

## Tools for Effective Summer Programs (Part 1)

### Module 4.3.1 Length: 4 hours

#### Welcome and Setting the Stage – 10 minutes

Trainer(s) introduction, CalSAC overview, group agreements, topic and agenda overview, and group introductions.

#### Why Summer Matters – 20 minutes

Participants will be introduced to the main categories of research that help make the case for why summer matters to children and youth, along with the elements of high-quality summer programming.

#### Privilege Walk – 20 minutes

Participants will gain a deeper understanding of the negative effect of summer learning loss on low-income children and youth through an experiential, physical demonstration and reflection.

#### Quality Improvement Cycle – 10 minutes

Participants will learn about the Quality Improvement Cycle and how their program can engage in this continuous process of development.

#### Creating Unique Program Culture – 45 minutes

Participants will describe and demonstrate quality practices of summer programming. This will increase their buy-in and ownership of developing their program, while brainstorming ways to build strong relationships among children, youth, and staff.

#### Break – 10 minutes

#### Quick CASP Vocab Builder – 55 minutes

Participants will engage in a vocabulary activity, creating a shared vision of quality using common language. This activity will also promote collaboration among staff in describing and defining what quality looks like in a summer program.

#### Quick CASP – Look, Listen, Ask – 60 minutes

Participants will explore indicators of the Quick CASP Observation assessment tool and share their understanding of quality practices to their peers. This activity allows participants to reflect on their own experiences and prepares staff to utilize the Quick CASP Observation assessment tool.

#### Closing – 10 minutes

#### SUMMARY

During this training, participants will learn about elements of high-quality summer programs and effective tools to guide programs in their ongoing development of quality programming.

#### OBJECTIVES

Participants will

- Understand the impact of summer learning loss on children and youth.
- Be introduced to standards of quality summer programming.
- Learn about the Quick-CASP assessment tool to guide their program quality improvement.

#### CONSIDERATIONS

- Allow participants to reflect on and share their own experience with participating or working in a summer program.
- Building a quality summer program takes time and intentional focus. Participants should understand that building a strong summer program involves staff and stakeholders at many different levels and this training will help a program begin or strengthen the process of continuous improvement.

#### STRATEGIES OF DELIVERY

- PowerPoint Presentation
- Handouts
- Small Group Discussions
- Large Group Discussions and Activities

# Preparation and Materials

## Tools for Effective Summer Programs (Part 1)

## Module 4.3.1

Length: 4 hours

### Prior to Training

30 minutes

- Make copies of handouts 4.3.1a *Elements of High Quality Summer Programs* and 4.3.1c *Quality Improvement Cycle*, for each participant.
- Print Handout 4.3.1b *Summer Learning Loss Walk* for yourself
- Print Handout 4.3.1d *Unique Program Culture* and cut – one strip for each group; print handout 4.3.1f *Quick CASP: Look, Listen, Ask* and cut – one strip for each group
- Make even number of sets of Handout 4.3.1e *Vocab Builder Cards*. **Each set** should have:
  - Domain Cards
  - Domain Description Cards
  - Indicator Cards
- Have copies of *Quick CASP User Guide* and *Quick CASP Assessment booklets*, one for each program site
- Prepare and review the PowerPoint presentation. Add trainer information to the first and last slide.
- Make copies of the PowerPoint with notes, even if you are not using the PowerPoint presentation.
- Make copies of the *Training Evaluation*, one for each participant.
- Make copies of the *Certificate of Completion*, one for each participant. If you want, add the module title and participant name prior to printing.

### Day of Training

30 minutes

Set up:

- Nametags and sign-in sheet
- Training baskets
- Tables and chairs
- Printed materials
- Presentation (including laptop and projector if using)
- Easel paper with agenda, group agreements and bike rack

### Room Arrangement

- Small table groups (2-5)

### Materials Needed

- Copies of handout 4.3.1a and 4.3.1c one for each participant, 4.3.1d and 4.3.1e for each group
- Training Evaluations
- Certificates of Completion
- Nametags
- Easel Paper
- Painter's Tape
- Markers/Pens

### Optional

- LCD Projector and Screen
- Laptop
- Training Baskets

# Module 4.3.1

## Tools for Effective Summer Program (Part 1)

### Learning Objectives

---

- Participants will understand the impact of summer learning loss on children and youth.
- Participants will be introduced to standards of quality summer programming.
- Participants will learn about learn about the Quick CASP assessment tool to guide their program quality improvement.

### CalSAC Introduction – 10 minutes

---

1. Review key points for CalSAC, the Trainer Network, and the Summer Matters Campaign.
  - Explain that this training has been adapted from the Summer Matters Technical Assistance Manual in partnership with the Summer Matters Campaign and ASAPconnect.
2. Introduce yourself and give participants an opportunity to introduce themselves.
3. Review training agenda, group agreements, dialogue starters and housekeeping (restrooms, breaks, etc).

### Introduction to the Topic

The following **key concepts** will help you frame the training and will help participants understand the importance of delivering and planning for high-quality summer programming:

- Summer months bring unique opportunities for learning outside the traditional school year and walls. High quality summer learning programs change students’ lives for the better with an opportunity to improve their academic achievement and readiness to learn
- Every year a child does not participate in a summer learning programs puts them at risk for “summer learning loss”, weight gain and unhealthy eating.
- California is leading the nation in elements of high-quality summer learning programs
- Developing quality programs requires intentional, ongoing development. One such process that we’ll align with is the Quality Improvement Cycle.

### Why Summer Matters – 20 minutes

---

1. The freedom of summer learning provides uniquely innovative opportunities for learning and enrichment that the regular school day cannot – field trips, camping and camp-like activities, and more quality time for educators to strengthen their relationships with students.
2. The research behind the importance of summer learning programs falls into the following main categories:
  - Summer Learning Loss

*Activities adapted from the Summer Matters Technical Assistance Manual v.3 by the California School-Age Consortium  
Summer TA Network Project Module 4.3.1 (v1-Mar-17)*

- ✓ Summer Learning Loss is real for all young people, but disproportionately affects low-income youth in reading
  - ✓ Summer Learning Loss accounts for up to 2/3 of the ninth grade reading achievement gap between lower and high income youth
  - Health and Wellness
    - ✓ Many young people are gaining weight at an alarming rate during the summer. At the same time, food insecurity rates increase and many young people are hungry during the summer months.
    - ✓ Participating in sports in summer alone does more to prevent obesity than participating in the school year alone.
3. Pass out handout 1.3.1a, *Elements of High Quality Summer Programs* to each participant.
  4. Review the Six Elements of High-Quality Programs and ask for an example of each from participants:
    - Broaden children’s horizons
    - Includes a wide variety of activities
    - Helps children build skills
    - Fosters cooperative learning
    - Promotes healthy habits
    - Lasts at least one month
  5. Have a discussion using the following questions:
    - ✓ What did you find surprising or interesting?
    - ✓ What questions did this make you consider?
    - ✓ What does this information mean to you?

### ***Summer Learning Loss Privilege Walk – 20 minutes***

---

1. Remind participants that the rate of learning in school year is the same – summer is where the slide back occurs.
2. Explain that this physical demonstration shows reading achievement of low-income and middle income students who did not participate in a summer learning program. This activity will help us understand the impact of summer learning loss on low-income children and youth.
3. Assign participants to represent children from a middle-income (MI) home and children from a low-income (LI) home. Participants should be silent during this activity.
4. Have **participants line up side by side** against a wall at one side of the room.
5. Participants will be individually taking steps forward based off of the children they were assigned to represent. Explain that participants must walk “heel to toe” during the activity.
6. Using the trainer handout 4.3.1b *Summer Learning Loss Walk* read aloud one phrases that indicate various points in a child’s education.

7. Allow time for participants to silently observe where each person stands in between reading aloud the phrases.
8. After reading all of the statement, ask participants to remain where they are standing and to look at where they and the other participants are standing. Have participants reflect silently.
9. After one minute of silent reflection, share that by the end of fifth grade, low income children are approximately 2 ½ years behind their more affluent peers, primarily because of summer learning loss. Some researchers believe that summer learning losses are the main cause of the widening achievement gaps between low-income minority and white middle-class students in the US.
10. Have a discussion using the following questions
  - ✓ What did you see during this exercise? What did you hear during this exercise?
  - ✓ How did this exercise make you feel?
  - ✓ What were your thoughts as you did this exercise?
  - ✓ What have you learned from this experience?
  - ✓ What can you do with this information in the future?

### **Training Tips**

- An alternative version of this activity is to have only two participants demonstrate the activity. One participant will represent a middle-income child or youth and the other participant will represent a low-income child or youth. This can be done when there is lack of space.

### **Quality Improvement Cycle – 10 minutes**

Share with participants the following **key concepts**:

1. Effective, high-quality summer programs takes intentional focus and planning.
2. Share handout 4.3.1c, *Quality Improvement Cycle* to each participant.
3. Explain each step of the Quality Improvement Cycle:
  - Plan – set program improvement goals and develop and implement a plan for achieving them. The program manager/director would complete the Planning & Management assessment of the Quick CASP during this time. This should be done between September and May.
  - Train – develop staff understanding of quality standards. This would be done between January and May.
  - Assess – collect data and information to assess progress toward goals. The site coordinator would complete the Observation assessment of the Quick CASP. This would be done during the summer program months.

- Reflect – debrief with key stakeholders and review summer program data. Use the data collected in the Quick CASP assessment tools to create a Quality Improvement Plan. This would be done between August and October.
4. Ask participants to reflect on ways they do each of these process steps with their summer program already. Have participants share with a partner or table group.
  5. Have a discussion using the following questions:
    - ✓ Which part of the quality improvement cycle resonates most with you?
    - ✓ Which sounds like it would be the most difficult?
    - ✓ What do you feel like you need more information on?

### ***Creating Unique Program Culture – 45 minutes***

---

Share with participants that we’ve heard elements, or broad categories, of what makes a high-quality summer program (Elements of High-Quality Summer Learning Program) and what steps are needed to create them (Quality Improvement Cycle). We’ll now add our own experiences and ideas of summer programs.

#### **Part 1, Creating Community**

1. Ask participants to reflect on a time in their life when they’ve felt like they were part of a community. Have participants turn to a partner and, for 90 seconds each, share their thoughts.
2. After 3 minutes, ask each person to come up with one word that will summarize their ideas about community. Have participants write that one word on a sticky-note or square of paper and post it to the wall.
3. Have participants silently view all of the words on the wall. Ask for a couple of volunteers to share a little bit more about the word they chose.
4. Now ask participants to reflect on what makes a summer program a community. What makes it special and unique? Have participants turn to a partner and, for 90 seconds each, share their thoughts.
5. Ask each person to come up with one word that will summarize their ideas about what make a summer program. Have participants post their word to the wall.
6. Point out similarities and differences in what makes up a community and what makes a summer program.

#### **Part 2, Creating Unique Program Culture**

1. Share with participants that during this next activity, we’ll come up with concrete ideas on how they can create a summer community in their program.
2. Ask participants, “What needs to be put in place so that young people feel a part of a summer community?”
3. Chart ideas given by participants, then review the following additional components about what makes up summer culture:
  - **Program Spirit:** Program creates a spirit of community and pride among all young people through daily shared traditions, cheer, competitions, team designations and awards for positive actions or attitudes.
  - **Culminating event:** An event that rewards youth for their success and gives all youth an opportunity to showcase their work or new skills to invited guests

- **Physical environment:** The program environment promotes creative thinking and exploration. Activity space setup is different from a traditional classroom. Activity spaces could be names in relation to theme or goals of the program. Decorations are youth driven and thematic.
  - **Transitions, arrival and departure times:** 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.
4. Next, split participants into 4 groups and assign one aspect of creating a Unique Program Culture to each group, using *handout 4.3.1 d Unique Program Culture*
  5. Explain that participants will have 15 minutes in their small groups to do the following:
    - Using their own ideas or any others listed on chart paper, work together to brainstorm strategies and activities that the program can implement to bring to life their aspect of the program culture.
    - Use chart paper, markers, and other materials to create a poster for their 3-minute program culture presentation to the rest of the group. They can create a poster, a storyboard, a map, etc.
  6. Ask each group to make their 3-minute presentation to the large group.
  7. Add/expand on their ideas as needed to ensure that the large group develops an understanding of each aspect of program culture.

---

### **10 MINUTE BREAK**

---

### **Quick CASP Vocab Builder – 40 minutes**

---

#### **Introduction to the Quick CASP**

1. Share that the Quick CASP is a quality assessment tool. The indicators in this assessment are drawn from a different summer quality assessment tool called the CASP which stands for Comprehensive Assessment of Summer Programs. The CASP has a set of 80 research-based indicators of program quality. The CASP is very in-depth assessment tool that requires assessor training. It's an excellent tool for summer programs that are more advanced and have been imbedding quality indicators into their programs for some time.
2. The Quick CASP was developed as a lighter touch self-assessment tool for programs that may not be ready for the full CASP assessment. Instead of 80 indicators, the 36 selected indicators in the Quick CASP been identified as **crucial** to improving summer program quality, and therefore priority areas for planning and quality improvement.

#### **Vocab Builder, Part 1**

1. Share that the Quick CASP tool contains relatively common terms in education and youth development, but we may all have slightly different definitions.
2. This activity will help us build a shared vision of quality by coming to group definitions of key terms.
3. Split participants into two groups. *Facilitator note: one group will work with the Planning and Management Domain Dive Cards and one group will work with the Observation Domain Dive Cards.*

4. Give each group the appropriate stack of Domain cards and Domain Descriptions from the trainer handout 4.3.1e *Vocab Builder cards*. Only hand out a set of Domains and Domain Descriptions to each group.
5. Share with participants that the goal is to match up the domain with the description.
6. Give the groups 10 minutes. As groups are working, post the correct Domain and Domain Description card matches up in a space visible to the group (or show the PowerPoint slide). You will reveal this to participants as they complete Part 1 and Part 2.

## **Part 2**

1. After 15 minutes, give each group the stack of appropriate Indicator cards from trainer handout 4.3.1d, *Vocab Builder cards*.
2. Give the groups 10 minutes to match the indicators with the domain that they fall under.
3. After 10 minutes, reveal the correct domains and indicator matches. Answer any questions about the matching of Indicators with Domains.
4. Debrief, asking:
  - ✓ What was easy about the matching activity? What was difficult?
  - ✓ What is the difference between the two groups? Can anyone guess why each group had a difference set of domains and indicators to work with?
  - ✓ Share that one group was working with the Planning & Management indicators, and one group was working with the Observation indicators.

## **Quick CASP Overview – 15 minutes**

---

1. Pass out the *Quick CASP*. Walk through the tool and point out the language used throughout the tool:
  - Domains
  - Indicators
  - 2 different components of the assessment: Planning & Management and Observation
2. Explain that the Planning and Management assessment should be done before the summer program begins and helps staff strengthen the foundational planning aspects of creating a quality summer program.
3. The Observation assessment should be completed during the summer program, and focuses on the point-of-service quality of the program, what someone would actually see and hear if they went to visit the program.
4. Even though the tool is mainly an assessment tool, it is helpful to keep in mind the indicators included as you are planning for your summer program. Again, these are components that research has found to have the most impact on quality.
5. Ask participants:
  - ✓ What stands out to you about the Quick CASP?
  - ✓ Who should be involved and/or made aware of the Quick CASP?

- ✓ What additional questions do you have about the tool? (Add these to the Bike Rack and let participants know that these give you a good idea on what you can address in your follow up TA sessions.)

### **Training Tips**

- Assure participants that the Quick CASP is an assessment tool, NOT an evaluation! The tool will help staff identify what they are strong at as well as help staff prioritize improvements for next year.

### **Quick CASP: Look, Listen, Ask – 60 minutes**

The next activity allows us to take a deeper dive into the Observation assessment component of the Quick CASP. Remind participants that the Observation assessment should be done during the summer program, and that all summer program staff should be familiar with its components.

- This activity is a great way to promote collaboration and sharing among staff to describe and define what quality looks like in a summer program.
  - At the end of the activity, participants will have used their experience to reflect on their own experiences and share quality practices in the group.
1. Have participants form into five groups. Assign each group a set of indicators by passing out trainer handout 4.3.1f *Quick CASP: Look, Listen, Ask* cards
  2. Instruct participants that, in their small groups, read over the domain and indicators they were assigned to and brainstorm what they would Look for, Listen for or Ask for when assessing and scoring that indicator.
  3. Share your example. For some indicators, there may not be an example of each (Look, Listen or Ask).
  4. Give participants 20 minutes to brainstorm and chart their ideas.
  5. Remind groups to prepare what they will share with the full group. Presentations should be no longer than 3 minutes. Prompt participants to share as much as they can in three minutes, but they don't have to include all ideas on their chart.
  6. Have groups make presentations.
  7. After all groups have presented, review the Quick CASP Observation assessment tool with participants. Share that the groups just demonstrated practices that have been identified as **essential** to summer program quality and therefore, **priority areas**.
  8. Explain to participants that between now and the next training, the Program Manager/Director should complete the Planning & Management assessment with your (TA provider) assistance. The Observation assessment should also be considered as the program staff continues to plan for the summer program, but the actual assessment will not happen until the summer program begins.

9. Set up the next TA session to assist programs in utilizing the Quick CASP. Share that programs will also be sent an electronic User Guide to help in understanding and using the tool.

**Closing – 10 minutes**

---

1. Thank the group for participating in the training.
2. Review the learning objectives and how you have achieved them.
3. Highlight some of the **key concepts**.
4. Ask for final questions or thoughts.
5. Have the group complete training evaluations.

DRAFT