

Vietnamese Friendship Association
Family Empowerment Program

SUMMER YOUTH PROGRAM 2009

Program Report & Evaluation



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OVERVIEW: The Vietnamese Friendship Association’s Summer Youth Program (SYP) successfully completed its fourth year. Program support was provided by a variety of organizations including the Seattle Public Schools Bilingual Department, the City of Seattle Human Services Department, the Gates Foundation, the United Way of King County, and South Seattle Community College. Classes ran for a six-week period from early July to mid-August at the New Holly Learning Center. Students also participated in educational field trips on selected Fridays. Over the course of the six weeks, students engaged in daily educational activities, weekly gardening and a brand new course in financial literacy. Students also prepared cultural performances in anticipation of visiting seniors at the Vietnamese Senior Association and for the end-of-program celebration. Ninety-one students registered and an average of 81 (89%) students attended each day, nearly doubling last year’s turnout.

PROGRAM MANAGEMENT – The program had a total of nineteen staff, consisting of one summer program coordinator, instructors, tutors, and volunteers. Of the nineteen staff, four were pre-service teachers from the University of Washington Teacher Education Program. Their focus was working with children on math and English literacy. In collaboration with the Seattle Youth Employment Program, we had two interns who helped with program planning and assisted in administrative tasks. Other instructors and tutors were recruited from our EASE staff and had experience working with the student population we were serving. Volunteers helped us with a variety of projects, assisted instructors, and translated the newsletter into Vietnamese so that parents could get updates on what their children were learning during the week.

PROGRAM STRUCTURE – Classes in the six-week program were held three times per week, Tuesdays to Thursdays, from 1 to 5 pm, at the New Holly Learning Center. Students were divided into three levels based on their upcoming grade level. These levels were then further divided into sub-levels to accommodate the increased student enrollment, leaving the program with a total of five class sections. Students were also given the option of attending field trips on four different Fridays.

The breakdown of the classes follows. Level 1A had Kindergarten students. Level 1B had 1st and 2nd graders. Level 2A had 3rd to 5th graders. Level 2B had 6th to 8th graders. Finally Level 3 was for 9th graders and up.

Below is the weekly Level 1 schedule:

Level 1	Tuesday	Wednesday	Thursday
1:00-1:10	Sign-in	Sign-in	Sign-in
1:10-2:15	P-Patch	Leadership	Cultural Presentation
2:15-2:30	Intro Vocabulary	Art	Spelling Quiz
2:30-2:45			Story time/Reading
2:45-3:00	RECESS	RECESS	RECESS
3:00-4:00	Math Studies	Reading Comprehension	Basic Sciences & Geography
4:00-4:15	Journal	Journal	Journal
4:15-4:50	Organized Recreation	Organized Recreation	Organized Recreation
4:50-5:00	Wrap-up	Wrap-up	Wrap-up

Other class levels had similar schedules. P-Patch was only offered to level 1 and 2A students and the financial literacy was only offered to 8th grade students and higher.

- I. **Academic Enrichment –** At the start of the program, students took both reading and math assessments. This allowed the instructors to plan grade-appropriate lessons. Resources for planning daily lessons included a combination of textbooks and online sources. For example, we

used the Office of the Superintendent of Public Instruction website to obtain grade expectation references, www.teachervision and www.EdHelper.com to create grade-appropriate activities.



To make learning more fun, the instructors always tried to use concrete examples to demonstrate a problem or issue. In level 1B, students enhanced their spatial thinking by designing geometric figures out of edibles. Across the hall, the middle school students learned how to track the spread of pollution using breakfast cereal! They also studied classic Greek and Latin roots to build their vocabulary skills and help prepare for future standardized exams.

- II. **Financial Literacy** – This year, we had a new addition to the educational component of our program. The high school students got a chance to learn about saving and managing their money through financial workshops led by the Washington Society of Certified Public Accountants (WSCPAs). The six lecture topics were Managing Your Income, The Education Pay-Off, Growing Your Money: Saving & Investing, Credit Card Basics, Understanding Taxes, and Insurance.

- III. **Critical Thinking** – Throughout the day, students worked on their critical thinking skills in one way or another by working out logic problems. Students of Level 2B learned about Newton’s laws of physics and then applied their understanding in balloon races. The students had to determine whether adding nose cones, wings and other appendages would help or hinder in attaining maximal balloon velocity.



Our high school students enjoyed working on applied physics problems. They built bridges out of popsicle sticks and then tested them to see how much weight they could carry. They also built bottle rockets using water bottles. During the debut of the rocket show, the older students instructed the younger students in the mechanical and logistical aspects of the project.

- IV. **Environmental Education** – During each week, for about one hour the younger students visited a nearby garden, where they learned the science behind plants, insects and nature. In the P-Patch program, children had fun while getting their hands dirty. Along with the actual gardening, students are introduced to ecology, environmental science, and basic food preparation skills for a healthy diet.



On hot days, the students had indoor activities in which they made delicious salads and green smoothies. At first, students were reluctant to try the green smoothies because spinach was one of the ingredients. Finally, after one person tried it and got to taste how great it was everyone wanted some. Green smoothies became one of the students' favorite drinks.



V. **Leadership** – Over the course of the summer program, students had leadership activities built into their class schedules. Students were either directly or indirectly engaged in these activities



throughout the day. Generally they were outdoor activities. For instance, level 2A students participated in a River Crossing challenge, wherein teams were given only ten minutes to pick a team leader, discuss strategy and have all team members cross the river without falling into the water. All of this had to be accomplished without oral communication. This activity not only taught the students better leadership skills, but also enhanced non-verbal communication skills as well as teambuilding.

The middle school students shared their ideas about what leadership means. They created books that talk about leadership and community issues. When the books were finished, they read them out loud to students in the younger classes. Topics included instructions for dealing with rabid dogs, reasons not to engage in violent behavior, and a rhyming piece about global warming from the perspective of an ice cube.



VI. **Cultural Presentation** – At our

program, we encouraged students to stay rooted in their Vietnamese culture so cultural activities were integrated into the class hour.



Students spent about one session per week devising and rehearsing a culturally-based performance. These pieces, presented at the end-of-program celebration, ranged from singing traditional Vietnamese songs and performing skits, to doing lion dances.

During an outing to the Vietnamese Senior Association at Garfield Community Center, the students also performed for the seniors there as part of their contribution to the community. The interaction was very positive. The seniors were very welcoming and even gave out lucky money to the students while they were performing lion dances.

VII. **Field Trips** – Over the summer, students attended field trips on four Fridays. They visited the Pacific Science Center, the Vietnamese Senior Association (VSA), the University of Washington (UW), and the Woodland Park Zoo. The students loved the Science center and really enjoyed all of the exhibits there, especially the Grossology Hall. On the VSA trip, they



performed traditional Vietnamese dances, then participated in a field day at the Garfield Community Center. During their visit to the UW, the students had a chance to explore dormitories, libraries, and lecture halls to gain a sense of what college life is like. Finally, at the Woodland Park Zoo, students got a chance to observe real-life animals in their simulated natural habitats.



DEMOGRAPHICS OF CLIENTS SERVED – Student recruitment was made possible by the help of local schools such as Kimball Elementary School, Van Asselt Elementary School, Wing Luke Elementary School and others. Outreach also included phone recruitment targeting our after-school program



participants, word-of-mouth, flyers and news ads around the New Holly Neighborhood. During the summer program, the Vietnamese Friendship Association served a total of 91 students, and had an

average attendance of 81 (89%) students over the 18 instructional days. Of the 91 students, 71 (78%) completed the program with no more than three absences. The other twenty-two percent (22%) of students who missed class four or more days include those who joined the program late or dropped the

program early due to illness, vacation and/or other obligations. Characteristics of the 71 students with good attendance follow:

- **Economic Status** – 66 (93%) students were low-income, as indicated by the free/reduced lunch eligibility.
- **Geographic Region** – 98118 (30 students; 42%), 98108 (16 students; 23%), 98144 and 98178 (8 students each; 11%), 98106 (5 students; 7%), 98168 (2 students; 3%), and one from each 98126 and 98146 (1% each).
- **Sex** – 27 (38%) males, 44 (62%) females.
- **Age** – Ranged from 4.5 to 20, with the average being 8.9 years old.

Of the 91 students, we had 11 students in Level 1A, 27 in Level 1B, 30 in Level 2A, 13 in Level 2B, and 10 in Level 3. The average and median age were 9.0 and 8.5, respectively.

Demographic Summary of Participants in VFA's Summer Youth Program 2009

	Of All 91 Students	Of 71 Students Who Attended At Least 83% of the Program
Free/Reduced lunch	84 (92%) students	66 (93%)
Zip codes:		
98118	38 students (42%)	30 students (42%)
98108	23 students (25%)	16 students (23%)
98144 & 98178	10 students each (22% total)	8 students each (22% total)
98106	5 students (5%)	5 students (7%)
98168	2 students (2%)	2 students (3%)
98104, 98126 and 98146	1 student each (3% total)	1 student each (2% total)
Sex	35 (38%) males 56 (62%) females	27 (38%) males 44 (62%) females
Average Age (4.5-20)	9.04	8.90

ACCOMPLISHMENTS

- **Program Enrollment & Attendance** – The summer youth program increased its enrollment to a total of 91 registered students this year. This is the largest program ever run by the Vietnamese Friendship Association to date. This year's average attendance of 81 nearly doubles last year's turnout of 45.
- **Direct Service Hours** – The program provided over 92 hours of direct service to each student.
- **Staff-to-Student Ratio** – With nineteen staff members, we achieved a staff-to-student ratio of 1 staff member to every 6 students.
- **Partnerships** – VFA established a new partnership with the Washington Society of Certified Public Accountants, who provided financial literacy training to the older students of levels 2B and 3.
- **Field Trips** – The program organized four educational field trips which were all well attended. The Pacific Science Center trip had 97 attendees, the Vietnamese Senior Association trip total was 74, the University of Washington visit included 85, and lastly, the Woodland Park Zoo outing included 63.



CHALLENGES

- **Enrollment** – Originally, the student enrollment limit was set at 75, but because of strong demand we took a total of 91 students. Facility size and budget limitations prevented us from serving more children. Our plan was to have 3 levels, but we decided to break the lower levels into two groups in order to have a more manageable classroom size and to accommodate more students overall. Even after telling parents that we had 91 students already enrolled and that we had surpassed the limit, it did not discourage others from trying to register too. With limited staff and space, we had to turn away many families. We did not anticipate having this large of a demand based on the response to our program in prior summers.
- **Curriculum** – Due to the wide age range in sections, some of the materials proved either too easy or too difficult for the students. Since we had a Kindergarten class this year, their curriculum was different from the rest of the levels. Some of them did not even know how to write their names at the beginning, so the class activities had to be adjusted to meet their needs. At the other end of the spectrum, we had some parents telling us that their children needed to be in a different class because the material was too easy. When we planned the curriculum, we tried to structure it so that all the students could get something useful out of the experience. We encouraged students to work to their ability level by offering them extra work if they found the material too easy.
- **Limited Storage Room/Workspace** – Although our allotted on-site workspace increased, it quickly filled with program supplies and educational materials. Having 81 students attending the program on a daily basis, it was a struggle to keep up with our storage needs. The summer staff also frequently dropped by the VFA office for group meetings and to print classroom materials. At one point, the VFA office appeared to have been taken over by massive piles of papers!



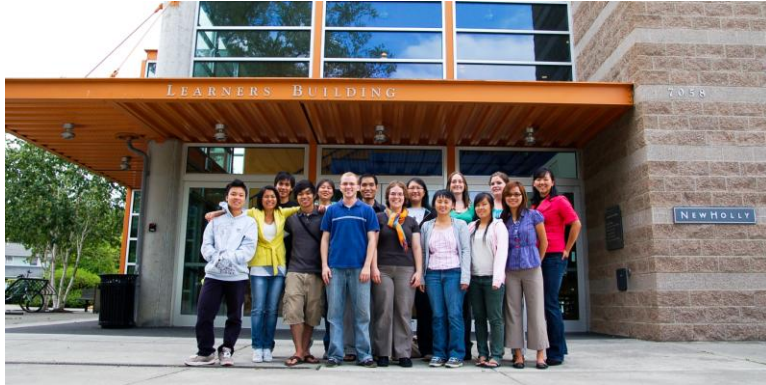
PROGRAM CONTRIBUTORS

- ❖ **Vietnamese Friendship Association** – Administered and implemented the program, recruited students, gathered funding, and evaluated the Summer Youth Program
- ❖ **National Alliance of Vietnamese American Service Agencies (NAVASA)** – Provided Dan Than/AmeriCorps members to serve as program coordinators and instructors.
- ❖ **Seattle Public Schools Bilingual Department** – Provided a major part of the program funding.
- ❖ **Bill and Melinda Gates Foundation, City of Seattle Human Services Department, and United Way of King County** – Provided program funding.
- ❖ **South Seattle Community College, New Holly Learning Center** – Provided classrooms and office space support
- ❖ **Secondary Bilingual Orientation Center, Van Asselt Elementary School, Mercer Middle school, Aki Middle School, Alki Elementary School, Dearborn Park Elementary School, Franklin High School, Graham High School, Hamilton High School, Kimball Elementary School, Wing Luke Elementary School, Washington Middle School and more** – Assisted in recruitment of students into the summer program.
- ❖ **P-Patch** – Provided weekly hands-on activities involving science, nutrition and



environmental awareness to the students in level 1 and 2 classes.

- ❖ **University of Washington Teacher Education Program** – Provided four graduate students to teach math and literacy to elementary school-aged students on Tuesdays and Thursdays.
- ❖ **Washington Society of Certified Public Accountants** – Provided six weekly financial literacy lectures.
- ❖ **Seattle Youth Employment Program** – Provided two interns to serve as program assistants, help with administrative tasks, and assist instructors in level 1 and 2.



PROGRAM EVALUATION – We administered pre- and post-program surveys to measure the effect of the program on students' attitudes and developmental factors. Our methodology included the use of traditional questionnaire surveys and phone interviews. The pre-surveys were given to students during the first week of class. A total of 73 respondents completed this survey. The post-surveys were given to students on the last day of class. Eighty-one students took this survey. Ten level 3 students also took a post-financial literacy survey to help us evaluate the benefit of holding future workshops. Parent phone interviews were conducted the week after the program ended.

PRE-SURVEY HIGHLIGHTS – We conducted pre-surveys in order to understand where our students were academically and developmentally at the beginning of the program and how best to serve their needs. We asked questions about student attitudes towards core academic disciplines, perceived ability levels, and cultural pride. Overall we found that most of the students surveyed appreciated the importance of education and had plans to attend college in the future. Still, about a quarter of the students did not affirm a conviction in the value of education leaving our staff an important area to work on. We also found that only half of the students felt pride in being Vietnamese Americans, so we really wanted to help them develop a fuller understanding of their heritage and foster a connection with the community, as well as build confidence levels. Please see Appendix A for complete survey details.

Educational & Cultural Attitudes – for all class levels

- 73% agree or strongly agree that education is very important for their future.
- 80% agree or strongly agree that they like reading, 64% for writing, 68% for science, and 65% for math
- 69% agree or strongly agree that they plan to go to college
- 52% agree or strongly agree that they are proud to be Vietnamese American
- 56% agree or strongly agree that they are prepared to go to college (data excludes younger students)



Gauging Exam Readiness – level 2B and 3

With the increasing emphasis that has been placed on the use of competency examinations, like the WASL, to ensure minimums of academic achievement through the primary and secondary levels of schooling, we thought it worthwhile to evaluate the psychological preparedness of our students for

these exams. One-third of the students reported feeling very anxious in test taking situations suggesting an area where we could offer assistance to the students by helping them to prepare more thoroughly academically, showing them how to plan ahead, and developing coping skills for stressful circumstances. On the positive side, two-thirds of the students reported knowing at least some test-taking strategies and having familiarity with the WASL exam format.



- 32% said they feel very anxious when taking a test
- 64% of the middle school and high school students agree or strongly agree that they know test-taking strategies to improve scores on an exam
- 69% said they are familiar with the format of the WASL

Financial Awareness – level 3

With the inception of our new lecture series on financial literacy topics, we asked seventeen questions in our pre-survey to learn where our students ranked in terms of their financial awareness. Almost all of the students responded positively when asked about the value of saving and the role of education in opening up more options in life. Only 43 percent of the students were aware of financial aid options available to assist them in funding higher education. A majority of the students also showed a lack of understanding in the sound use of credit, responding that they “don’t know” if it’s okay to carry a sizeable credit card balance for over two years, and over half indicated they “don’t know” if it’s okay to be late or skip credit card and loan payments once in a while. Please see Appendix B for more details.

- 43% said they understand what kind of financial aid is available to students
- 100% knew if they received a good education, they would have more options in life
- 86% believed it’s a good idea to save money in a bank account
- 71% of students weren’t sure if it would be okay to borrow \$3,000 on credit even if it would require 2 years to pay off the debt
- 57% don’t know if it is okay to skip credit card & loan payments once in a while (which usually incurs a \$39 late charge and increases in interest charged)

POST-SURVEY HIGHLIGHTS – When administering the post-surveys, our aim was to determine the impact of our program on the students. To achieve this purpose, we needed a different set of questions



than we used in establishing the baseline at the beginning of the program. Written questionnaires and phone interviews were used. Eighty-one students provided a final assessment and almost all of the parents took part in our telephone survey. Students

reported having fun at this program and making new friends during the summer. Fifty-nine percent affirmed that they feel motivated to try harder in school now and most feel more ready for the start of



the academic year after attending our summer program. While students were somewhat divided about the improvement in their academic skills, three-quarters of our parents saw improvements in their childrens' reading, writing, and math skills. In addition, eighty-three percent of parents said that their children seem more motivated to study. Please see Appendix C & D for more details.

Selected End of Program Student Responses – for all class levels

- 77% said that they had fun at this program
- 59% are motivated to try harder in school
- 73% believed that they are ready to go back to school because of this program
- 82% definitely agreed that they enjoy going on field trips at this program
- 85% said that they met new friends at this program



Selected Post-Program Parental Responses

- Agreeing that their child(ren) improved in math (74%), reading (66%), writing (74%), and science (62%)
- 83% said their child(ren) are more motivated to study
- 85% felt the field trips were educational
- 87% thought the program was well organized

Financial Literacy post-surveys

Six weekly lectures were given on a variety of financial literacy topics and at least 80 percent of the participants would recommend each of the lectures to other students. One hundred percent of the students responded favorably to the insurance lecture. Ninety percent of the students felt that they had increased their knowledge about how to budget their money and spend more thoughtfully as a result of these classes. The proportion of students knowing what is found on a credit report more than doubled to reach 70 percent by the end of the series. Interestingly, fewer students at the end felt that they really understood how to build a good credit record than at the beginning, suggesting that they simply became more aware of their own lack of knowledge when dealing with finances. Please see Appendix E for complete details.

- 100% of the students would recommend the insurance class to other students
- 90% would recommend both the Savings & Investment, as well as the Education Payoff presentations to other students
- 90% of the students also said that their knowledge of how to budget their money and spend thoughtfully increased

CLOSING COMMENTS – This year's Summer Youth Program was a definitive success. In addition to serving a record number of youth, we were able to see a meaningful change and maturing of our participants' attitudes in relation to education and preparation for the future while providing a fun summer experience. Among our high school students, 88 percent agreed that they think more of the future and college because of this program. Parents had a favorable impression of the program with 94 percent indicating that they would recommend this program to other families and 89% saying that they would enroll their children again next summer. In closing, we'd like to mention a few thoughts to consider for the future.



- Many parents expressed an interest in having the summer program meet more often each week and extend over a longer part of the summer. If additional funding can be generated through grants and fundraising activities, then an increase in instructional time would certainly strengthen the academic aspect of our program.
- We had more demand than we were able to accommodate, especially at the Kindergarten through 5th grade level. Ideally, we would like to expand staffing and facility space to be able to accommodate a greater number of children in future summers.
- One challenge the program continues to face is finding a suitable level of instruction for all of the students in a class, which may span 3 or 4 grade levels. Invariably, lessons will be too difficult for some students and too easy for others. We did our best to cope with this situation by breaking the classes into additional sub-levels this year and using assistants to lead sections within a class. As the program grows, it should become easier to cluster children into narrower grade ranges to provide rigorous, but not overwhelming lessons and assignments for each student.
- The introduction of the financial literacy lectures proved to be valuable in building the students' awareness and ability to handle finances more effectively. Only students at the 8th grade level and above participated this summer, but this could be expanded to include younger grade levels in future years so that they can benefit from an early introduction to savings and investing concepts.
- Parental involvement in the program increased from last year's levels, but might grow further with more advanced scheduling of events and field trips. If there is parental interest in volunteering, they may be able to provide additional assistance with translation and mentoring of students in the classroom.
- While we continued our P-Patch program, maintained our UW TEP association, and initiated our financial literacy series with lecturers from the WSCPA, we could not find the right opportunities to collaborate with CampFire and Jet City for the summer program this year. We will continue working to strengthen our partnerships with community organizations.



Thank you for the support from all of the organizations, staff, parents, and students who made this program possible. We had an amazing year and look forward to this wonderful experience continuing in the years to come!

APPENDIX A

On a scale of 1 to 5, students rated the following statements:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Don't Know
- 4 = Agree
- 5 = Strongly Agree

PRE-PROGRAM SURVEY FOR ALL LEVELS, N = 73

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	No Response
I am confident in my ability to complete homework assignments	0%	1%	18%	29%	37%	15%
I feel comfortable talking to my parents about anything	1%	8%	15%	18%	45%	12%
I think education is very important for my future	0%	0%	12%	21%	52%	15%
I think that other people see me as a very confident person	3%	4%	26%	18%	34%	15%
I enjoy meeting new friends	0%	1%	7%	15%	68%	8%
I like reading	1%	8%	4%	22%	58%	7%
I like writing	4%	12%	10%	16%	48%	10%
I like science	4%	8%	8%	21%	47%	12%
I like math	3%	8%	11%	7%	58%	14%
I plan to go to college	0%	4%	11%	16%	53%	15%
I know a lot about the Vietnamese culture	1%	5%	15%	21%	36%	22%
I think that it is important to do well in school	0%	0%	3%	14%	58%	26%
I'm proud to be Vietnamese American	0%	1%	14%	10%	42%	33%

Pre-Program Survey for all levels EXCEPT Level 1, N = 41

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	No Response
I am prepared to go to college	7%	0%	32%	22%	34%	5%
I feel comfortable speaking in front of a crowd	17%	10%	17%	20%	29%	7%
I think that it is important to do well in school in order to succeed in life	5%	0%	7%	29%	59%	0%
I think going to college is a valuable use of time	0%	5%	12%	29%	49%	5%
I'd rather find a job to make money instead of going to college	27%	15%	29%	12%	15%	2%
I enjoy helping others	0%	0%	15%	32%	51%	2%
I participate in community service/volunteer work	7%	12%	34%	20%	22%	5%

APPENDIX A continue

On a scale of 1 to 10, students ranked themselves on the following situations:

- 1 = Strongly Disagree
- 3 = Disagree
- 5 = Neutral
- 7 = Agree
- 10 = Strongly Agree

Pre-Program Survey for Levels 2B & 3, N = 19											
	Strongly Disagree	→	Disagree	→	Neutral	→	Agree	→	→	Strongly Agree	No Response
I feel very anxious when taking a test	11%	5%	11%	5%	32%	5%	16%	5%	0%	11%	0%
I know stress reduction techniques to reduce test-taking anxiety	11%	0%	11%	0%	21%	0%	26%	21%	11%	0%	0%
I know test-taking strategies to improve my score on an exam	5%	0%	0%	0%	11%	11%	16%	11%	11%	26%	11%
I am familiar with the format of the WASL	0%	0%	0%	0%	16%	0%	16%	11%	5%	42%	11%
I am familiar with the format of college admission exams	11%	0%	11%	16%	37%	5%	0%	0%	0%	11%	11%

APPENDIX B

Students also rated on how much they know about financial topics, on a scale of 1 to 5:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Don't Know
- 4 = Agree
- 5 = Strongly Agree

Pre-Program Financial Literacy Survey for ONLY Level 3, N = 7						
	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	No Response
I understand what budgeting is	0%	0%	43%	43%	14%	0%
I understand what income and expenses are	0%	14%	29%	29%	29%	0%
I think a spending plan is a useful tool for managing my money	0%	0%	57%	14%	29%	0%
If I have a good education, I have more options in life	0%	0%	0%	57%	43%	0%
I know how to manage my money	0%	0%	43%	43%	14%	0%
I know how to build good credit	0%	0%	29%	71%	0%	0%
I know what type of information is found on a credit report	0%	0%	43%	29%	0%	29%
I think borrowing more than \$3,000 on credit cards is okay even if it takes 2 years to pay off the balance	14%	14%	71%	0%	0%	0%
I can be late or skip credit card/loan payments once in a while because the penalties are small	0%	43%	57%	0%	0%	0%
I think working and making money right away is more important than getting a college degree	0%	43%	57%	0%	0%	0%
I understand what kind of financial aid is available to students	0%	0%	57%	43%	0%	0%
I know what mutual funds are	0%	0%	57%	43%	0%	0%
I can spend all the money I earn however I like	0%	43%	29%	29%	0%	0%
I think it's a good idea to save my money in a bank account	0%	0%	14%	57%	29%	0%
I know why it's important to have insurance	0%	0%	29%	29%	43%	0%
I know some four or more things that may be deducted out of a paycheck	0%	0%	71%	29%	0%	0%
I know what a w-4 is and how to calculate deductions	0%	29%	57%	0%	14%	0%

APPENDIX C

On a scale of 1 to 5, students rated the following statements:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Don't Know
- 4 = Agree
- 5 = Strongly Agree

POST-PROGRAM SURVEY FOR ALL LEVELS, N = 83

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	No Response
I had fun at this program.	1%	2%	19%	36%	41%	1%
My math skills improved because of this program.	4%	2%	32%	26%	23%	12%
My reading skills improved because of this program	4%	4%	26%	20%	33%	14%
My writing skills improved because of this program.	6%	4%	25%	19%	35%	12%
My science skills have improved because of this program.	2%	1%	22%	22%	38%	14%
This program made me want to learn more new things.	5%	7%	15%	27%	44%	1%
This program made me want to try harder in school.	1%	5%	22%	7%	52%	12%
I like what I learn in class each day.	2%	6%	14%	19%	49%	10%
I am ready to go back to school because of this program	2%	9%	15%	21%	52%	1%
Teachers motivate me to learn.	4%	2%	16%	17%	48%	12%
I enjoy talking to the teachers and staff.	0%	7%	16%	25%	49%	2%
I learned more about being a leader because of this program.	2%	5%	22%	14%	43%	14%
I talk more to my parents because of this program.	2%	10%	26%	15%	33%	14%
I learned more about my culture because of this program.	4%	2%	32%	15%	32%	15%
There are clear rules about what I can and cannot do.	1%	1%	17%	26%	40%	15%
I enjoy going on field trips at this program.	2%	5%	10%	26%	56%	1%
I feel safe at the program.	4%	1%	15%	21%	46%	14%
I meet new friends at this program.	1%	0%	10%	27%	58%	4%
I think my friends would enjoy this program.	1%	5%	25%	17%	37%	15%
I would like to be in this summer program next year.	4%	6%	15%	21%	41%	14%
The activities in the program are too easy for me.	7%	6%	27%	16%	26%	17%
The activities in the program are too hard for me.	26%	10%	31%	2%	12%	19%

FIVE ADDITIONAL QUESTIONS FOR LEVEL 3, N = 8

I think more about my future because of this program.	0%	13%	0%	38%	50%	0%
I think more about college because of this program.	13%	0%	0%	50%	38%	0%
Teachers explained the topics and concepts well in class.	0%	13%	13%	38%	38%	0%
Staff and teachers are well prepared for the program.	0%	13%	0%	63%	25%	0%
The activities helped me with small/large group discussions.	13%	0%	25%	38%	25%	0%

APPENDIX D

Parents also rated the following questions, on a scale of 1 to 5:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Strongly Agree

POST-PROGRAM SURVEY FOR PARENTS, N = 53						
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	No Response
My child talks about the program at home.	0%	8%	11%	53%	26%	2%
My child is excited to attend the program.	0%	6%	8%	42%	45%	0%
My child talks about his/her teachers at home.	2%	0%	8%	62%	28%	0%
My child seems more motivated to study.	2%	6%	9%	47%	36%	0%
My child enjoys the program activities.	0%	2%	11%	40%	47%	0%
My child's math skills have improved because of this program.	0%	6%	17%	53%	21%	4%
My child's reading skills have improved because of this program.	0%	6%	25%	49%	17%	4%
My child's writing skills have improved because of this program.	0%	4%	17%	57%	17%	6%
My child's science skills have improved because of this program.	0%	2%	30%	51%	11%	6%
The teachers and staff are friendly.	0%	0%	9%	42%	49%	0%
The teachers and staff care about my child's education.	0%	0%	21%	36%	42%	2%
The teachers and staff care about my child's safety.	0%	0%	17%	42%	42%	0%
I feel comfortable talking to the teachers and staff.	0%	2%	6%	53%	40%	0%
I communicate more with my child because of this program.	0%	6%	11%	62%	19%	2%
The field trips were educational.	0%	8%	8%	51%	34%	0%
I think the program is well organized.	0%	4%	9%	53%	34%	0%
This program teaches my child about his/her community.	0%	2%	9%	62%	26%	0%
This program teaches my child about his/her culture.	0%	8%	6%	57%	30%	0%
I would recommend this program to other families.	0%	0%	6%	45%	49%	0%
I would like to enroll my child in this program next summer.	0%	2%	8%	36%	53%	2%

APPENDIX E

Students were asked to give feedback on the following the statements, on a scale of 1 to 5:

1 = Strongly Disagree

2 = Disagree

3 = Don't Know

4 = Agree

5 = Strongly Agree

POST-PROGRAM FINANCIAL SURVEY FOR GRADE 8 & UP, N = 10						
	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	No Response
I would recommend the managing your income class to other students	0%	0%	20%	50%	30%	0%
My knowledge of how to budget my money and spend thoughtfully increased	0%	0%	10%	60%	30%	0%
I know the difference between my needs and wants	0%	0%	20%	60%	20%	0%
I would recommend the credit card basics class to other students	0%	0%	20%	30%	50%	0%
I know how to build a good credit record	0%	10%	30%	30%	30%	0%
I know what information is found on a credit report	0%	0%	30%	50%	20%	0%
I would recommend the savings & investment class to other students	0%	0%	10%	50%	40%	0%
I would rather receive compound interest than simple interest in a bank savings account	0%	10%	30%	30%	30%	0%
I would recommend the education payoff class to other students	10%	0%	0%	60%	30%	0%
I believe it is important to continue with further education after high school	0%	10%	0%	30%	60%	0%
On average, a person with a university degree will earn more than a person with just a high school degree	0%	0%	20%	20%	60%	0%
Even people in a low income family can find financial assistance to attend college	0%	0%	30%	40%	30%	0%
I would recommend the insurance class to other students	0%	0%	0%	50%	50%	0%
I understand the possible consequences of not having insurance	0%	0%	20%	40%	40%	0%
I know at least three different types of insurance that can be bought	0%	0%	20%	60%	20%	0%
I would recommend the understanding taxes class to other students	0%	0%	10%	60%	20%	10%
My knowledge of what a payroll deduction is and the different types that exist has improved	0%	0%	20%	60%	20%	0%
I understand what kind of tax the government collects	0%	0%	10%	60%	30%	0%
Overall, I thought the financial literacy lectures provided me with valuable information	0%	10%	20%	50%	20%	0%