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: Forum for Youth, Positive Youth Development, Oregon Commission

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, and supervising staff and volunteers

Adapted from: Western Australian National Research Council & Institute of Medicine Community Programs to Promote Youth

Opportunity for Belonging

- Encouraging youth voice and choice
- Promoting of the Five Cs of Positive Youth Development
  - **C**ompetence, **C**onfidence, **C**onnection, **C**haracter, **C**aring
- 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.ayscbc.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 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/ypqi Continuous Quality Improvement in Afterschool Settings: Impact findings from the Youth Program Quality Intervention Study

Elements for Effective Summer Programs

ROC THE **FUTURE**

GRASA Greater Rochester After-School Alliance

7 Guiding Principles to High Quality, Fun, and Engaging Programs

- Clear Purpose and Intentional Design
- Caring Adults
- Safe Spaces
- Opportunity for Belonging
- Strengths-Based
- Culturally Sensitive
- Assessment

Types of Summer Programs

Summer School	Summer Academic & Enrichment	Enrichment Multi-Themed	Enrichment Singular Themed	Work Experience	Drop In Program
• Traditional academic focus • May include credits for recovery • May be used to earn additional credit toward advanced placement eg. School District	• Combination of academic and enrichment activities with equal emphasis on academic and enrichment • Multi-layered learning experiences • Academic instruction primarily led by certified teachers eg. School District or Community-Based	• Primary focus on enrichment with some academic infused • Activities primarily facilitated by youth development staff eg. City, Town, or Community-Based	• Activities designed around a singular interest • Staffed by topic area experts eg. Arts, Sports, Drama, Dance, Music, Faith-based, STEM, Writing	• Activities intended to promote work-related development eg. Internships, Mentorship, Job Shadowing, Career Exploration	• Supervised activity that may or may not require registration and often is a singular experience, but may be part of a larger program eg. Libraries, City or Town Recreation Centers

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