

Kids For Kids Academy

21st CCLC Advisory Committee Meeting

March 30, 2017

As the program moves in to the third grading period in year 2, the purpose of this meeting is to recap where we are and where we are going. As coordinating for the committee meetings has been difficult with so many members, the committee agreed that having an online virtual meeting is the path they wish to take to maximize input of committee members and the frequent transmission of information. The following meeting notes were emailed to all committee members and members were asked to reply with comments, compliments, and or concerns. That feedback was then sent back out to all committee members.

The following members received this correspondence:

Beth Davis, Educator, Program Director
Barbara Silver, Retired Assistant Superintendent Miami-Dade Country Schools
Carole Bernstein, Community Business Member, Owner Get Smart Parent Teacher Store
Luisa Ramirez, Community Business Member, Chase Bank
Olga Ulloa, Ryder Systems, Parent of Grant Participant
Giovannie Ulloa, Student Liasion
Roberta Calana, Massage Therapist, Parent of Grant Participant
Vanessa Mejia, Baptist Hospital, Parent of Grant Participant
Susana Nava, Teacher, Parent of Grant Participant
Tara Morera, Orth, Chkler, Murnane & Co., Parent of Grant Participant
Francesca Browne, Georgetown University, Parent of a future grant participant
Farrell Calabrese, Eastman Company, Parent of a future grant participant
Diana Venturini, Miami Dade County Public Schools, Program Evaluator
Kimberly Littman, Liasion Jack Gordon Elementary
Liz Donis, Liasion Norma Butler Elementary
Christina Rocha, Future parent of grant student
Diana Molina, PBL Representative
Susan Bleemer, Community Partner

1. The program is funded for 62 students. In order to keep our average monthly attendance high, we have 65 students enrolled. This way student absences will not affect our attendance percentages. Satisfactory attendance is measured at 75% and above. Our current attendance numbers for the school year program are as follows:
 - a. September 96%
 - b. October 87%
 - c. November 95%
 - d. December 95%
 - e. January 96%
 - f. February 93%
 - g. 6 month average: 93.6%
2. The formative review is done annually to assess program progress and make suggestions for areas of improvement. The benchmark of 75% is used to assess program progress in the areas of

language arts, math, science, personal enrichment (in two areas) and family involvement. In 4 of the 6 areas assessed, the program far exceeded expectations. In two of the areas, the program fell a bit short. The largest gains are in areas that are directly measured by student performance in the home school. This means that our program is correlating learning to the home school curricula and what students are learning here is helping them in their home school.

3. Students' success is measured using report card grades. Mastery is determined by assessing student's report card grades in Language Arts, Math, and Science. To achieve mastery, a student must receive an A or B on their report card, or improve from a D or F to a C grade. Using this criteria, in Language Arts 94% of our students met this criteria. In Math, 89% met criteria, and in Science 94% of students met criteria. In the area of personal enrichment, 90% of students met criteria based on pre-posttest with our School Psychologist in the area of Prosocial Development. The other area of personal enrichment, Spanish, students fell a bit short scoring 71% mastery from pre to post tests. The program has historically had high success in the area of family involvement. This year a hurricane resulted in a date change and some families got out of the rhythm. Additionally, there was a slight drop in attendance as a whole. After analysis of the data was determined that newer families to the program were not all attending as regularly as the established families. The program will do a better job in stressing the importance of attendance to increase participation. Below are the comments from our external evaluator in all areas.

Language arts: 94% The program exceeded the benchmark in this area by planning high quality levels of instruction and using integration with STEM to make activities more exciting. No changes are suggested at this time. The program is to be commended for such high success in this important area.

Math 89% The program exceeded the 75% benchmark in this area. They did this by changing their approach and integrating more math into the STEM activities. They are to be commended for the progress and no programmatic changes are suggested at this time.

Science 94%: The program exceeded the 75% benchmark in this area. On the site visits it was clear that they used high quality hands on instruction to that emphasized critical thinking to increase science content knowledge. The activities were planned to align with home school curricula which facilitated 94% of students to achieve mastery in this area. No programmatic changes are suggested for this area

Personal Enrichment 90%: The program exceeded the benchmark in this area. It is evident that by adding additional staff to reduce the student teacher ratio, high quality instruction in this area was given. There are no programmatic changes at this time.

Personal Enrichment Culture Awareness 71%: In this area the program fell a bit short of the benchmark. It is surmised that unlike the science and math areas that are presented 3 days a week, this area only has PBL instruction one day a week. It is suggested that the program slow the pace of the activities to make sure that students can master the concepts. It was also suggested that the first few minutes of Spanish instruction be used to review prior lessons taught so that any that build on each other will have pre lesson reviews take place that link one activity to the other. It is suggested that students be assessed earlier in the program so that if it is noted that they are not nearing mastery of the benchmark that changes in instruction occur earlier on. At the program was close to the benchmark this is a suggestion that will be easy to implement.

Family Involvement: 66%: In this area the program fell a short of meeting the 75% goal. It was noted that one of the family activities has less attendance than the others thus less survey data could be collected. It was suggested that the program give reminders farther in advance to make sure parents manage the dates of the programming better. Changes in data collection in this area include making sure that prior to each family member involvement activity that families realize the importance of attendance as a program requirement and that those who show lacking attendance are given written notice about program guidelines regarding the importance of family participation.

4. Professional Development: This year the program focused less on professional development as many staff members have needed to take the 45 hour DCF training to comply with new DCF afterschool guidelines. Those training hours are being used in lieu of additional trainings. Periodic staff meetings do take place to monitor and assess progress internally.
5. Planning for the summer program is in full swing. Meaningful fieldtrips are being planned to link educational objective to off-site fieldtrips. New staff are being hired and trained as needed.
6. Fall year 3 insights: Looking ahead at the number of children moving from one grade to the next and the few that are exiting in 5th grade and assessing those on the waiting list, it was determined for the 2017-2018 school year there will be enough kids enrolled in grades 2-5 to fill the program. This means that new first graders will not be invited to attend and the model of serving our current students will have the program be from grades 2-5. As 80% of the bus needs were for the first graders, the budget for bussing will also be drastically reduced.

March Advisory Committee Meeting Notes and Program Adjustments

May 13, 2017

The following is summary of the March Advisory Virtual Meeting. As per my conversations with the advisory members, this form of communication seems to be the best way to reach everyone. Since we all have busy schedules, by doing our meeting virtually, members can read and reply in their own time. I have copied the responses of each member here. Additionally, there are the program changes that are being made after reviewing the input and suggestions of the advisory committee.

1. To better improve attendance at Family Engagement events the program will:
 - a. Send multiple types of notification for each event including but not limited to email, paper notices on pick up passes, and signs on the front door.
 - b. Rather than scheduling all 6 activities on Saturday, 4 of the 6 sessions will be scheduled at pick up time, 6:00 during the school year program and 5:30 during the summer program so that families can stay for the activities when they pick up their children. Additional funding has been requested for additional staff to facilitate all 4 groups at dismissal as our former budget only allowed for 2 staff members to be at the events. The program is doing an amendment to move funds for the next activity.
2. A request from our student advisory member was for additional soccer and PE time. After polling other students in the program, the consensus is that the soccer program is well liked by all students. Therefore, we have met with the soccer coach who will be adding a third day of soccer to the program for the school year and also a third day for the summer session. Funds are being requested to be moved in our upcoming budget amendment to facilitate this request from the student population.
3. As the summer program is from 7:30-5:30, some parents on the committee and in general have expressed a concern regarding their work schedules. It was explained to parents that our program cannot charge for after program care. The solution that we came up with was to all an outside contractor to offer services outside of the program hours. The Hero Gym is located in our plaza. They will be offering care from 5:30-6:30 at a cost of only \$15 per week. We feel this is no conflict of interest as our program is not affiliated with the Hero Gym in any way. They will pick up students at 5:30 and walk them to their facility for an after-hours program.

Thank you for sharing the report. Congratulations on a great program. I have no comments on the report. Keep up the great work. Let me know if you need anything else.

Francesca Cesti-Browne

I read the report with great interest and was impressed with the positive academic gains of the students. I was also impressed with your analysis of those areas that fell short of goals. It is obvious that you have a good handle on all aspects of the program. Keep up the good work.

Barbara A. Silver

I believe the program is progressing with much higher success than anticipated. The science, math and language arts are very correlated to the home school and this is what makes it successful. The attendance is outstanding, especially since parents must keep their child in attendance until 6 pm. This year the PBL staff was better utilized by assigning instructors by subject area not grade level. This enabled the teachers to better focus on their content thus providing better instruction. I love the idea of only 2-5th grade. The first graders are a little young and their attention span is much shorter. Additionally, the first graders are released from their home school an hour earlier than 2-5th and this presents a challenge. Kudos to the change!! Some suggestions I have are as follows:

I agree that more reminders need to be sent about family activities. You can't rely on the students to tell their parents or to give their parents a paper. The communication needs to be emails or posted in the sign out area. The instructors can also verbally remind the parents as the students are picked up. This may not work well but....could one or two of the family activities be in the evening from 6:00-7:00? Many parents have things on the weekend that will interfere with attendance at the family events. As far as the personal enrichment culture awareness category, periodic assessments along the way may help to guide curriculum and increase retention of material. Overall, I'm most impressed with the program and look forward to year 3.!

Kim Littman

I think that the program is having a positive effect on students. As a parent, I like the fact that the objectives they are learning in school coincide with what they are learning in the program. I agree with suggestion to give more advanced notice for the family workshops, particularly near the sign-out area since every parent has to pass through there. I also think that because the activities are on Saturday mornings that it may be difficult for some families to attend. Maybe we can alternate and have one workshop on a Saturday morning and then have the following one on an evening during the week. Since pick up time is at 6pm, having it close to that time would probably be ideal since parents are in the area anyway. My final suggestion is for the summer program. I understand that it is beyond our program director's control that she can't keep students past 5:30pm since she isn't allowed to accept payment from the parents for doing so, but maybe it can be mentioned to the issuers of the grant that it is beneficial to both the parents and the school to give us that option. Some parents will have to rearrange their work schedule for the summer, myself included. I just think there may be parents that aren't fortunate enough to work for a company with flexibility in their hours. I am fortunate that my boss has children as is accommodating, but I'm sure there are parents that are going to have some difficulties. Overall, this program has been a positive experience for both me and my son. Looking forward to a wonderful summer and third year.

Tara Morera

It is a pleasure to serve as the evaluator of this 21 st Grant Program. I've observed much innovative programming coupled with fun and interactive activities to master skills. I believe improvement on benchmarks are attainable via suggestions both from parents and Ms Davis. Family workshop attendance strategies should include further advance notice in various formats. Social Media, newsletter and signage at sign out area. I further agree with exploring day and time changes to Saturday workshops as at dismissal you already have a captive audience. Subject area improvements have been discussed and a plan of strategies has been created.

Diana Venturini

I truly believe the program is an incredible experience for students and parents. Specially after reading comments that the objectives they are learning in school coincide with what they are learning in the program. Incredible! Regarding "Family Involvement" suggestions to increase attendance I believe not only giving reminders in advance is important but also how the reminders are done. Lately I'm receiving appointments reminders by text message. It is very informal but it could be used as an additional reminder to parents once we all have our phones with us all the time and for sure parents wouldn't miss it. I believe there are some apps available to do it or simply create a group under the phone message standard tool. And yes, maybe having family activities in the evening during week will be more successful than weekends. Again, I believe the program it is a precious gem! Wish it could be available for many more years to come!

Cristiane Rocha

As a PBL instructor I see first hand how much this grant influences the children. I teach Mathematics and Spanish to all four groups. The children have 45 minutes of instruction and during that time the students engage in a lesson that is planned. The students really enjoy manipulative and hands-on activities. I really enjoy watching the children's lightbulb light up when they answer questions correctly. I feel the placement of the children's levels work well with the lessons. The children help each other through out the lessons.

Diana Molina

I have read and reviewed the attached memo regarding the program. It seems to be showing much success in the majority of areas. Congratulations on the high percentage of attendance. As an educator I know how important it is to have students present everyday to ensure that they are learning. In the academic areas, I do not have any suggestions, because the program seems to be doing well in those areas. But, I will agree with some prior suggestions made regarding the parent involvement. I believe parents would be more apt to show up for the meeting if it is directly after school. This way you can catch them while they are already there to pick up their children. Keep up the good work, and I wish you continued success.

Lizette Donis

I have read the information accordingly. The program has been such a wonderful enrichment program as it correlates with the child's current school year grades and reinforces what the child has been learning. With regards to the workshop, it might be helpful if we have some of the workshops during weekdays after the children are picked up. This might help with attendance. We are looking forward to a 3rd year.

Olga Ulloa

I feel that the program is helping me a lot. The material that the teachers go over in the program help reinforce what we learned in school. I also feel that the physical activities such as soccer and PE helps us maintain fitness and to release extra energy. The teachers make time to help each student with completing their homework or the lesson being taught. I feel that when we do PE, the students should have more say in what game is played and not just play what the coach wants. Some of my fellow students in the 4 and 5 grade have said that they would like more soccer or PE time.

Giovannie Ulloa