

Vietnamese Friendship Association
Family Empowerment Program

SUMMER YOUTH PROGRAM 2008

Program Report & Evaluation



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SUMMARY: With the support of Seattle Public Schools, the City of Seattle, United Way of King County, the Gates Foundation, South Seattle Community College's New Holly Learning Center, and other partners, the Vietnamese Friendship Association successfully completed its third annual Summer Youth Program, which ran from July 8, 2008 to August 14, 2008 at New Holly Learning Center. During those six weeks, students participated in daily educational activities, weekly environmental and improvisational practices and prepared a cultural presentation during the End of the Program celebration for other students and parents. The program enrolled 60 students total, with an average daily attendance of 45 (75%) students. This is an increase over last year's summer program which served 38 students, with an active daily attendance of 30 students. Based upon the attendance rate, evaluation surveys and letters, the students enjoyed various aspects of the program such as the collaboration with Jet City Improv, and felt that they benefited from the reading, writing and leadership skills.

I. PROGRAM MANAGEMENT

The program was managed by the summer program coordinator, an Americorps member, who supervised a team of tutors, interns, and volunteers. VFA had at least 7 staff members on site per day, six of whom were instructors in the classrooms and one was program coordinator. Additionally, the University of Washington provided 3 students from its Teacher Education Program and 2 from the Carlson Center to teach VFA students while learning to understand cultural aspects of education and to recognize the influence of community based organizations. The three UW TEP students focused on Math and Literacy and the Carlson Center students focused on Science and other activities based on the needs of the program and on their interests. In collaboration with Teens in Public Service, we also had a high-school student intern who assisted in the day-to-day tasks.

- 1. Program Structure** – The summer program was once again held at New Holly Learning Center on Tuesdays, Wednesdays and Thursdays from 1-5pm. Four optional field trips and one community service project were scheduled for the students on Fridays. Due to the increase in students this year, VFA had added one more classroom over last year's two classrooms which served Grades 5-12. The students were divided into three levels: Level 1 contained students Grade K through 3, Level 2 had students going into Grade 4 through 7 and Level 3 had students in Grades 8 through 12. Each classroom had at least 2 instructors per day, and had its own schedule to follow to cover at least 5 components: a. Academic Enrichment, b. Critical Thinking and Reflection Period, c. Environmental Education, d. Leadership, and e. Cultural Presentation. Here is an example of Level 2's schedule:

LVL2	Tuesday	Wednesday	Thursday
1:00-1:15	Arrival, Sign-in, Journal	Arrival, Sign-in, Journal	Arrival, Sign-in, Journal
1:15-1:30	Math	Jet City Improv	Reading
1:30-1:45			Leadership
1:45-2:00			
2:00-2:15			
2:15-2:30	Transition	Transition	Break/Snack
2:30-2:45	Break/Snack	Break/Snack	
2:45-3:00	Cultivating Youth	Reading Comprehension	Break/Snack
3:00-3:15			Science
3:15-3:30			
3:30-3:45			
3:45-4:00			
4:00-4:15	Journal	Cultural Presentation	Journal
4:15-4:30	Choice/Recreation	Journal	Choice/Recreation
4:30-4:45			
4:45-5:00	Wrap-up & clean-up	Wrap-up & clean-up	Wrap-up & clean-up

- a. **Academic Enrichment** – Each level had daily educational components: math, science and/or reading comprehension. We used materials from websites such as www.teachervision.com to plan daily lesson plans for students. From actual egg drop experiments to taping labels on students from head to toe to learn human anatomy, the educational subjects were taken beyond worksheets and books, and were highly interactive. Additionally, Level 3 often held classes at Seward Park, and on one occasion collaborated with Horn of Africa Services (HOAS) to conduct a math-based scavenger hunt, allowing both VFA and HOAS students to enjoy outdoor academic games while interacting with each other.
- b. **Critical Thinking and Reflection Period** – Jet City Improv and journaling were ways in which VFA wanted to induce critical thinking and reflection among students. Level 2 and 3 met up with Jet City every Wednesday for 1-1.5 hours to learn improvisation theater, which increased cognitive thinking skills and self-esteem. The Jet City instructor taught students improv techniques such as “Yes And” and pantomime games. Though self-conscious at first, the students enjoyed their classes once they realized everyone (including instructors) was participating. Journaling time was set aside from the students twice a day in each class. The beginning of the day often started with a prompt, given by the instructor whereas the second journal topic would be a recap of the day’s activities or free writing. The purpose of the journaling is to encourage students to express their thoughts while improving the writing skills (or penmanship skills for Level 1). In Level 3, many of these journals were used for students to take notes and respond to in-class reading assignments.
- c. **Environmental Education** – In collaboration with Cultivating Youth, Level 1 and 2 were taken outside each Tuesday afternoon for 1.5 hours to learn about gardening, the ecosystem, nutrition, and other concepts, thus building environmental awareness and science skills. They spent time identifying insects and learning ways to create a healthy nutrition habit while maintaining the community garden at the New Holly P-Patch.
- d. **Leadership** – Using some of Camp Fire USA’s curriculum, leadership skills were taught indirectly and directly across all three levels. Students participated in games that took them away from stereotypes and discussed different ways to deal with certain feelings and get along with other students. In Level 3, the leadership skills were taught through activities. For example, the students planned the End of Program Celebration by



allocating responsibilities, creating budgets, setting deadlines, and making sure all the party committees were not spending over the budget.

- e. **Cultural Presentation** – For 30 minutes each Wednesday afternoon, students cooperated with their peers to explore Vietnamese culture and to prepare a relevant skit to present at the end of the six weeks. Level 1 and 2 performed skits from old Vietnamese folklores while Level 3 students wrote and performed a play about making Vietnamese noodle soup. The skits were presented on the last day of class, during the End of Program celebration where parents were in attendance.



2. **Field Trips & Recreation** – Aside from the 45 minutes on Tuesday and Thursday afternoons to keep students physically active by playing outdoor sports, optional field trips were created on the 2nd, 4th, 5th and 6th Friday of the program. Students enjoyed the scavenger hunt throughout the many levels of the downtown Seattle Public library. They went to the Wing Luke Asian Museum where tour guides briefed them on the history of Wing Luke, the buildings, and Seattle's history. They also spent time doing community service by making cards and singing for the Vietnamese Senior Association at Garfield Community Center. Originally, visiting the seniors was the final field trip, but by popular demand, the students were taken to Wild Waves the day after the program was over to reward them for their hard work this summer.

II. DEMOGRAPHICS OF CLIENTS SERVED

VFA collaborated with Seattle Public Schools, Seattle Housing Authority, Secondary Bilingual Orientation Center, Mercer Middle School and Van Asselt Elementary to assist in the recruitment process. Over the course of the six weeks, VFA served 60 students, 45 (75%) of whom attended the program regularly, defined as having attendance of at least 75% of total program days.

1. Demographics of active participants

- a. **Economic Status** – 40 (88%) students were low-income, as indicated by the free/reduced lunch status.
- b. **Geographic Region** – 98108 (16 students; 36%), 98118 (13 students; 29%), 98144 (5 students; 11%) 98178 (3 students; 7%) 98106 and 98020 (2 students each, 4% each) and one each from 98003, 98146, 98168 and 98104 (2% each).
- c. **Sex** – 23 (51%) males, 22 (49%) females
- d. **Age** – Ranged from 4.5 to 17, with the average being 10.11.

Demographic Summary of Participants in VFA's Summer Youth Program 2008

	Of All 60 Students	Of 45 Students Who Attended At Least 75% of the Program
Free/Reduced lunch	54 (90%) students	40 (88%)
Zip codes:		
98108	19 students (33%)	16 students (36%)
98118	19 students (33%)	13 students (29%)
98144	6 students (10%)	5 students (11%)
98178	3 students (5%)	3 students (7%)
98106 & 98020	2 students each (6% total)	2 students each (8% total)
98003, 98146, 98104 and 98168	1 student each (4% total)	1 student each (8% total)
98185	3 students (5%)	0
Unknown	2 students (3%)	0
Sex	31 (52%) males 29 (48%) females	23 (51%) males 22 (49%) females
Average Age (4.5-17)	10.28	10.11

III. ACCOMPLISHMENTS

1. **Program Increase in Quality** – Our summer youth program has grown in quality and popularity. Students knew what to expect on a daily basis while all the instructors specialized in certain components to ensure proper distribution of workload. We had at least one guest per week; these visiting guests were given a schedule of our summer program and could pinpoint the students' activities at any given moment.
2. **Attendance** – Of the 45 actively attending students, 34 had an attendance record of over 90% -- 22 were 100%. The average attendance for optional field trips on Fridays is 73%.
3. **Direct Service Hours** – The program provided over 89 hours of direct service to the students.
4. **Low Staff:Student Ratio** – Our average ratio was consistently 1 staff (including volunteers and NAPCA) for every 3.8 students.
5. **Completion Rate** – 89% of the students completed the program. Some students left the program due to difficulty in transportation, while others left for family vacations toward the end of the program.
6. **Partnerships** – VFA was able to increase 4 partnerships within the community: Horn of Africa Services, Jet City, UW TEP and UW Carlson Center, all of whom provided VFA students ample opportunity to step outside of their comfort zone by encouraging interaction in various social environments.
7. **Cultural Exposure & Pride** – During the 6 weeks of the summer program, VFA students not only worked with Horn of Africa Services, they also presented their culture to the community. At the End of Program party planned by Level 3, all the students courageously acted their Vietnamese related skit in front of parents, staff and students at Van Asselt Community Center.



IV. CHALLENGES

1. **Enrollment** – We tried to alleviate the first day registration rush by offering pre-registration for parents to enroll their child. However, as the first day approached, many parents opted not to enroll their child (transportation issues, family vacation trips, child having to attend summer school). At one point we had 10 students on the waiting list, but by the time we contacted them to enroll in our program, some had already found an alternative summer activity. On the other flip side, many parents were interested in enrolling their child ages 3-4 years into the program, but we were unable to accommodate them in this area as we aimed to serve low income students Kindergarten level and up. Furthermore, Level 1, which contained K – 3rd grade students, had already reached capacity of the 20 students. Next year we are considering adding another level just for pre-kindergarten and kindergarten students.



2. **Curriculum** – Due to wide range of maturity in Level 1, some of the materials were either too easy or too hard for the students to understand. The kindergarteners' stage of development made it difficult for the other students to focus; some were not accustomed to being away from parents and also needed extra attention to adjust. We often separated the youngest students from their older classmates so their work would be age appropriate. Additionally, with the expanding number of students and expanding curriculum, it was somewhat challenging to make sure all the components of the program (educational, leadership, cultural presentation) were quality, exciting and meaningful for each of the students.
3. **Limited Storage Room/Workspace** – With an average of 45 students attending the program over 18 days, we had limited space to store their daily science, math, or arts and crafts projects. As a result, we spent a lot of time rearranging our cubicle to fit all the program supplies, projects done by the students, in addition to preserving a decent size workspace.
4. **Limited Schedule** – The schedules were very tight, which resulted in our turning down collaborations with some potential partners, including Mockingbird society, as well as other activities that staff or volunteers suggested.

V. COLLABORATION

1. **Vietnamese Friendship Association** – Administration, implementation, and evaluation of the Summer Youth Program
2. **National Alliance of Vietnamese American Service Agencies (NAVASA)** – Provided Dan Than/Americorps members to serve as program coordinators and instructors.
3. **South Seattle Community College, New Holly Learning Center** – Provided facilities, including classrooms, library at discounted rental prices.
4. **Horn of Africa Services** – assisting in outdoor collaborations, and providing a chance for interracial bonding.

5. **Seattle Public Schools** – Provided funding to pay wages of instructors.
6. **Secondary Bilingual Orientation Center (SBOC), Seattle Housing Authority, Van Asselt Elementary, Mercer Middle school** – assisted in recruitment of students into the summer program.
7. **Teens in Public Service** – Provided us with a summer intern, who served as assistant program coordinator for seven weeks.
8. **Cultivating Youth** – Provided weekly hands-on learning of environmental science and awareness to Levels 1 and 2.
9. **Jet City Improv** – Provided weekly improvisational workshops and acting techniques to Levels 2 and 3 at discounted rates.
10. **Camp Fire USA** – Provided weekly Leadership building activities and nutrition awareness to all three levels.
11. **University of Washington Teacher Education Program** – Provided three graduate students to teach math and literacy to Levels 1 and 2 every Tuesday and Thursday.
12. **University of Washington Carlson Center** – Provided two undergraduate service learners to assist instructors in Level 2 and 3.
13. **National Asian Pacific Center on Aging (NAPCA)** – Provided one worker to assist in logistics of the Summer Youth Program.



VI. PROGRAM EVALUATION

Due to the short duration of the summer program, we did not use a pre and post evaluation to determine the student improvements. We thus gave a survey on the last day of the program, asking students to rate their experience with the program. From three levels, we gathered 42 surveys. Below is the detailed chart of the survey results.

Highlights:

- 71% say they are more prepared to go back to school because of this program
- 67% believes that program has increase their desire to learn new things
- 68% strongly agree or agree that they've learned more about being a leader
- 81% believes that the program helped them meet new friends.
- 45% of the students believe that their science skills have improved; 47% feel that their reading has improved. Only 34% feel as though their math skills have improved. We will try to increase these numbers for next year. However, we had made a conscious decision to make the summer program more fun and interactive and not as focused on academics as our after-school program.

RESULTS of students' Program Evaluation Surveys from all three levels

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I had fun at this program.	26%	38%	29%	5%	2%
My math skills improved because of this program.	12%	22%	41%	20%	5%
My reading skills improved because of this program.	21%	26%	31%	19%	2%
My writing skills improved because of this program.	21%	17%	38%	24%	0%
My science skills have improved because of this program.	31%	14%	33%	14%	7%
This program made me want to learn more new things.	38%	29%	19%	12%	2%
This program made me want to try harder in school.	26%	40%	24%	7%	2%
I like what I learn in class each day.	18%	45%	30%	8%	0%
I am ready to go back to school because of this program.	28%	43%	23%	8%	0%
Teachers motivate me to learn.	31%	26%	28%	13%	3%
I enjoy talking to the teachers and staff.	30%	33%	20%	15%	3%
I learned more about being a leader because of this program.	30%	38%	15%	13%	5%
I talk more to my parents because of this program.	13%	33%	25%	25%	5%
I learned more about my culture because of this program.	25%	28%	35%	10%	3%
There are clear rules about what I can and cannot do.	36%	46%	18%	0%	0%
I enjoy going on field trips at this program.	40%	28%	18%	8%	8%
I feel safe at the program.	45%	38%	20%	3%	5%
I meet new friends at this program.	53%	28%	13%	0%	8%
I think my friends would enjoy this program.	30%	30%	23%	13%	5%
The activities in the program are too easy for me.	25%	28%	40%	8%	0%
The activities in the program are too hard for me.	8%	5%	38%	18%	33%

RESULTS from Level 3's five additional questions on Program Evaluation Surveys

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I think more about my future because of this program.	14%	36%	29%	14%	7%
I think more about college because of this program.	23%	31%	46%	0%	0%
Teachers explained the topics and concepts well in class.	43%	50%	7%	0%	0%
Staff and teachers are well-prepared for the program.	29%	64%	7%	0%	0%
The activities have helped me with large/small group discussions.	21%	57%	14%	7%	0%

All the students were also asked three open questions at the end of the survey. The older students seemed to enjoy Jet City Improv while the younger students enjoyed science activities and cultural presentation preparation. A majority of students from all three levels claimed they

enjoyed outdoor games and activities the most. The least favorite part among the older students varied greatly throughout different components of the program. A few students mentioned on the survey that the program could have been better if more time was spent outside. Perhaps next year, VFA will focus on building a curriculum that will involve educational activities outside of classroom settings.

VII. NEXT STEPS

This year's summer program has nearly doubled from last year's program, growing in organization and curriculum quality. All the lesson plans and work plans from instructors have been recorded and will be reviewed for next year's program. Since the summer program is a subset of our overarching Family Empowerment Program, next year, VFA is considering the following plans:

- Encourage parental involvement in planning activities such as fieldtrips and preparing daily snacks. An evaluation survey will be sent home to parents to obtain their feedback of the summer program.
- Creating a level for children ages 3-4 to prepare them for Pre-Kindergarten class. The goals are to accommodate parents who want their young child to have the academic exposure, and to alleviate the first day of school fears, often felt by both parents and students.
- Refine each of our components to strengthen the interest level and make a bigger difference in the lives of our students.
- Provide more community service opportunities which would yield more positive outcomes for the students and the community.
- Increase our partnerships to bring exposure to our program, as well as encourage our students to work with students of diverse ethnicities.