

**Vietnamese Friendship Association
Family Empowerment Program**

SUMMER YOUTH PROGRAM 2010



Program Report & Evaluation

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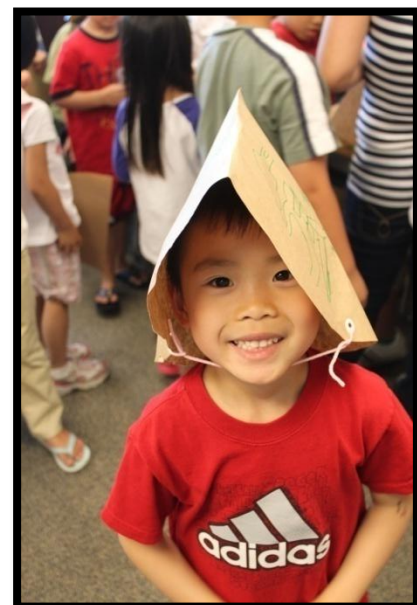
Overview: The Vietnamese Friendship Association's Summer Youth Program (SYP) successfully completed its fifth year. This year's program ran for six weeks from July 6th to August 12th. It was offered three days a week (Tuesdays, Wednesdays, Thursdays) from 1 p.m. to 5 p.m. During this time students engaged in educational activities ranging from cultural presentations, science experiments with Pacific Science Center, environmental lessons, and music opportunities. Students also participated in a field trip and an end of the summer celebration. 88 students and high school interns registered and an average of 73 students and interns attended at least 84% of the program (only missing 3 or less program days).

Program Management: The program had a total of 13 staff members, as well as 10 high school interns. Six staff were paid through work-study, four were paid an internship stipend and encouraged to seek out school credit, and one staff was a volunteer. There were 4 lead teachers and 4 assistant teachers, one of each in the 4 levels or classrooms at SYP. There was also an assistant coordinator that helped plan some major events at the program, a logistics coordinator that assisted with attendance and surveys, and a leadership coordinator that co-led the high school interns.

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. There was one Friday field trip. Students were divided into four levels based on their grade level. The level breakdown was: Level one consisted of those entering kindergarten and first grade. Level two had students entering second and third grade. Level three was responsible for students going into fourth and fifth grade. Level four had students that were approaching grades sixth, seventh, and eighth (middle school).

Cultural Presentation: During the Summer Youth Program, we wanted to promote awareness of the culturally diverse communities surrounding the area. With that being said, every week each level was given an opportunity to celebrate and emerge themselves in different cultures such as those in Europe and the Middle Eastern area. Students typically spent the first half hour learning about different aspects of the chosen place, and the last half hour engaged in some sort of activity related to the area. Some examples would be making pita sandwiches to give a taste of the Middle East, making candy sushi to represent Japanese cuisine, or making paper crowns to represent Europe's past kings and queens.

Pacific Science Center: This year we were given the opportunity to host the Pacific Science Center weekly on campus. They came with lots of supplies and thought invigorating lessons. The students were able to learn about all sorts of things such as electricity and sound through an array of different hands on experiments coordinated by different Pacific Science Center staff members. Towards the end of the program, the children were then given 2



weeks to prepare an experiment of any kind to test anything they wanted to. They were allowed to use all of the supplies and equipment brought in from their previous lessons.

Music: Throughout the summer the students were able to have one hour music lessons with one of the coordinators who had a broad background in the music field. The students were taught basic terminology and encouraged to experiment with different everyday objects to create different types of unique instruments. They were given random supplies and were asked to create different sounds and then to join the sounds together to create different melodies. The students also played many music games in which previous lessons about notes and beats were reinforced.



Environmental Education: During each week, the younger levels were given the opportunity to visit our local P-Patch. They would be given an introduction to the cycle of a plant's life and familiarize themselves with basic plant terminology. The students were able to do an array of things at the P-Patch including scavenger hunts, planting, digging, and harvesting. On days in which the weather was too cold or wet, the students were able to create different green smoothies. Although green smoothies did not look or seem appetizing to many, most students were open to trying it. After they were able to overlook the green ingredients, many found themselves liking it so much that they were writing down the recipe and ingredients to try it at home.



Recreational Time: Towards the end of each day in the program, all levels were given time to spend doing recreational activities. Recreational time would be spent in all different kinds of ways. Some days the coordinators would facilitate the games and activities played. On other days the teachers within each level would be the ones in charge of their classroom for the recreational time. Every now and then levels would collaborate with each other and have their classes joined for games. The students also thoroughly enjoyed walking to John C. Little Park to play on the playground and water features. Recreational time was something that demanded flexibility and creativity. Although this was hard to manage some days, it really paid off because it kept the students active and engaged.



Field Trip: During the time span of the program, the students were able to visit the Seattle Aquarium. They were able to observe a wide variety of different marine animals of the Pacific Northwest. Most of the students enjoyed watching the sea lions and sea otters, while others enjoyed the peaceful view of the underground cylindrical tank where they were surrounded by all sorts of sea stars, fishes, and different plants.

The trip to the Seattle Aquarium was extremely successful. However, for future reference, there should be a two

week minimum notification for parents to sign permission slips and to pack sack lunches for their children.

End of Program Celebration: At the end of the Summer Youth Program this year, we had all the students meet at Seward Park for a fun celebration. We sent out bilingual flyers notifying parents in advance that there would be no regular class at the New Holly facility but a celebration at Seward Park for both students and their families. The VFA staff provided the main course of hamburgers and hotdogs along with basic utensils. Different levels were asked to bring different things to the celebration such as appetizers/snacks, drinks, and desserts, and it was a major success.

Prior to the celebrations teachers and staff members got together to compile a list of different relay games. One of the coordinators then created a master list of which games were played at which time and which order. All of the kids were split up into 5 teams and had a lot of fun with the different competition games. Because the weather was very nice and hot that day, we were able to play many water related games. This went well with the students, and they were all excited to get some relief from the smoldering sun. Towards the end of the day however, the teachers were able to get some relief from the sun thanks to the efforts and collaboration of the students and a coordinator of the program. The Summer Youth Program of 2010 ended with many smiling and wet faces.





High School Interns: This year's program differed from previous years with an internship/service learning opportunity for high school youth. In years past high school youth were involved with the program as students. For this year, the VFA wanted to develop and strengthen leadership skills for the high school youth, so we decided to engage them as active participants in the planning and running of SYP. We had a total of ten high school interns; three from the City of Seattle's Summer Youth Employment Program (SYEP), one from Teens in Public Service

(TIPS), one from the Seattle Housing Authority (SHA), and the rest were volunteers.

The high school interns served many roles during SYP, with each one being important and essential to the successfulness of the program. At the beginning of every Monday meeting with all SYP staff, the high school interns collaborated with instructors and coordinators to develop and implement educational activities. For the rest of the meeting, they would have two hour trainings with one of the Program Coordinators and the Leadership Coordinator. The first hour and half of the training consisted of presentations, jeopardy, and other interactive and engaging teaching methods followed by a group discussion to encourage active participation. The last half hour was reserved for team building activities and games. This last part was essential to the trainings not only because they were fun and interactive, but they also effectively taught a lesson (trust, effective communication, team work, etc.) without having someone giving a long, boring lecture.

We had a total of four trainings on various topics including effective communication, presentations, poverty and homelessness, and resumes and job interviews. Leadership was always mentioned and implemented into each training. These topics were chosen because they are necessary skills for developing our youth into productive members of the community. Playing "telephone", practicing presenting in front of a group, and role playing for job interviews are just a few of the activities we did during the trainings. We did a training on poverty and homelessness not only to inform the high school interns about two of the biggest issues in the United States, but also to provide background information before they would volunteer as a group at the Rainier Valley Food Bank. This specific training and volunteer experience was eye-opening and shocking to many of the high school interns. During the last Monday's training we had a potluck and reflection time at Seward Park. It was really inspiring to hear the youth





speaking about the changes they saw in themselves this summer and how much of an impact they feel they had over the six weeks.

During program hours, the high school interns served as liaison between instructors and program coordinators as well as assisted instructors in the classroom or work with coordinators on outside projects/tasks and administrative duties. With many trainings on leadership, the high school interns had no problem leading lessons or

activities in the classrooms and as well as taking the initiative to help on projects outside of their classrooms. In the future, students have asked for more time to be spent as a team. This could be in the form of longer Monday trainings (this year we only went from 1-4 pm), more community projects, or other teambuilding exercises.

Demographics of Clients Served: Recruitment was made possible with the support of Nguoi Viet Tay Bac (Northwest Vietnamese newspaper), VFA’s Parent Advocate, and a few local elementary schools. Outreach also included phone calling SYP 2009 participants, our after-school program participants, word-of-mouth, and flyers and news ads around the New Holly Neighborhood. Because last year’s program was so successful in recruitment, many families were already contacting VFA in expectation of this year’s program.

Of the 88 students, we had 15 students in Level 1, 22 in Level 2, 21 in Level 3, 20 in Level 4, and 10 high school interns.

Demographic Summary of Participants in VFA’s Summer Youth Program 2010

| | Of All 88 Students |
|--|------------------------------------|
| Free/Reduced lunch | 81 students (91%) |
| Section 8 Housing | 10 students (11%) |
| Zip Codes | |
| 98118 | 41 |
| 98108 | 12 |
| 98144 & 98178 | 20 |
| 98106 | 8 |
| 98058, 98166, 98006, 98188, 98055 and 98146 | 7 |
| Sex | 46 males (51%) 43 females (48%) |
| Average Age (4.5-20) | 9.51 |

Accomplishments:

- **Program Enrollment & Attendance** – We had a total of 88 students enrolled in the program (this includes 10 high school interns)
- **Direct Service Hours** – The program provided a total of 80 direct service hours

- **Staff-to-Student Ratio** – With a total of 13 staff, the ratio of students to teacher was 7:1
- **Partnerships** – VFA established a new partnership with the Pacific Science Center and continued its partnership with P-Patch.
- **High School Internship-** This year we piloted a high school internship program and had a total of 10 high school interns.
- **Field Trip** – We took our first field trip to the Seattle Aquarium with 68 youth and 13 adults.
- **Volunteers-** Our volunteers provided over 675 hours of service.



Program Contributors:

- **Vietnamese Friendship Association** – Administered and implemented the program, recruited students, gathered funding, and evaluated the Summer Youth Program
- **Solid Ground** – Provided 2 AmeriCorps MLK VISTA members to serve as program coordinators



- **City of Seattle Summer Youth Employment Program:** Provided 3 high school interns to serve in the classrooms and as program assistants
 - **Teens in Public Service:** Provided a high school intern to serve in the classrooms as a teacher assistant
 - **Seattle Housing Authority's Summer Youth Employment Program:** Provided a high school intern to serve as a program assistant for administrative duties
 - **Pacific Science Center:** Provided weekly science lessons on physics, sound, electricity, and other scientific activities
 - **Seattle Aquarium:** Provided free tickets for students and parent chaperones to enjoy the diverse animals and exhibits
 - **Department of Neighborhoods P-Patch:** Provided weekly hands-on activities involving science, nutrition and environmental awareness to the students

Program Evaluation: We administered pre- and post-program surveys to measure the effect of the program on level 3 and 4 students' attitudes and developmental factors. Our methodology included the use of traditional questionnaire surveys and phone interviews. The pre-program surveys were given to students during the first week of class and the post-program surveys were given to students during the last week of class. 53 students took both surveys. Similar surveys

were conducted for 9 High School Interns. Additionally, we surveyed 41 parents from all student levels via phone during the week after the program ended.

Survey Data Analysis Highlights

- **Levels 3 & 4**
 - **42.9%** of students agreed with the statement, “I Like reading” in the post-program survey. This showed an improvement from the pre-program survey, where only **11%** of students agreed.
 - When responding to the statement, “I like math”, an increase in positive attitude was shown from the initial **34%** of students who said that they agreed with this statement to **45.7%** in the post-program survey.
 - **14.3%** of students in the post-program assessment said that they strongly agreed with the statement, “I’m proud of my home culture”. This showed an improvement from the pre-program survey, where only **11%** responded similarly.
 - The initial **25.7%** of students who strongly agreed with the statement, “I feel confident about myself”, increased to **28.6%** in the post-program assessment.

- **High School Interns**
 - **55.6%** of the interns said that they agreed with the statement, “I think it is important to do well in school” in post survey. This was a major improvement from **22.2%** at the start of the program.
 - Only **33.3%** of students agreed with the statement, “I feel comfortable talking to my parents about anything” in the initial survey. This percentage increased to **44.4%** by the end of the program.
 - When responding to the statement, “I think education is very important for my future”, only **11.1%** said they strongly agreed initially but in our post-program assessment, **55.6%** responded with “strongly agree”.
 - **66.7%** of high schoolers said that they strongly agreed with the statements, “I like reading”, and, “I like writing”, in the post assessment. This percentage increased from **55.6%** in the pre assessment.
 - **22.2%** of the interns said that they strongly agreed with the statement, “I’m proud of my home culture” in the pre-program survey. In contrast, **44.4%** said that they strongly agreed in the post assessment.
 - When students responded to the statement, “I feel confident about myself”, **88.9%** said they strongly agreed in the post survey, as opposed to the initial **55.6%** in the pre survey.

- **Parents**
 - **83%** of parents strongly agreed with the statement, “My child is excited to attend the program.
 - When asked about the statement, “My child enjoys the program’s activities”, **61%** said they strongly agree.
 - **70.7%** strongly agreed that, “The teachers and staff are friendly”.
 - **95%** said that they would enroll their child(ren) in the program next summer.

Next Steps: Even though SYP proved to be successful yet again in its fifth year of production, there will always be room for improvement when it comes to its quality and impact. Based off of feedback from parents, staff and students, we hope to make the following improvements for the 2011 program:

- Securing a long-term, reliable funding source.
- Providing more staff training and preparation.
- Focusing more programming on Vietnamese culture and language.
- Expanding the program’s hours to include longer days, Friday programming and a longer overall programming period (ie. 10 weeks in length versus six).
- Improving the quality of student survey methods.
- Providing more field trips.
- Involving High School Interns with the lesson planning process and overall program coordination.

Appendixes of Surveys

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 LEVELS 3 & 4, N = 35

| | Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree | No Response |
|---|-------------------|----------|------------|-------|----------------|-------------|
| 1. I think that it is important to do well in school. | 2.9% | 2.9% | 8.6% | 23% | 63% | 0% |
| 2. I think education is very important for my future. | 2.9% | 0% | 31% | 11% | 54% | 0% |
| 3. I like reading. | 2.9% | 14% | 20% | 29% | 34% | 0% |
| 4. I like writing. | 8.6% | 8.6% | 23% | 34% | 26% | 0% |
| 5. I like science. | 0% | 8.6% | 23% | 34% | 26% | 0% |
| 6. I like math. | 5.7% | 0% | 20% | 31% | 40% | 2.9% |
| 7. I plan to go to college. | 2.9% | 2.9% | 26% | 14% | 54% | 0% |
| 8. I know a lot about my home culture. | 2.9% | 5.7% | 46% | 31% | 11% | 2.9% |
| 9. I feel comfortable talking to my | 8.6% | 17% | 23% | 40% | 11% | 0% |

| | | | | | | |
|------------------------------------|------|-------|-------|-------|-------|----|
| parents about anything. | | | | | | |
| 10. I'm proud of my home culture. | 0% | 5.71% | 25.7% | 42.9% | 25.7% | 0% |
| 11. I feel confident about myself. | 0% | 0% | 17.1% | 37.1% | 45.7% | 0% |
| 12. I enjoy making new friends. | 2.9% | 0% | 14.3% | 25.7% | 57.1% | 0% |

APPENDIX B

On a scale of 1 to 5, High School Interns rated the following statements:

1 = Strongly Disagree

2 = Disagree

3 = Don't Know

4 = Agree

5 = Strongly Agree

| PRE-PROGRAM SURVEY FOR High School Interns, N = 9 | | | | | | |
|---|-------------------|----------|------------|-------|----------------|-------------|
| | Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree | No Response |
| 1. I think that it is important to do well in school. | 0% | 0% | 22.2% | 22.2% | 55.6% | 0% |
| 2. I think education is very important for my future. | 0% | 11.1% | 33.3% | 44.4% | 11.1% | 0% |
| 3. I like reading. | 0% | 0% | 22.2% | 22.2% | 55.6% | 0% |
| 4. I like writing. | 0% | 0% | 11.1% | 33.3% | 55.6% | 0% |
| 5. I like science. | 0% | 0% | 11.1% | 0% | 88.9% | 0% |
| 6. I like math. | 0% | 0% | 11.1% | 0% | 88.9% | 0% |
| 7. I plan to go to college. | 0% | 0% | 11.1% | 66.7% | 22.2% | 0% |
| 8. I know a lot about my home culture. | 11.1% | 0% | 11.1% | 44.4% | 33.3% | 0% |
| 9. I feel comfortable talking to my parents about anything. | 0% | 0% | 11.1% | 33.3% | 55.6% | 0% |
| 10. I'm proud of my home culture. | 11.1% | 11.1% | 11.1% | 44.4% | 22.2% | 0% |
| 11. I feel confident about myself. | 0% | 0% | 0% | 44.4% | 55.6% | 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 LEVELS 3 & 4, N = 35

| | Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree | No Response |
|---|-------------------|----------|------------|-------|----------------|-------------|
| 1. I think that it is important to do well in school. | 5.7% | 2.9% | 14.3% | 20% | 57.1% | 0% |
| 2. I think education is very important for my future. | 2.9% | 0% | 11.4% | 42.9% | 42.9% | 0% |
| 3. I like reading. | 0% | 17.1% | 20% | 34.3% | 28.6% | 0% |
| 4. I like writing. | 11.4% | 20% | 20% | 28.6% | 20% | 0% |
| 5. I like science. | 5.7% | 8.6% | 22.9% | 45.7% | 17.1% | 0% |
| 6. I like math. | 2.9% | 5.7% | 17.1% | 17.1% | 57.1% | 0% |
| 7. I plan to go to college. | 0% | 2.9% | 31.4% | 11.4% | 51.4% | 2.9% |
| 8. I know a lot about my home culture. | 11.4% | 5.7% | 42.9% | 28.6% | 11.4% | 0% |
| 9. I feel comfortable talking to my parents about anything. | 0% | 20% | 34.3% | 28.6% | 14.3% | 2.9% |
| 10. I'm proud of my home culture. | 2.9% | 0% | 37.1% | 31.4% | 28.6% | 0% |
| 11. I feel confident about myself. | 0% | 5.7% | 25.7% | 31.4% | 34.3% | 2.9% |
| 12. I enjoy making new friends. | 0% | 2.9% | 17.1% | 25.7% | 54.3% | 0% |

APPENDIX D

On a scale of 1 to 5, High School Interns rated the following statements:

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

POST-PROGRAM SURVEY FOR High School Interns, N = 9

| | Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree | No Response |
|---|-------------------|----------|------------|-------|----------------|-------------|
| 1. I think that it is important to do well in school. | 0% | 0% | 0% | 55.6% | 44.4% | 0% |
| 2. I think education is very important for my future. | 0% | 0% | 0% | 33.3% | 55.6% | 11.1% |
| 3. I like reading. | 0% | 11.1% | 11.1% | 11.1% | 66.7% | 0% |
| 4. I like writing. | 0% | 0% | 11.1% | 11.1% | 66.7% | 11.1% |
| 5. I like science. | 0% | 0% | 11.1% | 0% | 88.9% | 0% |

| | | | | | | |
|---|-------|----|-------|-------|-------|-------|
| 6. I like math. | 0% | 0% | 11.1% | 0% | 77.8% | 11.1% |
| 7. I plan to go to college. | 0% | 0% | 22.2% | 66.7% | 0% | 11.1% |
| 8. I know a lot about my home culture. | 11.1% | 0% | 11.1% | 33.3% | 44.4% | 0% |
| 9. I feel comfortable talking to my parents about anything. | 0% | 0% | 0% | 44.4% | 55.6% | 0% |
| 10. I'm proud of my home culture. | 11.1% | 0% | 11.1% | 33.3% | 44.4% | 0% |
| 11. I feel confident about myself. | 0% | 0% | 0% | 11.1% | 88.9% | 0% |

APPENDIX E

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 = 41 | | | | | | |
|---|-------------------|----------|----------------------------|-------|----------------|-------------|
| | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree | No Response |
| 1. My child talks about the program at home. | 0% | 4.9% | 9.8% | 32% | 54% | 0% |
| 2. My child is excited to attend the program. | 0% | 0% | 0% | 17% | 83% | 0% |
| 3. My child talks about his/her teachers at home. | 2.4% | 7.3% | 17% | 24% | 49% | 0% |
| 4. My child seems more motivated to study. | 0% | 4.9% | 15% | 27% | 54% | 0% |
| 5. My child enjoys the program activities. | 0% | 0% | 12% | 27% | 61% | 0% |
| 6. My child's math skills have improved because of this program. | 0% | 0% | 29% | 22% | 49% | 0% |
| 7. My child's reading skills have improved because of this program. | 0% | 2.4% | 29% | 41% | 27% | 0% |
| 8. My child's writing skills have | 0% | 0% | 27% | 24% | 49% | 0% |

| | | | | | | |
|---|-------|-------|-------|-------|-------|------|
| improved because of this program. | | | | | | |
| 9. My child's science skills have improved because of this program. | 0% | 0% | 24% | 29% | 41% | 5% |
| 10. The teachers and staff are friendly. | 0% | 0% | 7.32% | 22% | 70.7% | 0% |
| 11. The teachers and staff care about my child's education. | 0% | 7.32% | 17.1% | 24.4% | 51.2% | 0% |
| 12. The teachers and staff care about my child's safety. | 7.32% | 0% | 9.76% | 29.3% | 51.2% | 2.4% |
| 13. I feel comfortable talking to the teachers and staff. | 0% | 0% | 9.76% | 39% | 51.2% | 0% |
| 14. I communicate more with my child because of this program. | 0% | 12.2% | 17.1% | 17.1% | 53.7% | 0% |
| 15. The field trips were educational. | 0% | 0% | 24.4% | 17.1% | 58.5% | 0% |
| 16. I think the program is well organized. | 0% | 0% | 9.76% | 34.1% | 56.1% | 0% |
| 17. This program teaches my child about his/her community. | 0% | 7.32% | 9.76% | 39% | 43.9% | 0% |
| 18. This program teaches my child about his/her culture. | 0% | 7.32% | 7.32% | 39% | 36.6% | 9.8% |
| 19. I would recommend this program to other families. | 0% | 0% | 4.88% | 12.2% | 83.9% | 0% |
| 20. I would like to enroll my child in this program next summer. | 0% | 4.88% | 0% | 7.32% | 87.8% | 0% |