



SUMMER MATTERS

Making Summer Matter:

Using standards, tools and strategies to improve your program

BOOST Conference – May 2, 2013

Summer is like...



Because...

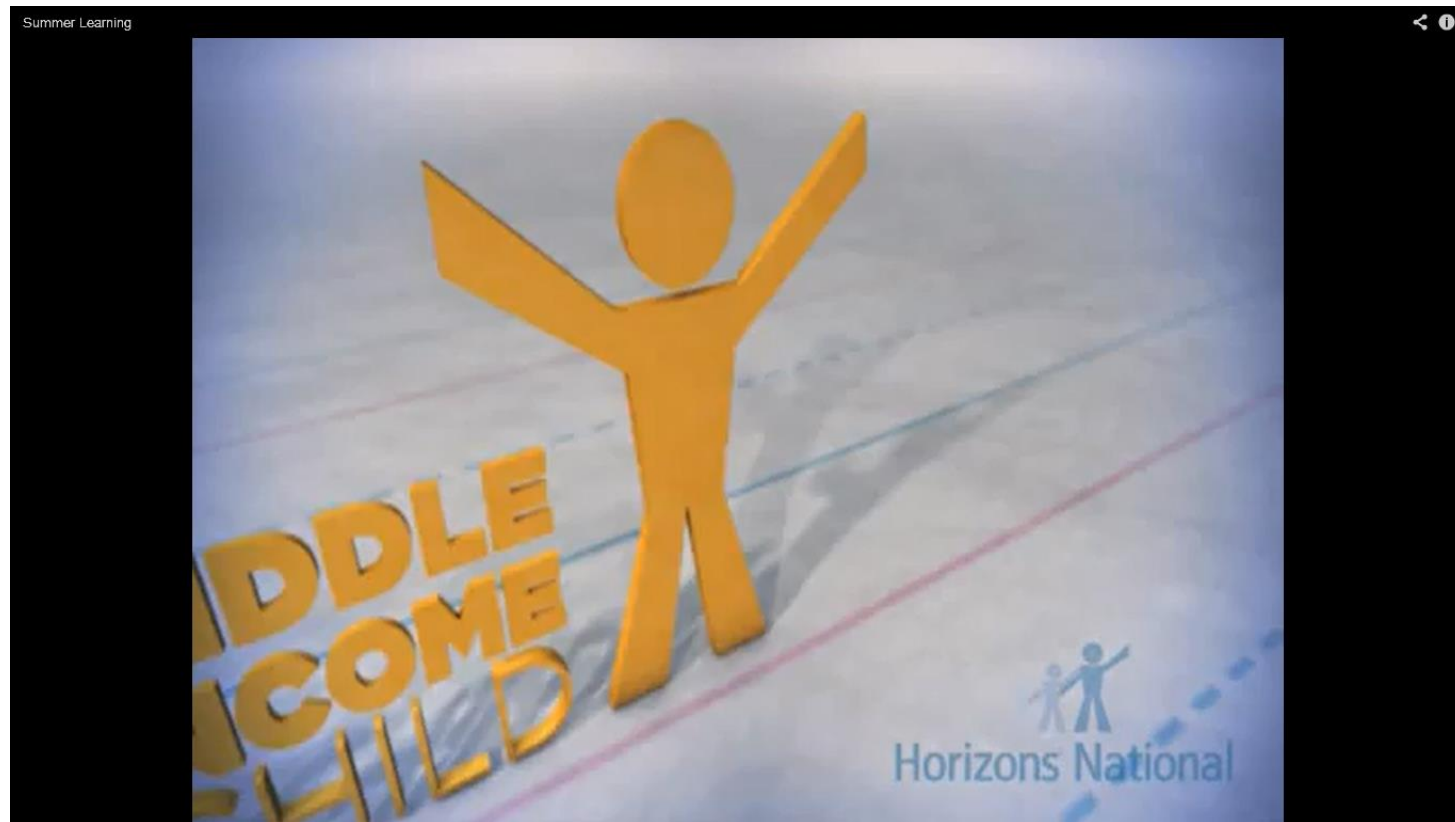
Purpose



- Understand quality standards
- Explore tools to gather data
- Learn about strategies for improvement
- Consider other Summer Matters workshops

Why summer matters – learning loss

Horizons National (Youtube)



What's more... Obesity

- BMI gains were more than twice as large during the summer than the school year
(longitudinal study of \approx 17,000 K-1 Graders)
- Summer weight intensified the racial/ethnic gap in obesity
- Summer weight gain undermines otherwise effective obesity treatments during the school year.

Source: Gillis et al. (2005); von Hippel et al. (2007)

Summer Matters Campaign

- Statewide coalition working to expand and improve summer learning across California



- 13 communities pilot quality programming
- Coalition works to raise awareness about the value of summer learning

What does good summer learning look like?

- New adventures, skills and ideas
- A mix of activities – reading, writing, math, science, arts
- Projects that matter to kids
- Group projects
- Nutritious food, physical activity, time outdoors
- Enough time – at least a month – to benefit



Summer Matters Strand

THURSDAY

- **Making Summer Matter** – Kelly Kirk, ASAPconnect & Katie, PCY
- **Vision Driven Summer Planning** – Jennifer Hicks, PCY

FRIDAY

- **Learning Styles and Summer Smiles** – Jennifer Cano, LA's BEST
- **Staff Development in Summer Matters** – Rico Peralta, Central Valley Afterschool Foundation
- **Cool Spins for a Hot Summer Culture** – Lori Carr & Kellen Dart, Fresno County Office of Ed

SATURDAY

- **Make Your Program a MUST Fund** – Zenae Scott, Monroe Howard & Eduardo Aguilar, Sacramento City School District

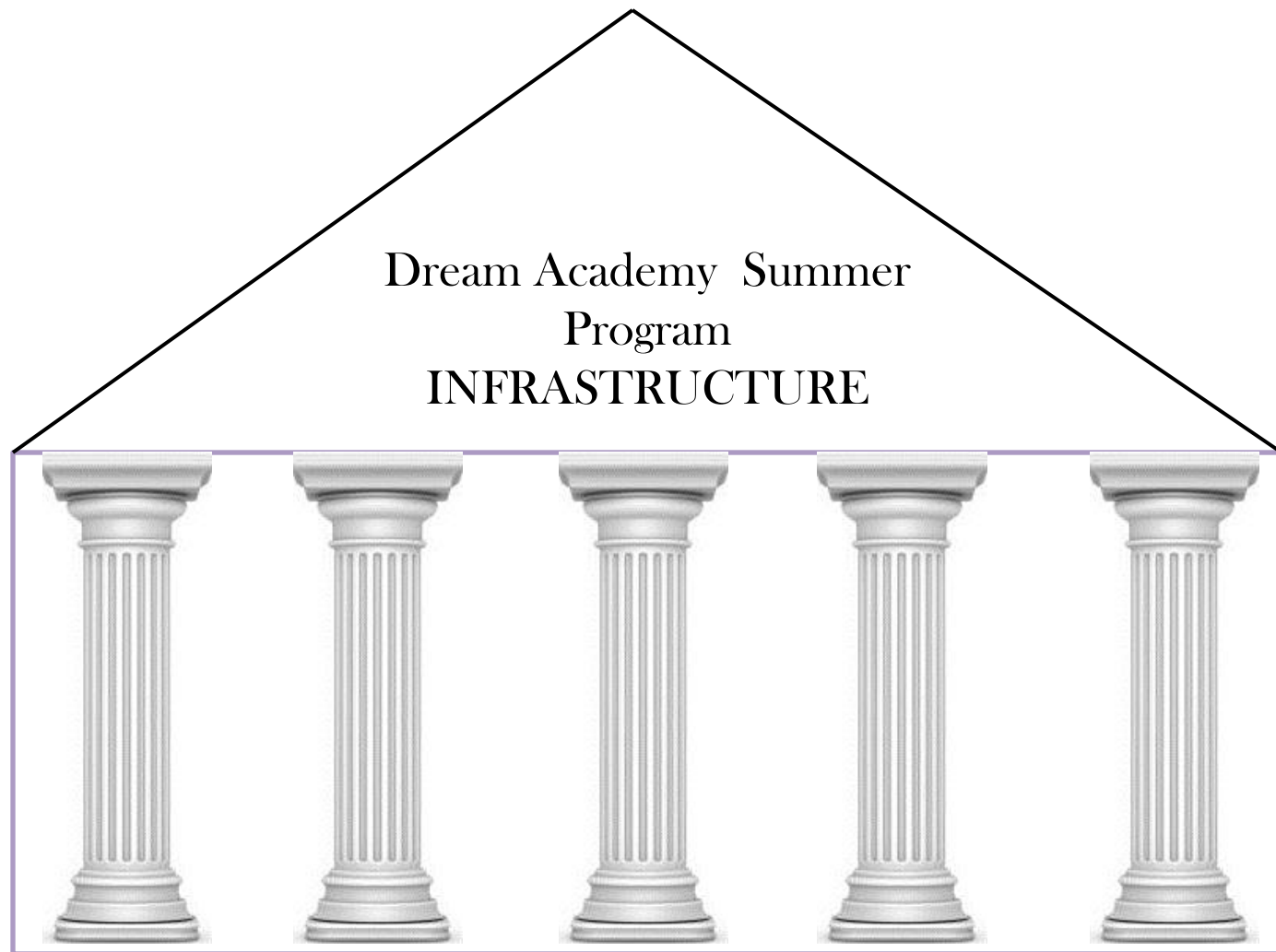
What is Quality?

Program Infrastructure

PURPOSE
PROGRAM SUSTAINABILITY
PLANNING
STAFF
PARTNERSHIPS

Point-of-Service

INDIVIDUALIZED
INTENTIONAL
INTEGRATED
UNIQUE PROGRAM
CULTURE



PURPOSE

SUSTAINABILITY

PLANNING

STAFF

PARTNERSHIPS

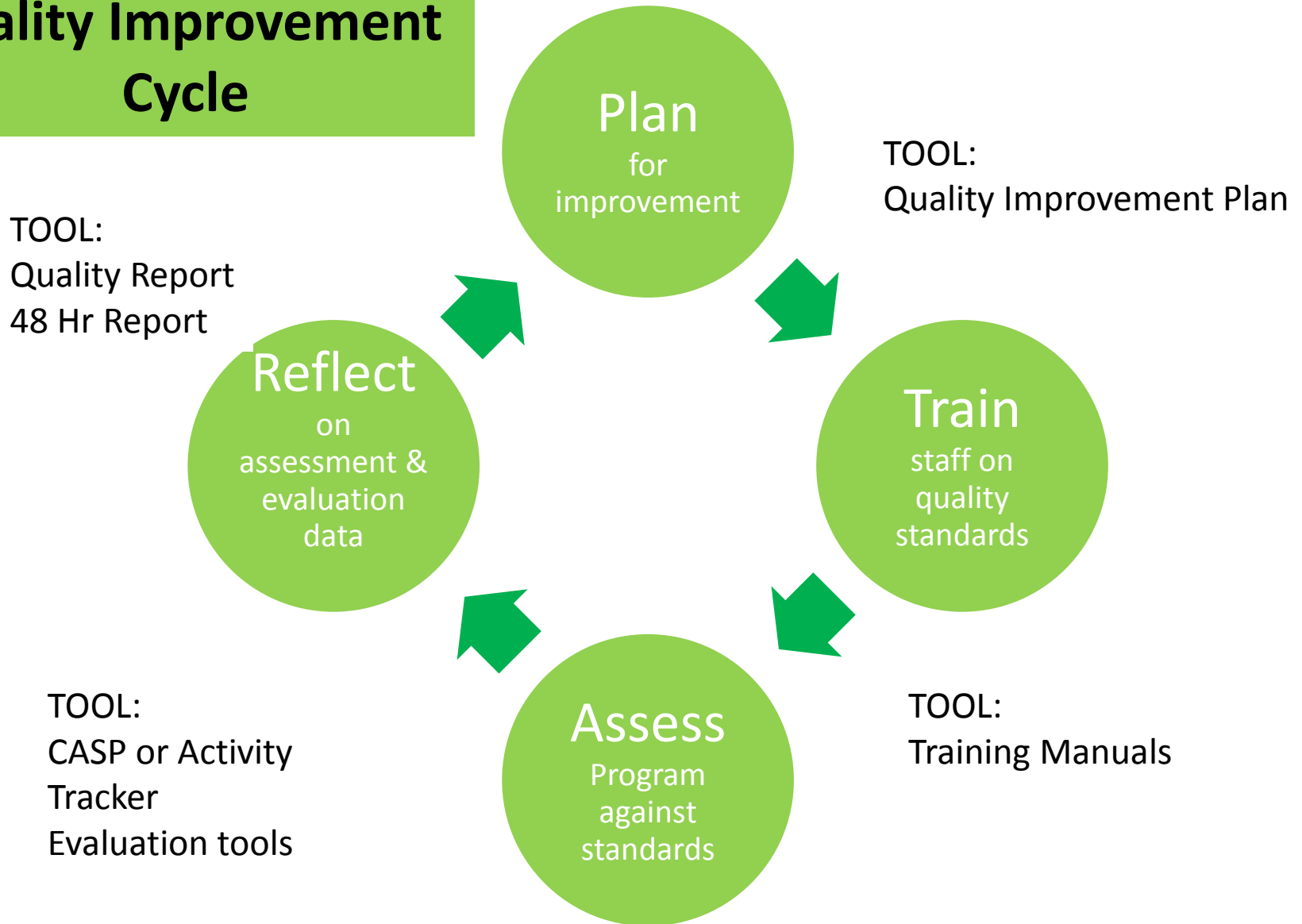
Interviews, Surveys & Document Review: Talk to the builders of the program. Understand what went into the infrastructure and where it is strong or might be weak. Review items such a program schedule, training calendars, lesson plans and budgets.

Dream Academy Summer
Program
POINT OF SERVICE



Observation: Get inside and see how the program's plans come to life at the point of service.

Quality Improvement Cycle



Play with the Tools - ASSESS

- Observe Mr. Aaron's Hip Hop Class
- Document Strengths and Areas for Improvement (use Activity Tracker as a guide)
 - Differentiate Long-Term and Immediate Changes
- Create 48-Hour Report for The Dream Academy

Play with the Tools - REFLECT

Discuss:

How would you bring this 48
hour report to staff?

Play with the Tools – PLAN/TRAIN

- Select one long-term improvement from your chart
- What steps would need to happen for change to happen? (ex: TA, training, timeline)
- Begin filling out the Quality Improvement Plan

Debrief learning

- What did you notice?
- What was helpful? What was challenging?
- How does it relate to practices you already do in your program?
- How would use this in your own practice?

Closing

- Share: one thing you learned or one thing you want to know more about
- Bring it to a child
- Don't forget:
 - Summer Matters Workshops
 - TA Manual www.afterschoolconnect.org/summer-learning
 - Www.summermatters2you.net



SUMMER MATTERS

Please visit

SummerMatters2You.net

Thank You.



SUMMER MATTERS CAMPAIGN Quality Improvement Plan

Organizational Improvement Goal <i>Quality Standard</i>	Staff Training Needed	Other Tasks	Technical Assistance (TA) Needed	Timeline



Comprehensive Assessment of Summer Programs
Sample 48-Hour Feedback Report

Thank you for letting us visit your program! As promised, we are providing some quick feedback in this memo to highlight your program strengths and offer recommendations for improvements that can be made during this summer session. Our expectation is that you will consider these suggestions and implement those that seem most feasible and beneficial. The Quality Report will provide a more comprehensive set of recommendations at the end of the summer.

Strengths:

- The program has a strong summer culture. The staff is enthusiastic and energetic about creating a fun and engaging program with lots of camp spirit.
- The curriculum is based on weekly themes and all activities connect to the theme. The themes and activities were developed based on youth interests.
- Participants have daily choices from a diverse set of specialty classes.
- The high school-age CITs receive training and on-going support through regular meetings, trainings and evaluation.
- Program communicates with families, staff and other stakeholders through regular newsletters and clearly written schedules that address the daily program operation.
- There are a mixture of individualized, small group and large group activities.

Recommendations for Improvement this Summer:

- Engage youth participants in the behavior management strategy. Ensure both staff and youth are accountable to shared agreements, including any consequences and incentives.
- Encourage staff to be more explicit regarding the intended outcomes of the program. Each activity should reinforce the academic and/or developmental goals of the program for youth, and activity debriefs should help youth connect what they just did to the broader goals of the program.
- Display and feature youth-produced work throughout the program space. This places a value on their work and adds to the program culture.

Summer Programs Activity Tracker



DIRECTIONS: Activity leaders are encouraged to use this Activity Tracker to observe some key quality elements of a single group or activity. For each desired practice, mark the response that best describes the activity observed. The Activity Tracker can be used to identify strengths and areas for improvement in a summer program, as part of an on-going cycle of quality improvement.

Program Name: _____

Observer's Name: _____

Observation Date: _____

Activity One

Name of Class/Activity: _____ Staff People: _____

Number of Youth: _____ Age: _____

Brief description of activity:

Activity Two

Name of Class/Activity: _____ Staff People: _____

Number of Youth: _____ Age: _____

Brief description of activity:

Activity Three

Name of Class/Activity: _____ Staff People: _____

Number of Youth: _____ Age: _____

Brief description of activity:



INDICATOR	Desired Practice (NSLA Level 4)	Activity One:	Activity Two:	Activity Three:
Daily Learning Objectives	Staff communicate daily learning objectives at the group or program level that are connected to youth outcome goals in all activities.	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth
Notes/Comments:				
Critical Thinking	In all activities, staff use open-ended questions and encourage youth to use critical thinking to extend their answers and draw conclusions through analysis of information.	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth
Notes/Comments:				
De-briefs/ Checks for learning	All staff use de-briefing techniques, recall and checks for understanding throughout the duration and at the end of each activity. Recall connects previous learning to current activities.	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth
Notes/Comments:				



INDICATOR	Desired Practice (NSLA Level 4)	Activity One:	Activity Two:	Activity Three:
Staff/Youth Interaction	All staff use warm tones and facial expressions with youth. Staff greet all youth at the beginning of each activity and are actively engaged with youth throughout the activity as appropriate.	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth
Notes/Comments:				
Positive Reinforcement	All staff provide encouragement and positive cues to youth that they can successfully complete the activity. All staff maintain control of the environment through managing both positive and negative behavior.	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth
Notes/Comments:				
Youth Engagement	All youth appear to be intrinsically motivated to participate in and complete the activities. Little to no encouragement is needed by staff to keep youth on task. Youth regularly volunteer ideas and answers and ask questions.	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth	<input type="checkbox"/> Not at all true about this activity <input type="checkbox"/> True sometimes, or for some youth <input type="checkbox"/> True almost all the time, or for almost all youth <input type="checkbox"/> True all of the time, for all youth
Notes/Comments:				



SAMPLE QUALITY REPORT

This Comprehensive Assessment of Summer Programs Quality Report provides an overview of the strengths and recommendations for improvement the quality assessment team identified through the staff interviews and on-site activity observations conducted in summer 2011. TA providers assessed your program on 80 indicators of quality, and rated each indicator on a scale of 1 to 4, with a 1 representing “Basic”; 2 representing “Emerging”; 3 representing “Proficient” and 4 representing “Exemplary.” Based on your average in each domain (see overview on last page), your assessors have identified one or more strengths and areas for improvement in order to provide a comprehensive look at how your program aligns with research-based indicators of quality. This report concludes by identifying your program’s three top strengths and three top recommendations for improvement. We hope this feedback will be useful in planning for next summer’s program.

PURPOSE

CASP Definition of Quality: Program has mission and vision statements that are grounded in the needs of its community. Program sets annual goals for youth and for the organization that drive a continuous cycle of data collection, evaluation and quality improvement. Program has evidence that it is meeting its goals and the needs of stakeholders.

Average Domain Score: 2.75

Strengths

- Program develops eligibility requirements for youth based on identified community needs and program goals.
- Data collection includes both qualitative and quantitative approaches. Program uses more than two methods to collect data, such as survey data, staff evaluation data, report card data, and informal youth assessment.
- Staff surveys consistently demonstrate high levels of satisfaction with the program. Program retains all staff through the term of the program. Program retains more than 75% of its eligible staff from year to year.

Recommendations for Improvement

- Develop a clear mission statement for the program that is grounded in the needs of the community. Work during training and throughout the summer to ensure that all staff and students can articulate the mission.
- Use the mission statement to develop at least two youth outcome goals and at least two program improvement goals. These goals should be SMART (specific, measurable, accountable, realistic and time specific).

FINANCE AND SUSTAINABILITY

CASP Definition of Quality: Program develops and implements a clear strategic plan and aligned fundraising plan. Program shares information about the program with key stakeholders to promote sustainability.

Average Domain Score: 2

Strengths

- There is some evidence that the director has presented information formally and informally to the media, community stakeholders or funders educating them about summer learning loss and the program.

Recommendations for Improvement

- In consultation with the CNC development office, develop a fundraising plan. Although the work of the development office frees the program director from some responsibility, it does not allow the program to fundraise to meet its individual and time-sensitive needs. For example, the program experienced budget cuts this year and, as a result, was not able to take field trips. If the program was able to fundraise on their own, they could have raised this money on their own.
- Educate all stakeholders (youth, families and staff) about summer learning loss. The program should facilitate opportunities for these stakeholders to present this research and to advocate for their program in the community.

PLANNING

CASP Definition of Quality: Program is designed to allocate enough time, staff and resources to promote positive academic and developmental youth outcomes. Program has a proactive summer program planning process that is inclusive of all key stakeholders and connected to the goals of the program. Program has a comprehensive structure in place for all programming throughout the summer, in advance of the session.

Average Domain Score: 3.2

Strengths

- Site coordinators and line staff have input into selection and development of the curriculum and activities for the summer through collaborative planning sessions.
- There is a certified teacher on staff for consultation on curriculum or activity planning.
- The program is offered on a continuum over multiple summers for all young people. The curriculum advances as youth progress through the program.

Recommendations for Improvement

- The program does not use a common lesson plan or unit plan format. The program should establish clear expectations and criteria for lesson planning to ensure that all staff is delivering high-quality instruction.
- Require youth to engage in some form of physical activity each day.
- Solicit input from youth on the program design. This currently happens on an informal basis and should be standardized so that all youth voices are heard. To gather youth input, the program could do one the following things: establish a youth-selected student task force to help with summer planning, survey the youth about their interests and/or host a youth focus group with youth from different grades, schools and social circles.

STAFF

CASP Definition of Quality: Program’s recruitment and staffing process intentionally yields culturally competent staff with relevant skills. Program staff is empowered to manage the program and has a voice in organizational decisions. Program provides extensive opportunities for staff development and advancement before, during and after the session.

Average Domain Score: 2.6

Strengths

- Program offers additional specialized training and support for the peer counselors. Peer counselors are trained to recognize signs of emotional distress, to resolve conflicts between youth and to effectively manage behavior in the dorm.
- Site coordinator and teaching staff meet on a weekly basis during the session to celebrate success, problem-solve and reflect on events of the program. Peer counselors meet daily with program officer to debrief the day’s activities.

Recommendations for Improvement

- The program does not currently have a standardized staff evaluation system. The program should formally assess staff abilities upon hire against a set of articulated competencies for each position and should set training objectives based on identified needs in those competencies.
- The program should design a recruitment strategy that targets potential staff that are knowledgeable of the community’s demographics OR have skills connected to program goals. This might include CNC alum, certified teachers with experience teaching urban youth and/or college students interested in working in urban education. The program should also standardize their application process; the application process should include observation of potential teachers and interviews with the peer counselors.
- Consider streamlining peer counselor training so that it is not so long. If the program shortened this training and offered professional development during the summer session, they might be able to stretch their resources further and lengthen the summer program for the youth participants.

PARTNERSHIPS

CASP Definition of Quality: Program builds and maintains strong linkages with partners, including community organizations, the public school system and government agencies, that are supportive of its mission and have a vested interest in the program’s success. Program has a formal structure for communication and data sharing with all key external partners. Program builds and maintains strong linkages with families.

Average Domain Score: 2.25

Strengths

- Families are considered primary stakeholders in the program and there are some opportunities for families to volunteer in and visit the program. The program consistently provides feedback to families on youth progress. The family coordinator is a valuable resource for families.
- The program has pursued a mutually beneficial partnership with Hobart and William Smith. The program has also developed a College Advisory Board consisting of small liberal arts colleges. All partners have a clear understanding of one another’s mission and why the partnership is mutually beneficial.

Recommendations for Improvement

- Enhance the relationship with the College Advisory Board to more effectively support youth outcome goals. Consider developing a joint program with the colleges' education departments so that peer counselors can be trained at their home institutions and receive credit for working at the summer program. This may help foster more substantive relationships between the CNC and the colleges, enable more training opportunities for the peer counselors, and defray some of the costs to the program as the schools might be willing and able to fund some of the peer counselor positions.
- Expand planning with Hobart and William Smith College. Currently, planning with Hobart begins less than two months prior to the start of the summer program. Communication with the college is primarily about scheduling and logistics; the program should strengthen this partnership by facilitating more meetings with the college about developing a shared mission and vision for the partnership.

INDIVIDUALIZED

CASP Definition of Quality: Program assesses young people's needs early in the program and develops individualized strategies for meeting program goals.

Average Domain Score: 2

Strengths

- The program assesses youth academic needs through school-year standardized test score data, school report card data and teacher assessments during their academic year program.
- The program addresses the individual needs of youth by creating skill-based homogeneous groupings of youth and by providing individualized instruction during study hall.

Recommendations for Improvement

- The activities we observed did not reveal a blend of whole group and small group instruction. The program should encourage teachers to use flexible grouping strategies.
- Assess baseline knowledge about the specific skill or content knowledge of each student in each class at the start of the summer program. This assessment will allow teachers to identify youth who will need extra help and/or youth who could use academic enrichment. Summer-specific assessments will also allow the program to track the academic progress of youth.

INTENTIONAL

CASP Definition of Quality: Activity planning and execution shows intentional focus on meeting learning goals and use of research-based instructional methods.

Average Domain Score: 3

Strengths

- Activities are intentionally linked to age-appropriate academic and developmental skills and work to build subject matter expertise and skill mastery through deep analysis of a subject or idea.
- Staff communicates their daily learning objectives to youth and uses a variety of strategies to check for learning throughout the activities.

Recommendations for Improvement

- Strengthen the college-readiness component of the program by developing a scope and sequence that details the college readiness standards that youth will attain each year.
- In some activities that we observed, staff did not use open-ended questioning techniques that promote critical thinking. The program should provide professional development around ways to promote critical thinking in the classroom in all subject areas.

INTEGRATED

CASP Definition of Quality: Programming builds skills, knowledge and behaviors that promote academic success and healthy development. Activities show a blend of academic strategies and social/emotional development strategies throughout the entire day.

Average Domain Score: 2.8

Strengths

- All youth appear to be intrinsically motivated to participate in and complete the activities. Little to no encouragement is needed by staff to keep youth on task. Youth regularly volunteer ideas and ask questions.
- Most activities are designed to expose all youth to something new- a place, idea, material, skill or talent. Most activities reflect a forward-thinking approach.
- All staff provide encouragement and positive cues to youth that they can successfully complete the activity. All staff maintain control of the environment through managing both positive and negative behavior

Recommendations for Improvement

- Provide more opportunities for youth voice and choice. The program has recruited and selected a very motivated group of young people with great leadership capacity. The program should make developing youth leadership part of their mission. They should realize this mission by providing more opportunities for youth to lead or self-direct activities inside and outside of the classroom.
- Despite the strong sense of community reported by staff and evidenced by youth interaction, there were few opportunities that we observed for youth to work collaboratively in a meaningful way. Youth should be given the opportunity to work together and learn from each other. Collaborative learning projects should be instituted in classes and become more complex as youth progress through the program.

UNIQUE PROGRAM CULTURE

CASP Definition of Quality: Program creates a “summer culture” that is different from the school year and promotes a sense of community.

Average Domain Score: 2

Strengths

- The program creates a unique culture that is different from what the youth experience at their schools and promotes a sense of community.
- A culminating event rewards youth for their success and gives all youth an opportunity to showcase their work or new skills to other youth and program staff.

Recommendations for Improvement

- Cultivate a unique summer program culture and spirit by creating more daily shared traditions, cheers, competitions, team designations and awards for positive actions or attitudes. The program should work to connect these new culture-enhancing structures, activities and rituals to the program’s mission and college-readiness theme. For example, classes could be named after specific colleges and dorm groups could be treated as sororities and fraternities.
- After the summer program has ended and youth have returned to Newark, consider creating an end of the summer event for families that showcases youth work and celebrates their summer accomplishments.

Top Strengths:

- **Satisfaction & Retention:** The incredible program retention statistic and the observed engagement of the youth speak to the fact that the program is meeting the needs of the community and youth population being served. Similarly, the high rate of staff retention reveals that staff feels invested in this mission, connected to the youth and appreciated by the program. This strong human capital puts the program in a position of strength as it works to achieve specific program improvement goals through their participation in the PLC.
- **Promotion of Academic and Social Development:** The program is clearly providing a safe physical, social and intellectual space for youth to grow academically. The program sets high expectations for youth and youth appear to be rising to the challenges set before them during the summer.

Top Recommendations for Improvement:

- **Purpose:** Although the program’s theme of college readiness clearly stems from a mission that the program youth will apply, matriculate and succeed in four- year colleges, the program lacks a documented mission and vision statement. The program should develop a mission that is clear, concise and communicated to all stakeholders through written communications, visual display and oral communication.

- **Youth Outcomes:** Use the mission statement to develop 2-3 youth outcome goals and 2-3 organizational improvement goals. These goals should be SMART (specific, measurable, accountable, realistic and time specific).
- **Leadership Development:** The program has recruited and selected a group of motivated, talented and engaged youth, but does not provide them with opportunities to realize their leadership potential. The program should develop specific youth development goals focused on youth voice and leadership. Youth should be given leadership roles inside and outside the classroom during the summer months. To meet this goal inside the classroom, teachers should be trained in shared facilitation techniques. To meet this goal outside the academic classroom, the program should consider developing a clubs program that offers youth choice and leadership opportunities. Additionally, the program should develop a structure for formally soliciting youth feedback on program design.



Comprehensive Assessment of Summer Programs
48-Hour Feedback Report

Thank you again for letting us visit your program. As promised, we are providing some quick feedback in this memo to highlight your program strengths and offer suggestions for improvements you can make during this summer session. Our expectation is that you will consider these suggestions and implement those that seem most feasible and beneficial. The Quality Report will provide a more comprehensive set of recommendations at the end of the summer.

Strengths:

Recommendations for Improvement this Summer:

NSLA Comprehensive Assessment of Summer Programs

Quick Reference Guide



PURPOSE

- ✓ **Program has mission and vision statements that are grounded in the needs of its community and connected to a current strategic plan. Program sets annual goals for youth and for the organization that drive a continuous cycle of evaluation and quality improvement.**

MISSION AND GOALS

- 1. *Grounded Mission and Vision* Program has used a variety of information sources, including direct feedback from community members, to conduct a community needs assessment. Program has mission and vision statements that are connected to the needs of the community served.
- 2. *Eligibility Requirements* Program develops and implements a recruitment strategy designed to identify and enroll youth based on community needs and program goals. At least 75% of program participants meet recruitment criteria.
- 3. *Youth Outcome Goals* Program has at least two youth outcome goals that are aligned with the mission and the needs of the youth served and have all of the following characteristics: specific, measurable, realistic and time-limited.
- 4. *Program Improvement Goals* Program has at least two program improvement goals that are aligned with data collected by the program and have all of the following characteristics: specific, measurable, realistic and time-limited.

EVALUATION AND EVIDENCE

- 5. *Goal Measurement* All youth outcome and organizational goals are tied to indicators and data collection methods.
- 6. *Data Collection Methods* Data collection includes both qualitative and quantitative approaches. Program uses more than two standardized methods to collect data, such as survey, administrative data, focus group and formal or informal youth assessment.
- 7. *Collection and Analysis of Data by Staff* Year-round and seasonal staff is involved in both the collection and analysis of data related to program goals and stakeholder perspectives.
- 8. *Stakeholder Perspectives Data* Program collects data on stakeholder perspectives from at least three groups (ex. staff, youth, families and partners).
- 9. *Average Daily Attendance* On average, participants attend at least 85% of the summer session.
- 10. *Youth Retention* At least 80% of eligible youth attend the program for at least two years.
- 11. *Staff Retention* Program retains all staff through the term of the program. Program retains more than 75% of its eligible staff from year to year.

PROGRAM SUSTAINABILITY

- ✓ **Program develops and implements a clear strategic plan and aligned fundraising plan. Program shares information about the program with key stakeholders to promote sustainability.**
- 12. *Comprehensive Strategic Plan* Summer program is included in long-term planning for the parent agency or organization. Summer program strategic plan sets the direction for 3-5 years of programming, evaluation, budgeting and administration.
- 13. *Strategic Plan Updating* Program dedicates collaborative planning time for all staff at least twice per year to assess and update the strategic plan.



- 14. *Diverse Funding* Program operating budget shows revenue from several diverse funding sources.
- 15. *Stakeholder Communication* Program prepares an annual report or publication and disseminates to several external stakeholder groups (families, board members, community leaders, funders) to communicate program outcomes.
- 16. *Advocacy* There is evidence that the program leadership or staff has presented information formally and informally to the media, community stakeholders, funders **and** policymakers educating them about summer learning loss and the program. Director consistently empowers other stakeholders, including youth, families and staff, to publicly advocate for the summer program.
- 17. *Community Engagement* Director understands the value of connections to the broader community and actively **leads** community groups or committees with common goals of the program.

PLANNING

- ✓ **Program is designed to allocate enough time, staff and resources to promote positive academic and developmental youth outcomes. Program has a proactive summer program planning process that is inclusive of all key stakeholders and connected to the goals of the program. Program has a comprehensive structure in place for all programming throughout the summer, in advance of the session.**

PROGRAM DESIGN

- 18. *Adult to Youth Ratio* The average program activity has an adult to youth ratio of 1:8 or lower.
- 19. *Physical Activity* Program dedicates at least 30 minutes per 3 hours of programming daily for physical activity for all youth.
- 20. *Continuum of Programming* Programming is offered on a continuum over multiple summers for all young people. Offerings span the transition between elementary and middle school, middle school and high school, or both.
- 21. *Food Service* Appropriate for schedule, all meals (breakfast, lunch, snack) are provided for young people every day the program is in session.
- 22. *Total Hours of Programming* Program offers a minimum of 150 hours of programming to each youth.

CURRICULUM AND ACTIVITIES

- 23. *Proactive Planning* Program director begins planning for the next summer session at the close of the current summer session.
- 24. *Youth Input* Program solicits input from most youth to inform program design and planning each year.
- 25. *Staff Collaborative Planning* Site coordinators and line staff have input into selection and development of the curriculum and activities for the summer through collaborative planning sessions at least three months prior to the start of the session.
- 26. *Backward Planning* Program staff and partners use youth outcome goals as the foundation for activity planning and curriculum development and/or selection. All programming is connected to measurable youth outcome goals.
- 27. *Lesson Plan Framework* Program provides site coordinators and line staff a framework for unit and lesson planning that is connected to program goals and includes instructional strategies and support for benchmarking. Staff consistently uses framework to plan units and lessons.
- 28. *Thematic Learning* Program is designed to make clear connections for youth among all regular classroom experiences, field trips and special events through projects or thematic units. Learning is reinforced across activities and experiences every day.



- 29. *Use of Certified Teacher* There is a certified teacher on staff or available for consultation from the beginning and throughout the duration of the curriculum development and activity planning process to assist staff.
- 30. *Field Trips* Most field trips are to new places youth have never been and/or provide the opportunity to do something they have never done before. Field trips provide incentives for attendance and good behavior.
- 31. *Complete Summer Program Schedule* Daily program schedule for the entire summer session, including field trips, is complete before youth recruitment begins.
- 32. *Comprehensive Summer Program Schedule* Summer program schedule outlines hourly activities including locations and staff responsible for each activity. Schedule is posted throughout the program space and is referenced daily by all staff. Daily and weekly schedules create a predictable routine for young people and for staff, with fluidity allowed for special opportunities/events.

STAFF

- ✓ **Program's recruitment and staffing process intentionally yields culturally competent staff with relevant skills. Program staff is empowered to manage the program and has a voice in organizational decisions. Program provides extensive opportunities for staff development and advancement before, during and after the session.**

STAFF RECRUITMENT

- 33. *Staff Interview and Selection* Program's staff recruitment process is designed to reach potential staff who are knowledgeable of the community's demographics **and** have skills connected to program goals.
- 34. *Staff Recruitment Timeline* Seasonal staff recruitment begins at least six months prior to the start of the session. Job offers are made at least three months prior to the start of the session.

STAFF TRAINING

- 35. *Alignment of Staff Needs and Training* Program formally assesses staff abilities upon hire against a set of articulated competencies for each position and sets training objectives based on identified needs in those competencies.
- 36. *Staff Training Timeline* Program requires summer program-specific staff training, connected to identified staff needs, at least two weeks before the program starts and includes additional paid time for individual or group preparation.
- 37. *Support for Non-certified teachers* Program offers additional specialized training and support for staff with little or no instructional experience. Training includes classroom and behavior management and instructional strategies.

STAFF AND PROFESSIONAL DEVELOPMENT

- 38. *Staff Management* Site coordinators have a role in hiring, supervising and providing feedback to site staff.
- 39. *Site Management* Site coordinators manage information on site budget, field trips and vendors that enables them to make day-to-day decisions about the program.
- 40. *Staff Meetings* Site coordinator and staff meet at least weekly during the session to celebrate success, problem-solve and reflect on events of the program. All meetings have an agenda and are facilitated by a designated staff member.
- 41. *Staff Observation and Feedback* Site coordinator observes each staff member multiple times during the summer session and provides feedback connected to identified staff competencies at planned intervals.
- 42. *Staff Development During Session* Program uses multiple methods to deliver staff development during the program such as staff meetings, online discussions, peer coaching, mentoring, journaling or study groups. Topics are relevant to the needs of current staff and staff development is ongoing throughout the session.

43. *Staff Participation in Professional Development* All year-round and seasonal staff participates in professional development during the course of the year and have opportunities to lead/facilitate PD sessions.



PARTNERSHIPS

- ✓ **Program builds and maintains strong linkages with partners, including community organizations, the public school system and government agencies, that are supportive of its mission and have a vested interest in the program's success. Program has a formal structure for communication and data sharing with all key external partners. Program builds and maintains strong linkages with families.**

SCHOOLS AND COMMUNITY ORGANIZATIONS

44. *Shared Mission* Program builds collaborative partnerships with entities that complement its mission and expand its access to information and expertise. Partners share buy-in to a broader set of goals for youth. Partners jointly identify and recruit participants.
45. *Advance, Collaborative Planning with Partners* Program includes partners in year-round planning practices for summer programming. Partners have a voice in the development or review of programming. Regularly scheduled meetings, and consistent informal communication (email, phone, face-to-face contact) is a regular part of doing business.
46. *Partner Staff Collaboration* Program staff and partner staff collaborate to align program activities and coordinate services for youth. Strategies such as joint training, team-teaching, co-facilitation, shadowing, and mentoring are implemented.
47. *Partner Communication Structure* Partners have a clear means for exchanging information and sharing resources. Memoranda of Understanding are in place and clearly articulate the roles and responsibilities of each partner as well as the distribution of resources.
48. *Joint Funding* The program and its partner organizations regularly pursue joint funding opportunities.
49. *Data Sharing* Program and its partner contribute data to a shared data system that is regularly accessed by both parties. Data system tracks participant attendance and progress toward other identified outcomes. Program and its partner use data to improve the program and report student progress.

FAMILIES

50. *Family Involvement* Families are considered primary stakeholders in the program and there are both required and voluntary opportunities for families to participate in the program.
51. *Year-round Communication with Families* Program communicates with families in advance of the summer program, at regular intervals during the program, and throughout the balance of the year. Families are given access to the complete daily program schedule.
52. *Relationship-building with Families* All staff makes an effort to learn the names of all parents and caregivers and greet them personally. All staff makes a regular effort to share positive information and constructive feedback with parents and caregivers about their child through both written updates and conversations.

INDIVIDUALIZED

- ✓ **Program assesses young people's needs and develops individualized strategies for meeting program goals.**

53. *Youth Assessment* Program uses standardized methods to assess baseline knowledge, skill or attitude of all youth aligned with program goals the first week of the program or before the program begins.
54. *Individualized, Tailored Instruction* The results of the pre-program assessment(s) inform lesson planning and instruction, and staff is equipped with skills to differentiate activities for youth of different abilities or attitudes.
55. *Multiple Grouping Strategies* Most activities show a blend of large group, small group and individualized instruction that is planned in advance. Transitions between groupings are smooth for both youth and staff.



INTENTIONAL

- ✓ **Activity planning and execution shows intentional focus on meeting learning goals and use of research-based instructional methods.**

- ☐ 56. *Advance Planning* All activities show evidence of a detailed lesson plan and begin and end on time. Materials are prepared in advance and easily accessible to all youth.
- ☐ 57. *Daily Learning Objectives* In all structured activities, staff communicates daily learning objectives at the group or program level that are connected to youth outcome goals
- ☐ 58. *Clear Expectations* Staff sets clear expectations for activities by consistently framing and focusing the activity using these **four** strategies: Directions for the activity; discussion of how success will be achieved and assessed; discussion of the level of attention or interaction required; and clarifying statements to refocus participants as needed.
- ☐ 59. *Critical Thinking* In all structured activities, staff use open-ended questions and encourage youth to use critical thinking to extend their answers and draw conclusions through analysis of information.
- ☐ 60. *De-briefs/Checks for Learning* All staff use debriefing techniques, recall and checks for understanding throughout the duration and at the end of each activity. Staff may ask participants to recall factual information, make generalizations, inferences or real-world applications based on what they have learned. Recall connects previous learning to current activities.
- ☐ 61. *Staff Engagement* All staff have a clear role in the success of the activities they co-facilitate and are actively engaged throughout all activities.
- ☐ 62. *Skill Building* Most activities are intentionally linked to age-appropriate academic and developmental skills and work to build subject matter expertise and skill mastery through deep analysis of a subject or idea.

INTEGRATED

- ✓ **Programming builds skills, knowledge and behaviors that promote academic success and healthy development. Activities show a blend of academic strategies and social/emotional development strategies throughout the entire day.**

- ☐ 63. *Integration of Academic and Developmental Focus* Program schedule and activities show a full integration of strategies to promote academic growth and strategies to promote social or emotional growth. All staff leads integrated activities throughout the day.
- ☐ 64. *Staff/Youth Interaction* Program environment is characterized by mutual care and respect between all staff and all youth. (e.g., All staff demonstrate caring for all participants through warm tones and facial expressions. Staff recognize unique talents, qualities and experiences of all youth to create an emotionally safe and inclusive environment.)
- ☐ 65. *Positive Reinforcement* All staff use positive reinforcement to recognize movement toward specific group or individual goals in all activities. Positive reinforcement highlights specific behavior rather than praising or calling attention to a particular participant doing the behaving.
- ☐ 66. *Behavior Management* Program environment is characterized by an intentional, consistent behavior leadership style led by both staff and youth throughout the entire program day. Staff and youth hold each other accountable to a jointly developed behavioral contract that defines positive behavior expectations and consequences. Staff and youth consistently demonstrate how the contract is applied and what it looks like in practice.
- ☐ 67. *Inquiry-based learning* Most activities involve a hands-on, kinesthetic or project-based component that allows youth to engage in in-depth investigations with objects, materials, phenomena and ideas and draw meaning and understanding from those experiences.
- ☐ 68. *Forward-Thinking Activities* Most activities are designed to expose youth to something new- a place, idea, material, skill or talent. Activities reflect a forward-thinking approach and expand on the previous school-year's content and activities. If remediation is necessary, program uses materials and lessons that are different from the school year.



- 69. *Shared Facilitation* Staff shares facilitation of most activities with youth and give youth opportunities to lead or self-direct some of the activity. Approach values long-term student empowerment.
- 70. *Youth Engagement* All youth appear to be intrinsically motivated to participate in and complete the activities. Little to no encouragement is needed by staff to keep youth on task. Youth regularly volunteer ideas and answers and ask questions.
- 71. *Collaborative Learning* Most activities promote collaborative learning and interdependence among youth. Successful completion requires youth to work together to produce a product or display of their shared learning.
- 72. *Creative Thinking* Most activities foster creative development and allow youth to choose active or artistic expressions to convey ideas and build skills. Creative activities are tied to age appropriate skills and learning comprehension.
- 73. *Youth-Produced Work* Most youth-produced work has a purpose and a value in the program. Presentation and sharing of youth work is a regular part of activities. Program projects and activities lead to a tangible end product that reflects the work of the youth over the course of the summer.
- 74. *Youth Voice* Over the course of the program, all youth have the opportunity to make major decisions, based on their interests, which impact what and how they learn in the program

UNIQUE PROGRAM CULTURE

- ✓ **Program creates a “summer culture” that is different from the school year and promotes a sense of community.**

- 75. *Program Spirit* Program creates a spirit of community and pride among all young people through: daily shared traditions, cheers, competitions, team designations and awards for positive actions or attitudes.
- 76. *Program Principles* Program has principles that set culture through continuous communication of key ideals, strengths or talents that describe participants and staff. Principles are integrated into most program activities and rituals.
- 77. *Culminating Event* A culminating event rewards youth for their success and gives all youth an opportunity to showcase their work or new skills to invited guests.
- 78. *Physical Environment* Physical environment promotes creative thinking and exploration. Activity space set-up is different from a traditional classroom, with furniture arranged to create an intimate, interactive environment. Activity spaces are named in relation to the theme or goals of the program. Decorations are youth-driven and thematic.
- 79. *Flexible Workspace* Staff provide flexible workspace in most activities to accommodate different learning styles. Youth are able to work sitting at a desk, on the floor, or standing, for example.
- 80. *Transitions and Meals* Arrival, departure, transitions and meal times are positive, unique experiences. Program incorporates themes, entertainment or aspects of program culture into most of the unstructured time.