

# 2015-2016 SUMMATIVE EVALUATION FOR

## Kids For Kids Academy Super Science Sleuths

### Compiled by Diana Venturini, Program Evaluator

#### 1.0 OVERVIEW AND HISTORY

Kids for Kids Academy (KFKA) was awarded the 21st Century Community Learning Center grant for the first time this school year. The program offers children in Kindergarten through 5th grade in the target schools in our community: Kids for Kids Academy, Jack D. Gordon Elementary, and Norma Butler Bossard Elementary - **free** after school and summer programs that offer enrichment in the areas of STEM (science, technology, engineering and math), language arts, positive pro-social behaviors, and conversational Spanish, as well as offer health and fitness activities that promote healthy lifestyles.

The program took place at Kids For Kids Academy, on all Miami-Dade County Public school instructional days between August 24th, 2015 and June 9th, 2016, and included the following:

- Forty-five minutes of targeted daily instruction in the areas of science, math, language arts, Spanish, and classes on positive pro social behaviors were taught by teachers with Bachelors and Masters degrees to ensure the highest level of academic instruction.
- Structured outdoor activities took place two times a week; in addition to the personal fitness component of the program which included participation in a weekly karate class, soccer class, and fitness class.
- Students spent 45 minutes daily using computer programs suggested by the school district to reinforce the instruction from their home school and also had a daily 45-minute homework assistance block.
- The program operated Monday through Friday: 4 hours a day for kindergarten and 1<sup>st</sup> grade students and 3 hours a day for 2<sup>nd</sup>-5<sup>th</sup> grade students.

In addition to the school year program, students participating in the program were required to attend a ten-week summer enrichment camp that operated from 8:00 am – 6:00 pm. Parents needing care for 7:00 am – 6:30 pm were accommodated. Components of the program included the following:

- Project-Based Learning (PBL) instruction of 2.25 minutes daily (science, math, language arts, Spanish, and pro-social development).
- Other aspects of the program day included: critical thinking games on all subject areas, daily computer use, weekly classes in soccer, personal

fitness, karate, and also offer structure, arts and crafts, fieldtrips, and free outdoor play.

- Weekly educational field trips were used to compliment instruction.
- Cooking classes and daily healthy breakfast, lunch and snack were provided during the summer program.

To manage student work and to maintain documentation, students used composition books to have a running record of activities completed. Other work samples were also collected and filed. The program maintains files in the office for each child with enrollment information, consent forms and surveys, report cards, work samples, pre/post-tests, and doctors notes and communication from families.

To increase communication to families, PBL staff took photos of students participating in STEM activities. Those photos were posted to the school Facebook page as a source of documentation and a way to link the home and school. PBL staff as well as the fitness, soccer and karate instructors also emailed the program director a weekly summary of activities and those weekly summaries were compiled by the program and emailed to parents through Constant Contact. They also were posted on the 21<sup>st</sup> CCLC part of the school webpage. Additionally, one hard copy was posted each week on a bulletin board for families who had no access to the internet.

Report card data: The guidelines of the 21<sup>st</sup> CCLC state that report card data must be inputted and analyzed after each grading period. The program had to indicate the number of students achieving success defined as follows:

- a. Students who receive an A or B in the areas of language arts, math, and science
- b. Students who improve from a C to an A or B or from a D or and F to a C
- c. Primary students who receive an E or G grade

The data from the second and third grading period shows the following percentages of students meeting criteria in each area:

	Language Arts	Math	Science
2 <sup>nd</sup> Grading period	95%	96%	97%
3 <sup>rd</sup> Grading period	86%	93.75%	95%

Pretest and posttest data was also compared after students participated in the prosocial development lessons and the results showed that 93% of participating students showed gains from the pretest to the posttest.

Parents were required to attend six two-hour family engagement activities that took place on six Saturdays during the school year and summer program. Descriptions of the activities and successes were as follows:

Of the 6 family engagement activities planned at the time of this report, 4 Saturday sessions have taken place. Descriptions of the classes are as follows:

1. Family Math-o-Rama – October 24, 2015 Participants and their parents in grades K-2 completed several tangram activities following the interactive reading of Grandfather Tang. Participants and their parents in grades 3-5 made a game to practice finding equivalent fractions. Both groups took part in a “make and take” and got to take home tools to practice with at home. 46 families attended, representing 62% of program participants.
2. Internet Safety – December 12, 2015 Parents learned from a licensed school psychologist about the lessons he had been teaching the students and the supplemental curriculum. He also addressed internet safety and gave parents guidelines for making sure their child is protected against predators, cyber bullies and other internet related topics. Copies of the PowerPoint were made available and also posted on the 21<sup>st</sup> CCLC portion of the program website. 41 families attended, representing 55% of program participants.
3. Family Engineering Day - Saturday, February 20th, 2016 Families gathered outside to test their building skills. The “architects and engineers” had time to explore building with their families. After they were given ramps, balls, and marbles they were challenged to work cooperatively with other families to make a new design to achieve the goal of dropping marbles and small balls into a cup at the end of their structure. Families also wrote about their creations to integrate language arts into this STEAM activity. 61 families attended, representing 85% of program participants.
4. Taking the Anxiety Out of Test Taking – March 12, 2016 This parenting class was on reducing stress and anxiety and test taking strategies. It was helpful that it took place the week before the state standardized testing. Parents reported that the information came in handy. Parents received handouts with tips on reducing stress and anxiety not only during testing time but throughout the school year. Some tips included signs to look for to indicate anxiety and depression in children of all ages. Copies of the PowerPoint were made available

and also posted on the 21<sup>st</sup> CCLC portion of the program website. 45 families attended, representing 61% of program participants.

## **2.0 STUDENT CHARACTERISTICS**

“It’s important that we raise awareness about what afterschool programs do. We’re not babysitters; we’re actually changing kids’ lives.” These words, as spoken by New York Yankees First Baseman, Mark Teixeira, highlight the true value of quality afterschool programs. The Kids for Kids Academy Super Science Sleuths program meets all of the qualifications necessary to be considered a high-quality afterschool program.

There is a great need of such a program in the area serviced by Kids for Kids Academy Super Science Sleuths. The estimated population of children ages 4-12 in the proposed zip codes is about 40,000. However, the county’s listing of out of school programs shows that there are 5 summer camp programs and 6 after school programs publicly funded in the zip codes being served by Kids for Kids. The Super Science Sleuths Academy (SSSA) increases the available number and quality of the after school and summer enrichment slots for children in the community by having 72 children participate in this program.

Research shows that “Parental involvement is a strong predictor of student achievement, regardless of ethnic or racial background or socioeconomic status” (Center on Education Policy, 2012). As a result, the integration of family counseling, character education, service learning and family involvement into SSSA program address family unit risk factors, thus contributing to the quality of the program. It also facilitates stronger parenting and academic skills to assist at-risk families to improve the academic, physical, emotional and social development outcomes of their children.

Health risks are also identified and addressed by the SSSA program. Since 2007, only 30% of student in Miami-Dade County exercised at the current recommended levels and 18% were considered overweight. KFKA has a physical fitness and nutrition program component designed to assist their target population in learning and maintaining healthy habits that will allow them to focus more academically and maintain good health. Additionally, the site participates in the USDA Childcare Food Program and has established a healthy and nutritious menu to support healthy habits.

Kids for Kids academy shows evidence that they are focused on the ‘whole child’. Research shows that, “character education and service learning play a central role in helping schools improve all students’ academic achievement, promote an ethic of excellence, reduce dropouts, prepare a competent and responsible workforce, and equip young persons with the skills they will need to lead

productive, fulfilling lives and contribute to the common good” (Character Education Partnership, 2008). These concerns are being addressed in the curriculum of the SSSA afterschool program.

## 2.1 Total Student Enrollment and Attendance

The program was approved to serve 72 students. The program chose to over enroll to ensure that the requirement was met for average daily attendance.

**Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2015 and School Year 2015-2016.**

Center Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer Only	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Both Summer AND School Year	Total
<b>Kids For Kids Academy</b>	0	87	0	<b>87</b>	0	84	84	<b>84</b>

- 0 students attended the summer program only, as our program began in the Fall of 2015. 87 students attended the school year only, for a total of 87 total enrolled students.
- For the regularly participating students, enrolled in 30 days or more, 0 students attended the summer program only, 84 students attended the school year only, for a total of 84 students enrolled and regularly participating.

### School Year Enrollment

Throughout the 10-month school year, some students dropped out, as they were not able to meet the required attendance. One student was put on a behavior management plan and after several warnings was expelled from the program for aggressive behavior. Students from the waiting list were added as students dropped. The program guidelines indicate that a 95% attendance is needed for compliance. The program met the attendance goal for 8 out of 9 months, with an average attendance rate of 98%. The program's monthly attendance statistics were as follows:

	August	September	October	November	December	January	February	March	April	May	June
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Number Enrolled	73	78	79	75	77	76	75	72	73	TBD	TBD
Average Daily Attendance	99%	104%	100%	98%	102%	97%	91%	95%	95%	TBD	TBD

- The average number of student enrolled for the 9 months reported is 75.
- The average daily attendance rate for the 9 months is 98%.

## 2.2 Student Demographics

According to the 2010 US Census Bureau, the poverty level for families with children in the community is 24% and the percentage of limited English proficient students and families is 50%. The literacy rate in Miami-Dade County is estimated at 52% of the student population and the percentage of adults in our community without a high school diploma is 40%.

The number of students eligible for Free and Reduced Lunch at the three school serviced by KFKA exceeds the 40% required for this grant: Jack Gordon Elementary 76%, Norma Butler Bossard Elementary 63%, and Kids for Kids Academy 55%.

**Table 2. Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students.**

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided		Male	Female	Data Not Provided	
<b>Kids For Kids Academy</b>	46	41		5-11	45	39		5-11

- 53% of the *total* participating students are male, and 47% are female
- Of the *regularly* participating students, 54% are male and 46% are female

**Table 3. Population Specifics: Total Participating Students.**

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	DK*	Yes	No	DK	Yes	No	DK
<b>Kids For Kids Academy</b>	6	81		5	82		40	47	

- 7% of total participating students were identified as having limited English language proficiency
- Of the total participating students, 6% were identified as students with special needs
- 46% of the total participating students qualified for free or reduced- price lunch

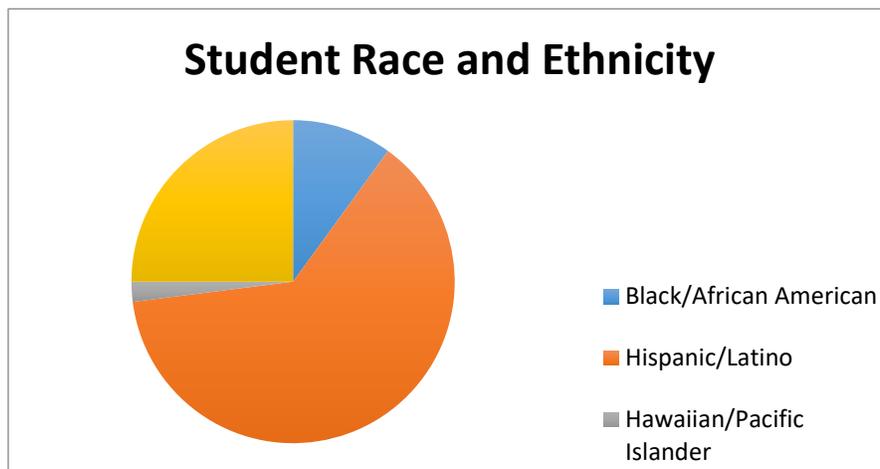
**Table 4. Population Specifics: Regularly Participating Students.**

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	DK*	Yes	No	DK	Yes	No	DK
<b>Kids For Kids Academy</b>	6	78		5	79		39	45	

- 7% of the regularly participating students were identified as having limited English language proficiency
- Of the regularly participating students, 6% were identified as students with special needs
- 46% of the regularly participating students qualified for free or reduced-price lunch

**Table 5. Student Race and Ethnicity: Total and Regularly Participating Students.**

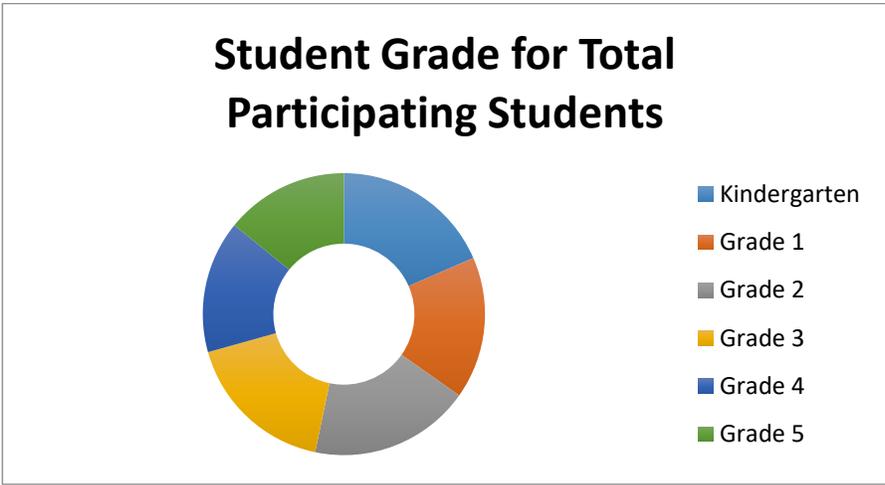
Center Name	Total Participating Students							Regularly Participating Students								
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided
<b>Kids For Kids Academy</b>			6	57	2	22					6	54	2	22		



- Of the *total* participating students, 7% are black or African American, 66% are Hispanic or Latino, 2% are Hawaiian or Pacific Islander, and 25% are white.
- Of the *regularly* participating students, 7% are black or African American, 64% are Hispanic or Latino, 2% are Hawaiian or Pacific Islander, and 26% are white.

**Table 6. Student Grade for Total Participating Students.**

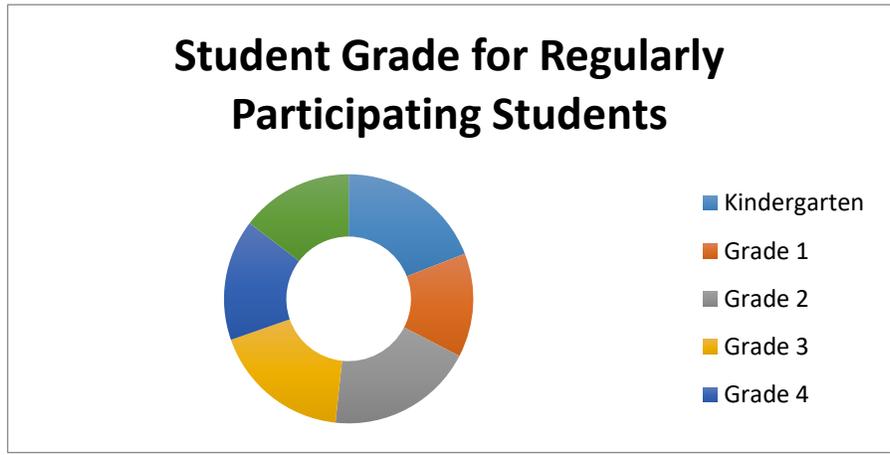
Center Name	Grade In School*													
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>Kids For Kids Academy</b>	18	15	22	11	14	7								<b>87</b>



- Out of the 87 total participating students, the distribution of students to each grade level is close to equal: 21% are in kindergarten, 17% are in first grade, 25% are in second grade, 13% are in third grade, 16% are in fourth grade, and 8% are in fifth grade. Fourth and Five grade were combined, based on the children’s ability levels.

**Table 7. Student Grade for Regularly Participating Students.**

Center Name	Grade In School*													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Kids For Kids Academy</b>	18	15	19	11	14	7								<b>84</b>



- The program has 84 regularly participating students, and they are evenly distributed amongst the 6 grades: 21% are in kindergarten, 18% are in first

grade, 23% are in second grade, 13% are in third grade, 17% are in fourth grade, and 8% are in fifth grade. Fourth and Fifth grade were combined, based on the children's ability levels.

### **3.0 PROGRAM OPERATIONS**

#### **3.1 Summer Operation**

**Table 8. Summer 2015 Operation.**

<b>Center Name</b>	Total number of <b>weeks</b> THIS center was open	Typical number of <b>days per week</b> THIS center was open	Typical number of <b>hours per week</b> THIS center was open on		
			<b>WEEKDAYS</b>	<b>WEEKDAY EVENINGS</b>	<b>WEEKENDS</b>
<b>Kids For Kids Academy</b>	N/A	N/A	0	0	0

This program began its first project year in August 2015. No data for Summer 2015 is available as the program had not started at that time.

#### **3.2 School Year Operation**

This program operated in conjunction with the school calendar for Miami-Dade County Public Schools. This program, as well as the public schools in this county, operate for 180 total days during the school year.

**Table 9. School Year 2015-2016 Operation.**

<b>Center Name</b>	Total # of <b>weeks</b> THIS center was open	Total # of <b>days</b> THIS center was open	Typical # <b>days per week</b> THIS center was open	Typical # <b>hours per week</b> THIS center was open				Total # <b>days</b> THIS center operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends / Holidays
<b>Kids For Kids Academy</b>	39	180	5	N/A	N/A	4	0	0	0	180	0

**Note: The center was open outside of program hours for non-21<sup>st</sup> CCLC students.  
Program hours were 2 pm – 6 pm**

#### **4.0 STAFF CHARACTERISTICS**

The staff in the program have remained relatively stable during the summer and school year programs. They use both paid staff as well as volunteers during both the summer and the school year.

#### **4.1 Staff Demographics**

**Table 10a. Regular Staff by Paid and Volunteer Status.**

Staff Type*	Kids For Kids Academy			
	Summer of 2015		2015-2016 School Year	
	Paid	Volunteer	Paid	Volunteer
School Day Teachers (former and substitute)	N/A	N/A	6	0
Center Administrators and Coordinators	N/A	N/A	1	0
Other Non-Teaching School Day Staff	N/A	N/A	8	0
Parents	N/A	N/A	0	2
College Students	N/A	N/A	2	5
High School Students	N/A	N/A	2	6
Community Members	N/A	N/A	0	3
Subcontracted Staff	N/A	N/A	5	0
Other**				

- During the 2015-2016 school year, there were 40 staff members, consisting of 24 paid employees and 16 volunteers.
- According to the numbers provided, the school does well recruiting enough staff members to make sure the program is well-staffed.
- Staff members without degrees have the opportunities to continue their education at the expense of the center to promote professional development.
- Summer data is not applicable as the program's first year began in August 2015.

#### **4.2 Student-to-Staff Ratio**

The program effectively used volunteers to decrease the ratios and remain in compliance during PBL and other activity times. The program used high school students as well as college students as volunteers. During all instructional periods as well as during most of the program hours, the ratios were as follows:

Kindergarten - Third Grades 1:7

**4.3 Staff Training**

According to The Florida Department of Children and Families (DCF), all individuals participating in a center that is licensed by DCF must have completed the 45-hour training either in Childcare or Afterschool Care. Any staff members who did not have that training completed (including PBL staff) signed up and began taking those courses. In addition, 21<sup>st</sup> CCLC staff participating in staff trainings in effective classroom management, infusing art into the program day, and also in a training session on integrating block play to promote engineering.

**5.0 OBJECTIVES and OUTCOMES**

**5.1 Objective Assessment**

Domain	Objective Assessment Plan	% of Participants Meeting Standard of Success at End-of-Year	Stars Achieved
Academic – English Language Arts/Writing	75% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	91%	5 stars
Academic – English Language Arts/Writing	% of regularly participating students will achieve a satisfactory or above in English Language Arts/Writing.  *No benchmark established for 2015-2016 school year.	75%	Unable to determine
Academic – Mathematics	75% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	91%	5 stars
Academics - Mathematics	% of regularly participating students will achieve a satisfactory or above in Mathematics.  *No benchmark established for 2015-2016 school year.	86%	Unable to determine
Academic – Science	75% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.	93%	5 stars

Academic - Science	% of regularly participating students will achieve a satisfactory or above in Science.  *No benchmark established for 2015-2016 school year.	67%	Unable to determine
Personal Enrichment – Behavior & Problem Solving	75% of participating students will demonstrate their conflict resolution as measured by curriculum-based assessment.	75%	4 stars
Personal Enrichment – Arts & Culture	75% of participating students will increase their cultural awareness as measured by authentic assessment.	72%	4 stars
Adult Family Member Performance	75% of participating family members will improve their involvement in student education as measured by perceptual survey (parent).	100%	5 stars

## 5.2 Other Findings

The parents have been offered programs to enhance their ability to help their children. Data below is from survey's completed by parents after a parenting workshop on reducing testing stress and anxiety, as well as test-taking strategies. The workshop was timely in that it took place the week before the state standardized testing.

Parents received handouts with tips on reducing stress and anxiety, not only during testing time but throughout the school year as well. Some tips included signs to look for to indicate anxiety and depression in children of all ages. Copies of the PowerPoint were made available and also posted on the 21<sup>st</sup> CCLC portion of the program website. 45 families attended, representing 61% of program participants. There were 18 survey's analyzed because many parents had multiple children in the program. The data is summarized as follows, broken down by the three questions and one statement about quality of the workshop:

### Question 1: What is the difference between stress and anxiety?

Participant Response	# With This Response	% With This Response	Total Responses
Anxiety is an emotional response	83%	15	18
Stress is a physical response	83%	15	18
Included "response" in the answer	89%	16	18
Did not respond to question	11%	2	18
Had a correct response	89%	16	18

- Of the 18 parents/family members who were took this survey, 89% responded correctly to the question asking the difference between stress and anxiety, with most of them explaining that stress and anxiety are responses to situations.
- 2 parents wrote a response unrelated to the question, indicating that they likely did not understand what was being asked

Question 2: What are some of the symptoms of excessive stress in children?

<b>Category of Symptom of Excessive Stress in Children</b>	<b>Participant Response</b>	<b># With This Response</b>	<b>Total Responses for Each Category</b>
<b>Emotional Symptoms</b>	Moodiness	7	26
	Loss of Interest in Previously Enjoyed Activities	2	
	Fear	8	
	Crying	9	
<b>Physical Symptoms</b>	Sleeping too much/too little	6	17
	Physical Complaints	11	
<b>Behavioral Symptoms</b>	Avoidance of school	4	21
	Acts normally at home but acts-out in school	3	
	Negative changes in behavior/acting withdrawn	14	

- Of the 18 parents surveyed, 100% were able to identify one or more emotional symptoms, 100% identified one or more behavioral symptoms, and 94% identified one or more physical symptoms.
- 94% of the participants were able to identify at least one symptom from each of the categories of symptoms of stress in children.

Question 3: What three areas should I consider when planning how to help my child prepare?

<b>Participant Response – Areas of Preparation</b>	<b># With This Response</b>
Manage/balance schedule week of test	10
Homework habits, study habits	10
Minimize distractions	1
Well-rested, well-fed	5
Monitor mood (“mind, body, spirit”)	12
Unwind after test	7

- 83% of the participants were able to identify 3 or more areas that they should consider when planning how to help their child prepare for testing.
- The most commonly remembered test preparation strategies were managing the children’s schedule, developing homework and study habits, and monitoring the mood of their child.

I have learned useful information at this workshop and it has been a worthwhile use of my time.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b># of participants choosing this response</b>	0	0	0	2	16

- All participants either agreed or strongly agreed that the information presented at the workshop was a worthwhile use of their time.

Parents completed a year end on-line survey to rate program effectiveness. Fifty-four families representing 61 of the students enrolled (84.72%) responded. On a scale of 1-10, the average score was 9.5% with regard to program effectiveness. The program also used this survey as a way for parents to rate the family involvement session. They plan to use the data gained for programming in year two.

The following are sample comment that families posted on the above mentioned survey:

*Ana has growth in her personal development. The program has helped her tremendously in her relationship with her teammates and also to gain an understanding of English as a new language*

*Oscar is doing great with in his social skill and also very confident when doing his school work iam very great full that my child is attending this program.*

*She needs lots of attention and hands on and this program was a great fit for her*

*It has been an excellent experience, I think she has improved a lot in many areas, thanks to the continue material reviews and challenging activities. For example science, she often comes home talking about all the new exciting things she learns, because she gets to experiment them hands on or closely enough to make it interesting for her.*

*Kids For Kids Academy 21st Century CCLC Super Science Sleuths program was amazing!!!My son came home every single day excited about all he learned at camp. He would tell me about the activities he participated in, and how much he enjoyed them all. I love that the program is academically driven, yet still allows children to have some fun by doing sports such as soccer. I love that they had a designated reading time, as well as math practice. I also liked that "computer lab" time included programs that focused on critical thinking skills. One of my son's favorite activities was learning to play chess. In addition to the academic component, the Family Engagement classes were also very beneficial. They showed me strategies to incorporate at home to make Language Arts and Math more fun. Overall, I was very satisfied with the program and I'm so happy that my son got to be a part of it.*

*Ava became more confident , increased her self esteem . She was very shy before now she socialize with others, spent more time with outdoor games & activities. Very conscios about health & healthy meals & about her physical fitness that she learned from this program!*

*My daughter has felt very confident attending the KidsforKids enrichment program. She is a very bright girl and this program has fostered the creativity/ innovation needed for her to enjoy learning. Victoria has had a challenge with adjusting to kindergarten but she was always looking forward to attend this program. She has created friendship bonds that i feel will last long. Its truly been a wonderful environment for her to grow*

*Annabella joined Kids for Kids February of 2016, she was suffering from testing anxiety and was feeling insecure. The team at kids for kids worked hard to work not only on her academic progress but also in her emotional well being. Kids for Kids has become a 2nd home away from home. We are grateful for this program and Ms. Davis and her staff. For me as a working Mom, I no longer have the*

*guilt of feeling like my kids are neglected because Im working, at this program they are learning, having fun and making lasting friendships.*

*Dylan had a great year and really enjoys his time here. As a parent it is comforting to see my child happy when I pick him up. What he learns here expands on what he learns at school and has helped him become a brighter, more curious little boy.*

*During the first year of the program my child has learned to think and learned the many areas of academics learned and improve throughout the school year such as science, math , and reading*

*My son was able to start working on projects and at home work at a much quicker lever, more independent, enjoyed the projects, plants and science exposure. It was a fantastic experience.*

*We have seen our children both grow in the various subject matter that is covered within the program. Every week they share what they have learned and they are excited to continue in the program. We have seeing an improvement in their grades and understanding of what is being taught to them at school thanks to the CCL program.*

*Tyler was, prior to these sessions and school year, very scatter brained and un-attentive. His ability to now focus has improved dramatically, as well as his feelings of having accomplished something on his own. You can see him taking pride in not only getting his work done, but getting it done correctly. We really appreciate the work that's been put into this program.*

*Leila has had a great experience thus far in this wonderful program. It has enhanced her critical thinking and time management skills tremendously and I feel that she is better prepared for 5th grade because of this program.*

*The extra activities he has participated in, that takes his thinking out of the box, has been great. These are things he couldn't get to do during the school day. I find it gave him an extra edge compared to his school peers.*

*Elizabeth is enjoying the program. It is helping to reinforce what she is learning in school and as a result her final grades were straight A's across the board. We are not only very proud of her, but so grateful for this program.*

*The program has enhanced our sons critical thinking as well as prepared him for the next school year.*

*The program has been one amazing experience. I love the school and staff, my child has learned so much and is always looking forward to attending. I cant wait for her to attend back again in the fall. My daughter is not a social butterfly but instead very timid and she has come out of her shell making lots of friends and just being in a home- feeling environment. Great program, Great school!*

*Some of the activities have allowed my child to gain a better understanding of some of the materials learned during the school year. Additionally, my child has enjoyed the enrichment activities during the program, particularly soccer and lego building during the summer. We are looking forward to another great year this Fall!*

*The experience for my child this last school year was exceptional. First, I credit the organization and measures for fidelity. What I love about the staff is that they keep us informed and also keep to the schedules and tasks. This has helped my child tremendously where she can follow the daily routine and it is so beneficial. The variety of activities is crucial in keeping the students engaged and his program really has a great handle on it. I work with my child every evening but having her start the homework at K4K was a helpful start because there is a common thread amongst the group and its a responsibility piece. Also, it allows for more review and practice at home. As a whole the program lifted my child's abilities to work cooperatively, think critically, and be challenged by sports and exercise daily. Socialization is a big part of academics and I feel like this program has allowed my child to build relationships and flourish. Mostly she has had fun along with learning new skills. The safety level is also key for programs like this and it is wonderful to see the care and planning that goes into each day's activity. I'm thankful and blessed to be part of such a great group of professionals.*

*I think the program has definitely helped my daughter, she is more independent regarding homework and studying and improved her grades*

*The program has definitely helped my child in his development of critical thinking and has empowered him to think outside the box. Overall, it has enriched his scholastic needs.*

*My daughter had a great experience during her first time at the program. I felt that she gained more knowledge around various subjects especially in critical thinking. This is a great program to help further their minds especially when most of their school year is spent getting ready for an exam I felt this program helped fill a gap of learning that unfortunately public schools can't offer.*

*My child's experience has been positive. The way that academics is presented--in a fun way, makes her havens positive attitude towards learning.*

### **5.3 Student Success Snapshot**

The student used for this snapshot is a fourth grader participating in an ESE program in her home school. She had 94% attendance in the 21<sup>st</sup> CCLC program. The student began the program withdrawn and showed lack of participation in her home school and also throughout the first month of the program both during PBL instruction and also during supplemental activities including personal fitness activities. As the program progressed, she was given a high school mentor. Both her parents and home school teacher report changes in attitude and class participation as well as increased self-esteem. The family also benefited from in-kind support sessions offered to the family from a licensed school psychologist as part of his donation of services to the program. She has met satisfactory performance with regard to report card data in 3 of the 4 grading periods. It is the belief of the evaluator that the individualized attention, coupled with the interventions of the 21<sup>st</sup> CCLC program that gave the student tools she needed to be successful.

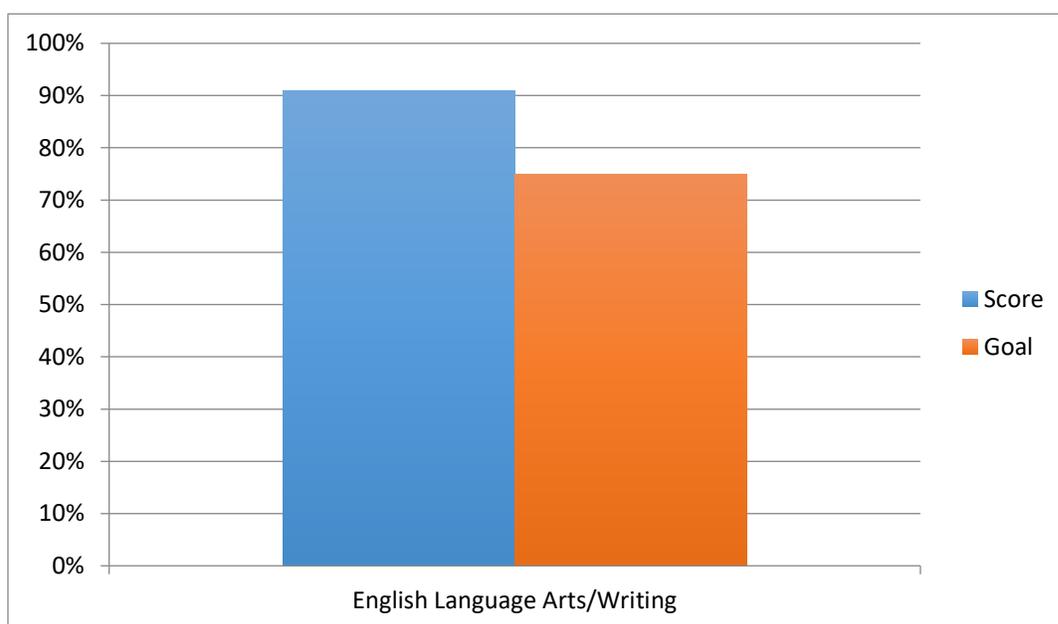
## 5.4 Overall Findings for Each Objective

### Academic – English Language Arts/Writing

*Exceeds Benchmark:* In the academic areas of English language arts/writing, the goal was for 75% of regularly attending students to improve to a 'satisfactory' level or maintain an 'above satisfactory' rating. In this subject, 91% of students met this goal, which is far above the original target goal.

### Academic – English Language Arts/Writing

*Benchmark not applicable:* For the 2015-2016 year, a benchmark was not established because of the change in state assessments and the release of FSA data, however, 75% of participating students achieved satisfactory or above (Achievement Level 3 or higher).



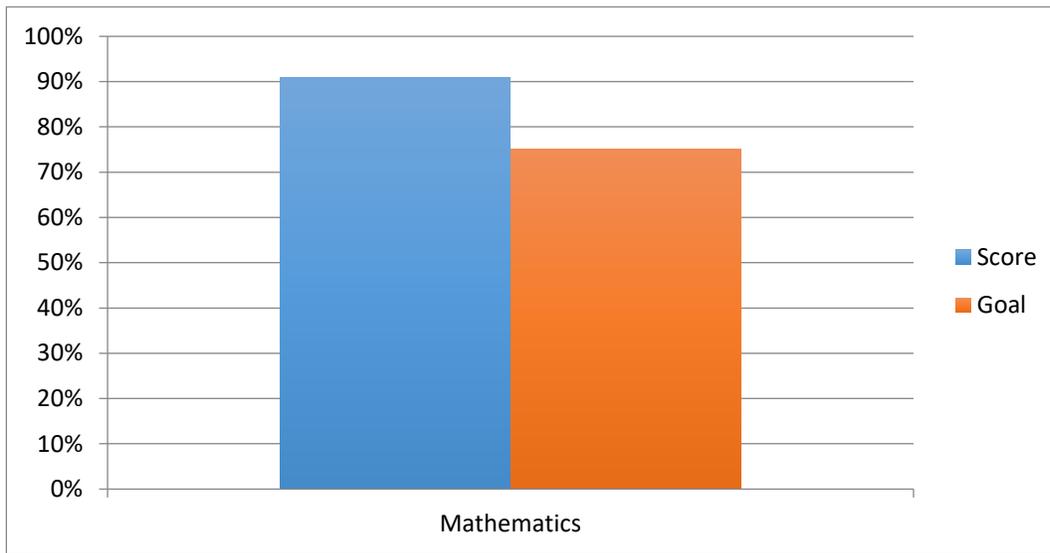
### Academic – Mathematics

*Exceeds Benchmark:* The academic areas of mathematics had a goal was for 75% of regularly attending students to improve to a 'satisfactory' level or maintain an 'above satisfactory' rating. In this subject, 91% of students met this goal, which is 16% above the original target goal.

### Academic – Mathematics

*Benchmark not applicable:* For the 2015-2016 year, a benchmark was not established because of the change in state assessments and the release of FSA

data, however, 86% of participating students achieved satisfactory or above (Achievement Level 3 or higher).

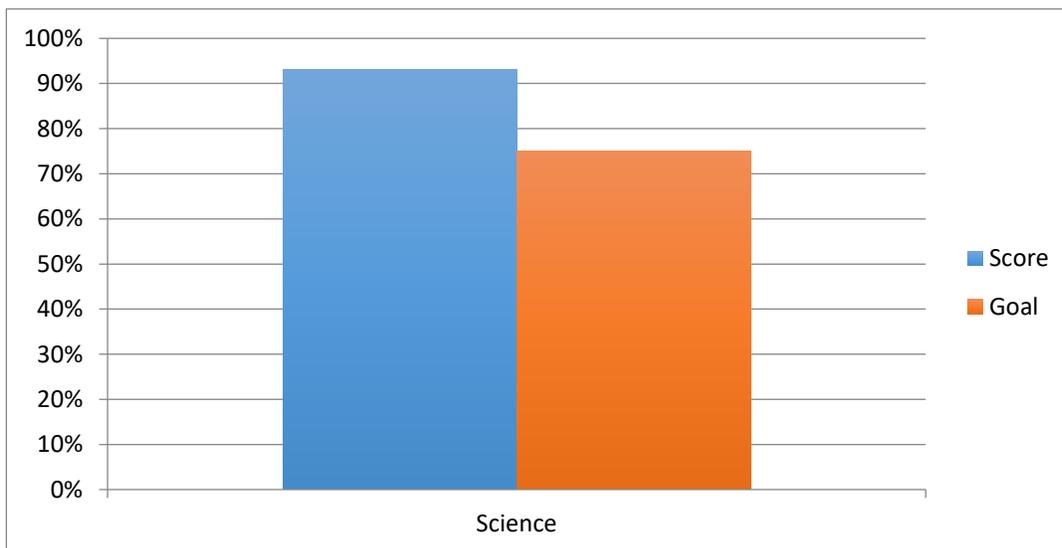


### Academic – Science

*Exceeds Benchmark:* The same goal of 75% was used for the science portion of the program, and 93% of students improved to a satisfactory level or maintained an above satisfactory level, surpassing the goal by 18%.

### Academic – Science

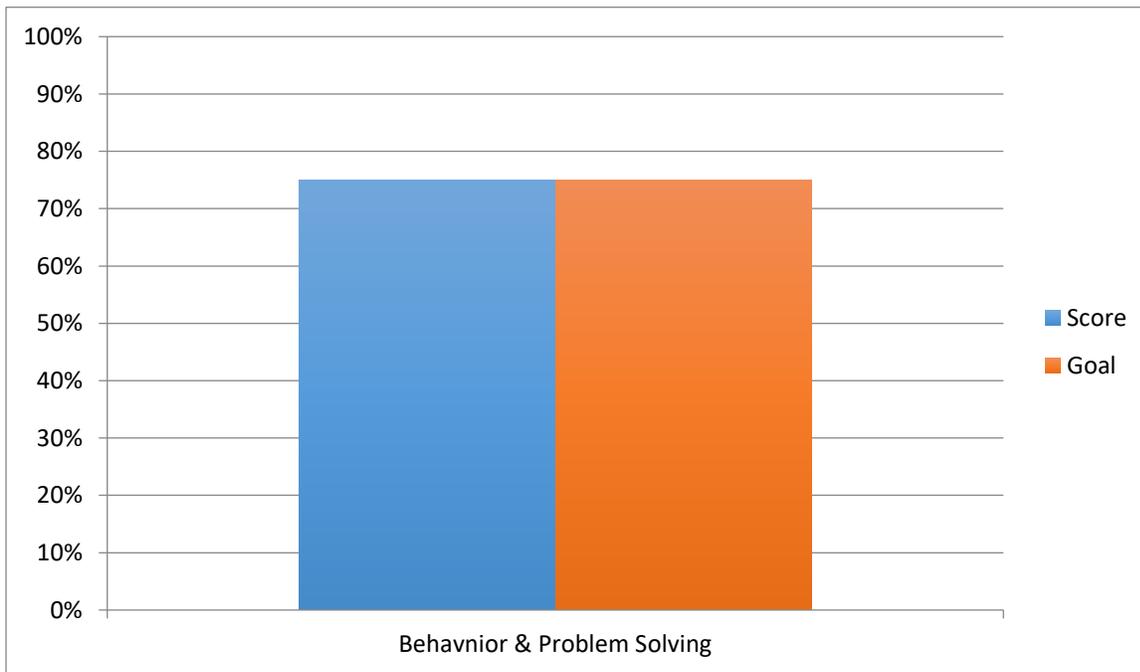
*Benchmark not applicable:* For the 2015-2016 year, a benchmark was not established because of the change in state assessments and the release of FSA data, however, 67% of participating students achieved satisfactory or above (Achievement Level 3 or higher).



### Personal Enrichment – Behavior & Problem-Solving

*Meets Benchmark:* The program met their goal for behavior and problem-solving, with 75% of participants demonstrating their conflict resolution as measured by curriculum-based assessment.

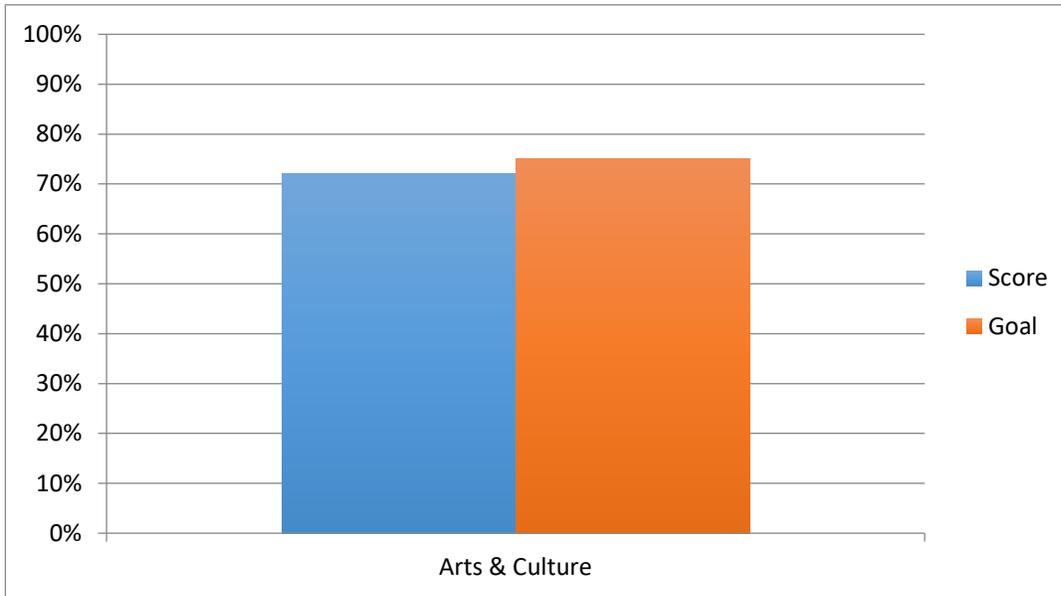
The curriculum for the end-of-year assessment was new, based on a recommendation from the mid-year review. It is a more challenging curriculum that requires high levels of critical thinking and problem solving. Therefore, it is expected that the scores will rise as the students gain more exposure to the curriculum and associated strategies.



### Personal Enrichment – Arts & Culture

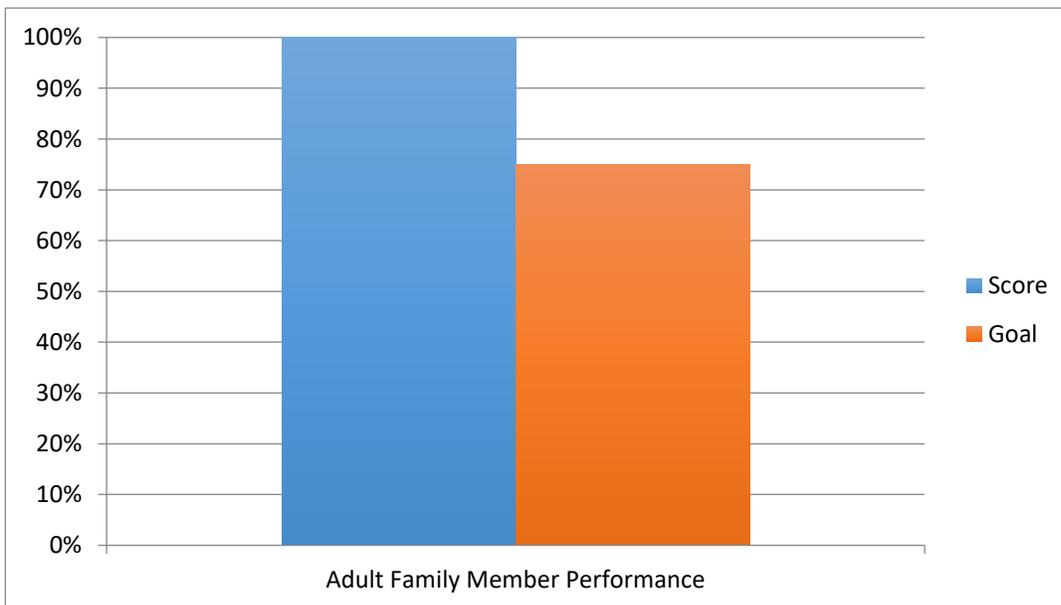
*Approaching Benchmark:* The objective was for 75% of participating students to increase their cultural awareness as measured by authentic assessment, and 72% of students reached the goal.

Based on a recommendation from the mid-year assessment review, the program has adopted a new curriculum. Therefore, it is expected with time and experience, the scores will increase.



Adult Family Member Performance

*Exceeds Benchmark:* In the area of adult family member performance, the established goal was for 75% of families to improve their involvement in student education as measured by perceptual surveys (completed by the parents). By the end of the year, the survey results indicated that 100% of participants improved their involvement after participation.



## **6.0 PROGRESS TOWARDS SUSTAINABILITY**

The program reached out to the community to establish relationships that would work to keep the program sustainable when the program funding has completed. Chefs taught cooking classes, high school and college students tutored and assisted during PBL times, and workshops were donated by trainers to offer professional development to staff. In addition, a private bus company donated bus transportation on rainy days so that students walking across the street from Jack Gordon Elementary did not get wet. Finally, a licensed school psychologist donated his time to meet with families as needed to discuss social emotional issues as well as to give guidance relating to getting services for students with special needs.

**Table 12: Partnerships and Sub-Contracts**

<b>Agency Name</b>	<b>Type of Organization</b>	<b>Subcontractor (Yes/No)</b>	<b>Estimated Value (\$) of Contributions</b>	<b>Type of Service Provided</b>
<b>Patrick Davis</b>	Psychological services	No	\$1,200	Counseling for parents and students
<b>Dr. Walter Drew</b>	Presenter	No	\$1,500	Training Workshop for staff
<b>Ines Murray, Discount School Supply</b>	Presenter	No	\$1,000	Training Workshop for staff
<b>Miami Dade County Schools</b>	High Schools	No	4 high school students 10 hours per week x 39 weeks (estimated wage would have been \$9 hr.) \$14,040	High School Students assisted with homework and tutoring and assisted PBL teachers as needed
<b>Miami Dade College</b>	College of Education Schools	No	5 high school students 5 hours per week x 39 weeks (estimated wage would have been \$11 hr.) \$10,725	College Students assisted with homework and tutoring and assisted PBL teachers as needed
<b>Meneses Bus Service</b>	Transportation	Yes	Bus rate for contracted children was \$4 per day. On 8 rainy days, 46 students were transported. Total in kind: \$1,472	Bus transportation from target school for students in grades 2-5 on rainy days
<b>Catering The Event</b>	Cooking Classes	No	\$900	On 2 occasions chefs came to the program and brought materials and held cooking classes for students
<b>Miami Dade College Culinary Program</b>	Cooking Classes	No	\$1350	On 3 occasions culinary students came to the program and brought materials and held cooking classes for students

- 25% of the partners worked directly with staff, and the other 75% worked directly with students. 100% of the partners worked in a capacity that was aimed at impacting the students in a positive manner.

## **7.0 LESSONS LEARNED AND RECOMMENDATIONS**

As a whole, the Kids for Kids Learning Academy Super Science Sleuths afterschool program has met their first-year goals: setting the ground-work for providing long-term academic enrichment in core academic subjects aligned with FDOE standards; increasing proficiency in STEM, health, language arts, Spanish and character education; and encouraging family participation relative to educational support. These goals have been achieved using project-based learning plans, academic enrichment, and personal enrichment, all in accordance with their approved grant application.

Upon examination of the data for each objective, the program has met, and in most cases, exceeded their goals. In the academic areas of English language arts/writing and mathematics, the goal was for 75% of regularly attending students to improve to a 'satisfactory' level or maintain an 'above satisfactory' rating. In both subjects, 91% of students met this goal, which is far above the original target goal. The same goal of 75% was used for the science portion of the program, and 93% of students improved to a satisfactory level or maintained an above satisfactory level, surpassing the goal by 18%.

In the area of adult family member performance, the established goal was for 75% of families to improve their involvement in student education as measured by perceptual surveys (completed by the parents). By the end of the year, the survey results indicated that 100% of participants improved their involvement after participation.

It is apparent in the results of the first year of this grant that the Kids for Kids Academy Super Science Sleuths program has shown success, both in maintaining already high scores and showing growth; rapid growth. Therefore, the following recommendations are made in an attempt to aide the program in maintaining this positive momentum into the second year of the grant.

It is important that the program focus on the area of personal enrichment, specifically on the categories of behavior and problem solving and arts and culture. The program met their goal for behavior and problem-solving, with 75% of participants demonstrating their conflict resolution as measured by curriculum-based assessment. However, at the mid-year the scores were above 90%. The two assessment periods, mid-year and end-of-year, were using different curriculum. It was determined that the first curriculum wasn't as challenging for the students, and didn't contain enough opportunities for the application of critical thinking skills. It appears that the newer curriculum is providing an appropriate challenge for the students. Though the goal is still being met, there is also room for growth and improvement. Therefore, the recommendation is to

continue use of the program with an emphasis on problem-solving and critical thinking.

The second area of personal enrichment that provides an opportunity for growth is that of arts and culture. The program earned '4 stars'. The objective was for 75% of participating students to increase their cultural awareness as measured by authentic assessment, and 72% of students reached the goal. It was brought to the attention of the program at the mid-year assessment that a stand-alone Spanish curriculum would benefit students more than the infused model that was being implemented at the beginning of the year. A new curriculum will be purchased and implemented in year 2, and will be used with fidelity. The program recommendation is to monitor data in order to determine the fitness level of the new Spanish curriculum with this program to ensure that students are progressing toward the goal.

A final recommendation is for the area of adult family member performance. While 100% of participating family members improved their involvement in student education as measured by perceptual parent surveys, not all parents participated in the completion of the survey. Since the events had high attendance rates, it would be in the best interest of the program to make sure that all 'exit slips' are returned at the end of each event to gain the opinions of as many participants as possible.

Overall, this program has shown strong trends of success in all domains. With the aforementioned suggestions in place for the summer and the following school year, this program should remain strong and the students successful.

References:

Center on Education Policy (2012). *What roles do parental involvement, family background, and culture play in student motivation?* The George Washington University, Graduate School of Education and Human Development.

Character Education Partnership (2008). *Performance values: Why they matter and what schools can do to foster their development*. Retrieved from [http://www.character.org/uploads/PDFs/White\\_Papers/PerformanceValues.pdf](http://www.character.org/uploads/PDFs/White_Papers/PerformanceValues.pdf)

