

# The Seven Guiding Principles

## Clear Purpose & Intentional Design

- Articulating a clear mission and vision
- Creating a program that has a summer culture different from the school year
- Aligning activities to mission, vision, and program goals
- Providing opportunities for growth including planning and reflection
- Developing skills and knowledge through meaningful experiences
- Embedding intentional movement and physical activity
- Offering healthy snacks and meals if provided
- Ensuring alignment with community initiatives and priorities
- Program is welcoming to families and caregivers

Adapted from: <http://www.wallacefoundation.org>

## Caring Adults

- Demonstrating genuine respect for youth and adult-youth relationships
- Providing youth with opportunities for developmentally appropriate input
- Acting on the conviction and belief that youth are capable and can contribute to the decision-making process
- Showing concern about youths' physical, social, and psychological well-being
- Advocating for the child and/or families when appropriate
- Modeling appropriate interactions, communication, and behavior (i.e. social norms)

Adapted from: Child Trends Research Brief; <https://www.childtrends.org/wp-content/uploads/2013/12/2013-54CaringAdults.pdf>; <http://www.americaspromise.org/promise/caring-adults>

## Safe Spaces

- Ensuring physical, psychological, and emotional safety
- Establishing clear and consistent structures that are developmentally appropriate
- Creating supportive relationships between and among youth and adults
- Focusing on children and youth to have supported opportunities for building skills
- Engaging in positive social norms
- Maintaining ethical practices
- Implementing positive behavioral supports
- Screening, training, supervising, and assessing staff and volunteers

Adapted from: Community Programs to Promote Youth Development, National Research Council & Institute of Medicine, 2002; <https://www.nap.edu/download/10022>

## Opportunity for Belonging

- Encouraging youth voice and choice
- Promoting of the Five Cs of Positive Youth Development
- Competence, Confidence, Connection, Character, Caring
- Providing opportunities for youth leadership
- Discovering a sense of personal purpose and self-expression

Adapted from: <https://www.sprocketssaintpaul.org/news-and-media/finding-quality-youth-programs>

## Strengths-Based

- Approaching children and youth using core beliefs:
- Youth have existing competencies
- Youth have cultural and social resources and are capable of learning new skills and solving problems
- The program model leads with positive values such as trust, respect, intentionality, and optimism
- Strengths over weaknesses and assets over deficits

Adapted from <http://www.avscbc.org/Strengths-Based%20School%20Culture%20and%20Practice.pdf>

## Culturally Sensitive

- Embracing all dimensions of diversity as strengths and opportunities
- Learning, communicating, and connecting with others in a respectful manner
- Demonstrating cultural competencies through empathy, flexibility, and engaging without judgment
- Seeking understanding of a full range of cultural components
- Intentionally creating an environment where the community feels appreciated and connected

Adapted from: SAMHSA; Teaching Tolerance ® Critical Practices for Anti-Bias Education; Advocates for Youth

## Assessment

- Using evaluation in multiple forms to improve program practices and quality
- Collecting and tracking of attendance
- Conducting Pre/Post Assessments
- Seeking children, youth, and family feedback
- Determining progress toward program goals

Adapted from: <http://cypq.org/vpqi> Continuous Quality Improvement in Afterschool Settings: Impact findings from the Youth Program Quality Intervention Study

# Elements for Effective Summer Programs



## Types of Summer Programs

| Summer School  | Summer Academic & Enrichment   | Enrichment Multi-Themed   | Enrichment Singular Themed   | Work Experience   | Drop In Program  |
|--|--|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Traditional academic focus</li> <li>• May include credits for recovery</li> <li>• May be used to earn additional credit toward advanced placement</li> </ul> <p>eg. School District</p> | <ul style="list-style-type: none"> <li>• Combination of academic and enrichment activities with equal emphasis on academic and enrichment</li> <li>• Multi-layered learning experiences</li> <li>• Academic instruction primarily led by certified teachers</li> </ul> <p>eg. School District or Community-Based</p> | <ul style="list-style-type: none"> <li>• Primary focus on enrichment with some academic infused</li> <li>• Activities primarily facilitated by youth development staff</li> </ul> <p>eg. City, Town, Community-Based, or Camp</p> | <ul style="list-style-type: none"> <li>• Activities designed around a singular interest</li> <li>• Staffed by topic area experts</li> </ul> <p>eg. Arts, Sports, Drama, Dance, Music, Faith-based, STEM, Writing, Camp</p> | <ul style="list-style-type: none"> <li>• Activities intended to promote work-related development</li> </ul> <p>eg. Internships, Mentorship, Job Shadowing, Career Exploration</p> | <ul style="list-style-type: none"> <li>• Supervised activity that may or may not require registration and often is a singular experience, but may be part of a larger program</li> </ul> <p>eg. Libraries, City or Town Recreation Centers</p> |