

2016-2017 SUMMATIVE EVALUATION FOR

Kids For Kids Academy Super Science Sleuths

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1.0 OVERVIEW AND HISTORY

Kids for Kids Academy (KFKA) was first awarded the 21st Century Community Learning Center grant in August 2015. On July 30, 2017, the program completed its second year of implementation. The program offers children in 1st through 5th grade in the target schools in their 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 22, 2016 through July 30, 2017, 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. The classes were taught by teachers with Bachelors and Masters degrees to ensure the highest level of academic instruction.
- Structured outdoor activities took place daily. Soccer classes with an outside contracted soccer coach were held twice a week and PE classes, which included structured groups fitness games from the CATCH program, took place the other 3 days of the week.
- Students spent 45 minutes daily using computer programs suggested by the school district to reinforce the instruction from their school and also had a daily 45-minute homework assistance block.
- The program operated Monday through Friday: 4 hours a day for 1st grade students and 3 hours a day for 2nd-5th grade students. Students in grades 2-5 also had a 4-hour program on the Wednesday early release days.

In addition to the school year program, students participating in the program were required to attend a seven-week summer enrichment camp. Components of the camp included the following:

- Project-Based Learning (PBL) instruction of 2 hours daily by teachers with valid Florida Teaching certificates lead instruction in hands on science, math, language arts, Spanish, and pro-social development). Chess classes were also taught to encourage critical thinking and problem solving.

- Other aspects of the program day included critical thinking games on all subject areas, daily computer use, classes three days a week in soccer, personal fitness, and structured arts and crafts activities, fieldtrips, and free structured outdoor games from the CATCH Kit.
- Weekly educational field trips were used to complement instruction.
- Eight Cooking classes using the Common Threads Curricula and daily healthy breakfast, lunch and snack using all organic foods were provided during the summer program.

To manage student work and to maintain documentation of activities completed, students had work folders and workbooks for prosocial development classes. Other work samples were also collected and filed in individual student folders housed in the main office. At the end of the summer program, all student work samples and folders were sent home with students. The program also uploaded photos of each PBL activity to the program's Facebook page.

At the end of each year of the program, the school ordered a "Social Book" which is a printed record of all photos of program activities from their Facebook timeline, along with QR codes that link to video of program activities. The program maintains files in the office for each child with enrollment information, consent forms and surveys, report cards, work samples, pre/post-tests, doctor's notes, and printed emails to document student absences and communication from families.

Report card data: The guidelines of the 21st 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 fourth grading period shows the following percentages of students meeting criteria in each area:

	Language Arts	Math	Science
4 th Grading period	89%	89%	92%

Pretest and posttest data was also compared after students participated in the prosocial development lessons and the results showed that **83%** of participating students showed gains from the pretest to the posttest.

Parents were required to attend six family engagement activities that took place during the school year and summer program. During year one of the program, these family engagement activities took place on Saturdays. After realizing that attendance was dropping during the Saturday sessions, the program reached out to their parents and their advisory committee and made programmatic changes to increase attendance to 97%. The main change involved holding the last two sessions at student pick-up time. The program showed a dramatic increase in attendance by holding these sessions at that time because they had a captive audience as families were already on-site to pick up their child at the end of the day.

Descriptions of the activities and attendance outcomes were posted as follows on the program website:

1. Family Engineering Day 2.0 – October 22, 2016

- For year 2 the school went back and revisited their family engineering day because it had high participation numbers last year. This year they raised the bar and encouraged families to complete 3 challenges. Challenge One was to build any structure with the blocks. Challenge Two found families adding a ramp to knock down blocks in a formation using a chain reaction. For the final challenge, they had to add a second ramp and simultaneously knock down 2 sets of blocks. 47 families attended representing 76% of their enrolled students.

2. Garden Field Studies – December 17, 2016

- Students have been working on activities to grow a school garden. Families had an opportunity to visit the garden and participate in a field study and scavenger hunt. With their parents, students had a chance to count plants in the garden and take measurements of the tomato, broccoli, cabbage, bean, and zucchini plants. In addition, they found average heights as well as average number of leaves on the plants. The data was then used for a graphing activity. 41 families attended representing 66% of their enrolled students.

3. Ramps and Roller Coasters - February 11, 2017

- Families learned about gravity and engineering principles. They used foam tubing, masking tape and recycled cardboard to construct roller coasters. Everyone seemed to especially enjoy watching the marble do a “loop-dee-loop”. Critical thinking skills took place and grit was required for the trial and error process to get the marble rolling on the coaster. 43 families attended representing 69% of their enrolled students.

4. Careers in Science, A literacy and science integration – April 22, 2017
 - In this activity, families learned about careers in science. Families read together and listened to excerpts from the book read by the PBL staff about Bindi, the daughter of wildlife scientist Steve Irwin. In the book the children were able to relate to someone so young being able to start her career in a science related field. Following the reading of the book, the group brainstormed over 45 science related fields to show that science is a huge part of their daily lives. 50 families attended, representing 81% of their enrolled students.

- 5: Creepy Crawlies, A literacy and science integration - June 17, 2017
 - This activity was an extension of a week-long study on insects. Families came together to brainstorm everything they already knew about insects. After that, they read a book on insects and added their new knowledge to the web. Finally, they held a contest to see how many different insects the groups could list. Teams worked so hard that the school decided to give a prize to everyone. The prizes were donated by Warner Brothers and were from the Lego Batman movie. 54 families attended, representing 88% of their enrolled students.
 - This session was held at dismissal time, and the resulting 88% attendance showed a positive change from Saturday participation numbers.

- 6: Bricks For Kidz – July 28, 2017
 - As a culminating activity, Bricks For Kidz staff worked with families on engineering activities using Legos. Families explored concepts related to construction, simple machines, and early robotics skills. 46 Families were in attendance representing 74 % of enrolled families. It should also be noted that the day before the activity, 5 regularly participating students were sent home with head lice. Had those students attended the attendance would have been 82%. This was something that was out of the control of the program.

2.0 STUDENT CHARACTERISTICS

The students living in the area surrounding Kids for Kids Academy Super Science Sleuth will definitely benefit from this type of a program. 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 62 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 the SSSA program addresses 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 in improving 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 62 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 2016 and School Year 2016-2017.

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
Kids For Kids Academy	13	22	54	89	4	20	54	78

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 unenrolled in the program as he could not attend his daily therapy sessions outside of school and also participate in the afterschool enrichment program at the same time. Students from the waiting list were added as students dropped. During the school year, the program also struggled with the afterschool enrichments offered at the students' home schools. As several students expressed an interest in afterschool art, music, photography, robotics, and other programs, a blanket rule was established to ensure attendance in the 21st CCLC program. Families were advised that their child could not participate in both programs as it was logistically impossible to transport students in those other enrichment programs. Additionally, it was pointed out that when students attend other enrichments, they would be missing the enrichments that were integral to the Super Science Sleuths Program. The program guidelines indicate that 85% attendance is needed for compliance during year 2. The program met the attendance goal for 11 out of 11 months, with an average attendance rate of 103%. The program's monthly attendance statistics were as follows:

	August	September	October	November	December	January	February	March	April	May	June
Number Enrolled	63	63	64	64	66	64	64	67	63	64	64
Average Daily Attendance	102%	102%	103%	103%	106%	103%	103%	108%	102%	103%	103%

- The average number of student enrolled for the 11 months reported is 65.
- The average daily attendance rate for the 11 months is 103%.

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 this year at the three schools serviced by KFKA exceeds the 40% required for this grant: Jack Gordon Elementary 74.7%, Norma Butler Bossard Elementary 69.4%, 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	
Kids For Kids Academy	45	44		5-11	35	43		5-11

- 44% of the *total* participating students are male, and 45% are female
- Of the *regularly* participating students, 38% are male and 40% 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
Kids For Kids Academy	8	81		6	83		43	46	

- 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
Kids For Kids Academy	6	72		5	73		42	36	

- 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
Kids For Kids Academy			6	59	2	22					6	50	2	20		

- 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*													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Kids For Kids Academy		23	13	16	20	17								89

- Out of the 89 total participating students, the distribution of students to each grade level is close to equal: 26% are in first grade, 15% are in second grade, 18% are in third grade, 22% are in fourth grade, and 19% are in fifth grade.

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	
Kids For Kids Academy		18	13	15	19	13								78

- The program has 78 regularly participating students, and they are fairly evenly distributed amongst the 5 grades: 23% are in first grade, 17% are in second grade, 19% are in third grade, 24% are in fourth grade, and 17% are in fifth grade.

3.0 PROGRAM OPERATIONS

3.1 Summer Operation

Table 8. Summer 2016 Operation.

Center Name	Total number of weeks THIS center was open	Typical number of days per week THIS center was open	Typical number of hours per week THIS center was open on		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Kids For Kids Academy	7	5	10	0	0

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 2016-2017 Operation.

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

Note: The center was open outside of program hours for non-21st 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 2017		2015-2016 School Year	
	Paid	Volunteer	Paid	Volunteer
School Day Teachers (former and substitute)	6	0	6	0
Center Administrators and Coordinators	1	0	1	0
Other Non-Teaching School Day Staff	9	0	8	0
Parents	0	0	0	2
College Students	2	6	2	5
High School Students	2	9	2	6
Community Members	0	2	0	3
Subcontracted Staff	5	0	5	0
Other**				

- During the 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.

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. Due to a shortage of classroom space, the program had to decrease the room usage from 5 rooms in the prior year to 4 rooms for the 2016-2017 program cycle. This is the main reason that the program cut back to 62 students from 72 the prior year. To assist in ratio reduction, the program allocated budgeted funds so that during instructional time paraprofessionals were used as assistants to decrease ratios during PBL time. During all instructional periods as well as during most of the program hours, the ratios were as follows:

- Grades 2-5 1:8.5 ratio (Groups were enrolled to 17 and a para and PBL teacher were with students during all instructional time.)

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, 21st 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. The program successfully met these requirements by working stipends into the budget. Staff members were given a stipend of \$10 for each training hour completed for the 45 DCF hours during the program year. To avoid this training cost in the future, the program has decided moving forward to only hire staff who have completed the 45-hour training. This will ensure compliance at all times with DCF.

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.	89%	5 stars
Academic – English Language Arts/Writing	75% of regularly participating students will achieve a satisfactory or above in English Language Arts/Writing.	81%	5 stars
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.	89%	5 stars
Academics - Mathematics	75% of regularly participating students will achieve a satisfactory or above in Mathematics.	86%	5 stars
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.	92%	5 stars
Academic - Science	75% of regularly participating students will achieve a satisfactory or above in Science.	67%	4 stars
Personal Enrichment –		83%	5 stars

Behavior & Problem Solving	75% of participating students will demonstrate their conflict resolution as measured by curriculum-based assessment.		
Personal Enrichment – Arts & Culture	75% of participating students will increase their cultural awareness as measured by authentic assessment.	90%	5 stars
Adult Family Member Performance	75% of participating family members will improve their involvement in student education as measured by perceptual survey (parent).	97%	5 stars

5.2 Other Findings

On all visits, the program showed that the level of programming was consistent with a high quality program. Lesson plans and other documentation of student work and assessments as well as student folders were all up to date and in order. The program's commitment to problems solving and commitment to change in order to maintain quality is to be commended. Below you will find the survey data which is quite favorable showing positive outcomes from students, parents, and home school teachers.

5.3 Student Success Snapshot

The students featured in this snapshot is one whose home life has hindered her academic and emotional success. The child's mom is incarcerated leaving the child to be raised by a grandmother. She is one of 3 siblings from 3 fathers who often times does not have her needs met as the grandmother struggles to provide for the family. The student has been in the program for two years. In year one, she was repeating second grade as her academic performance did not allow her to advance to the next grade. During year two, she successfully completed her third grade year. Emails back and forth from the home school assisted the program in helping to meet her individual needs. At the end of the school year, her teacher sent the program an email saying that the child had shown great improvement and the teacher credited the program's enrichment activities in assisting the child to succeed.

5.4 Overall Findings for Each Objective

In reviewing the objective chart, the program received 5 stars in 8 out of the 9 objectives measured. In one area, the program received 4 stars on its way toward 100% mastery.

Student Survey Data: To ensure successful data collection, students who did not have access to computers at home used 21st CCLC laptops during program hours to complete the student survey. 100% of participating students completed the survey. The Survey Data can be found below.

<p>Q3A. Do you enjoy the activities in your afterschool program? 71% Definitely 24% Somewhat .02% Not at all 4% Did not respond</p>	<p>Q3B. Does your afterschool program have adults who care about you? 85% Definitely 11% Somewhat 4% Did not respond</p>	<p>Q3C. Do you feel safe at your afterschool program 85% Definitely 11% Somewhat 4% Did not respond</p>	<p>Q3D. Does your afterschool program help you get along well with others? 76% Definitely 20% Somewhat 4% Did not respond</p>
<p>Q3E. Does your afterschool program help you understand that following rules is important? 89% Definitely 8% Somewhat 4% Did not respond</p>	<p>Q3F. Does your afterschool program help you solve problems in a positive way? 77% Definitely 19% Somewhat 4% Did not respond</p>	<p>Q3G. Does your afterschool program help you with your homework? 75% Definitely 15% Somewhat 6% Not at all 4% Did not respond</p>	<p>Q3H. Does your afterschool program help you improve your grades? 65% Definitely 27% Somewhat 4% Not at all 4% Did not respond</p>

Home School Teacher Survey Data: Emails along with paper letters were sent to home school teacher. Responses were completed by 42 teachers representing 68% of regularly participating students. Data analysis of their responses are below.

<p>Q5_1. Turning in homework on time 53% Improved 37% Did Not Need To Improve 9% No Change</p>	<p>Q5_2. Completing quality homework to your satisfaction 76% Improved 18% Did Not Need To Improve 6% No Change</p>	<p>Q5_3. Paying attention and participating in class 80% Improved 16% Did Not Need To Improve 4% No Change</p>	<p>Q5_4. Volunteering (e.g., for extra credit or more responsibilities) 51% Improved 16% Did Not Need To Improve 33% No Change</p>
<p>Q5_7. Behaving well in class 53% Improved 34% Did Not Need To Improve 13% No Change</p>	<p>Q5_8. Academic performance (e.g., improved grades, learning gains) 87% Improved 9% Did Not Need To Improve 4% No Change</p>	<p>Q5_5. Attending class regularly 51% Improved 16% Did Not Need To Improve 33% No Change</p>	<p>Q5_6. Being attentive in class 67% Improved 19% Did Not Need To Improve 14% No Change</p>
<p>Q5_9. Coming to school motivated to learn 68% Improved 23% Did Not Need To Improve 9% No Change</p>	<p>Q5_10. Getting along well with other students (positive interactions) 43% Improved 51% Did Not Need To Improve 6% No Change</p>	<p>Q5_11. Self-efficacy (belief they can do well in school) 71% Improved 20% Did Not Need To Improve 9% No Change</p>	<p>Q5_12. Parents interests and/or involvement in the child's schooling 40% Improved 42% Did Not Need To Improve 16% No Change 2% Declined</p>

Family Member Survey: To ensure successful data collection, program staff set of 21st CCLC laptops on tables outside of the center so that families could complete the survey on site. Data was collected by 46 family member which represented 100% of regularly participating students as many families had multiple children in the program. A review of the survey data shows that families were very satisfied with the program and its positive affect on their child.

<p>Q1. Afterschool program as a whole Very Satisfied 88% Satisfied 10% Not Sure 2%</p>	<p>Q2. Staff's warmth and friendliness Very Satisfied 90% Satisfied 10%</p>	<p>Q3. Staff's ability to work with my child Very Satisfied 85% Satisfied 15%</p>	<p>Q4. Staff's ability to relate to me Very Satisfied 90% Satisfied 10%</p>
<p>Q5. Variety of activities offered to my child Very Satisfied 83% Satisfied 17%</p>	<p>Q6. Safety of the program environment Very Satisfied 93.5% Satisfied 6.5%</p>	<p>Q7. My child's happiness with the program Very Satisfied 83% Satisfied 13% Not Sure 4%</p>	<p>Q8. Helping me become more involved with my child's education Very Satisfied 85% Satisfied 13% Not Sure 2%</p>
<p>Q9. Satisfied with child's improvement_ Homework completion Very Satisfied 61% Satisfied 19% Not Sure 6% Unsatisfied 4%</p>	<p>Q10. Satisfied with child's improvement_ Academic performance Very Satisfied 75% Satisfied 23% Not Sure 2%</p>	<p>Q11. Satisfied with child's improvement_ Getting along with others Very Satisfied 77% Satisfied 23%</p>	<p>Q12. Satisfied with child's improvement_ Staying out of trouble Very Satisfied 85% Satisfied 15%</p>
<p>Q13. Have you participated in any of the Adult Family Member Events offered by this afterschool program? Yes 100%</p>	<p>Q13b. If yes, have the Adult Family Member Events been beneficial? Yes 96% NA 4%</p>	<p>Q17. What is your racial/ethnic background? African American/Black 4% Asian 4% Biracial/Multiracial 8% Hispanic/Latino 72% White/Non Hispanic 10% Other 2%</p>	<p>Q18. Would you sign your child up for this program again? Yes 92% No 6% Maybe 2%</p>
<p>Q19. If this afterschool program were no longer available, my child would be: Cared for by a parent 21% Cared for by a sibling 4% Cared for by another relative 13% Home Alone 8% Participate in a different afterschool Program 48% Other 6%</p>			

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. High school and college students tutored and assisted during PBL times. 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. The program also worked with Common Threads and plans to work with Microsoft for additional partnerships to enhance the program.

Table 12: Partnerships and Sub-Contracts

Agency Name	Type of Organization	Subcontractor (Yes/No)	Estimated Value (\$) of Contributions	Type of Service Provided
Patrick Davis	Psychological services	No	\$1,200	Counseling for parents and students
Miami Dade County Schools	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
Meneses Bus Service	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

7.0 LESSONS LEARNED AND RECOMMENDATIONS

As a whole, the Kids for Kids Academy Super Science Sleuths afterschool 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, 89% 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 92% of students improved to a satisfactory level or maintained an above satisfactory level, surpassing the goal by 17%. The area of personal enrichment – arts and culture also rose from 72% to 90% of participating family members improving their involvement in student education as measured by a parental perceptual survey.

The area of science should be a focus for academic instruction next year. While 92% of students of regularly participating students improved to a 'satisfactory' level or maintained an 'above satisfactory' rating, 67% of regularly participating students achieved a Satisfactory or above in science. It should be noted that only 5th graders take the Science assessment. The program had a total of nine students in 5th grade, six of which achieved mastery for this criteria, and three did not.

Last year it was recommended 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. This year scores in the area of personal enrichment – behavior and problem solving rose from 75% to 83% of students demonstrating their conflict resolution as measured by curriculum-based assessment. It appears that the newer curriculum adopted mid-year last year is providing an appropriate challenge and learning application for the students.

The second area recommended for focus last year was that of personal enrichment as it relates to 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 last year 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 was purchased and implemented in year 2, and appears to have been used with fidelity. The scores from 72% of participating

students increasing their cultural awareness as measured by authentic assessment last year to 90% this year.

Moving forward, another recommendation for next year is to increase the participation of the 5th grade class. While students and families in the other grades are aware that their ability to participate in the program is directly related to their attendance, those students in fifth grade are not showing the same levels of participation. It appears that this group of students and parents will need a different type of motivation to encourage greater participation.

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:

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