

**Inland Empire United Way**



# **Kids Pack Program Outcomes Evaluation 2006-2007 School Year**

KidSmart is an initiative of



**Inland Empire United Way**

# Kids Pack Program Outcomes Evaluation 2006-2007 School Year

## Introduction

This report describes the outcomes evaluation results for the Inland Empire United Way's (IEUW) Kids Pack program for the 2006-07 school year. Self-administered surveys are analyzed to provide a measure of the effectiveness of the Kids Pack program in meeting its three major outcomes goals. This report includes an overview of the Kids Pack program, both descriptive and statistical analyses of the program, a summary of the findings, and a discussion of methodological issues associated with the survey.

## Description of the Kids Pack Program

IEUW's Kids Pack program is a weekend nutrition program designed to provide disadvantaged children with easily prepared food. Weekends have been identified as a vulnerable time for these children because free meals provided by schools through the federal free and reduced meal program are not available. Also, many other programs, such as after school programs run by nonprofit organizations, do not operate on weekends. Thus, IEUW's Kids Pack Program addresses an often neglected need.

Kids Pack is a collaborative effort between IEUW, school districts, case management organizations working with disadvantaged children and families, local businesses, and other community groups. The school districts, cities, and the affiliated case management organizations are listed in the table below.

School District	City	Case Management Organization
Ontario-Montclair School District	Montclair	Montclair Community Collaborative
Ontario-Montclair School District	Ontario	Family Solutions Collaborative
Chino Valley Unified School District	Chino	CARE Program
Redlands Unified School District	Redlands	Healthy Start/Building a Generation
Claremont Unified School District	Claremont	City of Claremont Youth & Family Support Services
Yucaipa-Calimesa Joint Unified	Yucaipa	Coordinated by school personnel
Hesperia Unified	Hesperia	Coordinated by the district family liaison

The Kids Pack program also relies on dozens of community volunteers. There is an advisory board composed of community volunteers who oversee the Kids Pack program as well as other children's programs at IEUW. In addition, groups of volunteers from local businesses and community groups fill backpacks with food each week at IEUW's program headquarters located in Rancho Cucamonga.

1,033 children were served by the program at some time during the 2006-07 school year. Seventy-seven children dropped from the program, leaving 957 children enrolled in the Kids Pack program at the end of the program year. All statistics cited in this report are based on the 957 children who were enrolled at the end of the year.

Five basic activities relate directly to accomplishing the goals of the Kids Pack program. Case management organizations and school personnel perform the first and fourth activities listed below. The remaining activities are joint efforts of IEUW staff, community volunteers, school staff, and case management personnel. These activities include:

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1. Identifying students at-risk of hunger
2. Assembling 2-day supplies of nutritious food
3. Delivering the food packed by volunteers to school sites
4. Distributing backpacks to program participants
5. Collecting backpacks on Mondays to be refilled with food for the following weekend.

In addition to the basic activities required to operate the program, there is a significant amount of time and effort devoted to determining the effectiveness of the Kids Pack program. The Kids Pack program has three major outcomes for program participants. They are:

1. Students avoid hunger over the weekends
2. Students are better able to participate in school
3. Students improve their grades

IEUW volunteers and staff have developed several indicators to measure these program objectives. The Kids Pack outcomes evaluation utilizes a pre-test/post-test model to measure the effectiveness of program intervention. Data is collected from program participants, participants' parents, and their teachers. Data is collected soon after a child enters the program and at the end of the program year. This provides an opportunity to measure changes in behavior, situation, and academic performance for program participants. Finally, the information is analyzed to provide a measure of the overall impact of the program.

### **Description of Program Participants**

There were 957 participants in IEUW's Kids Pack program analysis. This analysis is based on those 957 students. One important item not directly addressed in the analysis is income. All of the program participants come from very low-income households. Therefore, the effects of income are largely constant in this sample. Some program participants live in extreme poverty. In some cases, the children's families are homeless and live with relatives or even in cars, necessitating easily prepared foods.

### **Gender**

Males slightly outnumbered the females in this sample. 51% (488) of the program participants were male; the remaining 49% (465) were females. Gender was unavailable for 4 participants.

### **Racial/Ethnic Breakdown**

Program participants represent diverse racial and ethnic groups. The largest racial/ethnic group among program participants is Hispanic, representing three-fourths of program participants. The next largest groups are whites and African-Americans, representing 13% and 6% of the sample, respectively. The two remaining racial/ethnic groups, Asians & Pacific Islanders and Native Americans, represent just over 2% of the sample.

<b>Ethnic and Racial Composition of Kids Pack Program Participants</b>		
Race/Ethnicity	Number	Percent
Hispanic	729	76.2%
White	126	13.2%
African-American	53	5.5%
Asian/Pacific Islander	16	1.7%
Native American	6	.6%
Unknown	27	2.8%
Total	957	100.00%

Race/Ethnicity was unavailable for 3% of program participants.

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### **Grade Level**

Children in the Kids Pack program were enrolled in grades Pre-K through eighth. The vast majority of the students attended one of 42 elementary schools; only 2 middle schools are represented in the sample.

<b>Grade Level of Sample</b>		
Grade	Number	Percent
Preschool	11	1%
Kindergarten	113	12%
1st	183	19%
2nd	154	16%
3rd	136	14%
4th	145	15%
5th	108	11%
6th	63	7%
7th	15	2%
8th	15	2%
Other	5	1%
Unknown	9	1%
<b>Total</b>	<b>957</b>	<b>100%</b>

### **School Districts**

Participants in the 2006-07 Kids Pack program came from six school districts. One district, Ontario-Montclair Elementary, represented over half (53%) of the sample. Redlands Unified School District accounted for over one-fourth (27%) of the sample. The remaining four districts accounted for the remaining 15% of the sample. Counts of students in the sample from individual schools, cities, and counties can be found in Appendix I.

<b>Program Participants by School District</b>		
District	Number	Percent
Chino Valley Unified	75	8%
Claremont Unified	39	4%
Hesperia Unified	33	3%
Ontario-Montclair Elementary	506	53%
Redlands Unified	255	27%
Yucaipa-Calimesa Joint Unified	49	5%
<b>Total</b>	<b>957</b>	<b>100%</b>

### **Outcomes Evaluation Methodology**

The IEUW Kids Pack program evaluation utilizes a pre-test/post-test model to determine if participation in the Kids Pack program is associated with changes in students' behavior, performance, and circumstances, as defined by the program outcomes. The pre-test/post-test model is the closest available to the experimental model outside of a laboratory or clinical setting. In this case, the program participants' circumstance is evaluated before entering the program and again when the program ceases at the end of the school year. This analytical model provides an opportunity to measure change associated with program participation.

The data used for IEUW's Kids Pack program outcome evaluation was collected using self-administered surveys. Data was collected regarding each participant from a total of six surveys, two each by students, parents, and teachers. Three surveys were administered prior to program participation and repeated at the end of the school year. The surveys were designed in both English and Spanish, the two most common languages among the population served by the Kids Pack program. In some instances, students and parents who had trouble reading or understanding the surveys were provided assistance completing the surveys by school and case management personnel.

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The survey utilized 5-point Likert-scale type items. For each item, respondents were asked to select their level of agreement with a statement. Possible choices included Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree. Copies of the survey instruments can be found in Appendix VII.

<b>Scale Reliability Scores Chronbach's Alpha Statistic</b>		
Outcome & Survey	Pre-Test	Post-Test
Outcome 1: Student	.758	.767
Outcome 1: Parent	.854	.896
Outcome 2: Teacher Q1-Q3	.853	.883

Completed surveys were collected by school and case management personnel and returned to IEUW Kids Pack program staff. Staff and volunteers at IEUW entered the data into a database. The data were then double-checked for accuracy before the analysis was conducted.

### **Missing Data Discussion**

The table at right shows the percentage of surveys that were not returned to the IEUW program staff. Overall, just under 6% of the pre-test surveys were not available for analysis and 32% of the post-test surveys were not available for analysis. This is a high percentage of missing data but not uncommon in a program where there is little incentive to complete the post-test surveys. However, there appears to be no reason for alarm.

<b>Missing Data</b>					
Student Survey					
	Item 1	Item 2	Item 3	Scale	Item 4
Pre-Test	7.9%	8.0%	8.4%	8.5%	n/a
Post-Test	31.7%	31.7%	31.8%	31.8%	n/a
Parent Survey					
Pre-Test	5.4%	5.3%	6.4%	6.5%	n/a
Post-Test	35.9%	35.9%	35.9%	36.5%	n/a
Teacher Survey					
Pre-Test	4.3%	3.9%	4.1%	4.5%	4.4%
Post-Test	28.3%	28.5%	28.5%	28.6%	28.5%

There are few patterns associated with the missing data. For instance, teachers were the most likely to complete both the pre-test and post-test surveys but none of the 7<sup>th</sup> and 8<sup>th</sup> grade post-test surveys were returned in time for this analysis. Therefore, the impact of the program on 7<sup>th</sup> and 8<sup>th</sup> graders is unknown. Perhaps of more importance, no difference in pre-test measurements were found between the program participants with completed and pre-test and post-test surveys and those with only pre-test scores available. Therefore, there is little reason to believe that missing information has influenced the overall results of the outcomes evaluation.

### **Outcomes Analysis**

#### **Introduction**

Each survey item was presented as a Likert-type scale and coded from 1 to 5, with 5 representing the most positive score or most agreement with the statement listed on the survey. These numbers were used to calculate the statistics presented below. Results from each item were examined individually and as a grouped scale score.

Outcome scale scores were created by adding the score from related individual survey items for the pre and post-tests. Data from each survey item were tested for their inclusion in a single scale. Reliability analysis (Chronbach's Alpha) showed that these survey items were well-suited to inclusion in a scale. Chronbach's Alpha statistics ranged from .758 to .896, well above minimally accepted standards. The research findings are presented below.

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## ***Outcome 1: Students Avoid Hunger Over the Weekend***

Three survey items were used to evaluate outcome 1. Both parents and children filled out essentially identical pre-test and post-test surveys.

These three survey items are:

1. Over the weekend, my family has enough food for everyone
2. My family has healthy and nutritious food at home
3. Over the weekend, I (my child) has as much food as she/he wants

In addition to the three indicators listed above, a combined score was used to measure overall change for outcome 1. Results are presented for each individual item as well as the overall scale item. Findings are presented for both students and parent surveys.

### **Student Survey**

#### ***Indicator 1: Over the weekend, my family has enough food for everyone***

For the first indicator of outcome 1 on the student survey, the mean (mathematical average) score increased from 3.2 on the pre-test item to 3.45 on the post-test item while the median (half above, half below) score increase from 3 to 4. A paired-samples T Test was used to determine that the differences in means were statistically significant, indicating that the results were not a random occurrence.

According to the students' perspective, 40% experience improvement is having adequate food over the weekend, 36% reported to change in their food situation, while 24% rated their situation worse. Detailed tables showing the percent and number changes by survey response categories can be seen in Appendix II.

<b>Outcome 1 Results: Student Survey Indicator 1</b>	
Result	Percent
Negative Change	24%
No Change	36%
Positive Change	40%

#### ***Indicator 2: My family has healthy and nutritious food at home***

For indicator 2 of outcome 1 (item # 2 on the student survey), the mean score increased from 3.39 on the pre-test to 3.54 on the post-test while the median score increased from 3 to 4. A paired-samples T Test shows that the differences between mean scores were statistically significant.

The table at right, based on student surveys with the second survey item completed for both the pre-test and post-test shows that 35% of the students thought their family had healthier and more nutritious food, 38% reported no change in the quality of their family's food, and 27% rated their situation worse. Detailed tables showing the percent and number changes by survey response categories can be seen in Appendix II.

<b>Outcome 1 Results: Student Survey Indicator 2</b>	
Result	Percent
Negative Change	27%
No Change	38%
Positive Change	35%

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### ***Indicator 3: Over the weekend, I have as much food as I want***

For indicator 3 of Outcome 1 (item # 3 on the student survey), the mean score increased from 2.99 on the pre-test item to 3.22 on the post-test item while the median score was 3 for both items. A paired-samples T Test shows that the differences in means between pre-test and post-test were statistically significant.

The table at right, based on student surveys with the third item completed for both the pre-test and post-test shows that 40% of the students reported an improvement in the quantity of food available to them, 32% had no change, and 28% reported a worsening of their situation. Detailed tables showing the percent and number changes by survey response categories can be seen in Appendix II.

<b>Outcome 1 Results: Student Survey Indicator 3</b>	
Result	Percent
Negative Change	28%
No Change	32%
Positive Change	40%

### ***Combined Scale for Outcome 1: Student Survey***

For Outcome 1, as measured by the combined scores of the three indicators on the student surveys, the mean score increased from 9.57 on the pre-test item to 10.22 on the post-test item while the median score was 9 for the pre-test scale and 10 for the post-test scale. A paired-samples T Test shows that the differences in means were statistically significant.

The table at right, based on student surveys with completed surveys for both the pre-test and post-test items shows that 50% of the students improved their overall scale score while 33% had lower scores. The remaining 17% had no change in their scores. Detailed tables showing the percent and number changes by survey response categories can be seen in Appendix II.

<b>Outcome 1 Results: Student Survey Scale Score</b>	
Result	Percent
Negative Change	33%
No Change	17%
Positive Change	50%

### **Parent Survey**

#### ***Indicator 1: Over the weekend, my family has enough food for everyone***

For indicator 1 of Outcome 1 (based on item 1 on the parent survey), the mean score increased from 3.27 on the pre-test item to 3.53 on the post-test item while the median score increase from 3 to 4. A paired-samples T Test shows that the differences in means were statistically significant.

The table at right, based on parent surveys with the first item completed for both the pre-test and post-test shows that 40% of the participants' families had enough food for everyone while 37% reported no change, and 23% rated their family's food situation worse. Detailed tables showing the percent and number changes by survey response categories are located in Appendix II.

<b>Outcome 1 Results: Parent Survey Indicator 1</b>	
Result	Percent
Negative Change	23%
No Change	37%
Positive Change	40%

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### ***Indicator 2: My family has healthy and nutritious food at home***

The mean score for indicator 2 of Outcome 1 (based on item 2 on the parent survey) increased from 3.47 on the pre-test item to 3.70 on the post-test item. The median score for both the pre-test and post-test item was 4. A paired-samples T Test shows the differences in means to be statistically significant.

The table at right, based on parent surveys with the second item completed for both the pre-test and post-test shows that 38% of the participants thought their food family's supply was healthier and more nutritious, 39% reported no change in quality, and 23% rated their family's situation worse. Detailed tables showing the percent and number changes by survey response categories can be seen in Appendix II.

<b>Outcome 1 Results: Parent Survey Indicator 2</b>	
Result	Percent
Negative Change	23%
No Change	39%
Positive Change	38%

### ***Indicator 3: Over the weekend, my child has as much food as she/he wants***

For indicator 3 of Outcome 1 (based on item # 3 on the parent survey), the mean score increased from 3.09 on the pre-test measurement to 3.34 on the post-test measurement. The median score was 3 at both points in time. A paired-samples T Test shows that the differences in means were statistically significant.

The table at right, based on parent responses for the third item completed for both the pre-test and post-test shows that 40% of the children were in an improved situation regarding the quantity of food available to them, 34% reported no change in their child's situation, and 26% rated their situation worse. Detailed tables showing the percent and number changed by survey response categories can be seen in Appendix II.

<b>Outcome 1 Results: Parent Survey Indicator 3</b>	
Result	Percent
Negative Change	26%
No Change	34%
Positive Change	40%

### ***Combined Scale***

For Outcome 1, determined by the summed scores on the three parent-based indicators, the mean score increased from 9.8 on the pre-test survey to 10.6 on the post-test survey while the median score was 10 for the pre-test scale and 11 for the post-test scale. A paired-samples T Test reveals that the differences in means were statistically significant.

The table at right, based on parent surveys with completed surveys for both the pre-test and post-test items shows that 49% of the students improved their overall food situation while 32% experienced a decline in their overall food situation. The remaining 19% showed no change in their scores. Detailed tables showing the percent and number changes by survey response categories can be seen in Appendix II.

<b>Outcome 1 Results: Parent Survey Scale Score</b>	
Result	Percent
Negative Change	32%
No Change	19%
Positive Change	49%

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## ***Outcome 2: Students are Better Able to Participate in School***

### ***Teacher Survey Indicator 1: This student is attentive during class***

For indicator 1 of Outcome 2 (based on item 1 on the teacher survey), the mean score increased from 3.42 on the pre-test item to 3.80 on the post-test item. A paired-samples T Test shows that the differences in means were statistically significant, indicating that students were more attentive while at school after involvement with the Kids Pack program. The median score was 4 on both the pre-test and post-test.

The table at right, based on teacher surveys with the first item completed for both the pre-test and post-test shows that 39% of the students in the Kids Pack program were more attentive, 46% showed no change in attentiveness, while the remaining 15% were less attentive. Detailed tables showing the percent and number changes by survey response categories are located in Appendix II.

<b>Outcome 2 Results: Teacher Survey Indicator 1</b>	
Result	Percent
Negative Change	15%
No Change	46%
Positive Change	39%

### ***Teacher Survey Indicator 2: This student has a positive attitude toward school***

For indicator 2 of Outcome 2 (item # 2 on the teacher survey), the mean score increased from 3.88 on the pre-test item to 4.11 on the post-test item. A paired-samples T Test shows that the differences in means were statistically significant, indicating a positive change in attitude toward school. The median score was 4 on both the pre-test and post-test.

The table at right, based on teacher surveys with the second item completed for both the pre-test and post-test shows that 35% of the students improved their attitude toward school while 17% of students participating in the Kids Pack program were rated as having a decline in attitude towards school. The remaining 49% experienced no change in their attitude. Detailed tables showing the percent and number changes by survey response categories are located in Appendix II.

<b>Outcome 2 Results: Teacher Survey Indicator 2</b>	
Result	Percent
Negative Change	17%
No Change	49%
Positive Change	35%

### ***Teacher Survey Indicator 3: This student actively participates in class***

For indicator 3 on the teacher survey, the mean participation rating increased from 3.48 on the pre-test item to 3.91 on the post-test item. A paired-samples T Test shows that the differences in means were statistically significant, indicating that teachers perceived an increase in Kid Pack program participants participation in class. The median score was 4 on both the pre-test and post-test.

The table at right demonstrates that teachers rated 41% of Kids Pack participants' participation in class higher while 16% were rated lower. The remaining 43% had no change in their scores. Detailed tables showing the percent and number changes by survey response categories are located in Appendix II.

<b>Outcome 2 Results: Teacher Survey Indicator 3</b>	
Result	Percent
Negative Change	16%
No Change	43%
Positive Change	41%

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### **Teacher Survey Combined Scale Score**

Teachers' evaluation of a students' attentiveness, attitude toward school, and participation in class were combined into a single scale. A comparison of pre-test and post-test rating indicated an increase in the mean score from 10.8 to 11.8. A paired-samples T Test shows that the differences in means are statistically significant. The median score increased from 10 to 11. This means that Kids Pack participants experienced an increase in overall teacher perception of students.

The table at right shows that 53% of the students improved their overall ratings, 23% remained steady, while 24% were rated worse. Detailed tables showing the percent and number changes by survey response categories are located in Appendix II.

<b>Outcome 2 Results: Scale Score</b>	
Result	Percent
Negative Change	24%
No Change	23%
Positive Change	53%

### **Outcome 3: Students Improve Their Grades**

Outcome 3 results are based on a single indicator, the fourth item on the teacher surveys. The results for outcome 3 are found in the table at right. Overall, 41% of the students showed an improvement in grades, 42% showed no change, and only 17% had worse grades. The mean score increased from 3.06 to 3.48, indicating that Kids Pack participants experienced an increase in their grades over time. The mean score change was statistically significant. The median score increased from 3 to 4.

<b>Outcome 3 Results</b>	
Result	Percent
Negative Change	17%
No Change	42%
Positive Change	41%

### **Other Influences on Outcomes**

This section examines other influences on Kids Pack program outcomes, namely demographic and geographic influences. These are presented because differences were found and these may represent additional challenges to be overcome with particular groups or in particular locations. Although logical hypotheses for these differences could be put forth, it is beyond the scope of this outcomes report to attempt an explanation of the differences.

#### **The Influence of Demographic Status**

The table at right summarizes the demographic and geographic factors significantly associated with indicators and outcomes. There were few statistically significant differences found for the demographic variables examined in this evaluation. However, some patterns did emerge.

<b>Statistically Significant Differences</b>						
Survey Item	Gender	Ethnicity	Grade	County	District	City
Student Survey Item 1						
Student Survey Item 2						x
Student Survey Item 3					x	x
Student Survey Scale	x					
Parent Survey Item 1						x
Parent Survey Item 2						
Parent Survey Item 3	x			x		x
Parent Survey Scale				x	x	x
Teacher Survey Item 1	x			x	x	
Teacher Survey Item 2			x			x
Teacher Survey Item 3			x			
Teacher Survey Scale				x		
Teacher Survey Item 4			x	x		

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Although few were identified, two patterns emerged when examining gender differences. First, male program participants were more likely than females to feel their food situation was better (Outcome 1). Secondly, teachers consistently rated a greater percentage of female students improving academically (Outcomes 2 & 3).

Although the differences were not statistically significant, an interesting pattern to outcomes results did emerge when looking at ethnic/racial groups. For outcome 1, a smaller percentage of African-Americans rated their change in food situation less positive than did whites or Hispanics while a greater percentage of Asians rates their situation improved. This pattern was found for all four indicators on both the parent and students surveys.

### ***The Influence of Location***

Geographic location affected students, parents, and teachers differently. It should be noted that these various geographic units are closely related. With the exception of the Ontario-Montclair Elementary School District, the school districts coincide with a single city. At the county level, Los Angeles County is represented by only one school district, Claremont Unified, which happens to coincide with the city of Claremont. Thus, when a significant difference is found for one geographic variable, it is very likely to be found in another.

No consistent pattern is recognizable at the city and school district level. In other words, while significant differences do exist, the difference is not between the same cities or schools districts for each indicator and outcome. However, one difference at county level stands out; teachers in San Bernardino County schools consistently rates a higher percentage of program participants improving and a lower percentage losing ground than did teachers in Los Angeles County.

### **Summary of Outcomes Analysis**

Overwhelmingly, the outcomes results from Inland Empire United Way's Kids Pack program are positive. Approximately half of the program participants showed improvement in food security and participation in school while much smaller percentages were worse off. The results for outcome 3, students improve their grades, is less dramatic; a very high proportion, 42%, show no change, however, very few students, only 17%, were doing worse at the end of the program year.

Using the student survey scale scores to represent food situations (outcome 1), the teacher survey scale score to represent school participation (outcome 2), and the final item from the teacher survey to measure improvement in grades (outcome 3), we can determine how many students showed improvement on how many outcomes. The table at right shows the percent of students improving on zero, one, two, or three outcomes. Overall, 78% of students improved on at least one of the three outcomes.

<b>Overall Findings</b>	
Result	Percent
0 outcomes positive	22%
1 outcome positive	30%
2 outcomes positive	32%
3 outcomes positive	16%

### **Discussion of Outcomes Evaluation Process**

This final section of the report looks at the outcomes evaluation process, examines how well it works, and how the evaluation methods and tools might be changed to ease and improve the evaluation process. One major recommendation is presented.

## **Kids Pack Program Outcomes Evaluation 2006-2007 School Year**

In general, the quality of the data collected for the outcomes evaluation is very good. While a high percentage of the post-test surveys were not available for analysis, a comparison of pre-test data for groups with and without post-test data revealed no significant differences. In other words, the group that completed both the pre-test and post-test survey started out the same as the group that completed only the pre-test survey. Therefore, there is no reason to believe there is any real difference between the two groups. The sample is sufficiently large to produce valid results. The one exception to this is the lack of post-test surveys returned from middle school teachers.

One possible change might be considered. Outcome 1, students avoid hunger over the weekend, was measured twice, repeating the same survey for both program participants and their families. The logic behind this was twofold. First, children might not be as aware of the situation in their household as their parents, and, secondly, parents might be reluctant to fully disclose the extent of problems within their household. However, these concerns may have been unfounded. The overall results of the program outcome 1 are remarkably similar between the two sets of surveys. Removing one of these surveys would require less data collection. The parent survey might be the better candidate for removal since a greater percentage of parent surveys were not returned. However, it might be prudent to leave the parent survey in place for another year to see if the findings are replicated.

## Appendix I-A

### Demographics of Kids Pack Program Evaluation Participants by City

<b>Gender of Kids Pack Participants Included in the Program Evaluation by City</b>			
<i>City</i>	<i>Females</i>	<i>Males</i>	<i>Total</i>
Chino	38	37	75
Claremont	18	21	39
Hesperia	18	15	33
Montclair	139	162	301
Ontario	92	112	204
Redlands	137	115	252
Yucaipa	23	26	49
<b>Total</b>	<b>465</b>	<b>488</b>	<b>953</b>

<b>Race/Ethnicity of Kids Pack Participants Included in the Program Evaluation by City</b>						
<i>City</i>	<i>Hispanic</i>	<i>White</i>	<i>African-Am.</i>	<i>Asian/Pac. Is.</i>	<i>Native Am.</i>	<i>Total</i>
Chino	68	4	0	1	0	73
Claremont	27	5	6	0	0	38
Hesperia	14	14	4	0	0	32
Montclair	240	36	14	6	3	299
Ontario	179	11	3	0	0	193
Redlands	165	44	25	9	3	246
Yucaipa	36	12	1	0	0	49
<b>Total</b>	<b>729</b>	<b>126</b>	<b>53</b>	<b>16</b>	<b>6</b>	<b>930</b>

<b>Grade Level of Kids Pack Participants Included in the Program Evaluation by City</b>												
<i>City</i>	<i>Pre-K</i>	<i>Kindergarten</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	<i>Other</i>	<i>Total</i>
Chino	0	12	12	11	9	13	8	7	1	0	2	75
Claremont	0	1	9	7	6	7	4	5	0	0	0	39
Hesperia	0	5	6	3	7	5	4	3	0	0	0	33
Montclair	5	35	49	45	25	45	37	24	14	15	3	297
Ontario	0	26	38	34	28	32	27	19	0	0	0	204
Redlands	6	30	61	52	51	29	22	0	0	0	0	251
Yucaipa	0	4	8	2	10	14	6	5	0	0	0	49
<b>Total</b>	<b>11</b>	<b>113</b>	<b>183</b>	<b>154</b>	<b>136</b>	<b>145</b>	<b>108</b>	<b>63</b>	<b>15</b>	<b>15</b>	<b>5</b>	<b>948</b>

## Appendix I-B

### Demographics of Kids Pack Program Evaluation Participants by School

#### Gender of Kids Pack Participants Included in the Program Evaluation by School

##### **School**                      **Female**    **Male**    **Total**

#### Chino Valley Unified School District

<b>School</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Dickson Elementary	13	10	23
E.J. Marshall	3	4	7
El Rancho Elementary	7	6	13
Los Serranos Elementary	3	0	3
R. Gird Elementary	10	12	22
Walnut Elementary	2	5	7
District Total	38	37	75

#### Claremont Unified School District

<b>School</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Chaparral Elementary	2	0	2
Mountain View Elementary	5	6	11
Oakmont Elementary	3	2	5
Sumner Elementary	2	4	6
Sycamore Elementary	1	0	1
Vista del Valle Elementary	5	9	14
District Total	18	21	39

#### Hesperia Unified School District

<b>School</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Cottonwood Elementary	8	12	20
Joshua Circle Elementary	10	3	13
District Total	18	15	33

#### Ontario-Montclair Elementary School District

<b>School</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Berlyn Elementary	15	23	38
Bernt Elementary	12	11	23
Bonview Elementary	9	18	27
Buena Vista Elementary	6	5	11
Central Elementary	9	5	14

<b>School</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Corona Elementary	15	12	27
Del Norte Elementary	9	21	30
El Camino Elementary	18	21	39
Elderberry Elementary	12	17	29
Howard Elementary	19	25	44
Kingsley Elementary	11	18	29
Lehigh Elementary	7	13	20
Mariposa Elementary	7	7	14
Mission Elementary	11	22	33
Monte Vista Elementary	7	4	11
Montera Elementary	11	11	22
Moreno Elementary	9	4	13
Oaks Middle School	6	5	11
Ramona Elementary	3	4	7
Serrano Middle	11	7	18
Sultana Elementary	6	4	10
Vineyard Elementary	10	11	21
Vista Grande Elementary	8	6	14
District Total	231	274	505

#### Redlands Unified School District

<b>School</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Bryn Mawr	24	28	52
Franklin Elementary	12	20	32
Lugonia Elementary	25	11	36
Mentone Elementary	41	21	62
Victoria Elementary	35	35	70
District Total	137	115	252

#### Yucaipa-Calimesa Joint Unified School District

<b>School</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Dunlap Elementary	11	13	24
Yucaipa Elementary	12	13	25
District Total	23	26	49

**Appendix I-B**  
**Demographics of Kids Pack Program Evaluation Participants by School**

<b>Race/Ethnicity of Kids Pack Participants Included in the Program Evaluation by School</b>						
<b>Chino Valley Unified School District</b>						
<b>School</b>	<b>Hispanic</b>	<b>White</b>	<b>African-Am.</b>	<b>Asian/Pac. Is.</b>	<b>Native Am.</b>	<b>Total</b>
Dickson Elementary	22	1	0	0	0	23
E.J. Marshall	5	1	0	1	0	7
El Rancho Elementary	12	1	0	0	0	13
Los Serranos Elementary	3	0	0	0	0	3
R. Gird Elementary	21	0	0	0	0	21
Walnut Elementary	5	1	0	0	0	6
District Total	68	4	0	1	0	73
<b>Claremont Unified School District</b>						
<b>School</b>	<b>Hispanic</b>	<b>White</b>	<b>African-Am.</b>	<b>Asian/Pac. Is.</b>	<b>Native Am.</b>	<b>Total</b>
Chaparral Elementary	1	1	0	0	0	2
Mountain View Elementary	6	3	2	0	0	11
Oakmont Elementary	4	0	1	0	0	5
Sumner Elementary	6	0	0	0	0	6
Sycamore Elementary	0	0	1	0	0	1
Vista del Valle Elementary	10	1	2	0	0	13
District Total	27	5	6	0	0	38
<b>Hesperia Unified School District</b>						
<b>School</b>	<b>Hispanic</b>	<b>White</b>	<b>African-Am.</b>	<b>Asian/Pac. Is.</b>	<b>Native Am.</b>	<b>Total</b>
Cottonwood Elementary	9	7	3	0	0	19
Joshua Circle Elementary	5	7	1	0	0	13
District Total	14	14	4	0	0	32
<b>Ontario-Montclair Elementary School District</b>						
<b>School</b>	<b>Hispanic</b>	<b>White</b>	<b>African-Am.</b>	<b>Asian/Pac. Is.</b>	<b>Native Am.</b>	<b>Total</b>
Berlyn Elementary	32	1	0	0	0	33
Bernt Elementary	22	1	0	0	0	23
Bonview Elementary	26	0	0	0	0	26
Buena Vista Elementary	5	5	1	0	0	11
Central Elementary	12	2	0	0	0	14
Corona Elementary	27	0	0	0	0	27

**Appendix I-B**  
**Demographics of Kids Pack Program Evaluation Participants by School**

Del Norte Elementary	28	0	0	0	0	28
<b><i>School</i></b>	<b><i>Hispanic</i></b>	<b><i>White</i></b>	<b><i>African-Am.</i></b>	<b><i>Asian/Pac. Is.</i></b>	<b><i>Native Am.</i></b>	<b><i>Total</i></b>
El Camino Elementary	21	12	2	1	3	39
Elderberry Elementary	23	4	0	2	0	29
Howard Elementary	40	3	1	0	0	44
Kingsley Elementary	27	2	0	0	0	29
Lehigh Elementary	20	0	0	0	0	20
Mariposa Elementary	9	2	3	0	0	14
Mission Elementary	25	3	4	0	0	32
Monte Vista Elementary	11	0	0	0	0	11
Montera Elementary	16	2	2	1	0	21
Moreno Elementary	13	0	0	0	0	13
Oaks Middle School	9	2	0	0	0	11
Ramona Elementary	6	0	1	0	0	7
Serrano Middle	11	2	3	2	0	18
Sultana Elementary	8	2	0	0	0	10
Vineyard Elementary	15	3	0	0	0	18
Vista Grande Elementary	13	1	0	0	0	14
District Total	419	47	17	6	3	492
<b>Redlands Unified School District</b>						
<b><i>School</i></b>	<b><i>Hispanic</i></b>	<b><i>White</i></b>	<b><i>African-Am.</i></b>	<b><i>Asian/Pac. Is.</i></b>	<b><i>Native Am.</i></b>	<b><i>Total</i></b>
Bryn Mawr	19	15	10	3	3	50
Franklin Elementary	18	6	6	0	0	30
Lugonia Elementary	28	4	4	0	0	36
Mentone Elementary	49	10	4	0	0	63
Victoria Elementary	51	9	1	6	0	67
District Total	165	44	25	9	3	246
<b>Yucaipa-Calimesa Joint Unified School District</b>						
<b><i>School</i></b>	<b><i>Hispanic</i></b>	<b><i>White</i></b>	<b><i>African-Am.</i></b>	<b><i>Asian/Pac. Is.</i></b>	<b><i>Native Am.</i></b>	<b><i>Total</i></b>
Dunlap Elementary	18	5	1	0	0	24
Yucaipa Elementary	18	7	0	0	0	25
District Total	36	12	1	0	0	49

## Appendix I-B

### Demographics of Kids Pack Program Evaluation Participants by School

Grade Level of Kids Pack Participants Included in the Program Evaluation by School												
Chino Valley Unified School District												
<i>School</i>	<i>Pre-K</i>	<i>Kindergarten</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	<i>Other</i>	<i>Total</i>
Dickson Elementary	0	4	1	4	5	5	2	2	0	0	0	23
E.J. Marshall	0	1	2	0	1	1	0	2	0	0	0	7
El Rancho Elementary	0	3	3	2	0	2	1	1	0	0	1	13
Los Serranos Elementary	0	0	0	0	0	1	1	1	0	0	0	3
R. Gird Elementary	0	3	5	4	2	2	3	1	1	0	1	22
Walnut Elementary	0	1	1	1	1	2	1	0	0	0	0	7
District Total	0	12	12	11	9	13	8	7	1	0	2	75
Claremont Unified School District												
<i>School</i>	<i>Pre-K</i>	<i>Kindergarten</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	<i>Other</i>	<i>Total</i>
Chaparral Elementary	0	1	0	0	0	1	0	0	0	0	0	2
Mountain View Elementary	0	0	4	3	2	1	0	1	0	0	0	11
Oakmont Elementary	0	0	2	0	0	0	1	2	0	0	0	5
Sumner Elementary	0	0	0	1	1	3	1	0	0	0	0	6
Sycamore Elementary	0	0	0	1	0	0	0	0	0	0	0	1
Vista del Valle Elementary	0	0	3	2	3	2	2	2	0	0	0	14
District Total	0	1	9	7	6	7	4	5	0	0	0	39
Hesperia Unified School District												
<i>School</i>	<i>Pre-K</i>	<i>Kindergarten</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	<i>Other</i>	<i>Total</i>
Cottonwood Elementary	0	5	5	2	3	2	3	0	0	0	0	20
Joshua Circle Elementary	0	0	1	1	4	3	1	3	0	0	0	13
District Total	0	5	6	3	7	5	4	3	0	0	0	33
Ontario-Montclair Elementary School District												
<i>School</i>	<i>Pre-K</i>	<i>Kindergarten</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	<i>Other</i>	<i>Total</i>
Berlyn Elementary	0	1	4	6	8	9	6	5	0	0	0	39
Bernt Elementary	0	23	0	0	0	0	0	0	0	0	0	23
Bonview Elementary	0	0	7	4	4	3	4	4	0	0	0	26
Buena Vista Elementary	0	0	2	2	1	3	2	0	0	0	0	10
Central Elementary	0	1	4	5	1	2	1	0	0	0	0	14
Corona Elementary	0	0	8	2	6	6	2	3	0	0	0	27
Del Norte Elementary	0	0	4	11	3	4	5	3	0	0	0	30
El Camino Elementary	0	3	7	6	5	5	3	6	0	0	3	38
Elderberry Elementary	0	8	4	6	3	4	4	0	0	0	0	29

**Appendix I-B**  
**Demographics of Kids Pack Program Evaluation Participants by School**

Howard Elementary	0	5	9	4	6	8	5	6	0	0	0	43
<b>School</b>	<b>Pre-K</b>	<b>Kindergarten</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>Other</b>	<b>Total</b>
Kingsley Elementary	0	7	1	7	1	6	6	1	0	0	0	29
Lehigh Elementary	3	3	3	3	0	3	1	3	0	0	0	19
Mariposa Elementary	0	0	3	3	2	1	4	1	0	0	0	14
Mission Elementary	0	1	8	9	3	5	6	1	0	0	0	33
Monte Vista Elementary	0	4	2	2	0	1	1	1	0	0	0	11
Montera Elementary	0	1	6	2	1	5	5	2	0	0	0	22
Moreno Elementary	0	1	2	1	3	4	1	1	0	0	0	13
Oaks Middle School	0	0	0	0	0	0	0	0	6	5	0	11
Ramona Elementary	2	1	2	0	1	0	0	1	0	0	0	7
Serrano Middle	0	0	0	0	0	0	0	0	8	10	0	18
Sultana Elementary	0	0	2	1	2	3	2	0	0	0	0	10
Vineyard Elementary	0	1	6	2	2	4	3	3	0	0	0	21
Vista Grande Elementary	0	1	3	3	1	1	3	2	0	0	0	14
District Total	5	61	87	79	53	77	64	43	14	15	3	501
<b>Redlands Unified School District</b>												
<b>School</b>	<b>Pre-K</b>	<b>Kindergarten</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>Other</b>	<b>Total</b>
Bryn Mawr	0	4	13	8	11	12	3	0	0	0	0	51
Franklin Elementary	1	10	7	9	2	3	0	0	0	0	0	32
Lugonia Elementary	0	0	12	12	12	0	0	0	0	0	0	36
Mentone Elementary	0	12	11	11	9	11	8	0	0	0	0	62
Victoria Elementary	5	4	18	12	17	3	11	0	0	0	0	70
District Total	6	30	61	52	51	29	22	0	0	0	0	251
<b>Yucaipa-Calimesa Joint Unified School District</b>												
Dunlap Elementary		3	5	1	5	8	1	1				24
Yucaipa Elementary		1	3	1	5	6	5	4				25
District Total		4	8	2	10	14	6	5				49

**Appendix I-C**  
**Demographics of Kids Pack Program Evaluation Participants by School District**

<b>Gender of Kids Pack Participants Included in the Program Evaluation by School District</b>			
	Female	Male	Total
Chino Valley Unified	38	37	75
Claremont Unified	18	21	39
Hesperia Unified	18	15	33
Ontario-Montclair Elementary	231	274	505
Redlands Unified	137	115	252
Yucaipa-Calimesa Joint Unified	23	26	49
<b>Total</b>	<b>465</b>	<b>488</b>	<b>953</b>

<b>Race/Ethnicity of Kids Pack Participants Included in the Program Evaluation by School District</b>						
<i>District</i>	<i>Hispanic</i>	<i>White</i>	<i>African-Am.</i>	<i>Asian/Pac. Is.</i>	<i>Native Am.</i>	<i>Total</i>
Chino Valley Unified	68	4	0	1	0	73
Claremont Unified	27	5	6	0	0	38
Hesperia Unified	14	14	4	0	0	32
Ontario-Montclair Elementary	419	47	17	6	3	492
Redlands Unified	165	44	25	9	3	246
Yucaipa-Calimesa Joint Unified	36	12	1	0	0	49
<b>Total</b>	<b>729</b>	<b>126</b>	<b>53</b>	<b>16</b>	<b>6</b>	<b>930</b>

<b>Grade Level of Kids Pack Participants Included in the Program Evaluation by School District</b>												
<i>District</i>	<i>Pre-K</i>	<i>Kindergarten</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	<i>Other</i>	<i>Total</i>
Chino Valley Unified	0	12	12	11	9	13	8	7	1	0	2	75
Claremont Unified	0	1	9	7	6	7	4	5	0	0	0	39
Hesperia Unified	0	5	6	3	7	5	4	3	0	0	0	33
Ontario-Montclair Elementary	5	61	87	79	53	77	64	43	14	15	3	501
Redlands Unified	6	30	61	52	51	29	22	0	0	0	0	251
Yucaipa-Calimesa Joint Unified	0	4	8	2	10	14	6	5	0	0	0	49
<b>Total</b>	<b>11</b>	<b>113</b>	<b>183</b>	<b>154</b>	<b>136</b>	<b>145</b>	<b>108</b>	<b>63</b>	<b>15</b>	<b>15</b>	<b>5</b>	<b>948</b>

## Appendix II

### Tabulations of Survey Responses

<b>Student Survey</b>			
<b>Outcome 1: Students Avoid Hunger Over the Weekend</b>			
<b>Change from Pre-Test to Post-Test</b>			
<b>Item 1</b>			
<b>Over the weekend, my family has enough food for everyone</b>			
Category	Pre-Test	Post-Test	Difference
Strongly Disagree	5% (n = 32)	3% (n = 20)	-2 (n = -12)
Disagree	21% (n = 133)	18% (n = 110)	-4 (n = -23)
Neither Agree nor Disagree	31% (n = 192)	23% (n = 143)	-8 (n = -49)
Agree	33% (n = 206)	43% (n = 268)	10 (n = 62)
Strongly Agree	9% (n = 58)	13% (n = 81)	4 (n = 23)
<b>Item 2</b>			
<b>My family has healthy and nutritious food at home</b>			
Category	Pre-Test	Post-Test	Difference
Strongly Disagree	4% (n = 22)	2% (n = 14)	-1 (n = -8)
Disagree	14% (n = 89)	13% (n = 79)	-2 (n = -10)
Neither Agree nor Disagree	33% (n = 204)	25% (n = 156)	-8 (n = -48)
Agree	38% (n = 236)	48% (n = 300)	10 (n = 64)
Strongly Agree	11% (n = 70)	12% (n = 73)	<1 (n = 3)
<b>Item 3</b>			
<b>Over the weekend, I have as much food as I want</b>			
Category	Pre-Test	Post-Test	Difference
Strongly Disagree	6% (n = 39)	7% (n = 46)	1 (n = 7)
Disagree	32% (n = 198)	23% (n = 142)	-9 (n = -56)
Neither Agree nor Disagree	27% (n = 164)	22% (n = 138)	-4 (n = -26)
Agree	27% (n = 165)	35% (n = 216)	8 (n = 51)
Strongly Agree	8% (n = 52)	12% (n = 77)	4 (n = 25)

## Appendix II

### Tabulations of Survey Responses

<b>Parent Survey</b>			
<b>Outcome 1: Students Avoid Hunger Over the Weekend</b>			
<b>Change from Pre-Test to Post-Test</b>			
<b>Item 1</b>			
<b>Over the weekend, my family has enough food for everyone</b>			
Category	Pre-Test	Post-Test	Difference
Strongly Disagree	6% (n = 33)	3% (n = 19)	-2 (n = -14)
Disagree	20% (n = 119)	16% (n = 97)	-4 (n = -22)
Neither Agree nor Disagree	29% (n = 170)	23% (n = 134)	-6 (n = -36)
Agree	33% (n = 193)	40% (n = 235)	7 (n = 42)
Strongly Agree	13% (n = 77)	18% (n = 107)	5 (n = 30)
<b>Item 2</b>			
<b>My family has healthy and nutritious food at home</b>			
Category	Pre-Test	Post-Test	Difference
Strongly Disagree	5% (n = 27)	2% (n = 13)	-2 (n = -14)
Disagree	12% (n = 70)	12% (n = 69)	0 (n = -1)
Neither Agree nor Disagree	31% (n = 183)	21% (n = 123)	-10 (n = -60)
Agree	38% (n = 222)	45% (n = 265)	7 (n = 43)
Strongly Agree	15% (n = 89)	21% (n = 121)	5 (n = 32)
<b>Item 3</b>			
<b>Over the weekend, my child has as much food as he/she wants</b>			
Category	Pre-Test	Post-Test	Difference
Strongly Disagree	7% (n = 42)	5% (n = 28)	-2 (n = -14)
Disagree	26% (n = 154)	22% (n = 130)	-4 (n = -24)
Neither Agree nor Disagree	30% (n = 173)	24% (n = 138)	-6 (n = -35)
Agree	25% (n = 146)	33% (n = 195)	8 (n = 49)
Strongly Agree	12% (n = 72)	16% (n = 96)	4 (n = 24)

## Appendix II

### Tabulations of Survey Responses

<b>Teacher Survey</b>			
<b>Outcome 2: Students Are Better Able to Participate in School</b>			
<b>Change from Pre-Test to Post-Test</b>			
<b>Item 1</b>			
<b>This student is attentive during class</b>			
Category	Pre-Test	Post-Test	Difference
Strongly Disagree	7% (n = 45)	4% (n = 24)	-3 (n = -21)
Disagree	21% (n = 139)	13% (n = 86)	-8 (n = -53)
Neither Agree nor Disagree	13% (n = 89)	11% (n = 71)	-3 (n = -18)
Agree	43% (n = 290)	46% (n = 309)	3 (n = 19)
Strongly Agree	16% (n = 110)	27% (n = 183)	11 (n = 73)
<b>Item 2</b>			
<b>This student has a positive attitude toward school</b>			
Category	Pre-Test	Post-Test	Difference
Strongly Disagree	1% (n = 9)	2% (n = 16)	1 (n = 7)
Disagree	7% (n = 49)	4% (n = 24)	-4 (n = -25)
Neither Agree nor Disagree	19% (n = 128)	11% (n = 76)	-8 (n = -52)
Agree	47% (n = 313)	46% (n = 308)	-1 (n = -5)
Strongly Agree	26% (n = 174)	37% (n = 249)	11 (n = 75)
<b>Item 3</b>			
<b>This student actively participates in class</b>			
Category	Pre-Test	Post-Test	Difference
Strongly Disagree	5% (n = 33)	3% (n = 21)	-2 (n = -12)
Disagree	20% (n = 132)	10% (n = 66)	-10 (n = -66)
Neither Agree nor Disagree	16% (n = 110)	11% (n = 73)	-6 (n = -37)
Agree	41% (n = 272)	45% (n = 303)	5 (n = 31)
Strongly Agree	19% (n = 124)	31% (n = 208)	13 (n = 84)

## Appendix II

### Tabulations of Survey Responses

<b>Teacher Survey</b>			
<b>Outcome 3: Students Improve Their Grades Change from Pre-Test to Post-Test</b>			
<b>Item 4</b>			
<b>This students academic performance is satisfactory</b>			
<b>Category</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Difference</b>
Strongly Disagree	14% (n = 93)	9% (n = 60)	-5 (n = -33)
Disagree	24% (n = 164)	19% (n = 126)	-6 (n = -38)
Neither Agree nor Disagree	19% (n = 125)	11% (n = 72)	-8 (n = -53)
Agree	28% (n = 190)	38% (n = 255)	10 (n = 65)
Strongly Agree	15% (n = 99)	24% (n = 158)	9 (n = 59)

## Appendix III

### Outcome Results by Demographic and Location Variables

#### Outcome 1: Results by Gender

	Student Survey Item 1			Parent Survey Item 1		
	Female	Male	Total	Female	Male	Total
Negative Change	23% (72)	25% (79)	24% (151)	20% (59)	27% (78)	23% (137)
No Change	38% (116)	33% (103)	35% (219)	40% (121)	33% (97)	37% (218)
Positive Change	39% (120)	41% (129)	40% (249)	40% (119)	40% (116)	40% (235)
	Student Survey Item 2			Parent Survey Item 2		
	Female	Male	Total	Female	Male	Total
Negative Change	27% (84)	26% (82)	27% (166)	22% (66)	24% (71)	23% (137)
No Change	39% (120)	37% (114)	38% (234)	40% (120)	38% (110)	39% (230)
Positive Change	34% (103)	37% (116)	35% (219)	37% (111)	38% (111)	38% (222)
	Student Survey Item 3			Parent Survey Item 3		
	Female	Male	Total	Female	Male	Total
Negative Change	29% (90)	27% (83)	28% (173)	22% (66)	30% (87)	26% (153)
No Change	35% (107)	30% (93)	32% (200)	40% (117)	28% (81)	34% (198)
Positive Change	36% (110)	43% (133)	39% (243)	38% (113)	42% (121)	40% (234)
	Student Survey Combined Scale			Parent Survey Combined Scale		
	Female	Male	Total	Female	Male	Total
Negative Change	34% (103)	33% (103)	33% (206)	30% (87)	34% (97)	32% (184)
No Change	21% (65)	13% (39)	17% (104)	20% (60)	17% (48)	19% (108)
Positive Change	45% (139)	54% (167)	50% (306)	50% (147)	49% (140)	50% (287)

## Appendix III

### Outcome Results by Demographic and Location Variables

#### Outcome 2: Results by Gender

<b>Teacher Survey Item 1</b>			
	Female	Male	Total
Negative Change	11% (39)	18% (60)	15% (99)
No Change	48% (164)	45% (147)	46% (311)
Positive Change	41% (141)	37% (120)	39% (261)

<b>Teacher Survey Item 2</b>			
	Female	Male	Total
Negative Change	15% (50)	19% (63)	17% (113)
No Change	49% (170)	48% (156)	49% (326)
Positive Change	36% (124)	33% (108)	35% (232)

<b>Teacher Survey Item 3</b>			
	Female	Male	Total
Negative Change	12% (42)	19% (62)	16% (104)
No Change	45% (154)	41% (134)	43% (288)
Positive Change	43% (146)	40% (131)	41% (277)

<b>Teacher Survey Combined Scale</b>			
	Female	Male	Total
Negative Change	20% (68)	28% (90)	24% (158)
No Change	24% (83)	22% (71)	23% (154)
Positive Change	56% (189)	51% (165)	53% (354)

**Appendix III**  
**Outcome Results by Demographic and Location Variables**

**Outcome 3: Results by Gender**  
**Teacher Survey Item 4**

	Female	Male	Total
Negative Change	14% (48)	19% (62)	16% (110)
No Change	43% (147)	42% (136)	42% (283)
Positive Change	43% (148)	39% (128)	41% (276)

## Appendix III

### Outcome Results by Demographic and Location Variables

#### Outcome 1: Results by Race/Ethnicity

<b>Student Survey Item 1</b>						
	Hispanic	White	African-Am.	Asian/P.Is	Native Am.	Total
Negative Change	24%	25%	41%	14%	0%	24%
	(116)	(20)	(12)	(1)	(0)	(149)
No Change	36%	35%	28%	29%	100%	35%
	(175)	(28)	(8)	(2)	(1)	(214)
Positive Change	41%	40%	31%	57%	0%	40%
	(201)	(32)	(9)	(4)	(0)	(246)

#### **Parent Survey Item 1**

	Hispanic	White	African-Am.	Asian/P.Is	Native Am.	Total
Negative Change	24%	22%	28%	10%	25%	23%
	(106)	(19)	(9)	(1)	(1)	(136)
No Change	37%	41%	34%	20%	50%	37%
	(166)	(36)	(11)	(2)	(2)	(217)
Positive Change	39%	37%	38%	70%	25%	39%
	(175)	(32)	(12)	(7)	(1)	(227)

#### **Student Survey Item 2**

	Hispanic	White	African-Am.	Asian/P.Is	Native Am.	Total
Negative Change	26%	31%	31%	0%	0%	27%
	(129)	(25)	(9)	(0)	(0)	(163)
No Change	39%	29%	45%	14%	100%	38%
	(194)	(23)	(13)	(1)	(1)	(232)
Positive Change	34%	40%	24%	86%	0%	35%
	(169)	(32)	(7)	(6)	(0)	(214)

#### **Parent Survey Item 2**

	Hispanic	White	African-Am.	Asian/P.Is	Native Am.	Total
Negative Change	24%	21%	28%	9%	0%	24%
	(109)	(18)	(9)	(1)	(0)	(137)
No Change	38%	44%	41%	18%	75%	39%
	(171)	(38)	(13)	(2)	(3)	(227)
Positive Change	37%	36%	31%	73%	25%	37%
	(165)	(31)	(10)	(8)	(1)	(215)

#### **Student Survey Item 3**

	Hispanic	White	African-Am.	Asian/P.Is	Native Am.	Total
Negative Change	28%	28%	31%	14%	0%	28%
	(138)	(22)	(9)	(1)	(0)	(170)
No Change	32%	33%	38%	14%	100%	33%
	(158)	(26)	(11)	(1)	(1)	(197)
Positive Change	39%	40%	31%	71%	0%	39%
	(193)	(32)	(9)	(5)	(0)	(239)

#### **Parent Survey Item 3**

	Hispanic	White	African-Am.	Asian/P.Is	Native Am.	Total
Negative Change	26%	30%	25%	10%	25%	26%
	(116)	(26)	(8)	(1)	(1)	(152)
No Change	34%	29%	44%	40%	50%	34%
	(152)	(25)	(14)	(4)	(2)	(197)
Positive Change	40%	41%	31%	50%	25%	39%
	(175)	(35)	(10)	(5)	(1)	(226)

## Appendix III

### Outcome Results by Demographic and Location Variables

<b>Student Survey Scale Score</b>						
	Hispanic	White	African-Am.	Asian/P.Is	Native Am.	Total
Negative Change	33%	39%	41%	14%	0%	33%
	(159)	(31)	(12)	(1)	(0)	(203)
No Change	18%	10%	21%	14%	100%	17%
	(87)	(8)	(6)	(1)	(1)	(103)
Positive Change	50%	51%	38%	71%	0%	50%
	(243)	(41)	(11)	(5)	(0)	(300)
<b>Parent Survey Scale Score</b>						
	Hispanic	White	African-Am.	Asian/P.Is	Native Am.	Total
Negative Change	33%	30%	34%	10%	25%	32%
	(143)	(26)	(11)	(1)	(1)	(182)
No Change	19%	20%	19%	10%	50%	19%
	(82)	(17)	(6)	(1)	(2)	(108)
Positive Change	49%	50%	47%	80%	25%	49%
	(212)	(43)	(15)	(8)	(1)	(279)

## Appendix III

### Outcome Results by Demographic and Location Variables

#### Outcome 2: Results by Race/Ethnicity

Teacher Survey Item 1						
	Hispanic	White	African-Am.	Asian/P.Is	Native Am.	Total
Negative Change	15%	13%	26%	0%	0%	15%
	(75)	(12)	(10)	(0)	(0)	(97)
No Change	46%	51%	39%	75%	100%	47%
	(236)	(47)	(15)	(6)	(4)	(308)
Positive Change	40%	36%	34%	25%	0%	39%
	(206)	(33)	(13)	(2)	(0)	(254)

Teacher Survey Item 2						
	Hispanic	White	African-Am.	Asian/P.Is	Native Am.	Total
Negative Change	17%	14%	21%	13%	0%	17%
	(89)	(13)	(8)	(1)	(0)	(111)
No Change	46%	53%	58%	50%	100%	48%
	(240)	(49)	(22)	(4)	(4)	(319)
Positive Change	36%	33%	21%	38%	0%	35%
	(188)	(30)	(8)	(3)	(0)	(229)

Teacher Survey Item 3						
	Hispanic	White	African-Am.	Asian/P.Is	Native Am.	Total
Negative Change	16%	13%	24%	0%	25%	16%
	(81)	(12)	(9)	(0)	(1)	(103)
No Change	42%	51%	24%	63%	75%	43%
	(219)	(46)	(9)	(5)	(3)	(282)
Positive Change	42%	36%	53%	38%	0%	41%
	(217)	(32)	(20)	(3)	(0)	(272)

Teacher Survey Combined Scale						
	Hispanic	White	African-Am.	Asian/P.Is	Native Am.	Total
Negative Change	24%	22%	32%	13%	25%	24%
	(122)	(20)	(12)	(1)	(1)	(156)
No Change	21%	29%	18%	50%	75%	23%
	(110)	(26)	(7)	(4)	(3)	(150)
Positive Change	55%	49%	50%	38%	0%	53%
	(282)	(44)	(19)	(3)	(0)	(348)

## Appendix III

### Outcome Results by Demographic and Location Variables

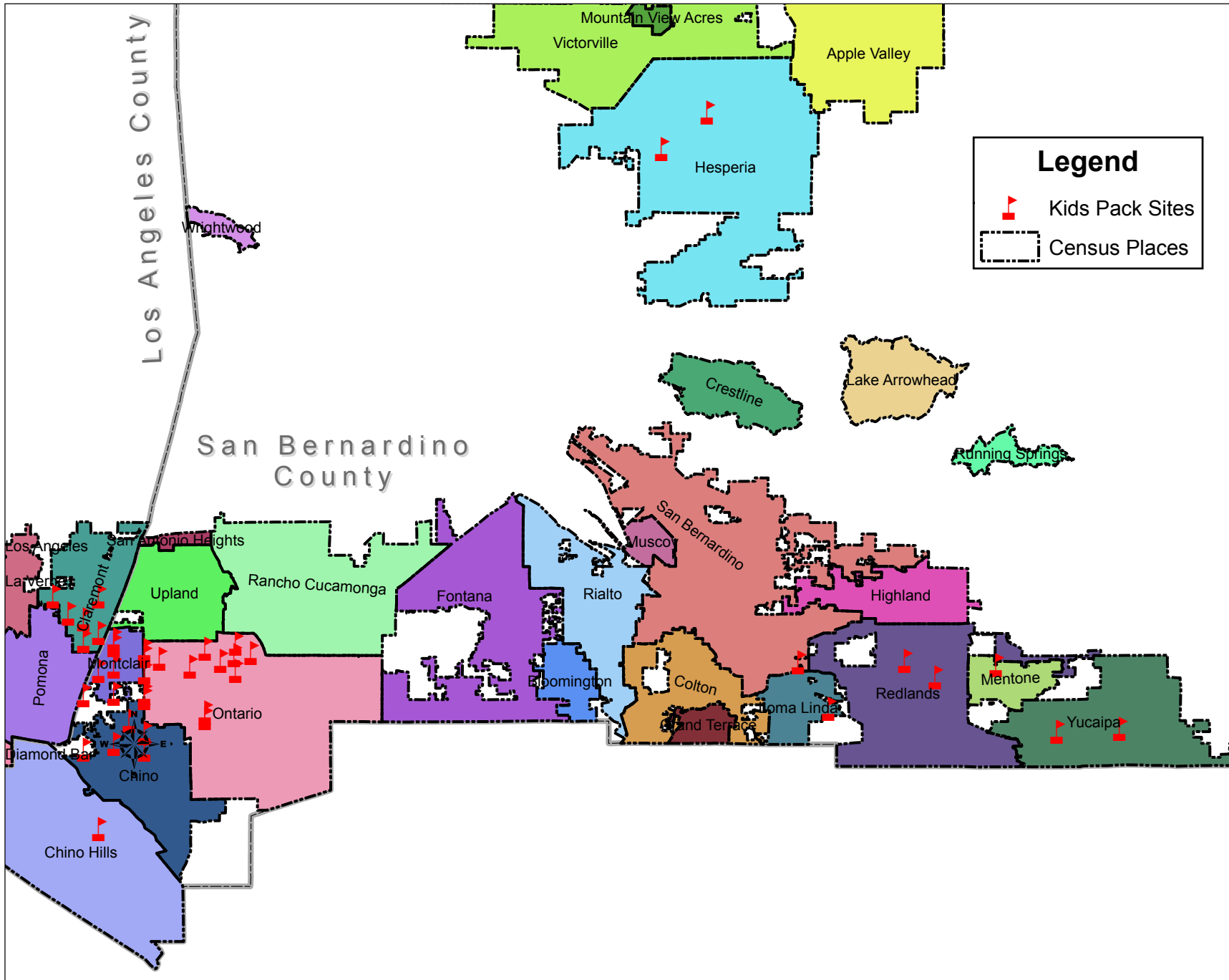
#### Outcome 3: Results by Race/Ethnicity

##### Teacher Survey Item 4

	Hispanic	White	African-Am.	Asian/P.Is	Native Am.	Total
Negative Change	16%	13%	30%	13%	0%	16%
	(82)	(12)	(11)	(1)	(0)	(106)
No Change	42%	46%	35%	25%	100%	43%
	(219)	(42)	(13)	(2)	(4)	(280)
Positive Change	42%	41%	35%	63%	0%	41%
	(215)	(38)	(13)	(5)	(0)	(271)

# Appendix IV

## 2006-07 School Year Kids Pack Locations



# PROGRAM LOGIC MODEL

**Agency Name:** Inland Empire United Way

**Program Name:** Kids Pack

**Agency Mission:** To improve lives by mobilizing the caring power of communities.

**Program goal:** By feeding children safely, nutritiously, and respectfully, the ultimate goal of the Kids Pack program is to ensure that food-insecure and hungry children are better able to participate and succeed in school and life.

Inputs (resources)	Activities	Outputs	Outcomes
<p><u>Program Participants</u></p> <ul style="list-style-type: none"> <li>Homeless and low income school aged children at risk of hunger (in participating school districts)</li> </ul> <p><u>Program Partners</u></p> <ul style="list-style-type: none"> <li>United Way</li> <li>Local school districts</li> <li>Case management organizations</li> <li>Community volunteers</li> </ul> <p><u>Equipment/Supplies</u></p> <ul style="list-style-type: none"> <li>Backpacks</li> <li>Nutritious, individually-packaged, easy-to-prepare foods</li> <li>Delivery truck</li> <li>Computer (record-keeping system)</li> </ul> <p><u>Funding</u></p> <ul style="list-style-type: none"> <li>United Way</li> <li>Corporate sponsorships</li> <li>Private donations</li> <li>Emergency Food &amp; Shelter Program</li> <li>In-kind donations</li> </ul> <p><u>Facilities</u></p> <ul style="list-style-type: none"> <li>Local school sites</li> <li>Program office – with space for food storage and assembly</li> </ul> <p><u>Staffing</u></p> <ul style="list-style-type: none"> <li>Food for Kids Director</li> <li>Food for Kids Coordinator</li> <li>School district staff/case management organizations</li> <li>Community volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Students at-risk of hunger are identified by school district-affiliated case managers</li> <li>2-day supplies of nutritious food are assembled by community volunteers</li> <li>IEUW makes weekly deliveries of assembled food to central school sites in participating school districts</li> <li>District-assigned staff distributes backpacks of food to identified students each Friday</li> <li>Students take home backpacks of food every weekend (to be returned to school on Monday)</li> </ul>	<ul style="list-style-type: none"> <li># of participating school districts</li> <li># of participating schools</li> <li># of students receiving backpacks</li> <li># of food bags assembled</li> <li># of food bags delivered</li> <li># of backpacks distributed</li> <li># of weekends food is distributed</li> <li># of pounds/# items of food distributed</li> </ul>	<p><u>Initial participant outcome</u></p> <ul style="list-style-type: none"> <li>Students avoid hunger over the weekends.</li> </ul> <p><u>Intermediate participant outcome</u></p> <ul style="list-style-type: none"> <li>Students are better able to participate in school.</li> </ul> <p><u>Long-term participant outcome</u></p> <ul style="list-style-type: none"> <li>Students improve their grades.</li> </ul>

## EVALUATION (MEASUREMENT) PLAN

**Agency:** Inland Empire United Way

**Program Name:** Kids Pack

OUTCOME	INDICATORS	DATA SOURCE	DATA COLLECTION METHOD	DATA COLLECTION TOOL	DATA COLLECTION FREQUENCY/ SCHEDULE	SAMPLE SIZE
Students avoid hunger over the weekends.	<ul style="list-style-type: none"> <li>▪ # &amp; % of participants who report they felt less hungry over the weekend</li> <li>▪ # &amp; % of participants who report they had enough to eat over the weekend</li> </ul>	Participants	Self-administered participant survey	Survey	Pre-and post survey conducted before participation in the program and at the end of the school/program year.	All participants
	<ul style="list-style-type: none"> <li>▪ # &amp; % of participants who had little or no <u>other</u> food in the home during the weekend</li> <li>▪ # &amp; % of participants who had enough food to eat over the weekend</li> </ul>	Parents	Self-administered parent survey	Survey	Pre-and post survey conducted before participation in the program and at the end of the school/program year.	All participants
Students are better able to participate in school.	<p># &amp; % of participants who show improvement in any of the following:</p> <ul style="list-style-type: none"> <li>▪ <u>Alertness</u></li> <li>▪ Attitude/Behavior</li> <li>▪ Class Participation</li> </ul>	Teachers	Self-administered teacher survey	Survey	Pre-and post survey conducted before participation in the program and at the end of the school/program year.	All participants
Students improve their grades.	# & % of participants who show an improvement in their grades from pre-participation to post-participation in the program	Participant report cards	Record review of participant report cards	Checklist (to track record review)	Review conducted at the end of the school/program year.	All participants