SUMMER BOOTCAMP: GET READY FOR SUMMER SERIES

Day 3, Wednesday, March 3

sponsored by

co-presented by

Strength and Conditioning in Program Operations & Partnerships
NSLA is a national, non-profit organization focused on the powerful impact of one achievable goal: investing in summer learning to help close the achievement gap. NSLA uses the power of research, advocacy, training, and policy to transform America’s neighborhoods and communities, one child at a time.

Our work is based on the simple idea that summer—a time that is easily overlooked yet critical to educational development—is bursting with possibility, and instrumental in closing the achievement gap between privileged children and our most vulnerable children.
NSLA’s Mission and Vision

Ensure every child, regardless of background and zip code, learns and thrives every summer.

Our Work Aims To:

- Improve the lives of America’s most vulnerable students
- Combat summer learning loss
- Close the achievement and opportunity gaps which grow over the summer months
Time for Improvement
Provide students and staff opportunity to catch up, keep up and develop new skills.

Time for Innovation
Empower staff to test and try out and measure new ideas, solutions, strategies before scaling

Time for Integration
Break down silos in education and partner leaders and organizations in rare, new ways

Time for Impact
Learning from hands-on summer programs is immediate, measurable and lasting

SUMMER: A UNIQUE AND UNDERLEVERAGED TIME
NSLA Signature Events

National Summer Learning Week
July 12-16, 2021

Summer Changes Everything National Conference
November 7-10, 2021
RESOURCES TO CHECK OUT – DAY 1

A Summer Like No Other: Lessons from the Field During COVID-19

Yale Child Study Center + Scholastic Collaborative for Child & Family Resilience

Summer Learning: A Bridge to Student Success and America’s Recovery, a COVID-19 PLAYBOOK

Summer Starts in September Planning Guide

Wallace Summer Planning Toolkit
RESOURCES TO CHECK OUT – DAY 2

NCASE: Listening Session: The State of School-Age Child Care – Summer 2020

Wallace Foundation: Every Summer Counts

COVID-19 Resources

Field Guide for Camps

Georga State Afterschool Network & 50 State Afterschool Network: Summer Activity Guide
RESOURCES TO CHECK OUT – DAY 3

2021 Summer Learning Guide: Investing in Resilience and Relationships

Site Leader’s Guide to Summer Program Planning

Getting Support for Summer Learning: How Federal, State, City, and District Policies Affect Summer Learning Programs

Shaping Summertime Experiences

Family-Educator Resource Accelerator
Regularly convene and train youth development staff from like-minded groups across the U.S.

Planned, led and facilitated by NSLA program staff and a skilled NSLA expert Field Consultant.

Quarterly training meetings and one in-person, all day retreat at NSLA’s Annual Conference.

### Topic Areas

- ✓ STEM & Health Careers
- ✓ Sports & Health
- ✓ Public Housing-Based
- ✓ New Vision for Summer School
- ✓ Literacy & Libraries
- ✓ Arts Education
- ✓ College Access & Summer Melt
- ✓ Youth Employment & Internships
- ✓ Special Populations
- ✓ Environmental & Nature
CONSULTING SERVICES AND TRAINING SUPPORT

Program Planning
- Data-driven Planning
- Leading from the Point of Service
- Summer Starts in September (SSiS)
- Results-based Accountability (RBA)

Program Management
- Advancing Youth Development (AYD) for Supervisors
- Leading for Quality
- The Role of the Coach in the Quality Movement
- Making Meaning with Multiple Data Sets (M3)

Positive Youth Development
- Advancing Youth Development One-day Overview
- AYD 30-hour Training
- Combating Adultism

Systems Building
- Summer Landscape Assessment
- Community Indicators of Effective Summer Learning Systems (CIESLS)
- Self-Assessment
- Community Report
- Strategic Planning
Topics for today

• The Story of the Mizzen by Mott App
• What’s New & Coming Soon
• Connect With Mizzen
THE STORY OF MIZZEN
How can we leverage technology for the benefit of children in Afterschool programs?

• What does the sector need?
• Define the solution
• Define the audience
• Design & build the solution
Mizzen is designed for

DISTRICT LEADERS

SITE LEADERS

GROUP LEADERS
ALL-IN-ONE TOOL
Organizing student groups
Scheduling made easy
High-quality content
Content providers you can trust

- NASA
- PBS Student Reporting Labs
- After-School All-Stars
- California Academy of Sciences
- Foundations, Inc.
- Jazz at Lincoln Center
- Network for Teaching Entrepreneurship
- OregonASK
- Simply Math Center
- STEM NEXT Opportunity Fund
- VentureLab
- YouthQuest
- kid-grit
Professional growth for summer
2020 National Summer Learning Association Awardees Playlist

1. Making Comics, Characters and Setting
2. Creative Life - Tessellation Paintings
3. S.INQ Up Human Impact
4. Scientific Sketching Practice
5. Earth's Water: A Drop in Your Cup
6. Carbon Cycle Role-Play
7. Cup Stacking Challenge
8. Engineer a Stringed Instrument
9. Would You Rather?
10. What’s Your Sound, What's Your Story
What’s new

• Individual Accounts
• Entrepreneurial Content from NFTE
• STEM Activities from STEM Next and NASA
• Black History Content
• COVID-19 Response
• SEL & Mindfulness Activities from kid-grit
What’s coming

• Reading Month (March)
• Environmental Playlist for Earth Day (April)
• NASA Mars Content (Summer)
• Jazz Appreciation Celebration Month (April)
Mizzen is free through support from the Charles Stewart Mott Foundation.
Pittsburgh Public Schools - Summer Dreamers

Christine Cray, Director of Student Services Reforms

Melanie Claxton, Coordinator of Out-of-School Time
Summer Starts in September!

- **Budget**
- **Enrichment**
- **Staffing**
- **Curriculum**
- **Enrollment**
- **Training**
- **Transportation**
- **Family Engagement**
- **Program Evaluation**

- **September - November**
- **December - April**
- **May - August**
Summer Starts in September .. then pauses ..

- **September** - **November**: Budget, Enrichment, Staffing
- **December** - **April**: Curriculum
- **May** - **August**: Transportation, Family Engagement, Program Evaluation

- Enrollment
- Training

Questions:
And we pivot...

September - November

- Budget
  - Reallocating & Recalculating
- Enrichment
  - Adjusting Times & Structure
- Staffing
  - Revisiting Roles

December - April

- Curriculum
  - Engaging Live Instruction
- Enrollment
  - Are You Still Interested??
- Training
  - Virtual Sessions!

May - August

- Transportation
  - Laptop & Hotspot Distribution
- Family Engagement
  - Through a Screen
- Program Evaluation
  - What Do We Measure?

September - November

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- Program Evaluation
  - What Do We Measure?
Planning Amid Uncertainty

- Budget
- Enrichment
- Staffing
- Curriculum
- Enrollment
- Training
- Transportation
- Family Engagement
- Program Evaluation

March – May!!

June – August!!
Remaining Nimble

• Staffing
  • Prioritizing recruitment, matching by grade level & subject area

• Enrichment
  • Leverage intermediaries to accelerate processes within District requirements

• Recruitment & Enrollment
  • Tap school staff to communicate with students and families
Planning for Program

- Camp culture, e.g. theme
- Morning meetings
- Incentives (camper & staff)
- Attendance & retention
- Behavior Management
- Parent Engagement
- Daily Schedule
- First Day Plans
- Culminating Events
Planning for Program

• What incentives will exist for campers to attend camp daily?
• How will you monitor behavior to identify and address minor problems before they escalate to more severe issues?
• How will parents be able to ask questions or convey concerns about their child during camp?
• How will recess be structured?
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Key Information</th>
<th>Methods</th>
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</thead>
<tbody>
<tr>
<td>Pre-Camp</td>
<td>Share camper schedule, including activity placements and teacher names</td>
<td>SDA Central Office sends pre-camp mailer</td>
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<tr>
<td></td>
<td>Share transportation information, including bus company &amp; phone #</td>
<td>Handouts/documents at Night Out</td>
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<tr>
<td></td>
<td>Share breakfast, lunch &amp; snack menu</td>
<td>Personalized pre-camp phone calls home</td>
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<tr>
<td></td>
<td>Welcome and introductions to leadership team staff, including photos and brief background/bio</td>
<td>Electronic weekly newsletter e-mailed to families</td>
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<td></td>
<td>How to get in touch with the camp site</td>
<td>BlackBoard connect robo-calls</td>
</tr>
<tr>
<td></td>
<td>Key camp site policies &amp; procedures, e.g. early dismissal policy</td>
<td>Automatic texting?</td>
</tr>
<tr>
<td></td>
<td>Key camp site culture elements, e.g. theme, incentive/award structure, etc.</td>
<td>Site social media</td>
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<tr>
<td></td>
<td>Any activity-specific permission slips, e.g. swimming or biking</td>
<td>Parent bulletin board</td>
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<tr>
<td></td>
<td>General excitement and enthusiasm to welcome campers!</td>
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Summer 2021
Engaging families in OST programming during Covid-19: notes from the field
Springboard Collaborative

**Coach teachers**
in data-driven instruction
to lead PreK-3rd graders toward
reading growth goals

**Train family members**
to be effective reading coaches for their
children at home

**Cultivate reading habits**
that persist over the long
term, in the classroom
and at home

**Impact Goal**
to help 100,000 students reach
reading goals and 30,000 students
read on grade level by 2023
Who am I? Who are you?

Mary Paranac
Senior Director of
Program Design
Why we’re here

• To learn how Springboard Collaborative has engaged families in OST programming during Covid-19

• To discuss learnings/implications for summer in your setting
Case study: Massachusetts

GEER (Governor's Emergency Education Relief) Fund Early Literacy Supplemental Services

• Target for Spring: 1,650 K-3 students and families
• 4 Districts (strong teachers unions)
• 32 Schools
• Districts pushing for in-person; many teachers/families not ready
The Problem

• Mitigate reading learning loss since March 2020

• Ensure Equity and Access for students and families

• Support ALL stakeholders in this initiative:
  • Students
  • Families
  • Districts
  • Unions
  • Teachers/Tutors/Paras
  • DESE
Flexible Instructional Resources

Problem: Mitigate reading learning loss since March 2020

- Pre K = Letter recognition and phonemic awareness
- K-2 = IBRDS
- 3rd = Multisyllabic decoding instruction

Materials: 25 decks with scripted lessons per grade; alphabet wall cards; handheld sound-spelling letter cards; sight word cards
Virtual family outreach

Problem: Ensure Equity and Access for students and families (8 prominent languages!)

info@springboardcollaborative.org
We coach program leaders into creating solutions that work for their schools. Here is a hybrid schedule from a school in Mass. Teachers are already supporting kids in a hybrid format during the school day with some kids in classrooms and others tuning in online. This format allowed them to keep groups of kids in-person after school hours and also support families who preferred virtual formatting. The school is providing supervision support for in-person students so that teachers can move straight into the virtual instructional block when relevant.

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<tbody>
<tr>
<td>3:15-4:00 (l)</td>
<td>Cohort A</td>
<td>Cohort B</td>
<td>Cohort A</td>
<td>Cohort B</td>
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<td>4:00-4:45 (v)</td>
<td>Cohort C</td>
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<td>Cohort C</td>
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Connect with us!

Share your thinking throughout the presentation

Facebook @SpringboardCollaborative
Instagram: @springboard_collaborative
Twitter: @springboardNTL
LinkedIn: Springboard Collaborative
Youtube: Springboard Collaborative
Helping 100,000 students reach reading goals and 30,000 students read on grade level by 2023
Virtual Pathways to Train Charlotte’s Future Workforce

MYEP Virtual Impact Report
Prepared by Radius Learning
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>RESULTS</td>
<td>- Introduction</td>
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<td></td>
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<td>- Outcomes</td>
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<td></td>
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<td>- Lead Employers</td>
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<tr>
<td>4</td>
<td>PATHWAYS</td>
<td>- Pathways Model</td>
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<td></td>
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<td>- Hours Breakdown</td>
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<td>- Future of Work Tools</td>
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<tr>
<td>5</td>
<td>INDUSTRY ALIGNMENT</td>
<td>- Employer Engagement</td>
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<tr>
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<td></td>
<td>- Sample Pathway Blueprint</td>
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<tr>
<td>6</td>
<td>ENROLLMENT</td>
<td>- Teacher Engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Participant Demographics</td>
</tr>
<tr>
<td>7</td>
<td>FEEDBACK</td>
<td>- Pathway Ratings</td>
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<td>- Testimonials</td>
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Virtual pathways to train Charlotte’s future workforce
From May - August, Radius Learning worked with the Mayor’s Youth Employment Program to develop a new virtual workforce model in response to COVID-19. The pathways served as a bridge between top employers and youth in the region. The model demonstrates a scalable solution for the City of Charlotte to upskill the future workforce in coordination with leading employers.

5 pathways
Designed to simulate jobs in demand with industry leaders across Charlotte’s major sectors.

29,100 hours
of work-based learning completed by August 6

18 companies
companies engaged

291 youth
earned
Certificates

361 youth
offered participation
in Virtual Pathways

50+ professionals
engaging with youth across 5 pathways

12% of the workforce
represented by lead employers
In less than 90 days, Radius Learning and MYEP mobilized employers and developed pathways to provide experiences for youth at risk of losing their workforce opportunities. Their effort resulted in Charlotte’s top employers coming on board to support the development of virtual pathways.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Youth Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Manufacturing</strong> Pathway Level 1 Powered by Siemens</td>
<td>39 youth are working with Siemens to design infrastructure solutions to reduce carbon emissions.</td>
</tr>
<tr>
<td><strong>Business &amp; Finance</strong> Pathway Level 1 Powered by Bank of America</td>
<td>75 youth are designing technologies with Bank of America to help residents affected by wage loss.</td>
</tr>
<tr>
<td><strong>Technology</strong> Pathway Level 1 Powered by Accenture</td>
<td>74 are designing platforms to support small businesses with Accenture.</td>
</tr>
<tr>
<td><strong>Innovation</strong> Pathway Level 1 Powered by Sealed Air</td>
<td>39 are developing sustainable innovations with Sealed Air to support the Charlotte 2040 vision.</td>
</tr>
<tr>
<td><strong>Healthcare</strong> Pathway Level 1 Powered by Atrium Health</td>
<td>69 are working on digital solutions to expand healthcare access with Atrium.</td>
</tr>
</tbody>
</table>
Pathways were developed to simulate high quality jobs in demand across Charlotte’s major industries.

Virtual pathways are work-based experiences simulating the jobs of the future. Over five weeks, youth solved real-world assignments guided by top employers.

The Radius design is inspired by the Swiss apprenticeship model, where pathways are mapped from education to employment across 230 occupations. By digitizing pathways with Radius, MYEP was able to make high quality workforce experiences more accessible.
Pathways combine work experience with skills development and social interaction.

The chart below highlights the components of virtual pathways, by number of hours. This system was custom-designed to meet the needs of MYEP, based on inputs from the City of Charlotte, Charlotte-Mecklenburg Schools, and partner employers.

Each youth participant navigated Level 1 Pathways, focused on exposure to a wide range of fundamental skills for the future of work. Throughout the pathway, they gained basic exposure to 15 functional skills and 5 tools for the future of work.
Over 50 Charlotte professionals engaged virtually to provide lessons from the world of work in real time.

20 industry masterclasses introduced youth to executives, doctors, scientists, engineers, and innovators working across major occupations.

Notable guests included:
- Steve Garland, Chief Innovation Officer at Sealed Air
- Myra Foster, Global Sustainability Director at Sealed Air
- Charles Bowman, Market President at Bank of America
- Chris Sellers, Director of Quality and Logistics at Siemens
- Gerard Camacho, AVP of Learning & Development at Atrium
- Suzy Jackson, Global Blockchain Lead at Accenture

The Virtual Career Day introduced youth to career opportunities across more than a dozen companies.
Pathways included fifteen adventures designed to equip youth with fundamental skills for the future of work.

Sample Pathway Blueprint

Business & Finance Pathway

Develop a technology solution to help increase the financial livelihoods of residents affected by wage loss.

1. Assess the financial conditions in Charlotte
   - Data & Analysis 22%
   - Financial Analysis 3h
   - Data Analysis 5h
   - Budgeting 3h
   - Data Visualization 1h

2. Analyze gaps in the personal finance market
   - Consumer Strategy 26%
   - Market Research 5h
   - Consumer Strategy 5h
   - Financial Advising 4h

3. Draft a consumer innovation strategy
   - Strategic Management 26%
   - Business Strategy 3h
   - Professional Reports 5h
   - Products & Services 3h
   - Consumer Feedback 3h

4. Prototype a financial application
   - Design & Innovation 25%
   - User Experience UX 3h
   - Product Design 5h
   - App Development 3h
   - Business Innovation 3h

Jobs in Demand 2023-2025

- General and Operations Managers: 6,310
- Accountants and Auditors: 5,173
- Business and Operations Specialists: 3,577
- Management Analysts: 3,251
- Market Research Analysts: 2,954
- Financial Managers: 2,811
- Financial Analysts: 1,859
- Financial Advisors: 1,481
- Marketing Managers: 932
20 teachers across Charlotte-Mecklenburg Schools joined in to guide youth towards pathway completion.

Deborah Ayers  
West Charlotte HS

Jean Brendel  
NW School of the Arts

Brian Brodie  
West Meck HS

Alexis Broome  
North Meck HS

Theresa Cham  
Carmel Middle School

Christopher Desmond  
Hopewell HS

Kim Edwards  
Myers Park HS

Dawn James  
Hough HS

Tiffany Johnson  
Olympic HS

Altrenna Jones  
Marie G. Davis IB

Tangie Kizer  
MLK Jr. Middle

Travis Limehouse  
NW School of the Arts

James Lott  
Rocky River HS

Christopher McKnight  
Phillip O. Berry HS

Spencer Monroe  
West Meck HS

Zoltan Nagy  
South Meck HS

Brooke Spells  
Independence HS

Verdan St. Aimie  
Vance HS

Makeda Terry  
Olympic HS

Stephanie Younger  
Performance Learning Center

Teachers from CMS Career and Technical Education (CTE) served as Team Leaders. From week to week, they served as mentors and monitors to participating youth.
Pathways served a community of youth who are representative of the Charlotte population.

**ENROLLMENT**

291 Youth Trained

200 female 69%  |  91 male 31%

133 Black or African-American 46%
69 Asian (Includes Indian subcontinent) 24%
46 White (Including Middle Eastern) 16%
43 Hispanic / Latinx 15%
12 American Indian or Alaska Native 4%
1 Native Hawaiian or Pacific Islander 0.3%

26 Less than $20,000 9%
2 $20,001 - $30,000 0.6%
- $30,001 - $40,000 -
2 $40,001 - $50,000 0.6%
- $50,001 - $60,000 -
130 Above $60,000 45%
131 Declined to identify -

Grade 11 175
Grade 10 57
Grade 12 59
Youth reported transformative impacts, gaining the skills, experience, and self-awareness to enter the future with confidence.

“I am starting to feel more capable. Things don’t feel so out of reach especially now that I’m gaining skills and real world application.” - Elat Menyelshewa

“This has opened my eyes to so many different career possibilities that I didn’t know before! I am now much more open to and interested in a future in STEM. I have learned a lot about Technology and the process of designing an app...I find that I really enjoyed wireframing for the app and I’m very interested in a career in interface design.” - Angela Ge

“Before I didn’t believe that I can accomplish something, but now I’m more confident to accomplish anything in life.” - Johnson Busitu
“This has given me more direction in what I want to be and who I want to be in the future.”
- Soukhena Hunter

“I have gained valuable career skills that will help me find my way to my dream job. More importantly, I have become more confident in myself, knowing that I am prepared with skills I can put on my resume and people I can add to my network.”
- Shourya Mukherjee

“This has introduced me to different job opportunities and helped me get serious about planning for my future.”
- Nia Legrand

“The technology pathway has helped me develop skills that will be very important for my future career. I’ve learned how to analyze data using Excel and even create prototypes using apps such as Figma.”
- Axel Nunez

“I have gained a lot of vital skills even if it was virtual! I’m so glad I was able to take part in this experience!”
- Zainab Maniya
Day 4, Thursday, March 4
sponsored by

co-presented by

Raising the Bar on SEL and Cultural Relevance in Summer Programs
Thank you!

summerlearning.org