

Fall | 09

USAID Final Performance Report 2009

Guzmán Ariza DREAM Summer Camp & School

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Guzmán Ariza DREAM Summer Camp and School 2009

The vision of the Guzmán Ariza DREAM Summer Camp and School is to work with and empower at-risk youth on the North Coast of the Dominican Republic. The academic and practical skills needed to be successful in our society are not being adequately taught in the local, public school. The Camp and our year-round after-school programs seek to level the playing field for local youth by providing them the opportunities to be successful socially, academically, and professionally.

In July 2009, 271 at-risk youth from the Cabarete community participated in the 6th Annual Guzmán Ariza Summer Camp and School. The four-week summer program ran from July 6th to July 30th, 2009 at two sites in the Colonial Nueva neighborhood. The Youth Camp was held at the DREAM Education Center and served 165 youth aged 10-12. The Adolescent Camp was held at Colonia Nueva Public School and served 106 adolescents aged 13-18. “At-risk” is defined as those students who are two grade levels or more behind in school, those who are not in school, those of Haitian heritage, and/or those who are disabled. 93% of the students were at risk under these indicators and over 80% were at-risk in multiple indicators.

Overall, DREAM employed 111 volunteers, staff, and support staff. The small staff to student ratio allowed us to attend to the extreme academic and social needs of our students, most of whom are several years behind in literacy and math skills and need intensive support to catch up academically. In addition, weekly trips, sports, art and music classes allow students to participate in extracurricular activities that the public schools are unable to offer in the present school system. A major component of Camp is the inclusion and support of Cabarete public school directors and teachers in addressing the learning needs found in their students. Teachers help us identify the students most at need and work alongside us in the camp to develop new instructional strategies that are effective and appropriate for them. The teacher-training model of matching local and foreign teachers to co-plan and co-teach classes together is a powerful educational experience for all.

The Youth Camp

The Youth Camp started each day in the spacious pavilion at the DREAM Center with a fifteen-minute warm-up. Directors presented the week’s theme, the Letter of the Day, and supporting activities such as games, songs, and questions that provoked students’ prior knowledge. The purpose was to welcome, calm, and prime the students for each academic and fun-filled day.

The rest of the day in Youth Camp consisted of core academic courses: math, reading, and writing; and with courses in life skills, art, music and dance, sports, swimming, and science and nature. Teachers guided their co-created lesson plans on the weekly themes of: Who Am I? Celebrating Individuals, Celebrating Dominican Culture, Celebrating Haitian Culture, and Celebrating of International Cultures. The themes were not meant to limit the teachers in their planning, and Youth Camp directors shared specific learning objectives with teachers and counselors as often as possible to help give more structure and relevance to these themes. Counselors were expected to also support learning in the classrooms and on field trips, and they often created activities based on the weekly theme and/or the Letter of the Day in their “Homeroom” and longer “Break” periods.

The Letter of the Day plan was part of our larger goal of expanding literacy. Each classroom had an alphabet reflecting its course of study, and all classrooms visually highlighted the day’s letter vibrantly. With each letter, students brainstormed and learned different words. On letter B day, for example, they learned a *baile* and sang a doo-wop with “B” syllables in music class, and in sports, they played *beisbol* and grouped themselves to form letters with their bodies.

Educational and fun excursions deepened the camp experience with hands-on learning experiences in Ocean World, Laguna GriGri, and a local nature reserve in Islabon.

The Adolescent Camp

The Adolescent Camp targets youth aged 13 – 18 years old, and its primary goal is to develop students' employable skills. The majority of the students are making the transition from middle school to high school. DREAM strives to demonstrate the value of further education and the multiple career options available to them.

The day started with a general meeting of all campers, counselors, and teachers, followed by a student-led team-building activity or motivational songs. During the rest of the camp day, students participated in academic classes capped at twenty adolescents, studying literacy, mathematics, health, and English. In addition, they engaged in Fútbol para la Vida (an HIV/AIDS awareness program), sports, computer classes, and thematic mini-courses. All adolescent campers participated in field trips to Laguna GriGri and Columbus Water Park, and each mini-course group went on its own field trip to support their theme.

The five mini-courses are the Apprenticeship/Internship Group, Young Women's Group, the Young Men's Group, the Newsletter Group, and Art Studio Group. Before Camp began, adolescents were assigned to one of these five mini-courses based on their needs and interests. Most of the mini-courses are ones DREAM has offered and/or continues to offer in the Young Stars academic year program, allowing students to continue to explore these field of study.

The newest mini-course is the **Apprenticeship Mini-Course**. This mini-course directly addresses the goal of equipping students with the skills to be successful in the workplace and real work experience to support their learning. Adolescents ready for the challenge spent the first two weeks of camp preparing for their internship by writing resumes, practicing basic job skills and behavior, and shadowing professionals at local job sites. During the last two weeks of camp, twenty adolescents were placed in work sites in Cabarete, including Kite Beach Hotel, El Magnifico Hotel, Onno's Restaurant, Cabarete Language Institute, Soluz (a solar energy company), and a local carpenter workshop. The Apprenticeship Group had a focus on English instruction, which is a critical skill needed to find employment within the tourism sector of the Cabarete community.

The **Young Women's and Young Men's Groups** focused on health and environmental issues. Fútbol para la Vida provided an in-depth training that focused on sexual awareness and healthy lifestyle choices to both groups. Each group developed Community Service Projects around environmental issues facing their communities.

Young Women's Group: The group continued the momentum of the DREAM Young Stars academic program to focus on ecotourism, health, self-esteem, arts and crafts, and other activities the young women initiated. They created a video about environment issues in their community with a local volunteer film producer (Attachment #1) and toured a local organic farm, run by a woman in the Los Brazos community. Much like the Girl Scout model, the goal is that these young women can eventually become the leaders of their own young women's group. As part of their Community Service Project they participated in the Butterfly Effect, an event in Cabarete that encourages and supports women to get involved in various water sports. For more information, please check: <http://www.tatianahoward.com/blog/?tag=butterfly-effect-cabarete>.

Young Men's Group: The group focused on self-esteem, gender issues, and respecting the environment. The major goal of this group was to develop male role models who can then serve as junior counselors in future summer camps and as mentors in their communities. The Young Men's Group repaired and repainted the local baseball field in Cabarete with a service group of high school students from North America. Student journals showed us that this cross-cultural exchange focused around community service was a powerful experience for them.

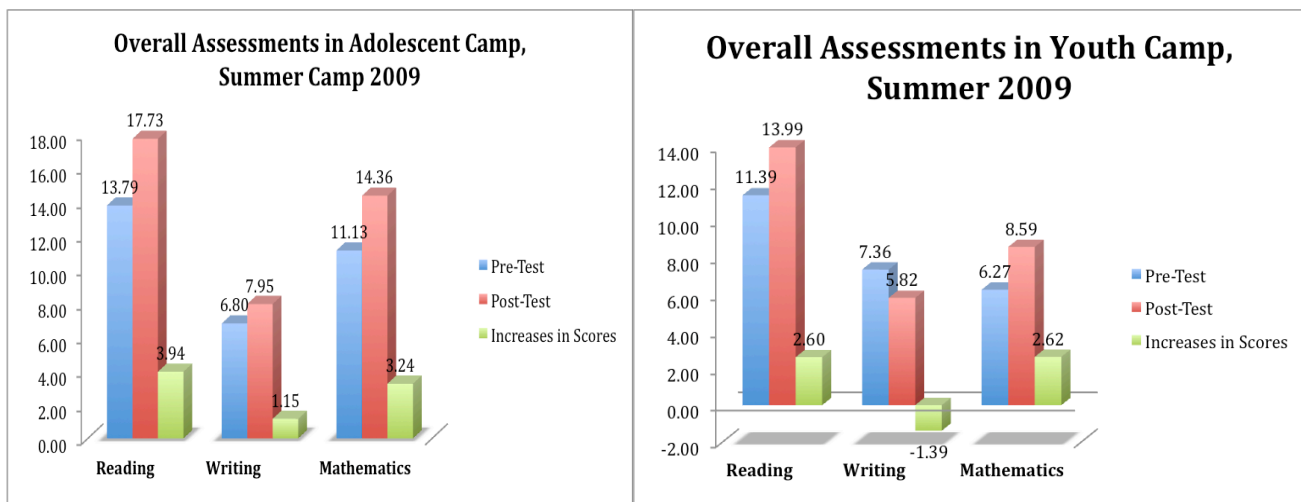
The **Art Studio Mini-Course** exposed adolescent youth to various forms of marketable art: drawing, painting, jewelry making, bottle decoration, and t-shirt design. Local community artists donated their time to teach professional art skills to the students. The summer culminated in an Art Show selling painted leaves and decorated bottles that raised RD\$15,000 pesos for art supplies. The students expanded their knowledge of art in the Dominican Republic by visiting the Centro León in Santiago.

Students combined a curiosity with the world around them and an interest in writing to form the **Newspaper Group**. Focusing on developing their writing, interviewing, and computer skills, the students extensively researched and self-initiated their own work project: a Camp Yearbook for every camper. In addition, their visit to La Nación newspaper in Santiago fed their interest in the dynamic field of print journalism.

Sample schedules for both camps are attached. (See attachment #2).

Academic Results

The Academic Assessments were much more defined in Summer Camp 2009. We continued to use the Rigby Running Records Assessment as our reading assessment. A writing assessment rubric was based on the following skills: Spelling & Punctuation, Structure & Grammar, Vocabulary, Organization and Ideas. (See attachment #3) The Math assessment was implemented with clearly defined skills: basic addition, subtraction, multiplication, division, number sense and word problems (See attachment #4). The charts below show the overall growth in each academic area by camp.



Reading Assessment

In the Youth Camp there was a 2.6 growth in reading scores in the Rigby Running Records System, roughly equivalent to over half a grade level growth. In the Adolescent Camp, there was a growth of 3.94 points, over a full grade level growth. The Rigby system allowed the teachers to assess the level of the students and provide books based on students' reading level. The students read voluminous amounts this summer. They were read aloud to and they read independently. They were taught specific literacy strategies and skills. They focused on a Letter of the Day in the Youth Camp and the students read relevant and high-interest readings in the Adolescent Camp.

In addition, the long-range data was very promising. Students who were tested in the Rigby System in Summer Camp 2008 and in the Young Stars Program during the 2008-2009 school year had a long-term overall 5.13 increase in the Youth Camp and a 5.8 increase in the Adolescent Camp (approximately equal to a 2 grade level increase) in less than a one-year period. This shows that long-term intervention is successful and needed with at-risk youth.

Case Study: Impact of Long-Term Reading Intervention

One of our many individual success stories is the story of Marleni Lopez, an eleven year old of Haitian descent currently in the fifth grade. One of her DREAM teachers in the 2008-2009 Young Stars Program, Laura Budzyna,

shares her experience teaching Marleni in her emergent literacy class:

"When Marleni first appeared in my class, I wasn't sure what to do with her. She clowned around. She picked fights. She copied from her neighbor. She answered questions sideways by making jokes. Her behavior pattern smacked of defensive mechanism: she was trying to distract her peers (and her teacher) from the fact that she could not actually read the words in front of her.

Still, it was clear to me that there was a spark of intelligence in Marleni - a wisdom that needed to be tapped. Whenever I would read a story out loud, she was always the first to predict what would happen on the next page or to sum up the story's lesson without any prompting from me. She was interacting with text - responding, thinking critically, and 'reading' between the lines - she just wasn't decoding the actual words for herself.

I kept her after class one day to read with me one-on-one and to see exactly where she was struggling. We went through the alphabet, and I found that she only knew about 7 or 8 letter-sounds, and had no idea how to put them together. We started working on adding new letters and words to her repertoire - one at a time, session after session.

Some time during that month, she had a 'click' moment. She told me, in no uncertain terms, that she was going to learn to read. She begged me to read with her every day after class. She started to sound out words around the room and in the street. When one of the boys in the class made fun of her for stumbling over a word, saying "She can't read," instead of reverting to one of her old defenses, she responded confidently, 'I *can* read. I just need to practice some more. Right, Laura?'

And practice we did. We wrote journal entries, traced letters on each other's backs, went for word hunts in the street and reread her favorite stories. Six months later, the day I left Cabarete, I took one last walk with Marleni. She read the good-bye card I wrote her, without help, and confided in me her new dream: to someday open her own school to teach kids how to read.

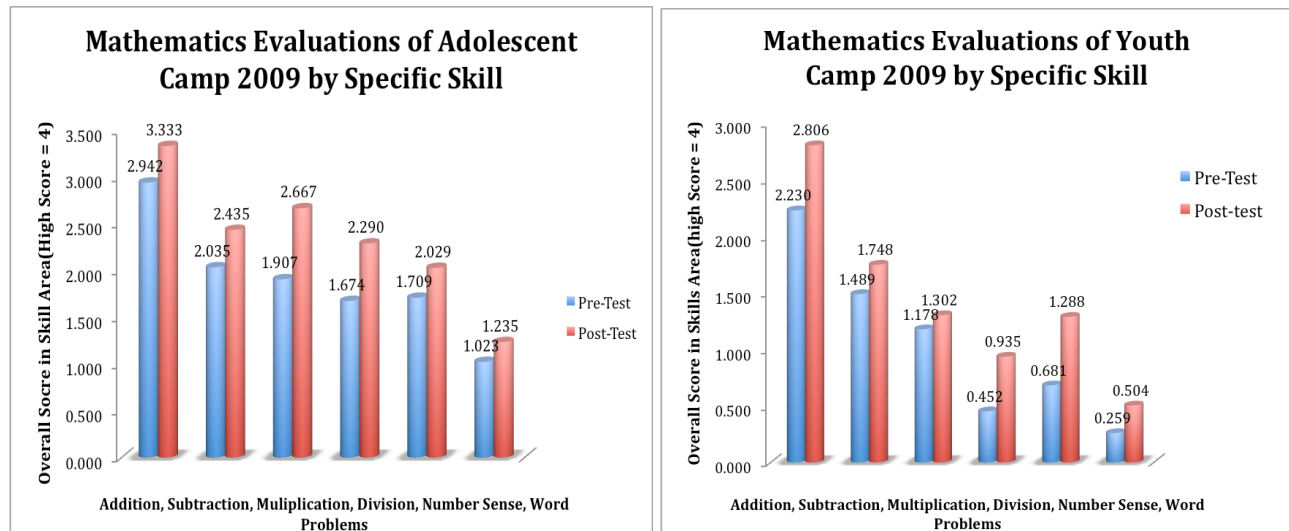
Marleni knows the progress she has made. 'Estoy leyendo ahora....' When we evaluated Marleni using the Rigby system in September 2008 she was at a level 1. In April 2009, she reached a level 4, and in summer camp in July 2009, a level 7."

Writing Assessment

There was a small increase in the writing scores in the Adolescent Camp and a slight decrease in the Youth Camp. There are two possibilities for this decrease in scores. Writing assessments were graded by a combination of the local and foreign teachers. We realized upon reflection that the rubrics were applied at all different levels by the graders. Some teachers were unfamiliar with rubrics and assessing for specific skills. The reading and math assessments were clear-cut in their design and yielded more accurate results. We also feel that it is impossible to change real writing levels in a 4-week period. We are reviewing this assessment and doing a more long-term analysis and increased writing instruction in the Young Stars Program.

Math Assessment

We developed our own assessment using addition, subtraction, multiplication, division, number sense, and word problems as targeted skills (See attachment #4). It was administered the week before camp began and on the last day of camp. These specific skills are the foundations of basic math. As can be expected students scored higher in addition than any other skill. In particular, students are very weak in word problems, which is where they apply math to everyday situations. The graph below shows the pre and post results of the Mathematics Evaluations by specific skill and overall scores went up in every skill area



In the Youth Camp we found even bigger jumps in students' scores. We attribute this to an especially dynamic and experienced math teacher from New York who teamed well with a local Dominican teacher. This partnership fostered a great atmosphere of learning and urgency in the classroom. Research shows that relevancy and relationships are key to a positive learning environment. In the end of camp surveys the students listed Math as their favorite class, followed by field trips and sports class. As seen in classroom observations, the math teachers ability to harness the previous ability of the students and push it to the next level resulted in these impressive increases.

At the start of the Young Stars program in September 2009, we used the math evaluation to test students who were in Camp. We found that 90% of the students retained the higher score achieved at the end of camp and overall they scored 5% higher on the Math assessment. This shows that the students have long-term growth in their math skills. The camp laid a foundation of "Math as Fun," and the Young Stars teachers are taking advantage of this momentum to continue math education as a focus for the 2009-2010 school year.

Social Development Program Results

HIV/AIDS Prevention and Sexual Awareness Program

Fútbol para la Vida ("Soccer for life") is a youth leadership program in the Dominican Republic focused on HIV/AIDS prevention education. As a member of the international Grassroots Soccer network, Fútbol para la Vida (FPV) uses soccer, games, and peer mentoring "to engage youth in the creation and practice of healthy life choices." In particular, as stated on its website, <http://futbolparalavida8.googlepages.com/>, FPV provides:

"Bilingual Spanish/Haitian Kreyol camps and courses; Training of trainers workshops for community-based peer educators, local non-governmental organization staff, and public school and health programs; and Support for youth camps, soccer tournaments, and other outreach opportunities. Core programs target at-risk youth populations in Haitian migrant communities, where a lack of investment in health care and education has contributed to some of the highest rates of HIV infection in the Caribbean and Latin America, and where the Haitian love and pride for soccer has been leveraged among youth and their families."

FPV has worked with the Camp for the past three summers. Topics of sexual awareness, knowledge of sexually transmitted diseases, and good decision-making are on-going issues with which youth need long-term support. Our

summer program has been so successful that we hope to infuse the Grassroots Soccer approaches into all of our Youth Programs.

San Francisco Sano (SFS), a similar program located in Dominican communities in the San Francisco de Macoris area, also joined us this summer. Two young Dominican female trainers from SFS worked together with the two young male Haitian-Dominican trainers from Batey Libertad to implement the Fútbol para la Vida Soccer Program in our community of Dominican and Haitian campers. They ran in-depth courses in the Young Women's and Young Men's Groups, as well as a general course for all adolescent campers.

In the pre- and post- assessments given to the Young Women's and Young Men's Group, we learned that these adolescents have many misconceptions about HIV and AIDS (See attachment #5). In the pre-assessment, the Young Women's Group appeared to have more misunderstandings. Overall, they answered 49% of the questions correctly, while the Young Men's Group answered 58% of the questions correctly. By the end of Camp the girls narrowed the gap, achieved 62% accuracy. Post-assessment results for the boys showed a 65% correct score. The Young Men's and Women's Groups received certificates of completion from Fútbol para la Vida in an outdoor ceremony.

Health Program

In both camps, the Health classes focused on healthy eating, hand washing, alcohol consumption, pinkeye (conjunctivitis), lice, and decision-making. In the final, the teachers distributed True or False questionnaires. In the Adolescent Camp, the average score achieved was 95% and in Youth Camp, 83.3%. The daily lessons concentrated on myths surrounding these health issues and re-enforcing healthy practices. In particular, the washing hands song in English was a big hit in the Youth Camp. You can still hear campers sing it throughout Colonial Nueva.

Businesses with Apprenticeships for Adolescents

Twenty adolescent campers were placed in internships in the Cabarete area at the following businesses: Caribbean Dream Real Estate, Agualina Hotel, Kite Beach Hotel, Cabarete Language Institute, Carpenter's Workshop, Soluz, Onno's Restaurant, Hair Salon, Magnifico Hotel, Ferreteria Linares, Laurel Eastman's Kiteboarding School (LEK), Bic Center Shop and Warehouse, and the DREAM Office.

All students completed their internships and received positive evaluations. Based on evaluations by the students and by the employers, the biggest concern was the students' lack of knowledge of English. Based on this feedback, all internship students are in advanced English classes this fall. Cabarete is an English-speaking town and English is a core skill needed by our youth. Despite their lack of English skills, the internship sites praised the students' enthusiasm, initiative, and ability to learn and asked to continue in the DREAM Apprenticeship Program, a leadership course under the Young Stars Program.

Trainings and Mentors

Teacher Trainings

During Camp, DREAM employed 18 local teachers and directors. We believe that sustainability is a crucial goal, and one step in realizing it is by developing and supporting our teachers. These local teachers were matched with foreign teachers to co-plan and co-teach in each academic area and art, music and sports. An orientation week at the beginning of camp exemplifies the professional learning communities that we are developing in the Cabarete public schools (See attachment #6). Teachers and counselors cited the following workshops as particularly helpful: Student-Centered Classroom Strategies, Math Games, Reading Aloud, Behavior Management Scenarios, and the Diversity and Privilege Workshop. In addition, all teachers and counselor participated in First Aid Training, Brain Learning Theory, Theater Workshop, Student-Centered Math, and Break Activities workshops.

Directors strongly encouraged teachers and counselors to familiarize themselves with the DREAM Library and use its resources for read-alouds and silent reading time. They also held focused workshops for foreign teachers and foreign counselors at their weekly Sunday evening meetings. Topics included behavior management, Haitian-Dominican relations, and foreign-native diversity issues. The quality of these workshops was often noted by returning teachers and counselors. Comments from weekly and final evaluations included:

“The Diversity and Privilege Workshop and *The Price of Sugar* screening are topics close to my heart and my reasons for coming here.”

“Orientation with more workshops was great, and more activities as counselors was great. I could feel the greater emphasis on education which was awesome!”

All directors were integral in the academic direction of Camp, and our academic director, Laura Menchaca Bishop, was responsible for the individual training and observation of teacher teams. She designed and implemented a lesson plan template and a reflection form for teachers to use, a classroom observation form for all directors to use, and a peer observation form for teacher teams to observe each other (See attachments #7-9). In addition to lesson planning, all teachers, along with counselors, were required to complete student observation forms (See attachment #10). This provided staff much needed information on the strengths, weaknesses, personalities, behavior, and progress of each student.

Directors met daily with teachers and counselors to provide more academic or administrative support and to assess further needs. The emphasis on clear educational outcomes and specific academic skills is clearly seen in the daily lesson plans that were collected throughout the summer, classroom observations, and the increase in academic scores in the pre- and post-assessments.

Overwhelmingly, teachers and counselors thought the camp was the best experience of their lives. The matching of local and foreign teachers is an effective model that develops life-long relationships and stimulates new educational ideas. Attachment #11 shows a reflection from the Youth Camp math teacher about his experiences.

Local teachers noted the benefits and success of these partnerships in their Camp evaluations:

“Aprendí diferentes actividades con los niños lo cuales fueron exitosa. Voy a integrar las estrategias y realizar las actividades que se realizaron en el campamento.”

“En este campamento aprendí diferentes juegos con las letras con libros, bingo, ‘tapa-mosca,’ y a los niños les gusto mucho.”

In response to suggestions from school directors and teachers, Massiel Santos, one of the 2009 Camp Directors, is working as a full-time staff developer with local teachers for the 2009-2010 school year to create professional learning communities. A professional learning community allows teachers and administrators to engage in reflective dialogue about teaching and learning. Massiel ensures student-centered strategies learned in the Summer Camp are implemented and that new ones are applied effectively. The DREAM Project supplies the necessary materials to make these activities possible.

Parent Trainings

As part of the student registration process for Summer Camp, the parents or guardians of 271 Youth and Adolescent campers were required to attend a storytelling and reading workshop in the DREAM Public Library.

The twenty-minute sessions began with an introduction to the library and its librarians by the director of the DREAM Center. Two directors of Camp rotated to facilitate discussions on the importance of reading to children.

They modeled how to read a storybook (using *David se mete en lios* by David Shannon, a K - 2 level book) and highlighted important reading strategies. One such strategy, “Take a book walk,” primes the child’s mind to predict what the book is about and what might happen by thoughtfully flipping through its covers and pages. The facilitators imparted three basic reading principles:

- Reading is fundamental for learning at all ages
- Reading can and should be fun for children and parents
- Reading is not simply decoding the words on a page, but rather giving meaning to pictures to form a story. This note was especially geared for illiterate or under-literate parents, who make up a large part of the Colonial Nueva community. The average parent in Cabarete only reached 7th grade when they were in school (DREAM Census, December 2008).

The parent/guardian workshop ended with the distribution a 6-page DREAM bulletin on our programs, more tips on reading with children, and health advice. Librarians were also on hand to set up library accounts for new patrons. Parental enthusiasm and participation was high in these sessions. Thereafter, we have seen a rise in adult patrons in the Public Library.

In addition, we were able to involve parents to commit to volunteering their time as general helpers to the Camp. At the end of Camp, DREAM held a Parent’s Night event at a local sports field, which included speeches, student work displays, video presentations, and music and dance performances. We have continued parent involvement during the school year.

Male Mentors

In Camp, we involved male mentors in the form of three local counselors, four foreign counselors, eight local teachers and instructors, three foreign teachers and one director, in addition to several staff members. 25 out of 111 staff was male, or 23% of the total Camp staff. In particular, the local counselors acted as mentors to the boys. We will continue to focus on recruiting positive male role models for our youth. Currently 2 out of the 6 Young Star teaching staff are male, and they are often supported by the male counselors from camp in the Young Men’s Group and other projects.

Enrollment, Attendance and Promotion

Attendance and Gender Breakdown

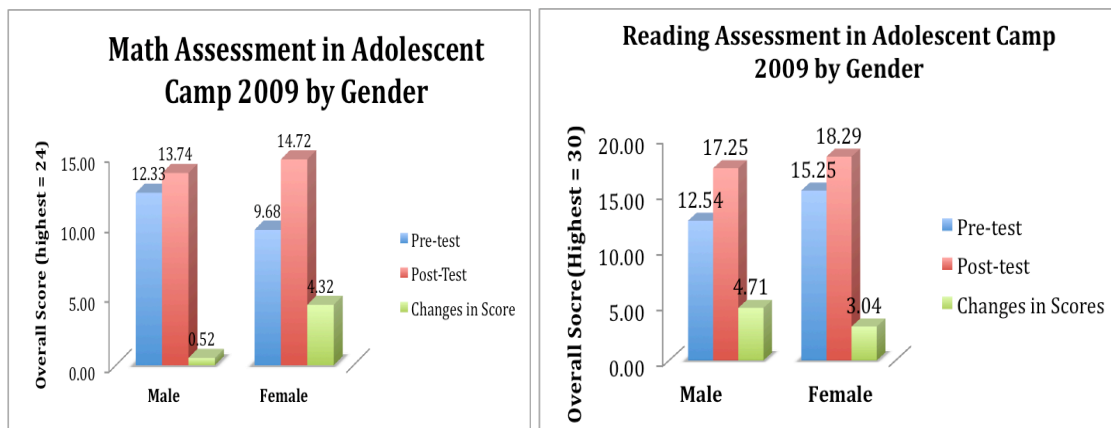
Overall attendance was 95.61% for 165 youth campers and 90.01% for 106 adolescent campers. Our goal was to reach 95% attendance for both camps. We reached the goal with the Youth Camp. The Adolescent Camp stayed over 90%, but we were not able to reach 95%. Adolescents from 13 – 18 years old have other competing activities to participate in, but 90% is impressive in a summer program and higher than we see evidence of in the public schools.

In both camps there were more males than females, especially in the Youth Camp, where 57% of the campers were boys.

Adolescent camp (106 total)	49% Female (52) 51% Male (54)
Youth camp (165 total)	43% Female (71) 57% Male (94)
Overall (271)	45% Female (123) 55% Male (148)

Males are more at-risk academically than females in our community as seen in the graphs below. Overall the females are doing better in reading, while boys are doing slightly better in math, but the girls seemed to have more growth in both subject areas.

Behavior problems seem to be the primary distraction for the boys in Youth Camp. Youth Camp directors created a 5-step discipline procedure for students sent to their office for behavior problems. 79% of the camper visits were male, and of the campers who reached the 4th level: Trial Day/Last Chance, 80% were male. This information makes a case for the high need of positive male involvement in these boys' lives. Our male mentors in both camps did a fine job in providing structure, guidance, and in caring for these students. The Young Stars Program continues to focus on at-risk boys in the community through programs like the Young Men's Group.



6th – 8th Grade Enrollment and Drop Out Rates

The Dominican Republic is a country that repeatedly ranks at the bottom in education achievements in Latin America and the Caribbean (PREAL 2008). One of the first steps to combat alarming low achievement is to monitor student enrollment and attendance.

DREAM closely tracks student enrollment and promotion rates of its students in the Cabarete area schools. Currently there are five students from Summer Camp 2009 who are not registered at the local public or private primary schools or at the local high school. 75% of Adolescent Campers are enrolled in 6th grade or higher, and 27% are in high school. For the 2009-2010 school year, 83% of Adolescent Campers and 88% of Youth Campers were promoted.

Cabarete is a more transient community compared to the average Dominican town, due to its fairly young history. This has made it difficult to fully track 6th-8th grade and high school enrollment. As we prepare for our annual census in December 2009 this statistic will be one of our main focuses.

Conclusion

The combination of academic and social skills that are needed to be successful in this modern world came together in the 2009 Guzmán Ariza DREAM Summer Camp and School. We held the standard high in academic and personal behavior, and the students rose to the challenge. They were asked to think deeply about their own learning and decision-making processes, and they responded with insightful and honest verbal and written reflections on their journey.

The results of this program are clear and each year has shown marked improvement. No camper in the 2008 Summer Camp tested at a 5th grade level on the Rigby Running Records Assessment. This summer, 23 adolescent campers and 19 youth campers scored above a 5th grade level. This indicates that over 15% of the campers are at or close to grade level. We are seeing real academic and social growth in our students, which we know will translate into successful careers and more fulfilling lives.

The strongest indicator of our success is the overwhelming number of students applying to the Young Stars Program, our year-round extracurricular program. With primarily academic classes and no trips or food, students are still enrolling at increasing numbers. This thirst for self-betterment and knowledge is encouraging in a community that has long struggled for decent schools and bright futures.

We were reminded this summer of the importance of teacher quality and of long-term intensive effort to turn the tides in at-risk communities. The success of the math program hinged on high-quality, passionate teachers. We have found a focus on relationships is key to our teacher-training model. The relationships forged by our staff developer during summer camp have allowed us to leverage improved instruction to a sustainable level in the Cabarete public schools.

Public school teachers and directors are actively seeking new approaches to combat alarming illiteracy rates and deficiencies in basic mathematics, and most importantly, students are engaging in their education and their future. DREAM is able to support the public schools with proactive measures throughout the school year, by continuing mini-courses from Camp and offering tutoring and extracurricular activities as part of the Young Stars Program.

With the support of USAID, DREAM is honored to be able to offer these high quality academic programs to the children of Cabarete. DREAM plans to replicate our model of summer camps along the North Coast. Our volunteer and teacher training model can be successful in all communities. As we continue to document and refine our work, we seek communities to partner with who are interested in improving the educational futures of their children. In addition, DREAM is in talks with Fútbol para la Vida about bringing the project under our umbrella. The social aspects of this program are needed complements to our academic programs because our youth are faced with many obstacles and social risks, such as pregnancy and drug use. The Guzmán Ariza DREAM Summer Camp & School has had measured success and opened the door to a replicable program that can resonate throughout impoverished communities in the Dominican Republic.

Artistas		Youth Camp 2009			
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	AM Mtg	AM Mtg	AM Mtg	AM Mtg	AM Mtg
8:45-9:00	Home Rm	Home Rm	Home Rm	Home Rm	Home Rm
9:00-9:50	Sports	Ocean World	Sports	Art/Math(b)	Pool/Life Science
9:50-10:40	Literacy (a-Writing) (b-Reading)		Literacy (a-Writing) (b-Reading)	Music/Math (a)	
10:40-11:30				Science	
11:30-12:20	Lunch		Lunch	Lunch	Lunch
12:20-1:10	Break/Math (b)		Break	Sports	Break
1:10-2:00	Art		Science/Math(a)	Literacy (a-Writing) (b-Reading)	Science/Math(b)
2:00-2:50	Science		Art		Music
2:50-3:00	Home Rm		Home Rm	Home Rm	Home Rm

Art Group/Grupo de Arte Schedule

Adolescent Camp 2009

Art Group week 2	Lunes 13 Julio	Martes 14 Julio	Miercoles 15 Julio	Jueves 16 Julio	Viernes 17 Julio
8:00 - 8:30	Prepare Classrooms	Prepare Classrooms	Prepare Classrooms	Prepare Classrooms	Prepare Classrooms
8:30 – 8:35	Breakfast time	Breakfast	Breakfast	Breakfast	Breakfast
8:35 – 9:25	Curso Especial	Curso Especial	Curso Especial	PASEO!! Santiago	Sports/GRS
9:30 – 9:55	Curso Especial	Curso Especial	Curso Especial	Museo Leon	Health
9:55 – 10:20	Health	Sports/GRS	Health		
10:20 – 10:45					Break Health Room
10:45: – 11:35	Math	Math	Math		Curso Especial C.E. room
11:40 – 12:30	English	Lunch 11:40 – 12:40	Lunch 11:40 – 12:40	Lunch (sandwich)	Lunch 11:40 – 12:30
12:30 – 1:30	Lunch	English 12:40 – 1:30	English 12:40 – 1:30		Math 12:40 – 1:30
1:30 - :2:05	Break R/W room	Break R/W room	Prep Santiago		Break R/W room
2:10 – 3:00	Reading/writing	Reading/Writing	Reading/Writing		Reading/Writing

Attachment #3

Normas de Evaluación de Escritura

	Se Necesita Mejoramiento 1	Satisfactorio 2	Buen Trabajo 3
Ortografía y Puntuación	La mayoría del trabajo no tiene buena ortografía y el uso de puntuación casi no existe.	El trabajo contiene varios errores de ortografía y puntuación, los cuales minimizan la comprensión.	En general, el trabajo tiene buena ortografía y buena puntuación, con mínimos errores.
Estructura y Gramática	El trabajo falta completamente en coherencia dado al no observar las normas gramaticales.	El trabajo contiene varios errores gramaticales, los cuales afectan la habilidad del lector a lograr una comprensión completa. Falta un poco en coherencia y buen manejo de la estructura.	En general, el trabajo se comprende fácilmente. Las normas gramaticales (concordancia en género y número, conjugación de verbos, correlación de tiempos verbales, coordinación, etc.) se utilizan con mínimos errores. El trabajo muestra coherencia y buen manejo de estructura.
Vocabulario	El autor usa palabras inapropiadamente y el trabajo demuestra una selección léxica muy limitada.	El trabajo demuestra una selección léxica sencilla y limitada, pero apropiada. El autor repite palabras con frecuencia por falta de léxica amplia.	El trabajo demuestra una selección léxica adecuada y variada. Contiene un vocabulario que comunica las ideas claramente.
Organización	El trabajo presenta las ideas desordenadamente por lo que el lector no puede comprender el texto.	El trabajo presenta las ideas en un orden que no siempre tiene una progresión temática lógica, por lo que el lector tiene dificultad para interpretar el texto con rapidez.	tanto entre los párrafos como en el interior de cada uno de los párrafos.
Ideas	El trabajo incluye ideas que no contribuyen al desarrollo del tema ya sea por falta de coherencia en su presentación y/o por falta de conexión con el tema a tratar. Revela notables deficiencias de información que dificultan la comprensión. Tiene una extensión inferior a lo necesario para evaluar su contenido.	El trabajo desarrolla el tema en forma parcial con un número limitado de ideas y/o detalles interesantes. Exhibe algunas confusiones, impresiones o ambigüedades en la selección de la información y/o datos.	El trabajo presenta un tema bien delimitado, un propósito definido y un enfoque específico. Desarrolla el tema en forma exhaustiva con variedad de ideas y detalles interesantes. Contiene información precisa y datos relevantes.

Attachment #4

Math Evaluacion
Campamento 2009

Nombre: _____

Campamento: _____

Sumar y Restar

1.
$$\begin{array}{r} 14 \\ + 9 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 27 \\ + 18 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 49 \\ + 36 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 185 \\ + 67 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 26 \\ - 5 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 35 \\ - 8 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 52 \\ - 16 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 225 \\ - 34 \\ \hline \end{array}$$

Multiplicación y División

9.
$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 19 \\ \times 4 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 27 \\ \times 12 \\ \hline \end{array}$$

13. $20 \div 5 =$

14. $52 \div 4 =$

15. $60 \div 15 =$

16. $225 \div 25 =$

Conocimiento de números

20. Escribe los números en orden de menor a mayor.

3,455 3,459 3,219 3,659

_____, _____, _____, _____

21. Compare los números con uno de los siguientes símbolos $>$, $<$, $=$.

3,410 _____ 3,407

¿Cual de los números debajo es mas grande?

4,357 4,257

Problemas:

Tú quieres comprar chancletas por \$86. Tienes un billete de \$100.
¿Cuanto te queda?

18. Compras 4 cajas de leche por \$172. Pagas con un billete de \$500.
¿Cuanto es tu cambio?

19. ¿Cuanto cuesta cada caja de leche?

Attachment #5**Intrevista de Futbol Para La Vida**

Nombre _____

Fecha _____

1. El SIDA no es mi problema. _____
2. No tengo control de que si contraigo el SIDA o no. _____
3. La contracción del SIDA es una cuestión de mala suerte. _____
4. Condones pueden prevenir la contracción de VIH/SIDA. _____
5. Si alguien tiene VIH/SIDA, es su culpa. _____ ¿por qué? _____
6. Yo sé que significa tener "sexo protegido." _____
7. El SIDA nunca me puede pasar. _____ ¿por qué? _____
8. No hay nada que puedo hacer para prevenir la contracción del SIDA. _____
9. Yo sé dónde buscar ayuda para problemas de VIH/SIDA. _____
donde? _____
10. Si la mayoría de mis amigos no usaran los condones, yo no los usaría
tampoco. _____
11. Si Yo supiera que una persona a quien amo tiene el VIH. Reaccionaria

12. Si le doy un abrazo a una persona con el SIDA, yo puedo contraerlo. _____
13. Hay muchas personas con quienes puedo hablar sobre problemas de VIH/SIDA.
_____.quienes? _____

Carlos quiere tener sexo:

14. El NO debe usar condones porque los condones no previenen
VIH/SIDA. _____
15. El debe estar seguro de que su pareja no sea VIH positivo. _____
16. El NO debe usar condones porque solamente personas inmorales usan
condones. _____

Carlos piensa que tal vez sea VIH positivo ...

17. El debería ir a la clínica de salud para hablar con alguien. _____
18. El NO debe ir a la clínica de salud porque sus amigos podrían verlo y pensar que él tiene
HIV. _____
19. El NO debe tomar un examen porque si sabe su estatus de VIH, se puede enfermar mas
rápido. _____
20. Le gustaria agregarnos su opinión.? _____

Gracias

Attachment #7

Plan de instrucción/Lesson Plan

Maestras/Teachers:	Fecha/Date:	Curso/Course:
Campamento/Camp:		Grupo/Group:
Tema de clase/Theme:		
Objetivos/Objectives:		
Estrategias de Instrucción/Teaching Strategies:		
Materiales/Materials:		

Conocimiento Previo/Prerequisite Knowledge:

Plan de instrucción/Lesson Plan:

Modificaciones para estudiantes de varios niveles/Modifications made for various student levels:

Attachment #8**Formulario de Observación de Clase / Course Observation Form**

Profesor(es)/Teacher(s): _____

Fecha/Date: _____ Tiempo/Time: _____ Campamento/Camp: _____

Clase observada / Class observed: _____

Duración de observación / Length of observation : _____

Grupo observado / Group observed: _____

En escala de 1 a 5...(1= muy negativo, 5= muy positivo / On a scale of 1-5... (1=very negative, 5=very positive):**¿Los profesores están bien preparados para enseñar la clase de hoy?***(¿Los objetivos de la lección están claros y bien organizados? ¿Se han preparado los materiales antes de la clase? ¿Hay dominio sobre la lección)***How prepared are the instructors to teach today's class?***(Are lesson objectives clear and well formatted? Have materials been prepared before class? Is there a clear command of the lesson?)*

1 2 3 4 5

Comentario / Comments:

¿Se ha captado la atención de los estudiantes durante la clase?**How engaged are the students in the class?**

1 2 3 4 5

Comentario / Comments:

¿El/La profesor/a extranjero/a y El/La profesor/a local están trabajando equitativamente con la enseñanza de los alumnos?*(¿Los profesores comparten el salón de clase? ¿Hay buena comunicación entre los profesores? ¿Los profesores están de acuerdo con el desarrollo de la lección? ¿Los profesores tienen estatus igual en el salón de clase?)***How well are the local and foreign teachers working as a team?***(Are teachers sharing the floor? Is there good communication? Are both teachers aware of how the lesson will progress? Do the teachers enjoy equal status in the classroom?)*

1 2 3 4 5

Comentario / Comments:

Los consejeros y los profesores están trabajando en equipo?

(¿Hay buena comunicación entre los consejeros y los profesores? ¿Están trabajando juntos para enfocar los estudiantes en sus estudios y para que los estudiantes cumplen con las expectativas de disciplina? ¿Están trabajando en equipo para asistir y apoyar a los estudiantes durante sus tareas?)

How well are the counselors/teachers working as a team?

(Is there good communication? Are they working together to enforce discipline and focus students? Are they working together to assist and support students during independent/group work?)

1 2 3 4 5

Comentario / Comments:

¿Las actividades se han modificado para estudiantes de varios niveles? How well have the activities been adapted for different skill levels of the students?

1 2 3 4 5

Comentario / Comments:

¿Los profesores tienen buena relación con los estudiantes y los estudiantes con los profesores?

(¿Los estudiantes confían en los profesores? ¿Los estudiantes se sienten agustos pedir ayuda de los profesores?)

Do the teachers have a good rapport with the students?

(Do students seem to trust the teachers? Do they seem to feel comfortable asking for help?)

1 2 3 4 5

Comentario / Comments:

¿El ambiente de la clase es favorable para el aprendizaje?

(¿El salón de clase se ha utilizado a capacidad? ¿El salón de clase se ha organizado de una manera que apoya a los objetivos de la lección? ¿La decoración en el salón de clase inspira el aprendizaje?)

Is the classroom environment conducive to learning?

(Is classroom space well utilized? Is the classroom organized in a format that supports the lesson objectives? Does the classroom decor inspire learning? etc.)

1 2 3 4 5

Comentario / Comments:

¿Se han integrado nuevas estrategias para involucrar los estudiantes en su propio aprendizaje?

Is there a clear indication that student centered strategies are being utilized?

1 2 3 4 5

Comentario / Comments:

¿La lección esta bien estructurada?

(¿Los estudiantes saben al principio de la clase cual será el tema de hoy? ¿La clase se conduce con ritmo adecuado? ¿Se han variado las actividades?)

Is the lesson well-structured?

(Do students know what they will focus on today? Is there a good pace to the class? Are activities varied?)

1 2 3 4 5

Comentario / Comments:

Observaciones generales / General Observations: _____

Sugerencias generales / General Suggestions: _____

¿Recomendado observar de nuevo? / Follow-up recommended?: Sí No

¿Si se requiere observar la clase de nuevo, cuál es la expectativa de la siguiente observación?

Action to be taken (if follow-up deemed necessary): _____

¿Si la siguiente observación se llevó a cabo, cuál fue la solución? / Resolution (if action was taken):

Evaluador / Evaluator: _____ **Puesto / Position:** _____

Attachment #9**Formulario de Observación de Clase / Peer Observation Form**

Profesor(es)/Teacher(s): _____

Fecha/Date: _____ Tiempo/Time: _____ Campamento/Camp: _____

Clase observada / Class observed: _____ Grupo observado / Group observed: _____

Evaluador(a) / Evaluator: _____

En escala de 1 a 5...(1= muy negativo, 5= muy positivo / On a scale of 1-5... (1=very negative, 5=very positive):**¿Se ha captado la atención de los estudiantes durante la clase? / ¿La lección esta bien estructurada?***(¿Los estudiantes saben al principio de la clase cual será el tema de hoy? ¿La clase se conduce con ritmo adecuado? ¿Se han variado las actividades?)***How engaged are the students in the class? / Is the lesson well-structured?***(Do students know what they will focus on today? Is there a good pace to the class? Are activities varied?)*

1 2 3 4 5

Comentario / Comments:

Los consejeros y los profesores están trabajando en equipo?*(¿Hay buena comunicación entre los consejeros y los profesores? ¿Están trabajando juntos para enfocar los estudiantes en sus estudios y para que los estudiantes cumplen con las expectativas de disciplina? ¿Están trabajando en equipo para asistir y apoyar a los estudiantes durante sus tareas?)***How well are the counselors/teachers working as a team?***(Is there good communication? Are they working together to enforce discipline and focus students? Are they working together to assist and support students during independent/group work?)*

1 2 3 4 5

Comentario / Comments:

¿Las actividades se han modificado para estudiantes de varios niveles?**How well have the activities been adapted for different skill levels of the students?**

1 2 3 4 5

Comentario / Comments:

¿Los profesores tienen buena relación con los estudiantes y los estudiantes con los profesores?*(¿Los estudiantes confían en los profesores? ¿Los estudiantes se sienten agustos pedir ayuda de los profesores?)***Do the teachers have a good rapport with the students?***(Do students seem to trust the teachers? Do they seem to feel comfortable asking for help?)*

1 2 3 4 5

Comentario / Comments:

¿El ambiente de la clase es favorable para el aprendizaje?*(¿El salón de clase se ha utilizado a capacidad? ¿El salón de clase se ha organizado de una manera que apoya a los objetivos de la lección? ¿La decoración en el salón de clase inspira el aprendizaje?)***Is the classroom environment conducive to learning?***(Is classroom space well utilized? Is the classroom organized in a format that supports the lesson objectives? Does the classroom decor inspire learning? etc.)*

1 2 3 4 5

Comentario / Comments:

¿Se han integrado nuevas estrategias para involucrar los estudiantes en su propio aprendizaje?**Is there a clear indication that student centered strategies are being utilized?**

1 2 3 4 5

Comentario / Comments:

Observaciones generales / General Observations: _____

Sugerencias generales / General Suggestions: _____

Is there something that you saw today that you would like to incorporate into your class?**Hay algo que usted vio hoy que le gustaría incorporar a su clase?**

Attachment #10

Student Observational Notes - Summer Camp 2009
Observaciones sobre alumnos - Campamento de Verano 2009

To counselors and teachers: DREAM uses your insights to follow up on students during the school year and in future summer camps. Please be as specific and detailed as possible, and thank you for taking the time!

A los consejeros y maestros: DREAM utiliza su conocimiento para seguir ayudando a los alumnos durante el año escolar y en campamentos del futuro. Favor de escribir detalles específicos, y ¡gracias por su tiempo!

Student's Name/Nombre del alumno: _____

Youth or Adolescent/Niño o adolescente: _____

Group/Grupo: _____

1. What are the student's academic strengths? Comment on subjects and specific skills.
¿Cuáles con las fortalezas académicas del alumno? Favor de comentar en materias y habilidades específicas.

Counselor/Consejero:

Teacher/Maestro:

2. In what areas and with which tasks or skills does the student have difficulty?
¿En cuáles materias y con cuáles tareas tiene dificultades el alumno?

Counselor/Consejero:

Teacher/Maestro:

3. Describe the student's personality. Comment on overall disposition, attitude, self-esteem, and interactions with classmates and counselors.
Describir la personalidad del alumno. Favor de comentar en su disposición general, su actitud, su autoestima y sus relaciones con sus compañeros y consejeros.

Counselor/Consejero:

Teacher/*Maestro*:

4. Describe any behavioral issues this student has had during camp. What are your thoughts on where this behavior may be rooted? What have you found to be effective responses to this behavior?

Favor de describir los problemas de disciplina que el alumno ha tenido durante el campamento. ¿Qué son sus pensamientos sobre las razones u orígenes de este comportamiento? ¿Qué respuestas han sido efectivas?

Counselor/*Consejero*:

Teacher/*Maestro*:

5. Comment on the student's progress throughout summer camp, both in academics and in behavior. Have you seen improvement in either category?

Favor de comentar en el progreso del alumno durante el campamento, en las clases y en el comportamiento. ¿Se observa mejoría?

Counselor/*Consejero*:

Teacher/*Maestro*:

6. Other comments about the student:

Otros comentarios sobre el alumno:

Counselor/*Consejero*:

Teacher/*Maestro*:

Counselor's Name/*Nombre del consejero*: _____

Teacher's Name/*Nombre del maestro*: _____

Date/*Fecha*: _____

Attachment #11

Reflections on the Guzman Ariza Summer Camp & School 2009 from Ben Mook, the Youth Camp Math teacher 2009

Teaching at the DREAM Summer Camp is a life changing experience. You have such an impact on these kids' lives that you cannot help leaving profoundly changed. It's hard. And exhausting. But every morning you wake up knowing that what you're doing – and the program you are part of – really matters.

The kids brought so much positive energy into the room. They flourished in a small, structured classroom, beginning each lesson with a *Hagan Ahora* (Do Now), working in pairs to complete the *Ejemplos* (Example Problems), proving they could do it on their own with the *Practica* (Practice), and always leaving accomplished when they handed in their *Tiquete de Salida* (Exit Card).

Some students started the summer unable to order numbers from lowest to highest. Others had never seen a subtraction sign (let alone multiplication or division), and only knew how to add. Then there were the students who performed closer to grade level and would tell me, "My mother practices with me every night" or "My cousin helps me with math." DREAM offered all of these students a positive experience.

The groups were each named after a profession (*Artistas*, *Exploradores*, *Inventores*, etc.), and each group was divided into two classes based on skill level. This meant that the math classes were small – no more than 15 students – and it ensured a ton of personal attention from my Dominican co-teacher and me. I accomplished more in a day in the DR than I would in a month back in my NYC classroom.

During the four-week Summer Camp, *Artistas A* mastered subtraction and learned how to use pictures to represent multiplication problems. *Artistas B* (the higher level class) learned how to carry and borrow; they even made and practiced their multiplication tables. For many of them this was a struggle – great accomplishments never come easy. But the students really bought in. They were there for a reason. With the help of their counselors, their teachers, and each other, they more than exceeded my wildest expectations.

It was a life changing summer. Thank you Cabarete. Thank you DREAM. But more importantly, thank you *Artistas*, *Exploradores*, *Inventores*, *Detectives*, *Soñadores*, and *Científicos*.