Summer Learning Program Planner User Guide

How to Plan a Summer Program

This guide will walk you through the Summer Planner to show how it correlates with the steps of summer program planning and the Summer Initiative trainings.

The Summer Program Planner is intended to be used as an Excel or Numbers spreadsheet workbook, but can also be used in PDF or print format. Each tab of the Planner contains a tool that correlates with a summer program planning step below. Some steps have multiple tabs associated with them. Each step also has a companion training module that you will go through with your coach. These trainings will help you successfully complete your planning and document your work in the Planner. The Summer Program Planner is designed to be tweaked and edited to fit your program. The information contained in this living document will be used by your program team, and by the implementation assessment team of the Summer Learning Initiative.

1 **Program Team**
Brainstorm and build a program team.

2 **Needs Assessment**
Conduct a needs assessment and do asset mapping.

3 **SMART Goals**
Develop SMART goals that correlate with your needs assessment.

4 **Logistics**
Plan operations, space usage, a budget, a staffing plan and a schedule.

5 **Intentional Activity Design**
Design a program that meets the needs of targeted students.

6 **Intentional Recruitment**
Market to ensure that students who can benefit most will attend.

7 **Logic Model**
Define and visualize your program goals and objectives.

8 **Continuous Improvement**
Measure success, reflect and plan for the future.

Overview Page

The first tab of the Summer Planner serves as a program overview for site staff members, the program team, grantees, Summer Learning Initiative team and your coach. Most of the data for this page are pulled from the other tools in the Planner. The color coding helps to make the page easier to read and separates the sections. Fill out the **blue sections** on this page, as they will not fill automatically from other pages. Do not type in the **orange and green sections** because they will fill automatically from other pages.

The Logistics section pulls the summer site location, campuses served and meals from the Operations Planner on tab 6, and pulls the total summer budget from the Budget Planner on tab 7. The Participants section pulls the total student capacity and targeted students from the Operations Planner, and pulls the criteria used for intentional student recruitment from tab 12. You will need to tabulate the summer program staff from the information on the Staffing Planner on tab 11, and enter the information on the Overview Page in the blue area.

The Schedule section pulls from the Operations Planner. The program SMART goals are pulled from the Needs Assessment on tab 5. The information needed for the Activities section comes from the Logic Model and are added into each of the core program components: academic intervention, academic enrichment, college/career, enrichment, and family engagement. The program SMART goals pull from tab 2.

If you have trouble getting information to populate or a tab to work the way you need it to, contact your coach for troubleshooting.

Step 1: Program Team

Brainstorm and build a program team.

There is only one tool (on tab 3) in the Summer Planner for this step. This tool helps you brainstorm potential members of your program team. This refers to more than the team members who will be on-site implementing the program. The program team should also include individuals who will help to inform the direction of the summer program, help connect the program with needed resources, market the program to students and families, and assist in building needed support for the program.

In the Building a Program Team training, you will learn more about who should be included on the team. As you start identifying potential team members, you will complete the Team Planner tool on tab 3. Name, role, organization and contact information are fairly self-explanatory. The Purpose for Participation column is where you will describe each individual's role on the team. For example, the Director of Food and Nutrition's role would be to assist in coordinating the summer feeding program with the summer learning program. Stating the purpose for participation helps all team members understand why each person is on the team. It will also help the implementation assessment team understand the thought process behind the team membership.

This tab is a great place to list individuals you have contacted about joining your program team. You can document their feedback and your follow-up activities.

Step 2: Needs Assessment

Conduct a needs assessment and do asset mapping.

The needs assessment is one of the most important steps in creating an intentionally designed program. During the Conducting a Needs Assessment training, you will examine school-level data, student-level data and student voice data. The needs assessment tool on tab 5 provides space for users to summarize their findings in each area and to indicate the information source(s) for the data. Rows can be added as needed. This tool will help you summarize your findings so you have an information piece to share with the program team and the implementation assessment team. The program SMART goals at the bottom of the page should be written based on all the data listed above. Each program SMART goal should focus on one priority area of need and use specific data to illustrate it.

You can't have a high-quality summer program until you truly understand all the needs.

Asset mapping is a process of uncovering resources within and beyond a grantee site's community — assets that can be used to meet the needs identified in the needs assessment. You will learn about asset mapping in the Conducting a Needs Assessment training, and use the asset mapping tool on tab 4 to document your work.

The asset mapping tool enables staff members to brainstorm available resources, match them to identified needs *and* list identified needs, then research available resources. The four categories along the left side are the resource categories: community resources, local institutions, local business and individuals. During this process, you may identify resources that don't seem to fit the existing categories. Add new categories as needed to compile assets.

Step 7: Logic Model

Developing a logic model is an integral component of planning your summer program. The summer program logic model is tab 13 of the Summer Planner. The Developing a Logic Model training will help you learn the purpose of a logic model and how to create one of your own. While this is Step 7 leading into the Continuous Improvement Process, you will begin creating your logic model and compiling information for it early in the planning process. It is helpful to not wait until the end of your planning process to begin this work. The template on tab 13 is color coded to help break down the various logic model components. Typically, the Inputs apply across the board; they appear in a list that does not correlate to items beside it on the page. The Outputs are broken into categories: academic intervention, academic enrichment, enrichment, college and career, and family engagement. Within each output category, users will list the planned activities/classes with their participation goals. It is easy to add additional rows to each category. Users will then define the associated, short-term outcomes that should be the program SMART goals. The same program SMART goal may apply to multiple outputs. The long-term outcomes will often be only a couple of overall goals that apply to all or most of the outputs.

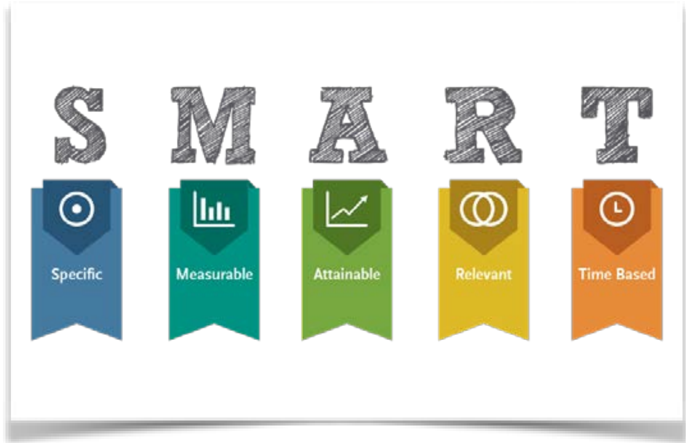
Step 3: SMART Goals

Develop SMART goals that correlate with your needs assessment.

The SMART goal tool on tab 2 provides a place to record the SMART goals associated with each step of the summer program planning process. You will create your planning SMART goals in the Writing SMART Goals training. This tool simply places the goals in one place that is easy to reference when planning and monitoring progress. This tool will also be helpful for the implementation assessment team.

You may have more than one SMART goal for each topic. You might also have SMART goals that connect to multiple topics. List those SMART goals under each related topic and then note the overlap in the Notes section. In addition, you may include new topics as needed, but only if the SMART goal truly does not apply to one of the existing topics.

The notes section can be used for detailed information about modifications to goals, duplication of goals and progress toward goals.



The SMART goals tool will also be useful as site staff members begin to think about evaluation and continuous improvement. Because this tool will be used by the implementation assessment team, please complete the tool fully and make sure all included goals are truly SMART.

SMART goals tell you where you're going and how to know when you get there.

Make It Work

Each tool is designed to help you apply knowledge and skills gained through the training modules and develop your own high-quality summer learning program. Each grantee site and program is unique, and there may be tools that don't quite fit what you are doing or match how things are being done. You may customize tools as needed to make sure they work for your site and capture the full extent of the planning and program. Just make sure your modified tool continues to capture the scope of information from the original tool.

The overview page is the only component we ask you *not* to revise to ensure consistency across sites.

Step 4: Logistics

Plan operations, space usage, a budget, a staffing plan and a schedule.

You will plan your program budget on tab 7. The Personnel section lists typical program roles but can be edited to reflect site-specific roles. Roles with multiple staff members should be mentioned in the notes. Many administrative roles are probably year-round, and only part may need to be attributed to the summer budget. Transportation, field trips (transportation, entry fees and food), and partners/vendors may or may not be contractual expenses for you, but they are important budget considerations no matter where they are allocated.

Capital expenses should be listed by item type, with details such as quantity explained in the notes. General supplies and materials will be included under miscellaneous supplies. Staff benefits, including for part-time staff, are often overlooked in budget planning. Your human resources office can provide typical percentages to use for estimation purposes.

Use the staffing planner on tab 11 to brainstorm and recruit summer staff. Once the site begins its program schedule, staff can list their activities here and begin thinking about the type of instructor needed (certified teacher, paraprofessional, high school student or vendor), any special skills the instructor needs (e.g., knowledge of martial arts, cooking skills), and time availability of the instructor. The next step is brainstorming about people and organizations to fill each role. This gives a great starting point for staff recruitment. The form can also be used to document staff who have expressed interest in working during the summer. Those staff can then be cross-referenced with the class needs.

The field trip planner on tab 9 will help you plan and schedule your field trips. There are places to record logistical information and to document the intentional design (connected to academic objectives) of your field trips.

Operations Planner

On tab 6, the Operations Planner gives a great overview of many logistical concerns and covers most of the material from the Logistics training. The Program Timeline may have been set in your original grant application but you often have the option to make modifications such as lengthening your summer program. The Program Schedule should show a start and end time for each day with a.m./p.m. denoted. The Scheduled Meal Times should also list both start and end times.

The Program Operations Chart shows basic overview information and includes any additional sites that may combine into one summer site. Program Enrollment should show the total number of students to be served in the summer program, whereas the Total Students Targeted will be the number of students invited based on the student criteria developed through the Intentional Student Recruitment training. Typically, the number of students targeted is significantly higher than the Total Program Capacity. On this page, you will break down your enrollment goals by grade level.

For Program Space, you should list *all* spaces available for your use, including outdoor and offsite resources. The final two questions should be answered by “yes” or “no” in the accompanying box. Adjunct Sites means any additional location(s) where program activities occur on a regular basis.

Step 5: Intentional Activity Design

Design a program that meets the needs of targeted students.

The Intentional Design Planner on tab 10 can help you intentionally design activities within your summer program. All intentionally designed activities will connect to a program SMART goal. You may have one class for a program SMART goal or you might have five activities for a program SMART goal. It is important to determine what program SMART goal and what area of student voice you are addressing in every class. All this information should come from your needs assessment tab (tab 5). The Intentional Design Description is where you describe how you plan to blend the program SMART goal (need) with the student voice (want). This should just be two or three sentences.

Next you will write your Activity SMART Goal. This should address the specific outcome learners are expected to experience by the conclusion of the class. These short-term goals are often assessed by informal methods.

Activities at the highest level of intentional design will incorporate all four items: Learning Method, Learning Strategy, 21st Century Skills and Positive Youth Development. As you are just beginning intentional design, you may have one activity that uses a specific learning method and incorporates one 21st century skill, and you may have another class that incorporates just one element of positive youth development. It is OK for it to vary. If you would like to incorporate more elements but are unsure how, reach out to your coach for resources and ideas. As you and your staff become more comfortable with intentional design, strive to include as many of these elements as make sense for the activity.

Program Schedule

The Program Schedule tool (tab 8) is used for Step 4: Logistics, and also for Step 5: Intentional Activity Design. In Step 4, you will look at schedule design basics such as program start and end times, the breakdown of the day, the big components to be included, and the staff needed and available.

Once you decide how you want to set up the daily/weekly schedule, the team can begin to design the content and fill in actual activities. Here, you move into Step 5 as you truly design the summer program experience for students. The Intentional Activity Design trainings will help with the necessary considerations and components for a high-quality summer learning program.

The Program Schedule tool is a basic template that can be changed as needed based on how the program is designed. The tool provides guidance on types of information to include in the program schedule. The Activity Names may be informational or jazzed up for marketing purposes, and the Description will give a brief overview of the content. Each activity should be associated with one or more needs from the needs assessment. In addition, the schedule should show who will lead the activity and where it will be held. As planning continues, you should add the SMART goal(s) for each activity to the schedule. Remember, this is the master schedule; sites may use a simpler version for a day-to-day overview.

Step 8: Continuous Improvement

Measure success, reflect and plan for the future.

The Continuous Improvement Planner on tab 14 will be taught in the Developing a Continuous Improvement Process training. Your program SMART goals will prefill from the Needs Assessment tab, and the activity SMART goals will prefill from the Intentional Design Planner. Next you need to think about how to measure success, which is typically outlined in the actual SMART goal and will also be pulled out here.

Giving program team members responsibility for measurement pieces spreads the work equitably and ensures accountability and planning on the part of team members. The Target Group of student participants may or may not be evident from the SMART goals, and should be described to ensure correct measurement and tracking.

The Time Frame shows when measurements will occur.

The Actual Outcomes column will not be completed until measurement has been completed. Often this means the outcome will not be assessed until after program completion. Site staff will use this section to rewrite the original SMART goals to show actual final data versus the anticipated outcome. This serves as a direct comparison for the program team, stakeholders and your evaluator. This is also where other pertinent information about a specific outcome can be noted.

Once complete, this tool will help your sites measure the quantifiable success of your program, reflect on your work, and plan for next summer and the coming school year.

Step 6: Intentional Recruitment

The Enrollment Criteria section of tab 12 can help you think through and document your student recruitment process. Program team members will first consider the criteria for selecting targeted students. Criteria make it possible to rank student needs, because many programs may have more students in need than they have capacity. Mandatory criteria would be qualifying areas that a student must meet to be in the program. For many subgrantees, financial need as indicated by student eligibility for the free/reduced-price lunch status is a qualification area. Other subgrantees may have no hard and fast enrollment criteria. First-tier criteria would then be the primary group targeted for participation, and second-tier criteria would help narrow the primary group and/or provide an additional group of students to participate. Second tier is also where a grantee would include an open enrollment policy for any remaining spots.

The Intentional Recruitment Planner helps you plan how you are going to market to and recruit the students identified through the enrollment criteria (you know who you want but how will you get them). During training, you will identify strategies and plan specific action steps to implement those strategies. This tool documents the strategies and steps, the associated materials/costs, the point person(s) and the expected completion dates. This becomes an accountability tool as a site moves into actual recruitment of program participants. It can also help you reflect on and document what worked well and what was not as effective.