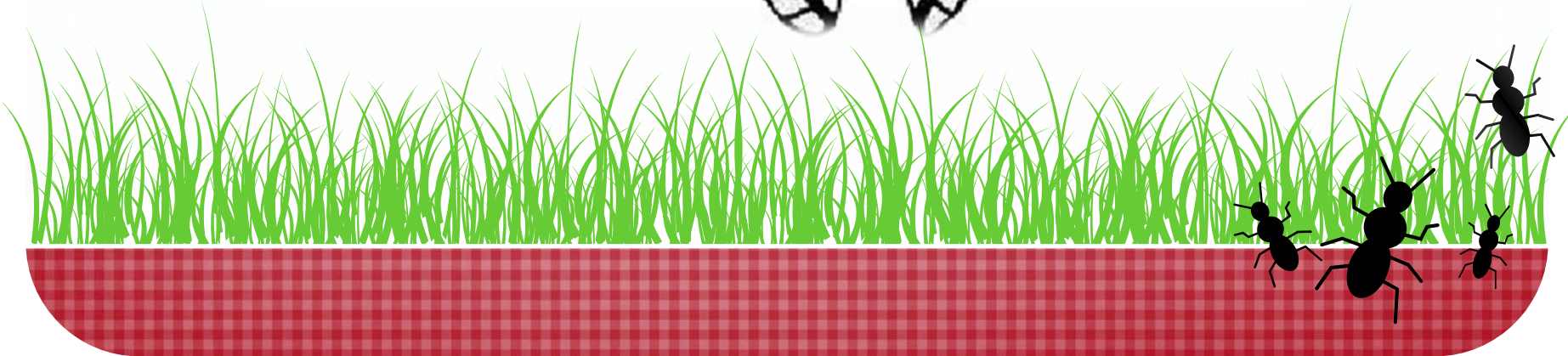# Vision-Driven Summer Planning Overview

Summer Matters Campaign

The Objects for This Workshop

Participant Objectives:

By the end of this workshop, you will:

- **Walk through a summer planning calendar in alignment with the NSLA - COMPREHENSIVE ASSESSMENT OF SUMMER PROGRAMS**

- **Review the cognitive development level of the youth we serve.**

- **Web activities that connect to youth learning goals.**

- **Brainstorm the skills and training needed for staff to implement summer activities.**

- **Engage and learn several cooperative learning structures to repeat with youth to build a summer learning culture.**
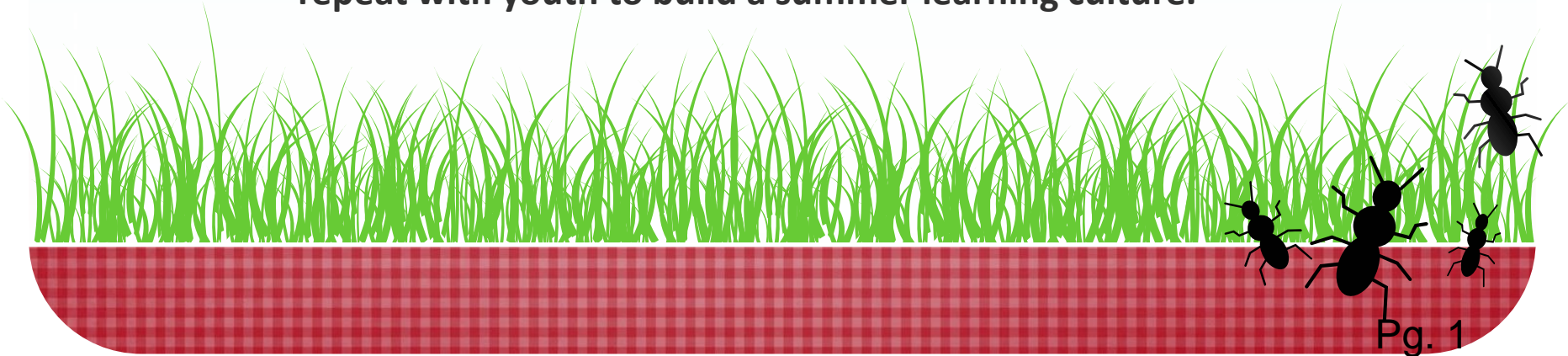
The Quiet Signal "High – Five"
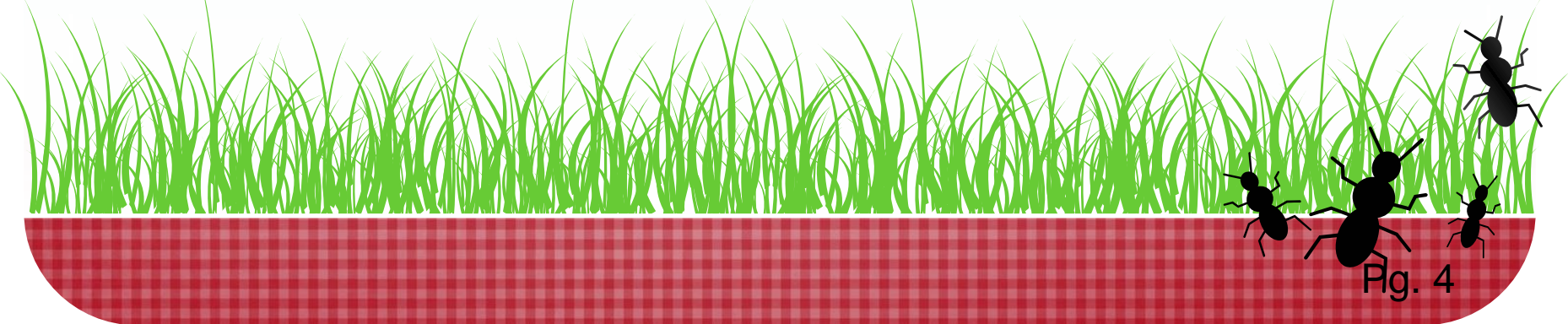
1. **Raise Hand**

     Stop talking, Stop doing

2. **Focus Fully on Teacher**

     Look and Listen

3. **Signal Others**
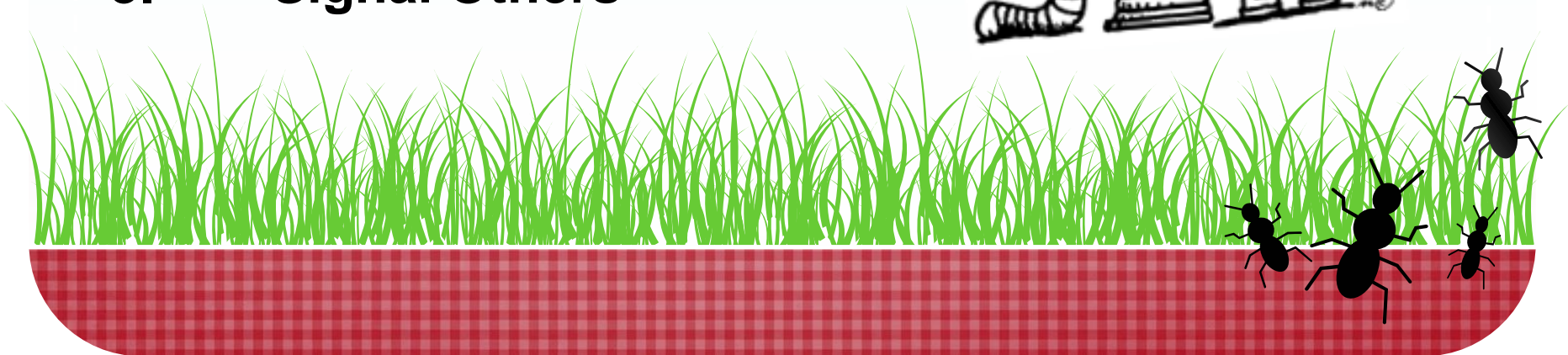
Good to Meet Ya; Gotta Go

- Purpose: To meet and greet as many members of the group as you can in a short amount of time.

- Direction: Meet as many people in the room as possible by shaking hands and saying, "My name is _____. Good to meet ya, gotta go!

Good to Meet Ya; Gotta Go

- When you hear Back to Back – "FREEZE!"

- And then get back to back with the person closest to you.

- And then wait for your discussion question.

- Each person respond to the question for about 30 seconds and then shake the hand of your partner and say, "Good to meet ya, gotta go"

- Then continue with Good to Meet Ya; Gotta GO

"My name is _____. Good to meet ya, gotta go!

a. Back to Back – When planning for summer – who is on your planning team?

b. Back to Back – How do you and/or how do you hope to collect youth's input about your summer program before you start planning?

c. Back to Back – by the end of our summer program what is one thing that will be different for youth as a result of attending your summer program?
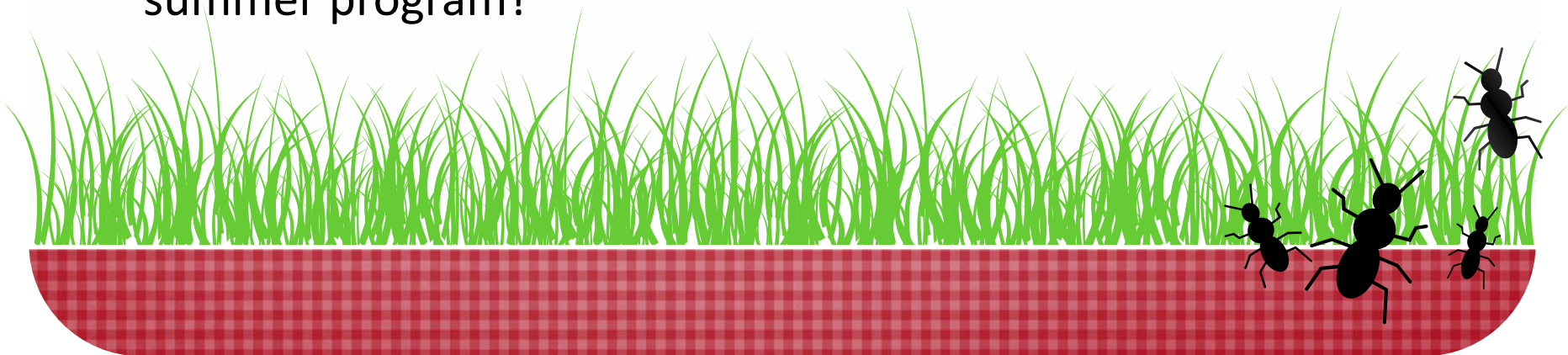
Youth Learning Goals are...

Connected to the class theme, project, or activity.
Measurable.
Achievable by the end of the summer program.
Statements of what we want students to learn and be able to do.

Youth Learning Goals help...

Students to:
- Be more focused.
- Develop a learning culture.
- Have greater ownership of learning as responsibility shifts from teacher to student.
- Be automatically self-evaluative.

Youth Learning Goals help...

Teachers to:
- Focus on quality rather than getting everything done.
- Hold high expectations of students.
- Be more critical of activities.
- Reinforce relevant vocabulary.
- Reflect on lesson and learning that occurred

Youth Learning Goals Examples

By the end of the program, 85% of participants will have improved attitude toward reading.

- 90% of participant will identify healthier choices in nutrition and physical activity.
- 85% participants will have an increased sense of self-respect and respect for others.
- 75% of participant will demonstrate increased job readiness.

By the end of the summer program,

Academics:

- Participants progress or maintain in essential summer standards at each grade level (through AM activities)
- Participants understand how reading, writing and math apply to daily life.
- Participants improve their organizational skills.

Summer Learning Planning Timeline

November – March - April

☐ Gather stakeholders' (youth, families, school faculty, CBOs, district leadership) input on their <u>hopes and needs</u> for the summer program (1; 24; 53-54)

☐ Develop a planning team (12-13; 17; 23; 24; 29; 45)

☐ Develop and/or review Youth Learning Goals (3; 5-7 data)

NATIONAL
SUMMER
LEARNING
ASSOCIATION
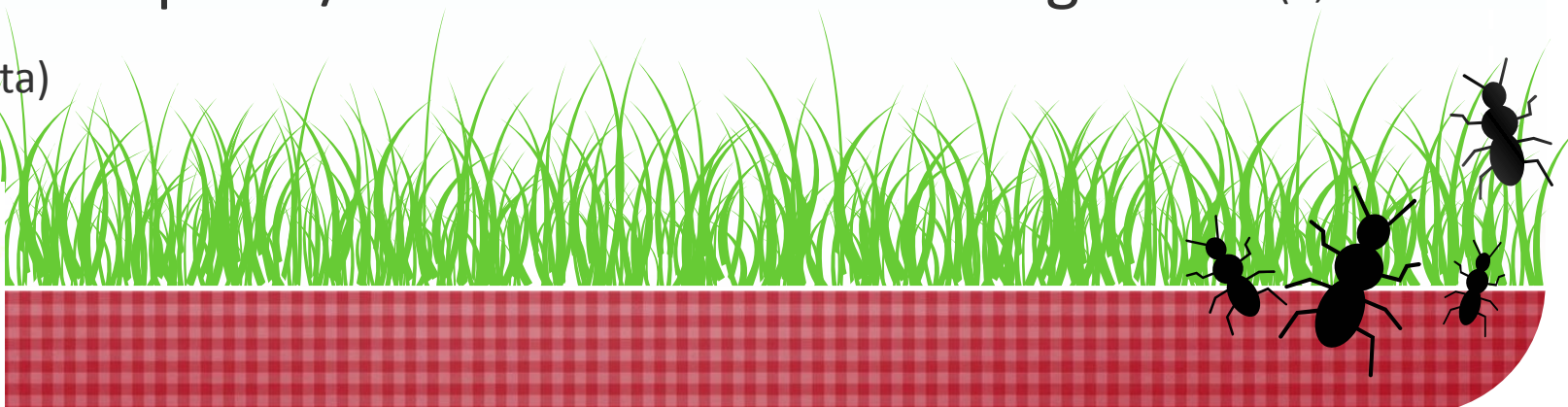
Summer Learning Planning Timeline

March – April

☐ Assess resources needed:

   ☐ Funding - How much, who, MOU/contract (14-15; 39; 47-48)

   ☐ Enrollment –How many, who, when, needed daily attendance (2; 10)

   ☐ Location – Where, cost, requirements, MOU/contract (47; 79)

   ☐ Schedule – Hours, daily, weekly, fieldtrip (19; 20; 22; 28; 30-32; 51)

   ☐ Staffing and Providers – How many, who, cost - trainings, meetings, prep,(before, during and after program) and direct service hours (18; 33-43)

   ☐ Supplies – food, materials, transportation (21; 56; 80)

NATIONAL
SUMMER
LEARNING
ASSOCIATION

Summer Learning Planning Timeline

March - April

☐   Create/ find curriculum that connect to Youth Learning Goals, program theme, and culture (23-28;53-77)

~~March - May~~

April -May

☐   Create/ find curriculum that connect to Youth Learning Goals, program theme, and culture (23-28;53-77)

☐   Recruit Students (2)

☐   Hire new staff and/or identify returning summer staff (33-34)

☐   Intensive summer training begins (35-37)

May –August

Summer program begins

☐   Weekly check-in meeting for staff (40)

☐   Continue staff training (42-43)

☐   Assess and debrief on the overall quality of the summer program (Staff, youth, parents…) (4; 41)

•

NATIONAL
**SUMMER
LEARNING**
ASSOCIATION
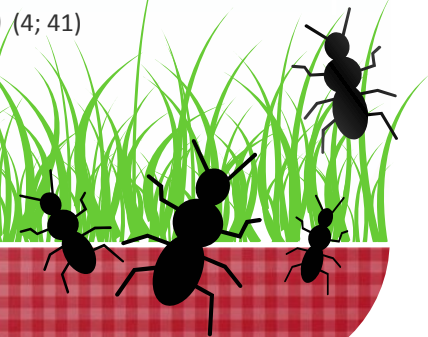
November - May

Create/ find curriculum that connect to Youth Learning Goals, program theme, and culture

Youth Learning Goal Webbing
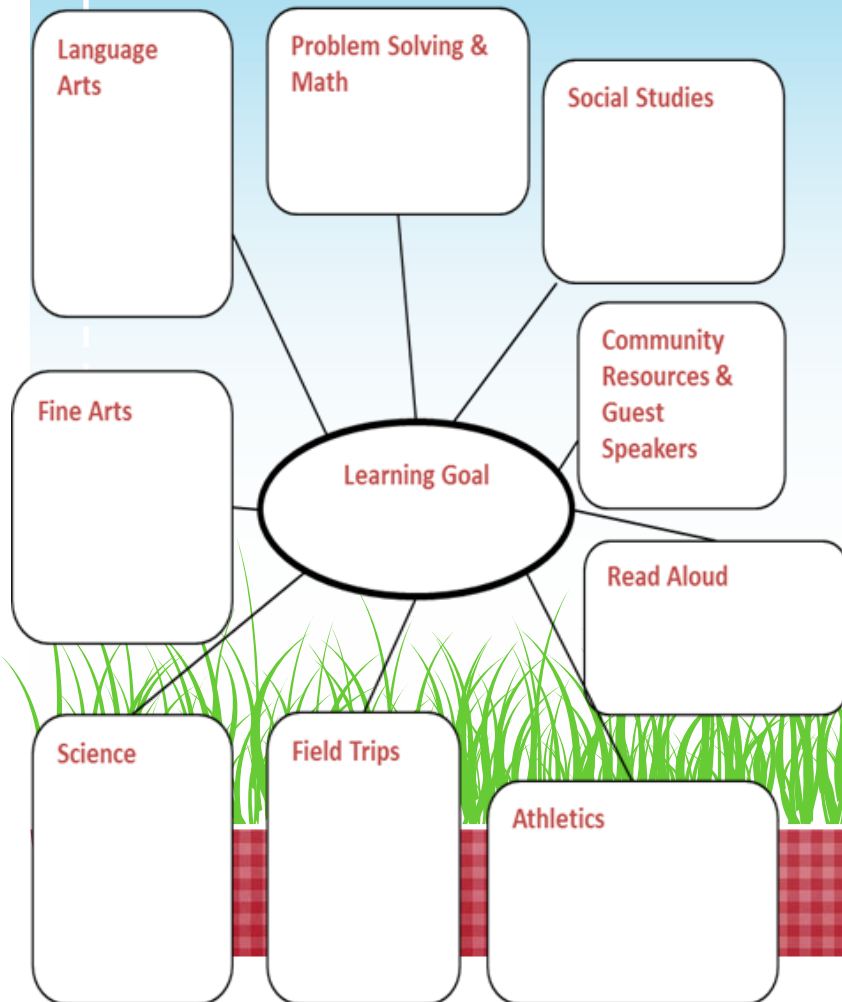
Language Arts

Problem Solving & Math

Social Studies

Fine Arts

Community Resources & Guest Speakers

Learning Goal

Read Aloud

Science

Field Trips

Athletics

Do your activities:

✓ Cross multiple subjects or disciplines?

✓ Build age-appropriate academic and youth development skills?

✓ Support the learning goal?

✓ Make good use of community resources?

✓ Offer opportunities for assessment?

Say Something (Age Appropriate)

Elementary

Middle School

High School
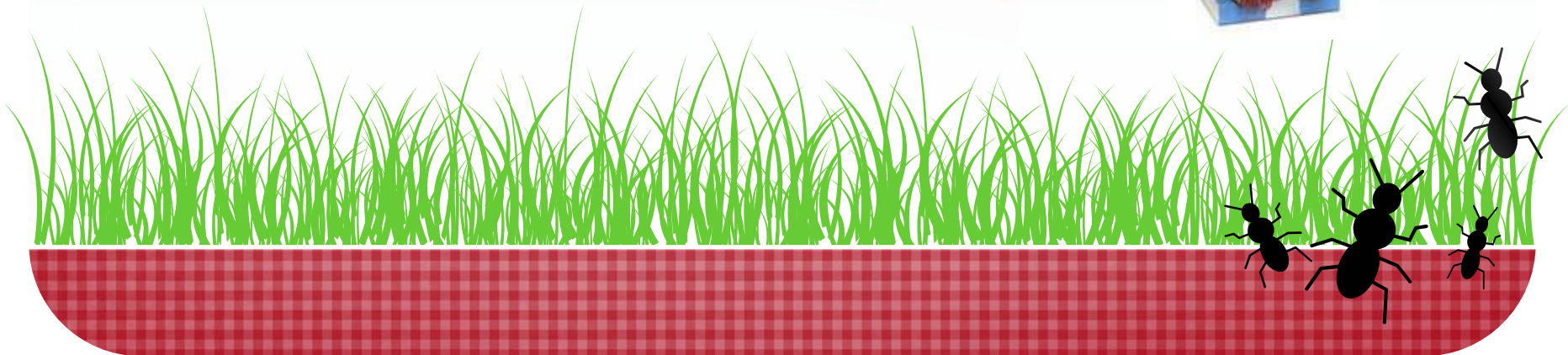
Youth Learning Goal Webbing

90% of participants will have an improved attitude toward reading.

Language Arts

Reading Buddies: Read to younger children

Fine Arts

Book Making: Write and illustrate stories in books

Field Trips

Visit local Library: Get library card, meet librarian, and find age-appropriate books.

Read Aloud

Reading Circles: Weekly opportunities to choose a book, read with friends, and do related activities

Brainstorming

Rules of brainstorming:

- No Idea is a bad one
- Don't discuss the merits or details of any one idea.
- Get as many ideas listed as quickly as possible.
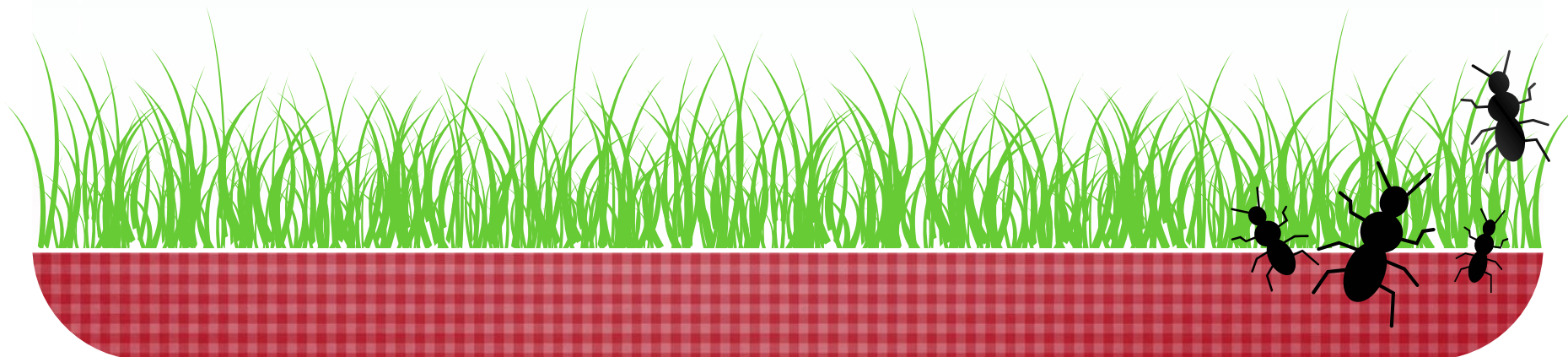
Checklist – NSLA Quality Standards

❑ Gather stockholder's (youth) input on his or her hopes and needs for the summer program (1; 24; 53-54)

❑ Develop a planning team (12-13; 17; 23; 24; 29; 45)

❑ Develop and/or review Youth Learning Goals

❑ Create/ find curriculum that connect to Youth Learning Goals, program theme, and culture (23-28;53-77)
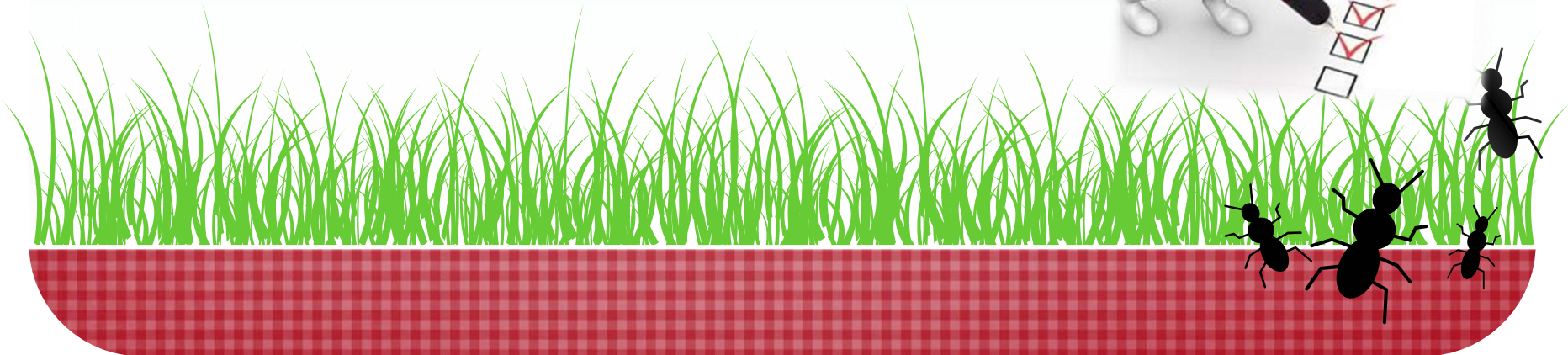
BLUE

I don't know but I've been told (repeat)

The blue team's looking mighty bold (repeat)

I don't know but it's been said (repeat)

In summer camp my wings will spread (repeat)

Sound Off!.........SUM-MER!

Sound Off!.........LEARN-ING!

Sound Off!...SUM-MER LEARN-ING IS GREAT!

Program OASES Morning Rally

NATIONAL SUMMER LEARNING ASSOCIATION

March

- Recruit Students

- Start formalizing summer program plans with returning summer staff

- Hire new staff if needed
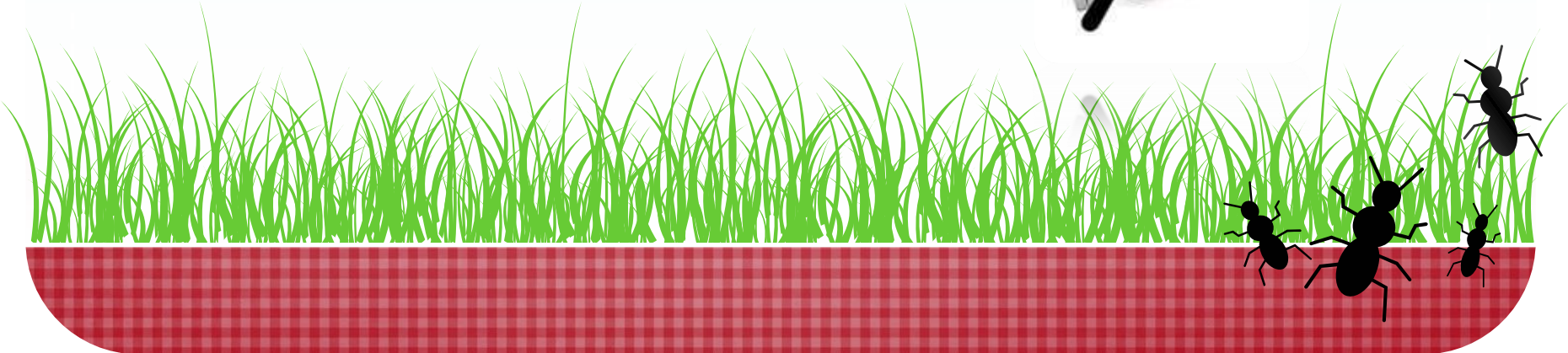
Staffing

- Draw and/or write the characteristics / personality a staff member would need to have in order to accomplish your goals.

- Draw and/or write the skills/ knowledge a staff member would need to have in order to facilitate your activities.

March - May

Intensive summer training begins

Staffing

- Draw and/or write the type of support you will need to provide your staff to ensure they can accomplish your goals.

- Draw and/or write the support you will need to provide your staff to ensure they can facilitate your activities.
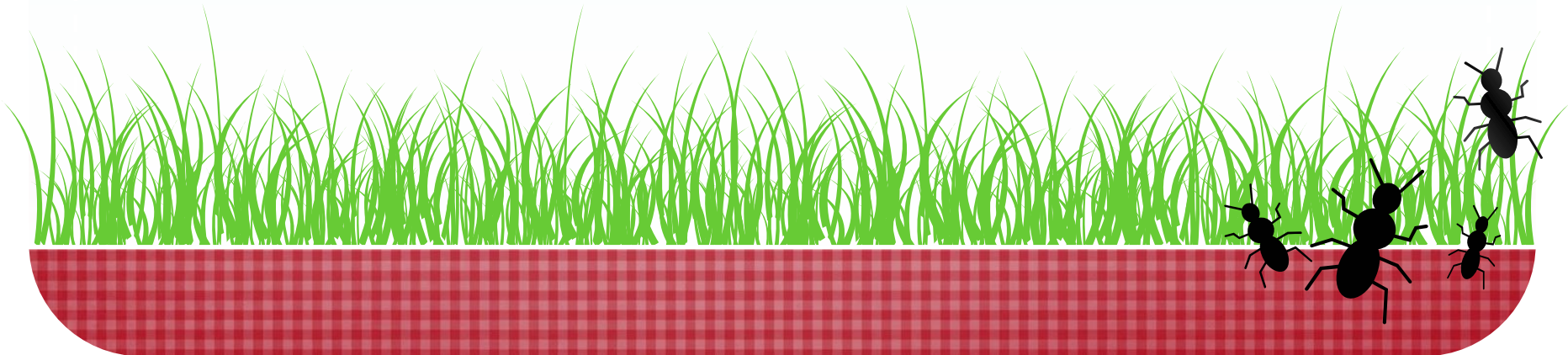
May - August

- Summer program begins

- Weekly check-in meeting for staff

- Continue staff training

- Assess and debrief on the overall quality of the summer program (Staff, youth, parents...)
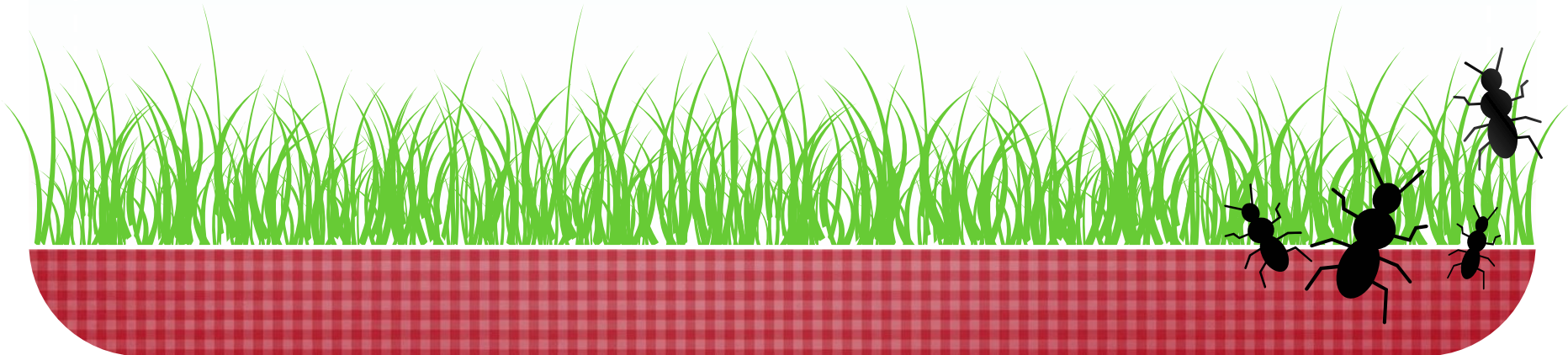
Program Assessment

- YPQA

- PROGRAM COORDINATOR/MANAGER
     OBSERVATION & REFLECTION TOOL

- COMPREHENSIVE ASSESSMENT OF SUMMER PROGRAMS(CASP)
     48 – HOUR REPORT EXAMPLE
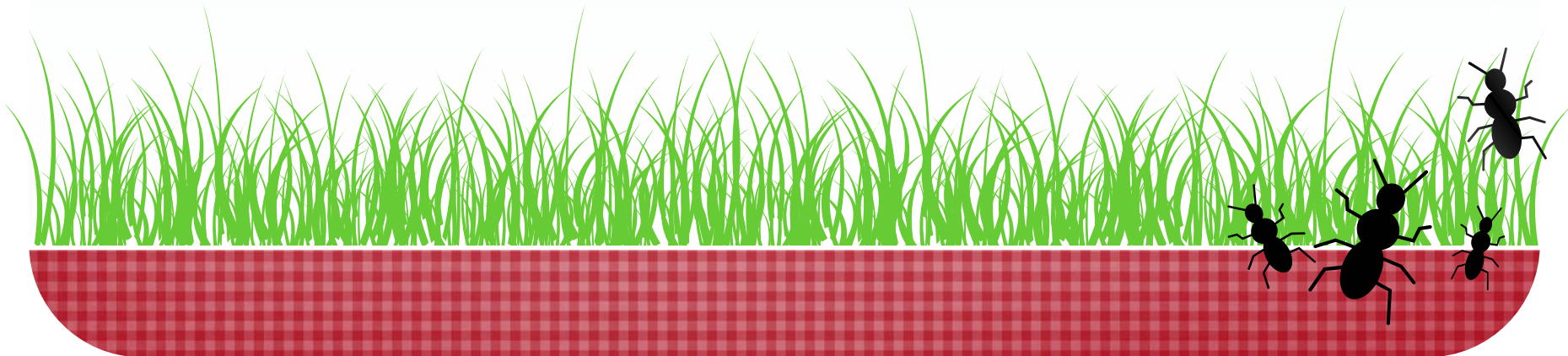
Checklist – NSLA Quality Standards

❑ Intensive summer training begins (35-37)

❑ Summer program begins

❑ Weekly check-in meeting for staff (40)

❑ Continue staff training (42-43)

❑ Assess and debrief on the overall quality of the summer program (Staff, youth, parents…) (4; 41)

Action Plan

Survey Time!

PARTNERSHIP for CHILDREN and YOUTH
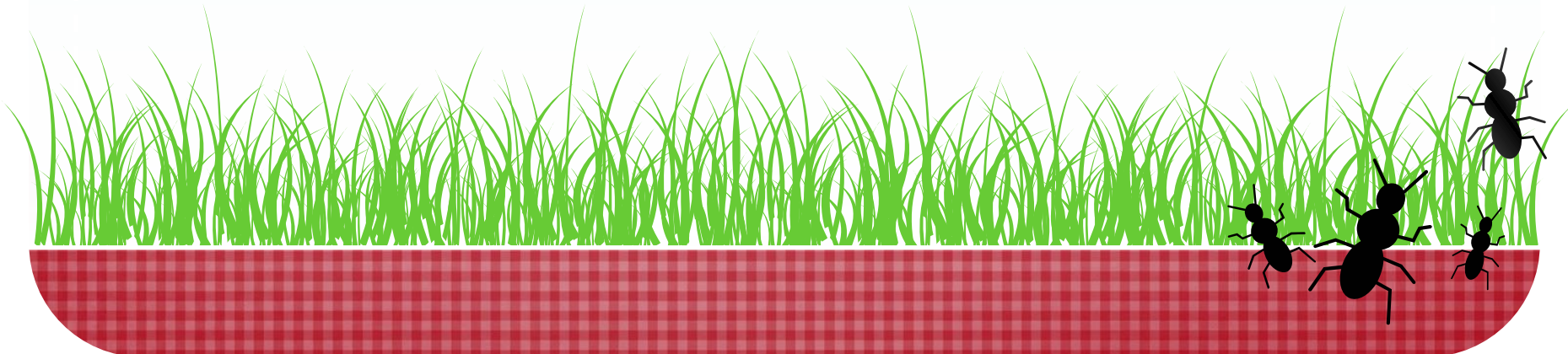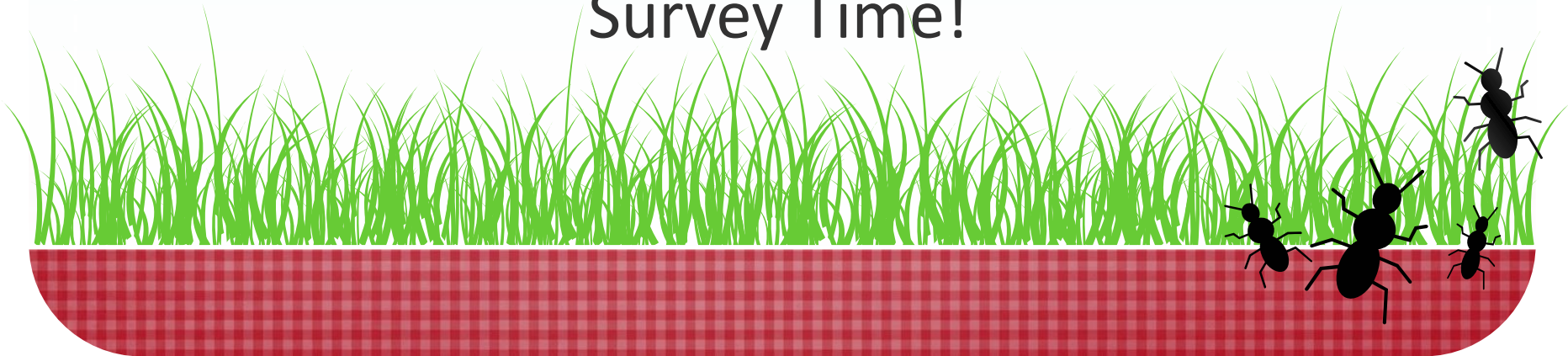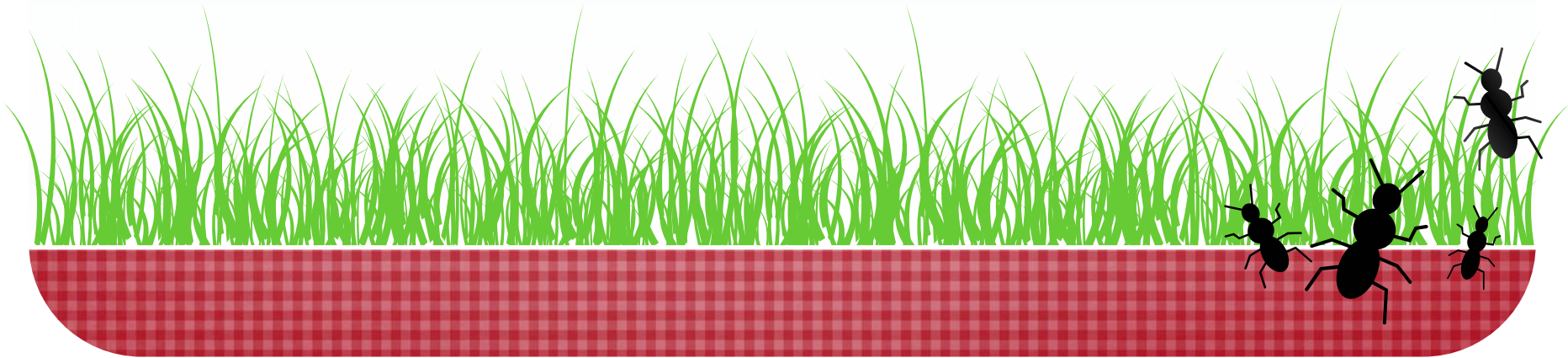
Vision-Driven

Summer Planning Overview

Vision + Planning = Success

Workshop Overview:

 In this workshop, program leaders will explore several key steps to designing a quality summer program. This includes setting goals, planning curriculum, skill-building, hiring and training staff. Program leaders will leave this workshop with resources and information on how to develop a high-quality summer learning program.

Participant Objectives:

 By the end of this workshop, you will:
- Walk through a summer planning calendar in alignment with the NSLA - COMPREHENSIVE ASSESSMENT OF SUMMER PROGRAMS
- Review the cognitive development level of the youth we serve.
- Web activities that connect to youth learning goals.
- Brainstorm the skills and training needed for staff to implement summer activities.
- Engage and learn several cooperative learning structures to repeat with youth to build a summer learning culture.

Presenters:

The Vision-Driven Summer Planning workshop is facilitated by Partnership for Children and Youth (PCY). PCY brings together government, education, philanthropic, nonprofit, business and community leaders to realize a simple, but powerful vision: All children and youth will enjoy an equal opportunity for a healthy, happy and successful future.

PCY provides schools and their community partners with assistance in creating and sustaining high-quality after-school and summer programs through training, coaching, mentoring, and brokering resources.

Activities:

- Welcome/ Overview of the Workshop
- Group Warm-up activity (Good to Meet Ya; Gotta Go, Back to Back)
- **Develop** a Youth Learning Goal
- **Review** a Summer Planning Timeline
- **Brainstorm/web** age-appropriate theme based activities (**Cooperative Learning Structure:** Webbing)
- Staff Hiring (**Cooperative Learning Structure:** Planning – Human Diagram)
- Staff Training (**Cooperative Learning Structure:** Planning – Human Diagram)
- Quick **reference** to program assessment and staff support before, during, and after the program
- Reflection (**Action Plan**)

Action Plan

What I Need to Do:	With Who?	By When?

Summer Learning Planning Timeline

November – March

☐ Gather stakeholders' (youth, families, school faculty, CBOs, district leadership) input on their <u>hopes and needs</u> for the summer program (1; 24; 53-54)*

☐ Develop a planning team (12-13; 17; 23; 24; 29; 45)

☐ Develop and/or review Youth Learning Goals (3; 5-7 data)

☐ Assess required resources :

➢ Funding - How much, who, MOU/contract (14-15; 39; 47-48)
➢ Enrollment –How many, who, when, needed daily attendance (2; 10)
➢ Location – Where, cost, requirements, MOU/contract (47; 79)
➢ Staffing and Providers – How many, who, cost - trainings, meetings, prep,(before, during and after program) and direct service hours (18; 33-43)
➢ Schedule – Hours, daily, weekly, fieldtrip (19; 20; 22; 28; 30-32; 51)
➢ Supplies – food, materials, transportation (21; 56; 80)

☐ Create and/or find curriculum that connect to Youth Learning Goals, program theme, and culture (23-28;53-77)

March - May

☐ Create and/or find curriculum that connect to Youth Learning Goals, program theme, and culture (23-28;53-77)

☐ Recruit Students (2)

☐ Hire new staff and/or identify returning summer staff (33-34)

☐ Intensive summer training begins (35-37)

May – July

☐ Summer program begins

☐ Weekly check-in meetings with staff (40)

☐ Facilitate in-service staff trainings (42-43)

☐ Assess and debrief the overall quality of the summer program (include input from stakeholders such as staff, youth, parents...) (4; 41)

(#s) = Indicators from CASP tool

PARTNERSHIP for CHILDREN and YOUTH

Daily Schedule

Brief description of the schedule and expected activities, in addition to STEM: (draft schedule)

8:30 – 9:00	Morning Ceremony
9:00 – 12:30	Academic program taught by credentialed teachers
12:30 – 1:00	Lunch Time
1:00 – 2:30	STEM activities
2:30 – 2:45	Snack break
2:45 – 3:30	Enrichment/physical activity
3:30 – 3:45	Closure/Dismissal

Block Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:30 - 9	Opening Circle						
9-10:30	English / Math	English / Math	Swim / Library	Fieldtrips			
10:30-11	Snack / organized physical activities						
11-12:30	Math / English	Math / English	Swim / Library				
12:30-1:00	Lunch						
1:00-2:30	STEM activities						
2:45-3:30	Enrichment						
3:30–3:45	Closing Circle						

Block Plans

Time Frame: How many sessions?
Activity/ Topic: what are you teaching?
Teaching Staff: Who will be conducting these sessions?
Theme: What is the theme of activity? Alternatively, how does it relate to camp theme?
Guiding Questions: Questions to ask campers to engage in the activity and theme
Learning Goals: What will a camper understand? What will campers be able to do at the program's end?
Assessment: What will be my evidence of success? What methods will I use to capture this data/ information?
Final Project/culminating event: How will campers demonstrate their learning?
Session Outlines: Objectives, Activities, Resources, and Materials

Youth Learning Goals are…

- Connected to the class theme, project, or activity.
- Measurable.
- Achievable by the end of the summer program.
- Statements of what we want students to learn and be able to do.

Youth Learning Goals help…

Students to:

- Be more focused.

- Develop a learning culture.

- Have greater ownership of learning as responsibility shifts from teacher to student.

- Be automatically self-evaluative.

Teachers to:

- Focus on quality rather than getting everything done.

- Hold high expectations of students.

- Be more critical of activities.

- Reinforce relevant vocabulary.

- Reflect on lesson and learning that occurred

Youth Learning Goals Examples

- By the end of the program, 85% of participants will have improved attitude toward reading.

- 90% of participant will identify healthier choices in nutrition and physical activity.

- 85% participants will have an increased sense of self-respect and respect for others.

- 75% of participant will demonstrate increased job readiness.

By the end of the summer program,
Academics:

Participants progress or maintain in essential summer standards at each grade level (through AM activities)
Participants understand how reading, writing and math apply to daily life.
Participants improve their organizational skills.

PARTNERSHIP for CHILDREN and YOUTH

Youth Learning Goal Worksheet

What will be different for children as a result of attending your summer program?

Place your post–it here:

Create a youth learning goal statement:

By the end of the summer program: _____% of participants will

_____

_____

_____

_____

_____

_____

Youth Learning Goal Webbing

Language Arts

Reading Buddies: Read to younger children

Problem Solving & Math

Social Studies

Fine Arts

Book Making: Write and illustrate stories in books

Community Resources & Guest Speakers

Learning Goal

90% of participants will have an improved attitude toward reading.

Read Aloud

Reading Circles: Weekly opportunities to choose a book, read with friends, and do related activities

Science

Field Trips

Visit local Library: Get library card, meet librarian, and find age-appropriate books.

Athletics

Do your activities:

✓ **Cross multiple subjects or disciplines?**

✓ **Build age-appropriate academic and youth development skills?**

✓ **Support the learning goal?**

✓ **Make good use of community resources?**

✓ **Offer opportunities for assessment?**

Language Arts

Problem Solving & Math

Social Studies

Community Resources & Guest Speakers

Fine Arts

Theme

Read Aloud

Science

Field Trips

Physical Education/Activity

Developmental Considerations for Skill Development

Dr. Kathleen Martinez

FIVE TO SEVEN YEAR OLDS

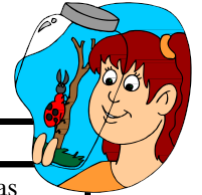| COGNITIVE	SOCIAL-EMOTIONAL	PHYSICAL	CREATIVE
Very literal and concrete in their thinking	Looks to adults for guidance, encouragement and direction.	Full of energy; find it difficult to sit still	**Dance:** Aware of their bodies as having a part in the process and like to experiment. Can do a simple dance with a beginning and ending.
Learning how to read and write, but not very good at it yet.	Have energy highs and lows	Tires easily	
May have difficulty understanding written and spoken directions	Aware of individual difference in physical appearances	Can do large motor skill activities	**Music:** Sing simple songs and can improvise simple tunes and melodies; not concerned with final product.
Starts thinking things out, but are not very organized in their thinking	Friendships tend to be based on common interests and often short-lived.	Still are developing their small motor skill	
Eager to learn, but get frustrated by attempting things beyond their capabilities	Learning how to cooperate, but still put themselves first.	Like to test muscle strength and skills	**Theater**: "Let's pretend." Like to use props. Constantly talking as part of their roles
Investigate, experiment, explore, and collect anything and everything.	Wants to be part of older children's activities	They can copy designs and shapes	**Art:** Like to experiment with a variety of art media and craft projects, but are less concerned with the final product than with the process itself.
Love to do creative activities like dance, art, theater, music but are not worried about the end product.	Wants a sense of stability and routine.		

IMPLICATIONS FOR PRACTICE:
- Need verbal and hands-on activities and directions. Do not expect them to handle a great deal of reading and writing activities.
- Work better with adult interaction rather than just other children. Need adults for supervision and support and time to show off want they are doing for adult approval.
- Get tired of the same activity very quickly. Keep changing the pace and type of activity often. Do not expect them to work on something more than 10 to 15 minutes.
- May like to do the same thing over and over in exactly the same way.

- Much more interested in doing than creating a finished product.
- Like exploring things like nature, numbers and reading, but in a hands-on manner. They like to be active. Running, jumping and climbing is much more appealing than seating and listening. Like to show off what they do physically.
- Not very coordinated. Do not require activities that require very fine motor skills like complex puzzles, cutting on little things.
- Children often tell on each, both to get an adult's attention and help them understand the rules.

EIGHT TO TEN YEAR OLDS

COGNITIVE	SOCIAL-EMOTIONAL	PHYSICAL	CREATIVE
Increasing ability in reading and writing skills	Begin to see adults as fallible human beings	Growing physically at a smooth and uneventful rate	**Dance:** continue to enjoy experimenting with their bodies, and are interested in variety of dances. They are becoming increasingly skilled. Might be self conscious about pairing up with the opposite sex
Want to discover things for themselves	Values of peer group generally accepted over those of adults	Have high energy and can be reckless	
Beginning to use logic but best if they can see or manipulate objects in order to understand	Forming close relationships, mostly with same-sex peers	Compare their physical skills with those of their peers	**Music:** Willing to try more complex and "performance style" music including more systematic instruction in musical instruments
Like increasingly complex task, but need time to practice them	Want task to perform, want to feel useful	Can make social problems out of physical difficulties- teasing and bullying	
Are curious about everything	Are able to work in groups	Begin exhibiting physical differences – girls likely to mature faster	**Theater:** Can develop story dramatizations. They can write plays based on their imagination. and can put on plays and develop their own props and costumes
Increasing attention span	Rituals, rules, secret codes, and made-up language are common	Fine motor skills have increased	**Art**: Willing to experiment; more interested in product and development of specific skills, and are willing to have their products critiqued.
Often try to be perfectionists that can result in frustration	Have extreme reactions to many things	Becoming increasing interested in improving personal appearance	
May develop special interest in collection or hobbies		Increased interest in competitive sports	

IMPLICATIONS FOR PRACTICE:
- Form clubs so that children can feel they are a part of a stable group.
- Play structured games that have rules, but they may need help in learning and interpreting the rules.
- Provide opportunities for children to try out real skills, like cooking, sewing, building, gardening and designing.
- Have them involved in community service efforts.
- Children learn best by doing. Try to demonstrate instruction for activities or projects.
- Have them collect things and play problem-solving games like treasure hunts.
- Have them start thinking about social problems and concerns

- Provide opportunities for choice, but do not expect them to come up with their own list of activities. Let them choose from a list of options.
- Provide time and space for the children that need it to be alone or involved in self-directed activities.
- Balance competitive and cooperative games.
- Take advantage of their ability to read and write. Provide written information, directions and allow them to write about their experiences.
- Encourage children to talk about their feelings while working or playing together.

Dr. Kathleen Martinez

ELEVEN TO THIRTEEN YEARS OLDS

COGNITIVE	SOCIAL-EMOTIONAL	PHYSICAL	CREATIVE
Increasingly skilled in using reading and writing to learn rather than learning how to read/write	Tendency to return to childish behavior, fought off by excessive activity	Show great hormonal changes and physical growth	**Dance:** Increased level of skill with some participants becoming highly skilled. They can improvise and critique. Interested in the latest dance style.
Improved ability to use speech to express themselves	Require limits	Often experience a period of great adjustment	
Are interested in the adult world	Have a need for privacy	Experience mood and energy swings	
Lack long-range planning	Engage in power struggles	Diet and sleeping habits can be poor	
Think more like adults	Close friendships gain importance	Fine motor ability is improving but not totally refined	**Music:** Big part of their life and have acquired their own taste, often based on experience and culture. Some are willing to perform alone or in group, and can write their own compositions
	Experience relationship traumas-get very hurt when rejected by peers		
	More likely to express feelings by action than by words.		**Theater** – Willing to work in a structure. If interested can be sophisticated performers. Can write, produce and direct plays.
	Dramatic fluctuations of emotions. Moodiness		
	Really interested in exploring their identity.		**Art** – Increasingly skilled, and if interested can show high level of skill. Take pride in finished work and can critique and analyze their finished projects.

IMPLICATIONS FOR PRACTICE:
- Give them opportunities to become involved in community service projects. They want to feel like they are contributing.
- Although they can learn new things through reading, they learn best through projects and hands-on activities in which they apply what they learn.
- Have them work individually or in small groups on projects that have a product that they can exhibit, such as a performance, art show, and science fair, sports meet.
- Help them break down project tasks and develop time lines to complete the activities.
- Encourage them to find things they excel in such as sports, drama, writing, and dance.

- Give them time to hang out their friends without a great deal of structure, but with adequate supervision.
- Encourage them to explore feelings in safe and structured ways.
- Be ready for intense mood and energy swings. Sometimes they will act like young adults and in just a few seconds they will have moved into immature behavior.
- Some children will be more concerned about their looks and prefer not to engage in activities in which they will get dirty.
- Provide opportunities where they can investigate ideas. They want to solve the world's problems and have very strong ideas on how it should be done.

Physical	Cognitive	Social	Emotional	Possible effects of
Growth spurt: Girls: 11-14 yrs Boys: 13-17 yrs Puberty: Girls: 11-14 yrs Boys: 12-15 yrs Youth acclimate to changes in body	Formal operations: precursors in early adolescence, more developed in middle and late adolescence, as follows: Think hypothetically: calculate consequences of thoughts and actions without experiencing them; consider a number of possibilities and plan behavior accordingly Think logically: identify and reject hypotheses or possible outcomes based on logic Think hypothetically, abstractly, logically Think about thought: leads to introspection and self-analysis Insight, perspective taking: understand and consider others' perspectives, and perspectives of social systems Systematic problem solving: can attack a problem, consider multiple solutions, plan a course of action Cognitive development is uneven, and impacted by emotionality	Young (12 – 14): psychologically distance self from parents; identify with peer group; social status largely related to group membership; social acceptance depends on conformity to observable traits or roles; need to be independent from all adults; ambivalent about sexual relationships, sexual behavior is exploratory Middle (15 – 17): friendships based on loyalty, understanding, trust; self-revelation is first step towards intimacy; conscious choices about adults to trust; respect honesty & straightforwardness from adults; may become sexually active Morality: golden rule; conformity with law is necessary for good of society	Psycho-social task is identity formation Young adolescents (12-14): self-conscious about physical appearance and early or late development; body image rarely objective, negatively affected by physical and sexual abuse; emotionally labile; may over-react to parental questions or criticisms; engage in activities for intense emotional experience; risky behavior; blatant rejections of parental standards; rely on peer group for support Middle adolescents (15-17): examination of others' values, beliefs; forms identity by organizing perceptions of ones attitudes, behaviors, values into coherent "whole"; identity includes positive self-image comprised of cognitive and affective components Additional struggles with identity formation include minority or bi-racial status, being an adopted child, gay/lesbian identity	All of the problems listed in school age section Identity confusion: inability to trust in self to be a healthy adult; expect to fail; may appear immobilized and without direction Poor self-esteem: pervasive feelings of guilt, self-criticism, overly rigid expectations for self, inadequacy May overcompensate for negative self-esteem by being narcissistic, unrealistically self-complimentary; grandiose expectations for self May engage in self-defeating, testing, and aggressive, antisocial, or impulsive behavior; may withdraw Lack capacity to manage intense emotions; may be excessively labile, with frequent and violent mood swings May be unable to form or maintain satisfactory relationships with peers Emotional disturbances: depression, anxiety, post-traumatic stress disorder, attachment problems, conduct disorders

12 - 17 YEARS OLDS

Learning Targets are…

- **S**pecific to each lesson
- **C**onnected to the program <u>youth learning goals</u>.
- **M**easurable.
- **A**chievable in one <u>lesson</u>
- **P**hrased as "I can" or "I understand" in student friendly language.
- **S**tatements of what we want students to learn and be able to do.

Learning Targets help…

Students to:
- Be more focused <u>(especially underachieving students).</u>
- <u>Be more likely to express learning needs – specifically</u>.
- Develop a learning culture.
- Have greater ownership of learning as responsibility shifts from teacher to student.
- <u>Be automatically self-evaluative.</u>
- <u>Demonstrate improved behavior.</u>

Teachers to:
- Focus on quality rather than getting everything done.
- Hold high expectations of students.
- Be more critical of activities.
- Reinforce relevant vocabulary.
- Reflect on lesson and learning that occurred.
- <u>Identify specific areas of strengths and weaknesses</u>

Example Learning Targets

85% participants will have an increased sense of self-respect and respect for others.
- I can draw a picture of what respect means to me.
- I can draft a short poem listing 3 of my personal values.
- I understand what empathy looks and feels like.
- I can list my personal responsibilities for home, school, and my community.

75% of participants will demonstrate increased job readiness.
- I can draw a picture of my fears and how to overcome them.
- I can set three short-term goals for applying for a job.
- I can list two long-term goals and brainstorm some obstacles that may keep me from accomplishing them.
- I can show one way to deal with conflict in a workplace.
- I can draft a personal statement for a resume.

85% participants will recognize and design a plan to encourage community involvement.
- I can sketch a picture of my ideal community.
- I can draft an outline with a timeline and duties for a community clean up.
- I understand my role as a team member.
- I can research one pro and con of organic food.
- I can create a survey for our school farmer's market.

SIMULTANEOUS RALLY TABLE: Learning Target

Activity:	Activity:
I can or I understand	I can or I understand
I can or I understand	I can or I understand
I can or I understand	I can or I understand
I can or I understand	I can or I understand
I can or I understand	I can or I understand
I can or I understand	I can or I understand

Sequencing

Sequencing

Day 1	**Learning Target/ Goal: I can begin to learn about San Francisco.**	**Time:**	**Need Support/ Resources:**
	Activity/ies: Begin reading "City By the Bay", Kidz Lit Activity, Sparks, Begin scrapbooking project.	12:45-5	**Arts & Crafts**
Day 2	**Learning Target/ Goal: I can draw a map of my city.**	**Time:**	**Need Support/ Resources:**
	Activity/ies: Draw a map that identifies each place we will visit this summer. The map will have travel information from Muni. We will add the map to our passport.	12:45-5	**Muni schedule** **Arts & Crafts**
Day 3	**Learning Target/ Goal: I can tell you one fact about the Golden Gate Bridge.**	**Time:**	**Need Support/ Resources:** **Trip to the SF Library**
	Activity/ies: Learn about the history of the GGB Learn about why walking is beneficial.	12:45-5	
Day 4	**Learning Target/ Goal: I can walk across the Golden Gate bridge.**	**Time:**	**Need Support/ Resources:** **Muni Passes**
	Activity/ies: Walk across the Golden Gate Bridge.	12:45-5	

Activity Plan

Activity: What is the specific activity for the session?

Goal: What is the objective of that session? What will campers learn as a result of activity?

Materials: What are the materials needed? Room setup?

Directions: What are the step by step instructions for completing the activity?

Assessment: What will be my evidence of success?

Role of Assistants: How will I effectively use my assistants to assist in execution of the activity?

Modifications: Once an activity is completed, what amendments would I make?

Block Plan Project/ Sequencing:

Day 1	Learning Target/ Goal: Activity/ies:	Time:	Need Support/ Resources:
Day 2	Learning Target/ Goal: Activity/ies:	Time:	Need Support/ Resources:
Day 3	Learning Target/ Goal: Activity/ies:	Time:	Need Support/ Resources:
Day 4	Learning Target/ Goal: Activity/ies:	Time:	Need Support/ Resources:
Day 5	Learning Target/ Goal: Activity/ies:	Time:	Need Support/ Resources:

Day 1	Learning Target/ Goal: Activity/ies:	Time:	Need Support/ Resources:
Day 2	Learning Target/ Goal: Activity/ies:	Time:	Need Support/ Resources:
Day 3	Learning Target/ Goal: Activity/ies:	Time:	Need Support/ Resources:
Day 4	Learning Target/ Goal: Activity/ies:	Time:	Need Support/ Resources:
Day 5	Learning Target/ Goal: Activity/ies:	Time:	Need Support/ Resources:

Example My City by the Bay

Transition: Muni - 44 - towards California St & 7th Ave; **Muni - 5** - towards Cabrillo St & La Playa St; towards Marina Blvd & Laguna St. or Print driving direction for bus route.	**Muni - 28 -** **Section: A**
Activity: Golden Gate Bridge Walk	**Section: B**
• **Learning Goal:** By the end of the summer program, 95% of participant will identify healthier choices in nutrition and physical activity. • **Learning Target:** I can walk across the Golden Gate Bridge.	 **Section: C**
Materials: • Permission Slip to families outlining the field trip and what students need to bring on the trip. • Bus passes • Class roster with emergency contact information for students attending the field trip • A rolling cooler for snacks and water • Youth "City by the Bay" passports (stickers)	 **Section: D**

Agenda/ Plan:
Preparation:
    • Kids prepare for the trip – get water, snack…
    • Load bus
    • On bus staff:
        ✓ Explain the importance of drinking water during exercise.
        ✓ Remind kids of five physical benefits of walking.
        ✓ Review safety rules and walking groups.
Activity:
    • Arrive at site.
    • Walk
    • Gather at mid-point for check-in.
Debriefing of Learning:
    • Pass out Golden Gate Bridge stickers and "City by the Bay" – passports.
    • Pass out Journals.
    • Circle up for closeout circle.
	
	Section: E

Debriefing of Learning Techniques: **Section: F** • **Kinesthetic:** Place a sticker on each child's "City by the Bay" passports – for successfully completing the walk. • **Visual:** Youth will write in their journal why it is important to drink water during exercise and provide at least one physical benefit of walking. In addition, youth will write in their journal a personal commitment to go walking, for 10 – 30 minutes in the next two weeks. • **Verbal:** Youth will be asked to share their individual experiences of the walk during our closeout circle	
Role of Assistants during Activity: All teachers and chaperones will ensure the safety of the youth by making sure to keep a close eye on the group of youth that are assigned to them. **Section: G**	
Modifications: **Section: H** **+:** Students who finish the walk quickly will be given a camera to take pictures of the GG Bridge, the bay, and their peers. **+:** Students who finish the walk quickly will become motivators for their peers. **- :** Youth having a difficult time walking across the bridge will be assigned a peer leader to help encourage and motivate them to complete the walk. **- :** Youth, who are identified as needing more individual attention, will be kept under closer watch by an adult.	

Hint: When developing a lesson plan start with writing down your <u>youth learning goal</u> and <u>learning target</u>.

Activity Lesson Plan:

Transition:	**Section: A**
Activity:	**Section: B**
Goal(s):	**Section: C**
Materials:	**Section: D**
Agenda/ Plan:	**Section: E**
Debriefing of Learning Technique(s):	**Section: F**
Role of Assistants during Activity:	**Section: G**
Modifications: **+:** **- :**	**Section: H**

Debrief of Learning Techniques
Corey Newhouse, Public Profit

Kinesthetic Methods
Pro: Engaging, quick
Cons: Limited record of results

Sort
- Organize cards with similar concepts together

Value Walk
- Create space in the room that people stand in to reflect their opinion (i.e. four corners)

Showtime
- Respondents create a song, poem, or play

Thumbs
- Point thumb up, down, or sideways

Tally Sheet (See example below)
- Kids vote their responses – prep and post

Visual Methods
Pros: Allows complexity, fun
Cons: Time consuming, hard to interpret

Picture Pages
- Drawing
- Reviewing and responding to photos

Writing
- Journaling
- Scrapbooking

Verbal Methods
Pros: Allows complexity, checks for understanding
Cons: Time consuming to do and to analyze

Discussion
- Opened ended questions
- Closed ended questions
- Time-Pair Share

Group Discussion
- Good for kids who are used to working in groups
- Encourage cross-talk and piggybacking

Tally Sheet Example: (post on the wall or hand out)
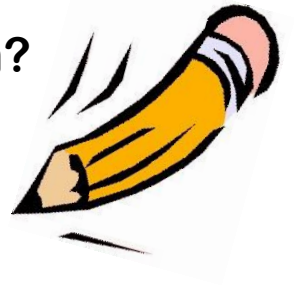Learning Target: I can list three parts of speech.
Self-Assessment
1. Huh? What's that?
2. I sorta get it, but I could use some more help.
3. I understand it
4. I can model it!

Pre	Post

List ways you have or can recruit youth?

Assessing Program and Staff Roles

In early spring, start thinking about your vision for the summer program. Once you have a basic concept of how you want the summer program to look, you should ask the following questions:

- What are your outcomes/goals for the summer program?
- What projects do you want the staff and campers to complete by the end of the summer?
- Do you have the staffing necessary to accomplish your goals?
- What is your budget for staffing?

For example, if you would like your campers to collectively produce a summer newsletter illustrating all of the activities and trips which occurred throughout the summer, then you will need staff members who are good at editing articles/stories, newsletter layout and design, and creative writing. If you do not have staff members on board with these skills then you must either teach your current staff members these skills or hire new staff members who possess them. Occasionally it is easier to hire new staff with the skills you need but in the event of budgetary constraints that might not be possible. An alternative to hiring a whole new summer staff is to assess the skills of your current staff and develop a training plan to teach them the skills you need them to possess for the summer program. You might be surprised to learn that your staff may have inadvertently hidden some special skills or talents from you.

Questions for Assessing Current/Returning Staff

In assessing your current or returning staff, it is important for you as the director to both independently reflect as well as pose questions to the staff. Here are some examples of questions:

- How can each member contribute?
- Who on staff has the skills necessary to accomplish the specific tasks of the summer program? (have the specific tasks and requisite skills written out)
- Who is eager to learn a new skill or take on a more demanding role?
- What are some of your personal passions and talents that you would like to share?
- What are your future aspirations?
- What have you found to be successful working with our participants/campers?
- What have you found to be challenging working with our participants/campers?
- What would you say the participants/campers most enjoy about our program?

http://www.pasesetter.com/publicationResources/Publications/PDF/SummerLearningGuide.pdf

Once you have obtained the answers to these questions whether through one-on-one meetings or a survey, then you are ready to plan your summer program and create the staff development plan. Use the information you gathered to determine whether your staff is capable of implementing your original vision for the summer program or what adjustments must be made to your plans. If you find that some of your staff are missing essential skills or knowledge pertinent to the implementation of your summer program, then make sure you provide them with the opportunity to develop those skills during your staff trainings. Lastly now you need to begin to hire new staff.

Hiring New Staff

In hiring new staff, you are looking for someone who can complete the rigors of the job as well as someone who will fit in with their fellow staff members. Remember just because someone has the requisite skills does not mean they will be well-suited to the culture of the camp. In developing an interview protocol, beside their education and prior experience, it is important to capture:

- How they would respond to an emergency situation
- Ideas for a sample lesson based on a topic
- How they would communicate with co-workers
- How they would communicate with campers
- Their vision for a summer learning environment

Staff Training and Development

When you are developing your staff training plan, you should also include the following key elements:

- An orientation/overview of the vision for the summer program
- Explanation of the theory behind Summer Learning Loss
- Examples of best practices in Summer Learning (video available from PASE)
- Descriptions of staff roles and responsibilities (include safety and field trips)
- Strategies and tools they need to be successful including program content and positive group and behavior management
- Opportunities to build staff unity and teamwork

The first order of staff training is to **build staff unity and teamwork**. While training time is limited, time spent on group building activities can yield a big payoff with a cohesive, committed team of employees. Staff unity and teamwork can be developed through 1) stand-alone group building activities (getting to know one another; problem-solving; goal-setting) 2) co-planning program offerings; 3) identification of camp tasks and routines and soliciting from staff their role in completing tasks. You can avoid many grievances by having everyone understand their role in lunch distribution, travel safety, etc; and 4) and discussion of the goals for the summer program. When your staff gets time to connect with each other, they build trust, community and open communication. This transfers to the youth and is a healthy model for them to emulate.

You should explain the term **Summer Learning Loss** and give the staff an opportunity to **discuss what Summer Learning means to them**. Staff can discuss their memories of summer camp and what they enjoyed the most about it. They should understand that infusing literacy
and math activities into to the summer program is not an attempt to replicate the school day or summer school, but rather a way to make learning fun for the kids. Nor are they expected to raise a camper's grade level in reading, writing, or math by the end of the summer. They are expected to keep children actively learning throughout the summer. The staff should brainstorm ways to make summer learning fun for the kids. They should have the opportunity to experience fun and engaging activities that support literacy and math skills and feel as though they have a stake in the design and theme of the summer program.

Below is a list of possible topics for staff trainings:

- What is the Summer Learning Gap/Overview of Summer Learning
- Summer Literacy Activities
- Summer Math Activities
- Supporting Summer Learning through Games and Activities
- Maximizing Learning thru Trips
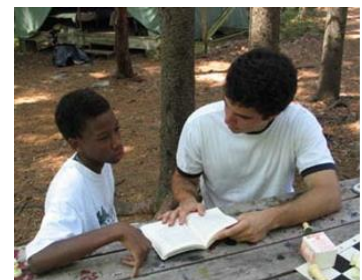
Once your staff starts to expand their definition of Summer Learning then they will be able to enjoy and embrace the concept. Since this concept of Summer Learning might be new to your staff, you should plan several trainings which are geared specifically to developing activities that promote literacy and math development. These trainings will help your staff to develop and implement activities that support literacy and math skills throughout summer camp.
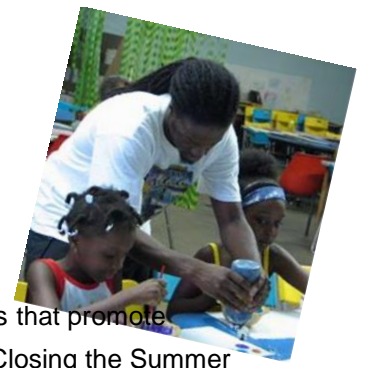
If possible, staff should visit agencies, which have successfully implemented activities that promote summer learning. If your staff is unable to visit an agency then you can request the Closing the Summer Learning Loss tape produced by PASE. This tape provides an overview of summer learning loss and highlights several successful summer programs. It is a great tool that you can use to introduce the concept of Summer Learning to your staff and show actual examples of activities that worked well.

On-Going Staff Trainings and Meetings

Once your summer program begins, you should schedule weekly meetings to check-in with your staff. Summer programming can be a very stressful time for staff. The program days are longer, the weather is hot, and staff often finds themselves surrounded by throngs of children constantly looking to be engaged. They will need your support and the support of their colleagues to keep their energy up and passion ignited. Even if the meeting is no more than thirty minutes, you should check-in with them regularly. Regularly scheduled meetings gives staff the opportunity to share their successes and ask for help when they need it.

Staff meeting and trainings are an opportunity for staff to teach and learn from one another. During staff training they should take turns modeling for the entire staff which activities worked well and discuss which activities didn't go as planned. During this exchange, the staff will have the opportunity to leave the meeting with several different activities or strategies that they can use with their groups. Staff should also learn tips on behavior management, how to develop a lesson plan, and receive strategies on what to do with the kids when you have tried everything and nothing is working. **With time so precious in the summer, it is important that staff members walk away from a meeting with tools and activities in their pocket**.

Scheduling staff meetings can be a challenge. Below are suggestions for finding the time:

- Budget an extra hour for staff time and program staff meetings into master schedule.
- Buy staff lunch and hold during their lunch hour one day/week.
- Stagger staff coverage and do smaller pullout meetings.

http://www.pasesetter.com/publicationResources/Publications/PDF/SummerLearningGuide.pdf

INSERT Program
Program Coordinator/Manager
Observation & Reflection tool

OBSERVATION ANALYSIS

Date: _____   School Site:

_____

Directions: Please use this form to provide specific observational feedback of an activity or lesson facilitated by

Activity Observed:	Group Leader:
Grade Level(s):	# of students in attendance:
Start Time:	End Time:

an after school program leader/teacher.

† Success and Best Practices:	Δ Challenges:
Group Leader Next Steps:	Program Coordinator/Manager Next Steps:

Provide a brief description of activity observed:

Next Meeting Date:_____ Focus:_____

	INSTRUCTIONS : *Check Yes, No or N/O for each question. **If "No" is selected, indicate the reasons why by describing below**.*			
1.	Staff member(s) are prepared to lead the day's activities (e.g. have materials ready)?	YES	NO	N/O
2.	Activities clearly focus on specific academic skills or curricular content.	YES	NO	N/O
3.	Activities combine different learning styles including direct instruction, coaching, modeling, demonstrating, use of media, kinesthetic approaches, or others. (Key concepts are presented in multiple formats and modalities to maximize students' access to session content)	YES	NO	N/O
4.	Students are actively engaged in program activities.	YES	NO	N/O
5.	Activity space is conducive to learning (i.e. sufficient and appropriate materials, limited distractions, enough space for independent and group work) as well as physically and emotionally safe?	YES	NO	N/O
6.	Staff member(s) use positive behavior management techniques with students.	YES	NO	N/O
7.	Staff members describe the learning goal at the start of the activity (e.g. "today we are going to …").	YES	NO	N/O
8.	Youth have the opportunity to gauge their progress. (e.g. adults give verbal feedback, youth have opportunities to ask questions, or youth do a 1st & 2nd draft.)	YES	NO	N/O
9.	Please indicate **LITERACY (ACADEMIC) COMPONENTS** observed. (Reading, Writing, Speaking, Listening) (Include details such as print rich environment, varied reading material, visual aids, note taking, recording ideas, journaling, etc.)			
10.	Please indicate **PROGRAM COMPONENT(S)** observed. (Physical Activity, STEM, Nutrition, ARTS) (Include details such as manipulative/games, visual aids, note taking, recording ideas, journaling, etc.)			

California Standards for Teaching Professionals

Engaging and Supporting Students in Learning	Create and Maintain an Effective Learning Environment	Understand and & Organizing Subject Matter	Planning Instruction and Designing Learning Experiences	Assessing Student Learning	Developing as a Youth Development Professional
* Connect to student's prior Knowledge, life experience, and interests * Use a variety of Instructional Strategies * Engage Students in Problem Solving	*Create a Physical Environment that engages all students *Establish Climate that promotes fairness and Respect *Establish Standards for student Behavior	*Demonstrate Knowledge of Subject Matter *Organize lessons to support student understanding *Develop student understanding with strategies that are appropriate to subject matter	*Draw on Student background and Interest *Establish and articulate Learning Goals/Targets *Modify Instruction to adjust for student needs *Develop and sequence activities for student learning	*Establish and communicate learning goals for all students *Collect multiple sources of info to assess student learning *Involve students in their own assessment *Use assessment to guide instruction	*Reflect on practices and plan PD *Establish Professional Goals *Work with communities to improve practice *Work with colleagues to improve practice

Student Interview Questions		
What Are You Learning Today?	**Why is it important to learn this?**	**How can you demonstrate/show what you have learned?**
1)		
2)		
3)		

XXXXX Training Needs Assessment Survey

XXXXX is soliciting your feedback regarding professional development opportunities to be offered over the summer. The information gathered on this survey will allow us to provide high-quality training opportunities that are geared towards your needs and interests.

1. **How much do you agree or disagree with these statements?**

Mark (X) in one box for each row.	Strongly disagree	Disagree	In between	Agree	Strongly agree
a. I would like XXXXX to offer training on **behavior management**.	☐	☐	☐	☐	☐
b. I would like XXXXX to offer training on **classroom management**.	☐	☐	☐	☐	☐
c. I would like XXXXX to offer training on **conflict resolution**.	☐	☐	☐	☐	☐
d. I would like XXXXX to offer training on **learning styles** (e.g. Multiple Intelligences).	☐	☐	☐	☐	☐
e. I would like XXXXX to offer training on **teacher or facilitation strategies**.	☐	☐	☐	☐	☐
f. I would like XXXXX to offer training on **project-based learning**.	☐	☐	☐	☐	☐
g. I would like XXXXX to offer training on **youth development**.	☐	☐	☐	☐	☐
h. I would like XXXXX to offer training on **youth engagement strategies**.	☐	☐	☐	☐	☐
i. I would like XXXXX to offer training on **cooperative learning.**	☐	☐	☐	☐	☐
j. I would like XXXXX to offer training on **family engagement strategies**.	☐	☐	☐	☐	☐
k. I would like XXXXX to offer the following **additional training(s):** _____ _____ _____	☐	☐	☐	☐	☐

2. **How much do you agree or disagree with these statements?**

Mark (X) in one box for each row.	Strongly disagree	Disagree	In between	Agree	Strongly agree
a. I am knowledgeable about summer programming culture (e.g. program rituals, cheers, celebrations, etc.).	☐	☐	☐	☐	☐

a. I have strategies to create a summer culture that is different from the school year.	☐	☐	☐	☐	☐
b. I am comfortable leading project-based activities with my students.	☐	☐	☐	☐	☐
c. I am confident in my ability to facilitate summer curriculum (e.g. STEM, enrichment, arts, etc.).	☐	☐	☐	☐	☐
d. I have provided XXXXX with input regarding summer planning (e.g. curriculum, activities, etc.).	☐	☐	☐	☐	☐
e. I can help my students think critically.	☐	☐	☐	☐	☐
f. I can address the needs of students with limited academic proficiency.	☐	☐	☐	☐	☐
g. I have strategies to engage families over the summer.	☐	☐	☐	☐	☐
h. I am confident in XXXXX's ability to provide high-quality professional development opportunities.	☐	☐	☐	☐	☐
i. I feel comfortable **talking to my supervisor** about summer curriculum expectations and content standards.	☐	☐	☐	☐	☐
j. I will **seek out resources related to summer programming** (e.g. XXXXX Staff, books, websites, etc.).	☐	☐	☐	☐	☐

3. How would you rate your preparedness for summer programming?
   ☐ Excellent ☐ Good ☐ Average ☐ Poor

4. How would you rate your understanding of XXXXX's summer programming structure (e.g. schedule, curriculum, etc.)?
   ☐ Excellent ☐ Good ☐ Average ☐ Poor

5. How would you rate your interest in receiving on-site technical assistance (e.g. coaching, consultation, mentoring)?
   ☐ Excellent ☐ Good ☐ Average ☐ Poor

6. Additional Comments:

   _____

   _____

   _____

Comprehensive Assessment of Summer Programs
Sample 48-hr Feedback Reports

Thanks 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 immediate improvement. Our expectation is that you will consider these suggestions and implement those that seem most feasible and beneficial. The final feedback 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.

- Kids 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 is a mixture of individualized, small group and large group activities.

Opportunities for Immediate Improvement:

- Rework the behavior management systems to include a few strategies for consequences.

- The learning goals for the program are not made explicit to the kids, either in writing or in speech. Consider posting them in every class so kids are clear on what to expect from the program.

- Decorate the building with youth-produced work. This places a value on their work and adds to the program culture.

In addition to all the other program data gathered, consider using staff satisfaction surveys to learn what they think about the program, gather ideas for improvement, and gauge how well they're being supported. Survey monkey is an easy, anonymous tool for this.

Resources

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.

FINANCE AND 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.

Cycle of Quality Improvement

Quality Report
Debrief Meeting

Plan
Sept - May

Planning Meetings
Quality Improvement Plan

Reflect
Sept - Jan

Train
Jan - May

Staff Training

Assessment
48 Hour Report

Assess
June - August

Summer programs in action

SUMMERMATTERS
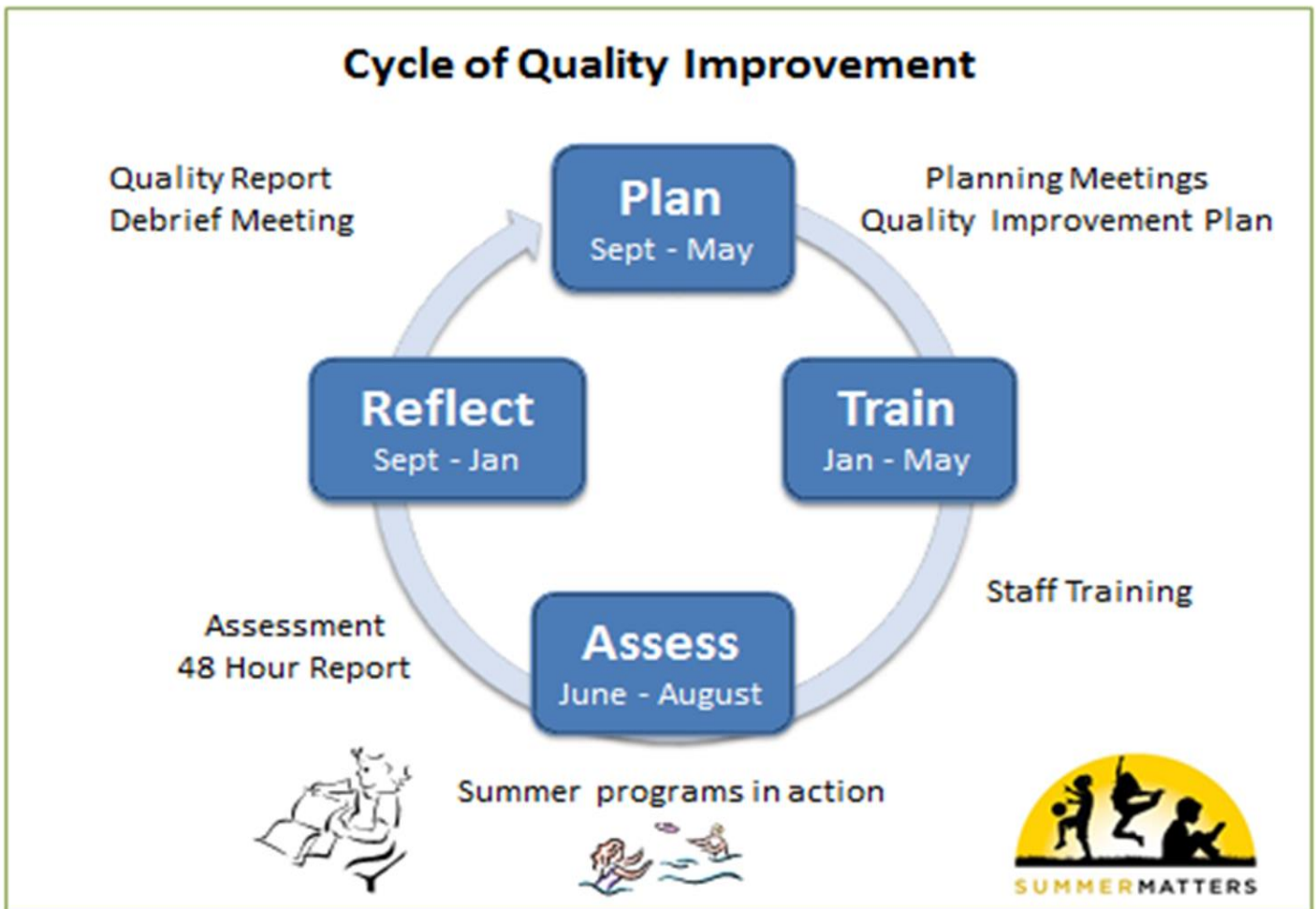
14. *Diverse Funding*	Program operating budget shows revenue from four or more different sources, which may include government, corporate, earned income, in-kind, foundation or individual giving. No more than 75% of program operating budget comes from a single source.
15. *Stakeholder Communication*	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	Families are considered primary stakeholders in the program and there are both required and voluntary opportunities for families to participate in the program.
50. *Family Involvement*	
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.

INTENTIAL

✓ **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 provides 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.

The Madeline Hunter Lesson Design Model

Madeline Hunter's eight steps have stood the test of time. Below is a brief description of each. Understanding these components will add to your understanding of how to plan a lesson, and is useful for the model presented above.

1. Anticipatory Set (focus) - A short activity or prompt that focuses the students' attention before the actual lesson begins. Used when students enter the room or in a transition. A hand-out given to students at the door, review question written on the board, "two problems" on the overhead are examples of the anticipatory set.

2. Purpose (objective) - The purpose of today's lesson, why the students need to learn it, what they will be able to "do", and how they will show learning as a result are made clear by the teacher.

3. Input - The vocabulary, skills, and concepts the teacher will impart to the students - the "stuff" the kids need to know in order to be successful.

4. Modeling (show) - The teacher shows in graphic form or demonstrates what the finished product looks like - a picture worth a thousand words.

5. Guided Practice (follow me) - The teacher leads the students through the steps necessary to perform the skill using the trimodal approach - hear/see/do.

6. Checking For Understanding (CFU) - The teacher uses a variety of questioning strategies to determine "Got it yet?" and to pace the lesson - move forward?/back up?

7. Independent Practice - The teacher releases students to practice on their own based on #3-#6.

8. **Closure - A review or wrap-up of the lesson -** "Tell me/show me what you have learned today".

Ten Questions to Ask When Choosing Curriculum

There are many commercial preschool curricula available today. The choices can be confusing. Which do what they promise? Experts suggest you begin by asking 10 questions as you review a curriculum.

1. Is it comprehensive? A good curriculum needs to address the "whole" child. It can't just focus on academics. According to the influential research report From Neurons to Neighborhoods: The Science of Early Childhood, (Shonkoff & Phillips 2000) social and emotional development are crucial to learning. A good preschool curriculum sets goals for children's growth in every area. There is an understanding that children don't learn skills in a vacuum.

2. Is learning integrated? By this we mean that children learn through everything they do, not just when the teacher sits down to teach. Opportunities to learn occur throughout the day. Children learn through play and project work. Circle time and transitions provide teaching opportunities. Teachers relate previous learning to new ideas.

3. Are a variety of instructional approaches used? Each child has his own way of learning. To be effective, teachers must make use of a variety of approaches. Some information needs to be directly taught. Other information needs to be discovered by the child herself. Sometimes learning occurs in full groups. Often it happens when a child works individually or with a friend. Many times, learning activities take the form of small groups. There is not one right way to teach or learn. There are as many ways as there are children.

4. Is the curriculum developmentally appropriate? The term "developmentally appropriate" comes from NAEYC's most celebrated publication, Developmentally Appropriate Practice in Early Childhood Programs. (Bredekamp & Copple 1997) It refers to an approach to learning that is centered on the child. To be developmentally appropriate, a curriculum must be appropriate in three ways. (a) The curriculum must be age-appropriate. This means that the leaning goals and activities must be targeted to the way preschoolers typically develop. (b) The curriculum must be individually appropriate. This means that it must meet the particular needs and interests of each child in the classroom. (c) The curriculum must be culturally appropriate. This means it must be consistent with the values and beliefs of each child's family background. Being developmentally appropriate means that the curriculum addresses the needs of both the individual child and the group.

5. Is it based on accepted research and theory? To be effective, curriculum must incorporate what we know about how children learn best. There are a number of experts whose research and theory forms our knowledge base. Thanks to their work, we now know how children develop and learn. Abraham Maslow taught us that children need to have their basic needs for food and rest met before they can focus on learning. Jean Piaget taught us that learning develops in stages. Children construct knowledge by interacting with the world around them. Erik Erikson taught us that children have basic needs for trust, to strike out on their own, and to feel good about themselves. Lev Vygotsky taught us that learning is a social activity. Children learn from adults and peers who have more skills than they do. Sara Smilansky taught us that children learn through play. Dramatic play is linked to academic learning. An effective curriculum incorporates these important principles.

6. Is there evidence that the curriculum works? Adopting a curriculum is an expensive proposition. It costs money. It's also an investment in children's futures. You can't afford to choose an ineffective program. Your best guarantee of success is to look at the curriculum's track record. What successes have been documented? What research studies has it been involved in? What do users have to say? Effective curricula will provide evidence that they work.

7. Are there clear goals for learning? A curriculum must have stated goals and objectives so that children's progress can be observed and measured. Goals ought to be rooted in knowledge of how children develop. They also have to reflect state standards and those developed by professional organizations such as NAEYC.

8. Does the curriculum actively involve all children? We know that children learn best when they are interested and active. There is no time to be bored if you are engaged in activity. In effective curricula, children explore and experiment. They make predictions and observations. They solve problems and create. Classrooms should hum with activity.

9. Is family involvement encouraged? Children benefit when their families are included in their education. Effective curricula want parents to be involved. They want parents and staff to discuss children's progress. They want parents to help set goals. They want parents to consult with teachers if there are problems. They want parents to volunteer in the classroom. And they want parents to celebrate their children's successes.

10. Does the curriculum encourage training for staff? Every curriculum works better when staff are trained on what to do. Good curricula require this. See if the curriculum you are considering emphasizes staff development. Make sure, too, that training is ongoing. Training needs to be more than a one-shot deal to be effective.

http://www.californiaafterschool.org/search

Curriculum Resource	Curriculum Partner	Contact Information	Comments
Photovoice Project	**Children's Power Play Campaign**	**Tuline Baykal** **tnbaykal@ucdavis.edu**	Please check out all the resource that Power Play has to offer.
KidzScience	**Development Studies Center**	**General Information** **http://www.devstu.org/afterschool-kidzscience**	Please also check out Science Explore.
Cooking	**Project Eat**	**General Information** **http://www.projecteat.com/**	This resource can provide professional development for your staff.
Art Supplies and Field Trips	**East Bay Depot for Creative Reuse**	**General Information** **http://www.creativereuse.org/**	
Arts	**Museum of Art and Folk Art**	**General Information** **http://www.mocfa.org/education/index.htm**	This resource can provide professional development for your staff.
Social And Emotional Learning (SEL)	**Project EXSEL**	**General Information** **http://pd.ilt.columbia.edu/projects/exsel/teachers/teacherslessons.htm**	
SEL	**Do2Learn**	**General Information** **http://www.dotolearn.com/**	
SEL	**Wings for Kids**	**General Information** **http://www.wingsforkids.org/experience/hot-wings**	

Mix – Freeze – Group

The classroom is bursting with energy as students rapidly "mix around the room, "freeze" in their tracks, and frantically "group" to avoid falling into the lost and found.

Students "Mix"
Students stand and "mix" around the room. Make rapid right turns and lefts, and about faces. Spread out around the whole room. Keep moving until I call, "Freeze."

Students "Freeze"
Call "Freeze," to have students stop mixing

Students "Group"
Provide the clue that students will use to figure out the size group to form. Students rush to hold hands forming groups. "How many syllables are there in Spring Vacation? - Group!" Students rush to form groups of four (corresponding to the four syllables in "Spring Vacation.") Students who don't form a group of four for the round become the "Lost and Found."

Lost and Found
Show students the location of Lost and Found before playing. The students in Lost and Found form a group.

Mix – Pair- Share

The class "mixes" until the teacher calls, "Pair." Students find a new partner to discuss or answer the teacher's question.

Setup: Teacher prepares questions to ask students.

Students mix around the room.

Teacher calls "Pair."

Students pair up with the person closest to them and give a high five. Students who haven't found a partner raise their hand to find each other.

Teacher asks a question and gives think time.
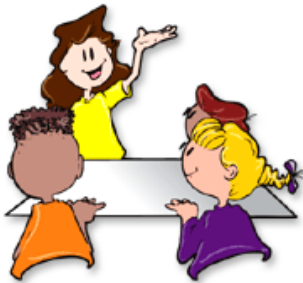
Students share with their partners using:
Time Pair Share – For long in-depth responses (How do you think we can save the rain forest?)
RallyRobin – For oral list (Name animals that live in the rain forest.)

RoundRobin and RallyRobin

Students take turns responding orally. In RoundRobin, students take turns in their teams. In RallyRobin, partners take turns one on one.

Teacher poses a problem to which there are multiple possible responses or solutions, and provides think time.

Students take turns stating responses or solutions. RoundRobin

RallyRobin

Time Pair Share

In pairs, students share with a partner for a predetermined time while the partner listens. Then partners switch roles.

The teacher announces a topic, states how long each student will share, and provides think time.

In pairs, Partner A shares; Partner B listens.

Partner B responds with a positive comment.

Partners switch roles.

Hint: The teacher provides positive responses to use in Step 3.
Copycat responses
"Thanks for sharing"
"You are interesting to listen to!"
Complete the sentence responses
"One thing I learned listening to you was…"
"I enjoyed listening to you because…"
"Your most interesting idea was…"

Say Something (Age Appropriate)

Choose a partner

Read silently to the designated stopping point. Highlight 3 – 5 Something*.

When each partner is ready, Stop and "say something"*

Continue the process until you have completed the selection.

* 'something' might be a question, a brief summary, a key point, an interesting idea or personal connection.

Rules of Brainstorming:

No Idea is a bad one

6Don't discuss the merits or details of any one idea.

Get as many ideas listed as quickly as possible.

4/5S Brainstorming:

Teacher creates groups in which each member is given a brainstorming role:

Speed Sergeant encourages rapid responses

Sultan of Silly encourages silly ideas

Synergy Guru encourages teammates to build on other ideas

Sergeant Support encourages all ideas/Secretary records ideas on paper

Secretary records ideas on paper

SIMULTANEOUS RALLY TABLE:

All students have paper/pencil.

Students work with a partner to compare or contrast topics.

Each student places a different heading at the top of the paper.

Students write one thing about their topic (activity) and pass the paper to their partner.

Partner then writes about the other topic. (Learning Target)

Continue passing papers back and forth until teacher says to stop.

Round the Room and Back Again:

1.   On a sheet of paper write at least one example of the topic the group is about to explore

2.   Set aside your writing materials. At the signal, move around the room sharing your examples and listening to the examples of others. The challenge is to rely only on auditory memory.

3.   At the second signal, return to your seat and recording materials and write down as many examples as you can recall.

4.   Pool your examples with your table group, and extend your list.

Call and responds: When I say, "What, what" you say, "What's up"

You: "What, what" **Participants:** "What's up" (repeat) **You:** "What, what" **Participants:** "What's up"

Summer Matters Campaign

Our summer work is part of California's Summer Matters Campaign, a statewide effort to expand and improve summer programming across the state.

For more information please contact:

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