

Evaluation: La Entrada  
 July 2-6, 2018  
 Primary School, La Entrada

Total Participants:

**48**

Perfect Attendance:

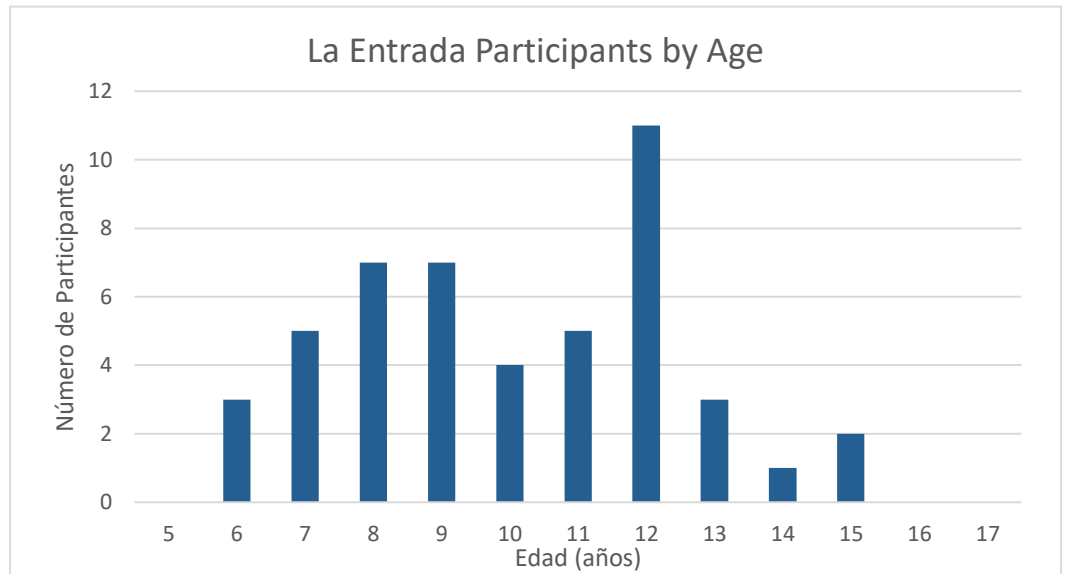
**15 (31%)**

2<sup>nd</sup> & 3<sup>rd</sup> Year  
 Participants:

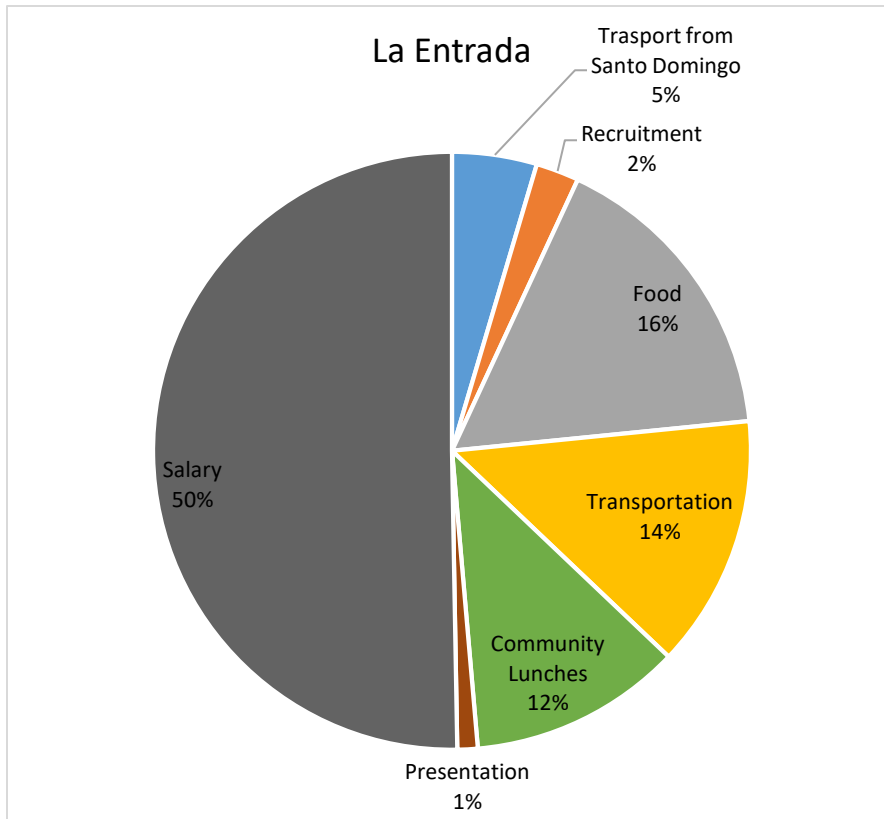
**21**

One-day Participants:

**7**



**Total cost: \$RD 38,285 (USD 773.44)**



**Counselor Salaries:**

\$RD 19,200 (USD 387.88)

**Food:**

\$RD 6300 (USD 127.27)

**Community Lunches:**

\$RD 4400 (USD 88.89)

**Transportation:**

\$RD 5225 (USD 105.56)

**Transport from Santo Domingo:**

\$RD 1750 (USD 35.35)

**Recruitment:**

\$RD 890 (USD 17.97)

**Presentation Food:**

\$RD 420 (USD 8.48)

## Staffing

Content Area	Names (Years Active)
<b>Painting</b>	- Leudy Marquez (4 <sup>th</sup> year) - Jabbaj Guerrero (4 <sup>th</sup> year)
<b>Drawing</b>	- Digno Roa (1 <sup>st</sup> year) - Britney Gomez+ (1 <sup>st</sup> year)
<b>Recycling/ Sculpture</b>	- Jorge Miguel Hernandez (1 <sup>st</sup> year) - Kelvis Dorville (3 <sup>rd</sup> year) - Gerson Rodriguez* (3 <sup>rd</sup> year)
<b>Dance</b>	- Ariel de Leon (3 <sup>rd</sup> year) - Khendra Garcia (2 <sup>nd</sup> year)
<b>Music</b>	- Dalissa Montes de Ocoa*+ (1 <sup>st</sup> year)
<b>Somos Girasoles Content Areas</b>	
- <b>Nutrition</b>	- Susie Barr (2 <sup>nd</sup> year) - Alexandra Perez (1 <sup>st</sup> year)
- <b>Epidemiology/ Animal Compassion</b>	- Edward Davila (1 <sup>st</sup> year)
* Present for Thursday and Friday only	+ Volunteer or reduced salary

Treasury & Sponsorship Coordinator – Susie Barr

Community Outreach, Staff Management & Curriculum Development Coordinator – Alicen Bessire

Deliverables		
Content Area	Participants age 6-11	Participants age 12-15
Painting	Mandala mural	
Drawing	Boys: Landscapes, still life, and mixed material drawings Girls: Cool color mandalas, warm color mandalas, mixed material drawings	
Recycling/Sculpture	3D drawings, toilet paper tube dolls, construction paper tube dolls	
Dance	Girls: Modelling show Boys: none	Girls: group hip-hop routine, combined group routine Boys: group hip-hop routine, combined group routine
Nutrition	"Bone made of stories"	
Epidemiology/Animal Protection	Short drama presentation about animal compassion Animal compassion worksheet	Virus vs Bacteria vs Parasite worksheet Animal compassion worksheet
Music	Choral performance	

## Qualitative Observations

Almost half of our participants this year were returning students from previous years. Many of them maintained perfect or almost-perfect attendance throughout the week and demonstrated their commitment to camps by supporting counselors in classroom

management, actively participating in projects and discussions, and arriving on-time each day. Participants were divided into two groups based on age on the first day of camp.

Counselors tailored the curriculum of their respective content areas to their groups. Based on our experiences working in different communities, the participants in La Entrada are the most difficult to manage in a classroom setting. As a result, the drawing counselors modified their curriculum by dividing each group by gender and covering different content. Each of the counselors came prepared with their own curriculum, unaware that they'd be sharing a single one-hour class period, so dividing the group also gave each of the counselors the opportunity to give their entire curriculum.

The dance class for the older group was also initially divided by gender because our dance counselors (Khendra and Ariel) routinely work together and have an established teaching dynamic. Khendra worked with the boys on their group solo and their half of the group routine while Ariel worked with the girls. Based on previous experience and initial observations, Ariel and Khendra decided that the participants in the younger group did not have the discipline to learn and perform a dance routine, but the girls were disciplined enough to learn the fundamentals of modelling (posture, walking, etc.) and a short "cat-walk" routine with individual self-introductions. The focus of the modelling exercise was primarily on confidence and public speaking. The boys in the younger group participated in warm-up exercises and stretching but did not present for the dance class. In general, the boys in the younger group were the most difficult for all the counselors to manage. Instead of going to dance class, the younger boys worked on the mandala mural.

Three murals were completed in La Entrada. Each of our painting counselors completed a large mural in the community after we received permission for the local government to use walls normally reserved for public advertisements. The counselors opted to focus on painting the murals and did not give class for the first three days of the week. On Thursday and Friday the participants worked with the drawing and painting counselors on a third mural (the mandala mural) located in the playground reserved for the pre-school students in La Entrada. Participants were originally supposed to contribute to the large murals in the community, however the designs became too detailed and the prospect of taking students off school grounds to work on the walls was daunting for counselors. Painting with the younger participants (especially the boys) in the pre-school playground became a preferable alternative to working in the classroom spaces because it gave students the opportunity to play within an enclosed area while they waited for their turn to paint.

For the first time, the final presentation was held in the main foyer of the primary school. In past years we have used the event space at the local municipal building, but we were unable to get permission to use it this year due to a lack of communication. The event went well, with several families attending and supporting the students.