo Region and Area was funded by Ontario Trillium Foundation to deliver services to African immigrant and refugee children and youth through the Ubuntu Kids Club culture-based model. Ubuntu Kids Club was successful in 1) delivering academic support programming to children and youth and 2) demonstrating

a successful culture-based engagement model. Recommendations have been offered for strengthening the impact and quality of service for future programming. Through multiple qualitative and quantitative process and outcome measure, this program evaluation has found that Ubuntu Kids Club meets a significant service need for African immigrant and refugee children and their families living in the Waterloo Region.

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Appendices

Ubuntu Kids Club Registration Form

Child's Name _____
 Date of Birth _____ Age: _____ Grade: _____
 School: _____

Parent/Guardian's Name: _____
 Relation to Child: _____
 Address _____ City _____
 Postal Code _____ Email _____
 Phone _____ Best way to contact you? _____

Emergency Contact Information
 Name _____ Phone _____
 Relationship _____

Which program will you be attending:
All our programs run from 6:30 – 8:30p.m at the locations listed below. Please indicate which program your child will be attending by checking all applicable times and locations below.
 a. Monday Evening (KW Counseling, Kitchener) _____
 b. Tuesday Evening (Cedarbrae Public School, Waterloo) _____
 c. Wednesday Evening (Sunnyside Public School) _____

Please indicate with one answer:
 My child will be picked up from the program site: Yes _____ No _____
 My child can walk home from the program site: Yes _____ No _____

If your child will be picked up, please write the name of who will be picking them up:

Health information:
 Does your child have any allergies _____ if yes, list them below

 Does your child have any physical or mental health concerns? _____ if yes, list them below:

Photographic Release: I hereby give permission to ACAWRA to take and use all photos taken of my child during the Ubuntu Kids Club, for any promotional material including advertising, brochures, publications, video productions, and other uses. I waive the right to any fee or compensation for the use or reproduction of the resulting photographs in any medium.
 Signature _____

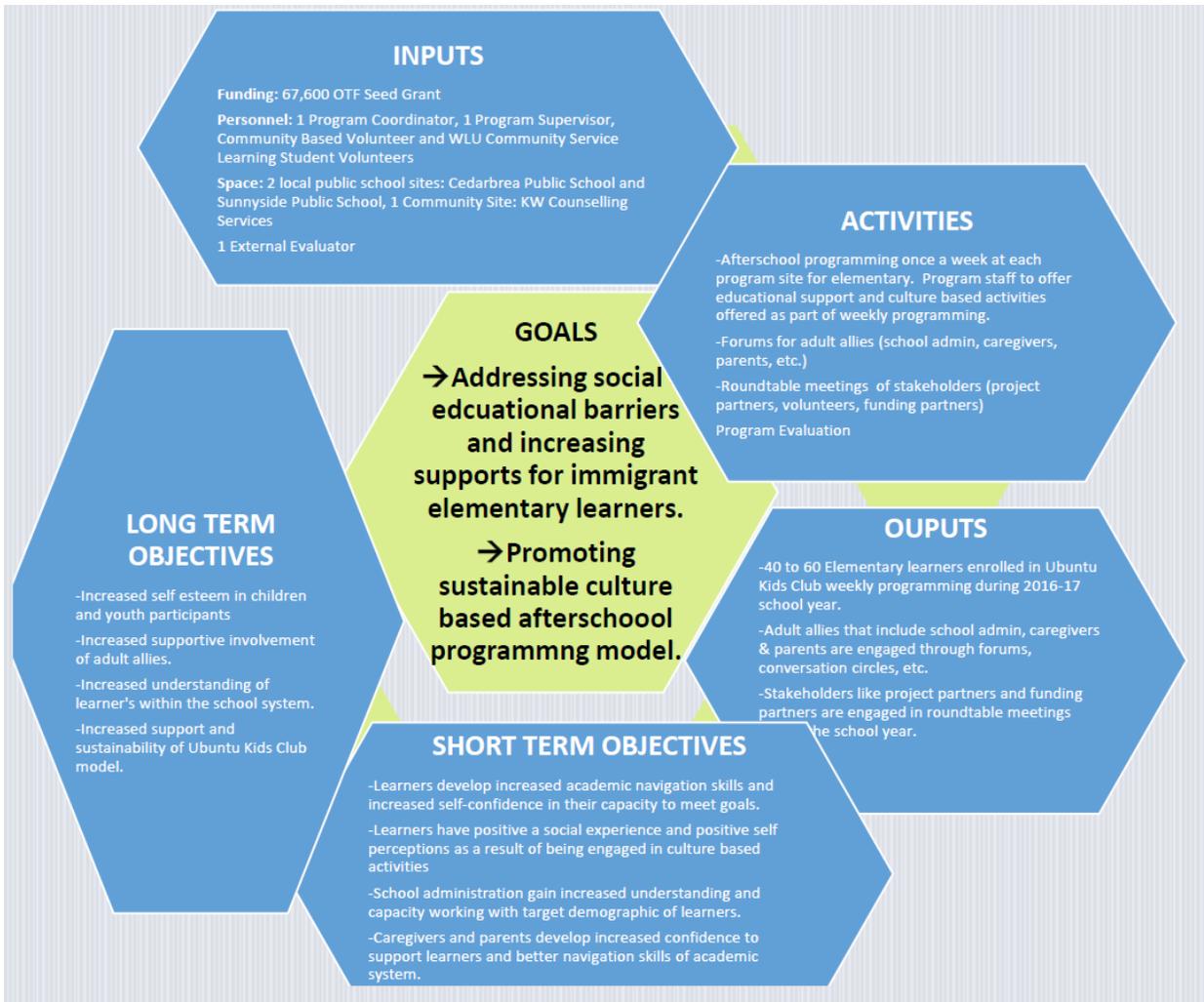
Parent/Guardian Consent & Waiver

I understand that my child (name) _____ participate in the Ubuntu Kids Club: Education and Culture after-school program with ACAWRA. I agree to assume and accept all liability and responsibility for the actions of my child resulting from their activity as a participant at Ubuntu Kids Club – and that ACAWRA is not liable for any accidents or injuries that occur. I grant my consent to the collection of any of my child's personal information which he/she may provide.

Parent/Guardian Name _____
 Date _____
 Parent/Guardian Signature _____

Fig 1.1: Ubuntu Kids Club Registration Form Sample

Fig 1.2: Research Evaluation Design – Logic Model



Ubuntu Kids Club –Weekly Tracking Tool – Attendance
TO BE COMPLETED WEEKLY BY PROJECT STAFF

Program Site: __Sunnyside P.S._____ Month: _____ Date: _____

	Learner's Last Name <small>(List Learners Last names in Alphabetical Order)</small>	Learner's First Name	Learner's Attendance Present or Absent	Parent/ Guardian Attendance Present or Absent	Grade	Phone Number
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

Fig 1.3: Attendance Tracking Tool

Fig 1.4: Affect, Behavior, Goals, Participation and Learner's Feedback - Weekly Tracking Tool

Ubuntu Kids Club –Weekly Tracking Tool
TO BE COMPLETED WEEKLY BY PROJECT STAFF

Learner’s Behavior & Affect

Program Site: _____ Month: _____ Date: _____

Learner’s Last Name _____ Learner’s First Name _____

Behavior relates to the student’s response to instructions and interaction with fellow learners. Presenting affect relates to the learners’ general mood, did the learner seem enthusiastic about participating in the program, did they present as tired, sad, happy, withdrawn. In the explanatory notes section please provide a brief rationale for the points assigned.

Rubric: 1 – Poor 2 – Average 3 – Good 4 – Very Good 5 – Excellent

Behavior	Presenting Affect	Notes

Learner’s Educational Progress

Educational progress as it relates to identified goals in learner’s profile with regards to the learner’s math and literacy skills.

Rubric: 1 – Poor 2 – Average 3 – Good 4 – Very Good 5 – Excellent

Math	Literacy	Notes

Learner’s Participation in Cultural Engagement Activities

Learner’s level of enthusiasm and participation in culture based activities that are part of program evening including art, song, dance, play, story telling, etc.

Rubric: 1 – Poor 2 – Average 3 – Good 4 – Very Good 5 – Excellent

Participation	Notes

Learner’s Feedback

Invite the learner to color the box with a face that shows how they feel about the program session.

How was your night at Ubuntu Kids Club?

Great!	Not So Good!	I don’t know
		

Fig 1.5: Learner’s Profile – Tracking Tool

Ubuntu Kids Club – Learner's Profile

Learner's Information

Name _____ Age: _____ Gender: _____

Parent/Guardian Information

Parent/Guardian Name: _____ Email: _____

Home Address: _____

Is the parent/guardian capable of making pick up/drop off transportation arrangement for the learner?

- Yes
 No

If no, please provide reason: _____

Home Phone Number: _____ Contact Email: _____

Cultural-Linguistic & Settlement Information

Languages spoken: _____

Country of Birth: _____ If not Canada, how many years in Canada _____

Educational Information

Learner's School: _____ Learner's Grade: _____

School Address: _____ School Phone: _____

Teachers Name: _____ Teacher's Phone: _____

Teacher's Email: _____

Has the learner been identified to have any learning disabilities or special needs? If so, please provide additional information: _____

Has the learner been identified to have any mental, physical or developmental or behavioral challenges that may affect learning? If so, please provide additional information: _____

Literacy Skills: <input type="checkbox"/> Below Average <input type="checkbox"/> Average <input type="checkbox"/> Above Average <input type="checkbox"/> Excellent	Math Skills: <input type="checkbox"/> Below Average <input type="checkbox"/> Average <input type="checkbox"/> Above Average <input type="checkbox"/> Excellent
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Learner's Program Participation Goals**Educational Goals:**

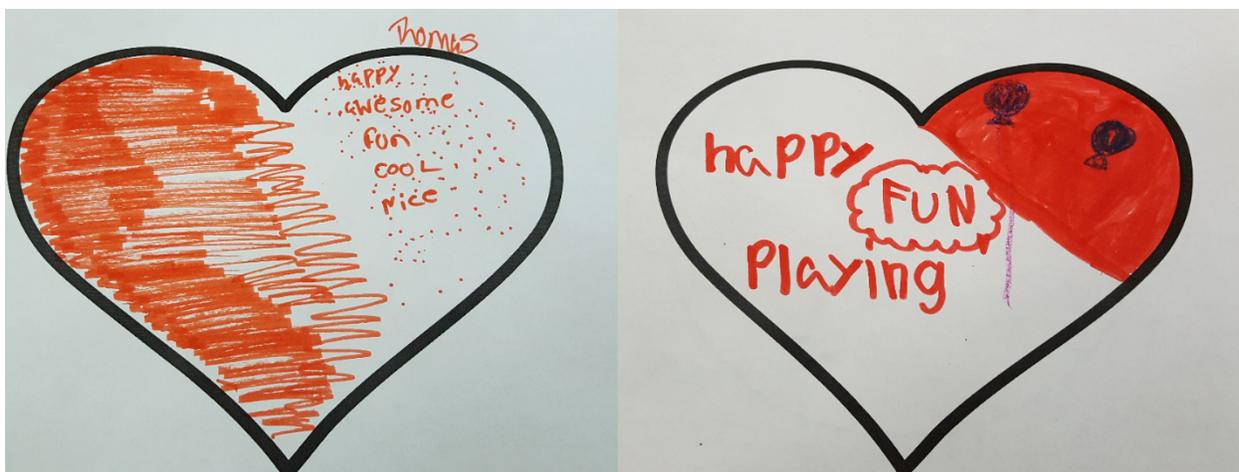
Other Goals:



Figure 1.7: Examples of responses from participants on reflections on how Ubuntu Kids Club Activities engaged their minds.



Figure 1.8: Examples of responses from participants on reflections feelings they have about their time at Ubuntu Kids Club



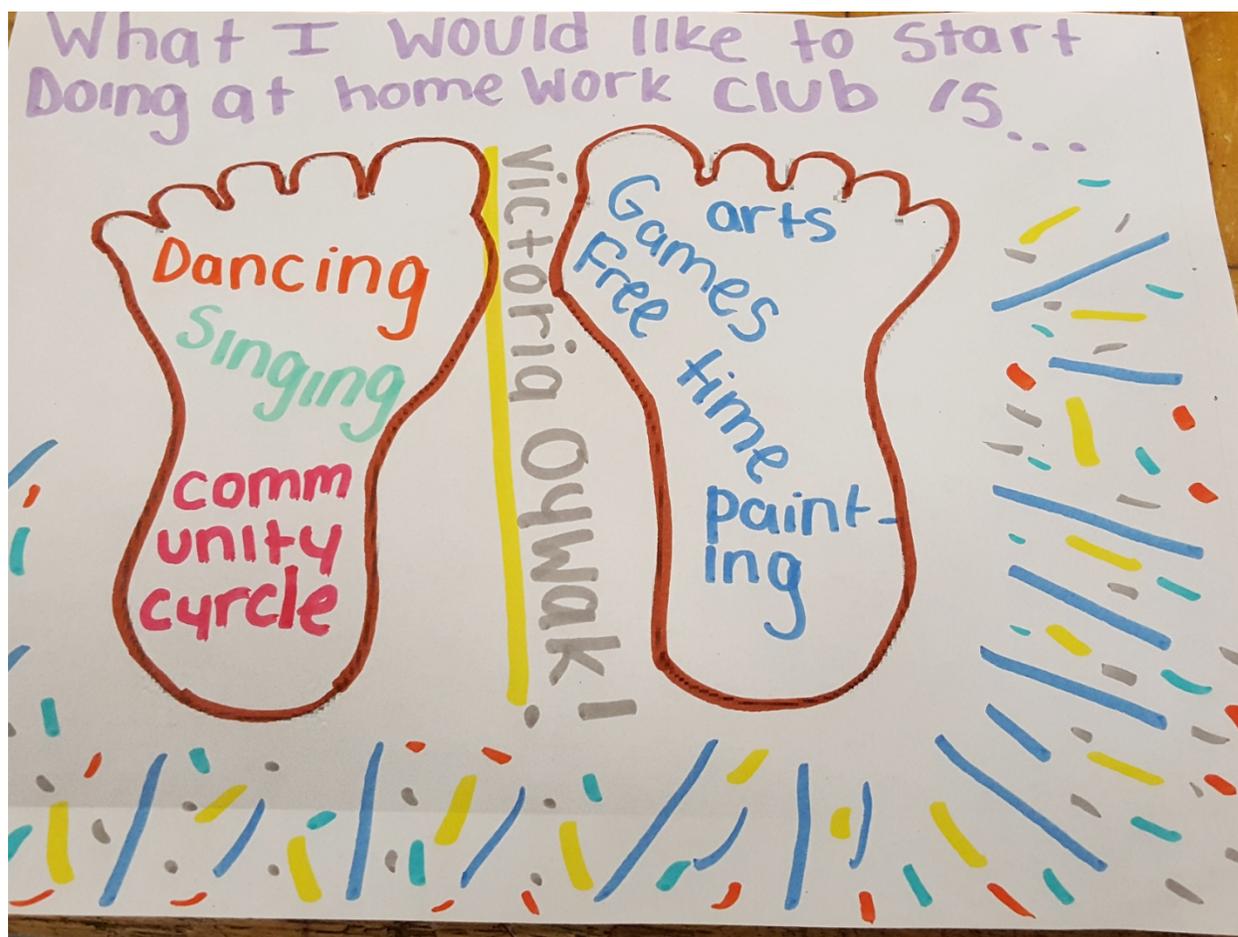


Figure 1.9: An example of a response from a participant that explores what physical activities he/she has engaged in at Ubuntu Kids Club.

SUBSCALES	SAFE ENVIRONMENT	SUPPORTIVE ENVIRONMENT	INTERACTION	ENGAGEMENT
FOCUS AREAS	<ul style="list-style-type: none"> -emotional safety -healthy environment -emergency preparedness -accommodating environment -nourishment 	<ul style="list-style-type: none"> -warm welcome -session flow -active engagement -skill-building -encouragement -child-centred 	<ul style="list-style-type: none"> -managing feelings -belonging -school-age leadership -interaction with adults 	<ul style="list-style-type: none"> -school age planning -school-age choice -reflection -responsibility

		space		
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Table 1.1: PQA Subscales and Corresponding Focus Areas

SUBSCALE S	FOCUS AREAS	FOCUS AREA DEFINITIONS
SAFE ENVIRONMENT	Emotional Safety	Psychological and emotional safety is promoted
	Healthy Environment	The physical environment is safe and free of health hazards
	Emergency Preparedness	Appropriate emergency procedure and supplies are present
	Accommodating Environment	Program space and furniture accommodate the activities
	Nourishment	Healthy food and drinks are provided
SUPPORTIVE ENVIRONMENT	Warm Welcome	Staff provides a welcoming atmosphere
	Session Flow	Session flow is planned, presented and paced for children
	Active Engagement	Activities support active engagement
	Skill Building	Staff supports children in building skills
	Encouragement	Staff supports children with encouragement
	Child Centred Space	The physical environment is flexible and child-centred
INTERACTION	Managing Feelings	Staff encourage children to manage feelings and resolve conflicts appropriately.
	Belonging	Children have opportunities to develop a sense of belonging
	School-Age Leadership	Children have opportunities to practice leadership skills
	Interaction with Adults	Staff engages with children in positive ways
ENGAGEMENT	School-Age Planning	Children have opportunities to make plans
	School-Age Choice	Children have opportunities to make choices based on their interests.
	Reflection	Children have opportunities to reflect
	Responsibility	Children are encouraged to exercise independence and take on responsibilities

Table 1.2: PQA Subscales, Corresponding Focus Areas and Focus Area Definitions

SAMPLE GUIDE 1 - SELECTED INTERVIEW QUESTIONS	SUGGESTED PROBING QUESTIONS
How did you find out about XXX program?	How did you first hear about XXX PROGRAM? How did you get involved?
What made you participate in XXX PROGRAM?	What did you expect of XXX PROGRAM before signing up? In the end, what was the biggest factor that made you join? Tell me more about that...
What are the things that have you kept coming back to XXX PROGRAM?	What made you feel comfortable here? What made you feel uncomfortable here? If you ever thought about not coming back, why did you feel this way?
What stands out as being the most important thing you have gained/learned from XXX PROGRAM?	None
How would you describe your experience of working with other youth, staff, etc.?	What is good about this? What is difficult about this? How has it changed the way you understand university education?
Before you became involved in XXX PROGRAM, was there anything different about how you approached school?	Since XXX PROGRAM, any changes with your school work, social life at school, Relationships with teachers? Probe for concrete examples. Has your level of participation in class changed? (Do you put up your hand to ask more questions, etc.?) Are you more involved in school? How?
Do you feel that you are more involved in your community now that you have participate in XXX program?	How So?
If you could make XXX PROGRAM better, what would you do?	None

If there was one thing that you could keep the same about XXX PROGRAM what would it be?	None
Would you sign up for XXX PROGRAM again next year?	None
21. Is there anything else you would like to share? Are there any questions we forgot to ask?	None

Table 1.3: Sample Guide 1 - Interview

Program Month	Calculated Attendance Average for Sunnyside Public School - Program Site	Calculated Attendance Average for Cedarbrae Public School - Program site	Special Events/Activities
November	27	14	
December	25	13	49 (Holiday Party)
January	30	5	
February	26	5	47 (BHM Celebration)
March	28	5	
April	21	7	
May	25	13	
June	37	20	
Program Year Average	27	10	48

Table 1.5: Attendance Tracking Tool Results

Learner's Behavior and Affect	Sunnyside Public School Program Site Average		Cedarbrae Public School Program Site Average	
	Fall Semester	Winter Semester	Fall Semester	Winter Semester
Behavior (scores based on a 1=poor to 5=excellent rubric)	3.7	3.5	4.2	3.9
Presenting Affect	4.5	4	4.7	4.4

(scores based on a 1=poor to 5=excellent rubric)				
Learner' Educational Progress	Sunnyside Public School Program Site Average		Cedarbrae Public School Program Site Average	
	Fall Semester	Winter Semester	Fall Semester	Winter Semester
Math (scores based on a 1=poor to 5=excellent rubric)	3.2	3.0	3.3	3.9
Literacy (scores based on a 1=poor to 5=excellent rubric)	4.2	4.5	3.6	3.4
Learner's Participation in Cultural engagement Activities	Sunnyside Public School Program Site Average		Cedarbrae Public School Program Site Average	
	Fall Semester	Winter Semester	Fall Semester	Winter Semester
Participation (scores based on a 1=poor to 5=excellent rubric)	4.1	4.0	4.7	4.3

Learner's Feedback on Program Evening	Sunnyside Public School Program Site Results		Cedarbrae Public School Program Site Results	
	Fall Semester Percentage	Winter Semester Percentage	Fall Semester Percentage	Winter Semester Percentage
Great	95%	97%	98%	96%
Not So Good	3%	3%	0%	3%
I don't Know	2%	0%	2%	1%

Table 1.6: Affect, Behavior, Goals, Participation and Learner's Feedback Tool Results

Literacy Skills				Math Skills			
Below Average	Average	Above Average	Excellent	Below Average	Average	Above Average	Excellent
4%	46%	33%	17%	1%	57%	34%	8%

Table 1.7: Learner's Profile - Staff Tracking Tool - Results for Math and Literacy Skills Category