

K.E.Y. Zone

Knowledge, Enrichment & Youth Development

A program of the Duluth Public Schools and the Duluth Y

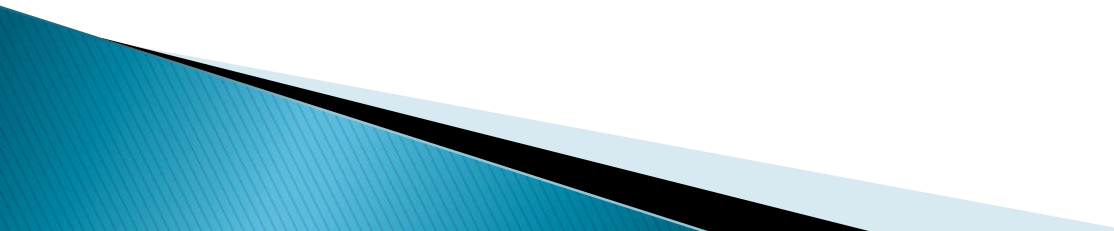


Inspire Brilliance
ISD **Duluth**
60709 Public Schools



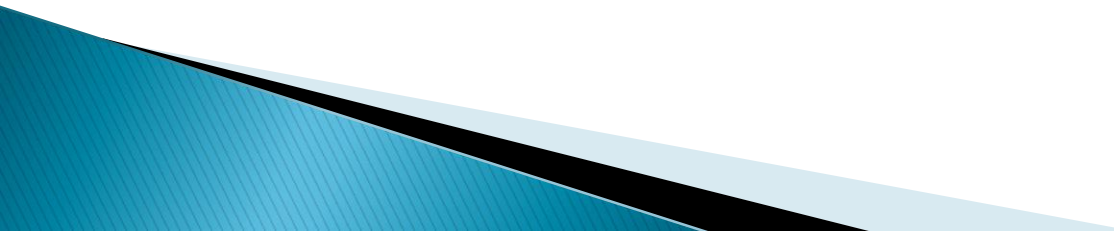
FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Program Goal

- ▶ **Our philosophy as a collaborative program is to offer a safe and engaging out-of-school time program that complements the school day and creates an enriching environment that fosters positive youth development & academic success.**
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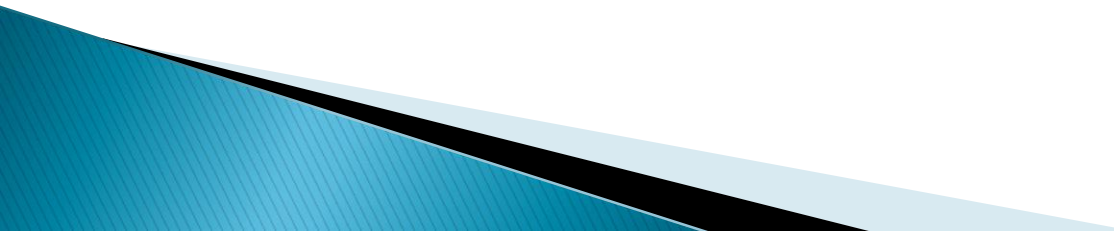
Strategies

- ▶ High Quality Programming
 - ▶ Intentional alignment with school day
 - ▶ Clubs that support academic learning
 - ▶ Hands–On Project–Based learning
 - ▶ One on one and small group tutoring and homework help
 - ▶ Family Engagement
 - ▶ Community Partnerships
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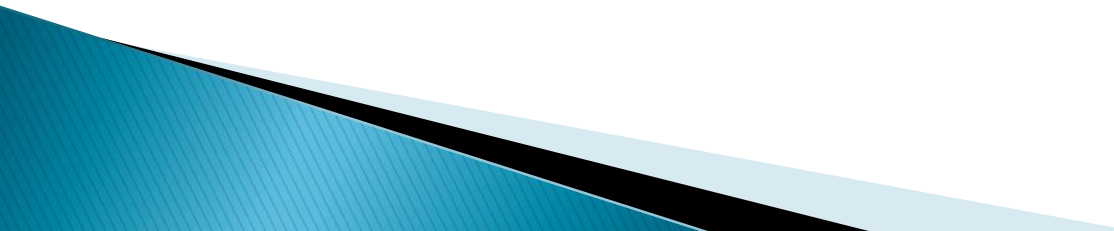




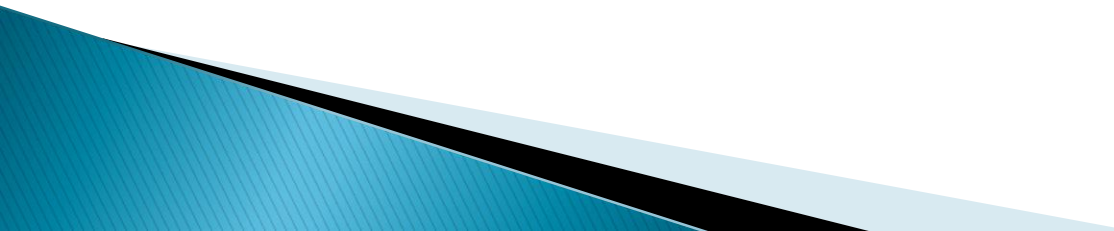
Progress towards goals 2012-13

- ▶ Site Coordinators and Family Liaisons worked to build strong alliances with school personnel to meet needs of students
 - ▶ AmeriCorps members and volunteers worked in small groups to provide individualized tutoring and homework help
 - ▶ Co-Directors worked closely with sites to ensure program quality and alignment with goals
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Progress towards goals con't

- ▶ Family Liaisons and Youth Specialists developed academic enrichment clubs that met the interests of students and developed life skills
 - ▶ Science Club
 - ▶ Cooking Club
 - ▶ Outdoor Survival Club
 - ▶ Community Helpers Club
 - ▶ Photography Club
 - ▶ Newspaper Club
 - ▶ Cultures Around the World Club
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Progress towards goals

- ▶ David P. Weikart Center for Youth Program Quality
 - ▶ Staff received training and technical assistance in administering the Youth Program Quality Assessment
 - Safe and Supportive Environment
 - Positive Interaction
 - Student Engagement and Reflection
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Current Community Partnerships

- ▶ UMD Outdoor Recreation Department
 - ▶ Duluth Superior Symphony Orchestra
 - ▶ Duluth Children's Museum
 - ▶ Exodus Machines Engineering Firm
 - ▶ Duluth Play House
 - ▶ Duluth Community Gardens
 - ▶ UMD Office of Civic Engagement
 - ▶ Grant Community School Collaborative
 - ▶ True North AmeriCorps
 - ▶ Hartley Nature Center
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Enrollment

- ▶ Homecroft - 112 youth
- ▶ Stowe - 46 youth
- ▶ Nettleton - 147 youth
- ▶ Lester Park - 140 youth
- ▶ Lowell - 156 youth
- ▶ Congdon Park - 136 youth
- ▶ Lakewood - 71 youth
- ▶ Piedmont - 95 youth
- ▶ Laura MacArthur - 86 youth
- ▶ Youth Corps - Harbor Highlands - 80 youth

Total Youth: **1069**

21st CCLC Participant

Yes: 404 (38%)

No: 665 (62%)

Enrollment, con't

Demographics

Gender

- ▶ Male: 505 (51%)
- ▶ Female: 491 (49%)

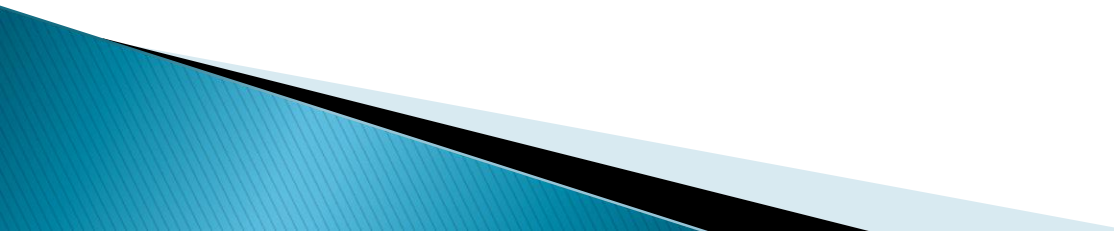
Income

- ▶ A (Very Low): 134 (13%)
- ▶ B (Low): 69 (7%)
- ▶ C (Low/Moderate): 119 (12%)
- ▶ D (Non-Low/Moderate): 455 (46%)
- ▶ E (No Response): 222 (22%)

Ethnicity

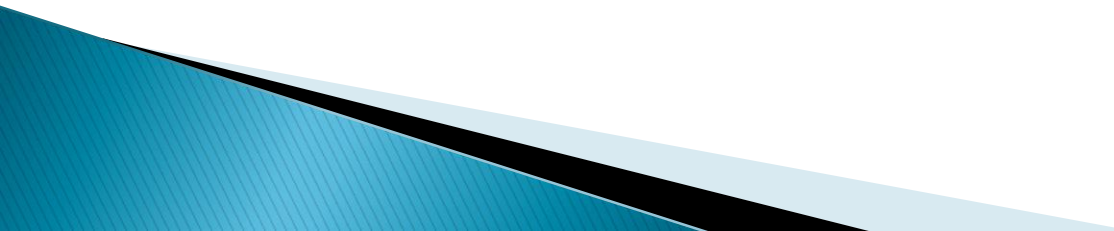
- ▶ White: 766 (77%)
- ▶ Asian: 21 (2%)
- ▶ American Indian/
Alaskan Native: 49 (5%)
- ▶ African American: 67 (7%)
- ▶ Hispanic: 15 (1%)
- ▶ Other: 80 (8%)
- ▶ No Response: 1

Program Evaluation

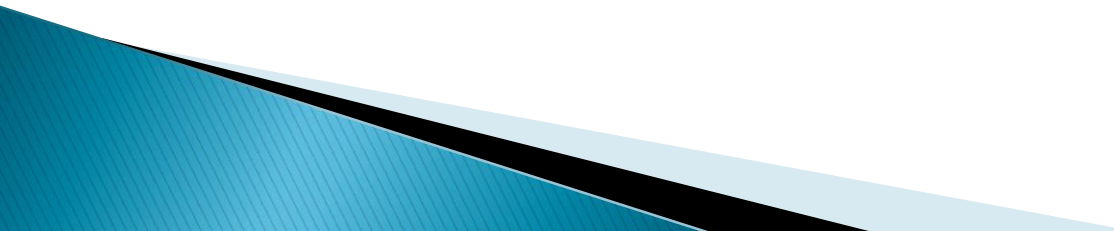
- ▶ Youth Program Quality Assessment
 - ▶ Teacher Annual Progress Report on 21st Century Cohort
 - ▶ SEAS – Student Engagement and 21st Century Learning Skills (skills to be successful adults)
 - ▶ Student Grades
 - ▶ Parent Satisfaction Survey
 - ▶ Student Grades measuring academic progress
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Complementary Learning Approach

Harvard Family Research Center

- Traditional programs isolate services in separate silos. In contrast, complementary learning systems assure learning supports are intentionally connected.
 - Align resources to maximize efficiency
 - Create a web of opportunity so that no child falls through the cracks
 - Provide disadvantaged children enriching opportunities that are the norm for middle class children
 - Promote success from birth through adolescence so that all children are ready to enter school and ready to succeed
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Research that supports our high quality school connectedness Out of School Time model

- ▶ Wisconsin teacher-reported improvements in behavior reflect that more than half of all regular 21st CCLC attendees improved in behaving well in class (53 percent), class participation (66 percent), being attentive in class (57 percent) and homework completion (66 percent). (Wisconsin Department of Public Instruction, 2010)
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Research that supports our high quality school connectedness Out of School Time Model

- ▶
- ▶ An analysis of 68 afterschool studies concluded that high quality afterschool programs can lead to improved attendance, behavior and coursework. Students participating in a high quality afterschool program went to school more, behaved better, received better grades and did better on tests compared to non-participating students. (Durlak, Weissberg, & Pachan, 2010)