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# Report of the Co-Op Steering Committee November 2016

A Committee formed to consider the importance of  
Co-Op Summer Enrichment for the Mamaroneck School District

Led by The STEM Alliance of Larchmont-Mamaroneck

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# Introduction

# History

- Established over 40 years ago and the Co-Op program has been primarily funded by the Mamaroneck School District.
- Co-Op offers academic and recreation experiences to approximately 230 elementary students and 90 middle school students.
- Students qualify due to financial or academic need.
- Special education students who qualify for mandated three hours of Extended School Year services participate in a full, enriching camp day

# Current Status

- For the past five years, under tight budget conditions, the Mamaroneck Board of Education has reviewed financial support of all enrichment programs.
- The Co-Op Summer program has only been maintained due to significant financial gifts from community members, community organizations and religious institutions, with partnership from the Community Resource Center (formerly the Hispanic Resource Center).

# Current Status, continued

- For Summer 2016, the Co-Op Summer Enrichment funding was dramatically cut
  - Financial support for middle school Co-Op was eliminated entirely (reduction of approximately \$90K in expenditures)
  - Financial support for elementary Co-Op was almost entirely eliminated (reduction of approximately \$140K in expenditures; \$20K of funding was maintained)
  - MUFSD did supply facility use and back office personnel and purchasing support

# Community Efforts to Restore Co-Op Funding

- Grassroots Community Group Formed
  - In Spring 2016, a group of concerned community members formed to
    - Raise money to restore the needed funds to offer elementary Co-Op for Summer 2016
    - Raise awareness about the need for Co-Op through a PR campaign
    - Coordinate the voices of parents and community groups who value the need for summer enrichment for students with limited resources and high need
- The STEM Alliance of Larchmont-Mamaroneck proposed a subcontractor relationship with the District to lead the Co-Op Summer Program with the following goals:
  - Create hands-on, constructivist learning experiences for youth in the summer
  - Provide an experimental platform for educators to explore projects & pedagogy
  - Increase access & equality of access to applied STEM learning experiences
  - Employ teens to elevate them to leadership role & expand their STEM knowledge

# The Steering Committee

- Understanding the need for community ownership of the Co-Op Program, the STEM Alliance formed a Co-Op Steering Committee with the following goals:
  - Articulating the importance of school-based summer enrichment for at-risk and/or underserved students
  - Clarifying the program's design priorities
  - Scripting program goals

# The Steering Committee, cont'd

- The Committee was recruited from dozens of community members and educators who are invested in the Mamaroneck School District
- The Final Committee was comprised of varied stakeholders including:
  - Parents of general education students & special education students
  - Teachers
  - Administrators
  - Past Co-Op students
  - Current counselors
  - Community Resource Center representatives
  - Interested community members
  - Former School Board members, and small business owners
  - STEM Alliance of Larchmont-Mamaroneck
- The Committee met four times between July 2016 and October 2016 and was hosted at the Community Resource Center





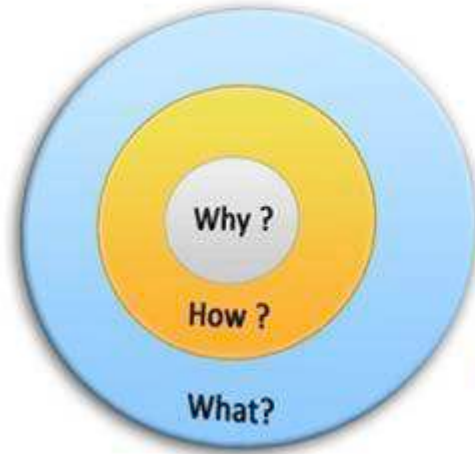
**Co-Op Steering Committee Members (not all members present - see Appendix A for complete list)**

Front Row: Giovanni Zapata, Paul Swiatocha, Frank LoCurto, Emmanuel Rawlings, Rob Andrews, Alexi Mentzer, Owen Coady, Amy Estersohn, Travis Sluss & Javier Guzman

Back Row: Michelle Burton, Neill Alleva, Steven Warner (ex-officio), Iris Hernandez, Richard Kushel, Jon Sacks, Jirandy Martinez & Meg Käufer

# Steering Committee Process

# We applied design thinking with “The Golden Circle” Leadership Approach to a complete review of Co-Op Summer Enrichment



**Why** = The Purpose

*What is your cause? What do you believe?*

**How** = The Process

*Specific actions taken to realize the Why.*

**What** = The Result

*What do you do? The result of Why. Proof.*

- **Why?** What is the mission & mantra of Co-Op
- **How?** If “access to quality” is our belief, how do we achieve “quality”? “Affinity” group work defining “quality” from view of educators, youth, partners, CRC/Padres Unidos & parents.
- **What?** Once we have defined our quality goals, how do we know when we have achieved them? Design a customized self-assessment tool for Continuous Quality Improvement.

# Writing a Mission & Mantra Statement for Co-Op

# Mantra

***Equal access to quality programs  
because summer matters.***

# Mission

- **To provide at-risk students with equal access to quality summer enrichment in a safe environment that promotes independent thinkers and collaborative learners**
- **To engage various community resources and stakeholders in meeting the District's goals of providing a continuum of services and academic enrichment while encouraging summer fun**

# How do we define quality in the Co-Op Summer Enrichment Program?

# Defining Quality

## PROCESS FOR THIS STAGE

Five “Affinity Groups” formed and answered the question from their unique vantage point.

Answers from each group were then evaluated for common themes and goals.

The resulting program goals were then researched more completely by individual committee members.

## Some quotes:

*“Kids want to feel heard and valued. They want to be taken seriously. They want things to be intellectually safe - high academics with low stakes. They want choice with high impact interactions. And all of this for us came back to the importance of near peer mentors. We need well-trained teen counselors.”*

- **Secondary Educators Group**

*“There should be pro-active training of staff and integration of subjects to motivate staff who then motivate the kids.”*

- **Elementary Educators Group**

*“All people - students, staff, family, teen employees - should want to be there and feel valued.”*

- **Parents**

*“Having a school-based program in their home school matters. The families need a trusted building where they feel safe & close to home.”*

- **Community Resource Center & Padres Unidos Group**

*“A quality Co-Op program should not feel like school. It should be education that is disguised as fun, that sparks curiosity, inspires and is hands-on.”*

- **Community Partners Group**



# AFFINITY GROUP FINDINGS REGARDING QUALITY

## A quality Co-Op Program must:

- Create program branding, PR and marketing
- Establish and make public the procedures for identifying students
- Create new and improved registration & payment systems for the benefit of parents & administrators
- Maintain year-round oversight of the program (e.g. consultant, subcontractor, director)
- Follow an articulated timeline of Co-Op tasks
- State and share articulated goals
- Assess each piece relative to the mantra
- Form relationships with community partners
- Create a camp schedule that allows for structured elective/choice time
- Develop program rituals that promote the spirit of summer & sense of community
- Create a proposal system to develop summer program offerings
- Create curriculum that is project-based/not subject-specific
- Develop program content that has a focus on learning as fun: sparks curiosity, inspires creativity and thinking, promotes hands-on projects, encourages collaboration
- Build shared professional development for staff
- Hire quality teachers & teenagers to staff the program
- Pair and group educators to work collaboratively across disciplines

# ADDITIONAL RESEARCH

- To assist the steering committee in its work, the STEM Alliance conducted a review of national research to learn about the following trends in enrichment programming
  - Funding summer programs
  - Documented impact of summer programs
  - Assessment of summer enrichment programs
- A full bibliography of this research can be found in Appendix B

# Summary of Findings: Research on Cost

# COST

A review of research on summer programming costs shows Mamaroneck's Co-Op expenditures of approximately \$700 - \$1,000 per student per summer to be below the per pupil expenditures recommended to guarantee quality outcomes.

The Wallace Foundation estimates that a high-quality five week program costs between

**\$1,100 - \$2,800**

per student.

# Cost can not be reviewed exclusively

When planning and budgeting, policymakers should consider “...the needs of the children and their families in the areas being served...Carefully researched and designed investments can lead to a wealth of academic, economic and social benefits for local residents.”

**The Cost of Quality Out-of-School-Time Programs**  
**Commissioned by the Wallace Foundation**  
**2009**

## Factors impacting cost:

- Staffing
- Geography
- Age of children being served
- Focus of the program - mixed focus or strictly academic
- Based in a school or Based in a Community Based Organization (CBO)
- Run by school or run by CBO
- Ability to leverage core funding for more funding streams (in-kind or financial contributions)

# Summary of Findings: Research on Impact

**The research is unequivocal about the multiple, positive outcomes of quality “out-of-school time” enrichment programs.**



# Impact of Quality Programs

- Dozens of impact studies
- Dozens of designs
  - quantitative & qualitative
  - longitudinal and short term
  - perceptions and outcomes
- Dozens of targeted indicators
- See Appendix C for a list of indicators by category (Academic, behavioral and more)
- See Appendix D for a glossary of terms

## ALL REACH THE SAME CONCLUSION:

*“More than a decade of research confirms that quality afterschool programs are providing rich learning experiences for students, helping to narrow existing opportunity and achievement gaps, and positioning students toward a bright future as they move through school, career and life.*”

*As public demand and need for afterschool programs have grown, so too has the demand for accountability. This is particularly true for afterschool programs that utilize public funds. Fortunately for afterschool advocates, a steady stream of afterschool evaluations are showing important gains for children, not only in terms of academic achievement but also in terms of safety, discipline, attendance and avoidance of risky behaviors.”*

**Afterschool Fostering Student Success in NY**  
**A publication of the Afterschool Alliance**  
May 2016

# Themes in Impact Research

- Summer enrichment positively impacts academic achievement
  - The higher the participation - the higher the impact
  - The more severe the risk factors - the higher the impact
  - Academic gains tend to be long term
  - Impact extends well beyond the student to family, community, educators, & teenagers
  - Impact goes beyond academic achievement to engagement at school
  - Programs are spreading much needed applied STEM experiences
  - Programs promote health & wellness
  - Programs support working families
  - Programs decrease parental anxiety
-

# Summary of Findings: Research on Assessment

# In Mamaroneck, statistically valid assessment is too challenging for site administrators to conduct

- Cost
- Time investment
- Sample size is too small
- No control group
- How to choose the indicators
- Need for long-term studies

## NEED A NEW EVALUATION PARADIGM

*“Unfortunately, the well-documented need for summer learning opportunities has not yet elicited a large-scale, systemic policy response, and existing efforts alone are not sufficient.”*

**The Need for Expanded & Enhanced Summer Learning  
Opportunities in New York State  
New York State Afterschool Network  
June 2015**

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# Comparing Assessment Approaches

## Traditional Assessment Approach

- Typically quantitative indicators
- Externally administered
- Short term
- Conducted at a given moment
- Typically administered post-program

## Continuous Quality Improvement (CQI) Approach

- Uses qualitative & quantitative data collection
- Internally administered
- Short term & long term data collection
- On-going and reflective
- Typically before, after and during program

**Research shows best practices combine a blended assessment model that relies on traditional assessment and CQI.**

# New York's Continuous Quality Improvement (CQI) Tool

NATIONALLY DESIGNED - STATE ADOPTED

New York State Afterschool Network (NYSAN)  
Quality Assessment Tool (QSA)

*"We know what quality is, how to measure it and how to help programs achieve it."*

**Why Afterschool Quality Matters**

**A Brief from the National AfterSchool Association**

## 10 Essential Elements of Quality Enrichment Programs

1. Environment/Climate
2. Administration/Organization
3. Relationships
4. Staffing/Professional Development
5. Programming/Activities
6. Link between School Year & Summer
7. Youth Participation/Engagement
8. Parent/Family/Community Partnerships
9. Program Sustainability/Growth
10. Measuring Outcomes/Evaluation

# Co-Op Steering Committee Primary Recommendations

MUFSD should make support of equal access to

## **summer enrichment**

an explicit financial and policy priority.



MUFSD should hire an outside

# Community Based Organization

to implement the Co-Op Summer Enrichment Program and to focus on the continuous quality improvement of the program.

# **Co-Op Steering Committee Secondary Recommendations**

# The Co-Op Steering Committee makes the following secondary recommendations:

- Access to Co-Op Summer Enrichment should be District-wide and should address the needs of “at-risk” students:
  - Priority will be given to students who receive free or reduced lunch
  - Additional priority will be given to students who are recommended by a school-based professional due to the child’s academic or social-emotional growth needs
  - Any District student is eligible once priority seats have been filled
- Co-Op Summer Enrichment program should have a strong focus on hands-on, project-based learning that promotes learning through “serious play” in the spirit of summer.

## Secondary recommendations continued:

- Co-Op Leadership should be a shared leadership team structure.
- Co-Op Leadership should increase the number of local teenagers in leadership positions as well as emphasize the importance of their peer mentoring role.
- Professional Development should be a critical element of Co-Op
  - To promote innovative teaching
  - To better leverage the leadership of teenagers as leaders
  - To attract skilled educators to work at the program

## Secondary recommendations continued:

- Programming should emphasize creative integration of STEM and reading programs to mitigate summer slide.
- Assessment of Co-Op's quality should be a blended assessment model that relies on traditional assessment metrics and continuous quality improvement using a customized Quality Self-Assessment tool. (See Appendix E for a draft)
- Co-Op Summer Enrichment requires a twelve month implementation timeline to achieve quality programming. (See Appendix F for a draft)



BECAUSE SUMMER MATTERS



A **STEM** ALLIANCE PROGRAM

**APPENDIX A: CO-OP STEERING COMMITTEE MEMBERS**  
**July 2016 - October 2016**

<b>First Name</b>	<b>Last Name</b>	<b>Primary Affiliation</b>	<b>Secondary Details &amp; Affiliations</b>
Neill	Alleva	Elementary Educator	Mamaroneck Avenue School Assistant Principal
Rob	Andrews	Secondary Educator	HMX Assistant Principal
Kelly	Brennan	Elementary Educator	Teacher & Former Co-Op Director
Michelle	Burton	Elementary Educator	Middle School Co-Op Art Teacher & Head of K-8 Art Department
Sarah	Coady	Parent	Mamaroneck Avenue School Parent
Owen	Coady	Peer Mentor/Youth Employee	Current Counselor
Amy	Estersohn	Secondary Educator	Hommocks Math Teacher
Javier	Guzman	Community Resource Ctr./Padres Unidos	Mamk. High School Parent; Former Padres Unidos President
Iris	Hernandez	Elementary Educator	Teacher & Current Elementary Co-Op Director
Meg	Käufer	Community Partner	Parent & President, STEM Alliance of Larchmont-Mamaroneck
Antonella	Kauffman	Community Partner	Parent & VP, STEM Alliance of Larchmont-Mamaroneck
Richard	Kushel	Community Partner	Community Member; Former Co-Op Participant
Frank	LoCurto	Elementary Educator	School Psychologist
Jirandy	Martinez	Community Resource Ctr./Padres Unidos	Former Co-Op Participant & CRC Co-Director
Alexei	Mentzer	Peer Mentor/Youth Employee	Former Mamk. Ave. School Student & Current Counselor
Nancy	Pierson	Former Board of Education Member	Community Member & Parent of MHS Grads
Emmanuel	Rawlings	Peer Mentor/Youth Employee	Former Co-Op Participant & Current Counselor
Jon	Sacks	Community Partner	Mamaroneck Avenue School Parent
Nichole	Sheindlin	Parent	Mamaroneck Avenue School Parent
Travis	Sluss	Community Partner	Local Business Owner - MacInspires
Paul	Swiatocha	Secondary Educator	Hommocks Math Teacher
Carolina	Yan	Parent	Extended School Year Parent, Former Co-Op Participant
Steve	Warner	**Ex-Officio Steering Committee Member	Board of Education, Parent
Giovanni	Zapata	Padres Unidos, President	Hommocks Parent

## APPENDIX B BIBLIOGRAPHY OF RESEARCH ON SUMMER ENRICHMENT

\*\* Afterschool Alliance. *"Afterschool Fostering Student Success in New York."* (n.d.): n. pag. Www.afterschoolalliance.org. Afterschool Alliance, 1 May 2016. Web. 4 Oct. 2016. [Link here.](#)

\*\* Afterschool Alliance. *"Evaluations Backgrounder: A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life."* AfterSchool Alliance (n.d.): n. pag. Www.afterschoolalliance.org. 1 Mar. 2015. Web. 4 Oct. 2016. [Link here.](#)

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Hennessy, David E. *Never Give up on a Kid.: The Chronicles of the Life and Career of Emilio Dee Dabramo, Educator ..* Place of Publication Not Identified: Authorhouse, 2012. Print.

McCombs, Jennifer Sloan. *Making Summer Count: How Summer Programs Can Boost Children's Learning.* Santa Monica, CA: RAND, 2011. Wallace Foundation. Wallace Foundation, 1 Jan. 2011. Web. 4 Oct. 2016. [Link here.](#)

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New York State Afterschool Network. 2014. *"New York State Afterschool Network Program Quality Self-Assessment Tool." USER'S GUIDE 2ND EDITION* (2014): 1-52. Www.nysan.org. New York State Afterschool Network, 1 Jan. 2014. Web. 4 Oct. 2016. [Link here.](#)

\*\* These documents in particular are highly recommended because they are concise, touch on commonly occurring themes across all of the research and/or speak to New York specifically.



**APPENDIX C**  
**SAMPLE INDICATORS OF AFTERSCHOOL PROGRAM OUTCOMES**

**Academic Achievement**

Reading scores  
Math scores  
English Language Fluency scores  
School grades  
Enrollment in advanced classes (AP, honors)  
Participation in STEM electives  
High school completion rate  
College enrollment rate

**Secondary Academic Skills**

- Student confidence in ability to handle transitions to next stages in education (elem to MS; MS to high school; high to college/work)
- Student's educational aspiration
- Student's motivation in the program
- Student's motivation during school year classroom experiences
- Student participation in classroom learning during the school year
- Consistent school attendance
- Consistent summer enrichment attendance
- Participation in school year enrichment programs
- Decreased behavioral incidents
- Student satisfaction with the summer enrichment program
- Student assertiveness
- Student tolerance for challenging problems
- Student's "task motivation" when faced with work

**Health & Wellness**

- Student's health
  - Access to healthy food
  - Exercise
- Decreased participation in high risk activities (drugs, alcohol)

**Teachers**

- Change in pedagogy or curriculum during the school year
- Improved relations with the students during the school year
- Improved relations with the teenage and college assistants during the year

### **Family**

- Increase in parent engagement during the school year
- Increase in parent engagement during the summer enrichment program
- Decrease in parental anxiety over being able to maintain his/her job because the child is in a program
- Decrease in parental worry about the child being safe while s/he is at work
- Parent satisfaction with summer enrichment program

### **Community**

- Increased engagement of community members, businesses and institutions with youth  
Increased financial investment of community partners in enrichment programs

## **APPENDIX D GLOSSARY OF TERMS**

**Achievement Gap:** The observed, persistent disparity of educational measures between the performance of groups of students, especially groups defined by socioeconomic status (SES), race/ethnicity and gender.

**After School:** a blanket term that refers to an organized program, led by an adult or team of adults, that meets on a regular basis. It includes programs that operate before and after school, on the weekends and holidays including summer.

**At-Risk Students:** Students who are “at risk” for low academic performance and/or socio-emotional/behavioral problems as indicated by socio-economic risk factors and/or identification by school-based professionals.

**Community Based Organization (CBO):** a local organization, for profit or not-for-profit, that is based in a community and provides services to the community

**Out-of-School Time (OST):** a blanket term that refers to an organized program, led by an adult or team of adults, that meets on a regular basis. It includes programs that operate before and after school, on the weekends and holidays including summer.

**School-based:** programs located in a school

**School Based & CBO run:** A program located in a school but managed and implemented by a CBO

**Quality Self-Assessment (QSA) Tool:** An evaluation tool to be used for continuous quality improvement with the goal of making a program the best that it can be.

**Appendix E  
Co-Op Summer Enrichment Quality Self Assessment Tool (QSA)**

PROGRAM GOAL	PROGRAM ELEMENT	QUALITY INDICATORS	IMPROVEMENT STEPS & STRATEGIES	PERSON(S) RESPONSIBLE	TIMELINE FOR IMPROVEMENT	RESOURCES NEEDED
		How will we know we have achieved this? What are the "measurable" or "visible" outcomes?	2- 3 specific action items to get to those outcomes		- Now - Summer 2017 - SY 2017-2018 - Summer 2018 - SY 2018-2019 - Summer 2019	- Financial - Partnerships - Time from a dedicated leader or group Other
<b>Create program branding, PR and marketing</b>	Administration/Organization	- All involved will be able to give "elevator speech" re Co-op - Fundraising and grant application results will improve as Co-op becomes better known and understood - The quantity and quality of community partnerships will be enhanced	- Create the definition of Co-op—e.g.. A summer enrichment program for underserved local children with financial and/or academic needs administered by the school district and financed cooperatively by the village, town, District and community. - Explain the name (new or original) - Marketing materials – website, email, brochures - Links to our communication outlets from partner organizations - Local news stories - LMC –hometown show		- Now	- dedicated hours
<b>Establish and make public procedures for identifying students</b>	Administration/Organization	- Written policies/procedures for admission and recruitment of potential students will be available on the website and in publicity and registration materials and will be known and understood by District administration and teachers.	- Establish priorities used for selection of students - Notify all relevant District staff re policy and their roles - Make the written policy public in Spanish and English		- Now	- dedicated hours
<b>Determine how broadly integrated the program will or will not be</b>	Administration/Organization	- The question of prioritizing students with similar needs from all elementary school will be addressed in Policy/procedures - The question of integrating students with needs and students with fewer needs will be addressed in Policy/procedure	- Establish a "board" of educators/parents/community members to debate pros and cons of criteria for admission		- Now	- coordinated time for conversations with District and the Lead Agency
<b>Create new and improved registration &amp; payment systems for the benefit of parents &amp; administrators</b>	Administration/Organization				- Now and on-going	- Financial resources for online software - Volunteer assistance with translation services
<b>Maintain year-round oversight of the program (consultant, sub-contractor, director)</b>	Administration/Organization					

**Appendix E  
Co-Op Summer Enrichment Quality Self Assessment Tool (QSA)**

<b>Follow an articulated timeline of Co-Op tasks</b>	Administration/Organization	<ul style="list-style-type: none"> <li>- A written timeline will be shared with all interested parties inside the District and with any outside agencies or partners</li> <li>- Key stakeholders will be well advised of deadlines and critical dates in advance</li> </ul>	<ul style="list-style-type: none"> <li>- Share the timeline with all staff hires</li> <li>- Share the timeline with families</li> <li>- Share the timeline with District employees and administrators</li> </ul>			
<b>State and share articulated goals</b>	Environment/Climate					
<b>Form relationships with community partners</b>	Parent/Family/Community Partnerships	<ul style="list-style-type: none"> <li>- Calendar reflects field trips and field experiences with community partners for students</li> <li>- Students go on many field trips or excursions related to their curriculum</li> <li>- Students' curriculum is enriched through workshops</li> </ul>	<ul style="list-style-type: none"> <li>-Schedule appointments with community partners of interest</li> <li>-Communicate our goals and expectations</li> <li>- set a time and schedule</li> </ul>	Director/Agency/Scheduling	42736	Financial (Deposits) for partnerships and stipends for person planning -Time to schedule and meet with each alliance -Time to evaluate whether or not the alliance is an appropriate choice -
<b>Create a camp schedule that allows for structured elective/choice time</b>	Programming/Activities					
<b>Develop program rituals that promote the spirit of summer &amp; sense of community</b>	Programming/Activities	<ul style="list-style-type: none"> <li>-Campers participating in spirit days, field day, carnival day, etc..</li> <li>-Attendance records - Photographs of campers during these program rituals that promote the summer spirit</li> </ul>	<ul style="list-style-type: none"> <li>- planning of weekly spirit days and all special events</li> <li>- publishing summer calendars</li> <li>- Celebrating grade level projects in main hallway so that it tells the story of our campers at Co-op Camp</li> <li>- Weekly newsletters from teachers to families communicating and promoting</li> </ul>	Director	January - March 2017	-Financial Support -Need to build alliances -Time to research and plan out spirit days and community building -Develop teacher resources to support family engagement and interconnectiveness
<b>Create curriculum that is project-based/not subject-specific</b>	Programming/Activities	<ul style="list-style-type: none"> <li>-Student project samples will be measured against curriculum indicators</li> <li>- Curriculum project goals and social peer goals can be measured through reflections, surveys, peer partnerships</li> </ul>	<ul style="list-style-type: none"> <li>- develop explicit curriculum indicators that include project based learning objectives</li> <li>- develop student and teacher checklists to support the assessing of the projects</li> <li>- each curriculum area should be inquiry based and incorporate a "community contribution"</li> </ul>	Administration/Director	<ul style="list-style-type: none"> <li>- Now! Curriculum needs to be updated and revised every year</li> <li>- Summer 2017</li> <li>- SY 2017-2018</li> <li>- Summer 2018</li> <li>- SY 2018-2019</li> <li>- Summer 2019</li> </ul>	-Time from a group that is willing to develop curriculum objectives and lessons, projects -Financial support to develop materials and gather supplies for each of the units - Form alliances to enrich and extend curriculum like workshops, field trips, field experiences, hands on investigations, use of technology, integration of art, music, drama, theatre...
<b>Develop program content that has a focus on learning as fun: sparks curiosity, inspires creativity and thinking, promotes hands-on projects, encourages collaboration</b>	Programming/Activities					

**Appendix E**  
**Co-Op Summer Enrichment Quality Self Assessment Tool (QSA)**

<b>Build shared professional development for staff</b>	Staffing/Professional Development	<ul style="list-style-type: none"> <li>- minimum of six hours of shared PD</li> <li>- before and after impact survey of PD focus for staff</li> <li>- % of staff participation</li> <li>- review of where/how PD skills were used during the summer</li> </ul>	<ul style="list-style-type: none"> <li>- build PD commitment into the staff contract</li> <li>- build one week of PD into the start of the summer</li> <li>- build PD into the work week of camp</li> <li>- use peer, supervisor and self reflection observations of the PD skill</li> </ul>	- Lead Agency	Summer 2017	<ul style="list-style-type: none"> <li>- Inclusion of this work in the administrative timeline</li> <li>- inclusion of PD in the budget</li> <li>- recognition of PD as PD service hours for staff; review with MUFSD</li> </ul>
<b>Hire quality teachers &amp; teenagers to staff the program</b>	Staffing/Professional Development					
<b>Pair and group educators to work collaboratively across disciplines</b>	Staffing/Professional Development					

NOTES:  
CO-OP QSA is based on NYSAN Recommendation and modified with Co-Op Steering Committee input  
NYSAN = New York State Afterschool Network  
NYSAN defines "afterschool" "...to include structure activities that take place in school and community-based settings, and are offered before school, afterschool and during summer and holiday breaks. NYSAN lists 10 program elements for quality after school programs

1. Environment/Climate
2. Administration/Organization
3. Relationships
4. Staffing/Professional Development
5. Programming/Activities
6. Linkages between School Day and After School Programs
7. Youth Participation/Engagement
8. Parent, Family & Community Partnerships
9. Program Sustainability/Growth
10. Measuring Outcomes/Evaluation

**APPENDIX F**  
**ANNUAL PROGRAM TIMELINE FOR CO-OP SUMMER ENRICHMENT**

	To Do Item	Responsible Party
<b>AUGUST</b>	on-going	Quality Self-Assessment Review - internal data collection (quantitative & qualitative)
	Mid-August	End of program
	Mid-August	Supplies Inventory
	late August	Close out previous budget
	late August	Creating next year's proposed budget
<b>SEPTEMBER</b>		Thematic visioning
		Rough scheduling
		Finalize pool access
		Preliminary bus schedule and bus contract
		Complete Quality Self-Assessment Review of previous year program
<b>OCTOBER</b>		Write job descriptions, salaries & set up application process for staff
		Advertise for Head Staff Positions
<b>NOVEMBER</b>	early-November	Quality Assessment Review - Academic Statistics
		Start advertising Co-Op Summer Enrichment to families
		Start advertising Co-Op Summer Enrichment to staff
		Annual presentation of goals, review & assessment to Board of Education
		Determine software for registration and documentation information
	Maintain & update administrative handbook to document institutional knowledge	
<b>DECEMBER</b>		Deadline for applications for Head Staff: Director & Unit Leaders
	Mid-December	Identification of students
		Finish design of software for registration process
		Identify additional volunteers/translators for registration nights
<b>JANUARY</b>	early January	Select & Hire Head Staff: Director & Unit Leaders
	rolling/on-going	Start hiring regular staff per registration numbers
	Mid-January	Student Registration night #1
<b>FEBRUARY</b>		Planning session Head Staff #1
		Preliminary Schedule
	Mid-February	Saturday Registration #2
		Outreach to partners
		Fundraising for Summer Enrichment Fund
<b>MARCH</b>		Planning session Head Staff #2
	Mid-March	Afterschool Registration #3
	Mid-March	Facilities walk thru to confirm facilities access and needs
	Mid-March	Full schedule completed: daily & week to week
	Late-March	Open registration to limited number of full pay registrants
<b>APRIL</b>		Planning session Head Staff #3
		Collecting all last tuition payments & outstanding forms
		Supply orders submitted
<b>MAY</b>		Finalize staffing
<b>JUNE</b>		Staff Orientation - Logistics
		Staff Orientation - Team Building
		Staff Orientation - Compliance Training
<b>JULY</b>	early July	Program start
	on-going	Short-term quality assessment review with leadership team & adjustments
	late-July	Site visits with data collection/response sheets