



END OF YEAR REPORT

2015-2016 Program Year

ABSTRACT

Summary of this years' KidsBridge program, Power Lunch program, In-School Tutoring program and Tech Center program revisions, challenges and accomplishments.

Miriam Martinez
Program Director

2015-2016 End of Year Report

KidsBridge

The 2015-2016 Kids Bridge program was conducted at Asa Messer Elementary, Broad St. Elementary, Harry Kizirian, and Carl G. Lauro. The total amount of students graduated from the program were 145. This program ran for 5 weeks from 8:00 AM to 1:00PM Monday through Thursday. We had hoped to run this program at Mary E. Fogarty elementary, however the facilities were not capable of sustaining summer programming this year. Efforts to host at Fogarty should be renewed in the 2016-2017 school year.

The enrichment hour, which was introduced last year, was continued as varied providers visited classrooms after lunch from 12:15 to 1:00 exposing students to “enriching” activities that they may not have experienced previously. Partners included Providence Police Department, Fire fighter department, Community Library. Teachers were required to stay in the classroom throughout enrichment, which resulted in a much more efficient and impactful enrichment hour.

In collaboration with Moses Brown students, a science curriculum was added once a week as well. These sessions covered basic science concepts including the 4 seasons, living versus non-living objects, the 5 sense and photosynthesis. Materials included butcher paper, plant seeds, and science workbooks and seasons posters.

This year Inspiring Minds also approached curriculum copies in a different manner. Rather than making copies of all worksheets for each teacher, IM requested that during KB orientation teachers select their first week’s copies to be made. These copies were ready for the teachers by the first day, and for the next weeks each teacher was asked to repeat the process and provide the dittos to their site coordinator a week before hand. Site coordinators then brought the masters to the office and IM staff/interns made copies for the next week. Because teachers were placed within their own schools, many decided to create their own copies for the duration of the program.

IM also implemented 3 new components this year.

- First, we crafted a **social skills survey** for teachers to complete on each student at the beginning and end of the program. This survey was based on the RI early learning & development standards. Components measured students’ sense of self and self-regulation through confidence, impulse control, and ability to follow direction.
- The second form was a **parent survey** which was administered at the end of the program during graduation. Survey aimed to collect data about parent’s experience of student’s growth including child enjoyment, methods of outreach that was efficient, improved behavior, and interest in learning.
- Lastly, we introduced **homework** twice a week this year. This encouraged parent’s participation in assisting students’ homework completion. A raffle of board games and toys

was provided at the end of each week as incentive. Students were also given stickers when turning in assignments. Each assignment aligned with KB curriculum

Recruitment

Due to Providence School Department's decision to compete the summer pre-K program grant to outside bidders, we were required to open the program to all incoming K students registered for PPSD Kindergarten classes versus limiting the population to students from target schools with no pre-K exposure.

Recruitment was conducted through attendance of Kindergarten orientation at each school. Lauro, Messer, and Broad orientations resulted in the largest sign ups, particularly because the schools administration allowed IM to outreach to families through the mailed K-orientation invitations. Orientation also allowed IM to have staff members attend and speak to families about the program. Principals reiterated the need for students to attend, resulting in parents continuing to sign up. Kizirian orientation had very low orientation attendance resulting in a low sign up.

This year Inspiring Minds was not granted phone numbers for incoming Kindergarten families which inhibited recruitment even further. The information provided to IM from the administration was family addresses. Subsequently, IM's recruitment mainly consisted of mailings to families with flyers and applications.

In addition to canvassing locally, IM also attempted, for the first time, to utilize robocalls from the office of family engagement. These calls were made to all incoming Kindergartners in English and Spanish. This recruitment tactic led to the application of many students who had had previous pre-K experience, and who were not attending target schools. This also attributed to students dropping out as many tested very high on pre-assessments and felt they did not need the program for 5 weeks.

Selection and Training

Teacher training was recorded this year in order to support future trainings without the need of Messer Literacy Coach, Gina Sousa, to conduct training each year. Priority was given to teachers that resided in the schools they were applying for. This also applied to Site Coordinators.

Site coordinator training included program overview, Sodexo food handling, volunteer coordination, curriculum orientation, and safety guidelines. Training documents are attached.

Outcomes

Reach

School	Number of students enrolled	Number of students graduated	Average Attendance*
Asa Messer	45	35	86%
Carl G. Lauro	44	37	90%
Kizirian	45	38	91%
Broad	46	36	86%
Total	180	146	87%

*numbers represent attendance of students who completed the KB program (more than 50%).

This year Inspiring Minds recruited a total of 98 volunteers (11 of which were returning) resulting in a 4:1 ratio of students to adults as projected.

Academic Gains

This year we attempted to meet with each school to orchestrate pre-assessments during Kindergarten orientation, however, as it has in previous years, there were not sufficient teachers or staff members available to accomplish. However we do suggest efforts continue next year with partnering schools. This tactic enables IM to outreach to specific students who scored low on the pre-assessment, exhibiting great potential for growth in the program.

After 5 weeks of instruction, students averaged an 87% attendance rate and 81% of the 180 students who initially enrolled graduated from the program (retention). Students also exhibited a 63% growth on average in their knowledge of literacy components. Math outcomes were similar with students exhibiting 33% increase in average number ID and counting mastery (see KidsBridge Outcomes Chart).

Student academic performance has not yet been collected during their Kindergarten year.

Social Emotional Gains

This year IM proceeded in the next steps as outlined by the previous KidsBridge year. It implemented a social emotional assessment based on Rhode Island Early Learning and Development Standards. The components identified in the assessment were the following:

- Color within lines
- Hold pencil
- Ability to trace
- Keep hands to self
- Ability to stay in room
- Ask for permission
- Take turns
- Follow directions
- Sit Still
- Raise hand
- Answer questions
- Speak in complete sentences
- Respond to name
- Walk in line
- Wait in line
- Sit on rug
- Identify written name

Teachers were asked to rate each student on all components after the first week and again after the last week. Teachers marked yes or no as to whether the student could successfully display the skill. Students improved in all categories across all classrooms. On average, 69% of students could display soft skills at the beginning of the program. After the program was completed this jumped to 93% of students (results attached).

Revisions this year

- Forms for incident reports were created, utilized, and kept for all students. Suggestions to have site coordinator certified in first aid and CPR next programs were made.
- A clear position was developed and signed by all site coordinators and teachers.
- Homework was also assigned to students on a weekly basis, and prizes were distributed on a raffle basis to students who turned in their homework.
- Applications were also revised to fit all necessary information on one sheet including emergency contacts, if the child attended preschool, languages spoken at home, and photo release.
- An agreement was also signed by host school and inspiring minds. It outlined both host and program organization responsibilities (attached).
- A parent survey was also implemented, as suggested last year, to capture parent perception and opinion of program impact/value (Results attached).

Challenges

- The curriculum utilized for KidsBridge was a continuation of the curriculum created in tandem with Gina Sousa, Literacy coach at Asa Messer Elementary. Teacher's feedback. Again, suggested paring down curriculum as there was "too many" components.
- Teachers also suggested that the first 2 days, at least, should have little to no curriculum, instead allowing teachers to introduce introduction and repetition of
- Social emotional assessment was very subjective and produced skewed data depending on teacher perception. Other tools should be explored in order to standardize testing implementation.

In-school tutoring

For the 2015-2016 school year

The student tutor record that was revised last year was utilized in the 2015-2016 academic year. Specific skills that were previously marked on the form, such as phonemic awareness, vocabulary, or fluency have been removed and form simply captures number of tutoring sessions, minutes tutored, and subject reviewed. This form has proved to be easier for volunteers to complete as well as easier for staff to compile and tabulate.

Lastly, training which was revised the previous year in tandem with PPSD reading and math coach input was put into use. Best practice in regards to small group management and district orientation was added.

Outcomes

Reach

The total volunteers recruited for the 2015-2016 academic year was 859 contributing 21,600 hours and working with approximately 2,200 students. The breakdown of college for credit, and community volunteers can be found below.

College	Total	Total Hours	Average Hours per Person
Brown	11	268.5	24.4
CCRI	68	1,127.75	16.6
JWU	1	0	0
PC	7	90.25	12.9
RIC	232	3,927.25	16.9
RW	0	0	0
URI	138	4,139	30.0
Total	457	9552.75	20.9

Of the total 403 community volunteers, 357 (89%) were assigned to Elementary school, 12 (3%) to middle schools, and 34 (8%) were assigned to High schools.

Category	Total Volunteers	Total Hours	Average per person
College Community	48	1,105.25	23.02
Community	211	9471.85	44.89
Business (Power Lunch)	144	1894	13.15
Total	403	12,471.1	27.02

In total 31 schools were served. The top 3 elementary schools were Asa Messer with 104 volunteers, Harry Kizirian with 99 volunteers, and Carl Lauro with 92 volunteers. Our top middle school was Del Sesto (17 volunteers) and our top high school was Mount Pleasant (49 volunteers).

Our end of year Teacher survey revealed that the majority of teachers, 93%, felt their volunteers played a vital role in increasing Literacy and/or Math proficiency in their students. 100% of teachers felt that at least some students increased confidence due to their IM volunteer (44% said all of their students had grown more confident). 75% felt that

students had benefited from a positive role model (100% felt at least some students if not all benefited). Additionally 91% of teachers stated that at least some students' behavior had improved as a result of working with a tutor, 65% stated that student attendance was improved by IM tutor, and 90% would be interested in hosting a volunteer again. Our faculty also reported supporting our volunteers according to Inspiring Minds standards. 98% of teachers stated they assigned their volunteers to groups of 4 or less, and 92% of teachers stated that they have activities ready for volunteers when they walk in. Lastly, 100% of teacher's state that most volunteers arrive on time as well as are very motivated to assist in the classroom.

Academic Gains: Have not been reported yet.

Challenges/Revisions

- Inspiring Minds volunteer director and program director made it a point to meet with all target schools at the beginning of the year to emphasize need for KidsBridges students to be priorities and placed with volunteers. Additionally, schools were also sked to do their best to have students tutored at least twice a week in order to have largest possible impact.

Power Lunch report for 2015-2016

140 volunteers, representing 14 groups/companies at 9 schools serving 140 elementary students put in 910 hours of one-on-one time with the students.

Power Lunch students were selected by the schools reading coach for the various reasons:

- some needed extra help with reading,
- some needed to have a positive role model

Returning Power Lunch Groups:

- Gilbane (Carl Lauro School)
- Lifespan: Miriam Hospital (King School), RI Hospital (Lauro School), Community Health Center (Bailey)
- Bank RI (Fogarty)
- US District Court (/Fogarty)
- Coastway Community Bank (Fogarty and Reservoir Av)
- Locke Lord (Reservoir)
- UNFI (West)
- Slalom (West)
- New Dimension Church (Lima)
- Special group at Broad St School (Bank of America person and other individuals)

Not Returning

Two Power Lunch groups -- United Health Care and Walgreens -- will not be returning in September. Walgreens expressed the difficulty of coordinating employees from through the

state and nearby Massachusetts to run a quality reading. United Health said with cut back in the office, staff members were taking on other duties and felt it was too much to take time out of the work week to read.

Challenges:

Power Lunch left Sackett Street school because the principal was unable to make arrangements for the PL groups (Bank RI, US district Court and Coastway Community Bank moved to Fogarty) to have a consistent room assignment or a point person to ensure children were not delivered on time and generally the groups did not feel welcomed. The groups were moved to Fogarty school where they feel welcomed and valued.

Lauro School has continued to have problems with students being on time or being notified if the students were not coming to Power Lunch because of class trips or substitute teachers. Books have been less than desirable. We did meet the Assistant Principal and reading coach to resolve issued.

Bailey School has the Community Health group from Lifespan. While the group likes meeting in the library and their students, when the reading coach left, they had no real contact person and do not feel appreciated. A meeting was had with the principal to resolve issues.

Inspiring Minds distributed new books to Power Lunch schools.

Tech Center

Building upon the revisions that were implemented last year, the Tech Center developed, refined and utilized the following documents

- Tech Center facilitator agreement
- Facilitator lesson plan
- Student workshop survey
- Facilitator rubric

This year 12 workshops were offered to students with an additional 2 events.

Tutoring

This year there were a total of 26 tutors participating in the Tech Center who contributed a total of 800 hours.

A total of 76 students engaged in tutoring this year, almost double that of last year, and 61 engaged in tutoring more than once (which is about 3 times the amount of 2014-2015 academic year). The average number of visits for tutoring was 6.1 per student. Additionally, 35 students elected to be tutored 5 times or more and a whopping 17 students accessed tutors 9 times or more. Total hours tutored 467. Of the sessions

utilized by students, 25% covered Science topics, 58% were for Math subjects, and 15% covered other skills such as scholarship or ELL tutoring.

Workshops

The 2015-2016 year concluded with the Tech center leading 12 workshops with a total of 75 duplicated students attending the workshops at least 50% of the time. The following courses were offered and attended.

English Language Learners Fall 2015 and Spring 2016 a partnership with PASA

This course focused primarily on Academic language acquisition with coursework split between group learning and technology assisted learning. This was the first full year without rosetta stone and the class substituted this software for “Duolingo”- a free software that was downloaded to IM tablets and provided for student use during the 10 week workshop.

SPIRA Spring 2015; A partnership with Brown

This year, the girls Engineering club facilitated by Brown University SPIRA club was only offered in the Spring for 4 weeks in total. Unfortunately, only one student was able to attend consistently, but we had up to 6 different girls visiting the workshop on at least one day. However, one of the students who did attend once were encouraged to apply to the SPRIA summer camp and were accepted.

Hour of Code Event/Video Game Design

National event involving student’s committing to learning computer code for one hour. This was the 3rd annual hour of code event hosted at the Tech Center. Twenty students were introduced to coding, programming careers and respective salary and education. Afterwards, all students were challenged to utilize desktops or iPads to develop coded assets. Three students who had never visited the center attended this workshop and continued to attend after the event was over, working on their games. These three students requested a video game design class, which was offered during the spring. Students created 1 and 2 player, scroll, platform, and maze games. This workshop culminated in a Demo Day where all student participants presented their game to their peers, explained how they wrote the program, and invited students to test the game out.

Vacation Move the Lighthouse; A partnership with Gilbane

During their April Vacation, 11 students attended at least one day of the 3 day Lighthouse challenge. Move the Lighthouse was as simulation of engineering challenge created in partnership with Gilbane Building Company. Inspired by an actual project completed by Gilbane a few years ago, students were challenged to move a lighthouse (Jenga tower) across a scale model terrain. Students were challenged to develop budgets, times lines, as well as navigate obstacles such as rivers, gas lines, homes, and protected lands, just like engineers do. Afterwards, students were coached by Gilbane's national Marketing Services

Manager on how to market their proposal, create a company name and logo, as well as a slogan and project name. The workshop ended with a resume-building meeting and discussion on future careers in construction or engineering. Challenge was very successful in engaging students without engineering backgrounds; all but one student attended a non-technical high school. Students even brought friends during subsequent tech center workshops.

Tech Art

This workshop was an introduction to 3D modeling and utilization of our 3D printer last year and several students took advantage of the programming. This year, with the addition of the 3D printer, students accepted the challenge to learn Google Sketch-up which required geometric, design, and artistic skills. The culminating competition was the creation of a bubble wand. Other students were encouraged to use the 3D printer for other projects. Two students designed board game pieces for a game they had created where the number of points earned was a function of various geometric formulas responding to the placement of the pieces on the board. Students were also exposed to the different uses of the printer including physicists, construction engineers, and professors researching energy efficient building techniques.

Culinary Chem; A partnership with Farm Fresh

This spring a strong partnership was formed with Farm Fresh thanks to our Youth Coordinator's network of AmeriCorps VISTA. Lessons on chemistry and chemical reactions that had previously been taught through candy models were revised in tandem with Farm Fresh to cooking lessons with fruits and vegetables donated by farm fresh. Students responded enthusiastically to the change, not only did they learn basic chemistry they also say its application in everyday life. Students began to cook meals together following recipes, tasting new food, and learning different chemical compounds. The candy from the previous year was not missed, the students tried food they reported to have refused to eat at home, taking left overs with them and requesting copies of recipes to use in the future. This workshop introduce locally grown food which sparked conversations about biodiversity and biochemistry, it also emphasized 21st century life skills necessary for adult living and framed science not in an isolated field but rather a collection of concepts responsible for daily phenomena